

Marjorie Cont.

SHASTA COUNTY OFFICE OF EDUCATION

MARJORIE S. GATES, SUPERINTENDENT

1644 MAGNOLIA AVENUE • REDDING, CALIFORNIA 96001-1599 • (916) 244-4600

MAIL LOG

SHASTA COUNTY
BOARD OF EDUCATION
DAVID EDWARDS
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June 8, 1988

Senator David Roberti
Joint Select Task Force
on the Changing Family
1100 J. Street, Room 725
Sacramento, CA 95814

Dear Senator Roberti,

In response to the Changing Family Survey received in this office on May 31, 1988:

This agency provides direct services to families in several ways:

- Psychological testing services through contracts with schools
- Individual education plans for students with special needs which includes conferencing with parents
- Early Childhood Education programs which provide child care, pre-school education and support for families.
- Parenting education classes which stress the development of communication and problem solving skills to improve family relationships

None of these services focus specifically on marriage-related problems but all of them are offered to improve family situations and strengthen the family structure.

At present, there aren't any specific programs at the high school level in our county schools which address marriage as an institution. Marriage relationships are discussed as part of the personal growth and development curriculum and in related classes, however.

Parents in the parenting classes seem to be basically unaware of democratic styles of conflict resolution and problem-solving within the family structure. The hectic schedules of most families affects family communication, but more

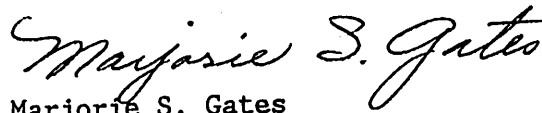
importantly, they discourage the development of these skills in children. Our classes stress a family meeting which allows members the time to develop these basic communication skills.

It may not be the laws which encourage divorce but a pervasive attitude that divorce is easy. Many people go through divorce without realizing that problems can often be resolved within marriage. They do not attempt to get help in conflict resolution until the second or third marriage fails. In the meantime, there are children suffering the effects of divorce and reinforcing their own ideas about marriage and divorce. Our schools are facing almost crisis-level problems with the children and parents from multiple divorce situations.

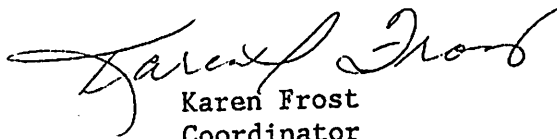
Pre-marital counseling and pre-divorce counseling might prevent some of the current problems. It would certainly take a law requiring this counseling before vast numbers would participate. In our area, such laws would probably promote more Reno marriages.

The questions you are asking have no easy answers but we share the Committee's concern for the future of California families.

Sincerely,



Marjorie S. Gates
Superintendent



Karen Frost
Coordinator



CUESTA COLLEGE

P.O. Box 8106 • San Luis Obispo, CA 93403-8106 • (805) 544-2943

SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT

May 31, 1988

Senator David Roberti
100 J Street, Room 725
Sacramento, CA 95814

Dear Senator Roberti:

Re: Joint Select Task Force on the Changing Family

Cuesta College has finished it's Spring Semester and the faculty that teaches the class in Marriage and the Family will not be returning until the Fall.

I am enclosing a copy of the course outline for the Course - Family Studies 14 - Marriage and Family Relations which is taught by the college. This course is currently in the process of revision and I will give the information you sent to the instructors for their information.

Sincerely,

Margaret Collier, Chair
HUMAN DEVELOPMENT DIVISION

jh

enclosure

pc: Orv Hendricks
Judy Hendricks

REVISED: November 12, 1973
December 2, 1977
August 29, 1979
by Arlene Chandler
Updated: July 10, 1980
Updated: February 25, 1985
by Arlene Chandler
Updated: January 22, 1986
by Arlene Chandler

CUESTA COLLEGE
COURSE OUTLINE

FOR

FAMILY STUDIES 14 - MARRIAGE AND FAMILY RELATIONS

COURSE DESCRIPTION

: Presents sociological and psychological concepts of marriage and family life. Focuses on the development of appreciation for the family and committed relationships. Factors emphasized include changes affecting marriage and family lifestyles, communication, mate selection and adjustment in marriage.

1305	/	09.0106	/	0
CID number		USOE number		SAM code

COURSE UNITS

: Three (3)

HOURS PER WEEK

3	0	3
Lecture	Laboratory	Total

CRITERIA AND STANDARDS

- : (a) Associate Degree
(b) Occupational Certificate
(c) College Transfer

DIVISION

: Human Development

PREREQUISITE

: None

TO BE OFFERED AS A CREDIT-NO CREDIT COURSE: Yes

Arlene Chandler
Originator of Course Outline

September 7, 1965
Date Course Outline Written

Revision approved Sept. 17, 1979
Date Approved by Curriculum Committee

1. GOALS AND OBJECTIVES

A. Goals

1. To survey family living at each stage of the life cycle.
2. To facilitate the development of understandings, attitudes and values which will enable the student to establish rewarding interpersonal relationships, understand family systems, family dynamics, family functions and the importance of the family in society and make informed decisions about marriage, parenting and other family related situations.
3. To help the student comprehend how societal changes affect the family, how families change during their life cycles and how these changes, in turn, affect the entire society.

B. Objectives

1. To recognize and discuss the stages of the family life cycle and to be able to associate family characteristics, and problems and adjustments related thereto, to each stage.
2. To recognize and discuss family systems, their components, and contemporary changes relating thereto.
3. To analyze mate selection from the aspects of compatibility, individual needs and love and to be able to make a self-assessment of readiness for marriage and/or competency therein.
4. To relate scientific research about marriage and the family, and information disseminated in the course, to the dynamics of personal families and relationships and to the society.
5. To be able to relate other aspects of societal development, such as economic changes, religious beliefs and governmental actions, to family stability, form and function.

II. TEXT AND MATERIALS

Cox, Frank D. Human Intimacy: Marriage, The Family and Its Meaning, 3rd edition, New York: West Publishing Co., 1984.

III. REFERENCE MATERIALS:

Aldous, Joan. Family Careers. New York: Wiley and Sons, 1978

*Barbeau, Clayton. Creative Marriage: The Middle Years. New York: Seabury Press, 1976.

*Burns, Robert C. Self-Growth In Families: Kinetic Family Drawings. New York: Brunner-Mazel, 1982.

*Bittman, Sam and Sue Rosenberg Zalk. Expectant Fathers. New York: Hawthorne Books, 1978.

*Bodin, Jeanne and Bonnie Mitelman. Mothers Who Work. New York: Ballantine Books, 1983.

III. REFERENCE MATERIALS, cont.

- *Buscaglia, Leo. Living, Loving and Learning. Thorofare, New Jersey: Charles B. Slack, Inc. 1982.
- *Chess, Stella and Jane Whitbread. Daughters: From Infancy To Independence. Garden City, New York: Doubleday, 1979.
- *Christenson, Robert. Study Guide For Child Development 203. Minneapolis, Minn.: Burgess Publishing Co. 1981.
- *Hite, Shere. The Hite Report. New York: Dell Publishing Co., 1976.
- *Hotchner, Tracy. Pregnancy and Childbirth: The Complete Guide For A New Life. New York: Avon Books, 1979.
- *Kelly, Gary F. Learning About Sex-The Contemporary Guide For Young Adults. New York: Barrons, 1976.
- *Klein, Carole. Mothers and Sons. Boston: Houghton Mifflin, 1984.
- *Lasswell, Marcia. No Fault Marriage. Garden City, New York: Doubleday, 1976.
- *Lieberman, E. James and Ellen Peck. Sex and Birth Control. Revised Edition. New York: Schocken Books, 1982.
- *Mace, David and Vera. How To Have A Happy Marriage. New York: Abingdon, 1977.
- *Rausch, Harold. Communication, Conflict and Marriage. San Francisco: Jossey-Bass, 1974.
- *Reiss, Ira L. Family Systems in America, 3rd edition. New York: Holt, Rinehart and Winston, 1980.
- *Salk, Lee. My Father, My Son: Intimate Relationships. New York: G. P. Putnam's Sons, 1982.
- *Shaevitz, Marjorie and Morton Shaevitz. Making It Together As A Two/Career Couple. Boston: Houghton Mifflin, 1980.

IV. AUXILIARY MATERIALS AND CONTENT:

Films: Not Together Now
Mother Love
Teenage Father
Newborn
The Touch Film
Killing Us Softly

Filmstrips: Marriage: Why? Whom? When? How?
Masculinity and Femininity
Human Reproduction

Videotapes: A Time To Love by Leo Buscaglia, 1983.
Children of Divorce

V. METHODS OF INSTRUCTION

Lecture, group discussion, use of case studies, experiential exercises such as role playing, use of films, filmstrips, bulletin boards and chalkboards, guided reading in library books and periodicals, use of self assessment instruments such as a value inventory and a temperament analysis and use of reaction papers and other writing assignments.

VI. COURSE CONTENT

Unit I - Basic Concepts For Understanding The Family In Today's Society

Stages in the Family Life Cycle
Components of Family Systems
Institutions - Structure - Function
Changes Impacting On The Family
Male and Female Roles, Family Size, Longevity, Economic Factors,
Governmental Actions, Changes in Marital Expectations

Unit II - Why Do We Marry and How Do We Choose Our Partners?

Dating: Practice for Marriage
Important Aspects of Compatibility: Personality-Role Concepts-Values-
Interests
Love: What Is It?
Romance and Pseudo Love

Unit III - Adjustment In Marriage

Disenchantment and Adjustments During the Early Years
Middle Years Adjustment and The Empty Nest Period
Decision Making In Marriage
Common Problems - Money Management, Division of Labor, Sexual Adjustment,
In-Laws

Unit IV - Effects of Parenthood on Marriage and Family Life

Readiness For Parenthood and Responsibilities Thereof
Family Planning and Non-Marital Pregnancy
Joys of Parenthood

Unit V - The Future of the Family

Divorce
Remarriage and Reconstituted Families
Alternate Life Styles
Strengths of the Family and Its Continuing Importance to Society

Unit VI - Review

Link Content of Units II, III, IV and V To The Basic Concepts of
Family Development, Function and Change Presented in Unit I

VII. EVALUATION

The following methods of evaluation will be used.

- A. Four lengthy unit exams and a final exam.
- B. An autobiographical paper evaluating readiness for, or competence in marriage. (As this is a very personal paper, its content will not be judged, but standard credit will be given for completion.)
- C. A small quantity of extra credit may be earned by completing a book report.
- D. Class attendance and participation in discussion and experiential activities are required.



June 14, 1988

SENATOR DAVID ROBERTI
Joint Select Task Force on the Changing Family
SENATE PRESIDENT PRO TEMPORE
1100 J Street, Room 725
Sacramento, California

JOINT SELECT TASK FORCE ON THE CHANGING FAMILY SURVEY RESPONSE

1. As an educational organization serving a large adult population (14,000), our major task is to provide classes leading toward academic goals. In this program, students have a support network of ten academic counselors and several hundred advisers. These people all make themselves available to students who are experiencing crisis in their lives.
2. Formalized course work in marriage relationships at this institution are offered by two specific courses: Sociology 125, Sociology of the Family; and Family Life 131, Family Relationships. In addition, the following courses in Child Development have a strong family theme:
Family Life 242 - Parent Involvement
Family Life 143 - Life Management
Family Life 249 - Child - Family - Community
Family Life 391, 393, 396, 397 - Parents and Infants, Toddlers I, Toddlers II, and Preschoolers.
3. Laws that enable parents to attend school and meet their child care needs are especially beneficial to students. The Latchkey legislation has enabled some elementary schools to establish care for school age children outside of school hours. This care is not available to many students, and an expansion of latchkey legislation would greatly help families.
4. The programs that help families who are attending the community college level tend to cluster around these areas:
 - a) Employers' policies that enable couples to pursue their education and respect their family relationships.
 - b) Government support systems for child care.
 - c) Tax laws that are incentives to make economics progress with out having all the gain be lost in income tax and child care.

Sandy Bucknell

SANDY BUCKNELL - INSTRUCTOR, FAMILY LIFE/CHILD DEVELOPMENT

cf



American River College

4700 COLLEGE OAK DRIVE, SACRAMENTO, CA 95841
916/484-8011

June 20, 1988

Ms. Margarita Contreras, Consultant
Joint Select Task Force on the Changing Family
State Capitol
Room 205
Sacramento, CA 95814

Dear Ms. Contreras:

My comments are directed to question #2 of your survey.

At American River College we schedule each semester a minimum of two sections in the day of Psychology 24, Marriage, the Family and Alternatives; and one section in the evening.

Total enrollment at the end of the tenth week of instruction

	<u>Spring 1988</u>	<u>Fall 1987</u>	<u>Spring 1987</u>	<u>Fall 1986</u>
Day	72	101	88	95
Evening	<u>20</u>	<u>42</u>	<u>44 (2 sec)</u>	<u>46 (2 sec)</u>
	92	143	132	141

The faculty of the Psychology Department believe Psychology 25, Human Sexuality; Psychology 32, Behavior Modification Theory and Practices; and Psychology 34, Child Development, address fundamental relationships that contribute to family stability.

Every three years the faculty review the course outlines and objectives. Changes are made when warranted.

Enclosed are course outlines that I hope will give you a better perspective than my comments.

Sincerely,

Richard V. Luchessi
Richard V. Luchessi
Assistant Dean
Behavioral/Social Sciences
#2525A

LOS RIOS COMMUNITY COLLEGE DISTRICT
CURRICULUM/COURSE OUTLINEAMERICAN RIVER COLLEGE X
COSUMNES RIVER COLLEGE
SACRAMENTO CITY COLLEGE Approved:
Reviewed: S 1988
Revised: F 1985DIVISION/AREA: Behavioral Social Science DEPARTMENT: Psychology
AREA DEAN Luchessi ORIGINATOR:
WEEKLY MEETING SCHEDULE: (Hours) Lecture 3 Laboratory TBA
Semester: Fall X Spring X No. of weeks: 18COURSE NAME & NUMBER: Psychology 24 UNITS: 3
DESCRIPTIVE TITLE OF COURSE: Marriage, The Family and Alternatives
TOP CODE: CAN NUMBER: DEGREE APPLICABLE:
SAM CODE: Baccalaureate Associate XPREREQUISITE(S): None

CATALOG DESCRIPTION:

Study of marriage, the family and alternatives from historical, sociological and psychological viewpoints. Topics will include the structure and functions of the family, childrearing, gender roles, mate selection, the sexual revolution, conflict crisis, divorce, and alternatives to traditional marriage. Not open to those with credit for Home Economics 33.

COURSE OBJECTIVES: In addition to the specified objectives of the course the student must be able to demonstrate critical thinking as well as literary and problem solving skills. At the completion of the course the student should be able to:

- * Identify key concepts from Psychology, Sociology and related disciplines as these apply to establishing and maintaining primary relationships.
- * Define accurately terms conventionally applied to study of marriage, family and its more common alternatives.
- * Demonstrate knowledge of specific facts and identify examples of general principles governing the structure of marriage, the nuclear family and its alternatives.
- * Correctly distinguish between causal and correlational relationships with regard to the essential features of the course, particularly such structures as traditional courtship, cohabitation, mate selection, gender roles, marital stages, family planning, childrearing, conflict management, family disorganization, starting over, and trends shaping the family of the future. Conversely, identify spurious conclusions or nonempirical conclusions about the present health of marriage and the family, particularly as represented in uncritical media accounts.
- * Demonstrate attitudes of objectivity and empathy with regard to both the "casualties" (typified by divorced persons or widowers) and the "experimenters" (who have tried alternative forms).
- * Apply, in a personal relationship, at least one principle from any of the three following areas of study: 1) confirmation of another person, 2) a new conflict management skill, or 3) any non-punitive discipline technique.

GENERAL METHODS OF INSTRUCTION:

Lecture, class discussion, student oral reports, guest speakers, audio visual media; video tapes, films, slides, transparencies, etc.

METHODS OF EVALUATION:

Examinations (Objective items, short answer, essay); book reviews; term papers; and oral reports.

#1360A

COURSE TITLE AND NUMBER: Psychology 24 Marriage, The Family and Alternatives

TIME SCHEDULE AND SEQUENCE OF INSTRUCTION:

<u>Time Allotment</u> <u>in weeks</u>	<u>18</u>	<u>Units of Instruction</u>
2		Functions of a Personal Relationship in a Mass, Technological Society
1		Mate Selection Process
1		Mixed Marriages
2		Love and individual needs
2		Sexual Expression: Personal and Interpersonal
1		Readiness and Maturity
2		Marriage Roles and Intimate Life Styles
1		Society, Family and Evolving Structures
2		Conflict, Functioning and Growth
1		Contemporary Family and Alternatives
2		Parenthood and Actualization
1		Review and Final

(Attach additional sheet, if necessary)

REQUIRED TEXTS: (Author, Name, Edition, Publisher)

See Current Textbook List.

Supplementary Requirements:

1360A
(REV. 9/86)

LOS RIOS COMMUNITY COLLEGE DISTRICT
CURRICULUM/COURSE OUTLINE

AMERICAN RIVER COLLEGE X
COSUMNES RIVER COLLEGE
SACRAMENTO CITY COLLEGE

Approved: F 1971
Reviewed: S 1988
Revised: S 1985

DIVISION/AREA: Behavioral Social Science DEPARTMENT: Psychology
AREA DEAN Luchessi ORIGINATOR:
WEEKLY MEETING SCHEDULE: (Hours) Lecture 3 Laboratory TBA
Semester: Fall X Spring X No. of weeks: 18

COURSE NAME & NUMBER: Psychology 25 UNITS: 3
DESCRIPTIVE TITLE OF COURSE: Human Sexuality
TOP CODE: CAN NUMBER: DEGREE APPLICABLE:
SAM CODE: Baccalaureate X Associate X

PREREQUISITE(S): None

CATALOG DESCRIPTION:

The study of human sex behavior from birth through adulthood. Historical, religious, cultural, physiological, sociological and legal points of view are considered.

COURSE OBJECTIVES:

In addition to the specified course objectives of the course the student must be able to demonstrate critical thinking as well as literary and problem solving skills. At the completion of the course the student should be able to:

- * Define the standard terms used in the field of Human Sexuality.
- * Identify and describe male and female anatomy.
- * Apply and interpret the concepts of human sexuality to your own life.
- * Compare and contrast your own sexual behavior to the actions of others which may be different from your own.
- * Evaluate the knowledge acquired in human sexuality from a historical, cultural, religious and legal point of view.

GENERAL METHODS OF INSTRUCTION:

Lecture, class discussion, student oral reports, guest speakers, audiovisual media; video tapes, films; slides; transparencies, etc.

METHODS OF EVALUATION:

Examinations, (Objective items, short answer, essay); book reviews, term papers, and oral report.

#1361A

COURSE TITLE AND NUMBER: Psychology 25 - Human Sexuality

TIME SCHEDULE AND SEQUENCE OF INSTRUCTION:

<u>Time Allotment</u> <u>in weeks</u> 18	<u>SPECIFIC LEARNING OBJECTIVES:</u>	<u>Units of Instruction</u>
1	Introduction/Perspectives/History	
1	Gender/Issues/Sex Education	
1	Sex Research/Sex Roles	
1	Male/Female Sexual Anatomy and Arousal	
1	Menstruation, Breast, Pelvic and Testicle Exam	
1	Love and Communication in Sexual Relationships	
1	Masturbation/Intercourse	
1	Homosexuality	
1	Sexual Behavioral Patterns	
1	Contraception	
1	Abortion and Sterilization	
1	Childbirth	
1	Sexual Difficulties & Increasing Satisfaction	
1	Sexually transmitted Diseases & Infection	
1	Atypical Sexual Behavior	
1	Sexual Victims	
1	Rape/Law	
1	Make-up Exams/Repeat Exams/Finals Exams	

(Attach additional sheet, if necessary)

REQUIRED TEXTS: (Author, Name, Edition, Publisher)

See Current Textbook List.

Supplementary Requirements:

#1361A
(REV. 9/86)

College of the Siskiyous

Siskiyou Joint Community College District
800 College Avenue
Weed, California 96094
Telephone 916-938-4462

Margaret C.

Em



MAIL LOG

June 15, 1988

The Honorable Senator David Roberti
President Pro-Tempore
State Capitol
Room 205
Sacramento, CA 95814

Dear Senator Roberti:

I am enclosing an copy of my course outline. This will give a general idea of what is covered in my Marriage and Family class. Actually, the Human Development, Child Development, Parenting, and Parent Effectiveness Training classes all give some positive feedback for the family as a unit.

I am of the conservative background that stresses values and goals. I feel marriage is a lifelong goal that needs many positive reinforcements. Everyone must work to keep a marriage secure and the number one factors are communication, self-respect, and fidelity. I am not a counselor, per se, but I find I listen to many who are having problems. Many times the person knows the right answer, but just needs someone to listen.

I refer people to priests, ministers, rabbis, and marriage counselors (both free and paid) if I feel they need more help than I can give. I also know many of the above have suggested couples to take my classes. I know some have been helped due to the feedback I have received verbally and in written evaluations.

I feel that Home Economics should be reinstated as a requirement for junior and senior high school students. Home economists stress the importance of family life commitments. We must reach the young before their lives have been devastated to the point of no return. I am pleased to see there is a task force looking into this matter.

Bless you.

Sincerely,

Charlotte Olson

Charlotte Olson
Home Economist Instructor

lal

COURSE OUTLINE

1. COURSE TITLE: HE 33 or Soc 33, Marriage and Family, Code #1187
2. DIVISION: Business and Technology INSTRUCTOR: Charlotte Olson
Humanities
3. HOURS: Lecture 3, Units 3 Monday, Wednesday, and Friday from 10:10 - 11 a.m.
4. CATALOG DESCRIPTION:

Prerequisite: None.

A study of the importance and function of the modern family, historical and present day American and other family systems, problems of the various family cycles including courtship, marriage, adjustments, children, divorce, finances, budgeting, discussion of the other social systems which affect the family as a whole.

5. TEXT: Courtship, Marriage, and Family, by McCubbin and Dahl. Publisher: John Wiley and Sons.
6. OPTIONAL MATERIALS: Any text or material relating to marriage and family written by a credentialed author.
7. OUTLINE OF COURSE CONTENT:
 - A. Individuals and society
 - B. Patterns in courtship
 - C. The decision to marry or not to marry
 - D. Early marital adjustment
 - E. The developing family
8. TEACHING METHODS AND TECHNIQUES:
 - A. Lecture
 - B. Discussion
 - C. Guest speakers
 - D. Filmstrips
 - E. Library assignments
9. BEHAVIORAL OBJECTIVES:
 - A. Acquaint student with the changing roles of the American family system.
 - B. Acquaint students with problems and adjustments of the pre-marriage, marriage, and family stages of life.
10. METHODS OF EVALUATION:
 - A. Tests: 40% of grade. No test shall be made up. Final will count for 20%.
 - B. Written reports: 15%
 - C. Research paper: This may be a topic of your choosing, but it must critique some aspect of marriage and/or family relations. It must contain foot or

endnotes, bibliography, introduction, research, and conclusions. Counts 30% of grade but must be completed to pass the course.

D. Class participation: 15% of grade

11. OFFICE HOURS: Please see posted sheet.
12. TELEPHONE: Office: 938-4462, Extension 269
Home: 938-2862

The following person received our survey and wanted to give her feedback over the phone because of her time constraints.

Ms. Estelle Davi
Behavioral Sciences
Los Medanos College
2700 East Leland Road
Pittsburg, CA 94565

Teaches courses entitled,
Relationship Dynamics, Family Dynamics

Has conducted an informal survey of her students. Approximately 43% of them are in a relationship, but the majority of her students begin from a baseline in their own experiences at home of battery, drug addiction, and alcoholism, factors that affect the quality of their own relationships.

Before people can talk about positive relationships we must recognize dysfunction in families.

Through education we need to present the reasons why families become dysfunctional. Need to provide role models for those students who did not have good models as youths.



GROSSMONT COLLEGE

8800 GROSSMONT COLLEGE DRIVE/EL CAJON, CALIFORNIA 92020/TELEPHONE: (619) 465-1700

June 27, 1988

Margarita Contreras
Consultant
Joint Select Task Force on the Changing Family
Senate President Pro Tempore
David Roberti
1100 J Street, Room 725
Sacramento, CA 95814

Attached you will find my response to your Joint Select Task Force on the Changing Family Survey.

You asked about suggested readings and I recommend Bradshaw On: The Family. I have also enclosed a copy of a book list with several worthwhile titles.

My best to you in your research.

Sincerely,

Virginia Steinbach

Virginia Steinbach,
Dean of Counseling and
Student Development Services

VS/sf
Attachment

GROSSMONT COLLEGE

JOINT SELECT TASK FORCE ON THE CHANGING FAMILY SURVEY

1. The Grossmont College Counseling Center provides academic, career and personal counseling. When students are in crises or have relationship concerns, the counselor has an in-take session and makes a professional judgement as to whether the concern is one that can be handled short or long term. At one time, we had a larger staff and could handle some long term work, however, it is now difficult to do with reduced staff. Therefore, we will counsel couples short term and refer them to private family agencies for long term work. In previous years, we had 6 staff members who were licensed marriage, family and child counselors; now we have three.

2. This college provides courses under the following 7 areas:

a. Child Development

1. Child, Family and Community.
2. Parent-Child Interaction
3. Infact/Parent Development
4. Toddler/Parent Development
5. Child Abuse: Detection, Intervention and Prevention

b. Social Science: Women's Place in American Society

c. Sociology

1. Marriage, Family and Alternate Life Styles
2. The Sociology of Sex Roles

d. Speech

1. Couple Communication
2. Family Communication.

e. Family and Consumer Studies

1. Financial Planning for the Family
2. Issues in Foster Parenting
3. Life Management
4. Food and Nutrition for Children
5. Family Income Management

f. Health Education

Contemporary Health & Lifestyles

g. Community Education

Couples Workshop: Put More Fun into the Relationship by Reducing the Irritants.

I am certain that any course can be improved and I think that is a continuing process. I believe our courses are exceptional.

3. I am not aware of the specific laws which assist couples. Child abuse reporting laws, which bring the secrets in the open, have saved many families.

4. No knowledge.

5. I think it is more difficult to instill an attitude about marriage to adults. It is almost too late. We must focus on positive parenting and build the concept of marriage and family from birth on. We get our views and behaviors about marriage from the role models of the family unit we live in as children. We must teach people that "People are not for hitting and children are people, too." We must teach creative ways to guide children and show parameters without hitting them. The only thing we teach a child when we hit them is that when they can not solve a problem or conflict, it is okay to hit. Why do you think older children hit younger children? It is because they have been hit.

6. We can support all people by funding parenting and child abuse prevention programs. We must eliminate all child abuse in order not to have a violent society. We have generations of abuse passed on and on and we must break the cycle. Every time I hear of a violent act, I know the perpetrator was an abused child and must be treated for the rage; not for the behavior.

7. Too complex to respond.



Tools for Recovery

1201 Knoxville Street
San Diego, CA 92110
(619) 275-1350

A BOOKSTORE

ORDER FORM

Name _____

Address _____

City _____ State _____ Zip _____

Telephone _____

TITLE	PRICE	QTY	TOTAL	TITLE	PRICE	QTY	TOTAL
12 Steps For Adult Children	6.95	_____	_____	Healthy Relationships	6.00	_____	_____
12 Steps - A Way Out	14.95	_____	_____	Here Comes the Sun	6.95	_____	_____
12 Steps For Adult Children (Tape-Condensed)	9.95	_____	_____	How To Find A Good Psychotherapist	7.95	_____	_____
12 Steps For Adult Children (4 Tapes)	24.95	_____	_____	Is It Love or Is It Addiction	7.95	_____	_____
12 Steps of Alcoholics Anonymous	6.95	_____	_____	It Will Never Happen To Me	3.95	_____	_____
A Book of Games	6.95	_____	_____	The Journey Within	8.95	_____	_____
The Addictive Organization	16.95	_____	_____	Learning To Love Yourself	7.95	_____	_____
Adult Children of Alcoholics	6.95	_____	_____	Lost In The Shuffle	8.95	_____	_____
Adult Children - Secrets of Dysfunction	8.95	_____	_____	Love Is Letting Go Of Fear	3.95	_____	_____
After the Tears	7.95	_____	_____	Magical Child Within You	5.95	_____	_____
The Angry Book	4.95	_____	_____	Men Who Hate Women & Women Who Love Them	4.50	_____	_____
Beginning Of A Miracle	6.95	_____	_____	Of Course You're Angry	6.95	_____	_____
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Each Day a New Beginning	6.95	_____	_____	Traits Of A Healthy Family	7.95	_____	_____
Family Secrets	10.95	_____	_____	When Society Becomes An Addict	15.95	_____	_____
For Your Own Good	8.95	_____	_____	Women's Issues	2.50	_____	_____
Grandchildren of Alcoholics	8.95	_____	_____	Wounded Woman	8.95	_____	_____
Grief Recovery Handbook	15.95	_____	_____	Your Inner Child of the Past	4.50	_____	_____
Healing the Child Within	8.95	_____	_____				

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Golden West College

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June 27, 1988

Senator David Roberti
Member
Joint Select Task Force on the Changing Family
Senate President Pro Tempore
1101 J Street, Room 725
Sacramento, CA

Dear Senator Roberti:

In response to your letter of May 27, I enclose the following information. I hope it will be of assistance to your very important Task Force.

Sincerely,

Sheila M. Brazier
Dean of Instruction

JOINT SELECT TASK FORCE ON THE CHANGING FAMILY SURVEY

1. Typically our counseling services are primarily related to course scheduling, program planning, etc. Only tangentially would personal counseling arise. We have a Health Center on campus where students who go there might be referred to therapeutic agencies or personnel for marriage and crisis counseling.
2. The two major courses taught in the area of family are Sociology 110, Introduction to Marriage and the Family and Sociology 112, Alternative Family Lifestyles: Sociology 150, Social Trends and Problems would typically also contain a section on the family. I enclose copies of the above course descriptions.

The rest of the questions are perhaps less pertinent to this institution. However, I would like to emphasize that at graduation/commencement ceremonies, both the general college ceremony and particularly those in Administration of Justice and Nursing, considerable reference is made to the valuable support of families and family ties for the degree recipients.

Social Science

Social Science 134, Introduction to Chicano Studies

3 Units

An overview of the Chicano historical experience and of social development in the U.S. The course will survey the Chicano culture, customs, politics, labor conflict, immigration patterns, achievements and contributions to the American Southwest. Three hours lecture a week. Optional credit/no credit or grade.

Social Science 136, History and Culture of the Chicano Community

3 Units

A study of the Mexican-American people and the influence of U.S. institutions on Chicano life. The course will survey the history, varying philosophies, artistic and literary achievements, sociological and psychological perspectives of Chicanos. Three hours lecture a week. Optional credit/no credit or grade.

Sociology

Sociology 100, Introduction to Sociology

3 Units

Recommended for every student interested in human behavior, social interrelationships and group organization, foundations of society, culture, social differentiation and social institutions. Three hours lecture a week. Optional credit/no credit or grade.

Sociology 110, Introduction to Marriage and the Family

3 Units

An introduction to the dynamics of marriage patterns, divorce and family life, including the analysis of cross-cultural data, small group behavior, psychosocial stages of development, changing roles and patterns of interaction within various family structures. Three hours lecture a week. Completion of Sociology 100 would be beneficial prior to taking this course. Optional credit/no credit or grade.

Sociology 112, Alternative Family Lifestyles

3 Units

PREREQUISITE: Sociology 100 and/or 110 recommended.

Explores historical and contemporary alternatives to traditional forms of the family, both in the United States and throughout the world. Lectures include discussion of open marriage, cohabitation, marital contracts, communes, singlehood, swinging and homosexual unions. Three hours lecture a week. Optional credit/no credit or grade.

Sociology 133, Introduction to Minorities in America

3 Units

PREREQUISITE: Completion of Sociology 100.

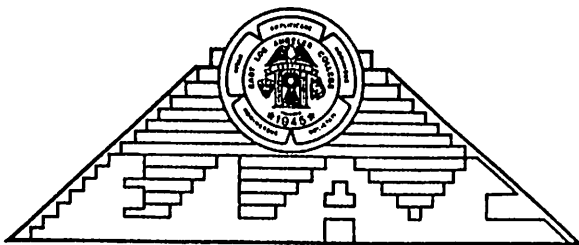
A social profile of major American ethnic groups. A special examination of the problems of minority assimilation into an otherwise open society and culture. Three hours lecture a week. Letter grade only.

Sociology 150, Social Trends and Problems

3 Units

PREREQUISITE: Completion of Sociology 100 recommended.

American social problems, value systems within which problems develop. Industrialization, population, crime and delinquency, family, race relations and education. Three hours lecture a week. Letter grade only.



Arthur D. Avila, President

EAST LOS ANGELES COLLEGE

1301 Brooklyn Avenue
Monterey Park, California 91754 (213) 265-8650

June 20, 1988

Senator David Roberti
Member, Joint Select Task
Force on the Changing Family
Senate President Pro Tempore
1100 J Street, Room 725
Sacramento, CA 95814

Dear Senator Roberti,

This is in reply to your letter dated May 27, 1988, directed to Ms. Mary Norman, Chair, Family and Consumer Studies Department. She requested that I answer your letter since I teach the majority of the Marriage and Family Life classes in the department and have since 1975.

The letter arrived near the end of the Spring semester at East Los Angeles College (ELAC) so the survey is not as extensive as it could be. However, the following information is based on a cross section of students in the Marriage and Family Life classes, faculty members within the department, my opinions from years of teaching experience and data from textbooks, newsletters etc.

Question number one was not applicable since it concerned counseling services which our department does not provide.

2. If you are affiliated with an academic institution, please identify which courses, if any, are provided by public and private educational institutions on the subject of marriage or which assist students in understanding the duties and responsibilities of marriage in modern society. Can these courses be improved upon?

ELAC is a public community college and one of nine campuses within the Los Angeles Community College District. In the Family and Consumer Studies Department (FCS) several courses would assist students in understanding the duties and responsibilities of marriage (and family) in our modern society. They are the Marriage and Family Life class - FCS 31; the Parenting series: Child Development (CD) 50-51-52; and CD 1, Child Growth and Development.

Another marriage course is offered through the Psychology Department of which I have no personal knowledge on how it is taught.

Can these courses be improved? All courses have room for improvement! Although I have at some time during my 15 year career at ELAC taught all of these courses, I will speak specifically to the Marriage and Family Life class. I am constantly changing, updating and improving the marriage class to meet the needs of the students who have changed over 15 years. Presently, I use a variety of teaching techniques including lecture, visuals, films, filmstrips, videos, speakers, "games" etc. More critical thinking - analysis, comparisons etc. and writing have been incorporated into the course to meet the mandate of the State Chancellor's Office of the Community Colleges.

Students responding to the survey wanted more outside speakers which is sometimes a problem because we cannot offer an honorarium for lack of funds. They also wanted more discussion. This raises a fundamental problem. The class is a survey course which overviews many topics, like dating, sexuality, communication etc.; all the many areas which are part and parcel of marriage and family. Because it is a survey course and our semester is 18 weeks long, we cannot spend as much time on some areas as I would like. There isn't time for indepth discussions on some major issues. All I can do is give the students a new "awareness" of marriage and family issues when what is needed is an indepth approach, accomplished through repetition, repetition, repetition. Therefore, I recommend teaching marriage and family life throughout the school years from grammar school on up similar to how math and English are taught and making it a requirement to graduate from high school and a community college or university. Recently a computer course was added as a requirement to graduate. Ninety (90) to ninety-five (95) percent of the population marry at least once and in forty (40) percent of the cases more than once; by your own statistics (ACR 147, line 14-17) one out of two recent marriages end in divorce. Isn't it more important to provide on-going education in this important area that impacts so many peoples' lives as it is to have a literate and computer literate society? Additionally, marriage changes when children arrive, therefore, parenting classes should also be required for high school and college graduation.

3. Please identify and discuss any specific laws which you believe assist couples in remaining together as a family, or which you believe should be revised accordingly.

The respondents and myself included could not think of any specific laws that assist couples in remaining together as a family. However, I felt that the divorce laws could be revised. Presently, the divorce proceeding is basically an adversary process with each side retaining his or her own attorney. Mediation may be a better way to handle a divorce and may even lead to far more reconciliations. It is my understanding that conciliatory counseling is offered during the divorce proceedings on a voluntary basis; maybe having mandatory counseling during the proceedings may help save some marriages.

Respondents to the survey felt strongly that pre-marital counseling be required before marriage, making marriage a more difficult and thoughtful process and that it be absolutely required for 18 year olds and under. Many religious are going this route.

4. Identify how current state and local laws or government programs may act as economic disincentives or incentives for couples marrying or staying together.

A consistent government program which acts as an economic disincentive to all who responded was "welfare." They felt that "women could get more money on welfare than working" and "many marriages may breakup because welfare was so easy to get."

Respondents are forgetting that the purpose of welfare or "Aid to Families with Dependent Children" is to provide for the welfare of the child. This occurs because they see only the consequences of welfare on women. This includes breeding dependency on a system being passed on from one generation to the next; teaching women skills on how to manipulate a system and people rather than marketable job related skills and having a sense of entitlement without responsibility. As harsh as this sounds, welfare is not working to achieve its intended purpose. Because of this, the federal government and California both are moving toward "workfare."

However, workfare will not solve any more problems unless it has an additional three-prong approach: making fathers of children on welfare more financially responsible with stricter enforcement laws; helping women train for jobs where there will be "equal pay for equal work," and most important provide quality child care and school age child care which will help all working mothers.

Quality child care means providing funding and requiring salaries for child care providers that reflects the importance of raising the next generation. Research indicates that for every dollar spent on child care society will receive \$3.30 in return. Also the turnover rate for child care providers is second only to that of service station attendants:

(California Home Economics Newsletter, CHEA Contempo, May 1988)

An incentive for couples staying together could be aided by state tax law changes providing for a Working Couples Credit similar to the one repealed in the Federal 1986 Tax Act.

5. Identify how we can recognize marriage as an important and basic institution in our society.

All current literature dealing with marriage and family takes for granted that marriage as an institution is basic to our society. Surveys of married couples show that 75% are satisfied being married and that marriage and family is important to them.

The question is unclear when you state "we." Does "we" refer to the Task Force, California legislature or Californians.? Whatever its meaning research shows that there are six components to a strong, healthy family: commitment, appreciation, good communication patterns, desire to spend time together, a strong value system and the ability to deal with crises and stress in a positive manner. (Stinnett and DeFrain, Secrets of a Strong Family, Boston: Little, Brown 1985)

Maybe since we live in a media society "we" shouldn't keep it a "secret." Using the media and advertising similar to "No on Drugs," AIDS information, etc. could get the word out. There should be an emphasis on those qualities listed above and also the positive rather than the cynical, negative affects of marriage and family, including the fact that married people are mentally and physically healthier than non-marrieds. I believe that most people just have not thought about what an important and basic institution marriage is in our society and maybe we need to get them "thinking" about it through the use of the media and other means.

6. Identify ways in which we can support couples to build strong relationships as an important basis for family stability.

Some of the ways respondents suggested to build strong relationships which lead to family stability included: requiring a marriage and family class

similar to FCS 31 before marriage or marriage and parenting classes or workshops and increasing the self-esteem of couples to be married.

I realize there are many arguments against requiring a basic level of knowledge to get a marriage license as the state requires to get a driver's license or other licenses. One could be that this would violate certain rights or that everyone has lived in some type of family and has a model and therefore they don't need any more knowledge (a common opinion given in class). There is the assumption that no matter how dysfunctional their family was, (spousal abuse, child abuse, alcoholism etc.), it was right, because they have no point of reference for comparison.

What needs to be done is to provide not only a new "awareness" of what marriage and family really is like and our expectations of what it is like but also provide an "indepth approach" as discussed above. This can be done by requiring a basic knowledge of what marriage and family involves. I state this because after the first year, research has shown that disillusionment occurs in a relationship and couples ask, "Is this all there is?". Therefore, by the third year couples are divorcing because their unrealistic expectations of marriage were not met and they feel its the spouse's fault. Rather than working on the marriage, they choose to seek a new spouse as a solution. Since 80% of men and 75% of women remarry, couples are not disillusioned about the institution of marriage but their particular spouse and the cycle of disillusionment and divorce repeats.

We must also let couples know through education, advertising and other means that marriage requires work and maintenance. Offering inexpensive counseling, particularly for the middle class who cannot receive it free or may not have insurance coverage, would be a boon toward family stability. Also letting couples know that there are enrichment type programs to support their marriages and families would also be helpful. Presently, these programs are sponsored by various religious sects. I realize how to inform the public and how not to tread on the separation of church and state are at present unanswered problems.

7. How can we strengthen the overall relationship of couples?
What do you think California can do to help couples stay together?

Before answering this question let me congratulate the Task Force for their undertaking. The outline is both thorough and overwhelming!

To answer the question how can we strengthen the overall relationship of couples, I must answer simply---through education.

Now let me complicate matters by elaborating. The community college system which I am proud to be a member and which has taken a financial beating, particularly the Los Angeles Community College District of which ELAC is a part, is in the front line of providing child care providers. I am aware of the current work of the legislators to provide child care. However, funds are continually being cut to the community colleges. We educate more Californians, approximately 1.1 million or more and more than the other systems, yet we are treated like step-children compared to the other two systems, UC and CSU, when it comes to funding.

Why do I feel so strongly about education? Not just because I am a teacher but because I've seen what education has done for me (without the community college system, I would not be answering your letter) --- and I've seen what it has done for my students. Education would get women off welfare, increase self confidence and self esteem, provide marketable skills and prepare couples to stay together. Specifically, I recommend mandatory education in marriage and family, parenting skills, personal finance and sex education. A cohesive program from K through 12 and college level using a developmental approach. California has the dubious reputation of being the second highest in the nation for teenage pregnancies. Most of these teens keep their babies and go on welfare. If they eventually marry both the young men and women are ill-prepared for marriage.

California can also push for "equal pay for equal work" which is keeping many working women in the lower economic, "pink collar" jobs. Believe it or not this would help the stability of the family by allowing men not to have to "moonlight" to support their families and give them more time with their families.

As to your request for additional information, I am recommending the Annual Editions on Marriage and Family by The Duskin Publishing Group Inc., Sluice Dock, Guilford, Connecticut 06437. This yearly edition is a quick way for me to keep current. They have volumes available in their series covering over 46 subjects including Early Childhood Education, Education, Social Problems etc. The advisory board members for the Marriage and Family 88/89 edition and previous editions are from educational institutions

across the United States. It has been a source of valuable information for me. I probably could recommend other textbooks but after reviewing your extensive outline and the research to be done, I feel that it would be redundant.

I would like to request that the Task Force, if possible, could keep East Los Angeles College through myself or Ms. Norman, up-to-date on the progress of your work.

I thank you on behalf of East Los Angeles College and the Family and Consumer Studies Department for the opportunity to give this input and sincerely hope that it will be helpful.

Sincerely,

A handwritten signature in cursive script that reads "Dr. Margaret C. Ozuna". The signature is fluid and elegant, with a large initial 'D' and 'M'.

Dr. Margaret C. Ozuna
Professor, Family and
Consumer Studies Department



June 21, 1988

David Roberti
1100 J Street, Room 725
Sacramento, CA 95814

Dear Senator Roberti,

Ms. Jean Loucks, our Vice President of Academic Affairs has asked us to respond to your questionnaire.

We have pooled our resources here at our Gender Equity office, and our input is enclosed.

We often observe the human pain that is suffered by the disintegration of the family unit and we hope that the task force will have a positive influence on the changing family.

If we can assist or serve in any other way, please let us know. This is an area that needs to be addressed; we see the results of family divisions every day. We hope you will include us in further discussions.

Thank you for encouraging the creative ideas of others.

Sincerely,

Bonnie West Caruso

Bonnie West Caruso, M.A.
Director, Gender Equity

BWC/ar

Enclosures

c: Jean Loucks
Jan Goodman

JOINT SELECT TASK FORCE ON THE CHANGING FAMILY SURVEY

1. If you provide counseling services, please identify what services are available to assist and counsel married or unmarried couples in crisis. Services to be identified should include services made available through governmental agencies, private sector agencies, and religious institutions.
2. If you are affiliated with an academic institution, please identify which courses, if any, are provided by public and private educational institutions on the subject of marriage or which assist students in understanding the duties and responsibilities of marriage in modern society. Can these courses be improved upon?
3. Please identify and discuss any specific laws which you believe assist couples in remaining together as a family, or which you believe should be revised accordingly.
4. Identify how current state and local laws or government programs may act as economic disincentives or incentives for couples marrying or staying together.
5. Identify how we can recognize marriage as an important and basic institution in our society.
6. Identify ways in which we can support couples to build strong relationships as an important basis for family stability.
7. How can we strengthen the overall relationship of couples? What do you think California can do to help couples stay together?

* Please see our answers on the following pages.

Los Angeles Pierce Community College
Gender Equity Program
June 21, 1988

Answer, #1

- In our particular program we often counsel women that are in the process of breaking apart of the family unit. We emphasize and investigate that every option be considered before divorce. Has the couple had professional assistance in trying to resolve their differences? If all seems lost, we emphasize the equitable divisions of property/child care/custody.

Answers, #2

- At Los Angeles Pierce College, there are classes offered in Marriage and Family Life, Human Sexuality, Interpersonal Communication, The Family: A Sociological Approach, Psychology of Parent Child Relations, Love and Marriage, and so on.

It is my belief that a class in interpersonal communication and/marriage and Family Life, be required for High School and Community College graduation.

Answers, #3

- There should be equity regarding paternity leave for both parents. This would increase and strengthen the bonding of the entire family.
- Equal pay for equal work would increase the useable income when both parents work. This might enable people to work fewer hours and spend more time together as a family. (please see enclosed article from "Working Woman" on unequal pay scales).

Answers, #4

- There is a continuing need for enriched math/science coursework/scholarships/retentions programs for women.

There is also a need for more adequate funding for academic and support services for the public schools. Private schools are an economic burden leading to emotional discord, but they are necessitated by the mediocrity of public schools.

Rapid transportation upgrading and innovation would free up time for families. Time spent commuting is time not spent with spouse.

-- Tax deduction and incentives for education are needed regarding "the reality of marriage" to dispel the unrealistic expectations of romantic love. Programs for all ages to explain the process of marriage --- i.e.:

1. The work involved in making a marriage work.
2. Family systems theory to explain family of origin rules, rituals, roles and myths that each person brings into a marriage, that usually are different.
3. Programs to help people develop a understanding of themselves as well as their spouse.

Answers, #5

- We need to teach about marriage in a course in school that emphasizes the skills of tolerance, cooperation and team membership.
- Marriage establishes a stable and balanced atmosphere for family living-----if it's a healthy unit. Without the strong support of families, it is unlikely that we could continue to flourish as a society. We need to stress these facts in schools, government, media and industry.
- We recognize marriage, but we don't revere it sufficiently. We celebrate anniversaries, - could we not also have a National Holiday to "Reaffirm the Family?" (Church services to revitalize the marriage vows, etc).

Answers, #6

- As a society, we need to address the need for child care to take the stress off working parents.
- We also need to provide young people with honest, realistic expectations for marriage. Classes in marriage and family relations should be offered as early as junior high school.
- We need to offer more low-cost counseling centers for troubled marriages, as well as support groups and classes.
- The benefits of marriage and family should be highlighted in the media and education as often as possible.
- We must place less glory on achievement and workaholism and more on joint excellence in parenting and nurturing behaviors in general.

- Low cost affordable counseling help must be made widely available to couples so that problems can be immediately addressed. These programs could be staffed by interns, or para-professionals under the guidance of proper supervisory staff, thus keeping the cost down.

The staff must be made aware of the different views of marriage in different ethnic groups. This sort of sensitive and knowledgeable orientation is vital in working with marriages.

Answers, #7

- Offer career/lifestyle planning courses at all academic levels.
- Requiring all high school and collage students to take classes in child care, marriage, personal finance and sex education.
- We need to reduce the inordinate stress on the family of today in any way we can.

We need to educate, encourage and stand behind legislation that gives people the open time and support systems that they need to be truly nurturing and informed partners and parents.

We are raising the next generation; isn't that worth our best efforts?

June 27, 1988

Dear Mr. Roberti,

Marky Olsen, Associate Dean of Counseling, De Anza College, asked me to answer your survey which I am happy to do. I have been a counselor in an academic setting for fifteen years so some of my responses will be based on personal experience. They in no way represent an institutional philosophy.

1. Counseling Services provides free personal counseling to all students. Many of the counselors are licensed M.F.C.C's. We provide short term counseling for couples and refer to local agencies and therapists if long-term counseling is indicated.
2. I have attached a list of the courses that provide information regarding marriage.
3. I am not familiar with any laws that influence whether couples remain together.
4. I am always uncomfortable when government wants to get involved in matters that I consider should be a matter of personal choice and responsibility.
5. I think we already recognize marriage as an important institution in our society. My experience has been that most couples stay together long after they are happy, not the opposite. I believe in education. I believe we can provide more pre-marital counseling, workshops, classes etc. We can provide couples communication workshops, relationship workshops, problem-solving workshops etc. I also believe that we should provide information about alternative relationship options. I think right now many people marry that shouldn't. Yet, in our society if you don't marry, there is something wrong with you. I believe that this ingrained belief can contribute to the break-up of marriages. We are told we must marry, that we should be happy married. We see very few realistic role models. We see ridiculously happy couples and families on television and often experience the exact opposite in our own family lives. People feel guilty if their lives are not what they are supposed to be. Most people still

believe that marriage should be forever even though the statistics indicate a different reality. My experience has been that all the 18 and 19 year olds attending college believe that they will marry and marry only once.

They believe that they will be different.

I don't necessarily believe that California should be putting its energy into helping couples stay together. Many couples are not good together and are smart enough to know it. Many remain in unhappy marriages. I think energy should go into encouraging women to become educated before they marry or at least before they start a family. Many women become single parents and become responsible financially for their children. With more education this wouldn't be such a horrendous task. They would also serve as positive role models for their children. I think it should be stressed that it is okay not to have children. Many people are not suited to be parents. But, again, society thinks that there is something wrong with them if they do not have children.

I was happy to see that your task force is addressing the needs of children. That is where I think most of our energies should be devoted. They are the ones suffering from broken homes or from unhappy homes. Government supported childcare should be offered to all families, no matter what the income level. There should be support for the very important job of being a child care worker. To pay such low wages for this job is ridiculous. Many fine people will not enter this field because they cannot support themselves, never mind a family on the salary. Healthy role models can make all the difference. Children can learn much from observing healthy relationships in the school environment. There should be support for encouraging males to enter child care fields.

Parenting classes
required of all
young people
subsidized
childcare
facilities

In conclusion, I believe that your energies should be devoted toward educating people that many options should be considered, not just marriage and child rearing. Society still has far to go in accepting therapy as a method of problem-solving. Education can help in this endeavor. And, most importantly, government should subsidize childcare. I believe in government getting involved in helping those who are not able to help themselves. And, as we hear so often, children are our greatest resource, and one worth spending time and money on.

Sincerely,


Faith Milonas, Ed. D.

SOC 51 WOMEN AND CRIME 4 Units
 Prerequisites: None. (Also listed as Administration of Justice 51. Student may enroll in either department, but not both, for credit.)
 Four hours lecture.
 Sociological consequences of traditional and changing roles of women and the justice system; crimes against women as socio-political phenomenon; rape, the battered wife and prostitution.
 Offered: Su x; F x; W x; S x.

SOC 53 LAW AND SOCIAL CHANGE 4 Units
 Prerequisites: None. (Also listed as Anthropology 25 and Administration of Justice 25.) (Student may enroll in any department, but not more than one, for credit.)
 Four hours lecture.
 Exploration of the use of law as an instrument for social change. Examination of relationship between law and social change in cross-cultural settings. Analysis of legislation, case law, the process of conflict resolution and legal institutions as they relate to social change.
 Offered: Su x; F x; W x; S x.

SOC 54 YOUTH AND THE LAW 4 Units
 Prerequisites: None. (Also listed as Administration of Justice 54.) (Student may enroll in either department, but not both, for credit.)
 Four hours lecture.
 The organization, functions, and jurisdiction of juvenile agencies; the processing and detention of juveniles; juvenile case disposition; juvenile statutes and court procedure.
 Offered: Su x; F x; W x; S x.

SOC 55 SELF AND SOCIETY 4 Units
 Formerly Sociology 5.
 Prerequisites: Sociology 1 or equivalent.
 Four hours lecture.
 Sociological perspective applied to personality and development of self. Relation between culture, socialization and development of self-image. Analysis of the relationship of major social change to consciousness of self.
 Offered: Su x; F x; W x; S d.

SOC 62 SOCIOLOGY OF SPORT 4 Units
 Prerequisites: None.
 Four hours lecture.
 Analysis of the structures, functions, and role of sport as a social institution, economics of sports, race and sports; male-female role contrasts; ideology in sports, the interrelationships of the role of coach, athlete, and fan.
 Offered: Su x; F x; W x; S x.

SOC 73 CRIME AND CRIMINOLOGY 4 Units
 Prerequisites: None. (Also listed as Administration of Justice 73. Student may enroll in either department, but not both, for credit.)
 Four hours lecture.
 An introduction to major types of criminal behavior, role careers of offenders, factors which contribute to the production of criminality of delinquency; methods used in dealing with violators in the justice system; the changing roles of police, courts, and after-care process of sentence, probation, prisons, and parole: changes of the law in crime control and treatment processes.
 Offered: Su x; F d; W d; S d.

SOC 75 INTIMACY AND MARRIAGE TODAY 4 Units
 Formerly Sociology 40.
 • Satisfies GE requirement in Area E-2.
 Prerequisites: None.
 Four hours lecture.
 An exploration of meaningful partnership and growth in today's world; a consideration of the social influences on paired relations with emphasis on traditional family relationships.
 Offered: Su x; F d; W d; S d.

SOC 75X SPECIAL PROJECTS IN SOCIOLOGY 2 Units

SOC 75Y SPECIAL PROJECTS IN SOCIOLOGY 3 Units

Prerequisites: Consent of instructor and division dean. (Special Projects courses may be taken for not more than 6 units per subject matter or for a total of 15 units for the college.)
 Three hours laboratory for each unit of credit.
 Individual and/or group projects in sociology that deal with one or more of the aspects in the field of sociology.

SOC 76 FAMILY IN TRANSITION 4 Units
 Formerly Sociology 45.
 • Satisfies GE requirement in Area E-2.
 Prerequisites: None.
 Four hours lecture.
 The relationship between a rapidly changing society and the family. Explores contemporary family situations; parenting, communication, family alternatives, and the challenge of change.

SOC 90 AGING AND SOCIETY 4 Units
 Formerly Sociology 35.
 Prerequisites: None. (Sociology 1 recommended.)
 Four hours lecture.
 An overview of the human aging process as it relates to the individual in society. Physiological, psychological and societal factors affecting the aging population and society's responses to the needs of this group.

SPANISH

Some courses in this department have recommended competencies. These are determined by placement tests; students who have not taken placement tests or who are unsure of their scores should contact the Testing Office.

SPAN 1 ELEMENTARY SPANISH 5 Units
 R,W: (Reading and writing qualification for English 1A recommended)
 Prerequisites: None.
 Five hours lecture, one hour laboratory.
 Oral and written practice in the minimum essentials of pronunciation, grammar, and syntax. Reading from simple prose. Language laboratory practice.
 Offered: Su x; F b; W b; S b.

SPAN 2 ELEMENTARY SPANISH 5 Units
 Prerequisites: Spanish 1 or one year of high school Spanish.
 Five hours lecture, one hour laboratory.
 Continuation of essentials of grammar and syntax. Intensive oral and written drills. Selected prose readings. Conversation and composition. Language laboratory practice.
 Offered: Su x; F b; W b; S b.

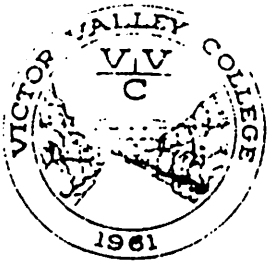
SPAN 3 ELEMENTARY SPANISH 5 Units
 Prerequisites: Spanish 2 or two years high school Spanish.
 Five hours lecture, one hour laboratory.
 Continuation of Spanish 2.
 Offered: Su x; F b; W b; S b.

SPAN 4 INTERMEDIATE SPANISH 5 Units
 • Satisfies GE requirement in Area C-2.
 Prerequisites: Spanish 3 or three years of high school Spanish.
 Five hours lecture.
 Review of grammar, including grammatical features beyond the elementary level. Intensive oral and written drills in idiomatic construction. Composition, conversation, and selected readings.
 Offered: Su n; F b; W b; S b.

SPAN 5 INTERMEDIATE SPANISH 5 Units
 • Satisfies GE requirement in Area C-2.
 Prerequisites: Spanish 4 or four years of high school Spanish.
 Five hours lecture.
 Continuation of Spanish 4.
 Offered: Su n; F b; W b; S b.

SPAN 6 INTERMEDIATE SPANISH 5 Units
 • Satisfies GE requirement in Area C-2.
 Prerequisites: Spanish 5 or equivalent.
 Five hours lecture.
 Continuation of Spanish 5.
 Offered: Su n; F b; W b; S b.

SPAN 10 INTENSIVE FIRST YEAR SPANISH 15 Units
 Prerequisites: None.
 One hundred and eighty lecture hours, thirty-six hours laboratory.
 An intensive eight-week course providing oral and written practice in the essentials of pronunciation, grammar, and syntax of first-year Spanish. Intensive oral and written drills, selected prose readings, conversation and composition.
 Offered: Su d; F n; W n; S n.



VICTOR VALLEY COLLEGE

(619) 245-4271 18422 Bear Valley Road Victorville, CA. 92392-9690

June 15, 1988

Senator David Roberti
Member Joint Select Task Force on the Changing Family
Senate President Pro Tempore
1100 J Street, Room 725
Sacramento, CA

RESPONSE TO JOINT SELECT TASK FORCE ON THE CHANGING FAMILY SURVEY

1. If you provide counseling services, please identify what services are available to assist and counsel married or unmarried couples in crisis. Services to be identified should include services made available through governmental agencies, private sector agencies, and religious institutions.

--- A number of counseling services are available but almost none are really available for crisis assistance. There are no counseling "emergency rooms" per se for couples. If, of course, one of the parties gets to be a "danger to self or others" there are some trauma centers. However, second- and third-degree damage to person(s) is generally perpetrated before the 5150 is enacted.
2. If you are affiliated with an academic institution, please identify which courses, if any, are provided by public and private educational institutions on the subject of marriage or which assist students in understanding the duties and responsibilities of marriage in modern society. Can these courses be improved upon?

--- At the community college level in our community we offer several courses germane to the question. The Psychology Department offers: Human Intimacy, Child Development, and Personal and Social Adjustment. The Sociology Department offers Marriage and Family, the Speech Department offers Family Communication, and we also offer a parenting class through our Adult Education Program.
3. Please identify and discuss any specific laws which you believe assist couples in remaining together as a family, or which you believe should be revised accordingly.

--- Mandatory pre-divorce conciliation counseling is excellent. It needs to be expanded so that each person is required three personal hours in addition to ten couple hours. This as a strong minimum to be undertaken with the same counselor therapist prior to any permanent orders of the court being made. This is to include their final dissolution.
4. Identify how current state and local laws or government programs may act as economic disincentives or incentives for couples marrying or staying together.

--- N/A

5. Identify how we can recognize marriage as an important and basic institution in our society.
 - Establish an ad campaign showing the realities of marriage, its problems with options available to help resolve them. Especially confront men with their being still men if these "healthy" options are followed or pursued.
6. Identify ways in which we can support couples to build strong relationships as an important basis for family stability.
 - Offer couples medical tax write-offs for seeking marriage counseling from licensed personnel;
 - Encourage couples to have regular relationship check-ups, especially during their early years;
 - Establish relationship "emergency-trauma centers" for couple problems/ family problems that need counseling attention;
 - Establish engaged encounters of non-religious affiliated people.
7. How can we strengthen the overall relationship of couples? What do you think California can do to help couples stay together?
 - We must combat the media which makes romance the be-all-end-all. Reality is far different and yet potentially more satisfying and personally enhancing. It demands loyalty and commitment.
 - I believe we need to make it more difficult for a couple to marry. Premarital counseling of not less than ten couple hours should be mandated. Each couple should be required to attend a weekend engaged encounter prior to their marriage.

W E Bachofner, M.A., M.F.C.C.
William E. Bachofner
Instructor of Psychology

HARTNELL

COLLEGE

156 HOMESTEAD AVENUE SALINAS, CALIFORNIA 93901 TELEPHONE 408-755-6700

JAMES R. HARDT, Ph.D.
SUPERINTENDENT/PRESIDENT

June 6, 1988

Senator David Roberti
Joint Select Task Force
on the Changing Family
Senate President, Pro Tempore
1100 J Street, Room 725
Sacramento, CA 95814

Dear Senator Roberti:

Listed below are answers to your Changing Family Survey:

1. Limited emergency services available by counseling staff and individual instructors.
2. Sociology 41 (Marriage & Family)
Psychology 15 (Human Sexuality)
Psychology 41 (Human Relations)

Yes, they can be improved upon. On a yearly basis we review these courses.

3. No comment.
4. In certain cases, the social services system penalizes individuals for working.
- 5, 6, 7 - No comment.

Sincerely,



Daniel A. Ipson
Dean of Fine Arts/
Soc.Sci./Languages

DAI/pv



Commemorating the Tenth Anniversary of our Sister College Relationship 1979-1989





Sacramento City College

3835 Freeport Boulevard, Sacramento, CA 95822

June 9, 1988

Senator David Roberti
Joint Select Task Force on the Changing Family
Senate President Pro Tempore
1100 J Street, Room 725
Sacramento, CA

Dear Senator Roberti:

In response to your questionnaire by the Joint Select Task Force on the Changing Family Survey I am forwarding the following responses:

1. In my position as an academic Dean of the Social Science Division at Sacramento City College I do not feel equipped to answer questions 1, 3, or 4.
2. In regards to questions number 2 we are currently offering the following courses that are of immediate and significant value to our students.

Psychology 25	Human Sexuality
Psychology 27	Single Adulthood
Psychology 40	Interpersonal Communication
Psychology 50	Personal Development
Sociology 1B	Social Problems
Sociology 3	Marriage and the Family

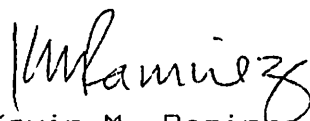
Specifically, all of these courses seek to enhance relationships through an increased information base, alternative communication styles, conflict resolution, and self-esteem development. While there are major differences in these courses there are noted areas of overlap.

I believe all of these courses could be improved through staff development and professional growth activities that focus on the reasons for relationship failures and alternative styles of relating. Such development would have a powerful impact on instructional methodologies. Furthermore, utilizing licensed M.F.C.C. or L.C.S.W. personnel as faculty in these courses might enhance your task force's desired goal.

3. I believe that marriage as "an important and basic institution in our society" needs to be reinforced socially, i.e., media, entertainment, and social programming. Realistic models of human relationships are rarely portrayed in our culture; the "Ozzie and Harriet" mentality is still pervasive. The K through 12 system in California is still afraid to integrate meaningful self-concept and human relations curriculum into their schools. Until we begin reaching children during their early development such a social value will not be inculcated. I would like to explore this area with your Task Force more extensively, please contact me.
4. Some of the ways that we can support couples to build strong relationships are better premarital preparation/counseling, on-going communication and human relation workshops/classes in our curricula and mandatory counseling for couples seeking dissolutionment would seem beneficial. State funds should offset this expense for couples who cannot afford such fees. Incentives could be provided for couples who complete any premarital "couple-counseling".
5. In response to your question " what do you think California can do to help couples stay together?" I do not believe it is the role of government to legislate nor intervene in couples staying together. Other than providing a support base and access to voluntary information gathering government needs to be very careful in this area.

I find the mission of your Task Force to be very provocative and timely, with many social ramifications beyond the issue of marriage. I would like the opportunity to speak further with either you or Margarita Contreras. Thank you for giving me the opportunity to respond.

Sincerely,



Kevin M. Ramirez, Ed.D.
Area Dean
Social Sciences

JOINT SELECT TASK FORCE ON THE CHANGING FAMILY SURVEY

1. If you provide counseling services, please identify what services are available to assist and counsel married or unmarried couples in crisis. Services to be identified should include services made available through governmental agencies, private sector agencies, and religious institutions. *Counseling is available to students through the Campus Design Center & the Women's Center*
2. If you are affiliated with an academic institution, please identify which courses, if any, are provided by public and private educational institutions on the subject of marriage or which assist students in understanding the duties and responsibilities of marriage in modern society. Can these courses be improved upon? *Sociology 4 - Marriage & Family*
3. Please identify and discuss any specific laws which you believe assist couples in remaining together as a family, or which you believe should be revised accordingly.
4. Identify how current state and local laws or government programs may act as economic disincentives or incentives for couples marrying or staying together.
5. Identify how we can recognize marriage as an important and basic institution in our society. *More support for parental leave, child care*
6. Identify ways in which we can support couples to build strong relationships as an important basis for family stability. *Education through schools, workshops, etc*
7. How can we strengthen the overall relationship of couples? What do you think California can do to help couples stay together?

Show that the family is a high priority by government support & spending in the areas of education, counseling, parental leave, child care

*Carole Annet, Professor
Menlo Park College
7075 Campus Rd
Menlo Park, Ca 94021*

805-378-1452



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RIVER
COLLEGE**

8401 Center Parkway
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95823-5799
(916) 686-7451

Los Rios Community
College District

June 3, 1988

Margarita Contreras
Joint Select Task Force on the Changing Family
State Capitol
Sacramento, CA 95814

Re: Joint Select Task Force Survey

Dear Ms. Contreras:

The enclosed response to your survey is the result of consultation between the CRC Family Consumer Science Lead Instructor in Child Development, Eula Saxon Dean, and myself.

We hope that this conveys the status of our institutional and personal concerns on the changing family. We will be interested in utilizing the results of this work in our classes. Please keep us informed of your activities.

Sincerely,

Janan M. Hayes, Assistant Dean
Science, Mathematics, Agriculture
& Related Technologies

JMH/nc

JOINT SELECT TASK FORCE ON THE CHANGING FAMILY SURVEY

1. If you provide counseling services, please identify what services are available to assist and counsel married or unmarried couples in crisis. Services to be identified should include services made available through governmental agencies, private sector agencies, and religious institutions.

Response Our Institution does not provide counseling services specifically for couples in crisis. However, some assistance is provided to those who are enrolled in the Family Development classes. Such assistance is limited to referring a student to an individual or agency where they can find help.

2. If you are affiliated with an academic institution, please identify which courses, if any, are provided by public and private educational institutions on the subject of marriage or which assist students in understanding the duties and responsibilities of marriage in modern society. Can these courses be improved upon?

Response At the present time, we offer three sections of Family Development. Two of these sections are taught in the day and one section in the evening. In these courses we attempt to help the student explore their own personal experiences and the diversity of forms that their marriage may take. Topic discussions include living together, traditional nuclear family, dual-career marriage, single parenting, remarriage, step parenting, and the blended family.

This course may be improved through continued research of new information relating to the family. It is important to recognize that even though the basic family may be the same, there exists some cultural differences and attitudes and these attitudes must be explored in the classroom.

In addition, our instructors are able to relate their own experiences and add a psychological perspective that is combined with their own personal insight.

3. Please identify and discuss any specific laws which you believe assist couples in remaining together as a family, or which you believe should be revised accordingly.

Response I cannot identify any specific laws that facilitate a family staying together, however, I do believe that the most destructive vicious, and bitter battles of a marriage take place during the divorce process. Even though most divorces are settled out of court through negotiations between lawyers, the law does not work toward amicable divorce. The situation is difficult enough even if the law encouraged reconciliation and avoided blame. The law is based on guilt and blame. It appears that the law prides itself on using the adversary system in which lawyers fight and argue to win cases. Justice is usually irrelevant in such a system, and this is especially true in divorce cases where one person is made guilty and the other innocent. In reality, both partners are usually responsible for a marriage breaking up. Therefore, if the law will seek understanding, instead of guilt, we can cease bending and distorting the emotional facts of a marriage to fit legal requirements.

4. Identify how current state and local laws or government programs may act as economic disincentives or incentives for couples marrying or staying together.

Response It is my belief that current state and local laws or government programs may act as disincentives for couples staying together because they fail to help the couple identify their problems. Many of these couples are only assisted financially, and many are unaware that these programs exist. Through media and educational institutions, we can increase an individual's knowledge of the statistical expectation for divorce, and that such expectation depends on age at the time of marriage, educational level, occupational status, income, family background, race, length of engagement, geographical location in which the marriage takes place, quality of communication within the marriage, number of marriages (first, second, or subsequent), and various personal factors.

5. Identify how we can recognize marriage as an important and basic institution in our society.
6. Identify ways in which we can support couples to build strong relationships as an important basis for family stability.
7. How can we strengthen the overall relationship of couples? What do you think California can do to help couples stay together?

Response We can recognize marriage as an important institution in our society through the use of media and educational programs that show images that legitimize marriage. Since the media seduces us to initiate its images we must make special efforts to show images that show constant positive negotiation between spouses. There must be examples of acceptable behavior, habits, and discipline. It may be possible for the TV camera and the media print to respond in a therapeutic manner instead of constant entertainment.

Since successful marriages provide psychological satisfaction, sexual satisfaction, and material satisfaction for both partners, well defined social programs that are dedicated to helping people understand their problems and develop a willingness to change may help to strengthen these relationships over time.

COUPLES WORKGROUP SURVEY
of
Private Agencies
Offering
MARRIAGE AND FAMILY COUNSELING
in
Los Angeles
Sacramento
Pasadena
San Diego

Conducted by:

Margarita Contreras
Office of
Senator David Roberti

September, 1988

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Metropolitan Office
2727 W. 6th Street
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(213) 738-5985

Western Office
9133 S. La Cienega Blvd., Suite 220
Inglewood, CA 90301
(213) 670-9550

South Bay Office
605 S. Pacific Ave., Suite 201
San Pedro, CA 90731
(213) 547-1128

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11455 Paramount Blvd., Suite F
Downey, CA 90241
(213) 923-6548

San Fernando Valley Office
17400 Victory Blvd.
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(818) 345-8413

West Valley Office
6918 Owensmouth Ave.
Canoga Park, CA 91303
(818) 884-5585

Santa Clarita Valley Office
23542 Lyons Avenue, Suite 209
Newhall, CA 91321
(805) 255-7553

Rio Hondo Area Offices
7702 Washington Avenue, Suite C
Whittier, CA 90602
(213) 698-7941

10016 S. Pioneer Blvd., Suite 109
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(213) 949-9691

Manchester Center
1328 W. Manchester Blvd.
L.A., CA 90044
(213) 778-9593

FSLA Community Center
17400 Victory Blvd.
Van Nuys, CA 91406
(818) 345-8753



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FAMILY SERVICE OF LOS ANGELES

3600 Wilshire Blvd., Suite 400, Los Angeles, California 90010
(213) 381-3626

Chairman of the Board
Clement W. Matzen, D.S.W.

President/CEO
Anthony A. Lufrano, A.C.S.W.

July 8, 1988

Senator David Roberti
Joint Select Task Force on the
Changing Family
1100 J Street Room 725
Sacramento, CA 95814

Dear Senator Roberti:

We, as a staff of Family Service of Los Angeles, have given some consideration to the questions posed by your Task Force and wanted to share the following information with you in response:

1) We do provide counseling services. This is the core of our program. We work with both married and unmarried couples in individual and family counseling.

In two of our eleven offices, we have specifically designed programs to address domestic violence. Given the resources, we would like to significantly expand this service. We have just received County funding to begin to address child abuse in one office.

We offer parent education classes in some of our locations, work with the area Juvenile Diversion Projects in most, and have a program for the frail elderly in the San Fernando Valley. Each of these program types addresses specific causes of stress within families. More and more we are finding that married couples are under tremendous pressure to meet the demands of their immediate family while assuring proper care of their aging parent.

Our service is provided on a sliding scale and is available in Spanish and English though we do not have enough bilingual counselors to meet the great demand.



2. We do serve as a field placement for social work students from UCLA and USC but refer you directly to the schools for information about their curriculum.

3/4. Legislation of concern to us:

We support pending legislation to allow men and women to take 4 months paid leave on the arrival of a new child.

We support pending legislation which would have child care payments through salary deductions.

We are concerned about the regulations which disallow AFDC if there is a male in the home.

Couples in dispute over custody have to go to conciliation court. Those who are not in dispute do not have to. There needs to be an educational program for divorcing parents to examine the impacts of their divorce on their children.

5. While we appreciate the intent of your question about recognizing the importance of marriage, we feel it is more important that we emphasize the importance of the family which may or may not involve a traditional marriage. We need to provide the full range of services for all families. And we need to avoid sanctioning any effective arrangement.

6/7. We support education in high schools, teaching young people about basic family roles and couple relationships.

There should be pre-marital counseling available for adults as well as for minors, and the courts should be aware of where this is offered in their community when they make the referral of a minor. This pre-marital counseling might include an educational thrust - how to get along, roles, expectations, financial management.

In all of our planning to strengthen the California family, we must be sensitive to the diversity of cultures. The diversity creates unique strains in our communities. Different cultures react to other stresses and strains in different ways. And re-

sponses must uniquely address the needs of each culture.

We have included for your information our Annual Report and brochure. You might be particularly interested in the pages 3 and 4 and 7 in the Annual Report which refer to the changing needs of our community and the way in which we hope to address them.

If we can be of any further help, please feel free to call.

Most sincerely,

A handwritten signature in cursive script, appearing to read "Frances Cuciti".

(Ms.) Frances Cuciti
Executive Vice President



1987 Annual Report



Family Service of Los Angeles
—Meeting Community Needs—



OUR COMMUNITY IN NEED

A new definition of the traditional family is affecting everyone in our society. The definition, "two or more people bound together by bonds of sharing and intimacy," is often in conflict with values and role models of years and generations past. The new family can mean single-parent families, dual-career families, step-families, as well as cohabitants. The rapid changes taking place within family units and economical factors often lead to difficulties requiring the skills of a licensed therapist to help identify cause and promote resolution.

■ The need for child care for school age children grows daily as more mothers enter the work force. In the last 35 years, the percentage of working mothers with school aged children has gone from 30 percent to almost 75 percent.

■ Emotional and financial stress resulting from loss of employment affects the entire family. The 5.1 million workers who lost their jobs between 1981 and 1986 will be joined by millions more as plant closings, company mergers and overseas production dictate the future of the employment market.

■ Substance abuse creates havoc at home and in the workplace. The chemically-dependent worker operates at 50 percent capacity and costs employers between \$1,500 and \$4,000 yearly.

■ Living on a fixed income, receiving welfare or employment in low-paying jobs create the need for food, clothing, and support. Approximately 15 percent of the U.S. population lives below the poverty line.

■ Aging adults bring opportunity and stress to families, as increasing numbers of senior citizens look for fulfilling lifestyles in their golden years. Yet, finances often create hardships. Since 1960, the number

of senior citizens 65 years or older has increased to almost 12.7 percent of the U.S. population.

■ Teenage/young adult crime activity continues to rise as unemployment and school dropout rates increase. Over 30 percent of those arrested for crimes in 1980 were between the ages of 18 and 24.

■ Language barriers and economic factors have added to the high rate of Americans who are functionally incompetent. A 1982 study revealed 29 percent are unable to manage family budgets and 22 percent have difficulty reading.

Note: Statistical data taken from Family Service America, State of Families, Vols. 1 and 2.



FAMILY SERVICE ASSOCIATION OF SAN DIEGO COUNTY

7645 FAMILY CIRCLE • SAN DIEGO, CALIFORNIA 92111 • (619) 279-0400

President
Stephen J. Carmichael

June 13, 1988

Senator David Roberti
1100 J. Street, Room 725
Sacramento, CA 95814

Dear Senator Roberti:

Thank you for the opportunity to respond to your survey on the changing family.

Family Service Association provides counseling and other supportive services to families throughout San Diego County. Family Service Association of San Diego County is a non-profit social service agency which has been serving families in San Diego since it was incorporated in 1889 - nearly 100 years. We are a member of Family Service of America and nationally accredited by the Council on Accreditation of Services for Families and Children.

Our major mission and motto is to "STRENGTHEN FAMILIES". Family Service Association is funded by United Way of San Diego County, client fees which are based on the client's ability to pay for services, governmental grants, and special gifts and contributions. The agency has forty clinical staff members including licensed clinical social workers, licensed marriage and family counselors, and clinical psychologists. We serve as a training site for graduate level social work students, psychology students, and for interns preparing for state licenses in clinical social work; marriage, family and child counseling; and psychology.

Family Service Association of San Diego County works with over 1,800 families and individuals each month in seven counseling centers throughout San Diego county.

The following companies have chosen the Family Service Association as the counseling service for their Employee Assistance Programs:

Bank of America
Cray Research
Home Savings
Industrial Indemnity
Mutual of America
TRW
Waterous

Computervision
General Motors
Honeywell
Kraft Food Service
Ryder Systems, Inc
Veterans Administration
Xerox



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13422 Community Road, POWAY 92064 486-1190 • 1070 South Santa Fe, Ste. 27A, VISTA 92083 726-0960 • SENIOR CENTER: 890-B Balour Drive, ENCINITAS 92024 753-1735

Member of United Way of San Diego County and Family Service America; Accredited by the Council on Accreditation of Services for Families & Children

Among the major problems addressed with families and individuals asking for help are divorce or separation, child abuse, domestic violence, drug abuse, school dropout, runaway, and financial problems.

Family Service Association also operates a senior center with counseling, recreation, advocacy, and nutrition programs.

We feel there is a great need for programs and classes to teach families and parents the skills to succeed. Many parents and children lack the skills to communicate, problem solve, and negotiate. These skills can be effectively taught. We would support your efforts to create programs which would teach these skills.

Sincerely,

A handwritten signature in black ink, appearing to read "Stephen J. Carmichael". The signature is fluid and cursive, with a long horizontal stroke at the end.

Stephen J. Carmichael
President/CEO

SJC/ds

MAIN OFFICE
709 - 21st Street
Sacramento, California 95814
448-8284

FAMILY SERVICE AGENCY OF THE GREATER SACRAMENTO AREA



Herbert F. Freeman, Chief Executive Officer

FACT SHEET

Agency's Purpose: We help families and individuals solve problems that might lead to family breakdown, and we strengthen individual and family life through professional counseling and educational programs.

Problems Managed:

<u>Family</u>	<u>Individual</u>
Adolescent Pregnancy	Adult Children of Alcoholics
Marriage/Divorce	Physically Disabled
Parent-Child Relationships	Alcohol/Drug Abuse
Family Violence	Aging/Life Changes
Stepfamily Issues	Emotional Difficulties
Single Parent Problems	Bereavement
Child Abuse Prevention	Physical Illness

Professional Expertise: Professional staff are graduate social workers, many of whom hold CA State licenses for family and individual counseling. All have many years of experience in treating family problems and enhancing family living skills.

Sources of Funds: United Way, fees for service (sliding scale), EAP contracts, insurance co-payments.

Governance and Policy Guidance: The agency is governed by a volunteer Board of Directors composed of twenty-four members who represent our community's various economic, ethnic, and religious groups.

Geographical Service Area: Sacramento, Placer, East Yolo, and West El Dorado Counties.

Clients Served:

10%	Stepfamilies
20%	Married Families/Couples
40%	Single Parent Families
30%	Individual Problems

Affiliations and Accreditation: The agency is affiliated with Family Service America and is accredited by the Council on Accreditation of Services to Families and Children.



• MEMBER • COMMUNITY SERVICES PLANNING COUNCIL AND United Way

Family Living Program Fall/Winter Classes

Parenting Yourself And Your Child

Martie Millhone, LCSW, Ph.D

This 5 session course will focus on child development and parenting. Initially, we will address such issues as how our own past influences present parenting, developmental perspectives in understanding children, building self-esteem and the use of communication to further our aims.

The latter sessions will focus on anger, guidance and discipline. It is hoped that this course will lead to increased understanding, empathy and ability to relate not only to one's children but also to one's self.

Dates: Tuesdays, Nov 3 - Dec 1
Times: 6:30 PM - 8:30 PM
Fee: \$50 per couple
\$35 individual

Parenting Children In Separation And Divorce

Bertha Stokley, LCSW - Margaret Case, LCSW
Eleanor Young, Amy Wheat and Heidi Inglis

Adults and their children (Ages 5-13) meet in separate groups and have the opportunity to explore and understand their feelings about the ending of the marriage and about the changes occurring in the family. Art, group discussions and exercises will be used in both groups. The adult group will share ideas and support about the often difficult task of parenting a child during the break-up. Children will explore the changes and normal emotions experienced when Mom & Dad split up. The class concludes with parents and children coming together to share new insights.

Dates: Tuesdays, Oct 20 - Nov 24
Location: Trinity Cathedral Church
2620 Capitol Ave
Time: 5:30 PM - 7:00 PM
Fee: \$45 for each single parent with
his/her children

About Separation And Divorce

Margaret Case, LCSW
Bertha Stokley, LCSW

Divorce and separation stir a mixture of feelings. Individuals experiencing this serious life crisis find it helpful to have information about what to expect and to gain understanding of themselves. Class size is small to provide time for hearing from and sharing with others.

Dates: Thursdays, Jan 7 - Feb 11, 1988
Location: 709-21st Street
Time: 5:30 PM - 7:00 PM
Fee: \$35 individual

Communication And Negotiation Skills For Couples

Jim Ewing, LCSW - Arlene Paul, MSW

In this workshop we will be concerned with teaching skills which will enable couples to cooperate in developing an open and growing communication system. Openness and spontaneity, as well as a respect for each other's views, will be emphasized. Specific skills in basic communication and negotiation will be offered from which couples can enhance their own unique relationship.

Date: Thursdays, Oct 22 - Nov 5
Location: 709-21st Street
Times: 6:00 PM - 8:00 PM
Fee: \$50 per couple

Building A Positive Self-Image

Increase your self-esteem and project confidence and optimism. We will focus on acceptance of personal strengths and weaknesses, more realistic self-appraisal evaluation in handling of criticism and how to generate good feelings about yourself.

Date, Time, and Class Leader To Be Announced.

Please Note

Adjustments in the amount of the total fee may be made. For further information about the courses please call, 448-8284. Workshops are limited in size. A registration fee is required along with the attached registration form. The registration fee is one half the stated fee and must be received by the Family Service Agency by no later than one week prior to the starting date of the workshop. The remainder of the fee is due at the first session. In the event that there are not sufficient applicants, your money will be refunded.

DONATIONS:

Theta Delta Xi Sorority

Registration

Send registration and deposit to: Family Service Agency, 709-21st St., Sacramento 95814. For more information call us at: 448-8284.

All Fees Are Adjustable

Name _____

Address _____

Phone _____ (Home) _____ (Office)

Class _____

Amount of deposit enclosed: \$ _____



FOOTHILL FAMILY SERVICE

118 South Oak Knoll Avenue, Pasadena, CA 91101-2615
(818) 795-6907 (213) 681-5232

June 13, 1988

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Senator David Roberti
President Pro Tempore
Joint Select Task Force on the Changing Family
State Capitol
Sacramento, CA 95814

Dear Senator Roberti:

I am responding to your request for information about our services as providers of counseling intervention with families and individuals in crisis.

The enclosed description of our counseling and other related services responds to the information requested in the first item on your Task Force Survey.

I cannot imagine much that can be done legislatively to reduce the interpersonal shortcomings that contribute to marriage failures. However, the external stressors found in the social environment can be addressed by law and public programs. Economic hardship, discrimination in the workplace, poor education, and substance abuse are some of the important contributors to family stress that come to mind.

Legislation that encourages economic development and increases support for public education would assist in reducing family stress that stems from economic uncertainty. Reduction in racial and sexual discrimination similarly would contribute to increased economic well-being.

Substance abuse has been a vexing problem contributing to family breakup for a long time. Alcohol, and now hard drugs, destroy family relationships, perpetuate poverty, and create enormous health care costs that deplete our valuable social and human resources. We must turn away from a punitive approach to this problem and encourage the development of treatment. The "war on drugs" has a nice political ring to it, but it will not solve the problem.

Finally, your survey asks "how to recognize marriage as an important and basic institution in our society." If we believe marriage is an important social institution, we certainly have disguised that belief. All of the major sources of social information

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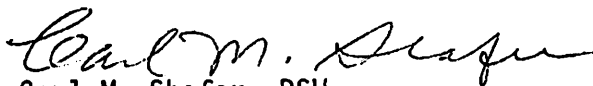
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in fact communicate the opposite view by presenting the life of the single person in beguiling terms. A public campaign aimed at giving recognition to the family as an important social institution would require a massive reorientation to many of our social values. Our society is undergoing revolutionary changes in sexual mores, the relationships between the sexes, the structure of the family, and the roles within marriage. But as a society we have been slow to respond to the consequences of these changes. Only recently have we begun to give serious consideration to the need for adequate child care facilities although the "working mother" is now the norm. If we mean to support the family in our society, we have to give public attention to the issues that stem from the changes moving us into new realities potentially threatening to the family.

I hope these few random thoughts will be useful to your Joint Select Task Force on the Changing Family.

Sincerely,

FOOTHILL FAMILY SERVICE

A handwritten signature in cursive script, reading "Carl M. Shafer".

Carl M. Shafer, DSW
Acting Executive Director

FOOTHILL FAMILY SERVICE

DESCRIPTION OF SERVICES

A-11

1. CLINICAL SOCIAL WORK TREATMENT PROGRAM:

There is a continued need in our community for moderate cost professional therapeutic counseling. Clinical social work interventions to individuals and families are based on skilled psychosocial diagnosis of the individual and/or family. The treatment methods may be individual, family or group therapy, depending on the assessment. Clinical social work at Foothill Family Service is provided by professionals with a Master's or Doctoral degree in Social Work, who are working toward State Licensure.

The impact of an uncertain economy and accelerating social change has resulted in profound stress on families, independent of demographic characteristics. Family counseling, in the form of clinical social work practice, has helped over two-thirds of the families experience at least some improvement in their family problems.

Not all who can benefit from a counseling program avail themselves of the service. Therefore, specialized outreach programs have been developed to target underserved groups.

2. HISPANIC OUTREACH PROJECT FOR YOUTH:

As the number of Hispanics in the Pasadena area increases, the need for specially designed services increases. Foothill Family Service has designed a specialized program for Hispanic adolescents who are beginning to demonstrate that they have some problem, either at school, at home, or on the streets. The Project Coordinator is a bilingual, bicultural social worker with experience in working with Hispanic Youth.

The program has employed aggressive outreach strategies, providing a variety of counseling services at places the client finds most convenient, e.g., school, home, park, etc.

3. HOPE ESPERANSA:

HOPE ESPERANSA is a bilingual counseling service for the families of Glendale.

It provides free, individual and family counseling to families experiencing stress which may lead to child abuse. English and/or Spanish counseling is offered in the home setting. Primary child abuse prevention programs are presented to private schools in the Glendale area.

HOPE ESPERANSA helps families to become aware of, and utilize, community resources.

FOOTHILL FAMILY SERVICE
Description of Services
Page 2.

4. F.O.C.U.S. (FAMILIES OF CHILDREN UNDER STRESS)

FOCUS is an interagency collaborative program for the prevention and treatment of child abuse and neglect, with Pasadena Mental Health and Edgewood Family Service.

The program responds directly to identified community gaps in service delivery to child abusing families. The staff is ethnically and racially diverse to address the needs of the entire community. Outreach, case management, multi-modal treatment, education, training and follow-up are the core program elements.

Foothill Family Service is the prime contractor with the County of Los Angeles.

5. CAN-DO (COMPREHENSIVE ADOLESCENT PARENTING NETWORK FOR DEVELOPMENT OPPORTUNITIES)

The objectives of the CAN-DO program are to provide continuous case management and assure that all pregnant adolescents enrolled in the program receive comprehensive perinatal care and promote the physical and emotional welfare of infants born to clients.

The program will provide specific outreach and counseling to clients and potential clients who are school dropouts, to promote the completion of their education.

Case managers will attempt to identify clients who are at risk of abusing or neglecting their infants and provide intervention.

The program will identify the special needs of teen fathers, and develop a program accordingly.

6. PROJECT IV FAMILY OUTREACH

Foothill Family Service participates in a mental health coalition with Pacific Clinics, Pasadena Mental Health and Fuller in providing an array of services to families with multiple social, psychological and economic problems who do not utilize existing community resources. Three staff members are "on loan" to the project for a total of 40 hours of service delivery per week. The project staff is socially, ethnically and culturally balanced to remove as many barriers to service delivery as is possible. In addition, staff "go to the client" to operationalize the outreach component of the project.

7. SCHOOL OUTREACH COUNSELING AND CONSULTATION

Foothill Family Service offers outreach programs to the junior and senior high schools. Services are delivered in the form of consultation to school personnel in relation to working with students who may be behaving in a manner that brings them to the attention of teachers and counselors. In addition, on-site counseling to students is provided. Whenever possible, families are engaged.

8. FAMILY LIFE EDUCATION

For those families whom may not be comfortable with the counseling process, Family Life Education may be a viable alternative. FLE has preventive, educational and therapeutic foci.

As an educational program, FLE provides classes on topics relevant to possible areas of stress or conflict in family living. In learning about normative stressors and strategies for coping, the client gains information and thereby enhances his ability for more effective living. It is in this manner that FLE attains the therapeutic value.

The preventive capability of FLE occurs when the professional group leader identifies an individual who may be at a psychological or social risk. This individual can then be encouraged to obtain counseling to forestall the possibility of emotional or social breakdown.

We are expanding our bilingual capability so that classes will be offered in Spanish, with a bicultural focus.

9. COMMUNITY OUTREACH PROTECTION OF THE ELDERLY (COPE)

COPE is a program that works with the socially isolated, older adults, who are in a medical, psychological, or situational crisis and are unable or unwilling to access traditional services to resolve the problems. Evaluation and intervention services are provided to focus on the frail elderly. COPE is designed to enable the person of advanced years to remain independent in his living arrangements for as long as possible. There is close collaboration with all social agencies which come in contact with the aged population of the Pasadena area. This permits the development of a plan of action which will be supported by all parties involved. C.O.P.E. does not have a legal mandate to receive referrals under the Adult Abuse Reporting Law.

Assistance is also provided to the middle-aged children of the aged person when decisions must be made regarding placement in nursing homes or board and care facilities. This is a time of great stress for the family and help is needed to learn of the options available and to reduce feelings of guilt.

10. PARENTS ANONYMOUS

PARENTS ANONYMOUS is a self-help group for adults who have been identified as child abusers or who may have concerns about their parenting. Foothill Family Service has sponsored a PARENTS ANONYMOUS chapter for the past eight (8) years. The group has grown and expanded in concept. There is now a CHILDRENS ANONYMOUS group, which runs simultaneously with the parents group.

11. STUDENT FIELD WORK AND SUPERVISION

Foothill Family Service trains both graduate and undergraduate social work students from USC, UCLA, Cal State, LA and Cal Poly Pomona.

12 VICTIM/YOUNG OFFENDERS PROGRAM

The VICTIM/YOUNG OFFENDERS PROGRAM provides a vehicle for counseling and support of children ages five (5) through 13, who are victims of child abuse.

Special attention is placed on helping the abuse-reactive child, who may be demonstrating anxiety-ridden or aggressive behavior toward other children. Supportive counseling and parenting education is also provided to parents of these children.

This is an interagency program with Glendale Family Service, funded by the Office of Criminal Justice Planning.

COUPLES WORKGROUP:
Student Research Papers

"Reinstating Common Law Marriage"
Deena Pollard
U.S.C. Law Center
Spring, 1988

**"Protecting Family Survivors:
Amending the Wrongful Death Statute"**
Renata Turner
U.S.C. Law Center
Spring, 1988

**"A Proposal to Expand Premarital
Counseling Requirements in California"**
Renata Turner
U.S.C. Law Center
Fall, 1988