

**EXHIBIT A**

**CEQA Analysis re SYTF**



July 13, 2022

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**VIA ELECTRONIC MAIL ONLY**

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**Re: Permanent Secure Youth Treatment Facility Designation of Campus Kilpatrick – Compliance with the California Environmental Quality Act**

Dear Mr. Bettino:

On behalf of the City of Malibu, this letter is regarding the County's compliance with the California Environmental Quality Act, Public Resources Code section 21000 *et seq.* ("CEQA"), for the matter entitled, *Preparing for the Closure of the Division of Juvenile Justice: Secure Youth Treatment Facility ("SYTF") Designation and LA Model Expansion Project ("Project")*, particularly as it relates to the County's proposed use of Campus Kilpatrick as a SYTF.

We ask that this letter be included in the administrative record for the Project, together with the City's request for notices related to the Project dated May 13, 2022, Public Records Act Request dated June 1, 2022, and all subsequent communications between the City and the County regarding that records request.

**A. Lack of Transparency in Conducting Environmental Analysis**

In September 2020, the Governor signed Senate Bill 823 directing the closure of the State's Division of Juvenile Justice and the transition of responsibilities to counties, effective July 1, 2021, in preparation for the closure of such facilities on June 30, 2023. According to the initial records produced by the County to the City, on July 27, 2021, the County Board of Supervisors approved the use of Campus Kilpatrick as a temporary SYTF to house up to 45 male youth and "minor actions" or "minor improvements" to the interior and exterior of the facility to accommodate such offenders. The County determined such actions were exempt from CEQA review.

Subsequent information provided by the County to the California Board of State and Community Corrections under Welfare and Institutions Code section 875(g)(4) (*County Notice of Proposed Operation and Description of Secure Youth Treatment Facility*, dated December 23, 2021) indicates that the County decided over six months ago to use Campus Kilpatrick as a SYTF, which could result in the housing of older youths who have committed more serious crimes. And yet the County has not released for public review any disclosure of the full scope of the Project, nor any analysis of the environmental effects of transitioning the juvenile offenders previously housed by the State to County facilities.

According to the Statement of Proceedings for the Board of Supervisors meeting on March 15, 2022, County staff, County Counsel, and relevant stakeholders have been directed to “develop a plan for proposed renovations and other necessary physical modifications, as necessary, at Camp Scott, the Dorothy Kirby Center and Campus Kilpatrick that would make the camps safe and ready for use.” The Board further ordered staff to “commence appropriate environmental review of the proposed plan in compliance with [] CEQA.” Staff was directed to “return to the Board within 120 days with the proposed designation” of these facilities “along with necessary recommendations for findings and analysis under CEQA to support the designation, or report back to the Board in writing within 30 days if it is anticipated that a longer timeframe will be required in order to satisfy the requirements of CEQA.”

In response to our email dated June 14, 2022, inquiring as to whether staff determined that it will in fact return to the Board within 120 days with a proposed determination regarding compliance with CEQA, you responded on June 21, 2022, that “[t]he county has not yet responded to this specific directive of the Board.” Thus, it is still unclear to the City when and to what extent the County will analyze the Project under CEQA. The City is concerned that the County has not allowed for sufficient time to prepare an adequate analysis of the Project’s potentially significant environmental effects.

It is the County’s burden to investigate and disclose the Project’s environmental effects, not the City’s burden. The County cannot conclude that a project would result in no significant environmental effect without having first done the necessary work to support that conclusion. The City is concerned that any reliance on environmental review for the existing Campus Kilpatrick facility for this subsequent discretionary action would be inappropriate given the potential for new significant effects related to wildfire and public services, among other things. The City asks that the County continue any consideration of the Project, and its CEQA determination, until an adequate analysis of the Project has been completed.

**B. Premature Commitment to the Campus Kilpatrick Facility as a SYTF**

Based on the County’s March 15, 2022, directives, and other prior County actions and commitments, it appears that the County has prematurely determined that only Campus Kilpatrick and/or Camp David will be a permanent SYTF for male youth prior to the completion of CEQA review. The elimination of additional facilities has tainted the CEQA review process, precluding

adequate consideration of alternative locations and mitigation measures in violation of CEQA. The County has also prematurely committed itself to implementing improvements at Campus Kilpatrick prior to completing environmental review under CEQA. CEQA prohibits segmenting a project into smaller pieces to avoid consideration of the whole of the action and the totality of its physical effects.

Whatever level of CEQA analysis the County manages to compile within its self-imposed 120-day deadline will have deprived the City, as well as other interested agencies, departments, and members of the public, an opportunity to meaningfully participate in the environmental review process. It is unclear, for example, what additional discretionary approvals would be needed for the Project, such as whether changes to the facility would require a coastal development permit. It is the County's responsibility, as the lead agency under CEQA for the Project, to conduct the necessary environmental review.

**C. Adequate Project Description, Including Environmental Setting**

CEQA requires the County to adequately define the Project subject to environmental review. The project description must include a statement of the objectives sought by the proposed project, which would enable the County to develop a reasonable range of alternatives to evaluate in an Environmental Impact Report, if required. The project description must also include a general description of the Project's technical, economic, and environmental characteristics, including any supporting public services.

Further, the CEQA document must include a list of the agencies that are expected to rely on it in their decision-making, a list of permits and other approvals required to implement the Project, and a list of related environmental review and consultation requirements under federal, state, or local laws, regulations, or policies. In addition, the CEQA document must include an adequate description of the environmental setting to enable the public, agencies, and decisionmakers to adequately assess the Project's near-term and long-term impacts.

More specifically, the CEQA document for the Project must include sufficient detail describing the existing Campus Kilpatrick facility, including its current bed capacity/number of residents versus the Project's proposed bed capacity/number of residents, if it is established as a permanent SYTF. The analysis must also disclose the average age of existing and proposed juvenile offenders, as well as their comparative lengths of stay and severity of their offenses. The City's understanding is that SYTF offenders are more likely to be older and to have committed serious felonies, including rape and murder.

Additionally, the CEQA analysis must explain whether the Project would result in the relocation of any juvenile offenders currently housed at Campus Kilpatrick and where those offenders would be relocated. The project description must also describe the maximum number of juvenile offenders that would be housed at Campus Kilpatrick if it becomes a permanent SYTF; any additional physical improvements to accommodate these offenders (beyond those that have

already been implemented by the County prior to CEQA review); how and to what extent the LA Model would continue to be implemented at the facility; and what criteria would be used to determine which offenders are housed at Campus Kilpatrick versus other County juvenile detention facilities.

And lastly, the CEQA analysis must adequately disclose the current challenges facing Campus Kilpatrick to adequately analyze how the Project could further *exacerbate* those conditions. The January 2021 report entitled, *Evaluation of the LA Model*, prepared by Evident Change under contract with the Los Angeles County Probation Department to evaluate Campus Kilpatrick (“**Evident Change Report**”), found as follows:

CK was set to open in July 2017 with a small cohort of youth and staff. The staff faced immense challenges while being under much scrutiny from county stakeholders and with some shortcomings in the construction of CK. For example, staff indicated that the original design was condensed due to funding, which posed significant safety challenges. In addition, CK opened with building operational challenges (e.g., missing doorknobs), limited emergency protocols in place, lack of policies for assaults, no space for de-escalation, and without a procedural manual on how to implement the LA Model. (Page 14)

The above-described challenges relate to potentially significant wildfire and public safety impacts, among other things, as further described below.

#### **D. Potentially Significant Impacts**

The County must adequately analyze the Project’s potentially significant effects related to wildfire safety and evacuation, emergency access, and public services, among other impact areas. This analysis should consider any additional or modified significance thresholds identified in Appendix G of the State CEQA Guidelines, as amended in 2018, that were not previously considered as part of the environmental review for the existing Campus Kilpatrick facility.

##### **1. *Wildfire Related Impacts***

According to the County of Los Angeles Fire Department’s October 22, 2012, letter on the Mitigated Negative Declaration for the existing Campus Kilpatrick facility, the Project site is located within the area described by the Forester and Fire Warden as a Very High Fire Hazard Severity Zone (VHFHSZ). The CEQA analysis for the Project must assess the impact of the Project on wildfire risk, including the impact to any emergency response or evacuation plans. It must be clear as to whether the current access roads and driveways would be sufficient to serve any increase or change in the type of offenders housed at the facility and describe any potential safety issues

related to slope stability and changes in runoff, given the topography of the Campus Kilpatrick site and the likelihood of a wildfire within the surrounding areas.

The CEQA analysis must also adequately identify evacuation routes for various wildfire and emergency scenarios, including wildfires to the north, south, east, or west of the facility. It must factor time estimates required to execute an evacuation; the number of persons on campus prior to evacuating (minimum and maximum allowed); the number and types of vehicles used to evacuate; and potential destinations for juvenile offenders who must evacuate. Are there sufficient vehicles located at the facility in the event of an emergency, or would the vehicles need to be transported up the hill to the facility first? Where are those vehicles typically stored if not at the Campus Kilpatrick facility? The County should also consider the evacuation routes of other nearby communities including Santa Monica Mountains, Malibu, Westlake Village, and Agoura Hills, and the impact of vehicles leaving Campus Kilpatrick (particularly larger vehicles such as vans or buses). If evacuation times are inadequate, all feasible mitigation measures must be adopted.

And how would the County ensure during an emergency evacuation that no juvenile offenders escape into the neighboring communities? If there have been any security breaches at the existing Campus Kilpatrick facility or other County facilities, those details should be considered in this analysis and adequately mitigated.

If the County is unable to safely evacuate Campus Kilpatrick, as was the case during the Woolsey fire, is Campus Kilpatrick fit for use as a shelter-in-place facility? How would the Project impact that option? Would there be any significant health risks to youth and staff related to pollutant exposure during a wildfire?

The City's understanding is that during the Woolsey fire at least some juvenile offenders were forced to remain at Campus Kilpatrick while others managed to evacuate, and there was confusion among Probation staff as to whether safe evacuation was feasible. The CEQA analysis for the Project must disclose any challenges that occurred during the Woolsey fire and how the County plans to address those challenges with the Project. This new information, which was not previously available during the environmental review for the existing Campus Kilpatrick facility, relates to the ability of the County to safely evacuate staff and juvenile offenders at the facility. This new information must be adequately factored into the environmental analysis. For example, how will the County ensure that exit vehicles will adequately operate during a wildfire? Does Campus Kilpatrick have adequate water supply, water pressure, and firefighting equipment to combat fires at the facility, particularly those caused by embers? What happens if emergency personnel cannot access the facility in time?

And what about long-term effects to the Campus Kilpatrick facility and other County juvenile facilities caused by wildfires? The Evident Change Report (Page 15) noted that "[t]he Woolsey fire in November 2018 not only was traumatic to all staff and youth who were in Malibu at the time, it also displaced youth and staff, who had to move from the CK in Malibu to Challenger Youth Memorial Center in Lancaster, 90 miles away." The Evident Change Report found the

Woolsey fire resulted in operational challenges that disrupted implementation of the LA Model for the residents of Campus Kilpatrick, including *staffing shortages and a two-year delay in returning youths to Campus Kilpatrick*. The County must consider the likelihood of future wildfires that could result in access road closures and post-fire slope instability or drainage changes, among other potential environmental effects. The County must also adequately analyze the impact of any additional youths at the facility, including the type of offenders and available resources to safely evacuate them, given the difficulties that the County already experienced during the Woolsey fire. The County must consider alternative locations to serve as a permanent SYTF in lieu of Campus Kilpatrick, particularly other County juvenile facilities that are not located in a VHFHSZ and that are better equipped to handle SYTF offenders.

## **2. Public Services/Public Safety Impacts**

The CEQA analysis must also adequately analyze the Project's potential impacts related to public services, including fire and police protection. Would there be any additional need for fire personnel, equipment, or infrastructure to serve Campus Kilpatrick because of the Project?

It is also unclear as to whether the County of Los Angeles Sheriff Department would be able to adequately serve Campus Kilpatrick if it becomes a permanent SYTF, including adequate service ratios and response times. Is the current facility meeting adequate response times? Are there sufficient security measures in place to prevent unauthorized entrance or exit of the facility, to avoid hindering police services and access?

Additionally, it is unclear as to whether older juvenile offenders and/or those convicted of more serious crimes would have access to the existing outdoor recreational facilities at Campus Kilpatrick, including field and track, sports courts, and the pool. The CEQA analysis must explain whether the existing "cottages" would be sufficient to house these new offenders. If facility improvements are necessary, the environmental effects of such improvements must be disclosed, analyzed, and mitigated.

Further, the CEQA analysis must explain whether there have been staffing shortages at juvenile offender facilities within the County, particularly due to the Covid-19 pandemic, that could frustrate the County's ability to operate Campus Kilpatrick as a permanent SYTF. How would the County ensure that sufficient staff is adequately trained and equipped to handle these new juvenile offenders?

The CEQA analysis should also identify whether the SYTF offenders would be separated from the general population, and if so, what facility improvements would be needed to facilitate this change? Would there be emergency accommodations for visitors? Would the County limit the number juvenile offenders that would be onboarded at one time, and would the change in use at the facility increase those numbers? If existing de-escalation facilities are sparse, the Project must include adequate infrastructure to address this problem, and the CEQA analysis must address any related physical effects. According to the Evident Change Report (Page 15), there is a history of

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overcrowding at Campus Kilpatrick that has led to security issues. It is reasonable to assume that overcrowding with SYTF offenders could result in additional effects related to public services.

**E. Consultation with the City**

Based on the above concerns, and as the jurisdiction that is forced to bear the physical effects of Campus Kilpatrick, the City requests that the County postpone consideration of the Project until an adequate CEQA analysis can be performed. While the City understands the need to provide permanent facilities for juvenile offenders, it is imperative that the environmental effects of such facilities are adequately analyzed. The City is open to meeting with County staff and officials to discuss further the City's concerns regarding the treatment of Campus Kilpatrick as a permanent SYTF and potential solutions to address these concerns. But without sufficient information regarding the Project and its impacts, it has been challenging for the City to meaningfully engage in that process.

Thank you for your attention to this request, and please do not hesitate to contact me if you have any questions or concerns.

Very truly yours,



Lindsay D. Puckett

Attachment - *Evaluation of the LA Model*, Evident Change, January 2021

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# EVALUATION OF THE LA MODEL

## LOS ANGELES COUNTY PROBATION DEPARTMENT

January 2021

### **ABOUT EVIDENT CHANGE**

Evident Change promotes just and equitable social systems for individuals, families, and communities through research, public policy, and practice. For more information, call (800) 306-6223 or visit us online at [EvidentChange.org](http://EvidentChange.org) and [@Evident\\_Change](https://twitter.com/Evident_Change) on Twitter.

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## ATTACHMENTS

- A. Training Evaluation Report Presented to Campus Implementation Team
- B. Training Follow-Up Survey Results Report Presented to Campus Kilpatrick Implementation Team
- C. Memorandum
- D. Institutional Review Board Project Cover Sheet
- E. Rowe Policy and Media Youth Caregiver Interviews

# I. INTRODUCTION

In 2013, the Los Angeles County Probation Department (the Department) recognized that in recent decades, the focus of housing juvenile offenders had been viewed from a traditional deterrence or punishment-oriented perspective (traditional) modeled after typical deterrence-based adult criminal justice programs. The Department and community stakeholders acknowledged that juvenile campuses in the county appeared more like a traditional institution than a cottage or more rehabilitative home-like environment.

In an effort to change the way the county supports juvenile offenders, the county—along with the Board of Supervisors, CEO’s office, and community stakeholders—decided to develop a “Los Angeles Model Pilot” (LA Model). The LA Model pilot was initially implemented at a remodeled Campus Kilpatrick (CK) and was informed by the Missouri Model<sup>1</sup> and Santa Clara’s Enhanced James Ranch.<sup>2</sup> The goal was to provide a therapeutic community through a home-like physical setting. Designed to meet the unique needs of youth in LA County, built on the assets in Los Angeles, and fit within the structures unique to the county, the model emphasizes the provision of trauma-informed care in a small-group environment.

The LA Model is based on several core elements of youth rehabilitation<sup>3</sup> that support young people’s well-being.

- Facilities are designed to create a physical and emotional space that enables staff and youth to feel safe and facilitates behavioral and cognitive change.
- Departments and staff have a unified approach and remain in close communication with each other. Staff attend joint trainings across agencies, are trained in best practices, and serve as mentors to youth for more effective and holistic service delivery.
- Service delivery follows a small-group treatment approach based on positive youth development principles that emphasize cognitive changes, close relationships with probation staff, the importance of peer influence among teens, and positive peer accountability.
- Youth are provided with services offered in diverse ways by a range of supportive staff and partners that focus on trauma, healing, personal growth, skill building, mental health, substance abuse, recidivism, family, and community.
- Positive relationships among peers and between youth and staff foster a rehabilitative climate while improving safety. Safety through positive means allows youth to move more easily through the program and to equally partake in restorative justice efforts.

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<sup>1</sup> More on the Missouri Model here: <http://missouriapproach.org/>

<sup>2</sup> More on Santa Clara’s Enhanced James Ranch here: [https://www.evidentchange.org/sites/default/files/publication\\_pdf/specialreport-santaclaraprobation.pdf](https://www.evidentchange.org/sites/default/files/publication_pdf/specialreport-santaclaraprobation.pdf)

<sup>3</sup> From *Imagining the LA Model: A Case Study at Three Sites*, which is available upon request.

The Department established a contract with Evident Change<sup>4</sup> (formerly known as the National Council on Crime and Delinquency) to conduct an external evaluation of the implementation of the LA Model at CK. The primary goals of the evaluation were to examine:

- Program implementation and facilitators and barriers; and
- Youth program experiences and program impact on youth emotional and psychosocial well-being, interpersonal effectiveness skills, educational and vocational engagement, development of positive social supports, life goal plans, and recidivism.

In an effort to change the culture at the LA Model Pilot, the Department recognized that staff must be dedicated to a therapeutic approach while working together for the greater good of the youth. Anchored in the assumptions that warm, professional, and competent staff with a variety of tools at their disposal would engage and motivate youth, the Department encouraged a culture of change.

## A. EVALUATION DESIGN AND METHODS

The evaluation included a mixed-method and participatory process-based approach that included primary and secondary data collection and was guided by four primary evaluation questions (EQs).

1. How was the LA Model implemented within CK?
2. What were the facilitators and barriers of LA Model implementation at CK?
3. How were CK youth experiencing the LA Model services, and how do experiences regarding camp environment and staff service delivery compare with other camps?
4. What impact is the LA Model having on CK youths' emotional and psychosocial well-being, interpersonal effectiveness skills, educational and vocational engagement, development of positive social supports, life goal plans, and recidivism?

### 1. DATA COLLECTION

The evaluation design included a focus on qualitative methods. Qualitative research allows for the capture of robust data related to the process of implementation and the gathering of individuals' experiences in a social context (Thyer, 2012; Anastas, 2004). Subsequently, data collected through interviews and with youth, camp staff, and youths' caregivers formed the core of primary data collection. The youth and caregiver interviews were conducted through a subcontract between Evident Change and Rowe Policy + Media (RPM) while all other data collection was conducted by Evident Change (both are referred to as the evaluation team from this point forward). Many of the results of the qualitative data collection and analysis were presented or reported to the Department or on behalf of

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<sup>4</sup> On December 1, 2020, the National Council on Crime and Delinquency rebranded as Evident Change. More on the change can be reviewed here: <https://www.evidentchange.org/about/message-ceo>

the Department throughout the course of the evaluation. Those reports and presentations are included as attachments to this final report. (See Attachments A, B, and C.)

Administrative data (collected as a course of the daily operations) was also collected from the Department and requested from Los Angeles County Office of Education (LACOE) and the Department of Mental Health (DMH) to examine the similarities and differences between youth at CK and youth in other camps and to examine the impact of the LA Model (e.g., improvements in mental health needs, school achievement, or advancement). However, DMH and LACOE education data were not made available.<sup>5</sup> Administrative data used in this evaluation was limited to the Department data on youth in camps. The two analyses conducted included the cross-camp comparisons between CK and other camps and descriptive analysis related to adult offending for youth discharged from CK.

- **EQs 1 and 2:** To examine EQs 1 and 2, the evaluation team conducted a qualitative process evaluation that included a series of iterative observations, including training evaluation surveys; training impact interviews and surveys; interviews with staff, including the Department, LACOE, and DMH; and interviews with administrative personnel at the Department across multiple points of the evaluation period.
- **EQs 3 and 4:** To examine EQs 3 and 4, the evaluation team developed a set of structured interview questions and a consent and assent process to engage youth in the camp and caregivers in the community. The interview questions and consent/assent process were approved by the Evident Change Institutional Review Board (IRB) prior to data collection. Evident Change subcontracted the effort to RPM to conduct the interviews. RPM conducted interviews with 23 youth beginning in August 2019 and ending in March 2020 when COVID-19 responses ended the interview process. Phone interviews were conducted with 18 caregivers of youth who were discharged from CK between August and September 2020. See the final amended IRB protocol included as Attachment D for more information on the interview protocols. Table 1 provides an overview of the data collection instruments, type and time of data collection, and when the results were provided to the Department.

<b>DATA COLLECTION INSTRUMENTS BY TIME POINT FOR</b>				
<b>DATA ELEMENT</b>	<b>MEASURE</b>	<b>ADMINISTERED</b>	<b>TIME POINT COLLECT</b>	<b>RESULTS PRESENTED</b>
Key components of LA Model	Training evaluations	Self-administered at the end of each training	Spring of 2017; winter of 2018	February 15, 2019, implementation team meeting
Training impact interviews	IOTTA	Interviews conducted by evaluation team	January 26–30, 2019	February 15, 2019, implementation team meeting

TABLE 1				
DATA COLLECTION INSTRUMENTS BY TIME POINT FOR				
DATA ELEMENT	MEASURE	ADMINISTERED	TIME POINT COLLECT	RESULTS PRESENTED
Training impact survey	IOTTA	Online survey	February 4–8, 2019	February 15, 2019, implementation team meeting
Training impact interviews LACOE and DMH	IOTTA	Interviews by evaluation team	March 13–14, 2019	September 16, 2019, memo to Chief Mitchell
Youth interviews	IRB-approved instrument	Interviews by evaluation team	August 2019 to March 2020	This report
Caregiver interviews	IRB-approved instrument	Interviews by evaluation team	August to September 2020	This report

Note: IOTTA stands for Implementation of Training and Technical Assistance. More on the instrument available here: <https://nwi.pdx.edu/pdf/IOTTA-results.pdf>

## B. EVALUATION RESULTS

The following section provides the results of the CK evaluation. The first section provides an overview of the qualitative process evaluation with references to previously released reports containing detailed summaries. (All summaries are included as attachments.) The second section provides the results of the quantitative portion of the evaluation. It includes descriptive and comparison analyses of youth in CK to youth in other camps and examines adult offending patterns once youth are released from CK using administrative data retrieved by the Department. The third section provides an overview of the in-depth qualitative interviews conducted with youth and caregivers by RPM. The final section includes conclusions and discussion considerations based on the observations of the evaluation team.

# II. PROCESS EVALUATION

## A. MODEL INTENT

Stakeholders, including the Board of Supervisors in Los Angeles County, wanted to offer a different way of rehabilitating youth who were placed in county youth camps.

The LA Model was intended to include a state-of-the-art facility and also offer diverse and individualized therapeutic care. The insert below includes the text of the Board of Supervisor’s

resolution on the LA Model. To learn more on the research behind the change, please refer to *Imagining the LA Model*.<sup>6</sup>

**County of Los Angeles Board of Supervisor’s Resolution – April 18, 2017**

Whereas the team of 12, a diverse group of stakeholders dedicated to improving the county’s juvenile justice system, set out to articulate a new model for the treatment of young people; and

Whereas the effort attempted to change the way stakeholders and system leaders worked together for change, placing trust-building and collaboration at the center of the process; and

Whereas, nearly two years were dedicated to articulating a shared vision for this new therapeutic, holistic, small-group treatment approach to juvenile justice which came to be known as the LA Model; and

Whereas, the team of 12 collaboratively defined the necessary foundation for the LA Model including: engaging and meaningful, individualized programming that is strengths-based; families engaged respectfully, early, and often; aftercare and reentry as a core part of treatment; a small-group care model; safety, both psychological and physical, prioritized; academic achievement as fundamental; support for probation staff mental health as an integral component; and data, continuously collected and analyzed, to drive continuous improvement.

## **B. FORMER CAMP KILPATRICK**

Senate Bill 81 (SB 81), also known as the “Juvenile Justice Realignment” bill, is what spurred the movement for the Department to begin reforming its juvenile justice system. SB 81 limited the types of offenders who could be committed to a state youth correctional facility by providing funding to county probation systems to improve their capacity to support youth who are involved in serious offenses. Seeking out opportunities to implement the intent of SB 81, LA County examined the county-operated juvenile camps. The examination revealed that Camp Kilpatrick (CK) was the facility that had the most deferred maintenance. The Department leveraged SB 81 funding to demolish the CK site in Malibu and build a new cottage-style facility guided by the Missouri Youth Services Institute (MYSI) model.

## **C. LA MODEL APPROACH**

The LA Model approach provides a new way of supporting justice-involved youth. The LA Model requires staff to be empathetic and competent in a variety of skills and knowledgeable about trauma-informed and positive youth development philosophies. The LA Model set expectations for staff around developing pro-social relationships that would establish healthy relationships and social emotional skills that would enable youth to be successful while at CK and when they return to their community. Youth are encouraged by staff to develop soft skills (emotional management, empathy, teamwork, initiative, responsibility, and problem solving) while participating in mental health and education services to improve their psychosocial functioning and academic achievements. Within the LA Model, programs

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<sup>6</sup> From *Imagining the LA Model: A Case Study at Three Sites*, which is available upon request.

and services are provided in a collaborative and coordinated fashion across service providers, including community-based non-profit organizations, mental health, and education. This is done to ensure everyone supporting youth in the camp are working toward the same goals and expectations, which are adjusted to reflect youths' progress through their stages of development.

The following sections provide the mission and vision of the LA Model.

## **D. LA MODEL MISSION STATEMENT**

The LA Model mission is to provide a youth-centered habilitation program staffed by highly motivated, caring adults who believe in positive youth development and use supportive relationships to help every youth develop the skills and leverage the resources necessary to discover their best selves. And in doing so, the adults ensure that every youth has a better opportunity to transition safely into the community more capable of managing the barriers to their success.

## **E. STAFFING THE LA MODEL**

Since interagency collaboration is a top priority in the LA Model, the Department believed that the definition of "staff" needed to be changed. Within the LA Model, "staff" was no longer defined as probation staff who monitor the youth; rather, the designation of the term was extended to include any adult in the camp who interacted with youth. This included anyone from the director of the campus to the janitor who cleans the school. In addition, LA Model developers believed that in order to create a sense of community and buy into the model, staff must be intensively trained together as a cohort. (See "Training Staff for the LA Model" section for more detail.)

Traditionally, staff are chosen for placement in camps based on their seniority or tenure with the Department. Identifying staff for placement at CK was different from the traditional approach. In spring of 2017, staff were interviewed using a rubric with questions designed through community and Department stakeholder input to target the rehabilitative goals of the pilot. The only exception to the interview process occurred with staff who were assigned to the camp before the demolition and remodel. These staff were given the choice to return to the Malibu campus or continue working at the camp they were reassigned to when the remodel began.

### **1. STAFF PERCEPTIONS**

Given that one of the goals of the LA Model was to support a shift in youth institutions from a traditional deterrence-based approach to the installation of a more interactive, supportive, and rehabilitative environment, the research and evaluation team developed a scale to measure participant attitudes and beliefs. The scale was administered as an interview and survey for participants prior to training in spring and summer of 2018. It included a series of statements requesting a response from the participant indicating which statement (reflective of either more traditional or more rehabilitative

approaches) with which the participant most strongly agreed. Table 2 provides an overview of a few select results highlighted for consideration.

TABLE 2												
PARTICIPANT BELIEFS TOWARD REHABILITATIVE OR TRADITIONAL MODELS (N = 89)												
TRADITIONAL STATEMENT	RESULTS			REHABILITATIVE STATEMENT								
	TRADITIONAL	NEUTRAL	REHABILITATIVE									
Incarcerated youth could act better with the skills they have if they really wanted to.	<table border="1"> <caption>Results for Statement 1</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Traditional</td> <td>47%</td> </tr> <tr> <td>Neutral</td> <td>19%</td> </tr> <tr> <td>Rehabilitative</td> <td>34%</td> </tr> </tbody> </table>			Category	Percentage	Traditional	47%	Neutral	19%	Rehabilitative	34%	Incarcerated youth are doing the best they can with the skills they have.
Category	Percentage											
Traditional	47%											
Neutral	19%											
Rehabilitative	34%											
Rules and consequences are the best approach when working with youth with trauma histories.	<table border="1"> <caption>Results for Statement 2</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Traditional</td> <td>67%</td> </tr> <tr> <td>Neutral</td> <td>21%</td> </tr> <tr> <td>Rehabilitative</td> <td>11%</td> </tr> </tbody> </table>			Category	Percentage	Traditional	67%	Neutral	21%	Rehabilitative	11%	Developing healthy, healing relationships is the best approach when working with youth with trauma histories.
Category	Percentage											
Traditional	67%											
Neutral	21%											
Rehabilitative	11%											
If youth do the right thing one day but not the next, it shows they could control their behavior if they wanted to.	<table border="1"> <caption>Results for Statement 3</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Traditional</td> <td>45%</td> </tr> <tr> <td>Neutral</td> <td>23%</td> </tr> <tr> <td>Rehabilitative</td> <td>33%</td> </tr> </tbody> </table>			Category	Percentage	Traditional	45%	Neutral	23%	Rehabilitative	33%	If youth do the right thing one day but not the next, it shows they are doing the best they can at any particular time.
Category	Percentage											
Traditional	45%											
Neutral	23%											
Rehabilitative	33%											
Youth need to experience real-life consequences in order to function in the real world.	<table border="1"> <caption>Results for Statement 4</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Traditional</td> <td>45%</td> </tr> <tr> <td>Neutral</td> <td>32%</td> </tr> <tr> <td>Rehabilitative</td> <td>24%</td> </tr> </tbody> </table>			Category	Percentage	Traditional	45%	Neutral	32%	Rehabilitative	24%	Youth need to experience healing relationships in order to function in the real world.
Category	Percentage											
Traditional	45%											
Neutral	32%											
Rehabilitative	24%											
The most effective helpers find ways to toughen up—to screen out the pain—and not care so much about the work.	<table border="1"> <caption>Results for Statement 5</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Traditional</td> <td>58%</td> </tr> <tr> <td>Neutral</td> <td>24%</td> </tr> <tr> <td>Rehabilitative</td> <td>18%</td> </tr> </tbody> </table>			Category	Percentage	Traditional	58%	Neutral	24%	Rehabilitative	18%	The most effective helpers allow themselves to be affected by the work—to feel and manage the pain—and to keep caring about the work.
Category	Percentage											
Traditional	58%											
Neutral	24%											
Rehabilitative	18%											

In the beginning of the implementation of the LA Model, staff and leadership experienced some struggles. While the transition to a new model and culture was expected to be challenging, there was no way to foresee how the staff would react. However, the director implemented the strategy of working alongside staff to support each of them to be successful within the LA Model or outside the model. Inevitably, there was staff turnover when they were promoted, which required them to move locations.

## F. TRAINING STAFF FOR THE LA MODEL

Initially, staff training for the LA Model approach consisted of a five-week training in a variety of subjects and included a one-week on-the-job shadowing. Both Department and community-based organization staff assigned to CK participated in the training. The core trainings were dialectical behavior treatment (DBT), small-group model, and becoming trauma informed.<sup>7</sup>

### 1. TRAINING MODEL OF THE LA MODEL

- Introduction to the LA Model
- Dialectical Behavior Treatment
- Small Group Model (MYSI)
- Think Trauma
- Diversity
- Youth and Family Engagement
- Case Planning and Case Management
- Overview of Arts for Incarcerated Youth
- Road to Success Academy: A Training for Staff in Thematic Interdisciplinary and Project Based Learning
- Daily Standard Operating Procedures
- Lesbian Gay Bisexual Questioning Transgender Intersex (LGBTQI) Education Advocacy
- Keys to Leading Personal Change
- Think Trauma Self-Care
- Implicit Bias

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<sup>7</sup> From *Imagining the LA Model: A Case Study at Three Sites*, which is available upon request.

## G. TRAINING IMPACT

During the trainings (see Table 2), evaluations were administered to participants. The results of the evaluation data suggest staff participating felt they had the knowledge and abilities to support and implement the LA Model. However, their confidence was lower in areas where they responded to their ability to apply the skills learned in the trainings directly to youth. For more information on the impact of training, see Attachment A.

In addition to the training evaluations, staff participated in structured interviews and were administered a survey. The questions asked participants to rate their perceived level of mastery in the skills learned in training, their perceptions about how the training impacted their work, the overall worthwhileness of the training, and the degree to which a number of activities contributed to changes in their perceptions of level of mastery.

As an indication of the impact of the training, the percentage of staff who indicated they had only a “beginner” to “intermediate” level of competency with the relevant skills and information fell from 41% before the training to 23% afterward. This may be due to staff learning new skills and realizing they needed more practice and experience to feel comfortable using those skills. The percentage who felt they had “above intermediate” to “fully expert” competency rose from 59% pre-training to 77% post-training. Figures 1 and 2 provide an overview of the perceptions of confidence. For more information on the confidence level of staff had in using the skills learned in training, see Attachment B.

Figure 1: Pre-Training Level of Skill Competence

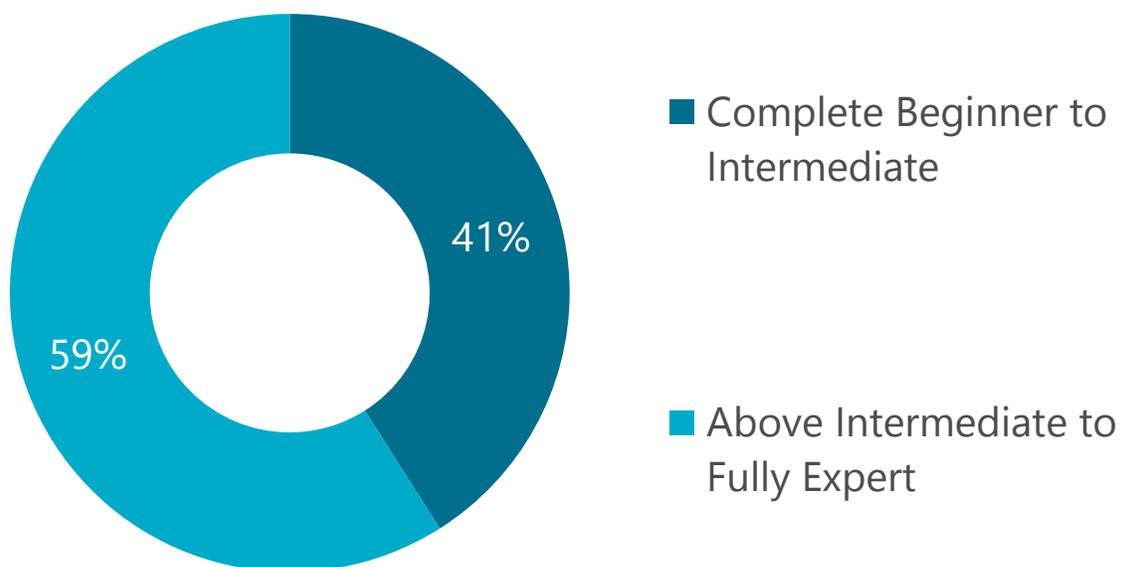
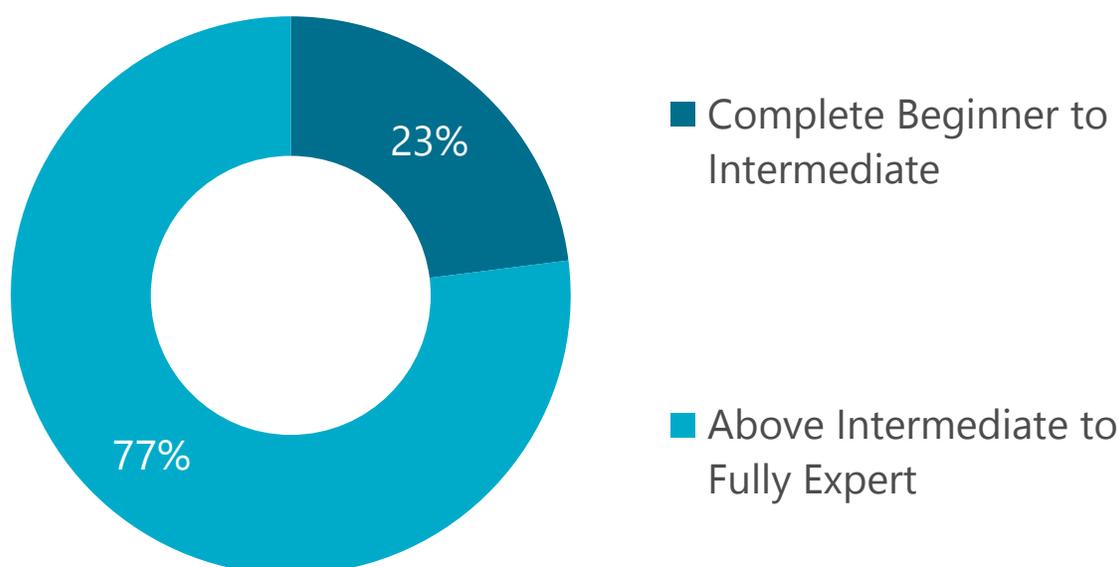


Figure 2: Current Level of Skill Competence



## H. POST-TRAINING COACHING

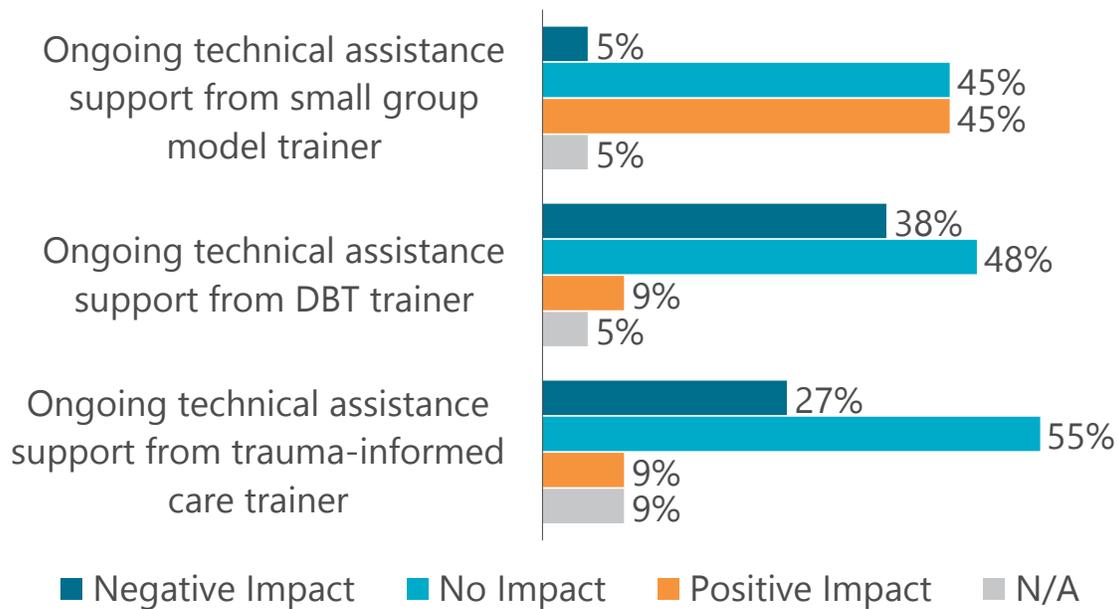
The Department hired subject matter experts in DBT<sup>8</sup> and small-group management<sup>9</sup> to conduct on-site mentoring and coaching and offer booster trainings to the staff during the initial implementation of the LA Model. Coaching was intended to be delivered by subject matter experts as well as designated staff associated with the LA Model to support and reinforce the skills taught at the five-week LA Model training. The evaluation team conducted voluntary structured interviews with 39 probation, eight DMH and six LACOE staff in January 2019. During these interviews, staff indicated that very little coaching support from the subject matter experts occurred in the year and a half since coaching was designated to start. During the interviews, over 40% of the staff reported that they would like to see more coaching integrated in the LA Model. Figure 3 provides an overview of staff perceptions on post-training coaching. To review the full results of training and coaching impact see Attachments A and B.

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<sup>8</sup> Behavioral Sciences Delegated Authority Agreement AO-17-049.

<sup>9</sup> Evident Change Training Technical Support Services subcontract agreement with MYSI.

Figure 3: Impact of Subject Matter Expert Coaching on Staff



## I. LA MODEL COTTAGE STAFFING

Although there were many changes made to the staffing of CK in supporting the LA Model, a significant challenge was the 56-hour shift for probation staff. Originally, a 40-hour five-day workweek was designated for the LA Model. Model developers reported that a 40-hour five-day workweek enhanced opportunities for relationship building and was best suited for providing weekly coaching for continued skill development. However, staff did not volunteer to work an alternative 40-hour workweek and instead followed the union-supported 56-hour shift.

Fidelity to a small-group model required that a youth be supported by the same one or two probation officers for the youth’s entire stay in the camp. In this approach, the probation officers would serve as a consistent mentor to the youth and ensure the camp was a safe place for them. This was to be achieved through the consistency in their relationships with each individual youth. Essentially, the 56-hour shift required probation officers to work a 16-hour shift, sleep eight hours on-site, work another 16-hour shift, sleep eight hours on-site, and work a final eight-hour shift to complete the week. This resulted in youth being supported by a different probation officer every 2.5 days, resulting in multiple officers engaging with the youth. Youth and staff interviews indicated that this created inconsistencies in how staff supported and engaged with youth, especially when the program moved to the Lancaster location after the Woolsey fire. Furthermore, the policy was reported as hindering staff engagement with youth by limiting the time for the probation officers to develop and strengthen relationships with them.

In order to support small-group unit management and maintain the 56-hour shift, administration examined multiple variations in schedules. The final schedule included two cottage supervisors rotating their schedules weekly so supervisors could spend time with all of the staff each week. The intent was to ensure that the model was supported by the supervisors through their support of the probation officers throughout the 56-hour shift.

## **J. CORE SUPPORT TEAM**

CK staff were organized and scheduled based on their assigned cottage. The staff assigned to a cottage were the Core Support Team (CST) for that cottage as the cottage. These staff only support youth in their cottage (rather than supporting youth across multiple cottages). The CST includes: Youth, Group Leader (Cottage Supervisor), Case Manager, Leads (Deputy Probation Officer II), Mentors (Deputy Probation Officer I), DMH staff, LACOE staff, Juvenile Court and Health Services (JCHS) staff, Community Based Organization (CBO) staff, and vocational staff. Youth were assigned to cottages on a rolling basis as they opened during the pilot of the model.

## **K. CROSS-AGENCY RELATIONSHIPS**

One of the core components of the LA Model included the collaboration of county agencies and community organizations to support youth in the camp. The five-week team training was intended not only to build skills but also build relationships among the staff. By allowing community organizations to participate in the trainings, the Department exhibited a commitment to working collaboratively across agencies in an effort to reform the system and improve services and supports for youth.

The Department also hosts multidisciplinary team (MDT) meetings throughout the youth's placement, to discuss the plan for each individual youth. In the MDT, the youth, their family, educational team, mental health team, probation officer, aftercare probation officer, community-based organizations, and health services meet to plan services that will be provided, assess if these services are successful, and plan for the youth's return to the community.

## **L. SERVICES PROVIDED BY THE LA MODEL**

### **1. JOB READINESS PROGRAMS**

Developers of the LA Model identified that the model is enhanced by integrating enriching and unique programming for the youth it supports. While implemented in Malibu, the LA Model included three job-readiness programs within the facility. The first was an Occupational Safety and Health Administration certification program that taught basic hazard awareness to youth interested in going into the construction industry. The campus was built with an extensive teaching kitchen that included mirrors on the ceiling so the youth could learn from a chef. The third was in collaboration with Workforce Development and Aging Community Services and the department's Education Services, which provided

job stipends to participate in job readiness programs and paid work experience. Department staff reported that both programs stopped in November 2018 after youth were displaced due to the Woolsey fire. More about the Woolsey Fire is covered later in this report.

## **2. MENTAL HEALTH TREATMENT**

DMH offered individual, group, and family therapy to youth. DMH integrated adaptive dialectic behavioral therapy and Seeking Safety, and other evidence-based programs (e.g., aggression replacement training, mindfulness) into therapy with youth and their families. DMH was also part of the committees convened to implement the LA Model and were well-versed in the expectations of the model.

## **3. HEALTH CARE**

While in Malibu, JCHS had its own building for medical exams, and each cottage had an office and dispensary for medications. JCHS offered medical evaluations to all youth entering and exiting the camp.

## **4. EDUCATION**

The Road to Success Academy (RTSA) is the education model that LACOE chose to use for youth at CK. RTSA received the Golden Bell Award from the California School Board Association in 2013. The award recognizes public school programs that are innovative and sustainable, make a demonstrated difference for students, and focus on meeting the needs of all students. The components of the RTSA model are thematic, interdisciplinary project-based learnings that address emotional and social needs. Each unit of the RTSA model lasts nine to 12 weeks, with a student exhibition (RTSA Exhibition) at the end of each unit. Essentially, each youth goes through two to four themed units while they are at CK. An overarching goal of the entire camp would be for the education component to be continued with the youth after they are released from the facility. However, youth interviews (see youth interview section) indicate this was not necessarily how the educational practices occurred in operation. A challenge in the school was that youth remained in their cottage cohort no matter the grade level or age except for youth assigned to the special day class. High teacher and administrative turnover made adhering to the model difficult, as the new LACOE staff were not trained in the LA Model.

## **5. ARTS**

Developers of the LA Model identified healing arts as an important component of the model. Arts groups were included in the planning of the model during the initial planning phase. At CK, the Arts for Incarcerated Youth Network (AIYN) worked with the probation staff after school hours to provide a variety of art forms to youth. AIYN staff members also participated in MDT meetings when needed. A

resident artist connected youth with folks in the community and supported them while in the community and in transition.

## M. ORGANIZATIONAL BARRIERS

### 1. LA MODEL GUIDE

The concept of the LA Model began with over 200 stakeholders coming together in committees to discuss and develop a plan for the ideal juvenile rehabilitation center for youth in LA County. The primary aim of the stakeholder involvement was to ensure that stakeholder perspectives could be understood and considered before implementing a rehabilitative model. However, the vast size of the stakeholder group and the multiple committees posed a barrier to develop and integrate a written guide to the model in the initial program design.

CK was set to open in July 2017 with a small cohort of youth and staff. The staff faced immense challenges while being under much scrutiny from county stakeholders and with some shortcomings in the construction of CK. For example, staff indicated that the original design was condensed due to funding, which posed significant safety challenges. In addition, CK opened with building operational challenges (e.g., missing doorknobs), limited emergency protocols in place, lack of policies for assaults, no space for de-escalation, and without a procedural manual on how to implement the LA Model.

During staff interviews conducted in January 2019, most staff (75%) reported that they could not clearly articulate what the LA Model was in terms of activities and expectations of staff. More specifically, 43% of staff agreed with the statement “I believe the LA Model works,” but 55% of staff indicated that they did not believe that adequate support was being provided to ensure the LA Model can be implemented well. (See Attachment C.)

The director of CK was able to work directly with the supervisors and the staff on a daily basis to ensure they were implementing the new skills they had just learned in their five-week training. Simultaneously, the Department collaborated with hired consultants and county agencies to begin developing a model<sup>10</sup> that could be documented into new procedures specific to the LA Model. They met often to problem solve, work toward positive solutions for staff and youth, and develop policies on how to operate the LA Model at CK.

In November 2020, the evaluation team received *A Guide to the LA Model* (the Guide) as the product of the development effort. Staff indicated that the Guide used in the pilot of the LA Model helped, and they wanted more coaching. However, the model is not yet officially adopted by the Department. For the Department to adopt the model, all parties (DMH, LACOE, Probation, CBOs) would have to come together and agree to roll it out throughout the county.

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<sup>10</sup> Youth Trauma and Justice Solutions., a delegated authority agreement AO-17-051.

## **2. YOUTH ONBOARDING**

While onboarding youth to CK, staff experienced challenges with the number of youth who were placed at CK during start-up. The original plan included phasing in youth in small groups (of two or three) over the course of a few weeks. The slow onboarding was designed to support both youth and the staff in learning and implementing the LA Model. In practice, however, youth were placed in camp in groups larger than two or three and at one time. More specifically, staff reported that most cottages were filled almost immediately upon opening. (See Attachment C.) Subsequently, fights broke out on camp, and youth were placed in the HOPE Center (i.e., solitary confinement) as a “cooldown.” (The use of the HOPE Center was specifically prohibited by the original developers of the LA Model.) While stakeholders recommended the absence of a solitary confinement space as a part of the LA Model, staff found that youth needed a space to de-escalate and were unable to do so in the small living quarters of the cottage and were sometimes placed in solitary confinement during some behavior outbursts on camp after initial opening.

## **3. CHALLENGES FROM THE WOOLSEY FIRE**

The Woolsey fire in November 2018 not only was traumatic to all staff and youth who were in Malibu at the time, it also displaced youth and staff, who had to move from the CK in Malibu to Challenger Youth Memorial Center in Lancaster, 90 miles away.

This move increased the commute time for staff and families. While the large open spaces at Challenger were identified by both youth and staff as great for recreation and personal space, it did not feel like a cottage or home environment (a key tenet of the LA Model) with the traditional open dorm style of placement. The furniture was more industrial than home-like, and the dorms in Lancaster were built to house dozens of youths in one building. Thus, the physical setting of Camp Challenger versus CK changed how staff responded to youth. During staff interviews in January 2019, staff indicated that many reverted to the more traditional correctional style of approaches to support youth, and that the Lancaster location required staff to put in a lot more effort to run the model.

Furthermore, with the relocation to Lancaster, CK lost 30 staff who were participating in training on the LA Model for approximately six months. Subsequently, the Department had to rely on probation officers who were not trained in the LA Model during this time. Almost two years later (July 17, 2020), the LA Model, youth participating in it, and staff supporting it were moved back to CK in Malibu. At the time of this report, it is unknown what, if any, impact the move back to CK has made on the LA Model.

## **4. CHANGES IN LEADERSHIP**

Upon transitioning back to Malibu, staff supporting the LA Model experienced a transfer of leadership from the director—who participated in the development and implementation of the LA Model design at both CK and Challenger—to a new director. In addition, with the move to Lancaster, the LA Model coaching and training and development of the train-the-trainer class were delayed, and contracts with subject matter experts eventually expired. Subsequently, the five-week interagency training for newly

assigned staff to the LA Model was replaced with group orientations from LA Model staff and ongoing booster trainings.

## 5. FINAL MODEL

The LA Model design was finalized in February 2019. Oak Cottage, one of the dorms at Challenger Memorial Youth Center in Lancaster, was the last cottage opened with staff who attended the multiweek training and who were selected for the model. Staff at Oak Cottage received coaching on small-group unit management on-site for a limited time. This included the establishment of a case management model, flexible supervisor schedules to support implementation of the LA Model, and consistent weekly cross-discipline staffing. However, as of the development of this report, the evaluation team cannot ascertain if the LA Model, as established with the enrollment of youth in Oak Cottage, is being implemented with the return to the CK campus in Malibu.

# III. QUANTITATIVE EVALUATION

## A. LIMITATIONS OF QUANTITATIVE DATA

LA Probation Data: The evaluation team worked closely with the Department to collect and verify the accuracy of the administrative data received for both youth in CK and those in other camps. However, various aspects of the data (e.g., invalid values, internal inconsistencies, outlier values, missing information, etc.; Rothbard, 2015) rendered some of the data unusable.<sup>11</sup> Analytics conducted were limited to those data that remained after extensive data quality review. This resulted in several variables that had data that were determined to be too unreliable for analyses. Outcomes analyses using predictive modeling, such as regression models, were not possible. In addition, most of the variables under review were limited to frequency or bivariate test. Therefore, results should be interpreted with caution and limited to a descriptive discussion rather than causal.

DMH and LACOE Data: In the beginning of the implementation and evaluation of the LA Model, stakeholders indicated that the evaluation team would be able to obtain data from DMH and LACOE to include in the evaluation design. However, the Department does not have established data sharing agreements with DMH for mental health data or LACOE for education records. Therefore, the evaluation team at Evident Change submitted multiple data requests directly to DMH and LACOE for data on the youth in CK. As of the submission of this report, no educational attainment or mental health data were obtained by the evaluation team; therefore, those measures are not included in this report.

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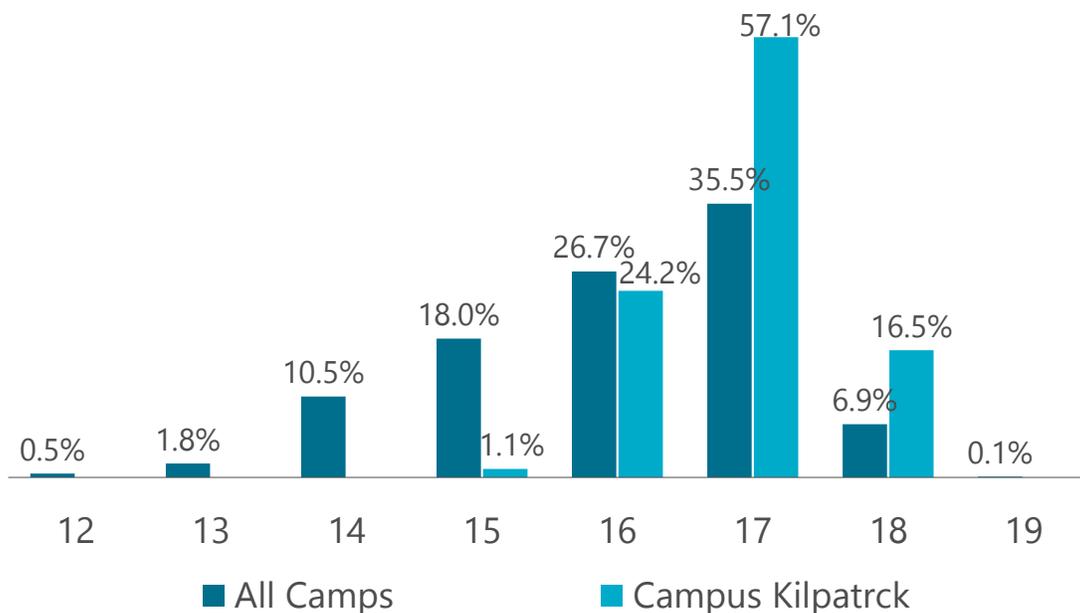
<sup>11</sup> For more information on data challenges, contact the primary evaluator of the project at Evident Change: [eespinosa@evidentchange.org](mailto:eespinosa@evidentchange.org).

## B. DEMOGRAPHICS OF CK YOUTH AND COMPARISONS TO YOUTH IN OTHER CAMPS

### 1. AGE AT INTAKE

The average age of youth at intake for CK was 17 years while the average age of other camps at intake was 16. CK (n=92) had a higher proportion of youth who were older at intake compared with other camps (n=1,430). The percentage of CK youth who were 17 at intake was more than 20 percentage points higher than 17-year-olds at other camps, and the percentage for 18-year-olds was close to 10 percentage points higher. Figure 4 provides an overview of the age comparison at intake for youth placed at CK compared with other camps.

Figure 4: CK Had a Higher Proportion of Older Youth at Intake Compared With Other Camps



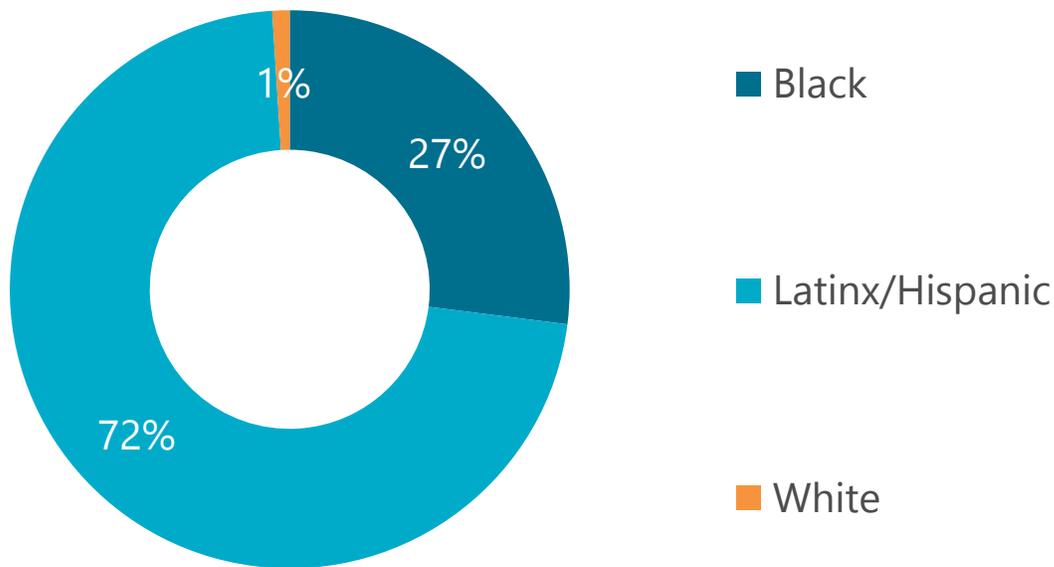
Note: Values below 1% not included. Tests of significance were not conducted. All results should be considered descriptive only.

### 2. RACE/ETHNICITY

Virtually all of the youth in CK are youth of color. The proportion of youth who are Latinx/Hispanic was 50% higher than the proportion of Black youth. This is slightly higher than youth in other camps during the same time period as this evaluation. For youth in other camps, 63% were Latinx/Hispanic, and 34% were Black. It should be noted only one youth in CK and 22 out of the 1,431 youth in all other camps

were identified in the data as White. Figure 5 provides an overview of the race composite for youth in CK during the evaluation period.

Figure 5: A Majority of Youth at CK Were Latinx/Hispanic



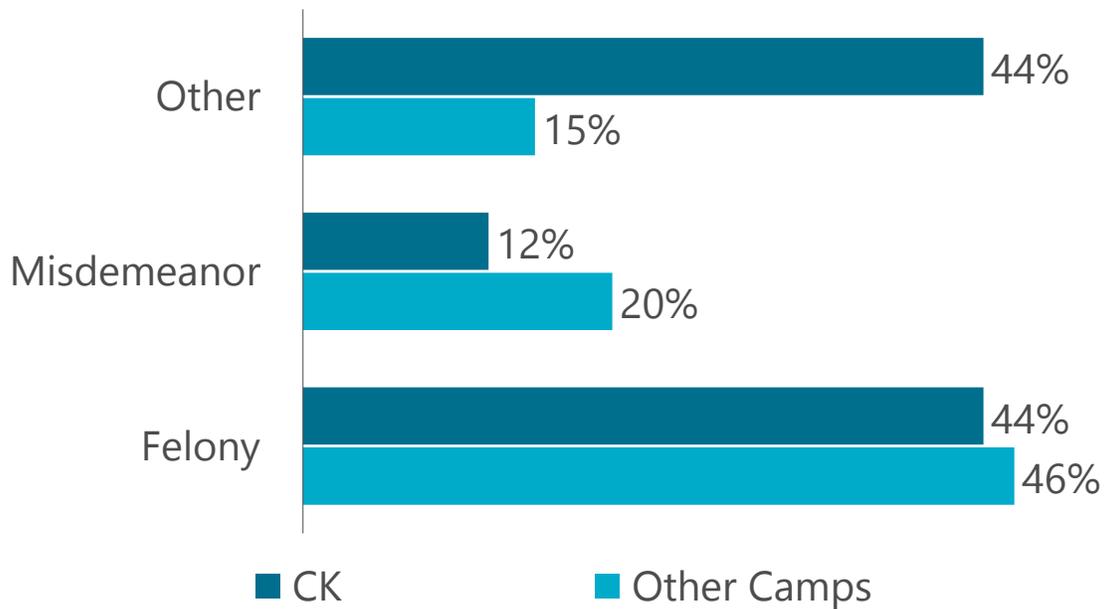
### 3. OFFENSE SEVERITY

Youth can be arrested on multiple charges or offenses during a referral event. In addition, through the petition processes, the level of charges (e.g., felony, misdemeanor, etc.) can be negotiated or adjusted by the prosecutor. This creates variability on how each individual youth is processed through the court system, and it posed a challenge in reliably comparing offense history and severity of youth. Therefore, the research team chose to use the arrest charge data (offense causing the referral of youth to the system) immediately preceding placement rather than petition and court data to conduct the descriptive offense severity comparison between CK youth and youth in other camps.

Using bivariate (chi-square) analyses comparing youth arrests associated with placement in CK with arrests associated in other camps, a significantly larger proportion ( $p > .05$ ) of "other" offenses (offenses other than felony or misdemeanor level) contributed to placement in CK than for youth in other

camps.<sup>12</sup> While youth in other camps had higher proportions of misdemeanors and felonies, however, the differences were not statistically significant. Figure 6 provides an overview of the proportional breakdown of offenses related to placement for CK compared with all other camps.

Figure 6: Other Offenses Were Significantly Higher for CK Youth Compared With Other Camps



#### 4. RISK AND PROTECTIVE FACTORS

Youth risk and protective factors are assessed by trained probation officers using the Los Angeles Risk and Resiliency Checklist (LARRC, a version of the San Diego Risk and Resiliency Checkup assessment that has been normed for the LA population and consists of 60 items framed within six criminogenic domains: Delinquency, Education, Family, Peer, Substance, and Individual) consistent with Risk-Need-Responsivity model.<sup>13</sup> Once the assessment is administered, scores in each domain are tallied and a risk level determined. In 2009, the Department established thresholds for recidivism risk. Table 3 below provides an overview of the risk cut off scores.

<sup>12</sup> “Other” includes violations or warrants determined by the court. Removal from the home and community (youth’s social ecology) continues to be recommended as a last resort. The judge will order a youth removed, based on the underlying offense, and multiple efforts to support the youth in the community have been determined to be unsuccessful. A significant portion of youth sent detained on a violation, were on bench warrant status, and/or had been arrested for a new charge by law enforcement.

<sup>13</sup> Viglione, J. (2018). The Risk-Need-Responsivity model: How do probation officers implement principles of effective intervention? *Criminal Justice and Behavior*. 46(5), 655–673.

TABLE 3		
LARRC REVISED CUT SCORES AS OF JANUARY 2009		
RISK LEVEL	CUTOFF SCORES	
	FEMALE	MALE
Low	0–12	0–14
Moderate	13–25	15–26
High	26–46	27–46

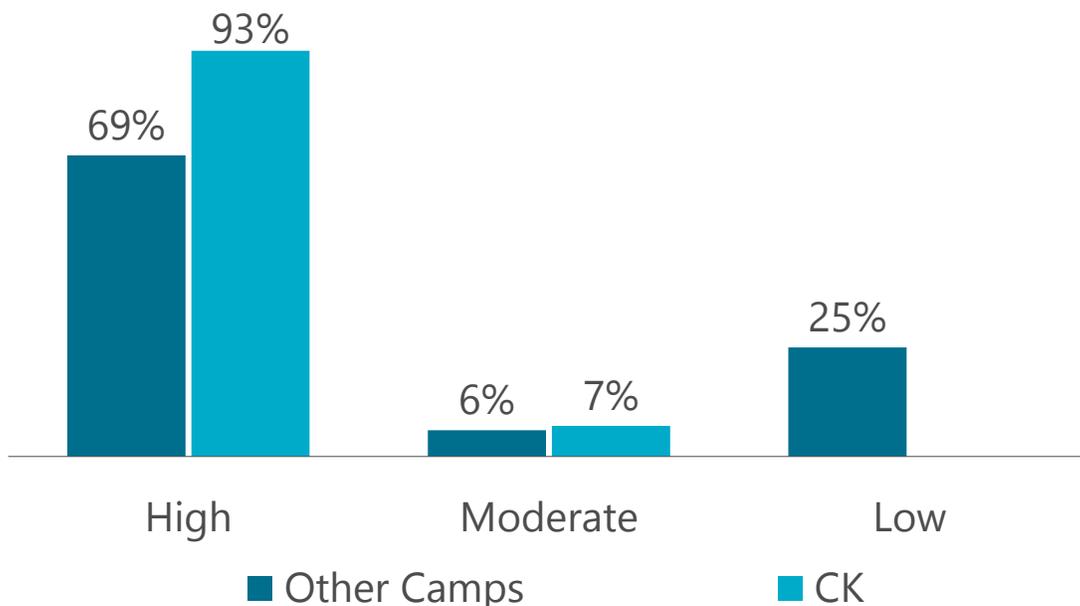
\*Cutoff scores were received by the evaluation team as correspondence from the Department.

To create a composite of youth risks and protective factors most likely to be associated with camp placement and behavior, assessment data most closely associated with the date of admission were selected for analysis.

**a. Overall Risk**

Generally, youth in CK had a greater proportion of high-risk levels than youth in other camps. For example, 93% of CK youth were high risk while 69% of youth in other camps scored at that level. Additionally, 6% of youth in other camps scored at a low-risk level, while none of the youth in CK met that threshold. These differences were not statistically significant. Figure 7 provides an overview of the overall risk comparison between CK and other camps.

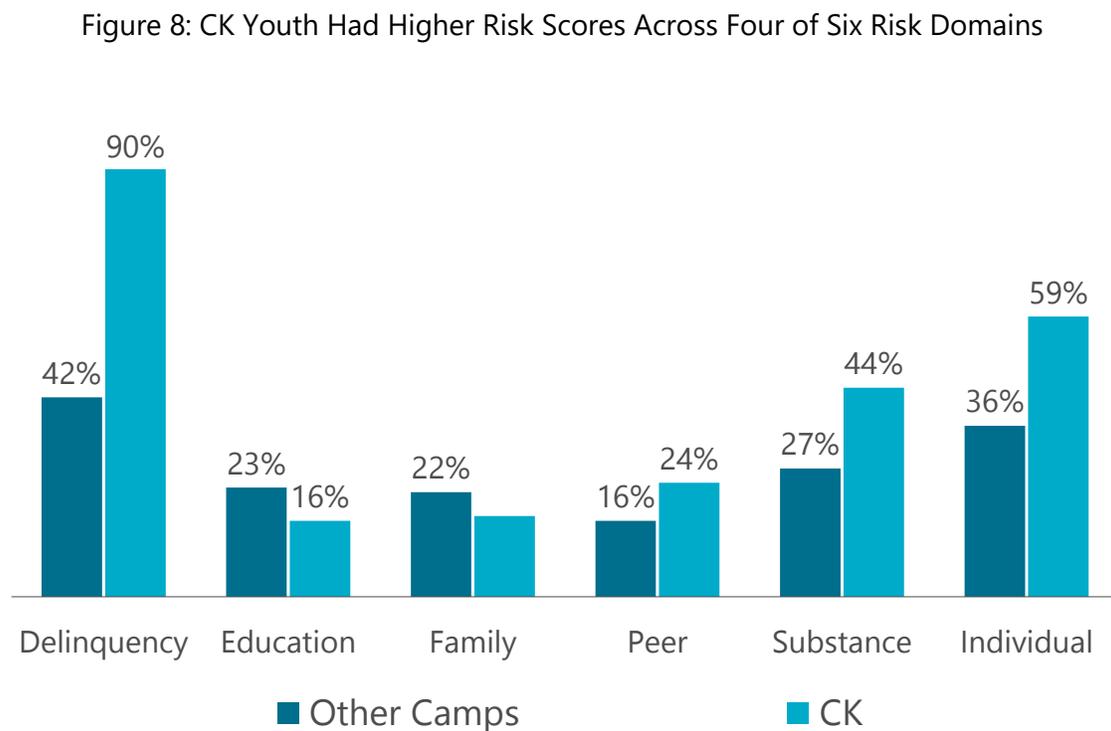
Figure 7: CK Youth had Higher Overall Risk Scores than Youth in Other Camps



## b. Risk Score Composites

The highest risk factor was Delinquency (60% of youth scoring 9 or higher) followed by Individual (59% at 9 or higher). Possibly intercorrelated with the Delinquency and Individual Scores, youth in CK also had elevated risks in Substance (44% at 9 or higher), Peer (24% at 9 or higher), and Education (16% at 9 or higher). The Family domain contributed the lowest proportion of risk (16% at 9 or higher).

When comparing the composite of risk scores between youth in CK with youth placed in other camps, with the exception of the Education, Family, and Peer domains, CK youth had higher proportions of scores of 9 or higher on the risk domains. A bivariate test of independence was conducted to examine the statistical significance of the risk differences of youth at CK compared with youth in other camps. The differences were statistically significant for both the Delinquency and Individual domains ( $p > .05$ ). Figure 8 provides a comparison of the proportion of risk scores at 9 or higher by domain between youth at CK and those in other camps.

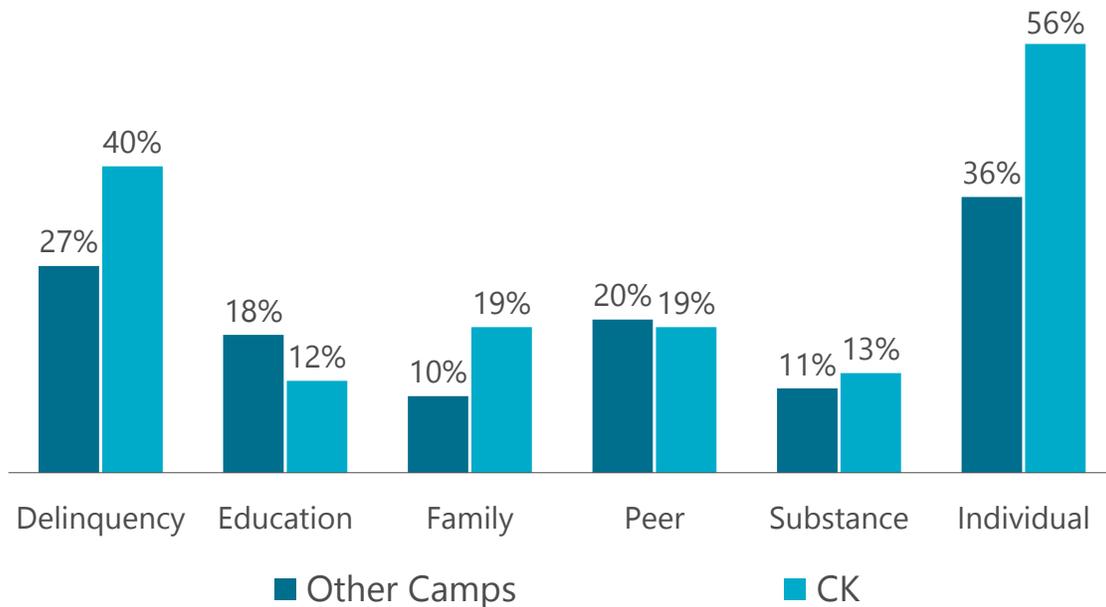


## c. Protective Score Composites

In comparing protective scores between youth at CK and youth in other camps, CK youth scoring a 9 or higher were larger in the Individual, Family, and Delinquency domains than youth in other camps. A bivariate test of independence was conducted to examine the statistical significance of the protective differences of youth at CK compared with youth in other camps, and the differences were statistically

significant for the Individual domain ( $p > .05$ ). Figure 9 provides a comparison of the proportion of protective scores at 9 or higher by domain between youth at CK and those in other camps.

Figure 9: CK Youth Had Higher Protective Scores Across Four of Six Risk Domains



## 5. PRIOR PLACEMENTS FOR CK YOUTH<sup>14</sup>

Youth in CK experienced an average of two placements prior to CK, with the range of prior placements from zero to eight. The vast majority of youth had between one and three prior placements (78%), and the average length of stay in previous placements was approximately two months (72.3 days). Analysis of the data suggests that movement through other camps is a step in the pathway that youth take to CK. Subsequently, the research team considers prior placements a predictor variable for placement negating the validity of conducting comparative analysis between those groups.

## 6. RATE OF IN CAMP INCIDENTS

Data on in camp incidents was examined during the time period of June 2019 through December 2020. Accounting for average daily population by camp, a rate of violence was computed by dividing the number of incidents by the number of youths in camp per day. Youth in CK experienced much lower rates of youth-on-youth violence (3.7 per youth compared to a high of 10.2 to a low of 5.6 per youth at other camps).

<sup>14</sup> Data integrity checks on the other camp data obtained by the evaluation team from LACJPD determined prior placement and discharge dates were too unreliable (e.g., discharges before placements in a camp) to allow for prior placement comparisons and length of stay evaluation between CK youth and youth in other camps.

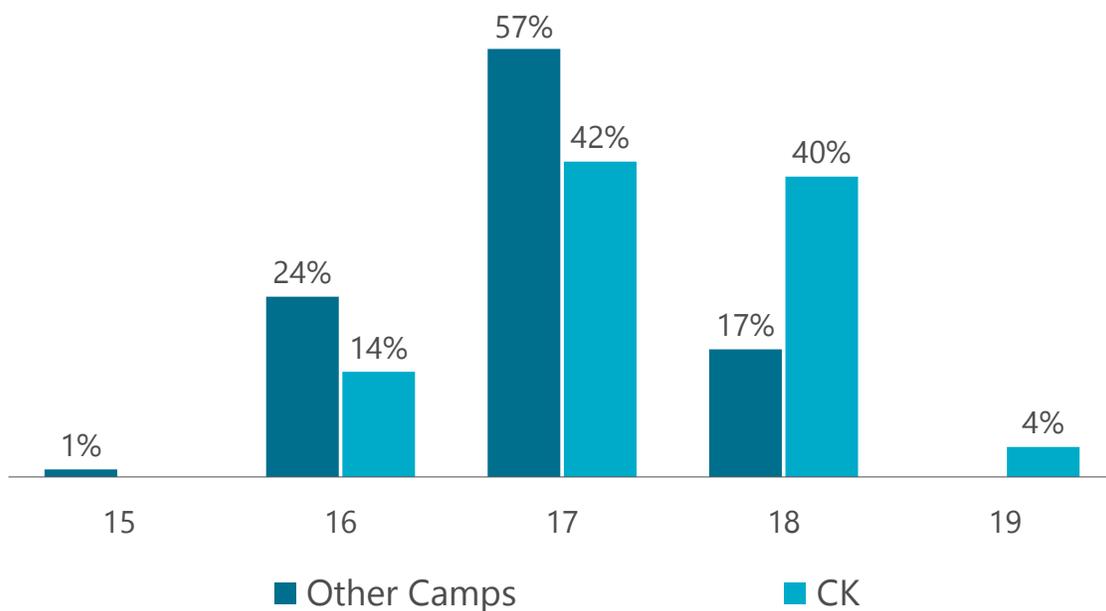
## 7. LENGTH OF STAY AT CK

The average length of stay for youth in CK was five months (173 days) with a range of 30 days to eight months (note: two PDJ numbers indicated a length of stay longer than a year, at 13 and 19 months. These data were considered outliers and were subsequently excluded from analysis as outliers to control for the skewing of the curve).

## 8. AGE AT DISCHARGE

A majority of the youth placed in CK were 17 years old or older when placed there. Subsequently, over 86% of them were older than 17 when they were discharged. Figure 10 provides an overview of the age demographics for CK youth at intake and discharge.

Figure 10: Most Youth Discharged From CK Are 17 or Older



## 9. ADULT OFFENDING

As noted in the data collection section of this report, DMH and LACOE data were not made available for collection and, therefore, improvements in mental health symptomology and/or education attainment could not be examined as a potential outcome of youth involvement with CK. Due to the fact that the vast majority of youth who are discharged from CK are legal adults when they return to the community, the evaluation team partnered with the Department to gather data on adult offending. Several attempts to extract adult data were made, however, when the evaluation team conducted data integrity checks

(e.g., arrest dates occurring before birth dates, missing data files). It was determined that the Department would match the data individually rather than rely on data extractions from the data management system.

LA Probation matched data on 89 youth who were discharged from CK between November 2017 and August 2019. The frequency analysis revealed 50 (56%) were rearrested as adults with the average time from discharge to first rearrest being 378 days (approximately 12 months) with a range of zero to 893 days (29 months). The average number of offenses for any given arrest per young adult was 1.3 with the maximum being six and the minimum being one. Most of those offenses were felonies (70), followed by misdemeanors (36) and violations of probation (three). The vast majority of arrests were for non-firearm and nonviolent related offense (68). Firearms were involved in 28 of the arrest offenses, 25 were violent or aggravated assaults, and there was one charge of manslaughter.

## **IV. PERSPECTIVES OF YOUTH AND CAREGIVERS**

### **A. OVERVIEW**

In July 2019, Evident Change (previously known as the National Council on Crime and Delinquency) executed a subcontract with RPM to conduct structured interviews with youth in CK and caregivers of youth who have been released from the camp. Consent and assent protocols for the interviews and the questions included in the interviews were reviewed and approved by the Evident Change IRB. The questions were designed to ascertain the level of knowledge the youth and caregivers had of the LA Model and their perspective on the LA Model. Researchers Brad Rowe, MPP, and Isaac Bryan, MPP, conducted the majority of the interviews during a period lasting approximately eight months until March 2020, when visits and interviews were discontinued due to quarantine procedures to combat the spread of COVID-19. Caregiver interviews were conducted between August and September 2020. Additional interviews were conducted by Dr. Danielle Dupuy, PhD. The following section provides an overview of the key findings from both the youth and caregiver interviews. For the full report, see Attachment E.

### **B. CAREGIVER PERCEPTIONS**

During the summer of 2020, the evaluation team collaborated with the Department to identify and contact caregivers of youth who had been released from CK. In late summer and early fall of 2020, RPM conducted phone interviews with 18 caregivers (mostly mothers) of those youth.

#### **1. CAREGIVER PERSPECTIVES ON REENTRY**

While most of the families indicated that it was “good” or “very good” to have their young men home, they indicated that most of the young men did not actually stay home (e.g., staying with friends instead of at their home). They were relieved they would get another chance to reconnect and to get connected

to resources. According to caregivers, CK youth had, on average, two prior out-of-home placements. (These include detentions and other placement settings such as camps other than CK.) Some of the caregivers indicated that it had been years since their youth had spent any time at home.

Caregivers indicated that accommodating CK youth who returned home was “easy,” with a quarter indicating it was “challenging” (easy, 12; challenging, 4). A few caregivers identified the challenge of deflecting calls or visits from their sons’ peers whom they considered to be negative influences. Also, the vast majority of caregivers interviewed described the transition home as “OK,” “good,” or “very good” (very good, 1; good, 5; OK, 3; not good, 4; very bad, 0). They indicated goals accomplished and reduction in the youths’ need to fight as examples of a successful transition. Virtually all the caregivers indicated youth were prepared to be successful when they came home (yes, 9; no, 1; don’t know, 0). Some indicated their youth was motivated or were supported by probation staff.

Caregivers indicated that some of the challenges of transition were difficult for them and their youth to manage (e.g., getting visits from police and probation officers and warrants being issued). Caregivers indicated that the fact that their youth returned to them as young adults posed a challenge to their ability to provide support to them. Several indicated it took a significant amount of effort to guide and support their youth to a disciplined schedule of work, life, and school demands. A recurring theme across all caregivers was a general concern regarding the lack of job readiness upon return. (See the full report from RPM in Attachment E for more information on job readiness).

## **2. CAREGIVER PERCEPTIONS ON ACCOUNTABILITY AND COPING SKILLS**

Most caregivers reported youth held themselves accountable for their actions rather than blaming others and circumstances for their behavior and outcomes (yes, 14; no, 1). Caregivers also stated their youth were “calming down” or not getting as upset as they would have before CK placement (better, 12; worse, 1; no change, 2). This finding is consistent with what the boys told RPM researchers while they were in camp. The focus on mental health at CK was considered important to many of the boys.

## **3. CAREGIVER PERCEPTIONS OF PROGRAMS AND STAFF**

Caregivers indicated that several youth identified staff members who had positive influence on them (positive influence, 5; negative influence, 2; don’t know, 6). More specifically, RPM included the following statement in their full report: “It underscores the continuing necessity for high quality candidates and ongoing training for case managers, mental health workers, educators and events facilitator.” Alternatively, two caregivers presented negative reviews of staff as shared with them by their youth or observed during visits and phone calls. They indicated some staff seemed to use verbal control tactics and more punitive approaches than they believed were necessary for their youth in the camp.

Caregivers were split on whether or not they wished there were more services or programs youth access to while at Kilpatrick (yes, 6; no, 6). Of those who said they wished there were more programs or services, most mentioned work or career training opportunities while others indicated there was sufficient mental health treatment and appreciated that it was offered post-release. However, several

indicated that youth did not use or access community resources when they returned. (See the full report from RPM in Attachment E for more information on caregiver perceptions.)

## C. YOUTH PERCEPTIONS

The RPM team ensured the youth interviews were a voluntary activity and that their responses would be kept confidential. Reasons for agreeing to be interviewed included not wanting to appear as a snitch to the other boys or wanting not to attract the attention of staff. The team conducted 23 interviews with youth and worked diligently to develop mutual respect and rapport with them, resulting in reduced barriers and a high engagement rate.

### 1. YOUTH DEMOGRAPHICS AND OPPORTUNITIES

Confirming the results of the quantitative data analysis, almost every youth at CK identified themselves as a youth of color. The youth reported that they were mostly coming to CK on warrants or for having gone AWOL from a previous placement and not for new offenses, with a few coming in with a violent offense. The youth expanded on this discussion further by indicating that they felt that probation was discretionary and that they (once on probation) got in trouble for activities that are normal for adolescent youth.

Youth reported chronic food scarcity and poverty as individual drivers of property crime. Generally, they indicated that they would earn an honest living but hustling on the streets is familiar and easy to slide back into. Ten of the eleventh and twelfth graders interviewed about college or tech schools indicated they were very interested. However, none of these youth reported having started the process of collecting high school transcripts, making school selections, getting financial aid applications, or any other pre-application work that would normally be done at this age.<sup>15</sup>

### 2. YOUTH PERCEPTION OF LIFE IN CAMP

Generally, youth indicated that CK was better and more predictable with fewer fights, and, yet, even more boring than previous placements. They indicated further that the lack of activities and boredom created a risk for them getting into trouble on the camp. Youth reported they wanted more programming, especially related to music. Youth also indicated that the LA Model implementation at Challenger (in Lancaster) felt industrial, cold, incessantly noisy, and impersonal.

However, youth generally reported that they felt safe and respected by staff and that staff were integral in de-escalation of arguments and disagreements. Youth indicated that they wanted to work, and that

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<sup>15</sup> All youth receive a copy of the educational passport and assisted with enrollment within 2 days. Engaged youth are co-enrolled in college classes.

in-camp jobs were very popular. Universally, youth reported wanting to find work and opportunities after release.

### **3. YOUTH PERCEPTIONS OF THEMSELVES**

A vast majority of the youth interviewed indicated they believed they had sufficient internal resilience to handle obstacles and challenges both in camp and out in the community. This finding mirrors the results of the quantitative analysis on the risk and resiliency measure, whereby, youth scored significantly higher on individual protective factors at CK than in all other camps.

In its review of the response from CK youth, RPM summarized that youth were departing CK with significant stressors (e.g., murder of a friend or family member and lack of housing); however, youth felt that they had a strong locus of control. They indicated that they believed their decisions, actions, and mindfulness would impact their outcomes and that they had the ability to conduct those in a pro-social manner.

## **V. CONCLUSIONS AND RECOMMENDATIONS**

Originating at a redesigned Campus Kilpatrick, the Los Angeles County Probation Department (the Department) sought to transform how youth in the Los Angeles County juvenile justice system are rehabilitated through a new approach known as the LA Model. The model emphasizes the provision of trauma-informed care in a non-institutional, small-group environment. Los Angeles County has invested millions of dollars to renovate CK and train Department staff to pilot the LA Model. The first group of youth entered Campus Kilpatrick in July 2017.

### **A. EVALUATION DESIGN**

Using a mixed-methods approach, the evaluation team at Evident Change (formerly the National Council on Crime and Delinquency), in partnership with the Department, conducted structured interviews with staff (probation, DMH, and LACOE), youth, caregivers, and surveyed staff and collected administrative data from the Department on youth who participated in the LA Model and youth from other camps.

### **B. KEY FINDINGS**

#### **1. PROMISING OUTCOMES**

The LA Model pilot has demonstrated some early signs of success while overcoming the challenges posed by building and opening a new building, designing the LA Model through stakeholder input and feedback, responding to the Woolsey fire and relocating to another camp in Lancaster, staffing-related

issues, changes in leadership, and supporting youth with complex issues and chronic justice system involvement.

It should be noted that youth participating in the LA Model tended to have previous placements in other camps prior to coming to CK. They reported that the climate in CK was more predictable with fewer fights, especially when comparing life in camp with juvenile hall. Caregivers indicated that once their youth returned home, they tended to hold themselves accountable for their actions rather than blaming others. They also reported that youth appeared to not get as upset or demonstrated skills to calm down when upset with greater capacity than before they went to camp. Caregivers also indicated that the services the youth got while participating in the LA Model seemed to help their youth.

Finally, only 56% of the youth who were released from CK had any involvement in the adult justice system, and the average time between release from CK and rearrest was more than 12 months. Recidivism studies have shown youth returning to the community from juvenile justice institutions have rearrest rates ranging from 40%<sup>16</sup> to 65%<sup>17</sup> to as high as 85%.<sup>18</sup>

These findings suggest that rate of rearrest, and especially the length of time before arrest, shows some promise for the LA Model related to recidivism.

## **2. RECOMMENDATIONS AND OPPORTUNITIES TO ENHANCE THE LA MODEL**

Caregivers reported that they struggled in providing support for youth when they returned and expressed a general concern with job readiness. Similarly, youth interviewed reported that they were concerned with the challenges they face upon returning to their community. While they reported that they felt like they had the skills to handle the challenges, youth often identified the lack of jobs and housing as an ongoing issue for them both before placement in CK and after they return. Describing chronic food scarcity and poverty as drivers of their system involvement, youth reported that they would earn an honest living but hustling on the streets is familiar and easy to slide back into. Department staff indicated youth have access to transitional support through the Department as they are released from CK. This transitional support should build on the youth's strongest protective factors (e.g., individual) and include supports that can contribute to their success.

With the final model being rolled out in the Oaks cottage, consideration should be made as to how the final LA Model is integrated into the climate of support within the CK campus now that the youth have returned to that camp. In interviews, staff indicated that they believed they had stronger skills upon completion of the five-day training. However, the Department has decreased the training requirements significantly from the original implementation design. In addition, staff indicated that they believed in

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<sup>16</sup> Taylor, J., Kemper, T. S., Loney, B. R., & Kistner, J. A. (2009). Recidivism in subgroups of severe male juvenile offenders. *Psychology, Crime and Law, 15*(5), 395–408.

<sup>17</sup> Benda, B. B., Corwyn, R. F., & Tooms, N. J. (2001). Recidivism among adolescent serious offenders: Prediction of entry into the correctional system for adults. *Criminal Justice and Behavior, 28*(5), 588–613.

<sup>18</sup> Trulson, C. R., Marquart, J. W., Mullings, J. L., & Caeti, T. J. (2005). In between adolescence and adulthood: Recidivism outcomes of a cohort of state delinquents. *Youth Violence and Juvenile Justice, 3*(4), 355–387.

the value of ongoing coaching support by subject matter experts in the model. The Department should consider an integration of staff selection (ensuring staff are a good fit for the LA Model approach), training (baseline training in core skills), and coaching (to build on skills learned in training) supports established by the original implementation design into the onboarding strategies for staff supporting youth back in the Malibu setting. In addition, leadership across the organizations should be exposed to the LA Model approach to ensure consistency in staff transfers and selection for the ongoing efforts related to the pilot at CK and to inform or guide any considerations for expansion of the approach beyond the pilot.

In addition, the Department should continue collecting and analyzing data to inform and guide the continuous quality improvement of the LA Model beyond the pilot opportunity. Further exploration of data sharing agreements and cross-system data analyses between the Department, DMH, and LACOE could support a more holistic review of the impact and effectiveness of the LA Model. Support for the implementation the LA Model could be enhanced by using cross-system data collection and data analytics to check in on or review the LA Model and, where necessary, redirect strategies or approaches.

# **ATTACHMENTS**

- A. TRAINING EVALUATION REPORT PRESENTED TO CAMPUS IMPLEMENTATION TEAM**
- B. TRAINING FOLLOW-UP SURVEY RESULTS REPORT PRESENTED TO CAMPUS KILPATRICK IMPLEMENTATION TEAM**
- C. MEMORANDUM**
- D. INSTITUTIONAL REVIEW BOARD PROJECT COVER SHEET**
- E. ROWE POLICY AND MEDIA YOUTH AND CAREGIVER INTERVIEWS**

# ATTACHMENT A: TRAINING EVALUATION REPORT PRESENTED TO CAMPUS KILPATRICK IMPLEMENTATION TEAM

*Friday, February 15, 2019*

*Updated January 2021*

## INTRODUCTION

In spring of 2017, the first group of staff were trained in the LA Model in preparation for providing services and supports to youth at Campus Kilpatrick (CK). This group began partnering with youth in July 2017. Subsequent staff then participated in the LA Model training series in winter of 2018. This report provides a preliminary overview of (1) staff belief and attitudes toward traditional versus rehabilitative approaches to working with youth; and (2) outcomes of staff perception of knowledge and ability to use the skills as a result of training in the LA Model.

Questions and statements associated with the key components of the LA Model were clustered together across evaluations associated with the training series into the following constructs: (1) Beliefs and Attitudes; (2) Unit-Based Management/Small Groups; (3) Dialectical Behavioral Therapy (DBT); and (4) Trauma Responsive or Trauma-Informed Care.

Highlights of the findings follow.

## STRENGTHS

- Staff selected to be a part of the CK effort predominantly leaned more toward rehabilitative attitudes and beliefs than traditional ones when working with youth.
- Staff who participated in all the trainings believed they left the training with the knowledge and skills needed to work within the LA Model at least at a basic level.
- Staff were generally satisfied with the trainings and the way the trainers facilitated discussion.

## OPPORTUNITIES

- Related to attitudes and beliefs, staff leaned more toward the traditional versus rehabilitative in their attitudes and beliefs when challenged with (1) the ability of incarcerated youth to control their

behavior; and (2) using consequences as a form of behavior modification versus relational supports directed at supporting positive behavior.

- Staff were less confident in their application of the skills and knowledge gained in the trainings directly with youth than in their confidence in understanding the approaches.
- Staff believed they need more time to practice the skills especially related to trauma-based approaches.

## ATTITUDES AND BELIEFS

Staff selection is an important implementation driver when organizations are beginning the installation of an intervention or practice (Fixsen et. al, 2005). Not everyone is naturally a “good fit” for certain programs or intervention models, and frontline staff carry out most practices and programs. Subsequently, the first cluster of training evaluation items included a series of statements designed to measure staff attitudes and beliefs around working with youth.

A traditional orientation to corrections follows a law enforcement ideology and tends to emphasize the power of the juvenile or criminal justice system to ensure compliance (Schwalbe & Maschi, 2009; Skeem et al., 2007). These approaches tend to emphasize rule enforcement and sanctions for negative behaviors. The rehabilitative approach, on the other hand, is centered on the belief of the power of rehabilitative services and supports, supportive relationships, and the promotion of well-being (Andrews & Bonta, 2010; Cullen & Gendreau, 2000, Lipsey, 2009).

Given that one of the goals of the LA Model is to support a shift in youth institutions from the more traditional model to the installation of a healthy and supportive rehabilitative environment, the research and evaluation team developed a scale to measure participant attitudes and beliefs. The scale was administered as a baseline survey for participants prior to training in the spring/summer of 2018 and includes a series of statements requesting a response from the training participant indicating which statement (reflective of either more traditional or more rehabilitative approaches) with which the participant most strongly agreed. Table A1 below provides an overview of a few select results highlighted for consideration.

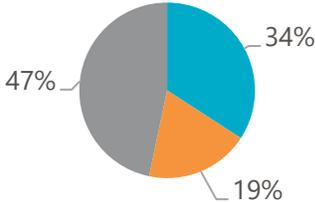
TABLE A1				
PARTICIPANT BELIEFS TOWARD REHABILITATIVE OR TRADITIONAL MODELS (N = 89)				
TRADITIONAL STATEMENT	RESULTS			REHABILITATIVE STATEMENT
	TRADITIONAL	NEUTRAL	REHABILITATE	
Incarcerated youth could act better with the skills they have if they really wanted to.				Incarcerated youth are doing the best they can with the skills they have.

TABLE A1												
PARTICIPANT BELIEFS TOWARD REHABILITATIVE OR TRADITIONAL MODELS (N = 89)												
TRADITIONAL STATEMENT	RESULTS			REHABILITATIVE STATEMENT								
	TRADITIONAL	NEUTRAL	REHABILITATE									
Rules and consequences are the best approach when working with youth with trauma histories.	<table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Traditional</td><td>67%</td></tr> <tr><td>Neutral</td><td>21%</td></tr> <tr><td>Rehabilitate</td><td>11%</td></tr> </table>			Category	Percentage	Traditional	67%	Neutral	21%	Rehabilitate	11%	Developing healthy, healing relationships is the best approach when working with youth with trauma histories.
Category	Percentage											
Traditional	67%											
Neutral	21%											
Rehabilitate	11%											
If youth do the right thing one day but not the next, it shows they could control their behavior if they wanted to.	<table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Traditional</td><td>45%</td></tr> <tr><td>Neutral</td><td>23%</td></tr> <tr><td>Rehabilitate</td><td>33%</td></tr> </table>			Category	Percentage	Traditional	45%	Neutral	23%	Rehabilitate	33%	If youth do the right thing one day but not the next, it shows they are doing the best they can at any particular time.
Category	Percentage											
Traditional	45%											
Neutral	23%											
Rehabilitate	33%											
Youth need to experience real life consequences in order to function in the real world.	<table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Traditional</td><td>45%</td></tr> <tr><td>Neutral</td><td>32%</td></tr> <tr><td>Rehabilitate</td><td>24%</td></tr> </table>			Category	Percentage	Traditional	45%	Neutral	32%	Rehabilitate	24%	Youth need to experience healing relationships in order to function in the real world.
Category	Percentage											
Traditional	45%											
Neutral	32%											
Rehabilitate	24%											
The most effective helpers find ways to toughen up—to screen out the pain—and not care so much about the work.	<table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Traditional</td><td>58%</td></tr> <tr><td>Neutral</td><td>24%</td></tr> <tr><td>Rehabilitate</td><td>18%</td></tr> </table>			Category	Percentage	Traditional	58%	Neutral	24%	Rehabilitate	18%	The most effective helpers allow themselves to be affected by the work—to feel and manage the pain—and to keep caring about the work.
Category	Percentage											
Traditional	58%											
Neutral	24%											
Rehabilitate	18%											

\*Totals may not equal 100% due to rounding.

The results indicate the *staff selected to be a part of the CK effort predominantly lean toward rehabilitative attitudes and beliefs* than the more traditional attitudes and beliefs typically associated with corrections-based environments.

However, the variance in responses between approaches was greatest for questions that challenged participants' thinking around (1) *the ability of incarcerated youth to control their behavior (set 1 and 3); and (2) consequences as a form of behavior modification versus relational supports directed at supporting positive behavior (set 4), with most staff responses falling in the "neutral" or "traditional" categories.* Interestingly, the largest endorsements of rehabilitative attitudes and skills were on the questions that directly challenged traditional leanings. (See sets 2 and 5). These results suggest a unique advantage of

training and coaching support strategies in the LA Model that align with staff values and challenges their assumptions on youth behavior.

## UNIT-BASED MANAGEMENT/SMALL GROUP

Unit-based management with small groups is the first cornerstone of the LA Model and establishes a therapeutic setting where small groups create a consistent and predictable service-delivery structure that promotes healthy positive staff and youth relationships. Participants' perceptions of their knowledge improvement and skill attainment on unit-based management/small groups after participating in that training were measured with a Likert scale where participants rated their skills and knowledge post-training between "Not at All" (1) to "A Lot" (10). Table A2 provides an overview of some of the selected results.

TABLE A2					
STAFF PERCEPTIONS OF KNOWLEDGE OR ABILITY UNIT-BASED MANAGEMENT/SMALL GROUP POST-TRAINING (N = 67)					
NO.	KNOWLEDGE OR ABILITY	RESULTS			DISCUSSION
		A LITTLE	SOME	A LOT	
1	Your knowledge of the core principles of unit-based management/small group facilitation.	45%	49%	6%	Most (49%) of the participants believed they had at least some understanding of the core principles of unit-based management/small group facilitation when the training completed.
2	Your knowledge of how/why small groups are useful in youth rehabilitation.	63%	34%	3%	A vast majority (63%) of participants believed small groups would be useful in youth rehabilitation.
3	Your ability to help create positive relationships with youth.	53%	41%	3%	Most (53%) participants believed they had the ability to create positive relationships with youth.

**TABLE A2**

**STAFF PERCEPTIONS OF KNOWLEDGE OR ABILITY  
UNIT-BASED MANAGEMENT/SMALL GROUP POST-TRAINING  
(N = 67)**

NO.	KNOWLEDGE OR ABILITY	RESULTS			DISCUSSION
		A LITTLE	SOME	A LOT	
4	Your ability to manage small groups.	54%	40%	6%	Most (54%) participants believed they could manage small groups.
5	Your ability to help create a positive group culture with youth.	68%	29%	3%	A vast majority (68%) of participants believed they had the ability to create a positive group culture with youth.
6	Your ability to structure and manage youths' time and environment.	56%	38%	6%	The same percentage (6%) of participants were concerned with their ability to structure and manage the environment as were concerned with their ability to manage groups.
7	Your ability to work with a team to manage a small group of youth.	66%	28%	3%	Virtually all (97%) participants believed they had the ability (even minimally) to work with a team in the group model.

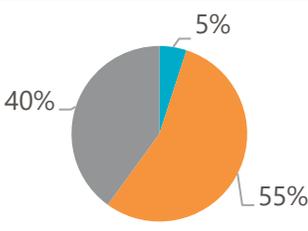
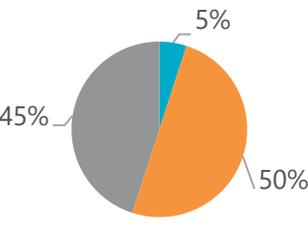
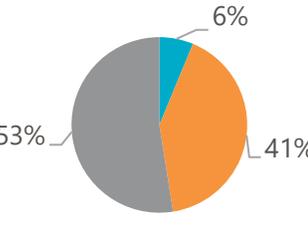
\*Totals may not equal 100% due to rounding.

The results indicate the staff who participated in the unit-based management/small groups trainings believed they *left the training with at least some confidence in their knowledge and skills needed to work within the model*. While they were generally very confident in their ability to create a positive group culture (statement 5) and to work with a team (statement 7), *they were less confident in their knowledge of the core principles of the model (statement 1)*.

## DIALECTICAL BEHAVIOR THERAPY

Dialectical Behavior Therapy (DBT) serves as the second cornerstone of the LA Model and is intended to provide staff with practical tools and approaches for working with youth in a partnership toward setting goals and decreasing harmful behaviors. The DBT approach provides staff with the skills needed to navigate tense situations and equip the youth with tools and skills to help them cope and manage their emotions. Participants' perceptions of their knowledge improvement and skill attainment on DBT practices were measured with a Likert scale where participants rated their skills and knowledge post-training between "Not at All" (1) to "A Lot" (10). Table A3 provides an overview of the results of the items related to DBT on the training evaluations administered upon the completion of the training.

TABLE A3													
STAFF PERCEPTIONS OF KNOWLEDGE OR ABILITY ON DBT PRACTICES POST-TRAINING													
(N = 86)													
NO.	KNOWLEDGE OR ABILITY	RESULTS			DISCUSSION								
		A LITTLE	SOME	A LOT									
1	Your knowledge of DBT's core principles.	<table border="1"> <caption>Data for Item 1: Knowledge of DBT's core principles</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>A Little</td> <td>6%</td> </tr> <tr> <td>Some</td> <td>50%</td> </tr> <tr> <td>A Lot</td> <td>44%</td> </tr> </tbody> </table>			Category	Percentage	A Little	6%	Some	50%	A Lot	44%	While most believed they had a basic understanding of DBT, fewer felt they had "A Lot" (44%) of knowledge than those who had "Some" (50%).
Category	Percentage												
A Little	6%												
Some	50%												
A Lot	44%												
2	Your knowledge of why DBT is useful in youth rehabilitation settings.	<table border="1"> <caption>Data for Item 2: Knowledge of why DBT is useful in youth rehabilitation settings</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>A Little</td> <td>5%</td> </tr> <tr> <td>Some</td> <td>40%</td> </tr> <tr> <td>A Lot</td> <td>55%</td> </tr> </tbody> </table>			Category	Percentage	A Little	5%	Some	40%	A Lot	55%	A majority believed they had "A Lot" of knowledge of how and why DBT is useful for youth.
Category	Percentage												
A Little	5%												
Some	40%												
A Lot	55%												
3	Your ability to explain to others some of what you learned about DBT.	<table border="1"> <caption>Data for Item 3: Ability to explain to others some of what you learned about DBT</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>A Little</td> <td>8%</td> </tr> <tr> <td>Some</td> <td>55%</td> </tr> <tr> <td>A Lot</td> <td>38%</td> </tr> </tbody> </table>			Category	Percentage	A Little	8%	Some	55%	A Lot	38%	Staff were less confident in their ability to explain DBT than in their knowledge of its principles and usefulness ("A Lot" 38%, 44%, 55%, respectively)
Category	Percentage												
A Little	8%												
Some	55%												
A Lot	38%												

TABLE A3					
STAFF PERCEPTIONS OF KNOWLEDGE OR ABILITY ON DBT PRACTICES POST-TRAINING (N = 86)					
NO.	KNOWLEDGE OR ABILITY	RESULTS			DISCUSSION
		A LITTLE	SOME	A LOT	
4	Your ability to provide DBT to youth.				95% of participants believed they had at least some skill at providing DBT upon completion of training.
5	Your ability to help enhance youth's own capabilities.				95% of participants believed they had at least some basic ability to help enhance youths' own capacities to practice DBT.
7	Your ability to support your colleagues with their own DBT skills.				Participants were more confident they could support their colleagues than youth with DBT skills ("A Lot" = 53% and 45%, respectively)

\*Totals may not equal 100% due to rounding.

The results indicate the staff who participated in the DBT training believed they *left the training with some confidence in their knowledge and ability to practice DBT skills*. However, they were *less confident in their ability to explain DBT to others (statement 3), provide DBT to youth (statement 4), their knowledge of core principles (statement 1), and their ability to enhance youths' own capabilities (statement 5)*, than in other measures of ability and knowledge.

## TRAUMA-INFORMED CARE

Trauma-Informed Care (TIC) is the third cornerstone of the LA Model. The TIC training component was designed to provide staff with the knowledge and ability to support youth through a trauma-informed lens. This includes the understanding of how and why youth behaviors manifest as an extension of the trauma youth may have experienced or been exposed to prior to coming to CK.

## CHANGE IN TRAINING EVALUATIONS

Upon review of the results of the spring/summer training evaluations, the evaluation team noticed there was very limited to no variation among the responses to the trauma-based items. For example, although the scale included a 10-item option of “Not at All” (1) to “A Lot” (10), none of the participants endorsed the lower end of the scale, and most items varied between the responses of “Some” and “A Lot.”

The team determined that a more sensitive or accurate scale or other measure of skill transfer should be incorporated into the training evaluations for TIC. After extensive research, the team chose to integrate elements of the Attitudes Related to Trauma-Informed Care (ARTIC) scale into the evaluation for the TIC training. The ARTIC was developed collaboratively by the Traumatic Stress Institute of Klingberg Family Centers and Courtney Baker, PhD, with Tulane University, and it is one of very few psychometrical measures of TIC (TIC; Baker et. al., 2015).

## TIME POINT 1 AND TIME POINT 2

Analysis of the impact of TIC training is composed of two time points. Time Point 1 includes all trauma-based elements included in evaluations of the trainings conducted before the winter of 2018 series. Time Point 2 includes the trauma related items included on the evaluations for the trainings conducted during the winter of 2018 series that incorporated the revised scale.

### Time Point 1

For Time Point 1, participants’ perceptions of their knowledge improvement and skill attainment on TIC after participating in the TIC training were measured with a Likert scale where participants rated their skills and knowledge post training between “Not at All” (1) to “A Lot” (10). Table A4 provides an overview of the results for training evaluations collected during Time Point 1.

TABLE A4					
TIME POINT 1: STAFF PERCEPTIONS OF KNOWLEDGE OR ABILITY ON TRAUMA-INFORMED PRACTICES POST-TRAINING (N = 40)					
NO.	KNOWLEDGE OR ABILITY	RESULTS			DISCUSSION
		A LITTLE	SOME	A LOT	
1	Your knowledge of the core principles of trauma-responsive practice.	<p>A pie chart with a grey section representing 75% and an orange section representing 25%. The grey section is labeled '75%' and the orange section is labeled '25%'.</p>			A large majority (75%) of training participants believed they gained a lot of knowledge on the core principles of trauma-responsive practices.

**TABLE A4**

**TIME POINT 1: STAFF PERCEPTIONS OF KNOWLEDGE OR ABILITY ON TRAUMA-INFORMED PRACTICES POST-TRAINING (N = 40)**

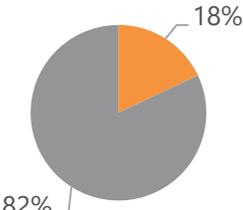
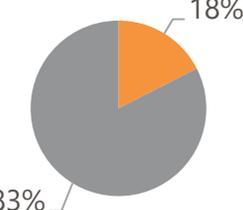
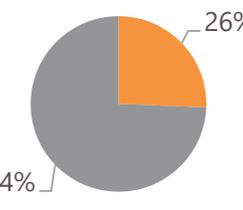
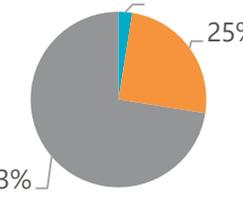
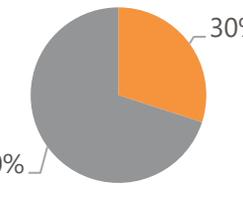
NO.	KNOWLEDGE OR ABILITY	RESULTS			DISCUSSION
		A LITTLE	SOME	A LOT	
2	Your knowledge of how traumatic stress impacts youths' lives.				Similar to knowledge on practices, a vast majority (82%) of participants believed they gained a lot of knowledge on how trauma impacts the lives of youth.
3	Your knowledge of why trauma-informed care is important.				A large majority (83%) of participants also believed they gained a lot of knowledge on why a trauma-informed approach is important.
4	Your ability to explain to others some of what you learned about traumatic stress.				74% of participants believed they gained the skill to explain traumatic stress to others.
5	Your ability to put some of what you learned about traumatic stress into practice.				The only item with "A Little" indicated that 3% of the participants were not particularly certain about their ability to put what they learned into practice.
6	Your ability to recognize the signs and symptoms of traumatic stress in youth				Every participant in the training believed they left the training with the ability to recognize the signs and symptoms of traumatic stress in some capacity.

TABLE A4					
TIME POINT 1: STAFF PERCEPTIONS OF KNOWLEDGE OR ABILITY ON TRAUMA-INFORMED PRACTICES POST-TRAINING (N = 40)					
NO.	KNOWLEDGE OR ABILITY	RESULTS			DISCUSSION
		A LITTLE	SOME	A LOT	
7	Your ability to provide TIC to youth	<p>A pie chart with two equal halves. The left half is grey and labeled '50%'. The right half is orange and labeled '50%'.</p>			While all staff who completed training believed they had the ability to provide TIC, their confidence in their ability were split between "A Lot" and "Some."

\*Totals may not equal 100% due to rounding.

The results indicate that staff who participated in the TIC or practice trainings during Time Point 1 believed they *left the training with the knowledge and skill needed to work within a trauma-informed capacity*. Interestingly, while well over 97% of the participants reported gaining knowledge and skill in trauma-informed practices, *their confidence in their ability was split 50-50 between "A Lot" and "Some."*

## Time Point 2

During Time Point 2, participant perception of ability and knowledge was measured with a Likert scale where participants rated their skills and knowledge post training between "Strongly Disagree" (1) to "Strongly Agree" (5) to each of the statements presented. Table A5 provides an overview of the results from the trauma-based items included in the evaluations conducted during the Time Point 2.

TABLE A5					
TIME POINT 2: STAFF PERCEPTIONS OF KNOWLEDGE OR ABILITY ON TRAUMA INFORMED PRACTICES POST-TRAINING (N = 42)					
NO.	KNOWLEDGE OR ABILITY	RESULTS			DISCUSSION
		STRONGLY DISAGREE	AGREE	STRONGLY AGREE	
1	I know how to define trauma.	<p>A pie chart with three segments. A large grey segment is labeled '57%'. An orange segment is labeled '38%'. A small blue segment is labeled '5%'.</p>			Only 5% of the participants indicated they did not believe they knew how to define trauma upon completion of training.

**TABLE A5**

**TIME POINT 2: STAFF PERCEPTIONS OF KNOWLEDGE OR ABILITY ON TRAUMA INFORMED PRACTICES POST-TRAINING (N = 42)**

NO.	KNOWLEDGE OR ABILITY	RESULTS			DISCUSSION
		STRONGLY DISAGREE	AGREE	STRONGLY AGREE	
2	I know the impact trauma can have on the lives of youth.	62%	33%	5%	Only 5% of the participants responding indicated they did not know the impact of trauma on youths' lives with well over half (62%) indicating they felt strongly they understood the impact.
3	I know how to recognize the signs and symptoms of trauma in youth.	55%	40%	5%	95% of participants indicated they gained knowledge on recognizing signs and symptoms of trauma in youth after completing the training.
4	I know how to positively respond to the needs of youth with trauma.	54%	41%	5%	95% of participants reported they felt they gained the knowledge to respond positively to the needs of youth with trauma in the training.
5	I know the practices to avoid triggering painful memories or retraumatizing youth.	49%	41%	10%	With a little more variance in responses from the other trauma-based statements, a little less than half (49%) indicated they felt strongly that they could avoid triggering or retraumatizing youth.
6	What I learned about trauma will be usable on the job.	60%	33%	7%	93% of participants believed they could use what they learned in training on the job.

TABLE A5													
TIME POINT 2: STAFF PERCEPTIONS OF KNOWLEDGE OR ABILITY ON TRAUMA INFORMED PRACTICES POST-TRAINING (N = 42)													
NO.	KNOWLEDGE OR ABILITY	RESULTS			DISCUSSION								
		STRONGLY DISAGREE	AGREE	STRONGLY AGREE									
7	I am prepared to put what I learned about trauma into practice.	<table border="1"> <tr><th>Response</th><th>Percentage</th></tr> <tr><td>Strongly Disagree</td><td>60%</td></tr> <tr><td>Agree</td><td>36%</td></tr> <tr><td>Strongly Agree</td><td>5%</td></tr> </table>			Response	Percentage	Strongly Disagree	60%	Agree	36%	Strongly Agree	5%	96% agreed they could put what they learned into practice after completing training.
Response	Percentage												
Strongly Disagree	60%												
Agree	36%												
Strongly Agree	5%												
8	I am skilled at providing TIC.	<table border="1"> <tr><th>Response</th><th>Percentage</th></tr> <tr><td>Strongly Disagree</td><td>55%</td></tr> <tr><td>Agree</td><td>39%</td></tr> <tr><td>Strongly Agree</td><td>5%</td></tr> </table>			Response	Percentage	Strongly Disagree	55%	Agree	39%	Strongly Agree	5%	Only 5% of participants left training feeling like they may not have the skills to provide trauma-informed supports within CK.
Response	Percentage												
Strongly Disagree	55%												
Agree	39%												
Strongly Agree	5%												
9	I would like more time to practice providing TIC.	<table border="1"> <tr><th>Response</th><th>Percentage</th></tr> <tr><td>Strongly Disagree</td><td>47%</td></tr> <tr><td>Agree</td><td>35%</td></tr> <tr><td>Strongly Agree</td><td>19%</td></tr> </table>			Response	Percentage	Strongly Disagree	47%	Agree	35%	Strongly Agree	19%	A vast majority (82%) of participants indicated they would like more practice in providing TIC upon completing training.
Response	Percentage												
Strongly Disagree	47%												
Agree	35%												
Strongly Agree	19%												

\*Totals may not equal 100% due to rounding.

The results indicate the staff who participated in the TIC or practice trainings during Time Point 2 believed they *left the training with at least the basic or some knowledge and ability needed to work within a trauma-informed capacity.*

However, they expressed the least amount of confidence in their skills and ability *when queried around their ability to avoid triggering painful memories or retraumatizing youth* (statement 5, 49%–Strongly Agree, 41%–Agree, 10%–Strongly Disagree). *In addition, over 80% requested more practice in providing TIC.*

## CONSIDERATIONS

The results of the evaluation data suggest staff participating in the trainings leave those trainings feeling they have knowledge and abilities to support and implement the LA Model. However, their confidence is lower in areas where they had to respond on their ability to apply those skills directly to youth. In addition, staff selected for the CK project tended to lean toward beliefs and attitudes more traditional in nature than rehabilitative. Research around implementing evidence-based programs and practices has revealed that training alone does not translate effectively to the use of consistent practice in the model being trained within the setting for which it was intended. Table A6 provides a summary overview of some of the research.

<b>TABLE A6</b>			
<b>STAFF TRAINING MODELS AND IN-SETTING COACHING SUPPORT BY DEMONSTRATION OF SKILL IN SETTING STAFF TRAINING AND COACHING BY KNOWLEDGE AND SKILL</b>			
<b>PERCENTAGE OF PARTICIPANTS WHO (1) DEMONSTRATE, (2) DEMONSTRATE NEW SKILLS IN A TRAINING SETTING, AND (3) USE NEW SKILLS IN THE SETTING</b>			
<b>TRAINING COMPONENTS</b>	<b>KNOWLEDGE</b>	<b>SKILL DEMONSTRATION</b>	<b>USE IN THE SETTING</b>
Theory and discussion	10%	5%	0%
... +demonstration in training	30%	20%	0%
... +practice and feedback in training	60%	60%	5%
... all the above + coaching in setting	95%	95%	95%

\*Joyce & Showers, 2002

Essentially, interactive training, inclusive with in-class practice and feedback, plus in-setting (e.g., on campus) coaching from subject matter experts, creates the highest rate of return on skill demonstration in the actual setting than any training model, without coaching support.

The CK implementation team should consider opportunities and strategies for in-vivo and other approaches toward providing ongoing coaching and feedback support to staff partnering with youth at CK in the LA Model to ensure the transfer of skill occurs and the outcomes of the CK effort are reflective of the model.

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# ATTACHMENT B: TRAINING FOLLOW-UP SURVEY RESULTS REPORT PRESENTED TO CAMPUS KILPATRICK IMPLEMENTATION TEAM

*Friday, February 15, 2019*

*Updated January 2021*

## INTRODUCTION

As a follow-up to the training of three cohorts of Campus Kilpatrick (CK) staff and the opening of three cottages, Evident Change conducted in-person interviews (and, in some cases, online surveys) of staff to evaluate the implementation of the LA Model at CK and the impact that the training had on CK staff in terms of the administration of their duties. To accomplish this, we created a survey based on a revised version of the Impact of Training and Technical Assistance (IOTTA).

The IOTTA is a survey designed by researchers at Portland State University and the University of Washington to measure the perception of the quality and impact of training and consultation that accompanies implementation efforts (Walker, J. & Bruns, E., 2015.). Questions ask participants to rate their perceived level of mastery in the skills learned in training, their perceptions about how the training impacted their work, the overall worthwhileness of the training, and the degree to which a number of activities contributed to changes in the respondents' perceptions of their level of mastery.

Evident Change staff spent four and a half days (January 26–30, 2019) at the Lancaster facility to interview CK staff using the survey tool. During that time, 39 of CK's 120 staff completed interviews. Staff who were on duty during the time of the visit were asked to participate in a voluntary interview. The site visit dates were selected to ensure that staff working the weekend shift would be included, as camp activities are slightly different on the weekends. All remaining staff were given the survey via email on February 4 and asked to complete it by February 8; five surveys were completed in this manner. A reminder email was sent to staff on February 6 to encourage completion of the survey; however, the response rate remained low. In total, 44 CK staff participated in the survey. The summarized results follow.

## SURVEY RESULTS

### RESPONDENT OVERVIEW

Of the 44 CK staff who answered the survey, they were roughly evenly split between DPO ranks (48% were DPO I, 41% were DPO II, and 9% were SDPOs).

TABLE B1			
CK STAFF OVERVIEW (N = 44)			
POSITION	AVERAGE TIME AT POSITION	AVERAGE TIME AT LA COUNTY PROBATION	AVERAGE AGE
<b>DPO I (48%)</b>	3 years	8 years	36 years
<b>DPO II (41%)</b>	8 years	16 years	44 years
<b>SDPO (9%)</b>	12 years	29 years	56 years
<b>All Participants</b>	6 years	13 years	42 years

The participants were 53% male and 47% female. Of the staff in the survey, 39% identified as Hispanic/Latinx. The group had an average age of 42, and most (79%) identified a bachelor’s degree as their highest level of education achievement.

The respondents included individuals who were trained at each of the three training sessions. Most of the staff who were interviewed attended either the second training session in spring of 2018 or the third training session in winter of 2018 (Figures B1–B4, N = 44).

Figure B1: Gender of Survey Respondents

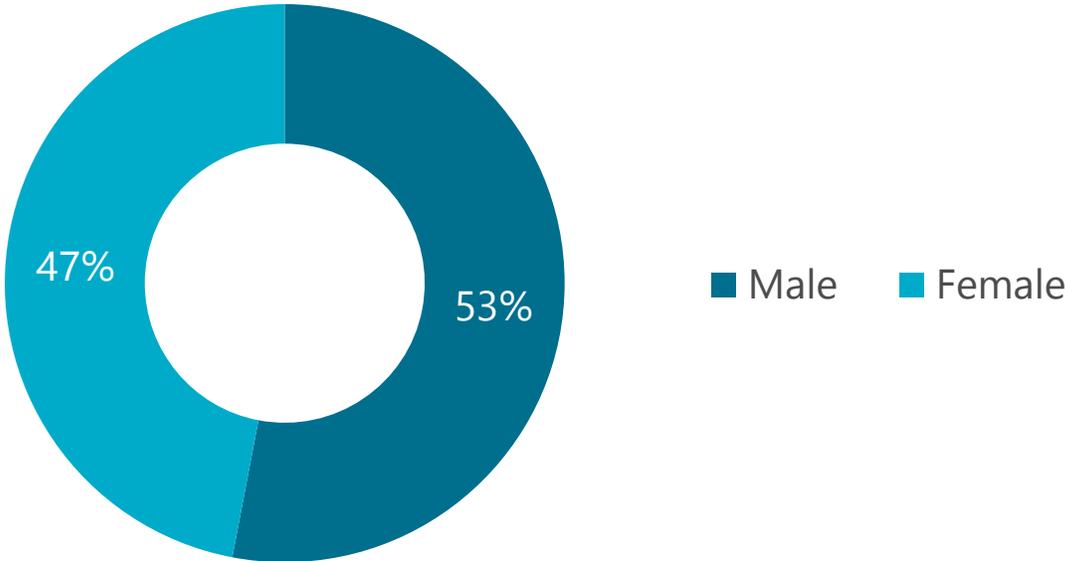


Figure B2: Race/Ethnicity of Survey Respondents

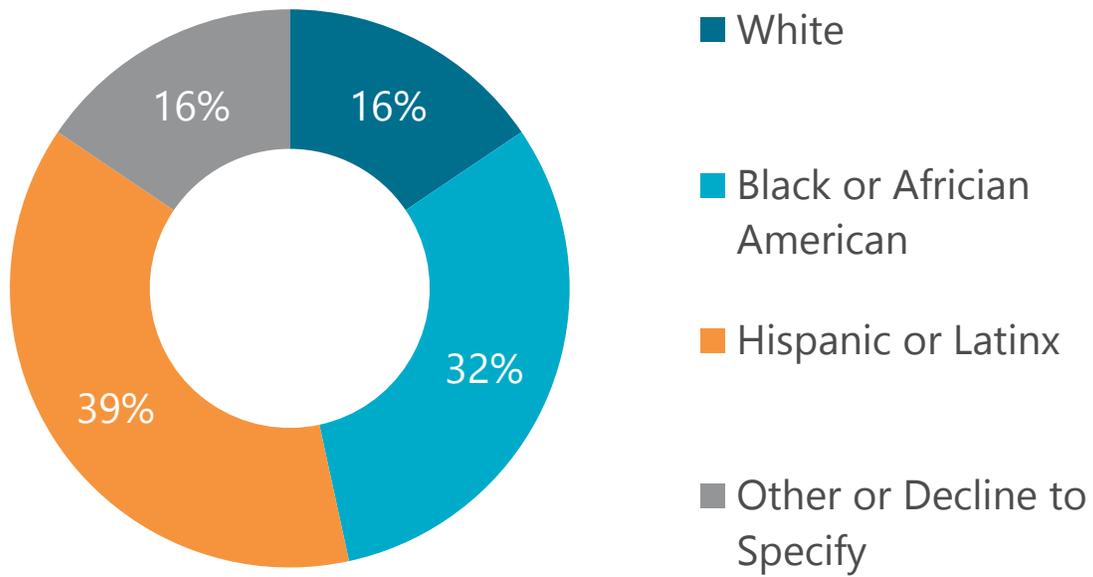


Figure B3: Highest Education Level of Respondents

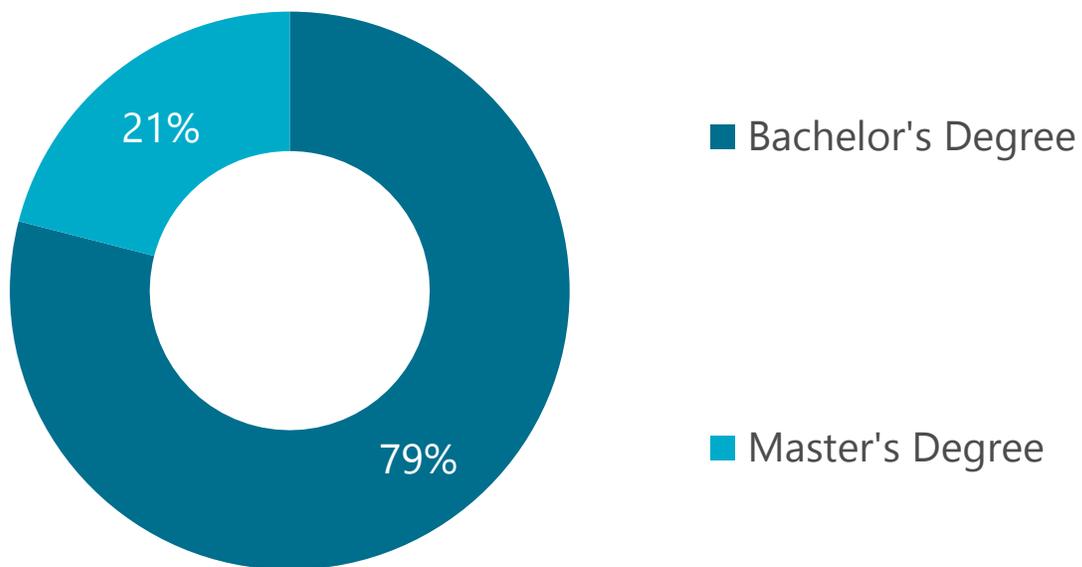
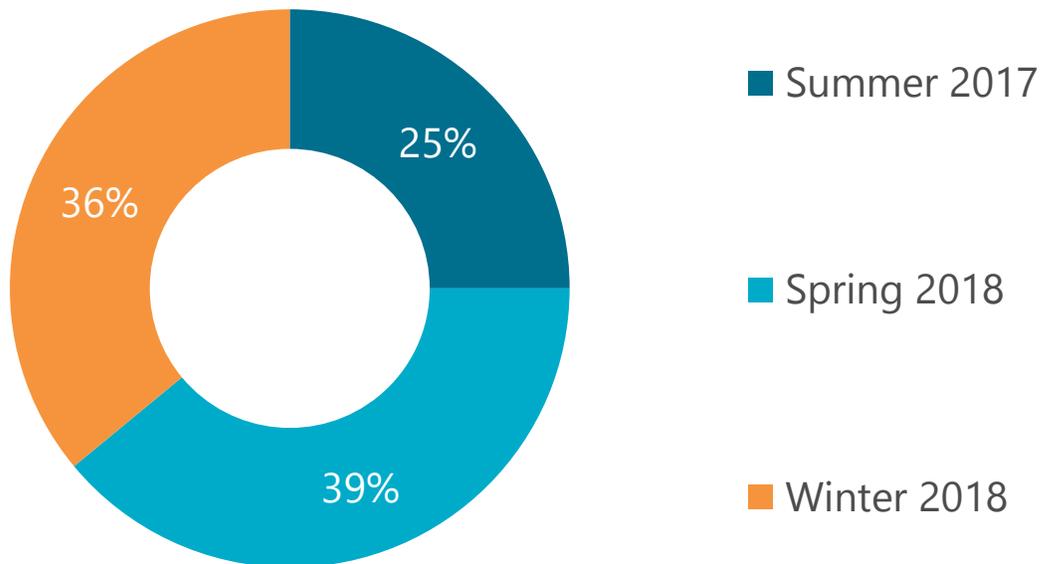


Figure B4: Training Session Attended



## UNDERSTANDING OF THE LA MODEL

The first questions of the survey asked staff about their understanding of the definition of the LA Model and its goals. Universally, staff identified “small group model” as a cornerstone of the LA Model. Staff also overwhelmingly identified “building rapport,” “having a more hands-on approach,” and “trauma-informed care” as key components of the LA Model.

In terms of goals, again, all staff were consistent in identifying “reducing recidivism” as a goal of the LA Model. Other common responses included “teaching the youth skills,” “providing therapy/treatment,” providing a “more home-like setting,” and “building relationships with youth.”

Despite the consistency in the survey respondents’ answers about the basic elements of the LA Model and its goals, *75% of staff reported that they could not clearly articulate what the LA Model is in terms of the activities and expectations of staff.* Many staff requested a handbook to articulate what they should be doing with the youth while they are in the cottages.

However, the interviews and surveys showed that staff were positive about the LA Model, with *43% of staff agreeing with the statement “I believe the LA Model works.”*

## IMPACT OF THE LA MODEL

Staff were asked about how the camp experience and their work duties and responsibilities had changed since the implementation of the LA Model. Most staff had experience working in other camps prior to coming to CK. The key differences identified by staff between CK and other camps included the following.

- Working with the youth in smaller groups/lower youth-to-staff ratio.
- More of a focus on building relationships and improving rapport with youth.
- More flexibility for youth and staff.
- Camp is no longer primarily punitive.
- Not as much control over youths' behavior, particularly negative behavior (fewer punishment options).

Overall, staff attitudes toward the differences between camp before and after the implementation of the LA Model were positive. Most felt that the *small groups of the LA Model improved relationships between staff and youth and increased the ability of staff to help youth learn skills.*

Conversely, staff identified some challenges that the implementation of the LA Model in camps has created. Specifically, many of the staff indicated that they felt the youth at CK were not being held as accountable for their negative behavior as they were before the LA Model. Similarly, several staff described CK as "loose" when it comes to addressing rule-breaking behavior by youth.

## IMPACT OF THE MOVE TO CHALLENGER

Sixty-three percent (63%) of the survey respondents worked at CK at its original Malibu location and after the program was relocated to Challenger. Those who were interviewed were asked about the main differences between CK in Malibu versus Lancaster. Staff reported that the move was quite traumatic for both staff and the residents of CK and, given the physical and philosophical differences between the two camp locations, predictably, staff identified several differences in how the program operated in the two locations.

Overwhelmingly, the *staff reported liking the increase in space that the Challenger location offers.* The benefits related to the increase in space were identified as better recreation opportunities for youth (thus, youth were more active at Challenger), more living space for youth, and more space for one-on-one interactions with youth when they are having difficulties in the cottage and need to be separated from other youth for a short time. While some staff stated that the larger space at Challenger made the CK program "less intimate" and "less home-like," most felt positively about the increase in space, and over half of those interviewed indicated that they would like to see that increase in space integrated into the physical setting when CK returns to Malibu. Several staff suggested changing the cottage setup from housing 12 youth to housing eight and utilizing some of the space at the adjacent (now closed) camp.

On the other hand, many staff highlighted the “jail-like” setting at Challenger as a significant negative difference between the two locations. One staff person indicated that staff need to exert “more effort to hold on to the LA Model in a new physical setting.” This sentiment was echoed by several staff who indicated that they observed some of the CK staff reverting to typical camp behaviors (e.g., being more punitive and less interactive with youth) since coming to Challenger.

**TRAINING IMPACT**

Staff were asked several questions regarding their competence in using the skills they were taught in training and how much impact the training had on different aspects of their work. As an indication of the impact the training, the percentage of staff who indicated they had only a “beginner” to “intermediate” level of competency with the relevant skills and information fell from 41% before the training to 23% afterward. The percentage who felt they had “above intermediate” to “fully expert” competency rose from 59% pre-training to 77% post-training (Figures B5 and B6).

Figure B5: Pre-Training Level of Skill Competence

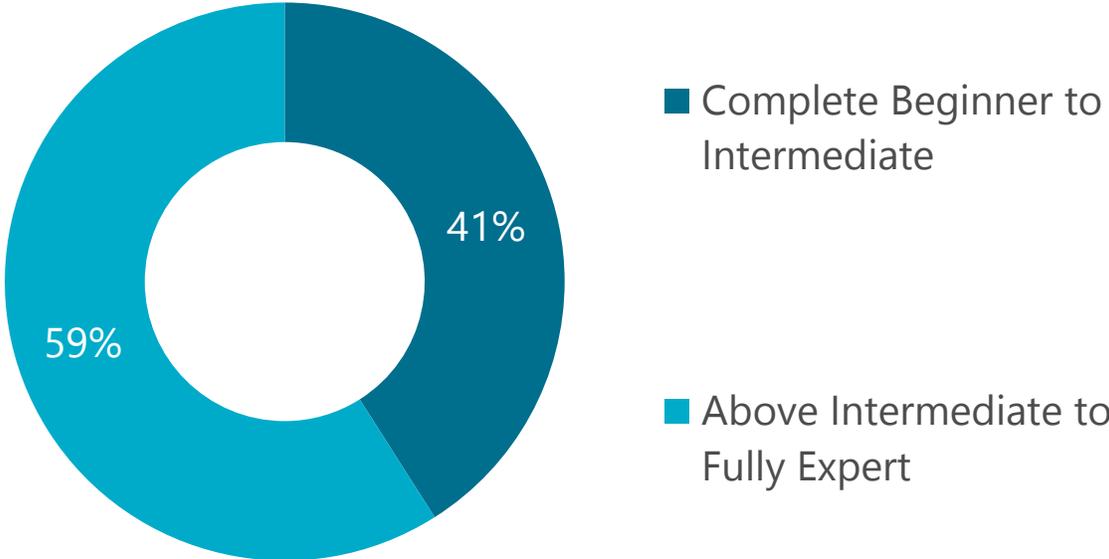
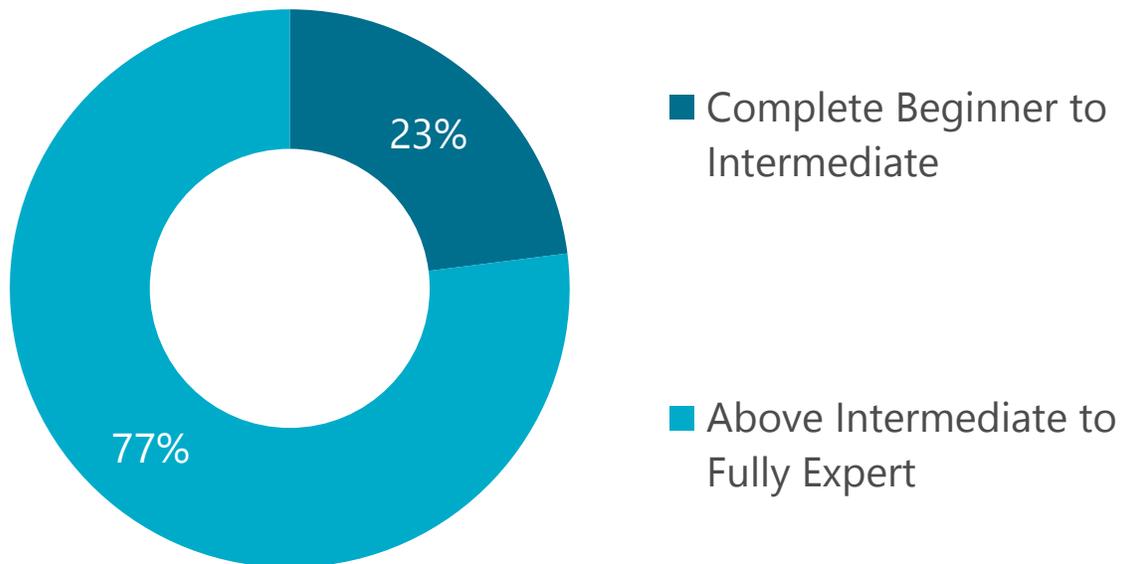


Figure B6: Current Level of Skill Competence



Perhaps because the majority (59%) of staff reported that their competence in using the information and skills taught in training was relatively high before the training, *over half (53.3%) of staff reported that the training had moderate to no impact on their daily work*. Staff cited a lack of hands-on skills practice in the training was a likely reason it was not more helpful.

Staff were asked about the impact of the training on specific elements of their jobs. Staff generally reported that the training had a positive impact on many aspects of their jobs. Specifically, *staff indicated that the training positively impacted their ability to use dialectical behavior therapy (DBT) skills to de-escalate youth behaviors (64%), their processing of youths' traumatic experiences and how they affect behavior (65%), and how they collaborate with youth (63%)*. Of note, in five of the nine areas that were evaluated, 40% or more of survey respondents reported that the training had no impact.

**QUESTION: SINCE THE TRAINING, HOW HAVE THE FOLLOWING ASPECTS OF YOUR WORK CHANGED? (N = 44)**

Figure B7: Pulling Together Small Groups of Youth to Address Conflicts

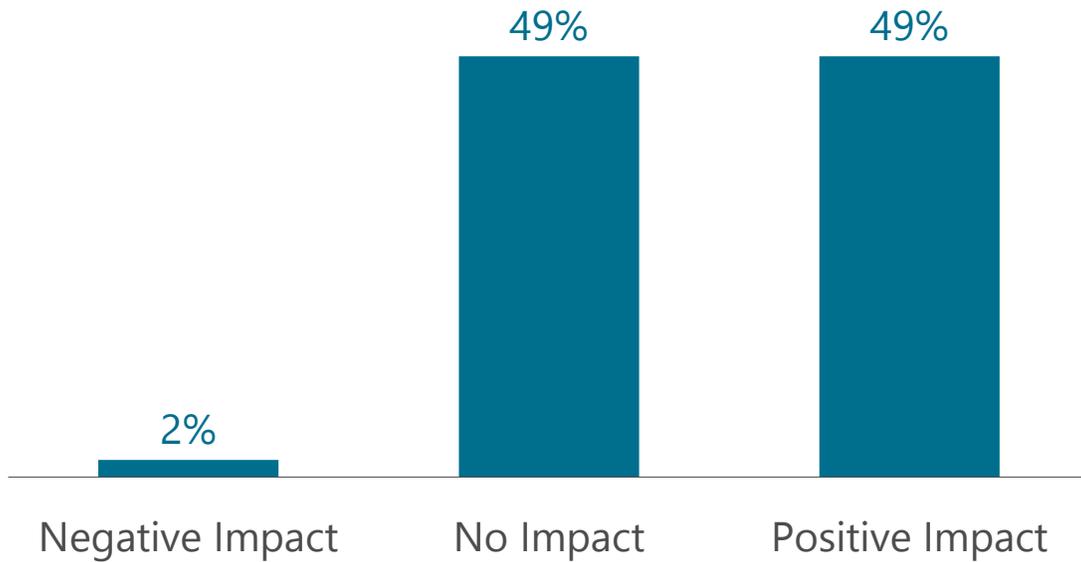


Figure B8: Pulling Together Small Groups to Teach Youth New Skills

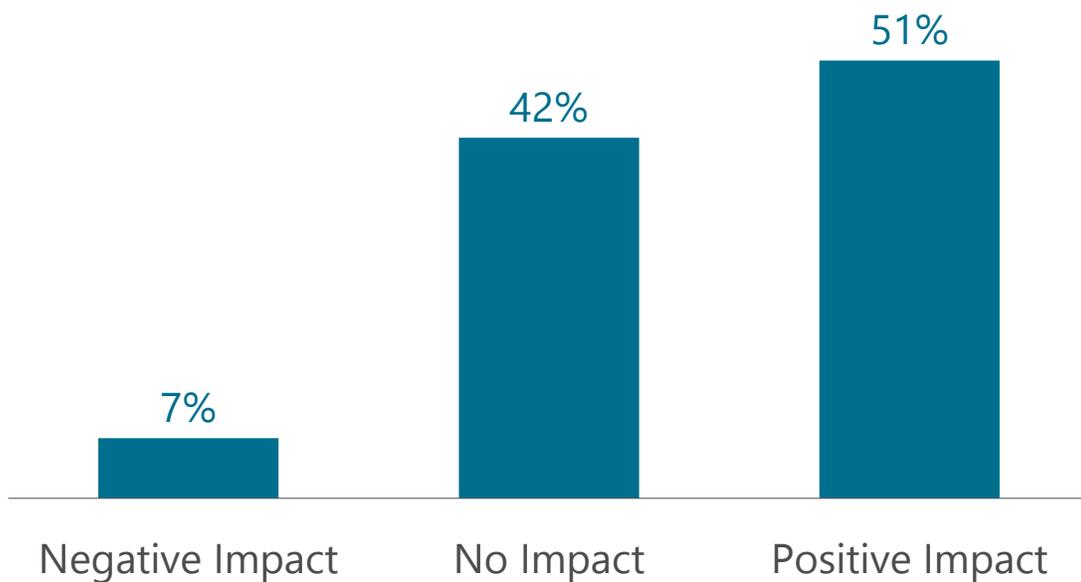


Figure B9: Pulling Together Small Groups to Address Probation Announcements and Other Things

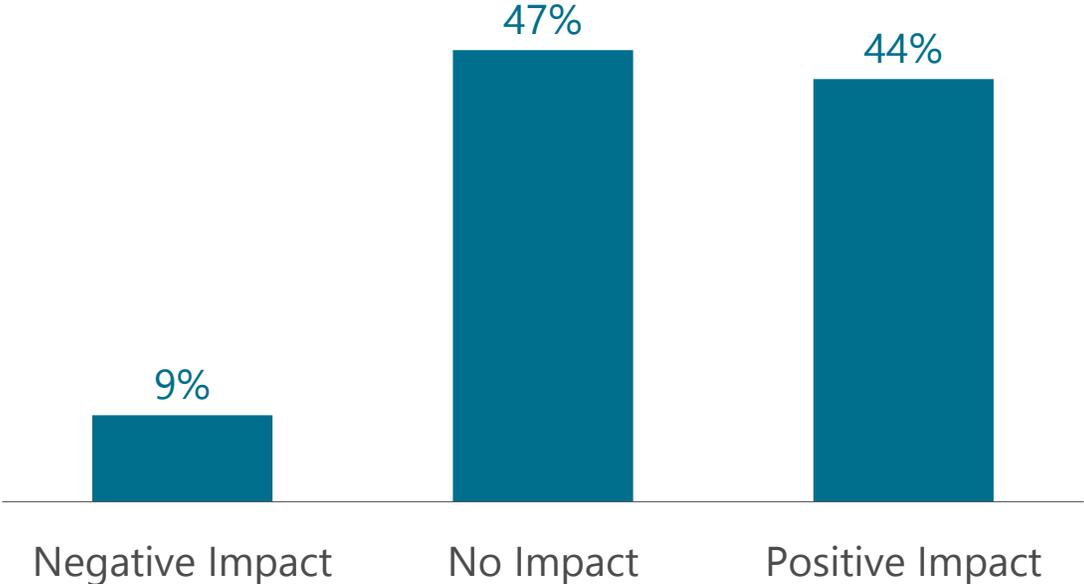


Figure B10: Using the Skills You Learned to Come to the Root of the Problem When Conflicts Occur

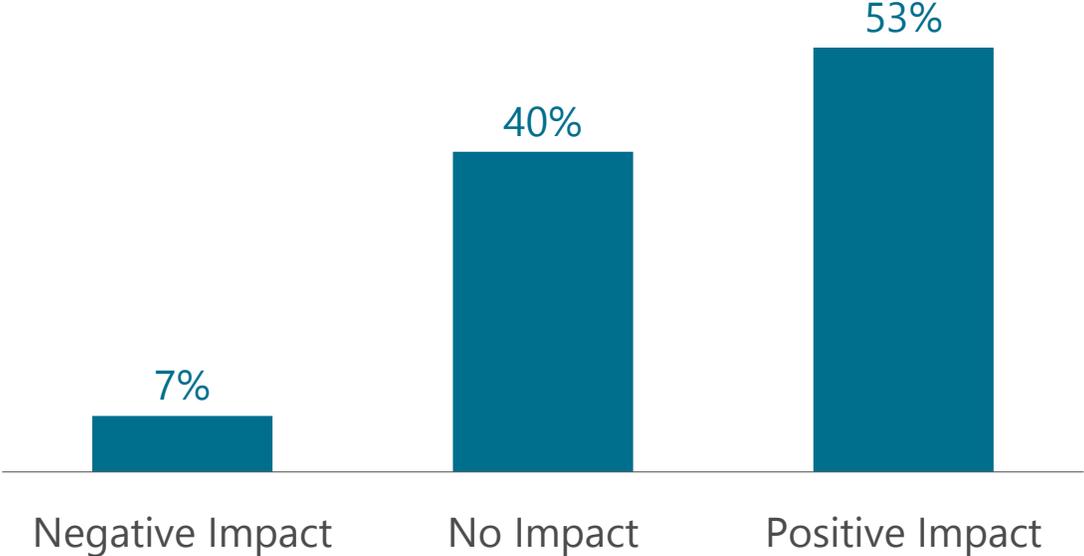


Figure B11: Using DBT Skills to De-Escalate Aggressive Behaviors and Manage Youth Emotions

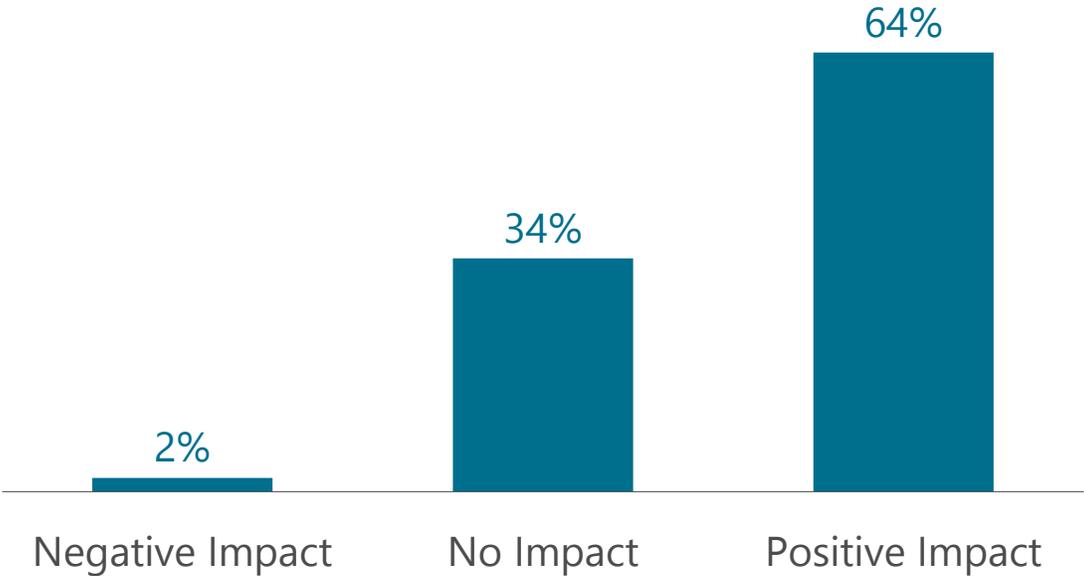


Figure B12: Processing the Traumatic Experiences of Youth and How They Affect Their Behavior

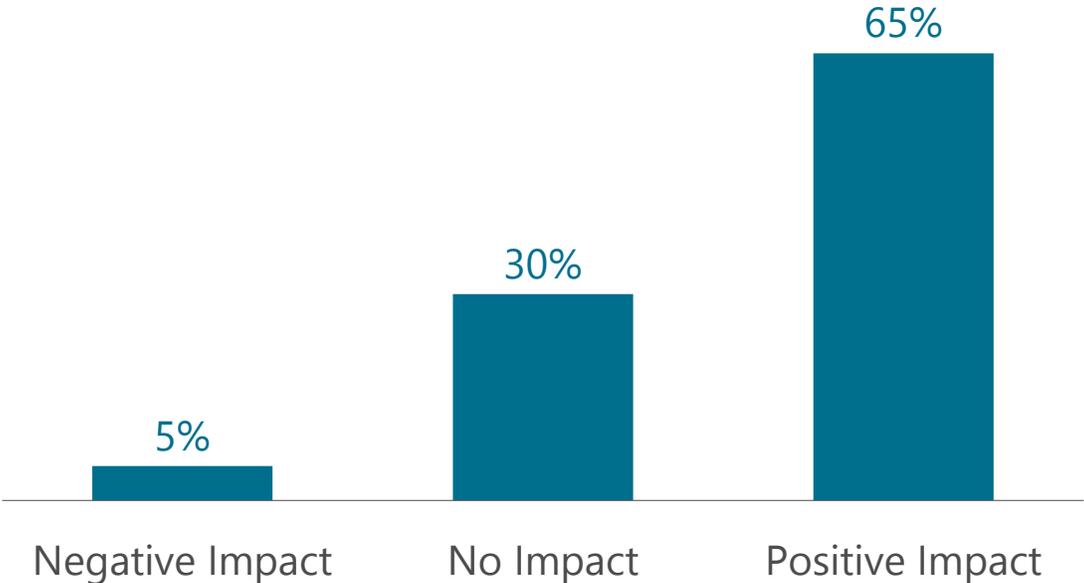


Figure B13: The Amount of Time You Spend on Documentation

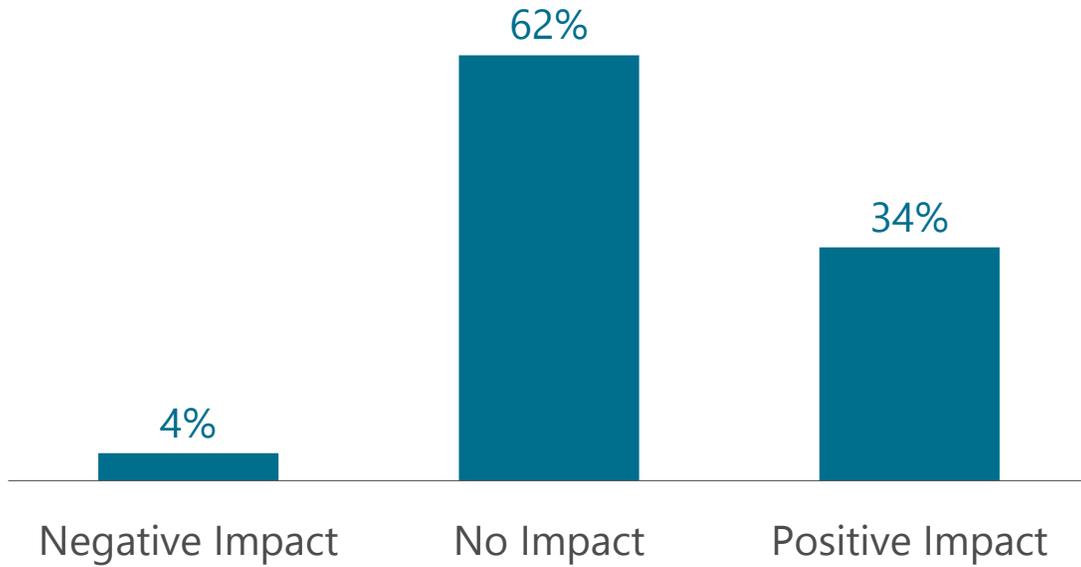


Figure B14: How You Collaborate With Youth

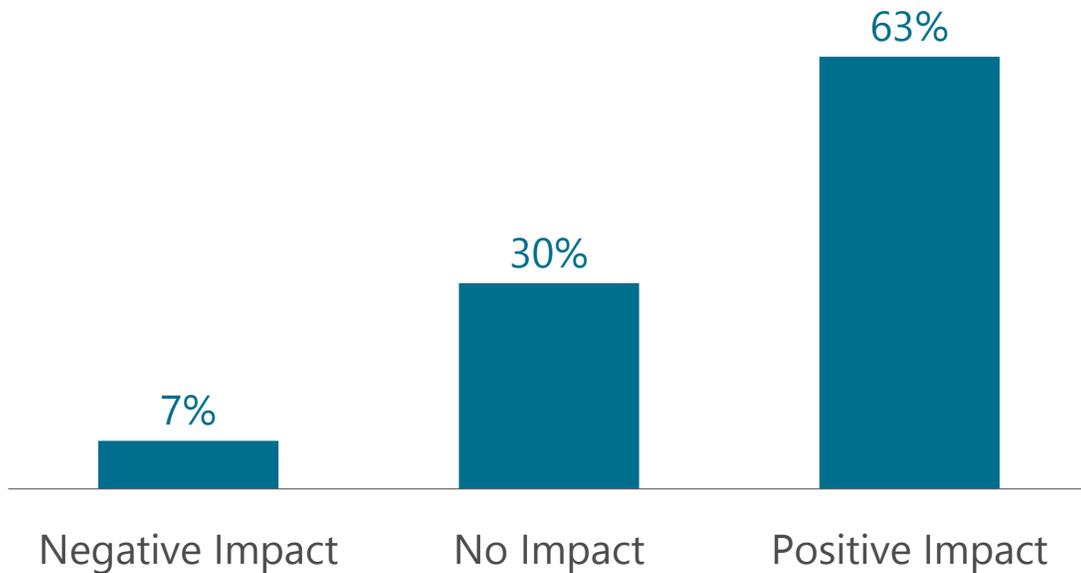
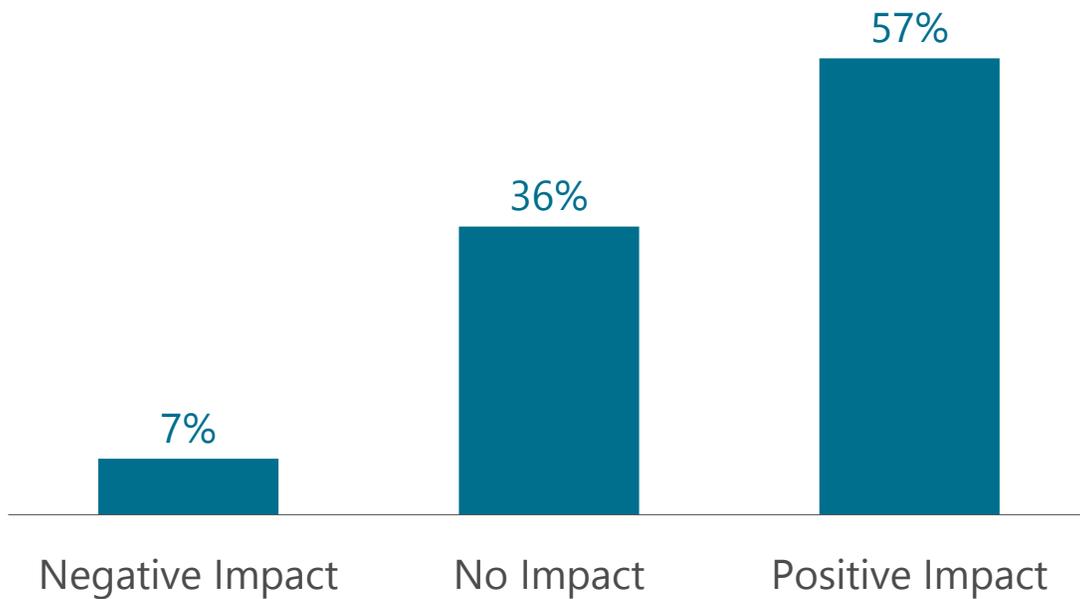


Figure B15: How to Collaborate With Other Staff in the Program



The overwhelming majority (81%) of staff who were surveyed said that they “liked” the training, and 63% found the training “useful.” More than half (57%) of staff said the usefulness of the skills and information they learned in training had a positive impact on their work at CK. The most common complaint lodged by staff regarding the training was the lack of practice in using the skills they were taught during training. When asked what changes they would make to the training, *over 30% of staff indicated they would like to have more hands-on practice during and after training.* Several staff also raised the concern that the training classes were too large, which also limits the ability for staff to do hands-on practice during training.

### **POST-TRAINING COACHING**

Staff were also asked about the impact of ongoing coaching on the integration of the training skills and information into their jobs. On all three coaching measures, nearly half of all staff reported the coaching had no impact on their skill integration. In the interviews, *most staff reported that they did not receive coaching.* (Note: This is not reflected in the data on the coaching questions since most staff answered these questions rather than marking “N/A.”) Those who did indicate they received coaching reported varying degrees of coaching, with some staff receiving some coaching and a few staff working closely with the trainers in an ongoing capacity. Over 40% of staff reported they would like to see more coaching integrated into the LA Model for staff.

Figure B16: Ongoing Technical Assistance Support From Small Group Model Trainer

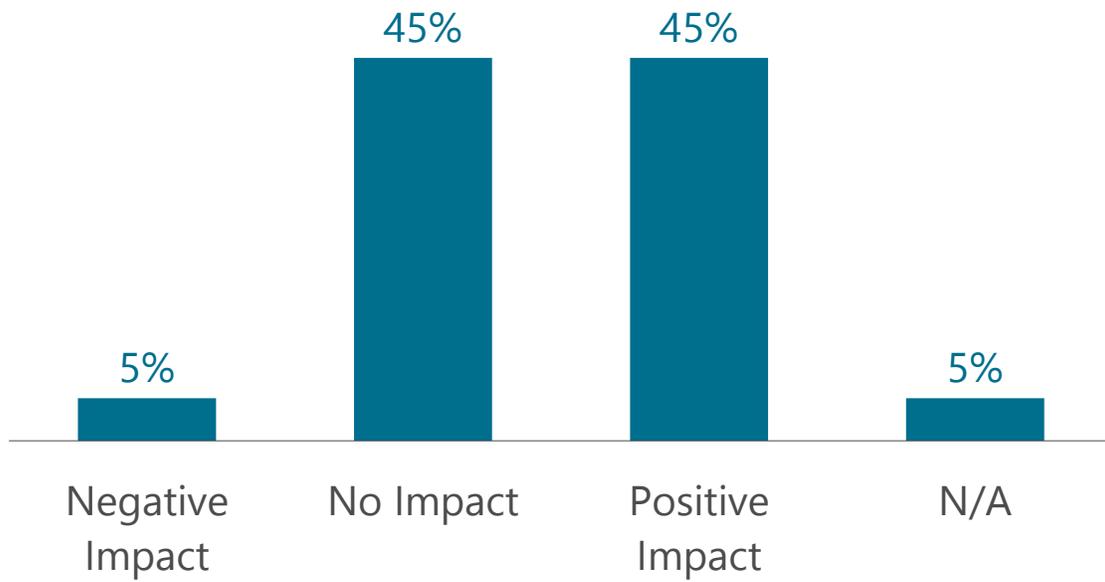
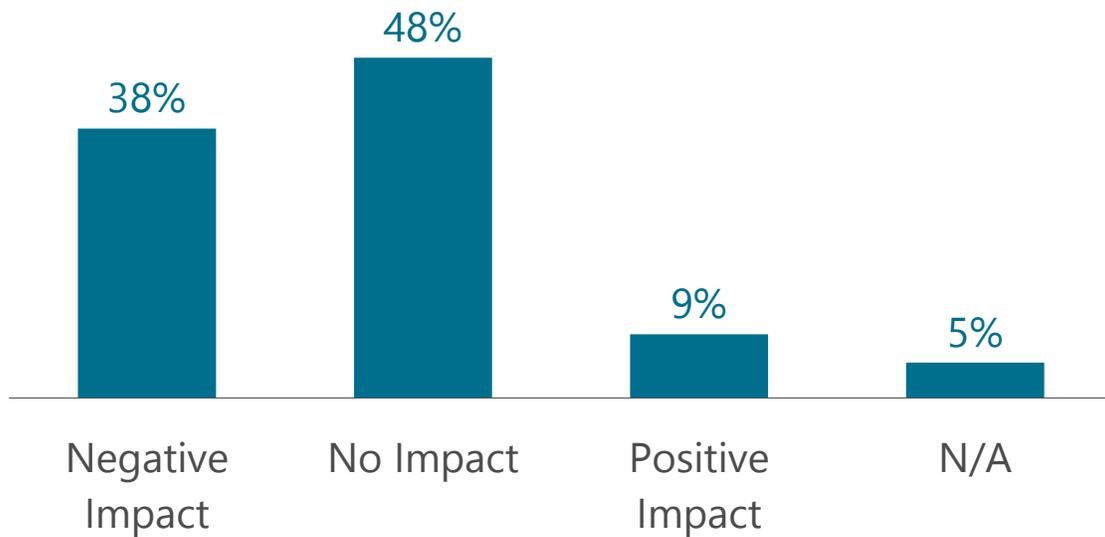
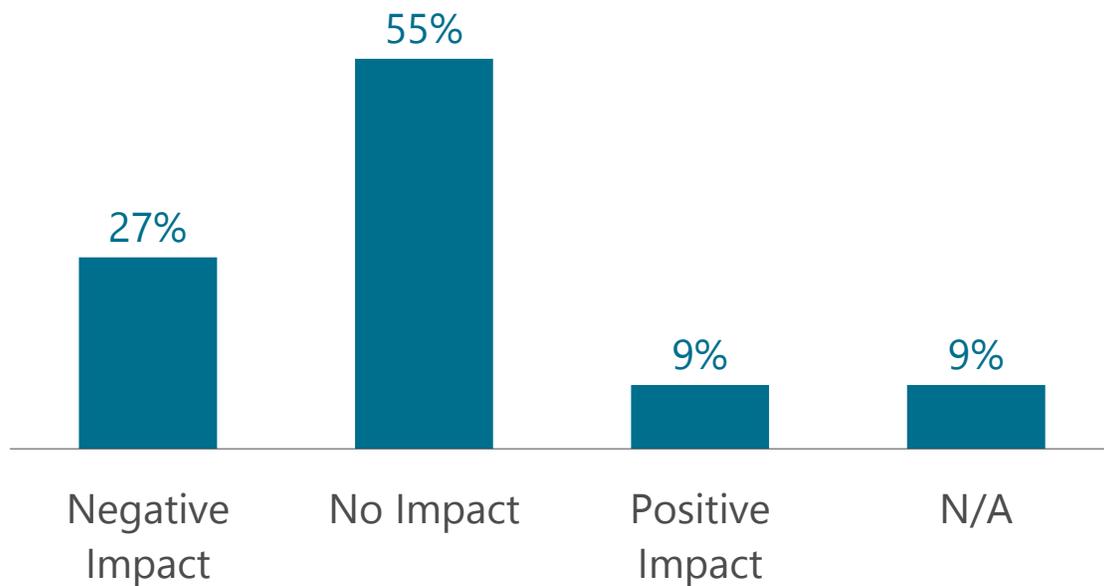


Figure B17: Ongoing Technical Assistance Support From DBT Trainer



## B18: Ongoing Technical Assistance Support From Trauma-Informed Care Trainer



### ATTITUDES AND PERCEPTIONS

All staff (100%) expressed a desire to help youth and felt that treatment and services are the way to do that. There is general support for the LA Model; however, many staff do not fully understand it. As reported above, one fourth (25%) of staff indicated that it would be helpful for them to have a handbook that tells them how to interact with youth in terms of implementing the LA Model.

A common feeling among staff is a lack of support from administration in terms of providing the resources and supports to fully implement the LA Model. *Over half (55%) of the staff do not believe that "leadership agrees on and provides adequate supports so that the LA Model can be done well."* When probed, staff said the most common complaints are lack of adequate staffing, lack of supervision, and lack of communication between staff and the administration. Similarly, over half (55%) of the staff do not believe that the supervisors and wider organizational leadership provide well-defined performance goals related to the LA Model. This has led to some frustration and a sense that staff "don't know what we are supposed to be doing."

### IMPLEMENTATION CHALLENGES

The implementation challenge most commonly cited by staff was inadequate staffing. Some staff complained that shifts were consistently shorthanded, with fewer staff on shift than was promised at the training on the LA Model. Several also reported that there were not enough supervisors available across

shifts to provide direction to line staff in terms of what they should be doing to implement the LA Model. As a result, several staff reported that they did not really know “how” to do the LA Model.

Similarly, many staff complained about the existing practice of requiring staff to take new positions outside of camp in order to be promoted. This may be reflected in Figure 4, which shows that *only 25% of the staff interviewed were part of the initial CK training and staff group*. This has resulted in a lack of consistent application of the LA Model across staff because many of the staff are newer to CK and are not as familiar with what to do. Several of the staff who were part of the initial training group for CK have been promoted out of the camp and are no longer there to provide coaching and support to newer staff. In addition to undermining the development of relationships and rapport with youth that is central to the LA Model, this has caused *frustration by staff who want to be committed to staying at CK but do not want to have to turn down a promotion to do so*. One staff stated, *“If it is a choice between staying at Kilpatrick and getting a promotion, I am leaving.”*

Because of the staffing turnover and shortages, *over 20% of staff reported what they called a “lack of consistency” across the cottages in CK*. Staff reported that some cottages were doing more DBT and were more closely aligned with what they understood as the LA Model than other cottages. Likewise, some staff reported a lack of consistency across different shifts, even within the same cottage. *Twelve percent of staff reported a lack of communication across shifts regarding behaviors and problems with youth*, resulting in staff being unable to follow through with consequences for behaviors that may have occurred on prior shifts. This seems to lend to the sense that there are not enough sanctions at CK.

In general, while many staff support the LA Model in theory, *over one third (35%) also said that they did not feel it was actually being implemented*. This may be a result of not yet having a fully articulated model on which to train and evaluate staff. However, despite this, there was a consistent sentiment that CK and the LA Model have the potential to be helpful and impactful for the youth they serve.

## RECOMMENDATIONS

Based on the results of the survey and interviews, the following recommendations are presented to address the challenges related to the CK training, LA Model implementation, and administration policies and practices identified by the staff.

### TRAINING AND COACHING

- Provide smaller training classes with no more than 20 staff in each. (For example, start one half of the cohort for the three-week training on week one and start another class of the remaining staff on week two so that both classes will be finished with training within four weeks.)
- Shorten the classroom/lecture portion of the training.
- Incorporate more hands-on practice of skills at the CK cottages. This practice should include structured feedback from the trainer or other coaches.

- Current staff who have already been trained should receive a booster training once the LA Model has been finalized and a handbook is ready. After that, staff should receive regular (at least annual) booster training on the LA Model and DBT skills.
- A coach for the LA Model, DBT, and Trauma-Informed Care should be present onsite for every shift. This person should be tasked with providing continued feedback to staff on how well they implement the LA Model and use DBT skills with the youth. This coach should be in addition to the number of staff needed for the appropriate youth-to-staff ratio in the cottage.
- Develop an internal capacity for coaching (beyond what is provided by the trainers) by having some CK staff trained as coaches on the small group model, DBT, and Trauma-Informed Care. These individuals would be able to provide coaching to staff when the national experts are not in the cottages and, in the long run, once their contracts have expired. (This may also be related to the recommendation to change the promotion process listed below.)

## **LA MODEL IMPLEMENTATION**

- Develop a handbook for CK staff that specifies the procedures for implementing the LA Model in the cottage and outlines the expectations of staff.
- Administration should create a formalized way to evaluate staff on their delivery of elements of the LA Model and their use of DBT skills. This evaluation should include ongoing feedback.
- Phase advancement through the CK program should include the acquisition and demonstration of DBT skills by the youth.
- The LA Model should integrate a more comprehensive system of behavioral responses for staff to use, including:
  - » Methods for engagement with youth to prevent negative behavioral reactions;
  - » Multiple techniques for de-escalation of youth to prevent further negative behaviors; and
  - » A theoretical understanding of how to use youth engagement and de-escalation as primary methods to respond to youths' behavior, relegating graduated sanctions to a last resort in terms of response.
- When CK returns to its Malibu location, cottages should house fewer youth per cottage, perhaps no more than eight. Recreational and education space should be increased as well, perhaps using some space from the adjacent camp.

## **CK ADMINISTRATION AND POLICIES**

- Efforts should be made to increase numbers of line staff and supervisors on shift to be consistent with the LA Model and provide adequate supervision across shifts.
- In the cottages, staff should work in established teams and with the same youth. This will assist in rapport building.

- Improve the process of communication across shifts relating to activities on the unit (e.g., behavioral incidents, youth who may act out because of other things going on). This will improve consistency and appropriateness in how staff respond to youth in the cottages.
- Formalize a system of communication between administration and CK staff regarding changes and developments in the implementation of the LA Model. This could include regular staff meetings, emails, and/or memos that update staff on the status of the implementation process and any issues at CK.
- Policy should be adjusted so that staff are not required to leave CK in order to accept a promotion. This would preserve the continuity of staff in the cottages, assist in staff building rapport and strong relationships with youth, and increase staff's commitment to the LA Model and CK.

# ATTACHMENT C: MEMORANDUM

**TO:** Chief Sheila Mitchell, Los Angeles County Probation  
**FROM:** Erin Espinosa, Charlene Taylor, Barbi Lona, Angie Wolf  
**SUBJECT:** Evaluation Update  
**DATE:** September 16, 2019  
**UPDATED:** January 2021

## OVERVIEW

To date, Evident Change has conducted interviews with staff from LA Probation, LACOE and DMH, analyzed training evaluation data, initiated a process-based timeline to pictorially capture the implementation and development of the LA Model, begun qualitative interviews with youth on campus, and initiated the gathering and analysis of administrative data related to youth in Campus Kilpatrick (CK) and other campuses.

## PROCESS AND IMPLEMENTATION OBSERVATIONS

To help guide data collection and analysis, and to inform the discussion of the results to support the Continuous Quality Improvement (CQI) and implementation of the CK model, Evident Change is collaborating with staff in LA County Probation to develop a process-based timeline of the overall CK implementation (a draft of the timeline is attached to this memo). As part of the CQI, Evident Change intends to match data across key developmental stages and critical incidents (staff shortages, model enhancements) to help identify areas of strategic improvement and indicators of model of success.

Based on the timeline and qualitative data collection to date (staff interviews, etc.), the following are some preliminary implementation observations:

## CHALLENGES WITH STAFFING SUPPORT AND YOUTH ENROLLMENT

While the Woolsey Fire caused for the youth to move from the original location in Malibu to Lancaster, structural challenges related to appropriate staffing of the cottages began to emerge early on with the implementation of the LA Model. Although the reasons the challenges occurred changed over time, they remained throughout the first two phases of implementation. Some of those are as follows:

## **Aspen**

Youth were intended to be enrolled or “phased” into each side of Aspen over a short course of time as the cottages opened. However, possibly due to process or structural issues related to juvenile hall, most cottages were filled almost immediately upon opening.

## **Maple**

When Maple began accepting youth, staff recruitment was difficult as approximately one third of the staff originally selected were promoted out of the positions supporting CK and, due to the special recruitment criteria for the CK positions, there was a time delay in filling the vacant positions. In addition, youth, as with Aspen, were to be enrolled or “phased” into each side of the Cottage. However, there was a delay in referring youth from the juvenile hall. Maple met capacity for youth supported in mid-August (approximately 2.5 months after opening).

## **Move to Lancaster**

The Woolsey fire in November 2018 resulted in the youth and staff moving from Malibu to Lancaster. Due to the fires and other organizational factors, staffing for the CK cottages remained a challenge with those positions often being back filled with staff who had not received any training in the LA Model.

## **GETTING CLOSER TO FIDELITY – THE OPENING OF OAKS**

In February 2019 Oak Cottage opens and structurally was the first to include most of the elements of the LA Model. Staff perceive Oak as the first Cottage running with close fidelity to the intended LA Model design. This includes the establishment of a case management model, flexible supervisor schedules to support staff in implementing the model, and consistent weekly cross discipline staffing (Super Wednesdays).

## **PRELIMINARY FINDINGS FROM YOUTH AND STAFF INTERVIEWS**

While collection and analysis of the administrative data from Probation is still in the planning and early analysis stages, qualitative interviews with youth and staff have presented some early indicators of Model success. Some of those findings are as follows:

### **YOUTH**

Youth in the Aspen cottage have been interviewed with Oaks scheduled to begin next weekend. A full comparison of trends among youth perceptions will be made upon completion of interviews on all

cottages for CK and with youth in at least two comparison campuses (which are to be determined). Some of the things the youth are sharing related to the overall CK experience are:

- They feel safe and believe staff are doing all they can to ensure they are safe.
- Most of the youth have a staff member they care about.
- About half indicate they have educational goals they intend to achieve outside of CK.
- All of the youth want to go home to their moms and grandmothers (none mention their fathers or male role models).
- Most indicate they have been in multiple placements and/or in juvenile hall multiple times before coming to CK.
- All of the youth interviewed so far say CK is better than other placements they have participated in.

## **STAFF**

To gather staff impressions on the roll out of the LA Model within CK, Evident Change analyzed data collected as a part of the training evaluations and conducted staff interviews with LA Probation, LACOE and DMH staff. The following are some of the preliminary results:

### **Probation/CK**

- Forty-four staff interviewed over four and a half days in late January 2019.
- Most staff (75%) reported that they could not clearly articulate what the LA Model is in terms of activities and expectations of staff.
- Following training, 77% of staff felt that they had from “above intermediate” to “fully expert” competency of the skills taught in training, however 53% of staff reported that training had moderate to no impact on their daily work.
- Forty-three percent of staff agreed with the statement “I believe the LA model works,” however, 55% of staff do not believe that “leadership agrees on and provide adequate support so that the LA model can be done well.”
- Over 20% of staff reported a “lack of consistency” across the cottages in CK, and 35% reported that they did not feel the LA Model was actually being implemented.

### **LACOE**

- Six LACOE staff assigned to CK were interviewed over two days in March 2019.
- Following training, five of the six LACOE staff felt that they had from “above intermediate” to “fully expert” competency of the skills taught in training, and all of them reported that the training had a moderate to profound impact on their daily work.

- Three of six staff agreed with the statement “I believe the LA Model works,” and all of the LACOE staff believed that “leadership agrees on and provide adequate support so that the LA model can be done well.”
- Three of six staff reported that the LA Model was not being implemented, and four of six staff reported that youth were being treated differently based on what cottage they were in (and whether that cottage was implementing the LA Model or not, e.g., better clothes).

## **DMH**

- Eight DMH staff assigned to Campus Kilpatrick.
- Following training, seven of the eight DMH staff felt that they had from “above intermediate” to “fully expert” competency of the skills taught in training, and the same number reported that the training had a moderate to profound impact on their daily work.
- Seven of eight of the DMH staff agreed with the statement “I believe the LA Model works,” and the same number believed that “leadership agrees on and provide adequate support so that the LA model can be done well.”
- All staff reported a need for more consistency in how the model is applied across the cottages.

## **NEXT STEPS**

### **IMPLEMENTATION TIMELINE**

Evident Change will continue to collaborate with the Department to finalize the implementation timeline. A separate timeline will be developed specifically for Oak Cottage to capture differences between cottage rollouts and to track implementation insulators and barriers as the program moves back to Malibu.

### **ADMINISTRATIVE DATA COLLECTION AND ANALYSIS**

Evident Change is in the process of cleaning up and analyzing the administrative data received so far on youth who participated in CK. (Data on youth from other camps has not yet been received.) Simultaneous to this effort, Evident Change will continue to collaborate with the Department to obtain access to the additional administrative data as follows: (1) all youth processed through juvenile hall; and (2) additional data on CK and juvenile hall youth on an on-going revolving basis. This will allow for as close to a “real time” data analysis of youth processing to and through CK to inform the CQI of the LA model in an iterative manner.

## **YOUTH INTERVIEWS**

Evident Change, through a subcontract with RPM, will continue to interview youth in at least two camps in addition to youth in CK. RPM would like to extend those interviews to youth in juvenile hall as well.

Implementation Team Check-in: Evident Change and Probation have a check in call and webinar scheduled for Friday, September 20th. All items are open for discussion during that call.

# ATTACHMENT D: INSTITUTIONAL REVIEW BOARD PROJECT COVER SHEET

**Project Title:** *Campus Kilpatrick Evaluation*

**Name/Title of Investigators:** Dr. Angela Wolf, Chief Program Officer

**Research Institution:** Evident Change

**Location:** Oakland Office

**Telephone:** (800) 306-6223

**Fax:** (510) 208-0511

**Mailing Address:** 1970 Broadway, Suite 500, Oakland, CA 94612

**IRB Project Status:** Currently In Progress – *This is a requested amendment to an existing protocol.*

**The undersigned accepts the responsibility to comply with federal, state and Evident Change policies related to the protection of the rights and welfare of human subjects.**



**7/2/2020**

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**Signature of Principal Investigator (P.I.)**

**Date**

*Updated January 2021*

## **I. EVIDENT CHANGE IRB RESEARCH PROTOCOL**

### **A. PROJECT TITLE**

*Process and Outcome Evaluation of the Campus Kilpatrick LA Model*

### **B. INVESTIGATORS**

Dr. Angela Wolf

### **C. ABSTRACT**

Campus Kilpatrick, managed by the Los Angeles County Probation Department, seeks to transform how youth in the Los Angeles County juvenile justice system are rehabilitated through a new approach known as the LA Model. The model emphasizes the provision of trauma-informed care in a non-institutional, small-group environment. It borrows from other state practices that have been successful in improving youth recidivism, safety, and educational and employment outcomes. Los Angeles County has invested millions of dollars to renovate Campus Kilpatrick and train Probation Department staff to pilot the LA Model. To date, Campus Kilpatrick only admits male youth. The first group of youth entered Campus Kilpatrick beginning in July 2017 and completed the program by December 2017.

Evident Change will conduct a program evaluation to assess the implementation and effectiveness of the Campus Kilpatrick LA Model over the course of two years. The evaluation includes a process study to examine the status of the implementation of the LA Model, and an outcome study to evaluate youth experiences and the impact of LA Model services on various youth outcomes. The evaluation will entail the use of interviews, focus groups, and administrative data/secondary materials.

### **D. PROJECT SIGNIFICANCE**

Campus Kilpatrick, managed by the Los Angeles County Probation Department, seeks to transform how youth in the Los Angeles County juvenile justice system are rehabilitated through a new approach known as the LA Model. The model emphasizes the provision of trauma-informed care in a non-institutional, small-group environment. It borrows from other state practices that have been successful in improving youth recidivism, safety, and educational and employment outcomes. The LA Model is based on several core elements of youth rehabilitation, briefly described below, that support young people's well-being.

- Facilities are designed to create a physical and emotional space that enables both staff and youth to feel safe and facilitates behavioral and cognitive change.
- Departments and staff have a unified approach and remain in close communication with each other. Staff attend joint trainings across departments, are trained in best practices, and serve as mentors to youth for more effective and holistic service delivery.

- Service delivery follows a small-group treatment approach based on positive youth development principles that emphasize cognitive changes, close relationships with probation staff, the importance of peer influence among teens, and positive peer accountability.
- Youth are provided with wraparound services offered in diverse ways by a range of supportive staff and partners that focus on trauma, healing, personal growth, skill building, mental health, substance abuse, recidivism, family, and community.
- Positive relationships among peers and between youth and staff foster a rehabilitative climate while improving safety. Safety through positive means allows youth to move more easily through the program and to equally partake in restorative justice efforts.

The first group of youth entered Campus Kilpatrick beginning in July 2017 and completed the program by December 2017. The second group of youth began entering Campus Kilpatrick in December 2017 and completed the program between May and June 2018. Beginning in May 2018, the Los Angeles County Probation Department beginning admitting youth into the campus on an ongoing basis. The current program duration is between five to seven months. Probation currently does not expect having more than 72 youth at the campus at a given time.

Evident Change will evaluate the LA Model at Campus Kilpatrick over the course of 20 months, focusing on the implementation of the model and on youth outcomes. Data will not be collected on any youth who entered the program prior to IRB approval. The goal of the evaluation is to examine the following:

- Program implementation and facilitators and barriers; and
- Youth program experiences and program impact on youth emotional and psychosocial well-being, interpersonal effectiveness skills, educational and vocational engagement, development of positive social supports, life goal plans, and recidivism.

## **E. RESEARCH DESIGN**

Evident Change's evaluation will be guided by four primary research questions:

1. How has the LA Model been implemented so far at Campus Kilpatrick, and how are its services being delivered?
2. What are the facilitators and barriers of LA Model implementation at Campus Kilpatrick?
3. How are Campus Kilpatrick youth experiencing the LA Model services, and how do experiences regarding camp environment and staff service delivery compare with those of youth at other camps?
4. What impact is the LA Model having on Campus Kilpatrick youths' emotional and psychosocial well-being, interpersonal effectiveness skills, educational and vocational engagement, development of positive social supports, life goal plans, and recidivism?

The evaluation will entail a mixed research design with a focus on qualitative methods. Qualitative research is ideal for capturing rich data regarding individuals' experiences in a social context. As such, interviews and focus groups with youth, camp staff, and youths' caregivers or parents will form the core

of primary data collection. Administrative data will also be collected to assess components and outcomes that are sensitive in nature or that are difficult to collect through primary data collection means.

The process study will focus on the following LA Model implementation and delivery.

- General experiences regarding the implementation of the LA Model, including facilitators and barriers to implementation.
- How organizational culture and structure shape the implementation of the LA Model.
- The training and coaching that staff receive to help them understand and adopt the core values of the LA Model program.
- How staff provide the services and programs that form the core of the LA Model.
- The identification of youth criminogenic needs and how the camp addresses them.
- The design of the camp setting and its alignment with youth needs for engaging with peers and trusted adults.
- Case planning and the tracking of youth progress.
- The provision of rich, developmentally appropriate, and engaging programming to youth.
- How staff manage youth behavior.
- The provision of trauma-responsive care and services.
- The provision of mental health services.
- The provision of a staff mentor to youth.
- The provision of basic skills to assist youth with self-regulation, problem solving, conflict resolution, and decision making.
- Educational supports to enhance youth academic success.
- Efforts to engage youths' families in their program.

For the outcome evaluation, data will be collected at four different points in time on Campus Kilpatrick youth. This approach will allow for the evaluation of program impact across four various time points to measure immediate program impact, short-term impact, and long-term impact. Data from youth baseline interviews, to be conducted within two weeks after program entry, will serve as the reference point for tracking youth progress across time.

The outcome evaluation will focus on the following youth camp experiences and outcomes.

- General youth camp experiences
- Youth experiences with the services they receive
- Youth experiences regarding safety at the camp
- Youth experiences regarding their transition back into their homes
- Youth mental health
- Youth trauma healing

- Youth self-regulation skills
- Youth interpersonal effectiveness skills that provide them with a sense of empowerment
- Youth skills for self-control
- Youth skills to succeed in school and work
- Youth relationship-building with trusted adults
- Youth family and community support
- Youth life goal plans
- Youth compliance with probation orders and ability to remain outside of the juvenile and criminal justice systems

## 1. Participants/Study Sample

Participation in the evaluation will be strictly voluntary. Evaluation participants will include youth in Campus Kilpatrick (the goal is to enroll approximately 44 youth in the evaluation), Campus Kilpatrick staff (approximately 36 staff), caregivers or parents of youth who have left Campus Kilpatrick (approximately 16 caregivers or parents), and a group of youth from other LA County Probation Department camps (approximately 18 youth). Inclusion of youth from other probation camps is part of the process evaluation and will offer perspectives on other camps' cultures/environments. Administrative and quantitative data/outcomes will not be collected on this group of youth.

Given the current rate at which youth are entering Campus Kilpatrick, attaining a sample of at least 44 youth for the evaluation is expected to take six months; the youth sample will then be followed up to one month upon discharge from Campus Kilpatrick during the evaluation period. Because data will be collected from youth at different points in time (e.g. weeks after arrival, midway through programming, and one month upon release), youth participants will be assigned a unique identifier to track their involvement in the evaluation and monitor attrition. This unique identifier will consist of the participants' first and last initials, the two-digit day of the month they entered Campus Kilpatrick, and the last two digits of their Probation identification number. The list of unique identifiers will not include identifying information and will be stored securely at Evident Change. This list will also remain separate from any identifying documentation. For the focus groups with youth at other camps, Evident Change will work closely with the LA County Probation Department to identify camps that are suitable for data collection. Evident Change will also work closely with the LA County Probation Department to ensure data collectors have access to youth, staff, and caregivers or parents.

For the Campus Kilpatrick youth sample, potential participants will be invited by researchers in coordination with Probation staff to participate in the study. All youth currently participating in Campus Kilpatrick will be invited by the researchers to participate in interviews. All new youth will be invited by the researchers to participate in interviews approximately two weeks following their arrival at Campus Kilpatrick. For recruitment for post-release interviews (conducted approximately 30 days upon release), Evident Change will request from participants' caregivers or parents that they voluntarily provide contact information of one to two other individuals (e.g., family member, friend, etc.) who may provide assistance in connecting researchers with the evaluation participant if researchers are not able to

contact the participant directly after release from Campus Kilpatrick. Researchers will not work with Probation staff to locate youth following camp exit.

For the youth focus groups, potential participants will be randomly identified and invited to participate by Probation staff in coordination with Evident Change. All youth will have the potential to be included in the focus groups.

For the staff sample, potential participants will be randomly identified and invited to participate by Evident Change researchers. All camp staff will have the potential to be included in the staff interviews.

Finally, for the caregiver/parent sample, caregivers or parents of all youth will have the potential to be included in the caregiver/parent interviews.

## **2. Procedures**

A mixture of methods and approaches will be used to undertake the data collection.

1. *Campus Kilpatrick Youth Baseline Interviews.* Baseline individual interviews with Campus Kilpatrick youth will be held in-camp within two weeks of their arrival. Interviews will take place in the mental health counseling rooms in the cottages where the youth live; these counseling rooms are well-protected and are not equipped to record audio. Camp staff will not be allowed to be in the room when youth are interviewed. Each interview will last approximately 60 minutes. The baseline interviews will focus on youths' experiences entering camp, their expectations of camp, their future outlook and goals, their self-control and self-efficacy, and their sociodemographics. (See Appendix A.) The interviews will conclude with a self-administered survey to be filled out electronically or on paper that includes questions adapted from an existing scale. Youth will have option to fill out the survey by themselves or have the interviewer read the survey out loud to them and mark the survey response indicated by the youth.
2. *Campus Kilpatrick Youth Midpoint Interviews.* Midpoint individual interviews with Campus Kilpatrick youth will be held in-camp when youth reach the midpoint in their programming (i.e., completed stage two). Interviews will take place in either in the mental health counseling rooms in the cottages where the youth live or in empty classrooms on the campus; these counseling rooms are well-protected and are not equipped to record audio. Camp staff will not be allowed to be in the room when youth are interviewed. Each interview will last approximately 60 minutes. Given that youth leave their respective camps at different times and can sometimes be released unexpectedly following a court hearing, Evident Change will work closely with the LA County Probation Department to monitor when youth might be released and ensure youth are interviewed before that point. The pre-release interviews will focus on youths' experiences at camp, the skills and knowledge they learned at camp, their future outlook and goals, changes to their self-control and self-efficacy, and their sociodemographics. (See Appendix B.) The interviews will conclude with a self-administered survey to be filled out electronically or on paper that includes questions adapted from an existing scale. Youth will have option to fill out the survey by themselves or have the interviewer read the survey out loud to them and mark the survey response indicated by the youth.

3. *Campus Kilpatrick Youth 1-Month Post-Release Interviews.* One-month post-release individual interviews with Campus Kilpatrick youth will be held at a public location (e.g., coffee shop, library) that is safe and convenient to each participant and that the interviewer feels safe in. Interviews may also be conducted over the telephone to ensure youth engagement in the evaluation. Researchers will rely on a mixed approach to contact youth that includes telephoning their homes, mailing an invitation to participate in research to their homes, and, as needed, contacting their designated friend(s)/family member(s) (as described on page 5, Study Sample). Researchers will not work with Probation Department staff to locate youth post-release (other than requesting youth's contact information at the time of release). Each interview will last approximately 60 minutes. The interviews will focus on youths' transition from camp and into their homes and communities, the skills and knowledge they have retained and how they are using them, their future outlook and goals, changes to their self-control and self-efficacy, and their sociodemographics. (See Appendix C.) The interviews will conclude with a self-administered survey to be filled out electronically or on paper that includes questions adapted from an existing scale. Youth will have the option to fill out the survey by themselves or have the interviewer read the survey out loud to them and mark the survey response indicated by the youth.
4. *Youth Focus Groups on Camp Environment.* Focus groups regarding camp environment will be conducted in-camp with Campus Kilpatrick youth. Focus groups will also be conducted in-camp in other LA County Probation Department camps. The focus groups will be conducted after about three months at the camp. Each focus group will have between six and eight youth. Camp staff will not be allowed to be in the room during the focus groups. Each focus group will last approximately 60 minutes. The focus groups will focus on youths' perceptions of and experiences with camp services, their experience with camp programming, and their relationship with camp staff. (See Appendix E.)
5. *Youth Focus Groups on Staff Service Delivery.* Focus groups regarding staff service delivery will be conducted in-camp with Campus Kilpatrick youth. Focus groups will also be conducted in-camp in other LA County Probation Department camps. The focus groups will be conducted after about three months at the camp. Each focus group will have between six and eight youth. Camp staff will not be allowed to be in the room when youth are interviewed. Each focus group will last approximately 60 minutes. The focus groups will focus on staff behaviors related to their delivery of services to youth, including case planning, engaged programming, behavior management, trauma-responsive principles, trauma-specific services, and mentoring. (See Appendix F.)
6. *Campus Kilpatrick Staff Interviews on Services and LA Model Implementation.* Individual interviews with Campus Kilpatrick staff will be held in-camp. Each interview will last approximately 60 minutes. The staff sample will be diversified by department (Probation, Education, and Mental Health) and staff position (management and non-management). The interviews will focus on the implementation of LA Model services, including facilitators and barriers to implementation, organizational issues, staff engagement and support, staff service provision, and staff delivery of services to youth. (See Appendix G.)
7. *Caregiver/Parent Interviews.* Structured interviews with caregivers or parents of Campus Kilpatrick youth will be held via telephone or teleconferencing. Probation Department staff will not be present. Each interview will last between 30 and 60 minutes. The interviews will focus on parents' experiences with Campus Kilpatrick and their views of how it impacted their son/grandson and recommendations for enhancing the program approach. (See Appendix O.)

8. *Probation Case Management System and Multi-Disciplinary Team Meeting Data.* Relevant deidentified administrative data on Campus Kilpatrick youth will be identified and collected for inclusion in the evaluation. This data will include sociodemographics, scope and dosage of services, safety-related incidents (including number of fights and assaults, incidents of disruptive conduct, incidents of gang activity, incidents of possession of contraband, and incidents of bullying, hazing, or theft), population-based data on mental health diagnoses and medications at camp, educational and vocational progress, family visits and support, aftercare goals, recidivism (including probation completion, violation of probation and failures to obey orders, rearrests, sustained petitions, drug- and alcohol-related offenses, felonies, crimes against people, and property crimes), onboarding assessments, case progress, and youth behavior. (See Appendix I.) Evident Change will work closely with the LA County Probation Department to identify and securely access this data.

Regarding reading level and language access: To date, all youth at Campus Kilpatrick have met basic reading requirements and have not had reading challenges, according to Probation Department staff. In addition, there have been no non-English speaking youth at Campus Kilpatrick. Study procedures to accommodate any reading level are described above. Furthermore, if requested, Evident Change staff will translate surveys and other data collection materials into Spanish. If other languages are requested, Evident Change will contract with a consultant for translation services.

### **3. Data Management**

Researchers will require the use of audio recorders for all interviews and focus groups to ensure rigorous data analysis. With permission from the participants, researchers will make an audio (not video) recording and transcribe the interviews and focus groups. If the participant does not want to be audio-recorded, the researcher will type notes. The recordings, transcripts, and interview notes will not identify any participants and will not link individuals to their responses. The recordings, transcripts, and interview notes will not be shared with anyone outside of the evaluation team. Recordings will be kept in a secure and locked area with access limited to designated researchers. The recordings will be destroyed after they have been transcribed. Transcripts, notes, and summaries of the interview and focus group proceedings will be stored on a secure server and will be destroyed five years after completion of data collection (October 2025).

### **4. Data Analysis**

Evident Change will use industry-standard quantitative analysis software to compute descriptive statistics and cross-tabulations on variables of interest. Given the relatively small number of youth in the Campus Kilpatrick sample, Evident Change does not anticipate having enough statistical power to run regression models or other statistical analyses. For example, the evaluation will not seek to identify LA Model or youth factors that were predictive of recidivism. Instead, quantitative data reporting will only be descriptive.

Evident Change will use industry-standard qualitative analysis software to conduct the meta-analysis of the qualitative data. To achieve greater reliability in thematic coding and analysis, two researchers will review a small subset of transcripts at the start of each data collection point (baseline, pre-release, six-month post-release, and 12-month post-release), and, through an emergent process, independently record specific codes. The two researchers, alongside a third researcher not involved in the coding, will discuss the codes that were identified and the extent to which each respective code conveys an appropriately identical meaning. From this discussion, a comprehensive list of unique codes and codebook will be developed and subsequently used to code the remaining transcripts within each of the four collection points. This iterative process improves inter-coder reliability, which helps prevent generating redundant codes with similar interpretations. The qualitative findings will be quantified in reporting the percentage of youth who shared each of the themes that emerge from the data analysis.

## **F. ANONYMITY, CONFIDENTIALITY, AND DATA SECURITY**

The data collection process will not violate individual anonymity or confidentiality protections, and data security will be maintained by Evident Change's usual practices regarding collection and retention of data. Any contractors will sign Evident Change's confidentiality pledge and follow Evident Change's usual practices in storing and providing Evident Change with any raw data, including audio files, and transcriptions.

### **1. Anonymity**

Evident Change has developed procedures to maintain confidentiality for this project. No identifiable data (e.g., names, organizations, job titles) will be collected during focus groups and interviews. Focus group facilitators may ask participants for their first names during the focus groups to assist with rapport building, but will not retain this information once the group is completed. Interview and focus group audio recordings will be deleted once they are transcribed. Instead of names, the transcribed data will use generic descriptors (e.g., Participant 01).

Youth will also be assigned a unique identifier to monitor their involvement in the evaluation across the four different interview times. This unique identifier will consist of the participants' first and last initials, the two-digit day of the month they entered Campus Kilpatrick, and the last two digits of their Probation identification number. This list will be stored separately from other data to ensure that data cannot be cross-referenced, and the participants identified. The list of unique identifiers will not include identifying information and will be stored securely at Evident Change. This list will also remain separate from any identifying documentation. Administrative data/outcomes for youth will not be linked to their interview data. Evident Change will destroy the list of ID numbers/names after study recruitment is concluded.

Consent forms will include identifying information (e.g., first and last name of participant). The consent forms will be stored separately from the study data.

## **2. Confidentiality and Provisions to Protect Privacy**

All information collected through this study will be confidential unless safety is a concern for the participant or for someone else. Information will be aggregated across participants for the purposes of analysis and reporting. Therefore, no one individual could be tied to study results. If individual quotes from interviews or focus groups are used in reports or other material, all identifiers will be removed. All individual level information provided to Evident Change will be used only for research purposes (e.g., regarding possible focus group participation) and will not be shared. Other standard procedures to protect the confidentiality of participants include mandatory training of all project staff and contractors on confidentiality procedures and signing of Evident Change's confidentiality pledge.

Evident Change will not identify individuals who participate in interviews or focus groups by their name, job title, organization, or other identifiers in our analysis/reports. A list of interview or focus group participants will not be included in any reports.

## **3. Data Security Procedures**

All data will be secured. Secure data transmission and storage procedures will be followed, including network storage accessible by password only and prohibitions against storage of data on removable disks or personal computer hard drives. All data will be destroyed five years after the conclusion of this study unless the guidelines are modified during the project. If this is the case, we will comply with the updated guidelines.

Procedures to ensure the protection of data follow.

- All project personnel working with the data will be required to sign a confidentiality agreement.
- Only authorized project personnel will have access to interview/focus group recordings for transcription.
- All data, including databases developed for this project, will be stored on Evident Change's password-protected file server.
- The file server is located in a locked room at Evident Change. The folder in which the data resides will be accessible only to project personnel; access is provided by the network administrator.
- Any hard copy printout of the data will be stored in a locked file cabinet (accessible only to project personnel) when not being used by project personnel. Printed information that is no longer needed will be shredded before disposal. Printouts of data will not be distributed to anyone outside of the project personnel.

## **G. RISKS AND BENEFITS**

### **1. Potential Risks**

The level of risk for this study is minimal. Sensitive questions will not be asked of evaluation participants. Furthermore, participants can choose to skip any of the interview or focus group questions. Sensitive data will be obtained from administrative information and, where appropriate, will only be obtained at the population level.

Regarding the risk of a potential loss of privacy, every effort will be made to minimize this risk, and all data will be handled as confidentially as possible. No names or individual identities will be included in any databases or on research materials (e.g., interview or focus group guides), or used in written reports or other materials. If any identifying information is recorded during the interviews or focus groups, it will be deleted during the transcription process. All digital recordings will be deleted after transcription is completed. Further, only project personnel will have access to the data, which will be kept under lock and key, and all records will be handled with professional confidentiality.

### **2. Potential Benefits**

There are no direct benefits to the individuals who participate in the evaluation, other than the incentive that youth, caregivers, and parents may receive for participation in community-based interviews or focus groups. They will have an opportunity to share their insight and expertise about the efforts to transform juvenile rehabilitation practices. In addition, the information gathered through this project has the potential to benefit Los Angeles County and other funders who seek to support the LA Model. In turn, this information may also be useful to funders and advocates of LA Model-like services across multiple states and counties through the lessons learned from these experiences.

## **H. INFORMED CONSENT**

Prior to commencing data collection, Evident Change will request and obtain Los Angeles County Court approval for this research. Los Angeles County requires both an IRB and the juvenile court to give approval for research that involves children under age 18. This study will not begin until court approval is obtained.

Regarding consent for minors (under age 18) to participate in the study, per communications from the Los Angeles County Probation Department and the Los Angeles County Counsel, parent/guardian consent is not required for minors' participation in research if court approval is granted. In addition to obtaining court approval, Evident Change will work with the Probation Department to seek parent/guardian consent for their minor child's participation in the study while the child is at Campus Kilpatrick. Opportunities to obtain parent/guardian consent include the parent orientation after a youth arrives at camp, the first Multidisciplinary Team (MDT) meeting for the youth which occurs within 14 days of arrival, meetings with Department of Mental Health (DMH) staff at various times during the youth's stay at camp, and other events that parents may attend. Parents are invited to participate in

each of these events/meetings; however, due to various factors such as work schedules, transportation needs, etc., they may not be able to attend. If parent/guardian consent for study participation cannot be obtained while a minor is in the camp, court approval will substitute for parent/guardian consent. After release from Campus Kilpatrick, if parent/guardian consent cannot be obtained for their minor child to participate in post-release interviews, that youth will not be invited to participate in these interviews until they reach age 18. Most youth who exit from Campus Kilpatrick will be age 18 by the time of the one-month post-release interviews.

All study participants will voluntarily participate in interviews and/or focus groups. The Evident Change facilitator will read aloud the assent/consent forms, answer any questions from the participants, and secure written consent prior to conducting the interviews and focus groups (Appendices I, J, K, and L). All materials, including study instruments, will be translated upon request. All individuals will be free to decline to participate. All study participants will also be free to withdraw from the study at any time or to refuse to answer any of the questions. Additionally, interview and focus group participants will be provided with the names and contact information of the principal investigator or other appropriate persons associated with the study if they have questions.

Key components addressed in the consent forms include a brief description of the goals of the project, how information will be used, and how participants' identities will be protected. The consent process will also involve informing participants that they have the right to withdraw from the evaluation at any time, and skip any questions they feel uncomfortable answering; information about the incentive provided, if available, to youth, caregivers and parents for participation in community-based interviews/focus groups will also be included.

## **I. CONFLICT OF INTEREST**

There are no known conflicts of interest associated with this research protocol. The principal investigator will not realize any benefit beyond that related to the professional benefits from presentations of the results.

### **All IRB Appendices are available upon request:**

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# **ATTACHMENT E: ROW POLICY AND MEDIA YOUTH AND CAREGIVER INTERVIEWS**



# Rowe Policy + Media

## Qualitative Evaluation of the LA Model Program for the Los Angeles County Department of Probation Residential Treatment Services Bureau

### Process and Outcome Report Evaluation

#### Prepared for

Evident Change - National Council on Crime and Delinquency  
Los Angeles, California, USA

#### Report by

Brad Rowe  
Rowe Policy + Media  
Los Angeles, California, USA

#### Lead Investigators

Isaac Bryan and Brad Rowe

#### Researchers

Danielle Dupuy and Denise Villamil

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## VI. Executive Summary

The L.A. Model at Campus Kilpatrick (Kilpatrick) was designed to be a small-group treatment model that is youth-centered and embodies a culture of safety and care rather than a culture of control. The model's central framework relies on all campus staff including Probation, Los Angeles County Office of Education (LACOE), and the Department of Mental Health to coordinate and deliver a range of integrated services.

This report will review the implementation of the LA Model and framework from a qualitative standpoint. We will share what we heard and saw during twenty separate site visits to the facility, dozens of interviews with the youths, and follow up phone calls with some of the families who had welcomed home their youths after their time at Kilpatrick.

This model includes intensive case planning that is coordinated, collaborative, and includes input from youth, family, probation, school/education, physical health, mental health, and, when appropriate, additional service providers or stakeholders. There are a lot of moving pieces, and our visits and analysis focused only on the youths and their families through their lived experience. We did, however, by our presence on location for long periods of time with the youth, observing many of the aspects of their lives. The team spent considerable time with staff at all levels and were granted insights into the everyday operations and perspective that only they could give.

Rowe Policy + Media, Inc. (RPM) was sub-contracted by Evident Change (formerly known as National Council on Crime and Delinquency (NCCD) to provide research and analytical support through a grant from the Los Angeles County Department of Probation. The tasks were to 1. Get to know and interview the youth living at Kilpatrick, 2. Interview the parents and caregivers of these incarcerated male youth and to 3. Evaluate the ground-level reality of youth reentry back into the community.

In consultation with Evident Change and supported by their Institutional Review Board (IRB) approval, the team used a battery of questions to ascertain the level of knowledge the youth had of the LA Model and their perspective of the implementation of its central tenets. Researchers Brad Rowe, MPP and Isaac Bryan, MPP conducted the majority of the interviews during a period lasting eight months ending February 2020 when visits and interviews were discontinued because the campus was placed on COVID-19 quarantine status. Additional youth interviews were conducted by Dr. Danielle Dupuy, PhD.

The RPM team allowed the youths to opt into the interviews as a voluntary activity and were insured their responses would be kept confidential. The team worked hard to develop mutual respect and a rapport with the youth, resulting in reduced barriers and the cultivation of trust. Some visits to campus were spent simply getting to know the youths, engaging in conversation

or “shooting buckets” (basketball). The level of brinksmanship on the basketball court would occasionally cause scuffles and horseplay but nothing that rose to the level of concern. It appeared that their interactions and resolution of problems were typical of youths in any given high school.

Not all of the youths in the cottages were opened to being interviewed and as many opted out as opted in. Reasons for not being interviewed included not wanting to appear as a snitch to the other youths or that they just wanted to keep their head down and not attract the attention of staff. The team conducted twenty-three (23) interviews with the youth.

RPM researchers also spoke with eighteen (18) of the families that had recently welcomed a Kilpatrick youth back to their home. At the time of the interviews, the average time back at home for the youths was four months; giving families enough time to reasonably observe how reentry was going. The phone interviews were conducted by Rowe and Denise Villamil, MPA.

## C. Key Findings

1. Families note post-LA Model improvements in distress tolerance, problem solving and accountability with the youths.
2. Family visits are held in high regard but distance from home makes the trip difficult, prohibitive for some.
3. The youths want to work. In-camp jobs are very popular, and conversation about finding work and opportunities after release were universal.
4. According to the youths, they are mostly coming to Kilpatrick on warrants or for having gone AWOL from a previous placement and *not for new offenses*. Others stated that there were very few coming in with a violent offense. RMP interviewers did not have access to earlier placements nor the actual underlying charges the youth that brought them into the system.
5. Almost every youth the research team encountered at Kilpatrick was a youth of color. Recent studies have documented the continued trend of overrepresentation of minority youth in the juvenile justice system.<sup>19</sup> The Department needs to assess the LA Model and Kilpatrick's capacity providing role in the perpetration of racial inequality and Mass Incarceration. Because of this continuum of inequality, youth detention and custody contribute materially to the racist oppression of communities of color.
6. Researchers informally and randomly spoke with Ten (10) of the 11<sup>th</sup> and 12<sup>th</sup> graders present. The team spoke with these youths about college or tech school opportunities. Each said they were very interested. *None* of these youths reported that they had started the process of collecting high school transcripts, making school selections, collecting financial aid applications or any of the other pre-application phase work that would normally be done at this age. Worth noting: the LA Model does provide this training through Ed Services, LAUSD, LACOE. They offer an educational passport and dual enrollment for eligible youth.
7. Youth reported that probation felt like a set up to some of them; a place where you get in trouble for doing things that normal teens do.
8. Youths said Kilpatrick was better, more predictable, fewer fights and even more boring than previous placements.
9. Youths felt the lack of activities and boredom put them at risk for getting into trouble.
10. Youth reported that staff were integral in de-escalation of some arguments we witnessed.
11. Youth want more programming especially with music.

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<sup>19</sup> Examining Racial Disparities in Juvenile Justice, Robles-Ramamurthy, The Journal of the American Academy of Psychiatry and Law. "Studies from the 1980s and 1990s demonstrated that black juveniles were detained and confined at higher rates compared with white youth,<sup>1</sup> and that black youth were more likely to be sent to correctional facilities compared with white youth, who were more likely to be sent to psychiatric hospitals.<sup>2</sup> Additionally, recent studies have documented the continued trend of overrepresentation of minority youth in the juvenile justice system.<sup>3,-,5</sup>"

12. LA Model implementation at Camp Challenger (Lancaster) was non-optimal. Facilities are industrial, cold, impersonal and incessantly noisy.
13. Youth reported feeling safe and respected by staff.
14. Some legacy staff expressed a fondness for the “good old days” when there were several times the number of youths at Challenger; days when youths marched in line and discipline was swifter and more certain. They felt that staff currently tolerate more poor behavior from youths and are more restrained on what they can do to control the cottage and keep the peace.
15. A significant number of youths reported that they missed home but acknowledged time at Kilpatrick was useful for self-improvement.
16. Kilpatrick youth seem particularly well equipped to handle anger and even manage bitter rivalries. However, it is worth noting that few youths indicated that they were incarcerated at Kilpatrick for issues related to violence.
17. Some were departing Kilpatrick with significant stressors - like the recent murder of a good friend or exiting Kilpatrick without housing.
18. The youths have a strong locus of control. They felt that their own decisions, effort, mindfulness and actions had an impact on the outcomes in their lives and on their academic performance.
19. Youths believe they are presented with a manageable number of obstacles during their time at Kilpatrick; indicating strategies may be succeeding *during* their stay.
20. Youths are aware they will be dealing with significant challenges in life after Kilpatrick. The youths could benefit from optimization of program and support offerings *after* they leave Kilpatrick.
21. The youths report chronic food scarcity and poverty as personal historic drivers of property crime. Generally, they would like to earn an honest living but hustling on the streets is familiar and easy to slide back into. Gang peer pressure for these youths is a real challenge. A good majority of these youth have experienced the trauma of observing and participating in street life. This has left them with a combination of street smarts, street credibility and obstacles to manage.
22. Youths interviewed believe they have sufficient resilience to handle obstacles and challenges both in camp and “on the outs”. This tracks with the risk/needs assessment data on the youths which indicates their resilience is very high level; perhaps to be used as a point of leverage.

## VII. Introduction

The LA Model design is based on small group living model. Steadiness with staffing was an appropriate tactic considering many of these youths had spent some time in the child welfare system; a system that can result in increased neglect and abuse to the youth. The increase in stability, including fewer fights at Kilpatrick - compared to the juvenile camps - was appreciated by the youth while in residence. This was reflected in the satisfaction expressed by their families once the youths had moved back home.



The stated goal of the LA Model and Kilpatrick is to transform lives through consistent staffing, coaching mentors and accountability. We saw that theme pop up frequently with the parents and caregivers of the youths who were returning from the facility. Overwhelmingly, the families cited improved behavior, better coping (psycho-social functioning) and generally positive reunions back home. Most of the youth were gang members and had tough challenges facing

them when they returned to their communities. The families acknowledged these challenges, and several families did not feel these affiliations had been left in the past. Many of the families felt they had turned a corner with the youths and that their focus was on work or school. Many consciously stepped away from “bad” influences. These promising

**The “typical” boy leaves Kilpatrick wanting to work, continue his education and stay out of trouble. He is able to make it for about a year and then something goes wrong.**

statements are not easily reconciled with the fact that over three quarters of the youths end up back in the criminal justice system in a short time. The average time before returning to the youth or adult custody is approximately a year. This one-year window gives the Department a key opportunity to address the reentry challenges faced by these youths.

The typical youth leaves Kilpatrick wanting to work, continue their education and stay out of trouble. They are able to make it for about a year and then something goes wrong. The question then becomes; what can be done to reconnect these youths to these opportunities while they are scrambling to put their lives back together after release? The vast majority of those that exit Kilpatrick are adults or nearly adults. There are established and successful community-based organizations in Los Angeles that provide employment, educational, discrete mental health, housing and other wrap around services to adults that could be critical to reversing current recidivistic trends for them. Getting the youths to engage and accept available services is an additional challenge. It should be noted that the RPM research team data collection was limited to interviews with youth and caregivers and that the team did not have

access to reentry, case management, or graduation data. Understanding these outcomes against the LA Model treatment would provide valuable insights for the County.



Many of the youths we spoke with while they were incarcerated said they missed home but felt time at Kilpatrick was useful for self-improvement, particularly through mental health, work and music services nestled inside of the LA Model Program. These themes emerged again as we tracked outcomes through parent interviews post-return for the youth into the community.

Though trauma informed services in camp were not universally loved, especially to those that did not want to open up, they had a largely positive impact on the group as a whole. This was noted by the families upon their return home. The youths and their families indicated they were ready and willing to succeed. Finding the right combination to make that a reality is an important task ahead for the County departments with jurisdiction or custody over these youth.

## VIII. Parent and caregiver post-youth release interviews

### D. Transition, Coming Home

### E. Challenges with COVID

RPM researchers connected with the families of the youths returning from Kilpatrick spring through early fall of 2020. Los Angeles County and the country had been on quarantine orders on account of the global pandemic of COVID-19. For the families we spoke with, the average time since release from Kilpatrick was nearly four (4) months.

The pandemic had added certain challenges to the period in detention. The inability to keep the youths and staff separated caused anxiety while at Kilpatrick due to very limited solutions if there were to be a positive test in the facility. The unprecedented strains continued after release. Re-entry during COVID-19 made securing employment, continuing education and basic social reattachment unusually difficult.

The lockdowns in the beginning in March made continuing research at Kilpatrick impossible. Interviews with the youths stopped then. The team pivoted a few months later, connecting with the families that were taking the youths back into their communities. These interviews provided valuable insights. Families found that the return presented challenges of its own. For example, having a restless teenage youth wanting to spend time with friends and then returning to the home presented higher risks of exposure to the Coronavirus to parents, siblings and other relatives. Other families found simple provision of food and space during the pandemic and added stressor.

**He has improved and isn't doing bad things like before.**

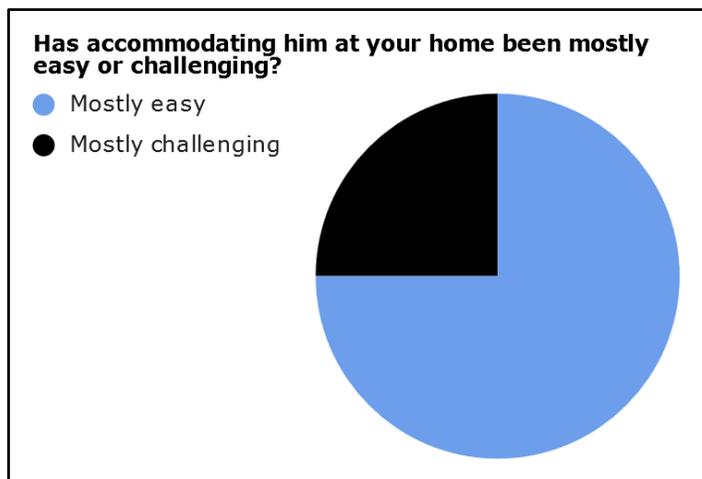
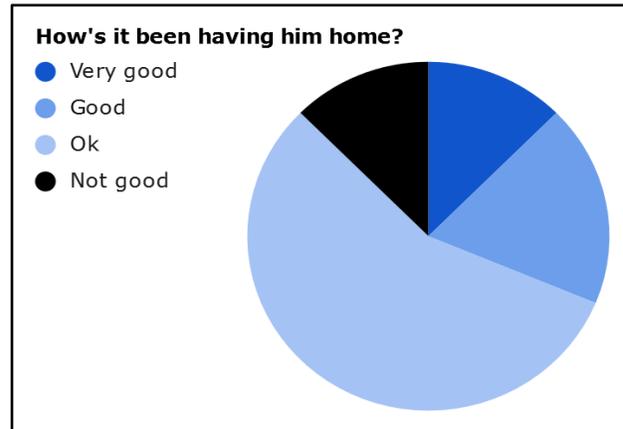
## F. Family Perspectives on Reentry

Most of the families said that having the youths back from Kilpatrick was either “good” or “very good”. Responses ranged evenly from “good”, to “ok” to “bad”. (*very good 2, good 3, OK 9, not good 2, very bad 0*) Several expressed that the youths returned home but spent little time actually there. Others expressed frustration that the youths did not appear actually rehabilitated. But overall, the family members we spoke with, mostly mothers, were glad to have the youths back. After the youths’ return home, several parents were highly pleased by the results and the young man that came back to them.

They were relieved they would get another chance to reconnect with their youth and to get them connected to resources and positive influences. They youths had been arriving at Kilpatrick with on average two (2) prior

placements, which means previously they have been away from their traditional home and educational environments for significant stretches of time. These interruptions can have catastrophic impacts on educational attainment and future earnings.

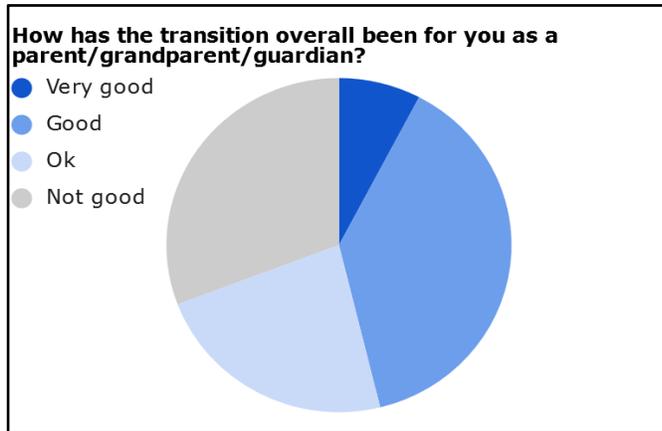
The qualitative interviews track with the data; youths reported that they are mostly coming to Kilpatrick on warrants or for having gone AWOL from a previous placement and *not for new offenses*. Very few reported that they were placed in Kilpatrick for a new violent offense.



Most parents said accommodating the youth’s return from Kilpatrick was “easy” with only a quarter saying that accommodating them was “challenging” (*easy 12, challenging 4*). A couple of families cited the pandemic as specifically challenging as they have vulnerable elderly relatives or small children in the home. Coordinating schedules and planning meals or family time was typically challenging with the returning youths. A few of the parents cited difficulties deflecting calls or

drop-bys from those they considered to be delinquent acquaintances.

The vast majority of parents and guardians we spoke with described the transition as “ok”, “good” or “very good” (*very good 1, good 5, OK 3, not good 4, very bad 0*). They cited goals accomplished or reduced propensity for fighting as examples of a positive transition. Some



families also mentioned difficulties reintegrating other siblings with the returning Kilpatrick youth. Several of the youths had shared with us during their stay at Kilpatrick that they did not like to have family come visit as they did not want family members to see them there; or they did not want others at the camp to see their family. The issue may be taboo with some of these families and could reasonably cause some social-emotional discomfort with family members.

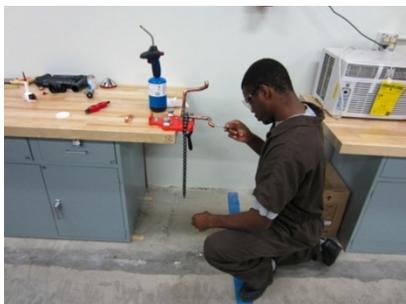
**Not well. They may put him in a placement. Trying to get him to San Francisco and away from friends.**

Others said it had been years since they had spent time at home. In this context it is not difficult to imagine that the transition could be fraught with awkwardness or challenges; including expectations for curfew, sharing chores, or changing levels of respect required by the teen as they get approach or cross into adulthood. Further research into the familial coping mechanisms, typical of different cultural groups or geographies in Los Angeles, could help the County identify resources to be

exploited or obstacles requiring vigilance.

Beyond the transition from teen to adult, the youths develop survival skills and a sense of self-reliance from time in camps, placements and the streets that may serve to estrange them from parental hierarchy and structure. Some youth indicated they were ready to be emancipated, to get their own place or to move to another city; motivations ranging from having no place to back to, family not wanting them, or wanting to move on to independent adulthood.

With all that is positive and natural about this progression to manhood: parents shared that this desire for independence present trials to the dominant parent or caregiver. This liberated, empowered attitude can be received as strong-headedness and is at odds with parents hoping to protect the child or “set them straight.”



For some families, the challenges of transition were tangible such as getting visits from police and probation officers and warrants being issued. In a few cases, families shared that the youths received new detentions or placements in cases of abuse or neglect.

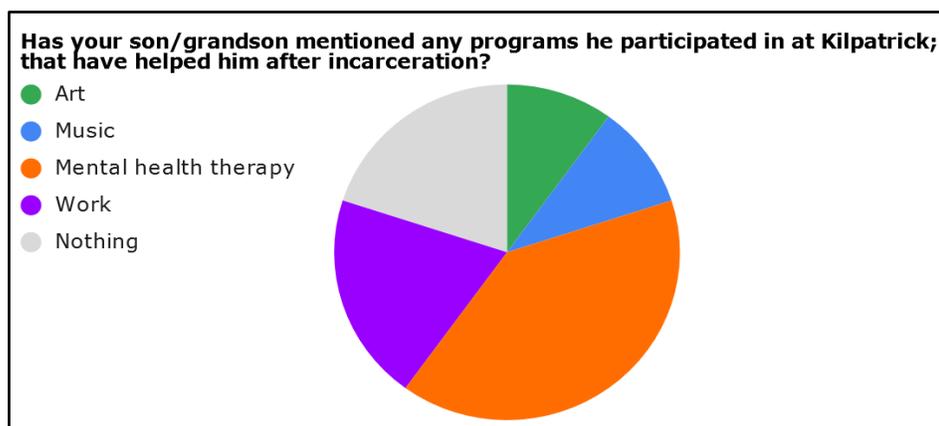
(Photo KCET)

Families are presented with the options of getting the youths away from influences that can drag them back into street life. The parents know that these influences have in many cases contributed to earlier charges and placements. That makes leaving the teen to their own devices more difficult. Several parents shared that it was all they could do to guide their youth to a disciplined schedule of work, life and school demands. Further research into this work of guiding youth during this period of adolescent development and creation of social development.

## G. Experiences Shared with Family

Many of the youths mentioned programs they participated in at Kilpatrick that have helped. Mental health supports and services such as Dialectical Behavior Therapy (DBT), anger management and other trauma-informed therapies topped the list of those discussed with family members.

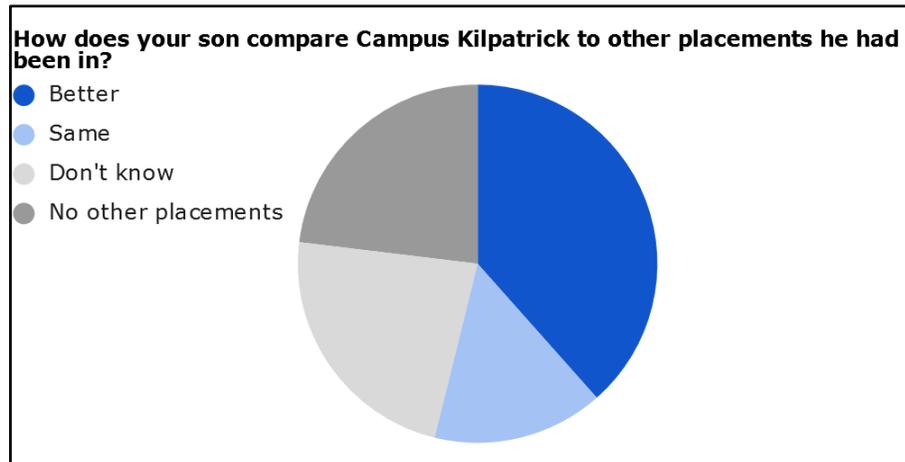
Work programs that both taught tangible vocational skills and especially those that gave career and job search advice were highly rated (*mental health therapy 8, work 4, music 2, art 2,*



*nothing 4)* The actual work done in the camp by the youths such as food services were very highly regarded and contributed to self-esteem. This pleased many of the family members we spoke with on the phone. The youths also mentioned the music programs they participated in like New Earth's highly popular FLOW lyrical writing and performance as well as guitar lessons. The youth appeared singularly focused on FLOW when it was their time. They thought about it, wrote their own lyrics and shared tracks with each other. Friends in the cottages supported others during their sessions and gathered around to hear other youths recording vocal tracks. It appeared to be welcome, positive, useful and productive time.

## H. Comparison to other Placements

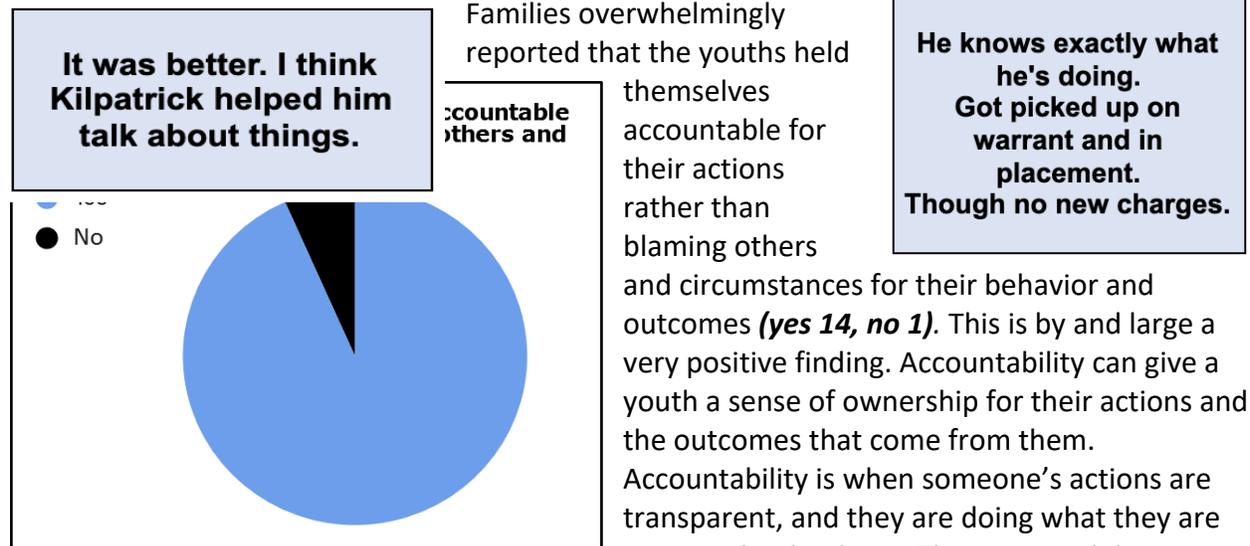
In communicating with their families, the youths compared Kilpatrick more favorably to other placements they have been in. A few said it was similar in quality. Others thought if there were to be reduction in camps or placements, that Kilpatrick should be preserved and that other locations should be shuttered first. Some of this favorability as indicated by interviewed family



members is due to fewer fights at Kilpatrick. *None of the youths described it as worse than previous placements. Several of them had not had other camp commitments or placements and therefore did not have a point of reference. Kilpatrick to other placements. (better 5,*

*same 2, worse 0, don't know 3, no other placements 3).*

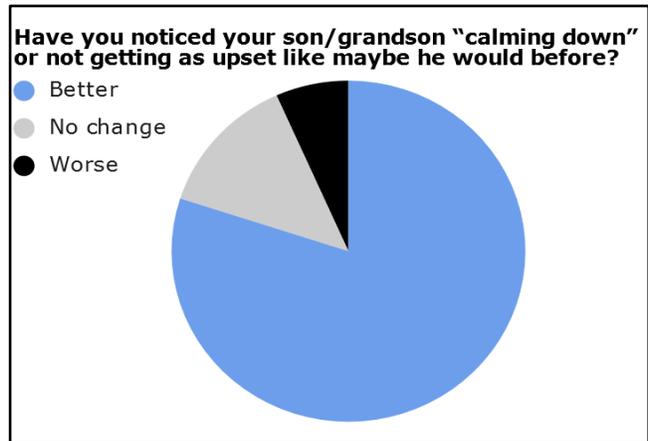
## I. Accountability and Coping Skills



reported was mostly positive but in a few cases the family members reported that this did little to dissuade the youth from engaging in self destructive behavior. It does indicate that these youth would have the ability to change their behavior if they decided to do so; and those changes could lead to commitment, creativity, innovation and higher morale for themselves

and the family unit. Accountability is one of the key qualities necessary for problem solving, leadership and success.

Families overwhelmingly reported that their youths were “calming down” or not reacting as they might have been before. **(better 12, worse 1, no change 2)** This finding is consistent with what the youths told RPM researchers while they were in camp. The focus on mental health at Kilpatrick was considered important to many of the youths, though some were not convinced of the real-life utility of the tools. As one youth laughed, “What am going to do if some guy rolls up on me? Start doing my breathing exercises?”. This young man may have a point, though the work they have done has at least brought that skill to de-escalate to the forefront. This work also serves to destigmatize mental health as well as demystify how individuals can deal with stress and trauma without being as reactive to it. It may be worth expanding an understanding on how not to put themselves in stressful environments (community, school, jobs) in the first place.



**Less getting upset than before and when upset is better.**

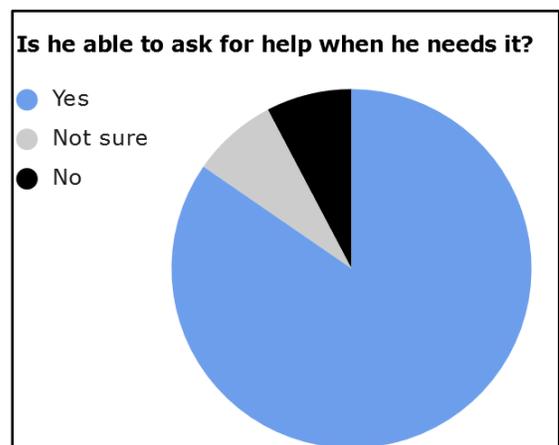
Family members noted a generally cooler demeanor by the youths in the time they had been back with the families.

Families overwhelmingly reported that their youths were able to ask for help when needed. **(yes 11, not sure 1, no 1)** These skills are critical when a triggering event or series of circumstances provide a challenge. Having a sounding board or trusted

**Yes, he is very vocal and has a big support group.**

counsel in complicated circumstances can not only lead to more optimal outcomes in the

immediate but can establish a healthy pattern for problem solving and trust for future dilemmas.

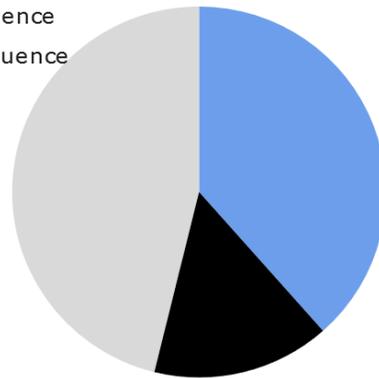


## J. Family Interaction with Programs and Staff

The parents and guardians shared that several of the youths felt there was a staff member that was a positive influence. (**positive influence 5, negative influence 2, don't know 6**) This signifies that the smaller staff to youth ratio may be paying off with greater confidence in authority figures. It underscores the importance of high-quality candidates to staff the camps and ongoing training for all cross agency staff who support the LA Model. The vast majority of the family members conveyed that the youth's attitude toward staffing was positive or that it had

**What has your son/grandson said about the staff at Campus Kilpatrick? Anyone your son/grandson has mentioned that had a particular influence on him?**

- Positive influence
- Negative influence
- Don't know



**He had a few that looked out for him. Nothing bad at Kilpatrick.**

not been discussed. Some of the positive commenting parents lavished the highest of praise for what the staff did with their youths.

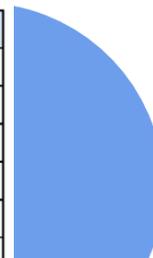
Two vocal parents offered negative reviews of staff from what they had heard from their youths or that they had observed during calls or visits. They indicated that some of the staff were menacing and used “old school”

command and control tactics with the youths. One mother RPM researchers spoke with described the phone calls from Kilpatrick as disturbing; adding that on one occasion she had overheard the staffer shouting that the youths were their gang “territory”; and had to “deal with his set now”. The department should consider investigating this alleged incident.

Almost everyone said they were able to visit

**Were you able to visit your son/grandson while he was at camp? If so, what was it experience like...was it different at different times?**

Starting Point	Miles	Time one way
Long Beach	96 miles	1.5 – 2.5 hours
Crenshaw	75 miles	1.25 – 2.25 hours
El Monte	90 miles	1.5 – 2.5 hours
La Mirada	91 miles	1.5 – 2.5 hours
Venice	75 miles	1.25 – 2.25 hours
Downtown	80 miles	1.25 – 2.25 hours
Boyle Heights	81 miles	1.25 – 2.25 hours
San Fernando	61 miles	1 – 2 hours
Canoga Park	66 miles	1 – 2 hours
Lancaster	5 miles	10 minutes

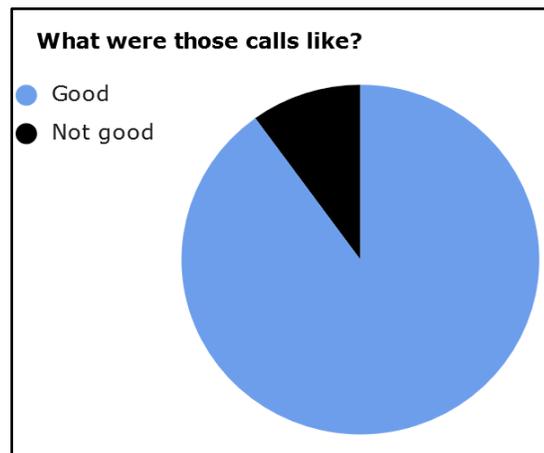
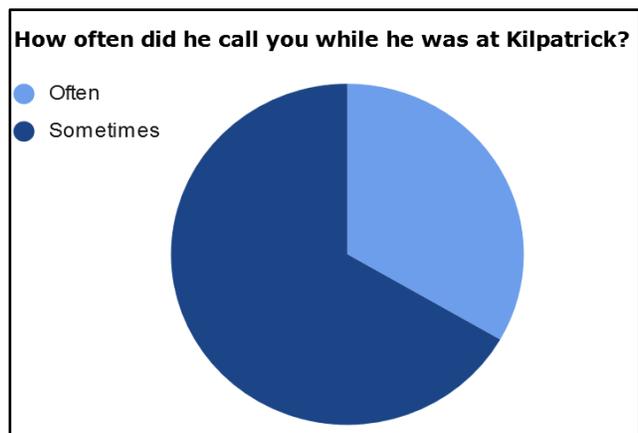


**Wasn't fun visiting your kid in jail but grateful he was ok.**

their youth while they were at camp and that it was a positive experience (*yes, and OK or good 12, yes and not good 1, no 0*). Only a single respondent reported that the visit was a bad experience. One mother expressed gratitude but also indicated it was difficult to see her son “in jail”. One commonly shared challenge was the long was just too far for many families to make: Accounting for at least five hours to account for travel both directions, check in, waiting, and actual meeting time. These realities limited visitation. Travel distance and times from different Los Angeles County communities, accounting for traffic variability, are in the table indicating mileage and round trip and estimated travel times.

These travel times are prohibitive for working families especially with other children or shared vehicles in the household. By the common IRS mileage reimbursement rate for travel of 58 cents per mile, the trip from and returning to downtown LA, for example, at 160 mile (round trip) puts a \$92 value (wear, fuel, insurance etc.) on this trip; not to speak of babysitters, eating out or other hidden costs to getting away for a visit to Kilpatrick at Camp Challenger in Lancaster. Long Beach and El Monte would be even more costly and time consuming.

All of the respondents said they received calls “sometimes” or “often” from their youth at



Kilpatrick (*often 5, sometimes 10*). From our onsite visits, RPM researchers observed the youth calling family and have long quiet private conversations. On other occasions, youths would be on the phone with friends and it was a raucous affair, laughing and cracking up, passing the phone amongst themselves and having a joke with “girls” or others on the other end of the line.

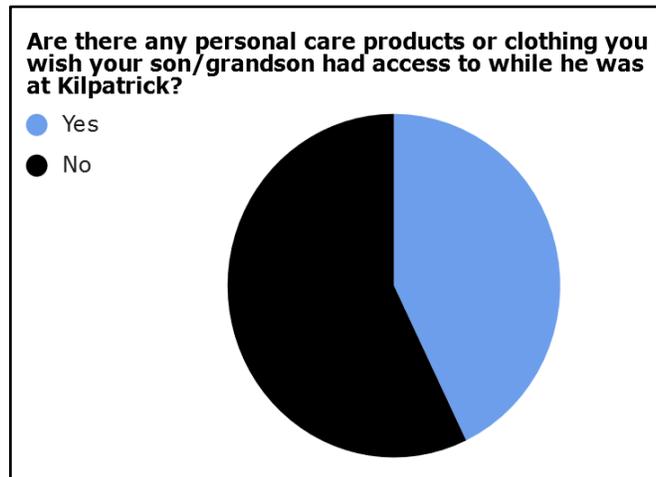
Almost all of the family respondents reported that these calls with the youths were a good experience (*good 9, not good 1*). Some reported the expense of

calls as a barrier to meaningfully communicating with the outside world. Youths reported they were granted calls as a privilege from their case worker / PO or they could call collect.

Many of the youths spoke fondly of getting that touchstone with the folks back home and the families appear to share that sentiment. On a few occasions we were aware of the families not accepting communications from the youths and would ask them to stop calling.

## K. Family Input

Almost all of the families had some level of input on what might be done to improve the child's or the family's experience with youth incarceration and programs. About half of the families



mentioned that they had wished there were personal care products or clothing the youths could have had access to but did not (**yes 6, no 8**). RPM researchers did not ask for specifics, though some interviewees offered up examples listed below. Further research into where these gaps are may help the Department focus resources to the youth. Some families also experienced challenges using the probation website; notably a lack of clarity on what was allowed/not allowed to be physically sent to the facility.

Others mentioned that brand hygiene products were restricted; in one case, a prescription acne cleanser was not allowed, and the youth developed severe acne. Another complained that her youth came back with athlete's foot and had not been given medication to treat it while in camp. Youth reported that at times non-county issued products were frowned upon by staff. A staff member at the facility explained to the research team that they use small inducements (like a call or extra cookies) to connect with or elicit desire behavior and that having outside gifts, premium products or tokens undermines this. In January of 2020, there were signs posted at the Kilpatrick security sign in window asking visitors to refrain from bringing in outside materials and indicated it was for this reason.

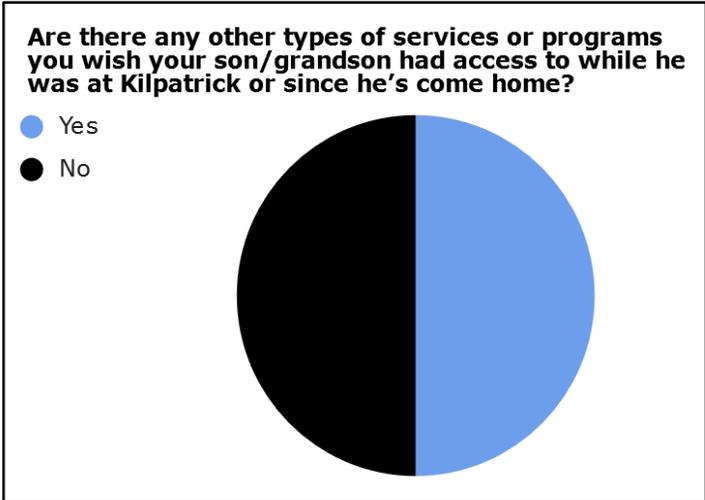
Most families felt the provisions were perfectly adequate and felt the youths got exactly what they needed.

**He always had what he needed.**

The families were split on whether or not there were other types of services or programs they wished their youth had access to while at Kilpatrick (**yes 6, no 6**). Of those that said they wished there were more programs or services, most mentioned work or career training opportunities specifically.

**Work program out here would have been good.**

Others

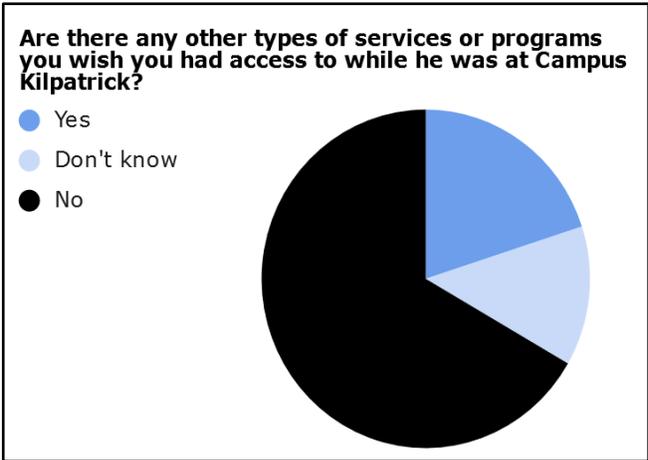


mentioned that there was plenty of programming available including mental health and counseling that offered post-release support in the community. Though several mentioned that their youths were not taking advantage of access to those resources once they returned home. Community based services the youths have access to include career development, mental health, and reliable provisions of medication.

**Mom: Back here, when he was home, I called the therapist. When he's on his own he does not call the therapist.**

Notably: A couple of the youths had opened up that they did not want to become dependent on anti-depressants or sleep meds in Camp because they did not want to need them outside of Kilpatrick and not have access to them. They had learned not to trust people or institutions, and this was another example where they could be let down. Parents we spoke with did not have this level of insight only noting that the youths were much less likely to reach out to community mental health supports without their reminders and prodding.

Almost all of the families said that there were no other types of services or programs they wished they had access to while their son was at Kilpatrick (**yes 3, no 10, don't know 2**). One mother mentioned she wished her youth had more help or guidance when applying for and enrolling into college: a finding consistent with our experience with the youths in the camp. An informal polling of ten youth who were at the college application age revealed they all had a desire to go on to post-secondary, but *none* were

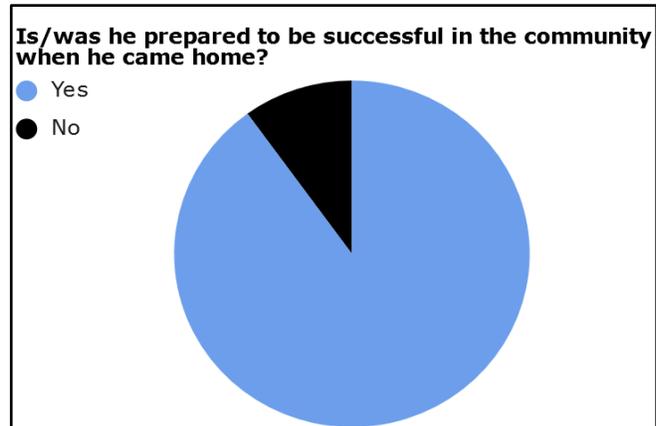


collecting transcripts, identifying programs - the processes of doing the research or applications.

## L. Back in the Community

### M. Preparation for Success

Almost all of the families said that their youth was prepared to be successful in the community when they came home (**yes 9, no 1, don't know 0**). Some said the youths were motivated or were well-supported by probation staff. One mother indicated her son returned home, was working and understood the value of money while regretting earlier decisions in life to steal from others. Countering this positivity, a recurring theme was the complaint that they youths had a lack of job readiness upon return. RPM researchers did not ask if the boys had been offered but refused participation in vocational training. Differentiating uptake from availability can help the Department identify where the treatment gap lies and how to remediate it.



**He thinks about what if someone took from him the way he used to do from others.**

As the saying goes, success is where preparation meets opportunity. The families indicated they felt their youths were prepared to be successful in the community. The key missing element it would seem is

opportunity itself. As we have a high degree of failure post release and youth reentering the criminal justice system; the county may want to take inventory of what is available to and the actual adoption of opportunities by these youths.

Opportunity cultivation would fit nicely with the existing preparation modalities at

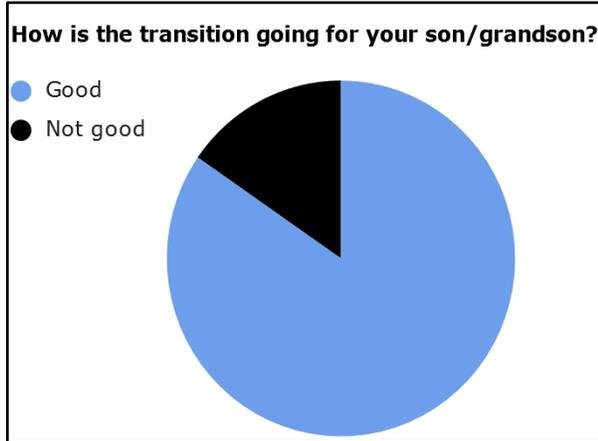
Kilpatrick. Access and opportunity are fundamental underpinnings of social equity. It is worth noting that both the youth and their families indicated that there was programming they had been offered that had been turned down.



**He's pretty much home. His friends are working.**

## N. Transition

Almost all of the families said the transition to home was going well for their son (*good 11, not good 2*). Family members interviewed often cited that they were “good mothers” or that the youth had come back to a “good family”.



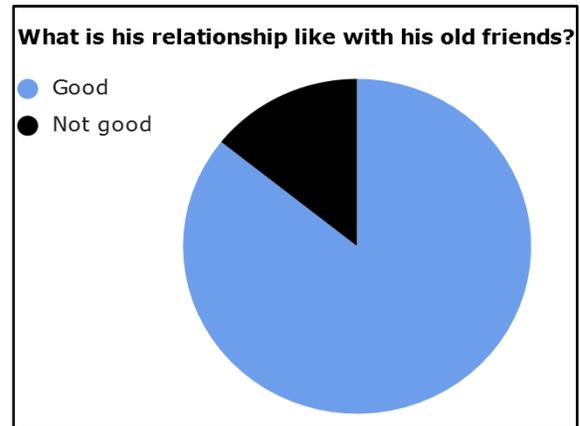
A few families mentioned recurring issues such as the youth being picked up by law enforcement again or their son being sent into another placement. Current research suggests that up to three quarters of the youth may end up back in custody within a few years. In light of the high rates of recidivism for these specific youth, the system built to prevent these outcomes does not currently appear to be optimally designed to promote the youths’ success upon reentry. As a whole, they are not finding sustainable success. Our interviews were conducted on

average 4 months after release. The quantitative data analysis revealed (as conducted and reported by Evident Change; see full final evaluation report) that the average time for re-arrest is one year; so, a good many youths whose families we interviewed had not yet recidivated. Perhaps this chronological reporting gap accounts for the higher number of positive responses on the transition from family members. The elements, both that increase risk or protect against it, that lay outside of the home may be as important or more than those inside the home. Follow up interviews at the six month or year mark with these family members could help the Department better understand the actual impact on families of recidivating by the youth.

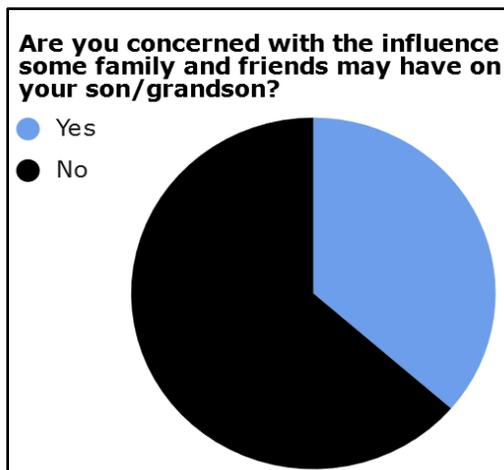
**Good. Weeded out the bad from the supportive.**

## O. Relationships in the Neighborhood

Almost all families said the youths' relationship with old friends and family were good and generally went further to say their friends were "good" (**good 12, not good 2**). Some stated that "bad" friends had been weeded out. Some mothers we spoke to had prohibited their youths from interacting with old gang friends and attempted to control the calls that came into the house. Other families indicated the youths were too busy with work or school for friends. It is difficult to determine if the family respondents were being realistic about the level of control they had with their youths. Some concerns were about old gang affiliations and the bad advice they can offer to other youths. As many of these youths will enter the criminal justice system as adults in Los Angeles County, they will need some sort of protection both inside and out.



Many will be called upon to carry out jobs for the gangs either while incarcerated or when they return to the community. One youth we spoke with shared that, after their release, they would likely be expected to seek vengeance against the gang member who shot and killed their best friend.



Some family members were frank and admitted they had little control over the comings and goings of the youths. Others made more material efforts to keep their youths at home, enrolled or working, and on the straight path.

Most families stated that they were not concerned with the influence family and friends had on their youths returning from Kilpatrick (**Yes 4, no 7**). Besides the comments about the potentially wayward influences by friends, no one stated that they felt there were family members that could be a bad

influence on the youths. This did not seem to check out with what many of the youths told us; that brothers, cousins, uncles, friends or parents were the ones that had introduced or initiated them into gangs. The youth's gangs back in the community are likely to be their primary or secondary source of support, social cohesion, safety and belonging. A few of the youths had plans to get out of street life and get an apartment with a girlfriend or the mother of their child. RPM researchers did not take a census of parental status of the youth, nor inquire as to their needs. As stable homelife (i.e., committed partner, parenting) is a protective factor for future recidivism, the County may consider looking into supporting the special needs of youths who are starting families.

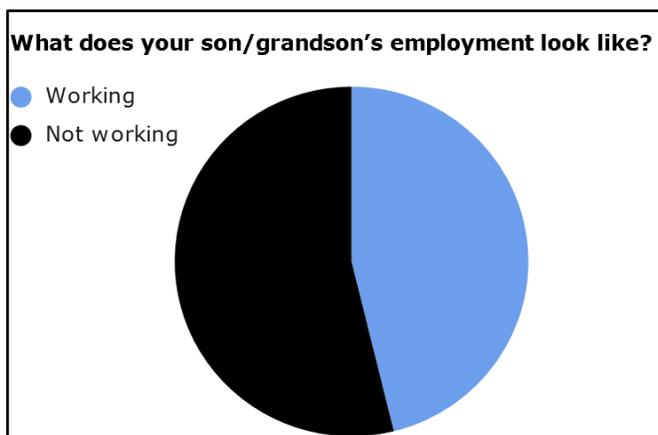
Some parents stated their families were from places not affiliated with gangs (like Oaxaca, Mexico) or that the youths were forbidden from interacting with gangs. Those that brought up concerns had been worried about too much free time during coronavirus; others had been visited by the police gang units or given last ultimatums by law enforcement to keep from engaging with gangs.

**Gang unit came to home and regular probation came.**

## P. Working

About half of the families reported that they youths were working (**working 6, not working 7**); though they complained the work was low-pay, sporadic or offered only a couple of days a week.

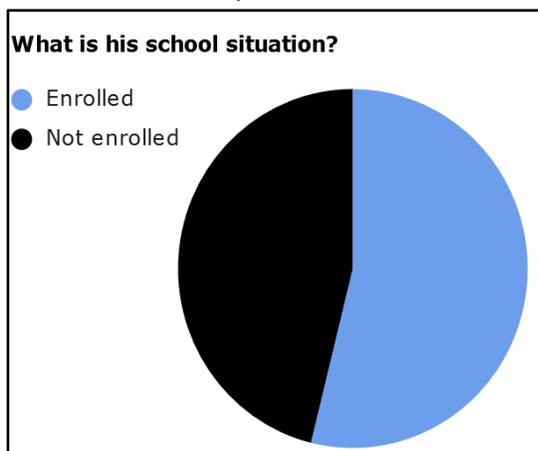
**Working. Got a job at FedEx.**



Several families who said their sons were not working went on to say that they were looking for work but there were few opportunities to be had. It is worth exploring a cohesive off-ramp from Kilpatrick (career development) to the community. Family members and youths interviewed stated a desire to work and make money if they are able to find the right opportunities.

## Q. School

About half of the youths that have returned home are enrolled in school (**enrolled 7, not enrolled 6, already finished high school 2**). A couple of the youths had already finished high school. Schools range from traditional neighborhood schools to alternative schools, adult education and continuation school. In some cases, the youths were restricted from returning to their original neighborhood high school because of a cannabis possession charges; a status offense.



The Department of Probation and LA County Department of Education should tap the currency they have developed with the youth while in the camps and further reinforce the continuum of education to neighborhood schools and with established community-based organizations. The Department provides a camp returnee program that includes linked enrollment within 48 to 72 hours. From the youths' descriptions, the credits they acquired at Kilpatrick were usually significantly easier to acquire than out in regular schools. At Kilpatrick they are given the opportunity to make up credits. Keeping the youths on track is laudable given the youth is able to keep up when they get back to traditional schools.

**Enrolled.  
He's schooling from  
home.**

This could start with in-reach while the youths are still in a lock down facility; or could happen in the community as a diversion opportunity.

Some of the families felt the youth were going to get lost in the system. Every youth at Kilpatrick gets a "passport" and counseling to help guide their educational path. RPM researchers did not get records indicating the implementation or uptake of this program. It would be worth measuring participation rates against educational, recidivistic and vocational outcomes. To mitigate the challenge of post incarceration transiency, the Department of Probation should support and cooperate with a community based organization that can keep transcripts and other school records dependably and can offer ongoing counsel to make sure educational goals are met in a timely manner.

Keeping records and educational environment and the players as stable as possible would reduce the number of dropouts from this group and serve to reduce the odds of the Kilpatrick youth ending up back in the criminal justice system. Fluidity from the camp educational system to that of the community could help interrupt the metaphorical school to prison pipeline for some of these youths. Working to immediately stop truancy and poor performance will pay off if the LA Model can be an integral step to the youth graduating high school or obtaining a GED and moving on to the work, certification or post-secondary world.

## IX. Youth interview project

Los Angeles based RPM was brought in to assist NCCD in capturing some of the qualitative elements of the evaluation of the LA Model. RPM was tasked with interviewing the youths placed at Kilpatrick located in Lancaster at the former Camp Challenger. This is a facility run by the Los Angeles County Department of Probation.

In consultation with NCCD and supported by NCCD Institutional Review Board (“IRB”) approval, the team used a battery of questions to ascertain the level of knowledge the youth had of the LA Model and their perspective of the implementation of its central tenets. Researchers Brad Rowe, MPP and Isaac Bryan, MPP conducted the majority of the interviews during a period lasting eight months into February 2020 when visits and interviews were discontinued due to quarantine procedures to combat the spread of COVID-19. Additional interviews were conducted by Dr. Danielle Dupuy, PhD.

The RPM team presented the opportunity for interviews to the youth as a voluntary activity and worked hard to develop a rapport with them. The goal was to reduce barriers, show respect to the youth and cultivate trust to elicit honest reflective interviews. This choice was made in lieu of making the interviews mandatory, which would have likely resulted in higher participation rates, but at the cost of resentment, distrust and truncated responses.

As one youth referred to general participation in activities, “when they make you do something, you no longer want to do it, but if you choose to, it’s more fun”. *The strategy to allow opt-in participation was effective and resulted in candid broad ranging responses that gave the researchers a good sense of their lived experiences, challenges and resilience.*

As expected, on several occasions, some youth refused to participate and some gravitated toward groups that decided not to be interviewed. Participation, it appeared, was perceived by them as compromising or selling out. As one youth put it “you don’t want to give up too much information about yourself, because they can use it against you.” Though we declared to them and were in practice keeping their interviews confidential and anonymous (see approved IRB protocol for confidentiality requirements and privacy protections applied as part of the evaluation), it was not enough to sway some of them to come to the table for an interview. *In light of this selection bias, we can presume that youth interviewees were, on the whole, more trusting and less likely to fear retribution of any kind for their participation.*

The RPM research team also spent considerable time informally associating and building trust with the youth. Researchers chatted with youth while they played video games, basketball and ping pong with them. Researchers witnessed a keen level of interest by the youths in the FLOW (Fluent Love of Words) music program. When asked about programs, the youths were almost universally focused on how exciting or satisfying writing or performing music with FLOW could

be. It completely overshadowed anything else the youths spoke about. Other prevalent activities included passing time in front of the TV, reading books or magazines and writing letters or drawing while in the sleeping area.

Many times, researchers joined the youth during recreation time to the gymnasium for basketball or weightlifting activities. The level of brinksmanship on the basketball court would occasionally cause scuffles and horseplay but nothing that rose to the level of concern. It appeared that their interactions and problem resolution were typical of youths in any given high school. Staff were onsite and managed the youth well as they navigated conflict or stress.

(Photo: LACDP)



RPM's visits to Kilpatrick were done only on weekends. Lately, there was little programming, and we were able to spend maximum one-on-one with the youths. As our time was non-weekdays, we did not observe mental health sessions, school classroom interactions, acting classes, vocational training, weekday programming or other activities. What we did observe were the times spent relaxing, going to the gym, participating in weekend programming, in-cottage religious services, youths shuttling to-and-from family visits and other areas of personal life of the youth while at Kilpatrick.

There were several houses (or "cottages"), at Kilpatrick. The cottages are named Aspen, Maple and Oak; each housing twelve youths and staffed by case workers, security and occasionally facility staff or volunteers (including food service workers). During the week, mental health workers and program staff would also come to the cottage location.

The Lancaster Challenger facility was built to accommodate over 1,000 youth and, at the time of the 2019/2020 interviews, held under 100 youths. According to youth that had been at the facility even two years ago, Challenger was at near full capacity then and was much more chaotic, especially with fights, than it is now. The large structure was sprawling and built around two massive yards which separated the cottages from the gyms, security block and



other activities. Per staff, the facility was designed after a medium security adult prison in Arizona and historically saw hundreds of staff and families coming and going.

In past years, weekend visitors filled the large parking lots. Today, to the dismay of some of the current staff, the reduced numbers of youth and skeletal staff are disheartening. Staff felt they were doing a service to society by working with larger

numbers of wayward youth.

The downsizing reflects a trend toward state criminal justice reform and a decline in the demand for youth incarceration. Several staff shared that they longed for the “good old days” when Challenger was full, the youths walked in military fashion and more strict rules and disciplinary procedures were commonplace.

The racial inequality in the makeup of the youths who are incarcerated there was hard to



ignore. *Of the over seventy youths that were incarcerated at Kilpatrick, all but perhaps one or two were black or Latino. None of the youth we interviewed were white.* From Kelly Lytle Hernandez’ “City of Inmates” shares that Los Angeles incarcerates more people than any other city in the United States, which imprisons more people than any other nation on Earth. The over representation of non-whites at Kilpatrick is typical of the systemic failures of United States and California criminal justice systems to divert youth of color away from arrest, prosecution and incarceration. This inequality is an American and Californian human right tragedy. As Michelle Alexander outlines in “*The New Jim Crow*”, her historical narrative of post slavery racial inequality in America, our system of

mass incarceration has “resulted in millions of African Americans locked behind bars and then

relegated to a permanent second-class status—denied the very rights supposedly won in the Civil Rights Movement.”

(photo from *The New Jim Crow*)

Judges have the authority to send youths to Kilpatrick. The Department does not. Kilpatrick is a passive receiver in the chain of custody of these criminal justice involved youths.

As an integral link in this chain, Kilpatrick could start with an internal acknowledgement its role in *a system that enables oppressive racial inequality in Los Angeles County; and explore ways to remediate damage done by the system it operates in.*

The groupings of twelve youths to a cottage was designed to keep them together from morning through the day and into the nights. The days consisted of waking up, going to school, relaxing, going to the gym, eating, cleaning up, working, studying and going to sleep. This was done with their “cottage family”. The research team saw high levels of fidelity to this cohesive design and a prioritization of safety for the youths while they were in custody.



(Photo: Cam Sanders, ArtsEd Collective)

It was a further demonstration of that ethos that all the youths said the staff worked to keep them safe and treated them with respect. The ratio of staff to youths was an improvement from the other juvenile halls or placements the youth had been placed in the past.

Per reports from the youth, there were times when staff members came down hard on the youths, including taking away their personal items and pulling the PlayStation video games from the floor, penalizing the group for a single individual’s poor behavior in the cottage.

## **R. The Challenger Location at Lancaster**

The multiacre courtyard at the massive facility was unnerving. You can hear the howls and barking coming from the Los Angeles Animal Control and Care facility just over the east-facing walls. There is a California State Prison a quarter mile to the south and the former Mira Loma

jail which is sometimes used as an ICE Immigration Detention center to the west. The entire square mile area is dedicated to detention.

It is a far cry from the facility designed for and built in Malibu for the Model to be implemented. There was little at the Challenger location in the way of nature or calming cottage-like spaces that typify the Malibu location. Inside of the cinderblock Challenger cottages, there is little to buffer the sounds blasting out of the TVs and video game consoles all day. The furniture is hard, and plastic and food is industrial. The location is clinical, noisy, harsh and lacking warmth. Despite the impersonality of the surroundings, the staff appear to treat the youths with a professional and personal degree of humanity, humor and care. Part of the challenge for staff is to manage all of the distractions that are in the space. For youth to read or just have quiet time appears to be near impossible while the televisions, video games and music players are going.

Some youths do manage to read, write, draw, or nap during the afternoons; the noises and distractions appear to have become like white noise to them. Some of the youths were very skilled drawers, lyricists, story tellers, rappers, ballplayers and video gamers. The humanity and culture of the place was in the youths and supported by the staff. It was not from the structure or environment.

## **S. LA Model, Fidelity**

*Conformity to the LA Model and original training did not appear to be in place when we spoke informally with staff.* The precepts to the model were regarded as a vague notion. Some staff had been there during the original training a year or more earlier recalled that a three-ring binder was left behind and not maintained. Some new staff had replaced others who had been trained during the initial rollout of the model. These more recent hires we spoke with were aware of the basic tenets of the LA Model though were not certain about the extent of the program's current implementation given the limitations of the Lancaster location. During one such conversation with three staffers, no one could recall where the training binders were stored.

It did, however, appear that the basic intent of the model was being followed from the administration level as all of the right positions had been filled. When asked about the steps that are taken to prioritize trauma informed mental health care, maintain small cottage style living and stable client (youth) to practitioner (staff) relationships; it seemed that was in loosely in place in day-to-day practice.

Our main tools for the study included interviews with the youths and the observations of their lives in the camp. The following sections provide results and analysis of those youth interviews.

## T. Settling in

### U. Comparing Kilpatrick to other Placements

When we asked respondents about their first weeks at Kilpatrick, responses varied. Some said it was different from other placements, such as juvenile halls or foster homes. Most youths said it was better, more predictable, fewer fights and even more boring than previous placements. Structure and consequences were well understood. Having weeks, instead of days, added to one's sentence for fights is more punitive than the halls and was not popular with the youths. It may well be an effective deterrent one youth admitted.

**I fought in my first three minutes at last camp.  
We knew each other.  
I was in jail a long time; since I turned twelve.**

Typically, fights were met head on, intervened and less permitted than in juvenile halls. The youths reported that programs can seem like busy work, especially to those who

are repeating a sentence at Kilpatrick. A lot of youths had enemies in their cottage or in adjacent cottages. They reported having to just "deal with it", saying they must "get in" fights. The youths say they'd like staff to let them "finish" their fights, so they are settled and done.

Several youths reported being at Kilpatrick because they had warrants or had gone AWOL at other placements - rather than being brought up on new charges. According to the youth, the judicial system has placed young people in Kilpatrick for up to nine months for going AWOL for the following reasons: attending the birth of their child, visiting family after the death of a loved one, and providing care and comfort for sick relatives. Others had been sent to Kilpatrick because of fighting at other placements, or at school school-related events. RPM researchers did not have access to underlying charges to verify the cause for their referral to Kilpatrick.

### V. What the Camp did Right, or Could have done Better

When asked what the camp did right in terms of getting them started at Kilpatrick, youth related that the Kilpatrick staff generally handled their intake properly and professionally. The youth were brought into an introductory circle and got to know all of the youths and staff in their cottage. They allowed them to play basketball, video games, watch TV and movies and generally kept them from their enemies. The youth said they take their biggest cues from what the other youths are doing and mostly figured it out on their own. Some youth were less complementary, stating they haven't seen the camp do anything right yet. *Others worried that the lack of activities and boredom put them at risk for getting into trouble.*

When asked what Kilpatrick could have done differently or better, there was a wide range of responses. Comments range from requests for more structure and reductions in mixing of

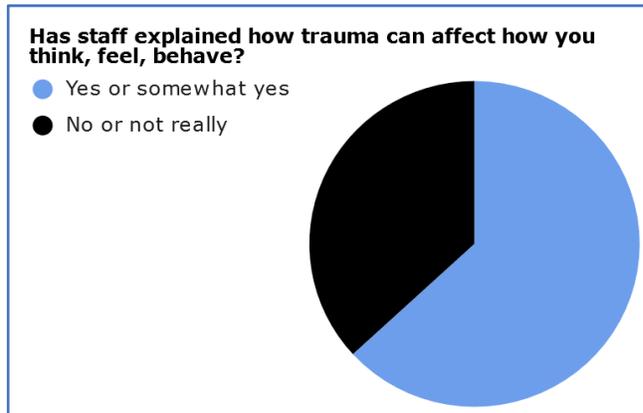
enemies. Other youths made simple requests like access to quiet areas, better and fresher food or access to weights in the cottage.

Often, we saw meals arrive and youth picking at unappealing canned fruit, lifeless hamburger or Mexican food plates. Some youth would opt to toss the meat in the trash and just eat the buns. Good snacks or cookies were at a premium in the cottages. RPM staff witnessed certain youths that were more elevated on the hierarchy receiving alms of cookies or flavored drink packets; they were given as tokens of respect. The staff participated in giving these treats as inducements for good behavior or for participation in conversations or activities the staff found worthwhile. RPM staff understood the posted request to not bring in extra treats for the youths from this perspective. Over saturating the cottages with availability of treats would undermine staff ability to get results and compliance.

One of the youths stated that they could not wait to get out of Kilpatrick and get back on the outs because of the social pressure from a few other youths to reciprocate sexual advances. The youth referred to it as keeping their head down so they could avoid the “gay shit bullshit”.

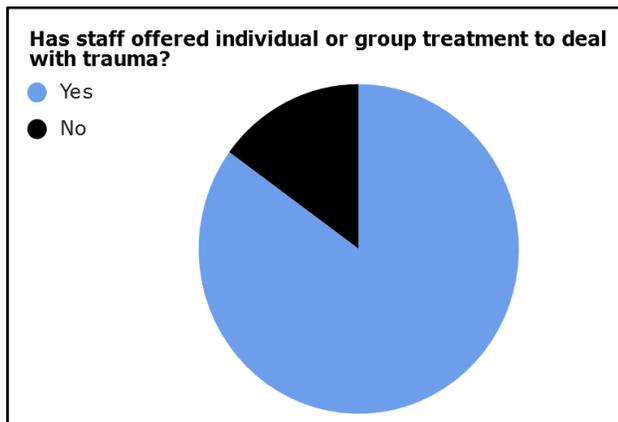
## W. Trauma and Mental Health

Twelve youth reported that staff, for the most part, explained how trauma can affect how they think, feel and behave. Seven said they did not feel like it was explained to them. Some youth who participated in trauma therapy said it does not help or that they don't like to share what they had seen. The individual therapy and the confidentiality seemed to be popular with many of the youths and family sessions were noted by the youths as well.



Some of the youth were reluctant to share their experiences in front of other youth or even to their therapists, fearing that information would be used against them. Others mentioned they enjoyed hearing what others had to share in group therapy and that it would open them up to identifying with that experience and sometimes to sharing their own experiences.

**I don't like talking, don't like to share my information. People can use it against you.**



Almost every youth reported having been offered either individual or group therapy to deal with trauma (17 yes, 3 no). A very few said they were not offered mental health treatment to deal with trauma, but these individuals did not appear open to the conversation about mental health and may have simply ignored the offering as they felt it did not apply to them. One said they did not believe in therapy and that they would just talk to their mom if they had any challenges to

muddle through. Others jumped at the opportunity, ignoring stigma or judgement and spoke openly with RPM researchers and amongst their peer group.

**I got a bad temper and they can help me slow down things before I do stuff.**

When asked about what they thought of individual or group treatment, slightly more indicated preference toward individual one-on-one therapy. Many found the group sessions on DBT, anger management and calming techniques and breathing exercises to be helpful. Those who preferred group settings liked the variety and exposure to relatable peer experiences and reinforcement

of themes. Some were offered and accepted substance abuse therapy as well as family therapy. Several of the youths had young children and felt therapy was useful in preparation for the return home. Of those who said therapy helps; they specified it helps get things off your chest, control emotions and develop coping skills. They noted an increased ability to think before speaking or to calm down when angry. Generally, we noticed that those who pulled usable lessons from the mental health workshops were proud to share them with us, such as the *five-finger tracing exercise* that they used to check their temper and breathe through stressful events.

**I was offered both kinds of treatment. Going to set up family counseling. I got a kid, a baby boy.**

## X. Opinions on Staff

Most youth who had been at Kilpatrick for any period of time reported that they had met all of the staff. A few newcomers said they had met most of the staff. Some had known staff from previous camps or placements. Several developed close relationships with staff and stayed in touch after leaving and participating in the continuum of care back in the community. One of the stated goals of the LA Model was to offer easier and faster access to staff for the youths. The low ratio did make it easier for the staff to monitor activities and manage small groups and interactions when going outside or to the gym to play. Other youths kept themselves a little

more distant and were determined to leave the camp at the end of their term and never look back.

When asked about relationships with staff, some seem to think staff are mostly “cool”, respectful, on their side and there to help them get out. Finishing their time unscathed and getting out of there was the number one priority for the youth. This focus on the exit consideration was shared by the staff that are responsible for their care and custody.

Youth and staff were separate entities, and it was clear that there was a hierarchy and a distance between the two. Staff were not universally embraced by youth; rather there was heterogeneity across job classes and sometimes more so *within* job classes. Some case workers were cherished while others were considered by the youths to be a waste of their time. Same with teachers and mental health workers. Some youth referred to staff as capricious, weird, punitive or “old school”, and stated that they needed to learn how to “come at”, or approach, people. Others complained about staff withholding personal items, “personals”, as a tool for control.

**Super Cops are like  
"that's not county lotion.  
You can't have that."**

Likewise, youth were not equally embraced by staff. Some staff referred to certain youth as hard core, bangers, or a lost cause; occasionally pointing to youths that they were certain would be back here at camp on a warrant or new charge shortly after their departure.

Fighting is a way that youths sorted out “alphas” from the rest. It is a ritual that signals that you can handle yourself and indicates that old beefs from the outs have been declared and, at least for now, been settled. It seemed important to most of the youths that they “get in their fights” and be done with it. As there are fewer fights at Kilpatrick, there are fewer opportunities for this hierarchical sorting and stabilization to occur. Some youths were specifically saying that staff stopped a fight too quickly: “it’s just going to happen again and again, and you have to let it happen”. A couple of the youths mentioned that the older POs and female officers were more likely to let fights go. Some youths complained about overly zealous probation officers or security staff, calling them “Super Cops”, including a complaint that one such PO had handcuffed and manhandled one youth four times.

The youths shared some allegations of abuse. The research team has not substantiated these claims; rather we heard from them. As of this writing, these allegations have not been reported. Some of the youths thought certain staffers were emotionally abusive. Instances they shared include POs using harsh punishment for typical teen activity like horse play. Several youths referred to an incident in which the whole cottage was punished for almost a week for the misbehavior of one of the youths. One youth complained about being stuck in solitary confinement (ironically named “the Hope Center”) until they agreed to talk with and make amends with their enemies that had “killed their homies”. Several youth shared stories of staff cuffing of youths, throwing them to the ground and using physical restraint. In an instance

referred to in the family section, a staff member allegedly shouted at one of the youths that they were in the staff member's gang territory now (at Kilpatrick) and that the youth would have to "deal with his set now."

When asked about interactions with case workers, the youth understood that their caseworkers are meant to keep them on track and sort things out if they are behind or missing programming. Some referred to specific efforts like contacting parents about write ups or helping get into work placements where they could avoid potentially destructive social interactions. One case worker of note is Ms. Pinkney: she is beloved by many of the youths. She reportedly loves them unconditionally and tries to help them out. Other case workers received satisfactory reviews from the youths; though a couple other case workers were reportedly not accessible or able to help the youths get through their time at Kilpatrick as successfully.

**Ms. Pickney: I love her, and she loves me. Whatever you need you get.**

Regarding interactions with mental health staff, responses ranged from acceptance, mutual respect and surrender to a transactional relationship in which the youth are prescribed and receive medication to manage their symptoms. Youth complained of having trouble sleeping, about stress of the new environment, or stress toward the idea of leaving the camp and returning to their community. Some expressed distrust of mental health workers and were reticent to open up as it was either not in their nature to share or they felt they had better resources on the outs.

Some youth took advantage of the opportunity to deal with tough issues or trauma through ten-week intensive programs of Dialectical Behavior Training (DBT). Others were not receptive to working with mental health workers as it was not traditionally accepted in their family. A couple of the youths regarded treatment as a dependence on something that could let them down. As they have been let down often in the past, developing a trusting relationship with a therapist was too far out of several of the youths' comfort zones.



(Photo: SCPR)

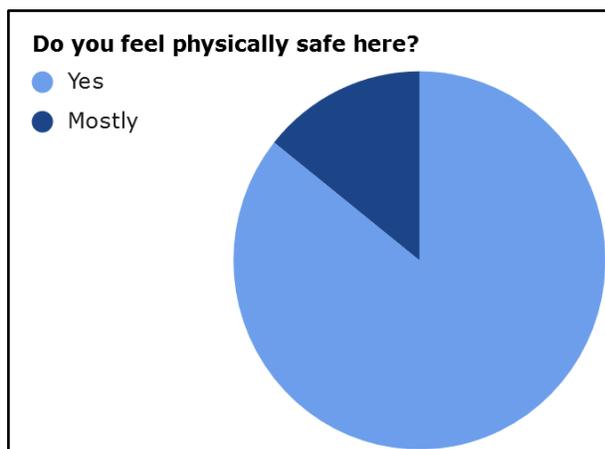
**Teachers are more helpful than the staff. They talk to you what you're going through. They're supportive.**

The teachers were regarded well by some and not so by others. There are a wide range of responses from youth regarding their interaction with teachers. Some felt teachers were emotionally supportive and "cool"; others stated teachers were helpful, friendly and pushed them to learn and graduate or go on to post-secondary education. Others felt the schooling at

Kilpatrick was a waste of time, credits did not translate to outside schools adequately. Others shared the instruction is targeted too low, and classes that have no value. Other youths admit to just not being "school people", stating "those youth are L7", square. Some respondents mentioned that they wanted to go to college because – students *want* to be there versus high school where students *have* to be there.

## Y. Safety

Regarding physical safety, the youth almost universally reported feeling safe (18 safe, 3 mostly safe, 0 not safe) and added that staff took measures to separate them from their enemies and



had awareness of the potential for dangerous situations. As the unified group philosophy is embraced at Kilpatrick, the youths are forced in a way to develop tolerance for peers they did not previously trust. Many of them referred to having been in tough environments, for example hunger, unstable home environment or gang life. The youths simply feel that they could be anywhere and feel safe, because they have always had to take that responsibility on. These settings pushed the youths to fight to defend themselves or to steal to feed and clothe

themselves. Survival from and perseverance to overcome these obstacles appears to contribute to the youths' sense of self-sufficiency in maintaining one's own security. When prompted, few youths offered props to staff for the effort they put forth in providing security, though it was apparent this responsibility was taken seriously by the staffers.

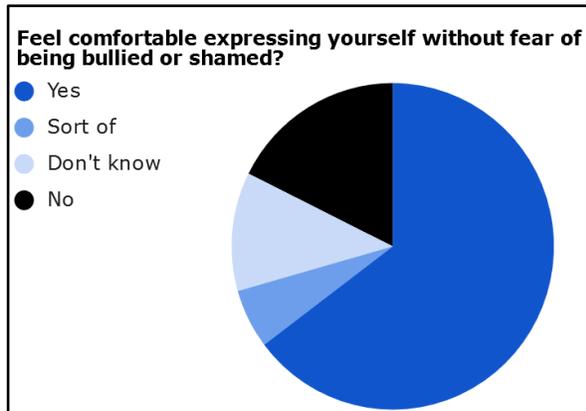
**I feel safe anywhere.  
That's just how I came up.**

The youth frequently resolved arguments over video game usage, personal products, staff and other issues of fairness. These discussions sometimes got elevated but we never witnessed them rise to the level of physical violence. In that sense, their locus of control as well as the emotional control and anger management exercises from mental health seemed to be effective. Staff was also integral in de-escalation of some arguments we witnessed. An RPM researcher was present in the cottage when a group returned from the gym. Two of the youths were very agitated about a disciplinary action taken while they were at recess. There was a fair amount of aggressive pacing, chest puffing, fist clenching and name calling coming from the youth toward the case manager on site. They had clearly been triggered by something that had occurred recently and was very angry.

The case manager did listen carefully though did not demonstrate any level of compassion for the youth. Several of the other youths seemed in agreement with the aggrieved youth that they

had been poorly treated. The case manager attempted to share some reason for the decision she had made, and it was not received well. She took a deep breath and calmed herself and stood through the barrage of insults and swearing. The energy of the event seemed to dissipate. The impending danger of the situation passed.

## Z. Little Fear of being Bullied



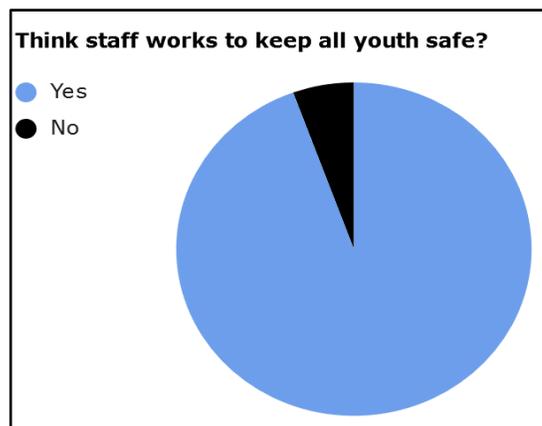
Most youth reported feeling comfortable expressing themselves without fear of being bullied or shamed (11 yes, 1 sort of, 2 don't know, 3 no) Sometimes this sense was derived from not caring what others thought of them. A few did not feel comfortable and others did not care to entertain the notion. One youth said, "People gang up on you and scream weird stuff, but it's not funny. Many of these youth

**People gang up on you screaming weird stuff. But it's not funny.**

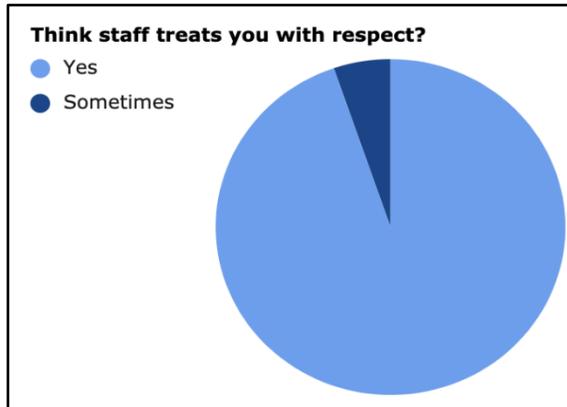
have dealt with serious trauma and were remarkably frank to the RPM researchers about dealing with issues head on. This type of stigma did not seem to be too difficult for them to overcome, with adults at least.

## AA. Staff Respect and Effort to Keep Youths Safe

When asked if they felt the staff worked to keep all youth safe, the youths overwhelmingly stated that they believe the staff works to keep all of them safe (17 yes, 1 no). Some felt that older and female staff were less likely to interfere or try to physically restrain the youths if there were reason to. The youths for the most part felt they were not in any real danger, saying their youth peers would step in before a fight would get out of control. The staff is given credit for being vigilant to security issues. One youth stated that he'd been put in a classroom with their enemies, but that staff remedied the situation when they realized it was a problem. One youth had a more tempered enthusiasm for staff effort stating they were not proactive and only reacted when something happens.



The youth almost universally said the staff treated them with respect with one saying it occurred only "sometimes" (18 yes, 1 sometimes). *The relationship between staff and the youth is critical to the LA Model and the tenets of respect and protection from staff are key to*



*the relationship.* Other youth noted they felt they had to earn respect from staff or that the respect was given by some but not all of the staff. One youth mentioned that when something happened in another area of the cottage, every time a certain staff member came in, they would take all of their personal items and wake all of them up early.

## BB. Programs

Several youths mentioned that they enjoyed voluntary participation in the programs; adding that opting in is fun and “when you get told you have to do something you don't want to do it anymore”. The expansion of programmatic offerings could be more successful if it takes into account a recurring census of what the youths are looking for and would participate in voluntarily. This same concept would apply to programs that might be offered during reentry out in the community.

## CC. Art and Music

When asked if there were programs, services or activities that made them excited to participate, the responses were mostly positive. Many felt the number, regularity and general availability of offerings was lacking and leaving them with excessive downtime and boredom. There are several arts programs that the youth seem to be getting a lot out of. The most popular program offering by far is New Earth’s FLOW (Fluent Love of Music) music program. These classes enhance social-emotional development by encouraging self-expression via creative writing and student presentations in a peer group setting. The youth write and record their own music on high quality recording equipment; others learned to DJ. Still other contractors brought in guitars and helped youth learn to play chord progressions. New Earth also has a career training program called YouthBuild that some of the youth found valuable; one youth especially enjoyed the guidance path toward a career in law.

**I like Flow and Unusual Suspects.**

The Unusual Suspects is a popular acting program where acting teachers mentor, educate and enrich Kilpatrick youth through the creation of collaborative, original theatre. The youths are fond of the teachers at Unusual Suspects and say that they will go to sessions even on days they will not be participating. They feel the staff is cool and treats them like people.



## **DD. Work and Skills Programs**

Many respondents got a lot out of the work program and really enjoyed the idea of having a paycheck when they left. There was more demand for these food service or cleaning positions than there was supply. Slots for participation were competitive. The work is menial food service or cleaning tasks, but the youths take pride in their work and enjoy the idea of having a check waiting for them upon completion of the program. Several youths worked for the maximum duration of the program and then were forced to discontinue. One youth we spoke with had performed work duties and a previous placement and was not allowed to pick up an assignment at Kilpatrick. The youths expressed a desire to have more outlets to work, make money and learn skills.

Project With was also mentioned as helpful and its tools for conflict resolution. This was in alignment with the goals of the LA Model and was described by the youth as useful skills to achieve a "win, win" when negotiating.

## **EE. Gym Time**

Though not officially a program; use of the gym for basketball or lifting weights was almost universally popular and it was rare for a youth to turn down the chance to leave the cottage and go to the gym for an hour. RPM researchers joined the youth and POs for many of these trips to the gym. Youths ran across the yard to the gym or rode on the large 5 passenger golf cart. It was a great opportunity for fresh air, some goofing around, and to burn off steam. The POs were very supportive and light during these runs to the gym and encouraged everyone to participate in basketball or to hit the weights. Most youth took advantage of the outings and by the time we'd returned to the cottage, everyone was spent and ready to relax.

## FF. School Related Goals

When asked about school related goals, most mentioned wanting to graduate high school. Specific goals included graduating in the arts, going to UCLA or an East LA Area College or going to trade school and becoming an electrician. Some more immediate goals included learning to read better or recovering credits missed by absence from their home school system. Most high school juniors we spoke with were unaware of upcoming filing requirements and deadlines for community colleges, associate's programs and four-year colleges.

*When pressed, many of the youth expressed a desire to continue their education beyond secondary but had not sought out or been offered the guidance to do so.* The staff and administration have stated that post-secondary guidance is a part of the offerings for the youths. Many of the youths thought that college or trade school were possible and even

**I want to go to UCLA. My sister studied medicine while she was there.**

plausible for them. However, most of the youths who were in 11<sup>th</sup> or 12<sup>th</sup> grade that we spoke with about college, said they were very interested but none of them had started the process of collecting high school transcripts, making school selections, financial aid applications or any of the other pre-application phase work that would normally need to be done at this age.

**Many of the youth expressed a desire to continue their education beyond secondary but had not sought out or been offered the guidance**

When asked, if there was anything the youths hoped to learn while at Kilpatrick, the responses largely centered on vocational goals including specifics like becoming a mechanic, a police officer, a lawyer, learning cosmetology or entering the military. Youth cited participation in New Earth's career program as a means to that end; others credited the work program as helpful toward future goals.

**I like the work program. Like getting paid.**

**Nothing to learn besides "don't come back".**

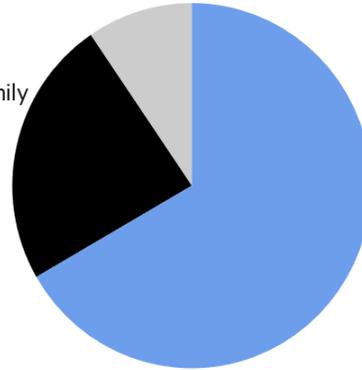
Several youths replied that their priority was simply not to come back to camps like Kilpatrick. Others cited general improvement along the lines of getting a driver's license or securing tattoo removal or making the connections to start working at Panera Bread.

## GG. Family and Friend Connectedness

The vast majority of the youths replied that they had a good relationship with their family (14 good, 5 not good, 2 not with family). Many had frequent visits from family members and spoke fondly of their connections, especially with their mothers and relying on their mothers. Several youths mentioned not having knowledge of the whereabouts of their mother or father. About a quarter of the youths said

**How would you describe your relationship with family prior to coming to camp?**

- Good
- Not good
- Not with family

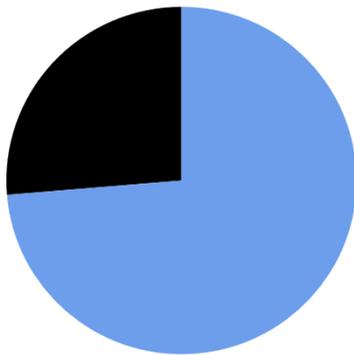


**We like a regular family. Mom writes me and come visit me. I called her when I was trying to fight everybody, and she called right back and I calmed down.**

their relationships with family were not good. Strain on family relationships came from their criminal activity or being away because of placements in several cases. Several of the youths mentioned they had youth and “baby mamas” which they generally considered a “new family” and a point of connection and considerable pride for them.

**How would you describe your relationship with friends prior to camp?**

- Good
- Not good



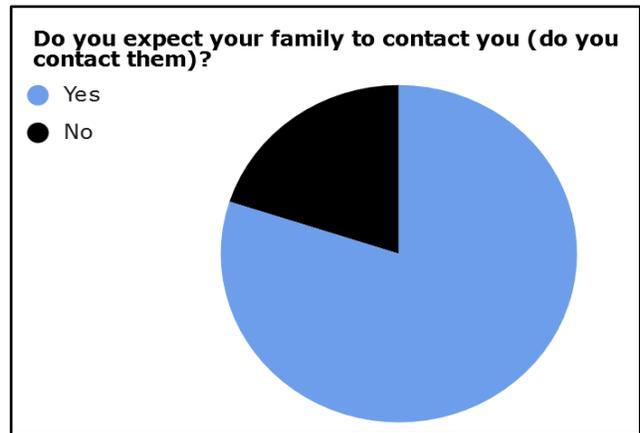
The vast majority of the youths stated their relationships were good with friends (14 good, 5 not good). Many stayed in regular contact with friends and were excited to spend holidays or other special days with their “homies” and old friends from the neighborhood. Friendships were deeply important to several of the youths, even sacrosanct. Some of them stated they did not have good friendships but continued that it was a good thing as old friends had gotten them into trouble. This is consistent with

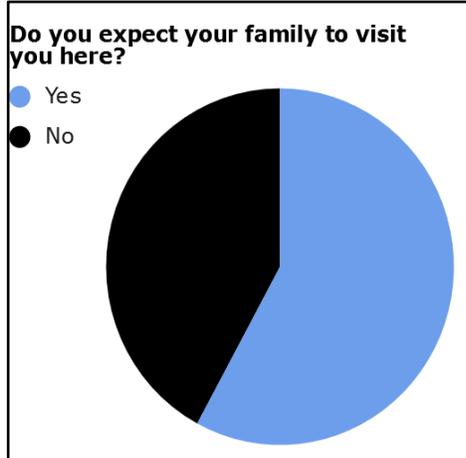
what we heard in the parent/guardian interviews: gang influence is pervasive upon returning back to the community. Of the five that replied their relationships with friends were not good, all but one had said they had a good relationship with their family.

**They killed my homies. And my people killed they homies.**

Over 75% of the youths said they were expected to - or were able to - contact family from Kilpatrick (12 yes, 3 no). Many said this communication was a regular occurrence. A few of the youths said they did not communicate with their families or did not have family to communicate with.

**I call them they answer.  
They're in Long Beach  
don't visit. Too far.**





The majority of the youths expected or had received visits from family (11 yes, 8 no). Those that did not expressed problems with the distance from home to the Camp. Others did not want family coming to the camp and seeing them in that element or, in other cases, did not want them to be seen by other youth (this was hinted at as an issue of safety for family members though that was not discussed overtly).

**Mom comes.  
Surprises me.**

**No visits.  
Don't like them to see  
me in here.**

**HH.**

## II. Skills, Education, Employment

On the question of if there was anything the youths hoped to learn that could help them manage problems they have in life; responses ranged from “nothing to learn” to many more

**Now more mature.  
Was robbing people  
during the daytime.**

reflective and profound responses that included mindfulness, now being able to follow instructions, DBT, being less reactionary and learning how to deal with anger in therapy. One youth wanted to support their mom because their brother had committed suicide. Another

said they helped them because they do not want to be here. Others just stated they felt the programs at Kilpatrick helped to dissuade them from wanting to come back.

**They helped me 'cause I  
don't want to be here.  
Like a deterrent.**

**Learned I'm visual  
learner.  
If I read, I forget.**

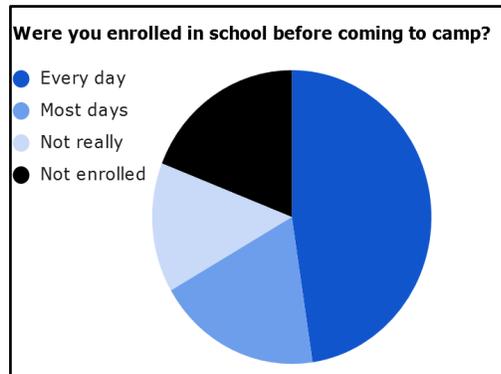
The youth hoped the program would help them when they returned home with insights on aptitude for learning, managing stress and anger and a desire to stay off the streets. Others expressed a desire to finish school, and in some cases to be present and good parents to their small children. One surrendered

to the fact that they were headed for another placement where they had gone AWOL.

**I'm going to be a barber  
when I go home.**

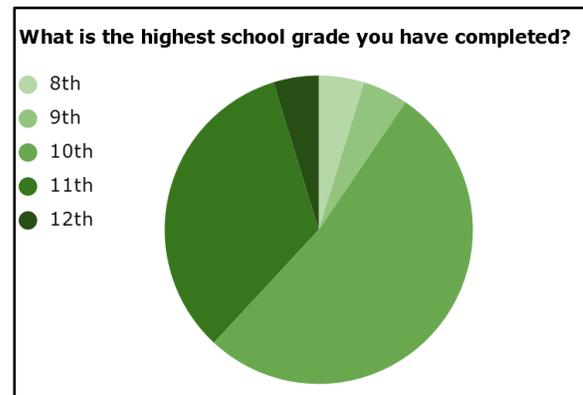
## JJ.School

Two thirds of the youth reported having had been enrolled in school and attending every day or most days (10 every day, 4 most days, 3 not really, 4 not in school). Some of the youth were in special schools for youth who had been expelled or suspended from their traditional schools. One youth was at Kilpatrick after assaulting another student while at an off-campus school event. They would be returning to an alternate high school.



Most of the youth had completed 10<sup>th</sup> or 11<sup>th</sup> grade and a very few had already completed 12<sup>th</sup> grade (8<sup>th</sup>=1, 9<sup>th</sup>=1, 10<sup>th</sup>=11<sup>th</sup>,

11<sup>th</sup>=7, 12<sup>th</sup> =1). Many youth have aspirations beyond secondary school and those include jobs, study and sports. By observing enthusiasm and the stated preferences of the youths, it seems as though music and sports may be an inroad for them to learn to persist inside of a structured educational system. Getting behind on credits, lacking grade-level reading, and unchecked truancy can push youth like these to give up on high school and future study. It would make sense to strive for a continuum that connects the credit catch up done with the instructors in the community schools they will come back to.

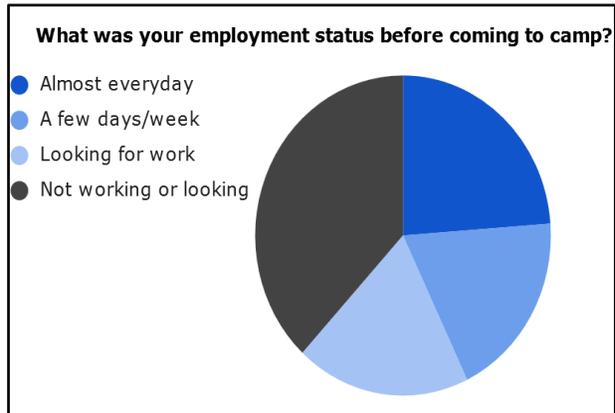


Also notable is that while all of the interviews we conducted were with youths 16-18 years old, some had only completed 8<sup>th</sup> or 9<sup>th</sup> grade, meaning they could be two years behind or more on credits. Poor educational outcomes like these for disconnected youth are predictors for a number of poor life outcomes. These findings are consistent with “*A Portrait of Los Angeles County*”, an exploration of how LA County residents are faring in terms of well-being and equity. It examines well-being and access to opportunity using the human development framework. These are some of the highlights from that report.

1. LA County’s overall HD Index score is 5.43 out of 10, which is higher than the US value of 5.17. This average masks huge variation, however. Some places and groups of Angelenos have very high scores and enjoy the highest levels of well-being in the country, while others face challenges akin to those found in impoverished areas of Appalachia and the Mississippi Delta.
2. The highest-scoring locale in LA County is the City of San Marino at 9.43, and the lowest-scoring is Florence-Graham at 2.44.

## KK. Employment

Employment before camp was mixed. A few of the youths worked every day and a few worked a few days. The strong majority however were either looking for work; or not working or looking (5 almost every day, 4 a few days, 4 looking for work, 8 not working or looking). Some of the youth had jobs helping at the family auto shop, at In and Out or picking up odd jobs. Of those youths, most were trying to balance this with school. Many of the youth we spoke with were frank that illicit or street jobs were better paying and offered the opportunity in some cases to feed and clothe themselves in the absence of resources at home.



## X. Open-ended future view questions with youth

### LL. Post Release Outlook

When asked what they thought about the future after camp and what it looked like, there were a great deal of optimistic responses but sobering and pessimistic ones as well. Some were upbeat and happy: educational goals like finishing high school and getting good grades, attending college to

**I'ma be happy as hell.  
I'ma be running out of  
here.**

visualizing starting work, or becoming a professional athlete, getting into a relationship and having kids. Some sat back during interviews and enjoyed dreaming, thinking about getting a place of their own, walking for a diploma, pulling in a paycheck, playing pro football or just spending time with Mom.

**I'll work on weekends  
with stepdad and  
Monday to Friday  
I'll get high school done.**

Some views were less optimistic: issues such as navigating pitfalls and traps that take you off the straight path or looking at the options between spending a few days in prison as an adult versus getting placed on parole.

**I need to get a job, or  
I may end up back here.**

Concerns articulated by the youth included coming back to Kilpatrick, being “broke”, imposing on family after release, withstanding bad advice from girlfriends or friend who encourage them to commit crimes, and struggling to find employment.

**Gotta work on doing shit  
the right way and not get  
easily influenced.**

One youth said, "I can't see out". Another used one word to sum up their outlook for the future: Dark.

Some had a general fear of life on the outs and what the day to day would look like; or had a hard time sensing and visualizing what the future held.

Several youths were not worried about what the future had in store and were confident they could handle whatever would come their way.

**Worried cause I live with  
my grandma.  
She doesn't have a lot of  
money.**

When asked about how they felt about leaving camp in a few months, some respondents were ecstatic about leaving, giving responses such as "happy to be leaving because here you can't talk on the phone and you have to shower with dudes", "I'll be the happiest person in the world" and "Take long shower, go with family, hit gym, super nachos, have sloppy joes".



Others were more circumspect and concerned about financial stability or graduating to the adult criminal justice system. One youth stated, "I'm nervous. I got arrested for what I did, and they sent me here. After this, they're going to transfer me back to my county juvenile hall." Some youths had a grounded perspective concerning the effort and sacrifice that would lie ahead; and a determination to stay straight and maintain oneself on the outs.

Other youths looked at the future in the abstract and seemed to be talking about someone else or a version of themselves they were not confident they could actually become.

## MM. Goals

Goals after leaving Kilpatrick included going into the Army, becoming a barber, graduating, getting rich, doing rap battles, working full time at a friend's business or starting a construction operation. Some discussed with RPM researchers the idea of becoming law enforcement officers or probation officers. They wanted to give back and saw them as worthy professions with strong career trajectories.

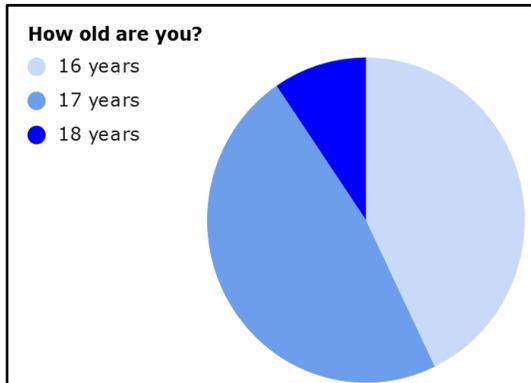
**I'm going to catch up on credits.**

Others mentioned goals like going to college and law school, staying straight, getting a car and having gas money. Many mentioned that the future did not include Kilpatrick. The youths generally do not want to come back to Kilpatrick, nor does the staff want them to come back.

**Get contractor's license. There have been many times dad was kicked out of the site because he didn't have his license.**

## NN. Age and Race

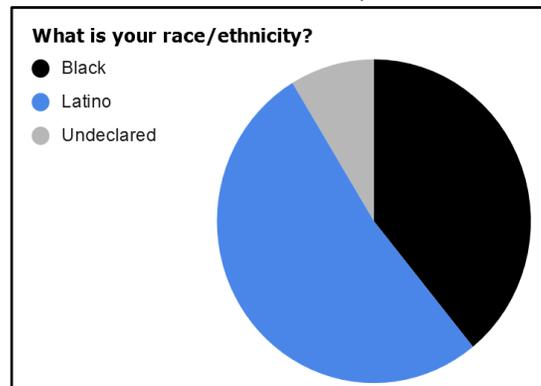
The average age of the youths is almost 17 years old (16.67 yrs.) and all of the youths interviewed were between 16 and 18 years of age (9 = 16 years, 10=17 years, 2=18 years). The



18-year-olds turned that age while at Kilpatrick and would be located there for the last time. Any future incarceration would happen in the adult system. While many of the youths seemed very self-sufficient with regards to how they “handled” themselves, many lacked basic knowledge of the world outside their communities or the system of placements. Awareness of vocational, educational or social opportunities that lie out in the world was very limited.

When asked what race the youths identified as about half were Latino, almost half stated they were black, and a couple did not declare (9 black, 12 Latino, 0 white, 2 undeclared). The RPM

research team did not interview or come into contact with any white kids. This is not lost on the youths there. The incarceration of black and brown youths is a national phenomenon rooted in the War on Drugs. The use of the criminal justice system as a means of subjugation of marginalized communities of poor and colored peoples hails back to the days of slavery and Jim Crow legislation; over 400 years of suppression. The United States incarcerates at five times the global rate and five times as high as it has historically. Criminal justice reform has been reducing those numbers significantly over the last ten or fifteen year, though disproportionality persists, and the burden of the criminal justice



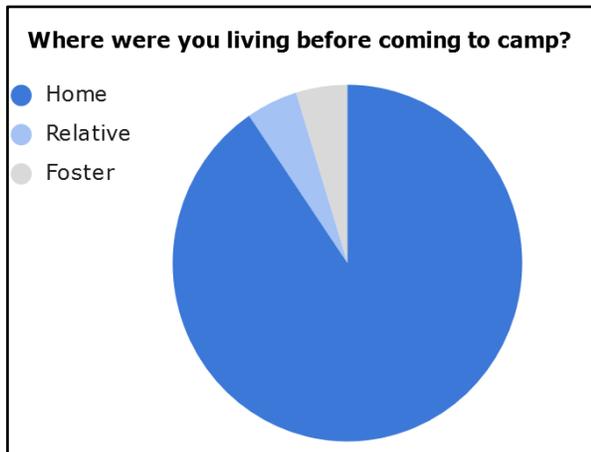
**Los Angeles County Department of Probation will need to assess Kilpatrick’s role in the tragedy of Mass Incarceration**

system lies square on the backs of minorities. Regardless of how the youths came to be sent to Kilpatrick, the LA Model designers, staff and the Los Angeles County Department of Probation will need to assess Kilpatrick’s role in the criminalization of being black and brown. The fully minority demographics of our interviewees are consistent with what we see in the data for other County programs like Functional Family Therapy that is far more

likely to violate black and brown youth who are not “in house”; and to be more permissive with their non-compliant white counterparts.

## OO. Housing and Family Before Arrival

The vast majority of these youth were living at home before coming to camp (19 home, 1 relative, 1 foster). Many times, the home was multi-generational with grandparents or other



relatives living there. Often there were older adults in the home who the youths looked to for guidance, support and protection. Some of the older adults in the home played critical roles in the development and lives of the youths; and in at least two cases were mentioned by the youths as being missed upon their passing away.

In some cases, older brothers especially were responsible for initiation into gang life. Some of the youth shared stories of getting into fights

with older teenagers when they were ten years old and younger. Many of the mothers played critical roles in keeping the youths safe and providing guidance. In other cases that mother-to-son bond was weak, or the youths had never had any connection with the mothers. A few of the youths brought up their fathers and credited them for modeling behavior or for helping them focus on job opportunities in the future. RPM staff did not have access to data on how many of the children had a mother or father figure in their lives. Further research could reveal if status of guardianship is an indicator of criminogenic and life outcomes.

As far as programming, one goals-focused youth suggested adding a career training program that would steer the young men toward opportunities in the outside world. One youth mentioned needing to make money on the street out of necessity.

**You're robbing people because you need money.**

**Probation is like a set up. We get into trouble for shit normal kids do; take me to jail because I was late for class.**

We heard this repeatedly that the youth were growing up in homes where they had chronic food insecurity and no new clothes. They stated that "slinging" was a way to make a buck and get some food. One youth said they planned to go to college at Cal State Northridge CSUN and learn skills so they could make money legitimately; adding that they knew how to make money with the gang but didn't want to go back to that.

The school to prison pipeline is more pervasive for teenage males of color than any other. Programmatic adjustments to education and child welfare might be able to avert some of these youths from entering and becoming ensnared in the system. One young man acknowledged systemic concerns: "probation is like a setup. We get into trouble for shit normal youth do, take me to jail because I was late for class. I'm in substance abuse. I don't have any drug problem at all."

The vast majority of these youths will be men when they leave Kilpatrick. The stability of a home environment may not be waiting for them when they leave. Many articulated they may want to have more independent living as adults.

(Photo: Los Angeles City Hall)

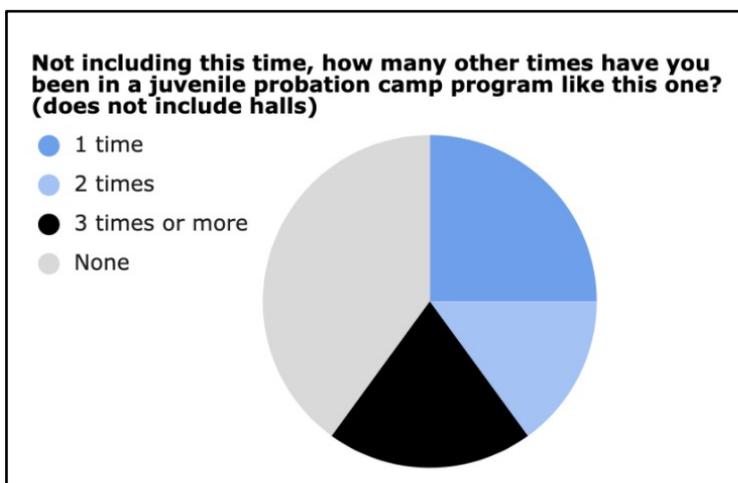


## PP. Previous

### Probation Camp Experience

Many of the youth had never been in a juvenile probation camp program like Kilpatrick (none=8, 1 time=5, 2 times=3, 3 times or more=4). For the majority though, this was not the first time, and a few had been in programs like Kilpatrick 3 times or more in the past. Some of these youth were on a first name basis with staff and staff seemed to take pride in knowing these youths well and predicting who the others were that would be "frequent flyers."

Almost every youth we spoke with had been in some kind of placement before such as the halls



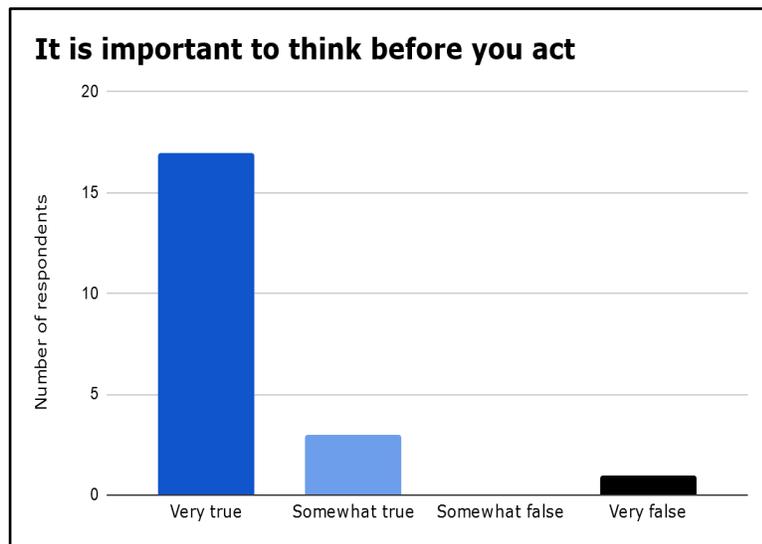
or a group home. They would speak vividly about the conditions in these places and almost universally declared a preference for Kilpatrick; even a lockdown campus located at the Lancaster facility - non-optimal for the LA Model. Many had come up through the Halls like Barry J (Nidorf) in Sylmar and Central (Juvenile) Halls. They spoke of these places as locations where enemies confronted enemies and countless fights broke out and you endured an incessant

cacophony. The youths who experienced this instability, appear to have come to Kilpatrick prepared to handle environmental stress, take care of themselves and keep their heads down.

According to the families, youths and research team observations there is a lot that is positive coming from the work done at Kilpatrick. The RPM research team thoroughly enjoyed spending time with the youth. The youths were generally funny, amiable, likeable, natural, honest and friendly. There seem to be some very redeemable and positive qualities to the version of the LA Model that was being practiced at Kilpatrick at Camp Challenger in Lancaster. The small cottage living, trauma informed practices, low staff turnover, and provision for education and credit catch up seem to have made a real difference for many of the youths and their families as a result. Some of the youths seem like they would do just as well if not better if they were not at Kilpatrick. There may be a community setting where they can be accountable to some sort of jobs, mental health and educational network. The families and youths could both benefit from continued access and utilization of individual, group and family therapy. This could help them overcome the stressors of being criminal justice involved and reduce limits on career, housing, as well as social and economic empowerment.

## XI. Locus of control breakdown of responses

The following questions were prepared to help determine how strongly the youths believe they have control over the situations and experiences that affect their lives. Areas that pertain to

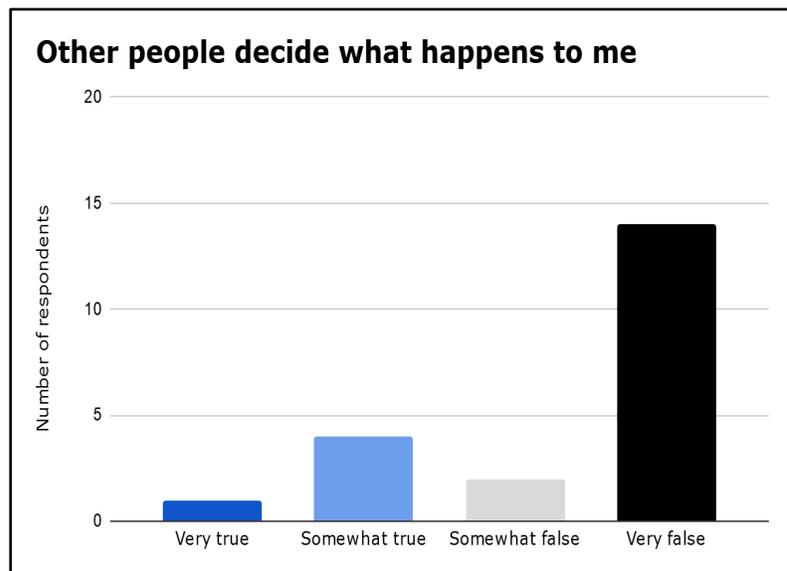


one's locus of control can include learning, self-improvement, relationships, career growth and reactions to outside stressors. Having an internal locus of control means that you believe that your own actions have an impact. This line of questions was administered at the end of the interviews with the youth.

They youths by and large felt that their own decisions, effort, mindfulness and actions had an impact on the outcomes in their

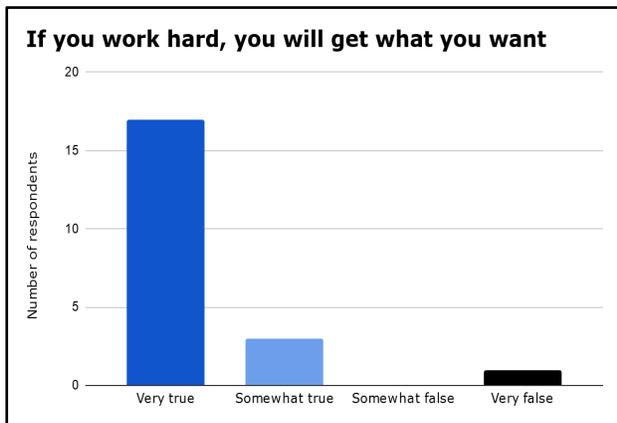
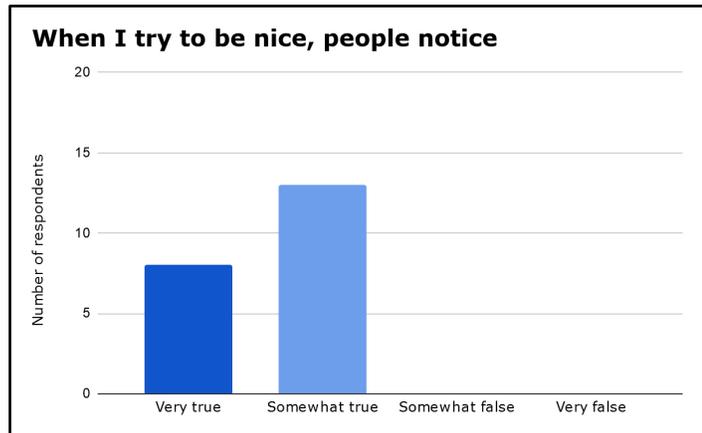
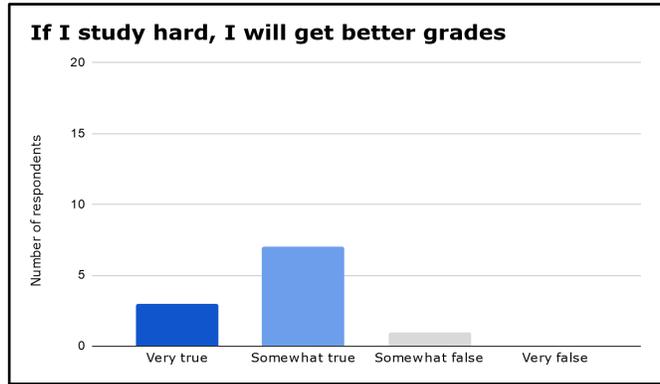
lives and on their academic performance. They also felt that people noticed when they made an effort.

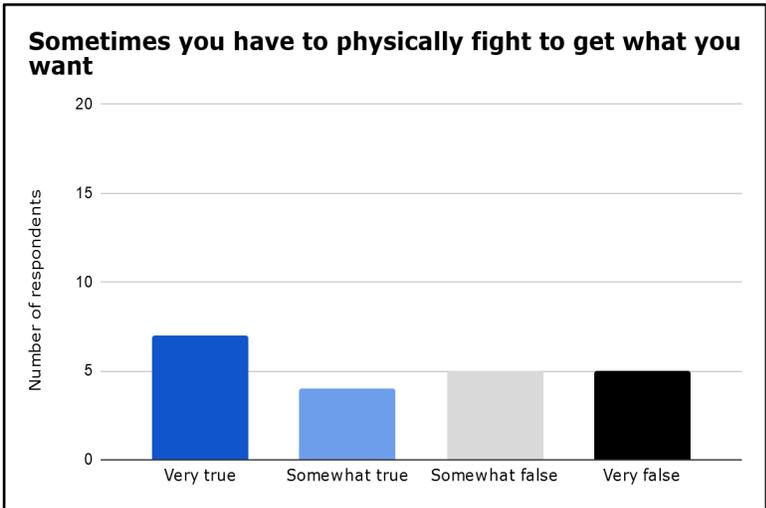
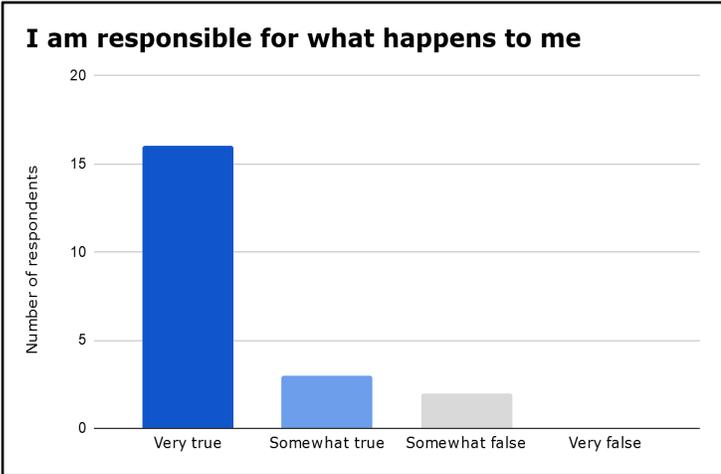
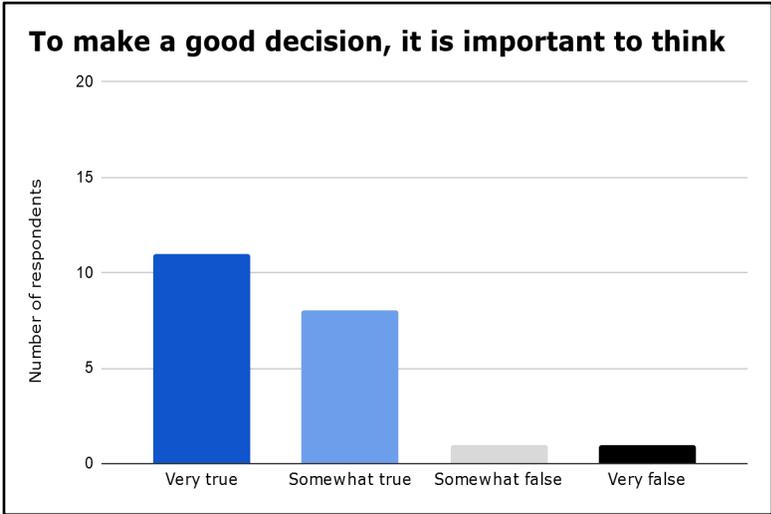
Almost all of the youths thought they were responsible for their actions. Half of the youths felt they had to physically fight to get what they wanted. Most said they got mad easily, though few said they would yell at someone if they were mad at them. A small but not insignificant number said they broke things on purpose or would hit people if they felt like it.

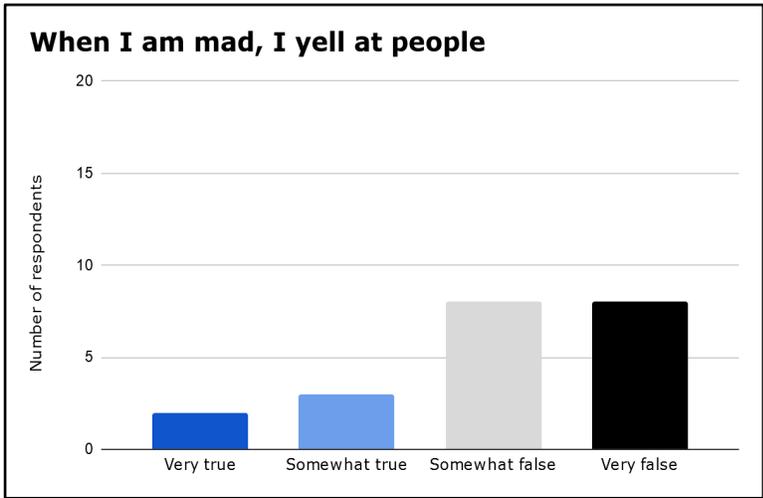
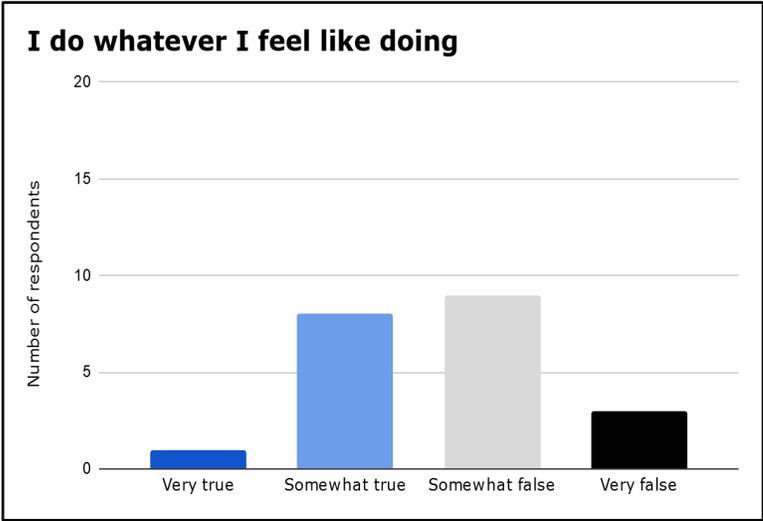
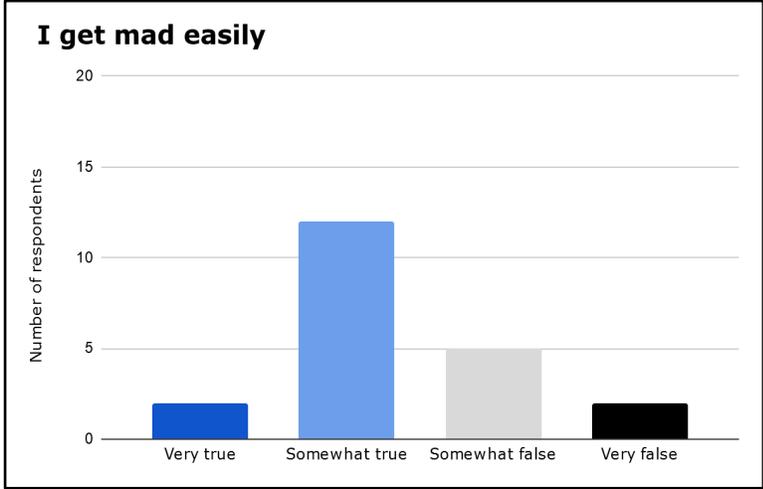




(Photo: HuffPost)

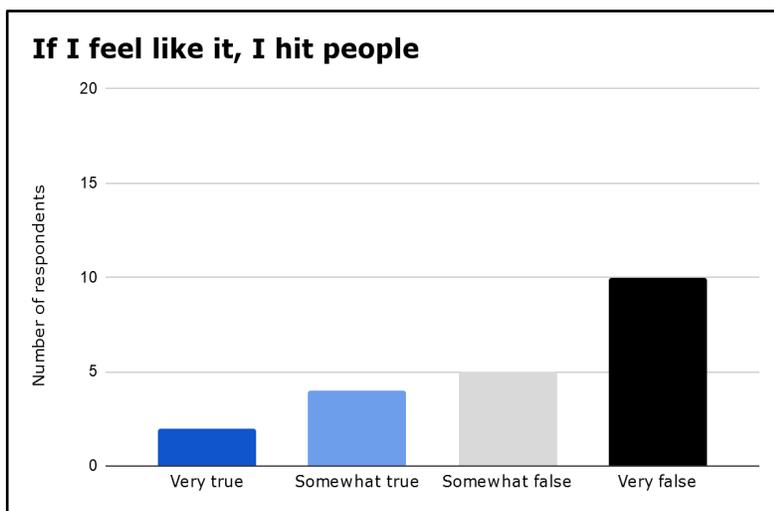
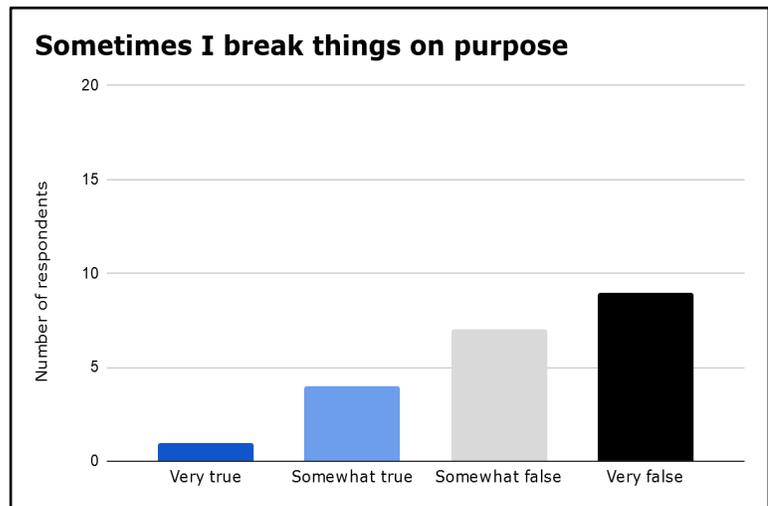








(Photo by Joe Glode)



## XII. Challenges for vs. Resilience of the Youths

The youth at Kilpatrick are facing particular challenges. Their involvement in the juvenile justice system and dropping can be the strongest indicator of future criminality. According to *“Precursors of Crime, Indicators of Criminality in Jackson, Mississippi”*: Those involved in the juvenile justice system are more likely to be criminally active as adults; 160% more likely future arrest and 220% more likely to be arrested for a serious crime. Further, those who have failed a grade, dropped out, or been chronically absent from school are more likely than others to become criminally active; 240% more likely to be arrested and 280% more likely to be arrested for a serious crime.

The objective of establishing resilience and challenge levels was to help administration, program designers and line-level practitioners to best allocate time and resources to the individuals and categories that matter most.

The exercise also helps us to establish a baseline and to set expectations as to how well the LA Model and other interventions might work. Of particular interest is evaluating their success or non-success as they reenter their communities. Kilpatrick’s goal is to prepare the youths to return to their schools and homes. Having a sense of the challenges they face and the resilience they possess can help social workers, researchers and program administrators design an appropriate exit strategy for these youths.

The research team assembled four independent scorers with expertise in several facets of justice involved youth life: incarceration, education and reentry. These scorers reviewed pertinent excerpts from the youth interviews and first scored the challenges the youth face both in camp and in life in general.

## QQ. Challenges in camp (with questions)

Scorers took into account previous stays at camps like Kilpatrick, self-reported attitudes toward staff and programming and self-reported incidents with fighting or other conflicts with other youths or staff.

The following questions were reviewed to find responses which provided insights into the general challenges that youth had and expected to encounter during their time in camp.

1. Tell us about your first two weeks
2. Has staff explained how trauma can affect how you think, feel and behave?
3. Has staff offered individual or group treatment to deal with trauma?
4. What do you think of individual or group treatment?
5. Do you think it might help you? Why?
6. Who are staff you've met so far?
7. Tell us about interactions with probation staff here.
8. Tell us about interactions with case workers here.
9. Tell us about interactions with mental health staff here.
10. Tell us about interactions with teachers here.
11. Do you physically feel safe here?
12. Do you feel comfortable expressing yourself without fear of being bullied or shamed?
13. Do you think the staff works to keep all youth safe?
14. Do you think the staff treats you with respect?
15. Is there a program, service or activity that makes you excited to participate?
16. What excited you about this program?
17. What did camp do right in terms of getting you started here?
18. What could the camp have done differently or better?

Scores were 1-10, with 1 being the fewest challenges and 10 being the most.

**Scoring: The overall scores measuring how challenging it was for each youth at Kilpatrick ranged from a low of 2.67 up to 6.75 out of 10.00**

**The average score was 4.89 with a median just slightly lower of 4.67 out of 10.00.**

These scores would indicate that the youths interviewed are presented with a reasonable, but not excessive, number of obstacles during their time at Kilpatrick.

This may provide context that programmatic or support offerings in camp are close to sufficient in mitigating overwhelming obstacles their stay.

## RR. Challenges in life (with questions)

Scorers reviewed selected excerpts to judge if the youth expressed challenges that may come about from return into society such as issues with family, criminal involvement, educational challenges or other obstacles that seemed to warrant increasing the “Challenges in Life” score.

The following questions were reviewed to find responses which provided insights into the general challenges that youth might have or expected to encounter during their reentry back into the community and in their life.

1. Do you have school related goals while here?
2. Is there anything you hope to learn while you are here?
3. How would you describe your relationship with your family prior to coming to camp?
4. How would you describe your relationship with your friends prior to coming to camp?
5. Do you now or do you expect your family to contact you or do you expect to contact them?
6. Is there anything you hope to learn that could help you manage problems you have in life?
7. How do you hope the program will help you when you go back home?
8. When you think about the future after camp, what does it look like?
9. What are your worries or concerns?
10. How do you feel about leaving camp a few months from now?
11. Do you have any goals after you leave?
12. Where were you living before coming to camp?
13. Were you enrolled in school before coming to camp?
14. What is the highest grade you have completed? (appropriate to age)
15. What was your employment status before coming to camp?
16. Not including this time, how many other times have you been in a juvenile probation camp program like this one.

Scores were 1-10, with 1 being the fewest challenges and 10 being the most.

**Scoring: Challenges in life were scored higher and were more tightly packed; with a low of 6.00 and a high of 8.50 out of 10.00.**

**The average score was 7.25 with a median of 7.00 out of 10.00.**

These scores would indicate that the youths interviewed believe they will be presented with a significant number of challenges in life outside of Kilpatrick.

This may provide context for programmatic or support offerings that could assist them after they return to their communities.

## SS. Resilience overall (with questions)

Following the evaluation of challenges, the scorers took a look at what the indicators of resilience were in the youth's comments. These included the locus of control battery of questions plus pertinent extracted comments that related to resilience. Questions that were answered with "Very True", "Somewhat True", "Somewhat False" and "Very False" included "Other people decide what happens to me", "If I study hard, I will get better grades", "I am responsible for what happens to me" and "If I feel like it, I hit people".

The following were the results for those questions:

The following questions were reviewed to find responses which provided insights into the general resilience that youth might have developed to manage well inside Kilpatrick and during their reentry back into the community and in their life. RPM researchers took components of the responses from the previous section's questions and included them in their assessment of the resilience of the youth.

The central questions considered to look at resilience were included in the battery of questions on Locus of Control. Responses were "very true", "kind of true", "kind of false" and "very false". Those questions are:

1. Other people decide what happens to me.
2. It is important to think before you act.
3. If I study hard, I will get better grades.
4. When I try to be nice, people notice.
5. If you work hard, you will get what you want.
6. To make a good decision it is important to think.
7. I am responsible for what happens to me.
8. Sometimes you have to physically fight to get what you want.
9. I get mad easy.
10. I do whatever I feel like doing.
11. When I am mad, I yell at people.
12. Sometimes I break things on purpose.
13. If I feel like it, I hit people.

Scores were 1-10, with 1 being the least resilience and having a poor locus of control and 10 being the most resilience and having a strongly defined locus of control.

**Scoring: Resilience by the youths scored high and was concentrated; with a low of 5.75 and a high of 7.67 out of 10.00.**

**The average score was 6.72 with a median of 6.75 out of 10.00.**

These scores would indicate that the youths interviewed believe they have the sufficient resilience to handle obstacles and challenges both in camp and “on the outs”.

This may provide context for programmatic or support offerings that could leverage this resilience especially with the challenges they will face post release.

### **XIII. Appendix A - Study methodology**

#### **Youth Interviews:**

Questions were formulated and received IRB approval in coordination with prime NCCD.

Each interview was conducted with the permission of the minor participant. Each participant agreed to be recorded and was informed that their interviews would be kept anonymous and that they were free to be honest with us as we were not there to report individual-level findings back to the department. Each interview with the youth was transcribed and was reviewed for pertinent themes, observations and analysis which we have outlined in this report.

Interviews with the youth were all conducted in the singular cottage 50' x 75' room where everyone lived. We spoke one on one out for all but one interview with two friends who asked to do their interviews together. We were out of earshot of the other youths or staff. We were in line of sight at all times, but the interviews were conducted in private. We recorded and transcribed the interviews and received releases from the youths to do so.

#### **Parent Interviews:**

Questions were formulated and received IRB approval in coordination with prime NCCD.

Each family member agreed to the interview and was spoken to by phone in the fall of 2020. Each family member had a youth who had returned from Kilpatrick. Interviews were transcribed and responses logged and analyzed for themes. These themes, observations and analysis were included in the report.

**EXHIBIT B**

**CEQA Request for Notice of LA-BOS**



May 13, 2022

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San Diego, CA 92101  
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[lindsay.puckett@stoel.com](mailto:lindsay.puckett@stoel.com)

***SENT VIA EMAIL***

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Adam Bettino  
Chief Deputy, Administrative Services and Operational Support  
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Downey, CA 90242  
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**Re: Request for Notices Related to Secure Youth Track Facility Designation**

On behalf of the City of Malibu, pursuant to the California Environmental Quality Act (“CEQA”) and the Ralph M. Brown Act, I am requesting that you include my firm and the City on the mailing list(s) for any and all notices related to the matter entitled, *Preparing for the Closure of the Division of Juvenile Justice: Secure Youth Track Facility (“SYTF”) Designation and LA Model Expansion Project* (“Project”). This includes, but is not limited to, any and all notices related to the use of Campus Vernon Kilpatrick as a SYTF facility. We request that notices be provided by email.

This specifically includes a request that copies of any and all CEQA notices as well as any and all Brown Act public meeting and/or hearing notices for the Project – including any determination that the Project may be exempt – be provided to my firm and the City on a forward-going basis. (See Pub. Resources Code, § 21092.2 [CEQA], Gov. Code, § 54954.1 [Ralph M. Brown Act].)

Please send copies of any and all such notices to the addresses below:

Department of Probation  
May 13, 2022  
Page 2

Steve McClary, City Manager  
CITY OF MALIBU  
23825 Stuart Ranch Road  
Malibu, CA 90265  
[SMcClary@malibucity.org](mailto:SMcClary@malibucity.org).

Lindsay D. Puckett, Esq.  
STOEL RIVES LLP  
501 W Broadway, Suite 2000  
San Diego, CA 92101  
[lindsay.puckett@stoel.com](mailto:lindsay.puckett@stoel.com)

Thank you for your attention to this request, and please do not hesitate to contact me if you have any questions or concerns.

Very truly yours,



LBP:msm

cc: Steve McClary, City Manager, City of Malibu, [SMcClary@malibucity.org](mailto:SMcClary@malibucity.org)  
Paul Gristani, Mayor, City of Malibu, [PGrisanti@malibucity.org](mailto:PGrisanti@malibucity.org)  
Bruce Silverstein, Mayor Pro Tem, City of Malibu, [BSilverstein@malibucity.org](mailto:BSilverstein@malibucity.org)  
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