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TO: Supervisor Hilda L. Solis, Chair
Supervisor Mark Ridley-Thomas
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FROM: John Naimo
Auditor-Controller

SUBJECT: **PROBATION DEPARTMENT – INTERVIEWS OF YOUTH UNDER SUPERVISION OF THE PROBATION DEPARTMENT (April 14, 2015, Board Agenda Item 10)**

On April 14, 2015, your Board instructed the Auditor-Controller (A-C) to hire an outside consultant to interview Probation Department (Probation or Department) youth to gain an understanding of their experiences in Probation Camps and Halls. On July 14, 2015, Violence Intervention Program (VIP) signed a contract to conduct the interviews. VIP is the largest child abuse program in the country, serving over 18,000 victims of abuse and neglect each year by developing sustainable programs for all victims and the caregivers charged with keeping them safe. County Counsel was instrumental in helping to obtain two separate court orders in September 2015 and January 2016 to obtain approval for the interviews.

VIP interviewed a total of 104 youth located at 12 Probation Camps. In accordance with the two court orders, the interviews were voluntary and only youth who had an attorney explain the interview process and signed consent forms, participated in the interviews. The youth interviewed remained anonymous to VIP, and attorneys from the Public Defender or Alternate Public Defender remained with the youth during each interview. Additionally, Probation staff was not permitted in the interview rooms.

Interviews were only conducted on weekdays, after school until 8 p.m. to ensure they did not interfere with the youths' education. All interview questions were approved by the court and covered topics such as living conditions, education, programs, safety and discipline, and support. The average length of each interview was 71 minutes, and each youth interviewed is referenced at least once in VIP's report.

Results of Review

Eighty one (78%) of the youth reported good relationships with their assigned Probation Officers (POs) and mentioned their POs helped with their plans for release or provided them with good advice. However, 65 (63%) of the youth identified negative experiences with other Probation staff. For example, 32 (31%) youth raised issues about the role gang activity plays in daily life, and some youth commented that certain staff encouraged youth to fight, to “get it out of their system.” Other youth complained that pepper spray was not utilized appropriately. VIP did not attempt to validate the accuracy of youth comments, however, when youth raised issues about their safety, VIP asked the youth if they were concerned about their safety or if issues had been resolved. None of the youth expressed concerns about their safety at the time of the interviews.

Details of VIP’s interviews are attached (Attachment I). Also attached (Attachment III) is a summary of on-site tours performed by VIP in preparation for the interviews.

Review of Report

VIP’s report was discussed with Probation management, who have already initiated some actions to help make improvements, and they are considering additional changes to help improve youth’s experiences at camps. The Department’s attached response (Attachment II) indicates general agreement with VIP’s findings and recommendations, and describes actions that they have taken or plan to take to implement the recommendations.

We thank Probation management and staff for their cooperation and assistance in scheduling the interviews. We also thank Public Defender and Alternate Public Defender management and staff for their commitment to the project by dedicating their time by representing the youth during each of the 104 interviews, and County Counsel for their assistance in obtaining the two court orders. If you have any questions please call me, or your staff may contact Arlene Barrera at (213) 974-0729.

JN:AB

Attachments

- c: Sachi A. Hamai, Chief Executive Officer
- Calvin C. Remington, Interim Chief Probation Officer
- Mitchell H. Katz, M.D., Director, Los Angeles County Health Agency
- Dr. Jonathan E. Sherin, Director, Department of Mental Health
- Mary C. Wickham, County Counsel
- Janice Y Fukai, Alternate Public Defender
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VIP Probation Interview Report

Prepared by the Violence Intervention Program

October 31st, 2016

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Acknowledgements

Los Angeles County Board of Supervisors

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Office of the Auditor-Controller

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Public Defender's Office

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Public Defenders who advised youth and attended interviews

Alternate Public Defender's Office

Maureen Pacheco and Cesar Sanchez - Logistical Support for Attorneys Present

Alternate Public Defenders who advised youth and attended interviews

Probation Youth

108 youth who sat down with the members of the interview team to share their experiences in the Probation Camps in order to help find ways to fulfill the mission of Probation and provide a pathway for the rehabilitation of youth.

VIP Lead Researcher

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VIP Interview Team

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VIP Drafting Support

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VIP Executive Supervision

Dr. Astrid Heppenstall Heger

Executive Summary

At the April 14th, 2015 meeting, the Board of Supervisors instructed the County of Los Angeles Auditor-Controller to conduct an audit of the Probation Department, including obtaining feedback from the youth under the Department's supervision, utilizing subject matter experts to conduct the interviews. The Violence Intervention Program (VIP) was hired to complete this project with the objectives being (1) interview a representative number of youth at Probation Camps to gain insight into the youths' experiences and challenges while under the supervision of the Probation Department and (2) from those interviews identify positive and negative results by facility and make recommendations that can help improve youths' experiences. The summary below, as well as the main body of the report, addresses the first objective and the recommendations, as per the second objective, can be found on page 192.

VIP conducted 104 semi-structured qualitative interviews with the youth. Most questions were open-ended asking about a range of topics in the camp including living conditions, education, programs, health services, support, probation staff, safety & discipline, social dynamics, plans after their release, and court and hall experiences. Each of the interviews was taped and transcribed making up a total of 122 hours and 14 minutes and over 7700 pages of transcription. The average interview length was 70 minutes and 31 seconds.

It is also important to note that this report reflects and includes the voices of the youth and for the purpose of this report, VIP assumes all of their statements, perceptions, and experiences, as relayed in the interviews, to be accurate. VIP did not independently investigate or verify any of the youths' statements. The goal of this report was to directly hear the unfiltered voices of youth in Probation camps without any other juvenile justice stakeholder's involvement while protecting the confidentiality of youths' identities. As mandated reporters, VIP did not find any incidents from the interviews where the youth was in imminent danger of harm which would have required immediate disclosure of the relevant portions of the youth's conversation.

Living Conditions

Daily Structure and Camp Organization

Daily schedules at the camp are highly structured and busy, with variations at camps that have large scale programming. The dorms follow a simple layout: open dorm style wings with youth grouped into different wings. At some camps, youth are grouped based on their stages in the Behavior Modification/Management Program (BMP) and at others based on different systems. 64 youth (62%) found their beds, three to six inch mats that compress to one to three inches when lain on, uncomfortable.

Similar to the dorms, the bathrooms are large and open; with toilets which lack front stall doors and showers where multiple youth shower together. Many youth discussed the lack of privacy in the bathrooms as uncomfortable. Youth said the bathrooms are sometimes clean and when they are not clean, youth are responsible for cleaning them.

Personals and County Hygiene Products

Though most youth, at some point, get to use name brand personal items (soaps, shampoos, etc.), they all have used the products provided by the County. 60 youth (58%) found that at least one of the county products was ineffective, with five youth needing medical attention for rashes or other reactions caused by the products.

Youth identified that the deodorant only lasted for a couple of hours and made people smell musty. Short toothbrushes made brushing teeth difficult. The toothpaste was described as thick, with a poor taste and it dries fast enough to be used as tagging paint. The lotion was watery and dried out youth's skin, sometimes to the point of cracking and bleeding knuckles. Similarly, the soap dried out skin, caused major acne breakouts, and had no discernible smell. The girls at Camp Scott and Scudder identified issues with the pads they are given for feminine hygiene saying that they are disgusting and difficult to wear paired with their disposable paper underwear. Youth said the razors used for shaving are cheap.

Indoor and Outdoor Recreation

The youth receive both indoor and outdoor recreation to play games, run outside, or "chop it up" with the other youth. Youth who liked to read while in camp overwhelmingly identified non-fiction books or "realistic" books as their go-to choice. The books they liked to read generally dealt with topics relevant to their own lives including gangs, drugs, poverty, and prison. Youth also have access to television and video games in the day rooms. For outdoor recreation, 72 youth (69%) said they had enough time outside and 35 youth (34%) liked the tournaments that the staff put on, playing for prizes or snacks.

Food Quality and Portions at Camps

Youth residing at the stand-alone camps, with the exception of Camp Scudder, generally liked the food.¹ Youth in camps at the Challenger Youth Memorial Center (Challenger), generally did not like the food.² Youth in Camp Mendenhall, a stand-alone camp which moved to Challenger after their camp flooded in October 2015, said that compared to their stand-alone camp, the food at Challenger was worse in quality and smaller in portion. Camp Scudder had a recent issue where the youth thought they were eating blueberry pancakes and it turned out to be gnats and flies instead, leaving many distrustful of their food. Compared across all the camps, the favorite meal was spaghetti and the least favorite meal was sandwiches. There are some concerns about portion size with 24 youth (23%) saying they do not always get enough to eat. Almost half of the youth who said they eat enough referenced regularly receiving seconds or extras.

Water Quality Concerns

Youth at Camps McNair and Onizuka identified worrisome concerns about their quality of water saying that it is contaminated, tastes bad, and the youth avoid drinking it. Youth reported staff telling them it has lead or arsenic and will sneak youth bottles of water. Youth at Camp Jarvis who experienced similar issues with water quality reported that the water problems were fixed.

¹ Open Camps refer to Camps Afflerbaugh, Gonzales, Mendenhall, Miller, Paige, Rockey, Scott, and Scudder.

² The Challenger Camps consist of Camps Jarvis, McNair, Onizuka, and Smith.

Clothing & Laundry

The youth generally did not have strong opinions about the camp clothing, besides the youth at Camp Miller not liking their yellow shirts. The youth at Camps Scott and Scudder identified that their bras are uncomfortable, some too big and others too tight, and provide little-to-no support. The girls also strongly dislike the disposable underwear. These undergarments are thin enough that youth wear multiple pairs at a time and go through several pairs daily as the underwear rips easily. A few youth identified issues with the shoes, with youth at Camp Onizuka claiming they receive new pairs weekly on account of the old shoes breaking so quickly.

Multiple youth had issues with the communal sharing of clothing and undergarments; some noted that they never had the appropriate size while others marked their clothes, some via putting holes in the armpits, so they would receive the same items back. Youth also did not like having their pants washed weekly because, as some stated, if they are stained they must continue to wear them for the duration of the week.

Education

Most youth liked the schools, the curriculum, and their teachers. Youth especially liked that they were able to make up credits. Some youth learned better in the camp setting with many attributing it to their instructors and some to forced attendance. Youth also highlighted both outstanding and disliked teachers. The level of difficulty was inappropriate for many with some youth feeling they did not have enough time to complete their assignments and others finding the coursework too easy.

Youth liked the elective courses of culinary and woodshop, with many youth crediting one or the other as their favorite course and talking about the pride they felt finishing assignments. Youth especially liked the credit recovery programs and AB-216 as it made it possible for many to graduate high school.³ Youth also enjoyed the college courses, especially high school graduates who otherwise have little to do during the day.

Behavior in the classroom came up on many occasions; some youth identified themselves as a nuisance and others said it was difficult to concentrate with the other youth in their class. A few youth said that the unruly behavior makes it harder on their teachers, empathizing with the educators.

Programs

Mandatory Programs

Often mandated by the court as part of the terms of probation, almost all youth participate in a substance abuse course and either Aggression Replacement Therapy (ART) or Dialectical Behavioral Therapy (DBT). Of the youth who completed ART, 65% liked the program and 35% did not. Some youth who liked ART expressed a lack of confidence that what they learned would be applicable to their lives.

³ In simplest of terms, AB-216 lessens the amount of credits needed to graduate (often by reducing the number of elective courses needed) for primarily foster care youth or youth formerly in the foster care system.

For DBT, 81% of the youth liked the program and 19% (mostly from Camp Onizuka) did not like the program. Youth who liked DBT said they found DBT helpful and useful.

Most youth expressed indifference to the substance abuse program and critiqued its abstinence-heavy approach. They also said the substance abuse program was not engaging and wanted space where they could discuss their own problems and hear from others recovering from addiction. Youth who had gone through camp or placement before resented having to do these same mandatory programs, without any changes, over again.

Jobs

Camps offer a variety of jobs which reward the youth with camp perks or wages as payment. Among the most favorable positions was the Kitchen Patrol (KP), who had access to extra food, and the Office Orderly position which came with perks including extra food, extra phone calls, and better relationships with staff. Youth pointed out that jobs like Latrine Orderly or Dorm Orderly were prerequisites for the better jobs in the kitchen, in the laundry, or on grounds crew.

Behavioral Modification/Management Program

All camps use the Behavior Modification/Management Program as a way to incentivize positive youth behavior. However, youth normally see this program as a way to earn snacks and often did not discuss it in terms of their behavior. These snacks are also seen as currency so the youth can arrange favors from other youth if they give them their snacks, and some use the snacks for gambling with other youth or with staff.

Other Programs

The individual camps offer additional programs. Among the highest rated across camps are a music program called FLOW and LA Dads which arranges special visits for the fathers in camp. Youth participating in the Fire Academy program at Camp Paige called it a life-changing experience and some looked forward to becoming a firefighter on the outs. Athletes at Camp Smith loved the sports program saying that it enables them to feel like a normal teenager as they get to leave camp on game days and visit with family and friends afterwards. The New Roads program at Camp Gonzales was also successful with youth saying the array of programs and resources should be made available at every camp.

When asked what programs they would like to see, youth said they wanted more sports programs or competitions, more art and musical programs or access to music, and more educational opportunities, especially for high school graduates during the day.

Health Services

Youth have access to both physical and mental health services. Youth overwhelmingly have positive interactions with their therapists, and those who participate in family therapy like the process. The chief issue identified with mental health concerns translation as two youth participating in family therapy had only English speaking therapists with Spanish speaking parents putting them in a position to translate or have another family member join to translate. Youth say their visits with nurses, doctors, and dentists

are normal experiences, only taking issue with the onsite nurses because some will reply with “drink some water” to every concern, making the youth feel unheard.

11 youth (11%) were currently or previously on (while under the care of Probation) medication for depression or anxiety. The interviews did not explore or ask about past histories, but some youth shared traumatic experiences or their depression while in camp during the interviews. Also, 32 youth (31%) identified currently or previously taking (while under the care of Probation) sleeping medication, specifically Benadryl and Trazodone.

Support

In terms of personal support, 83 youth (80%) had received at least one visit since being in camp, with 17 youth (16%) receiving weekly visits from parents/guardians. Some camps offer special visits where extended family such as siblings or children can visit. Most youth responded positively to these visits and liked being able to see and interact with their families. Youth receive at least one phone call a week, though the length varies depending on their behavior and the decisions of their PO. 18 youth (17%) spoke about their experiences with the Multidisciplinary Team (MDT) meetings and while most liked the process, a few had issues with some of the members of their team not attending or advocating against what the youth considered to be their interests.

Many youth wanted more interaction with family but noted the distance and difficulty of travel to get them to camp. Others tried to keep family away; some spoke about hiding camp from their younger siblings by telling them they are at a boarding school or on an extended vacation.

Probation Staff

81 youth (78%) had good relationships with their assigned PO with many citing their PO helping them with their plans for release or ensuring they finished everything to qualify for an early release as a reason. 11 youth (11%) stated that they had negative experiences with their assigned PO.

Among Probation Staff as whole and excluding their assigned POs, 84 youth (81%) had positive experiences with staff. Youth referred to good advice they received, POs sponsoring tournaments with prizes, or how some staff would help clean the dorm with them.

65 youth (63%) had negative experiences with staff which range from minor disagreements to inappropriate behavior to verbal and/or physical assault. Some experiences as reported by the youth were shocking, such as a staff calling a youth’s mother his “crackhead ass mom” who “dropped him on his head,”⁴ or staff that would physically harm or pepper spray youth outside the view of the cameras, primarily at Camp Onizuka. Additionally, some youth identified that the staff instigate fights or arguments between youth by telling the whole dorm who the new youth is affiliated with. Youth say that staff have encouraged enemies to fight to ‘get it out of their system.’⁵

⁴ The full quote can be found starting on page 96.

⁵ The full quote can be found on page 105.

Youth also shared how staff discourage the use of grievances by telling them that the word of the PO will always win over the youth or by leveraging gang code and calling youth who file grievances “snitches.”⁶ Many youth said they did not want to deal with the repercussions of filing a grievance and thus decline. Two youth claimed to have witnessed staff ripping up grievances. Though varied in experience, there seem to be issues with youth and staff relationships centered around the control of incident narratives to management.

Safety & Discipline

65 youth (63%) felt that the rules were generally enforced fairly, however there are four major areas where youth consider rules to be enforced unfairly: (1) Group Punishment; (2) Favoritism by staff; (3) Militaristic Aspects; and (4) Denial of Bathroom Access that happens in the halls, camps, and in the SHUs. 80 youth identified at least one person they felt safe talking to with most youth identifying their assigned PO, another member of Probation staff, or their therapist. 15 youth (14%) said that they did not feel safe talking to anyone in camp.

Youth also discussed the fights that happen in camp. They noted that fights can cut into their recreation time. If youth are participants it may result in physical restraint by the staff and certainly disciplinary consequences. Others discussed differences between fights and riots.

Though most youth did not say that they had been harmed, many youth did discuss instances of harm including fights with other youth or times when they were harmed by staff. Multiple youth identified being sprayed with pepper spray as part of those instances. They described the pain as “burning” and some described being unable to breathe or breaking out in welts after being sprayed. Youth gave examples where no warning was provided by staff and examples of aggressive use.

Youth, primarily at the girls’ camps, discussed sexual misconduct saying that all sexual activity is banned, but it does happen between/among youth and sometimes staff do not intervene. The girls reported that there are couples in the camps and sometimes staff have shown favoritism and provided a couple with alone time.

Experiences with Special Housing/Handling Units⁷

77 youth said that they had been to the Special Housing/Handling Unit (SHU), while 22 said they had not. 55 youth (71%) who had been to the SHU spent less than 24 hours. Most were indifferent to their experiences stating it as something that happened with little thought to if they liked it or not. 21 youth did not like their experience saying it was small, cramped, dirty, reminded them of the halls, or that the staff were inattentive when they needed to use the bathroom. 18 youth liked aspects of the SHU saying it was the only time they had any semblance of privacy in the camp and one youth said it was the first time he actually got restful sleep.

Most youth said that they were put in the SHU as a punishment and “cool off time” for fighting. From the youth reports, there seems to be a disparity in how the SHU is used both in length of time and the reasons between the girls’ camps and the boys’ camps. The girls often receive longer time in the

⁶ The full quote can be found on page 103.

⁷ It should be noted that currently the camps and halls employ the term “Hope Center” rather than SHU.

SHU for similar offences. They are also sent to SHU for less serious offenses such as a laughing incident or cussing at staff.

Social Dynamics

Relationships Between and Among Youth

54 youth (52%) said they did not make any friends at camp and 40 youth (38%) said that they did, with ten additional youth (10%) giving mixed responses. Some of them made friends due to shared experiences such as having children or being from the same area. Others said they cannot make friends in camp because the other youth are negative influences or that they cannot trust the other youth. 24 youth (23%) said rather than having friends, they had associates or acquaintances. 29 youth (28%) said they knew someone from the outs who was in camp with them. This could include friends, family, or homies; six youth said they had their cousins in camps with them. Interacting with youth as a whole, youth created clear identities of themselves separate from the other youth; the other youth were immature whereas they were mature or the other youth were criminals whereas they had just made a mistake.

Gang Activity

32 youth (31%) spoke about how gang activity plays into daily life at the camp. When the youth first arrive they get “banged on” meaning they are asked if they bang and for what gang. Additionally, youth described how it impacted fights, how they were forced to live with enemies, even that they could not use crest toothpaste as a personal because of the gang-affiliated colors. Additionally, youth were concerned about how they would return to the outs given the complete penetration of gang life in their lives where most immediate family and extended family were gang members.

Race and Racial Tensions

Race is a major issue at the camps, leading to many conflicts and self-segregation. These problems seem most acute with youth at Camps Afflerbaugh, Jarvis, and Rockey, where youth identified long standing racial tensions or openly described themselves as racist. Some of the issues stem from the youth holding or acting on racial prejudice from the outs. Existing issues may be compounded by staff not appropriately addressing issues of race or using racist language themselves. Two youth identified staff who made attempts to combat the issues at Camps Jarvis and Scott.

Plans After Release

When asked about future education plans, 46 youth (44%) said they were planning on going to college either at a two-year or four-year institution (and if not graduated from high school, finishing that as well), 19 youth (18%) were planning to go to a trade school, 30 youth (29%) wanted to finish high school without seeking further education, six youth (6%) had no plans to finish school or didn't know what their plans after release looked like, and three youth (3%) wanted to go to college and/or trade school.

Youth were asked who they spoke to about their plans after release. 55 youth (53%) spoke with their assigned PO, 36 youth (35%) spoke with mental health staff, 23 youth (22%) spoke with teachers, school counselors, or other education staff, 20 youth (19%) spoke with Probation Staff other than their assigned POs, nine youth (9%) spoke with their field POs and five youth (5%) said they spoke with a New Roads staff about their plan.

Halls

Though VIP could not interview youth at the halls, interviewers did ask youth about their experiences at the halls. 58 youth (56%) expressed not liking the individual rooms in the halls and/or the amount of time spent in them with some saying “most of the day” is spent in their rooms. Some youth, similar to the SHU experiences, did enjoy the privacy that the rooms provided. A few mentioned liking the showers more at the hall as they had dividers and were not showering directly next to someone. Hall food is generally regarded as worse in quality and less in quantity than the camps.

Programming seemed minimal in the halls, leaving youth in their rooms for longer periods during the day. School quality was not identified as a major issue with seven youth preferring camp school and two youth preferring hall school. Youth pointed out that there was less outside recreation time than in the camps, with six youth noting it was not enough time.

Relationships with hall staff vary between okay experiences and negative staff experiences. Some youth spoke about not being able to use the bathroom at night because staff were not there to open the doors and being forced to pee under their doors or into their towels. Halls also tend to be more militaristic than the camps especially emphasizing structured walking on parade rest.

29 youth (28%) identified that they would rather spend their time in the camps where they have “more freedom” than the halls. There were five youth who preferred the halls strictly for the extra privacy that the rooms offered.

Court Experiences

40 youth (38%) said they did not like their court experience highlighting issues with their Judge, their attorney(s), or the process in general. Many youth felt nervous or scared about going to court as they did not know what to expect and many had issue with the “dead time” spent in the halls waiting on the Court. One youth said he felt pressure to take a plea deal so he did not have to spend more time in the halls. 26 youth (25%) liked at least one aspect of their court experience including the process, their Judge, or their attorney(s). One youth pointed to his attorney’s help in receiving a camp sentence so he could graduate high school instead of a shorter sentence in County jail.

Best Part, Worst Part, & Changes

The final three questions of every interview asked youth to identify the best part of their probation experience, the worst part, and suggestions the youth had to improve or change Probation. The charts below highlight the general areas youth discussed.⁸

<i>Best Part of Probation</i>	<i>Percent of Youth</i>
No Best Part or Nothing	38%
Help & Support	25%
Relationships with POs	21%
Education	18%
Programs	8%
Going Home	7%
Staying Sober	4%
Mental Health	3%

<i>Worst Part of Probation</i>	<i>Percent of Youth</i>
POs & Rule Enforcement	34%
Being Locked Up & On Probation	23%
Away from Family	16%
Living Conditions	15%
No Worst Part	13%
“Little Violations”	10%
Everything	6%
Fights, Pepper Spray, & Punishment	6%

Chart 4.1 Best Part of the Probation as Identified by the Youth

Chart 4.2 Worst Part of Probation as Identified by the Youth

<i>What Would Youth Change if They Were in Charge</i>	<i>Percent of Youth</i>
Better & More Food	40%
Clothing, Laundry, & Shoes	27%
Probation Staff	24%
Make Probation Less Strict & Give More Chances	20%
More Comfortable Beds	18%
Use Name Brand or Better Personals	16%
More Activities & Longer Recreation	15%
Single Stall Showers & More Privacy in the Bathroom	14%
Expansion of Allowed Visitors & Increased Family Engagement	13%
Punishments (Group Punishment, Pepper Spray, & SSPs)	7%
Better Teachers, More Classes, & More Books	5%
Surprise Audits	3%

Chart 4.3 Changes to the Probation as Suggested by the Youth

⁸ The responses gleaned by these questions do not represent only compliments or complaints about Probation, but rather the how the youth decided to interpret the final questions of the best parts, worst parts, or changes needed in Probation.

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Introduction

At the April 14, 2015 meeting, the Board of Supervisors instructed the County of Los Angeles Auditor-Controller to conduct an audit of the Probation Department, including obtaining feedback from the youth under the Department's supervision, utilizing subject matter experts to conduct the interviews. The Violence Intervention Program (VIP) was hired to complete this project with the objectives being (1) interview a representative number of youth at various Probation Camps to gain insight into the youths' experiences and challenges while under the supervision of the Probation Department and (2) from those interviews identify positive and negative results by facility and make recommendations that can help improve youths' experiences.

The interviews explored various aspects of the youths' experiences in camp, which are broken down into the following sections: Living Conditions, Education, Programs, Health Services, Support, Probation Staff, Safety and Discipline, Social Dynamics, Plans after Release, Halls, Court Experiences, and Best Part, Worst Part, and Changes. Each topic is discussed in detail in the respective section. This report reflects and includes the voices of the youth and for the purpose of this report, VIP assumes all statements, perceptions, and experiences, as relayed in the interviews, to be accurate. VIP did not independently investigate or verify any of the youths' statements. The goal of this report was to hear the unfiltered voices of youth in Probation camps without any other juvenile justice stakeholder's involvement while maintaining the youths' identities confidential. Youth did not relate any incidents in the interviews where they were imminent danger of harm that would have required VIP staff, as mandated reporters to disclose the youth's conversation.

Some of quotations have been edited for this report, conversational phrases such as "mhmm" or "yeah" are removed for brevity or where they distract from the content of the quote. Quotes include exchanges between the interviewers (denoted I, followed by a number one through five) and the youth (denoted R for respondent). Occasionally, one of the attorneys present contributed to the conversation (denoted PD for the Public Defender's Office and APD for the Alternate Public Defender's Office).

At the end of this report, VIP offers recommendations based on the interviews. They also include some recommendations pulled directly from the youths' suggestions. Patterns present within specific camps are addressed throughout the main body of this report and can also be found in the individual camp reports found in Appendix A.⁹

⁹ It should be noted that these camp reports highlight major patterns at each camp and for more detail, see the body of the report.

Methods

The interview team consisted of the Lead Researcher and four interviewers, two male and two female, each young persons of color, recent graduates with degrees in sociology or other related social sciences. VIP chose to work with a younger interview team to better relate to the youth in their interviews. The team was trained by the Lead Researcher for two weeks in interviewing techniques, crisis intervention, and working with the juvenile population. Prior to the interviews, the interview teams went on tours of each location (including 13 camps, one residential treatment center, and three halls). The report created as a result of these tours can be found in Appendix B. Each interview was conducted by two interviewers, one male and one female, and with one attorney from the Public Defender's Office or the Alternate Public Defender's Office. The Lead Researcher conducted ten interviews (10% of the sample) alongside one of the other interviewers, meaning that five of the interviews (5% of the sample) had two female interviewers.

The youth in the sample were randomly selected. The Probation Department selected youth, often with the knowledge that they would reside in camp for the next few months given the time needed to provide notice to the youths' caregivers and lawyers for approval of participation in this project and to obtain a court order.¹⁰ Probation youth whose caregivers were unable to be contacted, or whose caregivers denied permission for participation were not interviewed. Two court orders were issued to reach the required sample size with 350 youth selected for the first round of interviews and 127 youth selected for the second round of interviews.

VIP chose to conduct semi-structured qualitative interviews with the youth. VIP created an interview guide with a set of specific questions that was approved both by the Auditor Controller's Office and the Probation Department.¹¹ Certain topics, specifically questions about mental health and certain aspects of safety and discipline, were off-limits to interviewers without special consent from the youth as explained to them by the attending attorney. The semi-structured interview format allowed the team to explore the topics as outlined in the interview guide as well as topics that the youth spoke about which the interviewers did not anticipate. This format also allowed for the interviewers to delve into subjects not on the interview guide, if first raised by the youth directly.

The interview team visited each camp multiple times to complete the interviews.¹² They were accompanied by Vincent Yung, Assistant Director of the Juvenile Institutions Bureaus, who kept the list of youth eligible for interview as approved by the court. Yung worked with the Directors and/or Supervisors of the camps to organize spaces for the interviews and to coordinate the youth's attendance in the interviews. Yung also provided a snack and a drink for all participating youth as an incentive. Once at camp, Probation staff would accompany youth to the location of the interviews where they would meet with an attorney, either from the Public Defender's Office or the Alternate Public Defender's Office, who would explain to them the purpose of the interview and go over the questions outlined in the waiver. If the youth was interested in participating, they would sign the general consent form.¹³ And if they consented to answering the questions regarding mental health and certain topics of safety and

¹⁰ Both court orders can be found in Appendix C and D.

¹¹ A copy of the interview guide that staff used during the interviews can be found in Appendix E.

¹² A copy of the schedule can be found in Appendix F.

¹³ A copy of this consent form can be found in Appendix G.

discipline, they would sign an additional consent waiver.¹⁴ Both Vincent Yung and the attorney would keep copies of these waivers, and the interviewers would begin their interview. The interviewers did not view these signed waivers, nor the list of names, and therefore do not know the identity of the youth. Additionally, if a youth met with the attorney and did not want to participate in the interviews, they were excused.

After the team finished conducting the interviews, they transcribed verbatim each interview. Because there were two interviewers in each interview, one would transcribe the recording and one would review the transcript alongside the recording. This means that each transcript was reviewed by two people rather than one. Identifying information such as the youth's name, their children's name, birth dates, release date, or other pertinent identifying information was removed from the final transcripts. After completing transcription, the interview team was dismissed and the Lead Researcher coded each interview using Dedoose software and applying over 200 codes.¹⁵ From there, the Lead Researcher analyzed each coding pattern and drafted and edited the report with support from VIP's Research Assistant. The final report was reviewed and supervised by VIP's Executive Director Dr. Astrid Heppenstall Heger.

In total, the interview team completed 108 interviews. Two interviews were removed from analysis because they were conducted with youth housed at Camp Munz, which has since closed. Two were removed as the youth's panel attorneys approved the interview but were not present, therefore changing the dynamic compared to the other interviews. Thus for the purposes of analysis, the sample consists of 104 interviews.¹⁶ This represents approximately 20% of the total camp population of 520 as of February 22, 2016.¹⁷ Below, in Chart 1.1, is the number of interviews completed at each camp:

¹⁴ A copy of this waiver form can be found in Appendix H.

¹⁵ A copy of the coding schema can be found in Appendix I.

¹⁶ It should be noted that one interview was completed primarily in Spanish and then translated and reviewed by two members of the interview team, both with native fluency in Spanish. The interview was intermittently translated during the interview so that the second interviewer and the attorney present would understand what was said. This interview was approved by the attorney to be completed in Spanish.

¹⁷ This number was provided by Vincent Yung, Assistant Director of the Juvenile Institutions Bureaus.

<i>Probation Camp</i>	<i>Interviews</i>
Afflerbaugh	10
Gonzales	10
Jarvis	7
McNair	9
Mendenhall	8
Miller	9
Onizuka	11
Paige	9
Rockey	7
Scott	7
Scudder	8
Smith	9
Total Interviews	104

Chart 1.1 Number of Youth Interviewed at each Camp

A total of 95 youth (91%) signed the waiver regarding special topics, and nine youth (9%) declined to sign.¹⁸ Occasionally youth would broach these subjects unprompted by the interviewers and unimpeded by attorneys present; these responses are included in analysis.

The average interview length was 70 minutes and 31 seconds. Interviews lasted longer at Camp Smith with an average of 82 minutes, and at both girls' camps with Camp Scudder averaging 89 minutes and Camp Scott averaging 88 minutes. Interviews at Camp Rockey were the shortest averaging 59 minutes each. The shortest interview was at Camp Miller lasting 30 minutes and the longest interview was at Camp Scudder lasting 151 minutes.

¹⁸ It should be noted that all percentages in this report are based off of the 104 total sample size unless otherwise stated.

Demographics

Of the 104 youth interviewed, the average age was 16.9 years old (See Chart 1.2 for age distribution). 88 of the youth (85%) identified their sex as male and 15 of the youth identified as female (14%), each of these matching with their corresponding placement in a boys' or girls' camp. One youth did decline to answer, but was present at a boys' camp (See Chart 1.3 for sex breakdown). 61 youth (59%) identified as Latino using terms like Latino, Hispanic, Salvadorian, Belizean, Mexican, Guatemalan, or Latin American. 30 youth (29%) identified as African American or Black. Six youth (6%) identified as Multiracial using terms like Hispanic, Samoan, Black and Indian; American Indian, Black and Irish; African American and mixed; African American and Native American; Mexican and White; and Native American, Black, and Irish. Two youth (2%) identified as Indian or American Indian. Two youth (2%) identified as White. One youth (1%) identified Tongan; and two youth (2%) did not disclose their race/ethnicity (See Chart 1.4 for race breakdown).

Based on the youths' responses, the average time in camp on the day we interviewed was five months, and the average time on probation overall was 33 months or 2.75 years.¹⁹ For 70% of the youth we interviewed, this was the their first camp program (See Chart 1.5 for camp program breakdown).

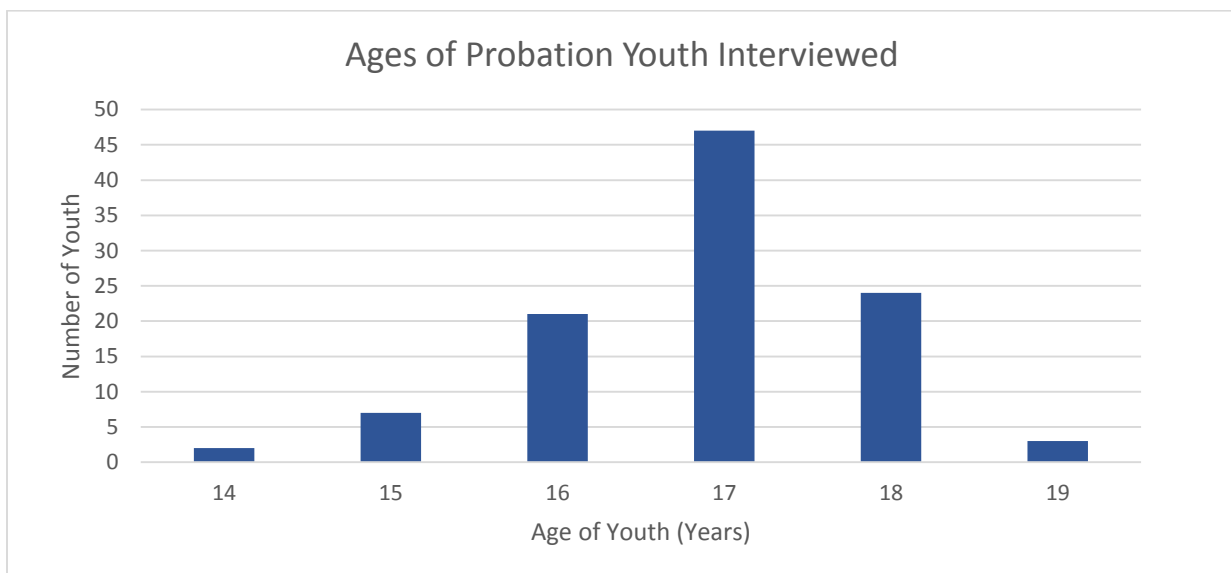


Chart 1.2 Ages of the Probation Youth Interviewed

¹⁹ The average time in camp was calculated using 103 responses as one youth did not know how long they had been at camp. The average time on probation was calculated using 100 responses as four youth did not know how long they had been on probation. It should also be noted that these averages were often based on estimates of time. For example, if a youth said they had been on probation for "five or six months," their calculation became 5.5 months as an average to calculate with.

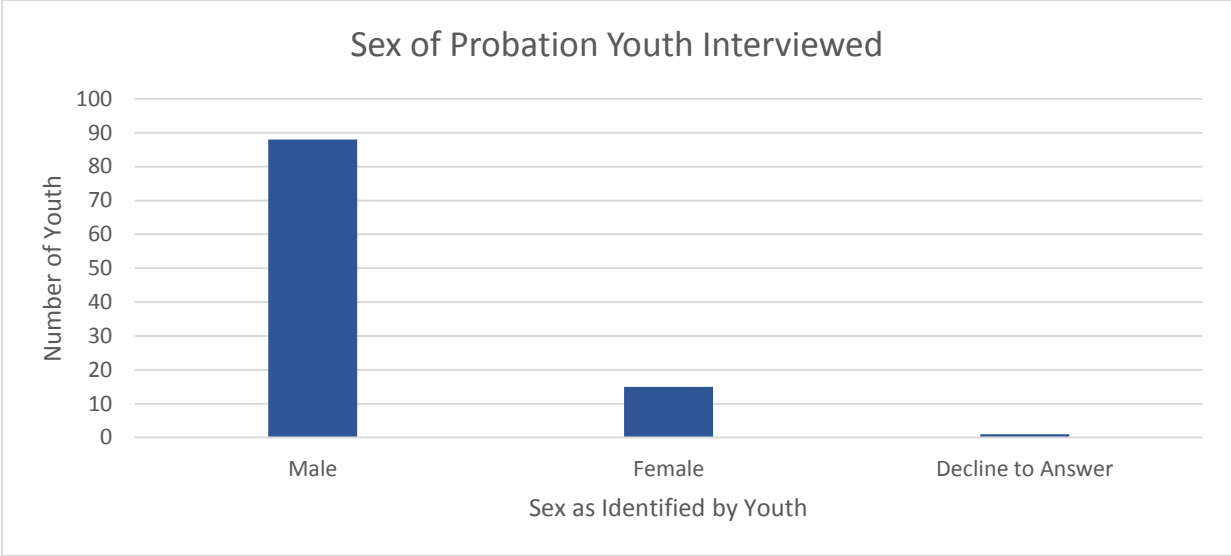


Chart 1.3 Sex of the Probation Youth Interviewed

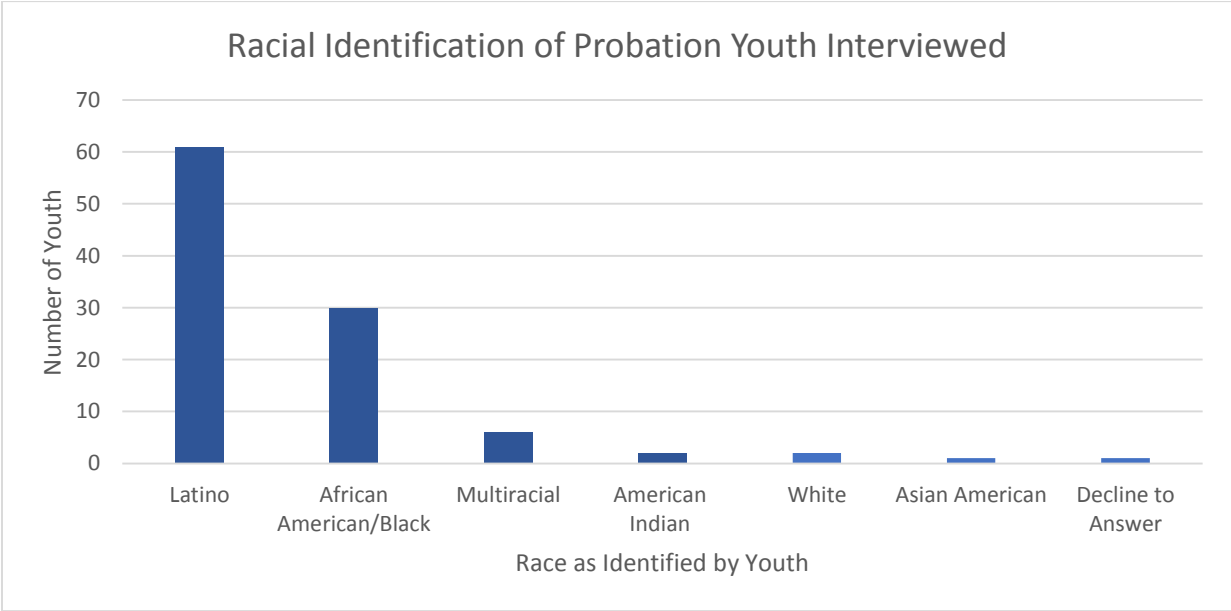


Chart 1.4 Racial Identification of the Probation Youth Interviewed

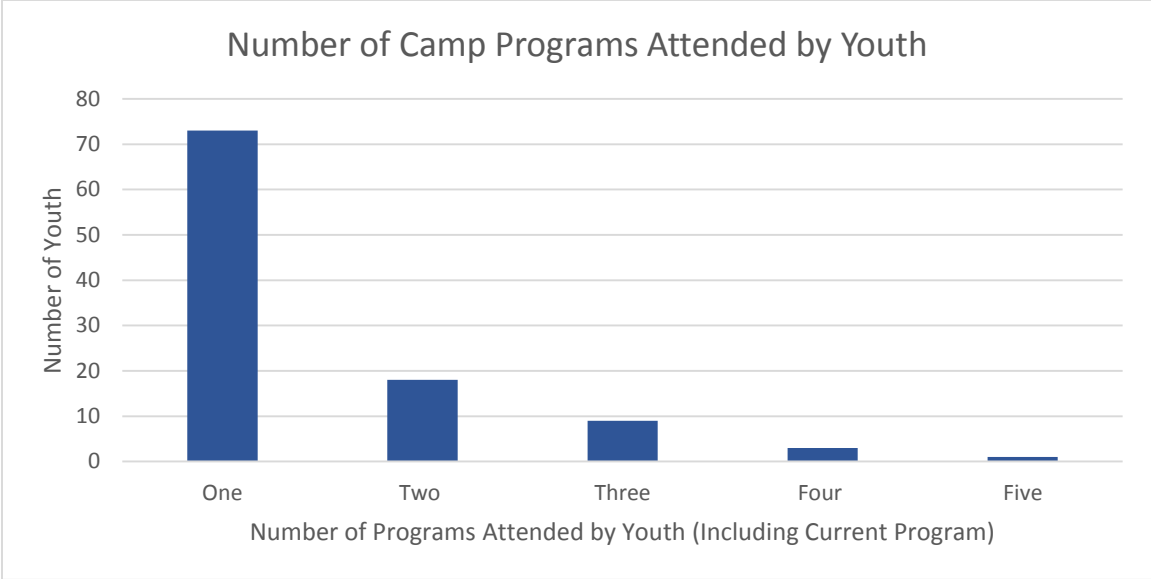


Chart 1.5 Number of Camp Programs Attended by the Youth

How's Your Probation Experience Been?

After introducing the purpose for our interviews and collecting basic demographic information, the first question in each interview was simple: "How's your probation experience been?" This question was asked generally and could therefore include experiences in the camps, in the halls, Probation on the outs, or any combination of those. Most youth shared general opinions with 40 youth (38%) expressing indifference or a middling experience using terms such as decent, normal, alright, etc.²⁰ 21 youth (20%) said their experience had been good and/or they liked it. Seven youth (7%) said they have had ups and downs through their probation experiences or that coming to camp was rough but has improved.

Some youth responded with more specificity as to what they liked or disliked about Probation. 11 youth (11%) said that Probation offered lots of programs or opportunities. Eight youth (8%) said that the camps are better than the halls. Six youth (6%) stated that it has been tough because of the other people including gang dynamics and interpersonal issues with other youth. Five youth (5%) said that the probation experience had changed them in some way, noting they did not want to come back to camp. Four youth (4%) emphasized their education saying that they learned a lot or caught up with their credits.

The following responses were shared by two youth each: missed family; low food quality; apathy towards themselves in "jail,"; praise of the Probation Department; the experience is inexplicable; and emphasis of the highly structured of daily schedule. Other youth described their experience saying the following: it was like Disneyland; that the camps felt like placement; discussion of outside time; that they were not free; that it is boring; it is not good; it is long; it is easy; and it is stressful.

²⁰ Note that sometimes youth would answer with more than one answer (i.e. saying I liked school and camps are better than the halls), and one youth's responses may be coded under multiple categories.

Living Conditions

Typical Day Schedule

Daily schedules are repetitive, busy, and structured at each camp. Generally, youth wake up between 6:00am and 6:30am, they use the restroom and brush their teeth, and they head to breakfast. After breakfast, they attend school for two periods, where a period is a block of two classes. This is followed by lunch and a final period of the school day. The afternoons vary between recreation time outside and other programs. Dinner follows and afterwards some youth may have programs while others go indoors for recreation. Evening recreation and program time concludes, followed by showers, and lights out. Some of the youth commented that this had the effect of making the days go by faster and other youth said that the schedules made their time in camp boring, doing the same things again and again.

Youth also discussed the differences between a typical week day and typical weekend day. Weekends are less structured due to the absence of school. The camps usually provide more outdoor and indoor recreation time to compensate. Some youth may work their jobs or have visits with family on Saturdays or Sundays. A few youth noted that the comparative lack of structure on the weekends made the Saturdays and Sundays go by more slowly than weekdays.

As a result of the structured days, youth often recalled their daily schedules with highly specific times. One youth at Camp Scott described a part of their day by saying, “we socialize from 7:00pm to 7:45pm.” The history of militarism in the camps is evident here and in the terminology used by youth: they wake up and “groom,” mornings are “on quiet” unless approved by staff for “low chatter.” One youth at Camp Miller identified the specific manner in which youth wake up saying that they must move “hip to rail” and “lying flat” while awaiting further instruction.

Variations in the typical days of youth are accounted for by the type of jobs held by youth, the camp the youth are housed in, and/or if the youth have graduated high school. Kitchen Patrol (KPs) often begin their days earlier than others as they are responsible for assisting with breakfast preparation. Most KPs wake up around 5:00am with some saying as early as 4:30am.

At Camps Paige and Smith, the fire academy and athletics programs have different schedules respectively. At Camp Smith, schedules are altered to include practice during the week and to account for various games throughout the week. Youth in the fire academy at Camp Paige often wake up earlier than the rest of the dorm to work out. They also train during the day, altering their school schedules.

At Camp Smith, youth reported that the staff often play music before the youth go to sleep and in order to wake the youth up in the morning; at other camps, the staff simply turn the lights on or off, yell at the youth to wake up, or wake up the individual youth directly. One youth at Camp Scott described waking up:

“I wake up to like the staff counting down from 20. I'm like, ‘Damn, bitch. Give me like another two minutes.’ So I finally wake up, stretch. And they're like, ‘20! 19!’ Bitch! Why you counting down?... They'll be like, ‘Once we get to zero, you've got to get two stomps.’ Like [stomps on

floor twice]. Like, 'Zero.' [stomps on floor two times] Then you've got to do two stomps and yeah. But it'll be too early in the morning so I don't do that shit."

Youth living in the SHU or those who have a Specialized Supervision Plan (SSP) have similar schedules but with less structure. Youth in the SHU or a SSP can sleep in longer as they are not waiting for others to use the bathroom and groom. Their afternoons also have less structure and more downtime with one youth at Camp Onizuka specifically citing more time to watch television.

High school graduates also lose structure in the days because they do not attend school. Some have the option of college classes or work programs; however, many see it as an extended recreation time. The experience of High school graduates in camp will be discussed in more detail under the education section.

Dorms & Living Spaces

Dorms follow the same general layout and principles across camps. Dorms typically consist of four wings with rows of beds and lockers or cubbies alongside them. The Challenger Camps are an exception to this layout, having slightly larger wings set up two to a side rather than the four wing model. In the middle of the wings is the "Control Center" or CC where the Probation staff monitor the dorms. The dorms also house large bathrooms, normally in the back, and day rooms that normally house the library, games, television, and sitting area for the youth. The dayroom also functions as a dining hall for the youth in the Challenger Camps where they eat and hold visits.

When asked to describe what the dorms look like, most described them as large open rooms with lots of people. One youth at Camp Scott said that they looked "like a nice looking shelter." Multiple youth described the dorms in terms of the large number of youth the dorms house. For many, being around and sleeping next to a sizable number of strangers is uncomfortable. One youth at Camp Scudder described:

"When I first got to camp, my first camp program, I really couldn't sleep because I have trust issues. I don't trust people you know. So it was hard for me to sleep at first. Sometimes it still is. Because I—I still have trust issues. I don't care how nice you is to me, I still don't trust you. Come on now. I don't know. We're totally strangers. We just talk to each other because we have to, you know."

Some also described not liking the dorm due to sharing the space with teenagers and the associated smells and sounds that come with it. One of the youth said "I've never smelled anything like that, so I can't really describe it. But I can say that shower time is the worst."

About 20% of youth discussed the cleanliness of the dorm and identified themselves or other youth as the ones primarily responsible for cleaning. Camp Paige youth emphasized cleanliness more than any other camp. One youth at Camp Paige attributed this to a "clean freak staff" who ensure the dorms stay clean, requiring that beds should be made up "like a hospital fold." Because youth are ones generally cleaning the dorm, they appreciate staff who take time to help clean it as well. One youth at Camp Onizuka highlighted a staff named [Probation Staff #1] who cleans with the kids and he thinks [Probation Staff #1] is cool because he sees cleaning as a "community effort" that should also involve the staff. At Camp McNair, the matter of dorm cleanliness came up as rat feces was found in the dorm. One youth at Camp McNair related that staff responded quickly to these complaints and the dorm was cleaned up rather quickly, though he did not specify by whom.

As a result of the dorms being divided into wings, the youth are also divided into distinct groups. At Camps Gonzales, Onizuka, Rocky, and Scott, the youth are divided by their stage, part of the Behavior Modification/Management Program (BMP). At Camps Afflerbaugh, Jarvis, Paige, and Scudder, the youth are divided into groups that do not correspond with their stages. Camp Mendenhall had not been divided by stages until the camp was moved to Challenger, when that division was reinstated. A youth from Camp McNair in our first round of interviews said the camp had recently shifted from stage-splitting to non-stage based groups, but a youth at Camp McNair from the second round contradicted this report so it is unclear how the staff divide the dorm assignments at Camp McNair.

One youth had experienced both the stage-segregated and stage-integrated dorm models and preferred mixing of the youth in various stages together. He said this gave youth just entering models of behavior to follow, rather than having to figure things out from scratch with other youth in Stage One:

R: Which means you're doing good and now they have like Stage Ones with Stage Fours so Stage Fours could be examples to like Stage Ones.

I2: Do you think that works?

R: Yeah, because then – because when you have a group of like negativity and like Stage One – I'm not saying it's bad, but when you have a group that doesn't have an example or someone who's been in the camp to like let them know, or like in the, in the minor's point of view. Instead of them hearing it from the staff, uh like a minor could let them know like straight up "Oh just don't do this, that."

I4: Yeah.

R: Like sometimes staff um, don't tell you straight up how it is. But a minor would, wouldn't lose nothing in telling you, "Oh, just shut up at this time." Whatever, like. You understand what I'm trying to say?

The youth with non-staged groups were asked how they were divided if not in stages. Youth offered a range of responses: one youth at Camp Scudder said they were integrated by ethnicity or race, one youth at Camp Paige stated they were divided up to keep different gangs from interacting with one another, and another youth at Camp Paige said that the POs hand pick them.

Beds

Many youth brought up the comfort of the beds as an area of concern that they would like to improve. Of the youth who described the comfort of their bed, 64 youth (62%) found their bed uncomfortable. The mats are three to six inches thick that compress to one to three inches when laid on, as explained to the interviewers. Youth described their mats as thin and worn; one youth called it a yoga mat and one youth called it a gym mat. Many stated that they woke up with back pain as a result of the low bed quality, with one youth at Camp McNair suggesting that he might not require sleeping medication if the bed was more comfortable. Multiple youth said sleeping on the mats were insufficient cushions to prevent feeling the metal underneath the mats.

There were 22 youth (21%) who said that their mats were comfortable. However, 12 youth (12%) qualified their statements: two claimed that the mats were comfortable "for jail"; four had good mats or new mats as a reward for reaching Stage Four; two padded their mattresses with extra blankets and sheets taken from laundry; and two of the youth utilized a pair of mats rather than just one. An

additional eight youth said that the beds were fine, not good nor bad but that they were able to grow accustomed to the mats.

At some camps, mats were used as a reward as part of BMP. At Camps Afflerbaugh and Scudder, youth generally receive a “fat mat” or a good mat on reaching Stage Four. Prior to relocating to Challenger, Camp Mendenhall would give two mats to youth who reached Stage Four.

This issue of using two mats was brought up on multiple occasions and while in most cases youths were prohibited from having two mats, there were exceptions. In the past, Camp Mendenhall made an exception for Stage Four youth. At Camp Smith, youth noted that many of them had two mats, two pillows and/or two blankets; while against the rules, if the youth had “juice” with the staff, meaning that they had a good relationship, the additional bedding supplies wouldn’t be confiscated.²¹ Youth in Camps Jarvis, Mendenhall, Onizuka, and Scott stated that they or their friends had two mats, often taken when another youth went on trans.²² When a search occurred these mats would be returned. Additionally, some youth were allowed two mats as medical dispensation for back problems. At Camp Miller, Probation staff ended this practice as they believed too many youth attained additional mats, insinuating the youth did not have back problems. Youth in other camps, such as Camp Rockey, shared a similar story of no longer being able to attain additional mats for back pain.

Youth also explained ways that they tried to improve the comfort of the mats. Six youth admitted to padding their beds with extra blankets or sheets. One youth at Camp Miller shared that the laundry boys often take the padding out of unused mats in the back of the dorm (where the laundry is also located) and use it to stuff their own mats.

A few youth mentioned the blankets or pillows and overall, about half thought they were fine or kept them warm and the other half shared complaints centering around the quality. A few youth shared that their sheets and blankets were sometimes stained with dirt, urine, and blood. Some also stated that the blankets and pillows were worn and overused; especially with how itchy the wool blankets could become. It seems that the quality of the bedding and pillows depends both on the camps and random distribution.

Bathrooms

Bathrooms are located within the dorm and shared by all the youth. There are stall barriers in between the toilets but without doors. The boys’ bathrooms also have urinals. The bathrooms have large sinks with multiple faucets and showers. The showerheads are placed at the same height, spaced around columns allowing many youth to shower simultaneously. Cleanliness of the bathrooms was a concern across the camps. 25 youth (24%) said bathrooms were generally clean at their current camp; this number includes at least one youth from each of the 12 camps except for Camp Scott. Eight youth said that bathrooms were intermittently clean or unclean and 12 said that they were not clean. Youth mentioned clogged toilets, flooding, used menstrual pads left on the floor, and urine and feces on the toilets.

²¹ “Juice” is explained in more detail in the Probation Staff section.

²² “Trans” refers to when a youth leaves the camp often to a hospital, to the halls, or to court. Many times youth will do a combination meaning that they must stay in the halls for a couple of days for a medical or court visit. This gives the youth time to take their mat.

The responsibility of cleaning the bathrooms falls to the youth. At certain camps, youth may volunteer to clean the bathroom and will receive points or community service hours. At some camps, the staff appoint youth to cleaning duties. In other camps, the position is formalized as dorm orderly or latrine orderly and the positions are the prerequisites for holding other, more desirable jobs at camp. One youth at Camp Rockey discussed the responsibility of the youth cleaning in a particularly unclean bathroom:

“The bathrooms are dirty. Like sometimes the the stalls be be flooded because like people just be throwing paper inside. And like the water just floods. And then other people come. No, it doesn't flush it. The water's--it's like a big tube and water just comes out of it. And then whatever's just stuck right there, it just makes the water come out. Yeah. And they they {Probation Staff} won't do nothing. They'll they'll make a kid put on a glove and go in and put their hand it. Take it out.”

Multiple youth reported feeling discomfort at the lack of privacy in the bathrooms. There are dividers between stalls but the lack of doors, presence of staff, and the tight spaces shared with other youth can make them uncomfortable. Some youth have developed workarounds like tying towels across the front of the stalls to provide a semblance of privacy. For some, this discomfort even resulted in alterations to behavior with one youth at Camp Gonzales noting that he was so uncomfortable with defecating in sight of others that he would “hold it and wait” until he had access to a less open setting. However, some accept the lack of privacy as part of the costs of being imprisoned with a youth at Camp McNair stating, “I am in jail, so you know I don't think I can get [privacy] all the time.”

Showers

Youth at each camp shower in groups with other youth. The number of youth showering together ranges from five to seven at Camps Scott and McNair to 18 to 25 at Camp Miller. Most camps range between ten to 14 showering together at a time.²³ 16 youth (15%) said they felt uncomfortable in the shower with so many people and 23 youth (22%) emphasized their physical closeness to others when describing their showers. One youth at Camp Jarvis stated, “That's the weakest part of jail because, you feel me like, you got somebody naked right next to you, but that's just how it is.” In addition, four youth noted that they wear their boxers or underwear inside the shower as a way to mitigate their discomfort.

A number of youth gave estimates of their average shower time. Altogether, the youth estimate their showers last on average 7.4 minutes.²⁴ With outliers removed this falls to 6.1 minutes. The range of estimates varies from a low of 2.5 minutes from a non-Fire Academy youth at Camp Paige to a high of 30 minutes from an athlete at Camp Smith. Many youth attributed the range of shower times to variations among staff, with different POs giving longer or shorter showers. 14 youth (13%) attributed the variations to the behavior of the camp that day; if it was a good day and everyone runs their program they may receive longer showers but if it is a bad day, shower length may be shortened. Shower time is also generally “on quiet” meaning that the youth are not allowed to speak, and if they remain on quiet, their shower time may be extended.

There is also evidence that the range in shower time reflects disparities across camps. At Camp Smith in particular, shower length was reported to run longer; two youth even said they sometimes get

²³ It should be noted that when youth gave ranges of estimates such ten to 12 people in the showers, we calculated the average at 11 people. The averages here reflect the numbers provided by some of the youth, not all.

²⁴ It should be noted that when youth gave ranges of estimates such as five to six minute showers, we calculated the average at 5.5 minutes. Some of the ranges the youth gave us were close in numbers and some were extensive for example, three to ten minutes. The averages here reflect the numbers provided by some of the youth, not all.

two showers per day. Whereas two youth at Camps Paige and McNair discussed how the short showers made them “birdbath” or “carwash”, meaning that they needed to finish cleaning themselves using water from the sink.

14 youth at Camps Jarvis, McNair, Onizuka, Scott, and Scudder identified issues with the water in the shower including temperature, pressure, and showerheads not functioning. A youth at Camp McNair described how the youth adjust to having low water pressure by placing socks over the shower head to get more water on their bodies. One youth at Camp Onizuka, on the other hand, gave a disturbing and detailed description of plumbing incident with the showers in his camp:

R: And the showers it's like, it's on and off, it'd be cold, and then it'd be hot. Then like not too long ago like we had to go to uh McNair to shower over there because they have booboo coming out the showers.

I4: Where? At Onizuka?

R: Yeah.

I4: Yeah. Like booboo as in like –

R: Yeah.

I4: Like shit?

R: Yeah. They had that and pee coming out –

I4: Mhmm.

I2: That's really gross.

R: So we had to go to uh McNair.

I4: Yeah, that's nasty.

R: Yeah.

I4: So like how did they find out or what?

R: Because like, we was about to shower but then a staff had turned the shower water on. Then like, the staff had looked in there and there was like a gang of pee and stuff like all right there. And it was like brown stuff and then it was like "That's shit." Like that shit came out and it was coming like from the toilets and everything. They was like we can't shower here.

PD: Was it coming up from the drain or out the shower head?

R: Like from the drain and out the shower head.

I2: Ooh.

I4: How long did it take for that to get fixed?

R: I think the next day they fixed them. But like it was still in there, like we had to bleach them and stuff.

I4: Mhmm. What's it like now, does it still smell or?

R: Nah, it's clean now, but it's just like makes you don't want to shower in there no more because you've seen it.

Personals & Hygiene

Most camps allow youth to use brand name products upon reaching certain stages as part of the Behavior Modification/Management Program (BMP). The youth can receive these name brand personals from staff, teachers, or delivered by their families. Most youth report being able to receive these personals on reaching Stage Three; however, youth at Camps Mendenhall and Scott have tiered systems where they can receive certain products at certain stages, though there was disagreement as to the specifics. Camp Paige is the exception as it does not allow youth to have their own personals. Though two youth at Camp Paige did indicate that the staff sometimes reward the Office Orderlies with outside hygiene products. The youth also frequently discussed sharing personals due to the low quality of county products. While it was more common for youth to “hook up” their friends or family members they know from the outs, youth also shared with acquaintances or other youth in camp as well.

County Products

Even though youth may have access to name brand personals, at some point they must use county products. The County provides youth with their personal hygiene needs including toothpaste, toothbrushes, soap, deodorant, and lotion, as well as pads for feminine hygiene. Of the 104 youth interviewed, 60 youth (58%) identified disliking at least one of the county products or said that at least one of the county products was ineffective. There were five youth who claimed they had to visit medical personnel for reactions caused or exacerbated by county products.

Dental Hygiene

The toothbrushes provided by the County are small, three to four inches in length. 11 youth identified this as “too small” making teeth brushing difficult. Two youth commented that the bristles fell out often with one youth at Camp Smith saying he needed replacement after every brush. Many youth did not enjoy the taste nor the consistency of the toothpaste: two youth at Camp Scudder described it as “nasty”; one youth said that it made his mouth burn; and one youth at Camp Onizuka said the toothpaste had a chemical flavor. There were four youth who said the toothpaste dries so quickly that it is difficult to clean out of the sink; this quality enables some youth to use the toothpaste as a tagging paint in the dorms. Overall, 26 youth said the toothpaste was gross, ineffective, or it made them feel unclean compared to 17 youth who said the toothpaste worked and/or was okay.

Deodorant

County deodorant was viewed to be quite ineffective with 35 youth complaining about its effectiveness. Specific criticisms were that it would wear out in two hours, it was provided in small packets, and that it lacked a discernable smell. One youth from Jarvis and three from Onizuka said that their camps did not use the deodorant or pass it out to the youth.²⁵ An additional seven youth described the deodorant as ‘musty.’ Troublingly, eight youth said that they experienced outbreaks of rashes after

²⁵ This one youth from Jarvis who stated that they do not use the deodorant was the only youth from Jarvis to talk about the deodorant.

using the deodorant. One youth at Camp Paige received a special lotion from the camp nurse to handle the rashes.

Lotion

When youth mentioned the county lotion, they found it ineffective or harmful. Seven youth found that the lotion dried their skin out or made it ashy and 11 noted that the lotion was highly watered down. One youth at Camp Gonzales said that the lotion dried his skin and caused an allergic reaction resulting in a rash that required treatment from the camp nurse. One youth at Camp Paige stated, "The lotion is bad. Like when it was cold here – your skin might get hard and it'll break. It'll start bleeding."

Soap

The soap is all-purpose serving as hand soap, body wash, and shampoo. 28 youth had issues with the soap: ten said the soap made them break out; two had to seek medication from the nurses; seven youth said it dries out their skin; and nine said it didn't have a good smell or had no smell at all. One youth at Camp Miller said he had to take acne medication due to outbreaks caused by the soap and that the outbreaks ceased when he stopped using the county soap. One youth at Camp Paige experienced their skin drying out while using the county products saying, "Well at first when I was here, my skin was cracking, yeah like every time I bent my hand or something, like something burst open, like you know my skin would bust open or something."

Pads

For girls, they are provided with pads for their feminine hygiene and those who spoke about them did not like them, often in conjunction with their paper underwear as elaborated on in the Clothing Section. The girls said they were not good, uncomfortable or felt like they were sitting in their own blood. Many of them would prefer having tampons. When one youth at Camp Scudder asked a staff why they don't get tampons, the staff replied, "Girl. You're incarcerated."

Grooming

Razors & Shaving

Most of the boys shave their faces weekly, and at many of the camps it is required. The requirement in part comes from youth who are KPs and working with food, but at some camps it seems no matter what role you have in the camp, it is mandatory. One youth at Camp Paige said "Every week we have to shave. It's not if you want. If you don't shave, we got a [Probation Staff #2]. [Probation Staff #2], yeah he's a military guy. So he be strict. He be like, 'If you don't shave, don't even show up to the BMP store. You're not getting no snacks.'" One youth at Camp Afflerbaugh described his camp's requirement: "You also have to shave here. If you don't shave, it's a lack of, you know, non – yeah. So they'll just think of you as a level because you feel like you have lack of confidence if you don't want to cut your hair and you don't want to shave. So then they'll, they'll write it down and then they'll send a mental health referral. It's kind of dumb but that's just the way it is. It's camp." A few of the boys mentioned the quality of the razors calling them cheap.

Girls are only allowed to shave once a month. One youth said they only get ten minutes and another said they get 20 minutes. Many girls echoed the sentiment of the boys stating that the quality of the razors as cheap and only one blade, with one youth at Camp Scudder citing razors bumps every time she

shaves. A youth at Camp Scott even said that shaving was banned because a girl chose to shave her eyebrows off.

Haircuts & Haircare

The girls discussed how one of the staff would offer haircuts, either buzzcuts for girls with short hair, or trims for girls with long hair. The boys at the various camps had different procedures for haircuts. Some camps required haircuts using a buzzer at only a one or two. Some camps allowed the boys to wear their hair long, whereas others strictly enforced short hair only.

Some of the youth discussed having different hair care products such as gels, hairbrushes, caps, and wave brushes. These seem to vary for youth at different camps. Additionally, youth at Camps Scott and Scudder also mentioned braiding each other's hair. Youth at Scudder said the Probation staff would sometimes bring flat irons to straighten the youth's hair.

Piercings

Either the rules and regulations on piercings in the camp or the enforcement regimes vary considerably across camps.²⁶ Some youth said it was not an issue because they came in with their piercing while others said they received write-ups for piercings they had on the outs. Some say only certain POs have issues and thus they hide them from that PO (i.e. removing tongue piercing or folding septum piercing into nostrils). Piercings that take the form of implants and cannot be removed can get the youth in trouble at the halls and then not be an issue at the camps.

Eyebrow Upkeep for Girls

The girls also maintain their eyebrows by having another girl in camp use the thread from their socks to thread their brows. It is unclear whether they use threading to remove hair anywhere else.

Indoor Recreation

Youth in the camps generally get time in the dorm, often at the end of the day and more time during the weekend, to hang out. Many youth identified this time as a time to socialize or "chop it up" with the other youth, sometimes playing games. Some youth also identified this time as personal time.

The youth have access to different games in the dorms and can sometimes play during their outside recreation as well. Most camps have dominoes, cards, and some board games (Connect Four, Chess, Checkers, Monopoly) and some camps have ping pong tables or foosball tables in the day room. Camp Onizuka also has a carrom board that the youth very much enjoy. 16 youth (15%) identified working out as a primary activity for them in the dorm.

Youth at Camp Smith have a gym inside their dorm and often the staff will work with them to train. Other camps do not have access to a full gym and must improvise. One youth at Camp Mendenhall told the interviewers how they usually grab books from the library and put them in pillowcases to use as weights.

A few youth like to use dorm time to draw, write letters, or write creatively either poetry or music. Youth across camps really enjoyed when staff brought speakers and they listened to music as that seems

²⁶ This refers to piercing that the youth had prior to coming to the halls or the camps. We did not hear any stories of youth piercing a body part while in the halls or the camps.

to be the only time, besides perhaps FLOW, where they are allowed to do this. The girls also identified dorm time as a time to paint their nails and braid each other's' hair.

Books & Reading

There were quite a few youth who found a new appreciation of reading while in the camps. One youth at Camp Gonzales shared "I've never read as much as I've read in jail." 21 youth (20%) said that the selection of books available to them either in the dorm and/or in the library was good whereas six youth said that the selection was not good.

Among youth who liked to read, many shared the same interest in "realistic" topics, or topics that pertained to their lives and experiences. Many youth wanted to read stories about topics like prison, violence, drugs, and gangs. One of the youth said "I like to read realistic books, like about people who have been to prison" and one youth at Camp Afflerbaugh shared "I like to read realistic books. Sometimes autobiographies." One of the six youth who did not like the selection offered, a youth at Camp Jarvis, said the selection favors fiction over nonfiction, and he prefers nonfiction.

When asked what they were reading or their favorite books while in camp, most identified books or series that dealt with "realistic" topics. Eight youth liked the Urban Book series by Carl Weber due to its dealing with issues that concerned them. However, these books seem to have a controversial presence in the camps as one youth at Camp Afflerbaugh identified that they had all been taken out of the camp when the staff thought it started riots. One youth at Camp Onizuka was not allowed to formally request them either from staff or from school. And one youth at Camp Scott described how parents were allowed to bring them in and how the girls would often trade or pass them around with each other. Five youth from Camps Jarvis, McNair, and Mendenhall enjoyed reading *Always Running* and *It Calls Back* an autobiographic book and its sequel about the gang life in East Los Angeles. One youth at Camp Jarvis shared that "reading those books... it really changed my mentality... about me getting out." Three youth also discussed the Bluford series which follows Bluford High School in the inner city and whose stories seem to resemble Urban Books. One youth at Camp Paige described what got him interested in this series: "I was looking around. I'd seen one with um like a black man holding a gun. So, 'I want to read this one.'" Other books with similar themes included *Homeboys*, *Candy* and other books by Kevin Brooks, *Bad Boy*, *Tweak*, *Thug-a-Licious*, and *Flint*. Overall, youth's interest in reading connects to looking for ways to connect with others over shared experiences and to better understand those experiences.

Dayrooms: Television & Video Games

The dorms also have day rooms that generally include chairs, a small library, board games or cards, a television and often a selection of video games and systems. At the Challenger camps the day rooms differ as they include metal tables that are used for meals and for visits, this is in place a dining hall like in the stand-alone camps. Most youth identified the dayroom's use as a reward or a privilege either for the highest stages to use or the best group at the end of the day. Normally on weekends youth also have increased access to these activities. Youth at Camps Afflerbaugh and Paige especially enjoyed their day rooms as they had couches and/or leather recliners. This is a definite improvement from the chairs in other camps, which one youth at Camp Gonzales referred to as lawn furniture.

The dayrooms also house the television to which overall, the youth appreciated that they had access. Each camp has slightly different rules on who gets to pick the channel or the movie, though youth identified that it was usually a tame process. At some camps the youth with the most points picks, at others the staff do a poll of what to watch, and at others the staff choose. Some pointed out that if they can't agree they can't watch anything, so the youth generally agree on something over nothing.

One youth at Camp Afflerbaugh said it's a race between Blacks and Mexicans and that "and all the time the Mexicans get it so we pick what we want."

The television show most youth identified that they liked or that was on a majority of the time was *Keeping Up with the Kardashians*. It seems that the Kardashian family has not only permeated the country, but also into the camps. For fun, our interviewers asked a follow up of who was their favorite Kardashian and Khloe Kardashian won the poll. Other television that they enjoy include: Cartoons (including *Family Guy* and *South Park*), Sports, *Love & Hip Hop*, *Ridiculousness*, *Wild'n'Out*, *Cops*, and *Law and Order: SVU*.

The youth also watch a variety of movies that seem to be primarily horror or action films (from the ones most popularly mentioned). These include *The Fast & The Furious*, *Mission Impossible*, *Halloween*, and *The Saw Series*. Many youth mentioned that staff are the primary reason they are allowed to watch movies as they will bring DVDs from home or will login to their Netflix account. A youth at Camp Onizuka also mentioned that he had seen the movie *Goosebumps* which was released in theatres on October 16, 2015 and we interviewed the youth in early November. The youth said that "the staff got it on bootleg" meaning that the staff pirated the movie.

As many teenagers do, the youth in the camps enjoy playing video games. It seems that generally the boys' camps have access to an XBOX and the girls do not, as they have Play Stations and Wiis.²⁷ At the camps, their game selection includes sports games like 2K, Madden, FIFA, and racing, and fighting/shooting games such as Mortal Kombat, Modern Warfare, and Call of Duty. A youth at Camp McNair also mentioned Grand Theft Auto as a game the youth regularly play. This video game has had its share of controversies, based on content which casually glorifies crime, drugs, and violence against women.

Challenger Game Rooms

Though not in the dayroom, Challenger recently completed two game rooms to use a reward for the youth in those camps. One is a sports room with five televisions and five different sport video games attached to them. The other is an arcade with air hockey, a basketball shoot out, a pac-man arcade game, and other games. Overall, the youth very much like the game rooms and describe how much fun they have. Even the youth at Camp Mendenhall, who often lament being forced to stay in Challenger, are excited to go to the game room. One youth at Camp Onizuka said that he feels grateful to even have access to something like this while in jail.

Outdoor Recreation

Youth at the camps generally spend one to two hours outside each day, sometimes more on the weekends. 72 youth (70%) said this was enough time outside whereas six said it was not. The remaining youth were either unasked or gave an answer that was neither yes nor no. Youth cited fights (depending on the severity) or behavior as a group as a reason for less time or reduced time outside, though almost all said they are receiving outdoor recreation daily. This time also differs for youth depending on their

²⁷ This may be evidence of gendered diversions as XBOX is generally used for sports, fighting, or shooting games and Wiis are generally for fun "lighter" games like dancing and cartoon racing.

after school programs. One youth at Camp McNair pointed out that his ART classes were at the same time as recreation so he missed it for the three days a week he spent in class.

The youth have a variety of activities to do outside including basketball, bola (handball), volleyball, running, football (as ran by staff at certain camps), working out and physical fitness, sitting and socializing, playing cards or dominoes, or reading. Some of the activities vary between camp depending on facilities, but overall the youth had access to multiple activities. 14 youth thought that the equipment for outside time was good; many pointing out that if something happens to a ball that a staff will bring equipment from home or purchase new ones, out of pocket, to replace them. The youth are very appreciative of these staff. Similar to any neighborhood or school yard, the youth may lose the equipment by kicking it over the fence or into barbed wire, or it may break due to frequent use.

The main contention around outside recreation concerns the Challenger camps given that recreation now must be shared with Camp Mendenhall (and for some time with Camp Munz as well). This resulted in shorter times for all camps. Of the six youth who stated they did not have enough time outside, five of them were from Challenger camps. This also spills over into equipment, with a few youth mentioning that their camp has a lack of equipment due to forced sharing with Camp Mendenhall. This further increased Mendenhall youths' feelings that they were "visitors" and thus not deserving of the same amenities as other camps or even as their old camp.

35 youth (34%) mentioned that the staff will help to put on tournaments, sometimes between camps and more often between the youth. 22 of those youth also said that the staff will "sponsor" these tournaments meaning that the winners will receive some sort of prize, mostly snacks or outside food, though a couple said they'll win time in the Challenger game room or personals. At Miller, the Director gets involved in organizing and brings donuts or Taco Bell to the winners. When we were interviewing our second round of youth, the Challenger camps had recently finished a camp wide basketball competition and most kids really liked it. One youth at Camp Jarvis told the interviewers that he was the member of youth council who suggested the idea and the staff liked it because it helped to make the youth less irritated, which hopefully led to less fights.

Food & Water

Quality of Food

When asked about the quality of food at camp, 27 youth (26%) said good, 44 (42%) gave a middling response ranging from it is ok to depends on the cook, and 20 youth (19%) said the food was bad.²⁸ With the exception of Camp Scudder, not a single youth from a stand-alone camp reported the food quality as bad. As described below, Camp Scudder had a specific issue with pancakes, and therefore a few youth described the food quality as bad. Additionally, only two youth from the Challenger camps said that the food was good and it should be noted that those youth were from Camp Smith who regularly receive outside food after games and from staff. Overall, food at stand-alone camps which includes Camps Afflerbaugh, Gonzales, Jarvis, Miller, Paige, Rockey, Scott, and Scudder, was reported to be of better quality than camps at the Challenger Youth Memorial Center. This pattern is also evident in the responses from youth at Camp Mendenhall who were housed at Challenger during their interviews.

²⁸ These figures do not include responses from Camp Mendenhall as explained later in the section.

A majority of the youth complained that the quality of Challenger food was low and that food at their stand-alone camp was much better.

Some of the youth who gave middling responses on the quality of the food, cited comparisons to the halls, to other cooks or menu repetition. 13 said the food was better than the halls; however, many youth also claimed that food at Challenger was like the food at the halls. Preparation of food at the halls resembles the Challenger camps and differs from the process at the stand-alone camps. Eight youth said they were tired of the food because the menu repeats itself and though some meals were good or some were bad, they were just bored with it. Lastly, many youth at stand-alone camps said that the quality of food depended on cooks. Highlighted as the best were [Cook #1] at Camp Gonzales, [Cook #2] at Camp Rocky, [Cook #3] and [Cook #4] at Camp Scott, and [Cook #5] and [Cook #6] at Camp Scudder.

We also asked the youth about their favorite and least favorite meals. Surprisingly, there was great range both within and amongst the camps.²⁹ Overall, across the camps, the favorite meals were: Spaghetti (13 youth), Fried Chicken or Chicken Patties/Strips (nine youth), Cake (nine youth), Pancakes (nine youth), and Nachos (eight youth). 15 youth (14%) said sandwiches were their least favorite food commenting that they are dry and that the meat does not taste like meat. 11 youth, all from Challenger camps, did not like the powdered eggs as they were not “real eggs.” 11 youth did not like “mystery meat” meals which seems to refer to the same meal that consists of a meat with a gravy and potatoes. Youth said it tastes like rubber and it looks like cat food. Nine youth (9%) did not like the potatoes saying that they are cooked incorrectly and gross.

Portion Size

In terms of portion size, 30 youth (29%) identified that they had enough to eat, 13 youth said they were not eating enough, and 11 youth said sometimes they had enough food and other times they did not. It should be noted that of the 30 who said there was enough food, 11 of them commented that they were regularly receiving extra food in the form of seconds or eating additional food while they worked in the kitchen. One of the camps where portions seem generally small is at Camp Scudder, where one youth said that the double portions for a pregnant girl in camp is not enough and that she and other KPs would sneak the pregnant girl extra food on her tray or out of the kitchen to make sure that she was fed. One youth at Camp Smith tried to bring up to the staff that he was hungry and not getting enough to eat and “the staff tell you, ‘Hey, you made a choice right? Like wait until you go home and eat all you want.’” One youth at Camp Afflerbaugh stole granola bars from the kitchen to sell to the youth, which was profitable for him due to the fact that “everybody’s hungry you know?”:

I4: How many comes in that box or in one box?

R: I think like 50. It's a big – 50 or 40 I don't remember.

I4: Yeah that's a lot for nobody to notice like –

I2 & R: Yeah.

I4: That you have.

R: I know they're stupid. Staff here are stupid like I'm, I'm smart too because I take it out and I'll like, I'll just, I'll throw away the box out. I'll throw it away. And I'll just have, I'll put it in my,

²⁹ For a complete breakdown of favorite and least favorite food at each camp, see the individual camp reports in Appendix A.

jacket pocket. Because my jacket pocket's big you know? It goes all the way around because it's ripped. So I'll just fill it up like that. And I'll just walk around, I'll be like "How much you want you know? How many nutra –" boom boom I'll sell it like that.

I4: Yeah.

R: Everybody's hungry you know? Like everybody wants snacks. So I'll just sell them. And I wouldn't trip you know if they don't have the, if they don't have like chips or things to pay me right there I'll be like "Don't trip. Just pay me on Saturday." And you know I'll trust them. And then you know they, they don't want to, they don't want to like not pay me because, you know? That's, it goes all bad if they don't pay me.

I4: Mhmm. So like if you had one suggestion to like improve Probation would you say like more snacks or more food at least, so people won't be hungry?

R: Yeah, seconds. I want seconds.

Multiple youth mentioned instances of food poisoning, serving expired food, or cooks making gross mistakes when serving food. One youth at Camp Scudder and two youth at Camp Onizuka (with one referring to a past incident at Camp Jarvis) all cited instances of terrible food poisoning, one resulting from the cook not washing his hands and the results so bad that school was shut down due to everyone being sick to the point of soiling themselves. One youth at Camp Paige said that they have served expired milk a few times and now the youth all check the dates for themselves and each other. Three youth at Scudder each described a morning where they thought they were eating blueberry pancakes and it turned out that the blueberries were gnats and flies. The youth said that the cook responsible was fired, but that they lost trust in the food at camp, explaining why some of them cited the food being "bad" in quality, the only stand-alone camp to do so.

Lastly, multiple youth mentioned the dining arrangements in which they consume their food. At the stand-alone camps it is in the dining hall and at the Challenger camps it takes place in their respective day rooms. Meals generally take place "on quiet" which youth have mixed feelings about. Some want to be able to socialize with others during their meals and others, like one youth at Camp Onizuka, who explained it as "Because they don't want you talking on nobody's food and end up something come out of your mouth. And end up spitting on somebody's food and that start a fight." Additionally, youth only receive condiments when it comes with the meal. A few youth mentioned wanting more condiments available because food, like the sandwiches, are dry. Some youth humorously pointed out that they receive Tapatio with everything to the point where some youth even use it on the pancakes to try to give them more flavor.

Youth at Camps Jarvis, Mendenhall, and Miller all noticed a considerable amount of food waste that occurs in their respective camp. Yet in spite of this, youth rarely receive second servings of a meal. Regardless of the nutritional justification, there exists a perception among the youth that food is wasted unnecessarily. One youth at Camp Miller explained:

R: Umm sometimes well when we make food we make a lot. Like a lot of food. But [pause] only like sometimes—well, we never get seconds. Some—we rarely {emphasis on 'rarely'} get seconds. It's only Stage Three and Four that get seconds. But even if they're still extras. Enough to get to—to give to you know the whole camp? They won't give it. They'll just throw it away.

I1: Oh, what a waste.

R: Yeah. And sometimes even when they have extras and they don't give extras to neither of the stages they just throw it away.

I4: That's a waste of money and food.

R & I1: Yeah.

I4: So being able to use that would be—

R: Yeah. Like they'll tell us, "Oh, there's no seconds" but there really is. And they're going to throw it away anyways but yeah.

Snacks, Outside Food, & Al Jones

Outside of the three scheduled meals a day, there are other opportunities for additional food. Camp Smith youth regularly receive outside food from family after visits and outside food from staff. Many youth said after a good game, the coaches will buy them meals from restaurants, or as one youth at Camp Smith described, the population was low in camp so the Supervisors brought In-N-Out for lunch for the whole camp. In contrast, youth at other camps stated that outside food was never allowed and that their POs stop bringing them snacks or, in one case, a girls' family brought her a birthday cake on a special visit and they were not allowed to eat it. Other youth from different camps said that staff would bring them food once in a while such as Subway or a ten-piece chicken combo; however, it seems that the rules are unclear and vary depending on the staff at different camps. Additionally, as elaborated on in the Outside Recreation Section, staff reward tournament winners with food or drinks in addition to normal meals.

Another main way youth receive other snacks comes from BMP, further elaborated on in the Programs Section, that rewards behavior with snacks on Saturdays from what youth call the "Al Jones' Store." Many youth describe BMP only in terms of the perks or privileges such as these snacks. When the interviewers asked a youth at Camp Paige what BMP is, he replied "The BMP just basically has all the goodies." One youth at Camp Mendenhall, when asked what BMP is, simply said "Al Jones." While most camps price snacks individually at their respective Al Jones' stores, a youth at Camp Scudder said at her camp you get snacks that correspond to their stages (i.e. youth on Stage Three get three snacks on Saturday). One youth at Camp Mendenhall pointed out that when they moved to Challenger, the snack prices increased. Overall, these snacks also factor in to the extra food that the youth are receiving beyond what is served at meals.

Water Quality

There are consistent problems with the water quality, especially camps McNair and Onizuka. Youth said they won't drink the water and that everyone in camp does their best to avoid it. Multiple youth from both camps, as well as one from Mendenhall housed at Challenger, said the water tastes bad. Youth at Onizuka regularly complain about stomach aches from drinking the water or headaches from not drinking enough water. One youth at Camp Onizuka reported that "if you let the cup sit there for about five minutes and go look back at the cup, the bottom of the water is going to have black stuff in it... we don't drink that water." This youth was also told by a member of staff that lead was present in the water. Three other youth from Camps McNair, Mendenhall, and Onizuka said they had heard that arsenic was present in the water.

The problems with water quality do not seem to be new as Onizuka staff have themselves complained to youth about the water quality, as reported by a youth. [Probation Staff #3] sneaks water bottles or water from the staff's filtered water to give to the kids, as reported by a youth at Camp Onizuka. A youth at Camp Onizuka said that clean water has become less accessible under the new Director as he banned water bottles and reduced the size of cups they can use to access filtered water to the size of shot glasses. Additionally, two youth at Camp Onizuka ask the nurse for water as she has access to clean water that does not come from the fountains. Though youth at the Challenger camps have been informed that the problems are fixed, Onizuka and McNair youth do not seem to believe that. Two youth at Jarvis, on the other hand, identified similar problems in the past but confirmed that the water quality at their camp had improved.

Clothes, Shoes, & Laundry

Clothes

There were an array of opinions regarding the clothes with 11 youth finding the clothes good or comfortable, six youth saying that they were okay, and six youth finding them not good due to them being raggedy, not warm, too thin, or itchy. Most interviewed did not discuss aesthetics but a few youth did not like their pink and purple shirts at Camp Scott and three youth at Camp Miller really disliked that they had to wear bright yellow shirts. Camp Miller specifically has color coordinated uniforms based on the stages of the youth and one of the youth specified "I just don't like the yellow shirts." One youth at Camp Onizuka related that they "don't like it because at the end of the day it's jail clothes."

This lack of choice leads to discomfort among youth when staff determine the outfit for the day. Specifically, two youth at Camps Miller and Scudder said that since the staff determine when the youth must wear sweaters, they must wear them even when they are hot and otherwise would prefer just the shirt. Youth at Camp Miller also don't like this practice because they are forced to wear their colored t-shirt over their sweater as their shirt color corresponds with their stage.

The quality of undergarments was an especially important issue at the girls' camps. The girls did not like their underwear as they wear disposable underwear while the boys wear boxers. This underwear is easily ripped and worn out with one youth at Camp Scudder sharing that she averaged six new pairs a day. This seems excessive, but in order to cope with the thinness of the fabric, many girls compensate by wearing two to three at a time. Using this type of underwear and being forced to only use pads for feminine hygiene contributed to the girls' reported negative feelings and feeling uncomfortable during their periods. Additionally, in lieu of having access to loofahs or washcloths it is common practice for the girls to use underwear to scrub during showers. When we asked one youth why the girls were not able to have regular underwear she said "It's because there's a lot of girls here that's s-coded {suicide watch} so they can like hang, they can choke themselves with regular underwear." Additionally, the girls have issue with the bras at camp with most stating they did not like them. They are not sized appropriately (some say too big and others say too tight) and they offer little support.

While some of the boys mentioned not liking their socks, many of the girls did not like their socks as they are brought in from the boys' halls. As a result, the girls wear their socks inside out as they hear stories about what the boys do with their socks regarding masturbation. One youth later says that she wishes the girls could have their own, more girl styled socks as the current one are higher.

There is also general difficulty with finding appropriate sizes, primarily of shirts and pants. Multiple youth mentioned that the camps often did not have the sizes that they needed and some youth, like one youth at Camp Onizuka, are left to tie their boxers with rubber bands so that they fit. At most camps it seems easier to exchange for different sizes whereas other camps it's difficult or impossible and youth have to try and trade with others.

Shoes

13 youth said that the shoes were uncomfortable, fell apart quickly, and/or were hard to wear. Six youth said that the shoes were comfortable or that they didn't mind them. One youth at Camp Mendenhall shared that when his shoes would develop holes or get worn down he would rip them so he could be given a new pair sooner. In contrast to other camps, youth at Camp Onizuka claimed that they receive a new pair every Monday due to the known low quality of the shoes.

There are exceptions at certain camps where youth may have non-county shoes. At Camps Gonzales, Miller, Scott, and Scudder, youth can have their own shoes from home once they reach a certain stage. These are typically Chucks or Vans in black or white. At Camp Smith, they can have their own athletic shoes for games and it seems that they can wear them during camp time as well. One youth even said that he had a pair of Jordan's that a Supervisor bought for him, though it is unclear how he was able to keep them in camp or why a staff would be allowed to bring him shoes when the rest of the camp is not allowed.

Laundry

Youth at Camps Miller, Paige, and Rockey said that their camps have processes to keep the same clothes meaning that the youth wear the same shirts, pants, and underwear, not having to share with the other youth in camp. At the other camps, the clothes are generally all washed together and redistributed, therefore shared communally by the youth. Five youth said explicitly that they do not like this practice. To address it, some youth at Camps Afflerbaugh, Mendenhall, Smith, and Scudder mark their clothing either with markers, by making holes in their clothes, or getting close to the Laundry Orderlies so that they can wear the same items again.

15 youth dislike the various laundry practices at their respective camps. A majority of the youth did not like that they can only wash their pants once a week because they play outside in them and wear them almost all day. Some youth said that if you stain them either with grass stains or food stains that you still must wear them throughout the week. One youth at Camp Scudder called it "disgusting as fuck" that they can only change clothes once a week.

Youth also take issue with how their clothes were washed. Youth at Camps Mendenhall, Onizuka, and Smith said that their sheets are often stained, that no soap is used in the laundry (only hot water) and that because the youth don't trust the laundry, they usually use their personal body wash to re-wash their clothes in the sink. These youth also said that staff are aware of this process of rewashing clothes as they youth need to ask permission to enter the restroom. One youth at Camp Onizuka said that he had seen dirty mop heads thrown into the same load as their clothes, which is why he washes his own.

Education

The Los Angeles County Office of Education (LACOE) operates the schools at the camps. Because the youth often have missed school on the outs and are behind in their coursework, the youth earn credits at a faster pace to make up missed credits from the outs. The accelerated credit recovery, both built into the school and through programs like Apex or Advanced Path, are important as many youth noted having the credits of a 9th grader while being in 11th or 12th grade.

When asked about the education at camp in general, 50 youth (48%) said it was good with 20 youth (19%) emphasizing how much they were learning or how much better school was for them compared to the outs.³⁰ 37 youth (36%) highlighted the opportunities to make up missed credits. Ten youth (10%) praised teachers as being good while seven youth (7%) felt unchallenged by the curriculum or thought that school was easy. One youth at Camp McNair raved about camp school because the environment of camp has forced him to be sober and to attend school, so he can actually concentrate on studies. Overall, youth generally hold positive feelings towards their education in the camps.

School Curriculum

LACOE employs the Road to Success Academy model in their classes, meaning that schoolwork, across subjects, are project-based and themed. While this model will be fully integrated at all the camps by Summer 2017, during the interviews, camps were at different stages of implementation. Some schools were fully implemented while others were in their first year meaning that the themes and/or projects had not been started.³¹ The daily structure is divided into three periods, comprised of two classes each. Most youth responded positively to the work in their classes and liked the project and theme model. For example, one youth at Camp Onizuka spoke about how in one of his classes they read a series of memoirs when learning about the Great Depression and as an assignment, they had to write their own memoir. The youth said:

“We’re supposed to write a memoir about how something in our life changed us dramatically. Like yeah so recently I’m writing about my experience being incarcerated. So yeah I’m writing about that, how it’s changed me, it’s looking forward for a better future.”

One youth at Camp Jarvis talked about how he created a poster about child soldiers in Sierra Leone and connected their experience in being forced to fight in an army to the gang life, noticing similarities in recruitment and treatment. Youth at Camps Onizuka, Scudder and Smith talked about a project where they were given money to “invest” in the stock market and they had to track its success or failure for a period of time. One youth at Camp Scott told us about her science class where they were preparing to launch rockets to learn about both space and physics:

“We are going to fly rockets out here – we are not going to do it of course, we criminals, but he going do it. He {the teacher} going to fly off the rocket. We made rockets.”

³⁰ As with previous questions, some youth gave multiple answers and thus we including in multiple categories of response.

³¹ See Appendix J for an implementation calendar for the Road to Success Academy.

Youth at Camps Afflerbaugh and Rockey described a project where they had to build bridges out of popsicle sticks to support the weight of multiple books. Lastly, youth at Scott and Smith spoke highly about having an art class, something they did not have in school on the outs. Similarly, one youth at Camp Rockey liked being able to showcase his handwriting ability in a project about Jackie Robinson. The curriculum of both project based-learning and themed classes allows for the youth to engage with the material in more ways than they could on the outs and also allows them to use a more diverse skillset, less dependent on traditional academic skills to succeed.

Though mostly receiving positive reviews, there were a few youth who identified issues with the curriculum or work in school. This may be due to the fact that their schools had not fully implemented the Road to Success Academy. Youth at Camp Miller generally spoke about school in terms of book work with one youth at Camp Miller saying that they didn't do projects. Camp Paige also didn't seem to do as many projects as the other camps. Other critiques concerned the teachers or the implementation of certain themes or projects by the teachers.

One of the issues that youth expressed disagreement on was whether or not the school curriculum was challenging enough. Some said school was easy; like a youth at Camp Smith who said that it is unchallenging but he just needs his credits. Other youth said that the work was hard and they felt they did not have enough time to complete the work. One youth at Camp Gonzales shared a story about teaching a classmate how to multiply. These varied levels of education and academic capacity make it difficult both on educators and on the youth to make sure that everyone's work is appropriate for their level. One youth at Camp Paige exemplified this issue of everyone being at different places:

I3: Since, you've been here how has your education been?

R: It's been okay. Probably it could be a little bit better.

I3: What—how so?

R: Umm. [pause] Everyone is on like a different subject.

I3: Mm.

R: So, say that one teacher—you're teaching History and this other one is teaching a different type of History. And, then this one is teaching a different History. So, the teacher can't—he just gives you your stuff and he tells you, "Okay, you have to study this. Da, da, da, da. Or, read this. Read that." And, then he goes up to a different student and he goes, "You have to read this, read this, read this." Instead of regular school, you're in that one class and everyone is on the same thing.

I3: I kind of get what you're saying. It's like individualized for your different levels.

R: Mhmm.

I3: But, then you still have the teacher—kind of like telling everybody, "This is your assignments. Come get your assignments." Kind of thing.

R: Yeah.

I3: How do you feel about that? The whole different aspect?

R: I'm getting—I'm getting used to it already, so—I don't know. Probably better if they did the way on the outs.

Elective Courses

Culinary

Youth enjoyed the culinary classes. Three youth said it was their favorite subject and six highlighted good teachers. A total of 28 youth (27%) discussed their experience with the culinary courses which provides them with credits, access to more food, and skills that they can apply to their lives in the future. Only three of the youth did not like the course because the class did not cook every day and they did not like having to do the bookwork prior to the cooking.

The culinary classes offer a place for the youth to take on responsibilities, express their individuality, and receive constructive feedback in a controlled environment. One youth at Camp Gonzales shared a story about the pride he felt in his teacher allowing him to cook for visitors to the camp:

“And actually you know like my teacher actually like gave me responsibilities. So like you know like you know we have visitors right here that come to see around. They'll look around. ‘How's it going?’ And most of the time they're sponsors.³² Like we don't know who they are. And they just come around like, like a random day. But like everybody knows they're coming... So we don't know who they are. And you know we just know like they're sponsors. You know and like they're here to like you know sponsor our school. (....). So you know like our teacher always like lets us set up. You know like a little lunch or something like that for them. So you know that's something—like about two months ago they came like in the morning. Early in the morning. So you know I was like, ‘What's better than some crepes? ... So you know I told my teacher. I was like, ‘Can we can we try this?’ And she, she she's like, ‘If you could do it, go ahead.’ You know? And like she let me do it. You know the people actually thought that that my teacher went out and like bought them from the store and brought them over here. Yes. And she's like, ‘No. The minor's made them.’”

Due to the culinary courses being part of the school day, the curriculum can connect to the Road to Success Academy curriculum. During the time the youth were learning about World War II, one youth at Camp McNair said the culinary classes had them work with spam, learn to make mashed potatoes, and create other staples of wartime America to deepen the youth's understanding of the period.

Woodshop

15 youth spoke about their experiences in woodshop or in Building Skills, with an emphasis on the youth obtaining their OSHA card. Three of the youth considered it their favorite class, and ten youth said they enjoyed it. Of the other five youth, four discussed the course without opining on the quality and one dropped the class because he did not like the teacher.

The woodshop course or a similar shop course is available at Camps Jarvis, McNair, Mendenhall, Miller, Onizuka, and Smith. Youth learn basic building skills, most commonly building small boxes that they can take home. One youth at Camp Onizuka built a table that now sits in the camp library, an accomplishment that makes him feel that he “succeeded in doing something.” He was asked to

³² It seems in this context that by sponsors he means donors to the camp, perhaps New Roads.

complete the project after another group of previous youth had finished the blueprints. Once he was finished, he and other youth showed off the table to the camp, which increased the number of youth who signed up for the course. Most youth do not reach this level of skill, but allowing youth to attempt ambitious projects helps to build pride and accomplishment for the youth who do. The successes also engage more youth with the program.

Landscaping

Two youth from Camps Jarvis and Onizuka mentioned taking landscaping as a course. One liked the courses and said the teacher of the landscaping class was his favorite teacher. The other found his teacher to be “lazy” and that the course did not meet expectations. The limited and contradictory responses leave little to draw on in responsibly evaluating the course.

Advisory Class

The girls at Camps Scott and Scudder described an advisory class where they must develop and write out plans for attaining their personal, academic, and career goals. They present them both to their class and at their final MDT meeting. Though many did not express opinions about the class, this process of goal-setting and planning could be helpful at all the camps, not just at the girls’ camps.

Teachers

As noted by the youth, the teachers have a difficult role in the camps. 76 youth (73%) thought that at least one teacher or the teachers as a whole were good. One youth at Camp McNair explains:

“Well teachers know what they're doing. They're doing their job. Instead of giving us a problem then we end up having to do it, they just kind of run it down with the problems with us. And then see like find out other ways how to do the problem. And they pretty much give us examples. And then like before even letting us try it on your own. You know? They'll always make sure they correct us. If we're wrong they make sure like um where we're wrong it—like where ever we make a mistake— they always make sure like, they always make sure to tell us that—to correct it. ‘You just got to do this, this. Or you've got to switch this number to that one.’ ... But like ever since um I met my math teacher in here like he just pretty much [pause] pretty much I would say opened my eyes. And then like now math's a little easier for me now. And then Language Arts, I mean I've always kind of been into that subject but now I know where I made my mistakes in the past. You know?”

Five youth of the ten youth interviewed at Camp Afflerbaugh spoke about the Visual and Performing Arts and Apex teacher [Teacher #1] as their favorite teacher. Some noted that she took personal interest and helped tailored courses to their strengths or asked them to help plan assemblies. One youth at Camp Afflerbaugh described [Teacher #1]:

“And like, like she cares about us like she look at, like, a lot of, like a lot of – Well, I don't want to, like I don't want to assume anything, but like, a lot of like the staffs and like teachers just look at us like, like they criminals. Like – You just teach them and go home, do my job and go home. But like, she like actually cares about us. Like – Like she look at us, she look at us like, she

look at us as like her kids. Like no matter what race you are, like – She really like cares for you a lot.”

Six youth, five from the ten youth interviewed at Camp Gonzales and one former Camp Gonzales youth, spoke about [Teacher #2], the math and science teacher. They spoke about how he explained things to the youth and broke down difficult topics as well as running a solar boat program with the youth, which they enjoy very much. One youth at Camp Gonzales described [Teacher #2]:

R: Like [pause] I don't know like the teachers just kind of tell me like, "It's not about being book smart." You know? "It's about being like, like um like"—basically you've got to find out what you like in life. You know? And what makes you happy. You know? It's not about oh—like say like I could be happy, you know, picking up trash in the trash. You know? ... Yeah, knowing what you want. Knowing what you want to be.

I3: That's good. What teacher said that? Like what subject?

R: Um. That's my math teacher.

Three out of the seven youth at Camp Scott liked their math and science teacher [Teacher #3] with one of the three youth describing him, “But, um, my math teacher, I like the math teacher [Teacher #3]. He's a good teacher, he's a real good teacher. My math teachers, he's good at teaching... He cares like, he in it. Even if you don't want to learn it, he going to make you learn it like, he has his own way of making you learn stuff. And he makes sure everybody gets it.” Two youth at Camp Onizuka praised [Teacher #4], while at two youth at Camp Rockey praised the [Teacher #5]. Lastly, four youth at Camp Smith exalted [Teacher #6] with some saying he was the best teacher that they've ever had. One youth at Camp Smith elaborated:

R: Yeah it makes you want to learn, he makes you want to learn in this class – Like you can come in with the worst attitude and then like when he, if you just actually sit down one day and start listening, and it's going to make you start asking questions and then you're going to be (caught) into his class (...)

I4: What does [Teacher #6] do exactly that makes you want to learn?

R: A lot of projects. It's like he, it's like – how can I explain? Like um you'll come in his class and like you will think like a certain way, and then he'll question you and ask you questions like "Why do you think that way?" It be like if you can't explain it you don't have no explaining, then he'll explain it his way. It like "Hold on, that sounds logical." And then you'll just start learning in his class, like he'll start teaching a whole lot of stuff. Like he taught me a lot of stuff I didn't know.

Even with an abundance of great teachers, there were a few that the youth mentioned as poor or concerning. Two youth at Miller identified [Teacher #7] as a difficult teacher who frequently yells and had a bad attitude. One of those youth said [Teacher #7]’s class is “horrible” and that “it’s the worst class.” He goes on to describe her saying:

“She'll rip it. If you did something wrong she didn't like she'll rip it and she'll throw it away. And she'll make you start all over again...And every day like you have your binder and um you have to write your plan on the left. What you're going to do that day. You have to put the day and everything. And if you don't have a plan like she'll just open your binder. She'll like rip she'll rip

stuff out and she'll like write a plan for you. And her handwriting is so hard to read. It's like it's like a really bad handwritten cursive. Like can't even understand it."

One youth at Camp Scudder disliked [Teacher #8] and [Teacher #9] because they "didn't even teach" the youth. She stated that [Teacher #9] thinks that the girls are loud, but attributes his low tolerance of sound to the drugs he says he used to use. She also said that [Teacher #8] is always too busy to help them, but when she looked at his computer, she found him on Craigslist. This is this youth's recollection of one confrontation:

"So I told him like, 'How you going to go on Craigslist – like I put him on the spot, 'Like how you going to go on Craigslist and not help me with my math?' [laughs] And he was like, 'Well.' He's like, 'Um, because I can.' And I'm just like, 'Well, you know you're a teacher, and the first five letters of teacher is teach.' [laughs] And he's getting mad because I'm putting in on the spot, you know? And um I was like, 'If you don't let us go on the computers, why can't you, you know help us with the work?' And everybody is like, 'Yeah, why can't you help us with the work?' So, he'll restructure us. Well he'll restructure me like, 'Hey, tell this minor not to yell at me in the room.' Like he'll add the extra. He's like, 'Don't yell at me.' For example, like when I first got restructured he told me, he told the PO that I yelled at him, I cussed at him, and I spit on his face. The only thing I did was yell at him and cuss at him, I did not spit on his face."

One youth at Camp Paige spoke about [Teacher #10] saying: "I mean they just— [Teacher #10] she's strict. Like she'll kick you out for any little thing. And then people start cussing her out. And she'll get mad and then she'll take it out on the class. And the class is just like, 'Man. Who are you?' Like you know? 'We don't care. We're in jail. You act like you're going to send us to jail or something.' She tries she tries to be too strict." He continued to say that the Probation staff knows how this teacher operates and will rip up her restructures so they do not get counted against the youth.

One youth at Camp Onizuka described how one of his teachers consistently gets away with saying things that he "would have been got in trouble for." He reported that the teacher, who is responsible for calling parents from time to time, called his mother the day after her birthday and it was clear that she was suffering from a hangover, began calling this youth's mother a drunk in front of the class. Though the youth reported the teacher's actions, he is unaware of any disciplinary measure taken for this denigrating behavior:

R: Like, he'll like— because I guess one day he called my momma, and like it was her birthday. And I guess she drunk and she had a hangover, so she answered the phone kind of—she still had a hangover. And ever since then, he'll, "Oh your momma is a drunk." I'm like, "What you mean? Bro, you can't be saying that." Like every time he'll say that, he'll say that. And like I almost got in a fight with him the other day because he kept saying that. But then they got me out of class.

I4: Yeah. That's messed up. It sounds like he was provoking you—

R: Yeah, like like he want me to do something. That's exactly what he's doing like he'll provoke me to make me do something. And then once I do it, I'm in trouble. I'm probably going to go to the county {jail} or something. That's like a new charge so—

I4: Yeah. Is it normal for, for him to call people's parents? Or—?

R: I mean yeah. He's supposed to do that, but he's trying to make a joke out of it.

I4: Did he say that in front of other people?

R: [nods head]

I1: Oh wow.

I4: Yeah. I mean not like it makes a difference. He just shouldn't have said that.

R: Mhmm.

I4: Like in general. Were you able to talk to anybody about that?

R: Yeah, but they still didn't do nothing.

I4: Hm. What, what did they say?

APD: You feel they protect each other?

R: I—some—I guess because they don't do nothing about it. They just let him do what he do. And I'm not the only minor, it's several kids.

Lastly, some youth who did not like school attributed that dislike to the teachers as a whole. Some regarded them as not able to teach or getting frustrated easily when working with the youth. One youth at Camp McNair pointed out that the teachers he had spent a lot of time on their phone:

I4: Okay. And what about the teachers that are leading the classes? What would you like them to be like?

R: More interactive because some teachers they're more worried about their phone and their outside life than the class.

I1: Hm. So they're constantly on their phone?

R: [nods head]

I1: Oh.

R: Most of them. Like they'll be at their desk on the computer a little bit but mostly on their phone.

Though the youth largely respect and like their teachers, there are a few teachers specifically and/or a few habits that are unprofessional or disrespectful that youth take issue with.

School Programs

Credit Recovery

One of highlights of the school system is the additional credit recovery programs such as Apex or Advanced Path. 43 of the youth we interviewed (41%) reported being in one of these courses and the reviews were overwhelmingly positive as it allowed the youth to work at their own pace in completing

needed credits. One youth at Camp Scott appreciated the independence given to her through the program because sometimes the teacher wouldn't know the answer (as every student is taking a variety of courses) and she would have to find the answer using Google. One youth at Camp Onizuka finished ten classes through credit recovery, but he struggled to finish one course because credit recovery moved too quickly. He liked credit recovery but also liked that he could choose to take that course in a regular class where the pace was slower and he had more individualized support. Only three youth had issue with the courses one citing not liking the independence, two citing the difficulty in staring at the computer screen for long periods of time, and one who had administrative troubles as staff did not enroll him properly.³³ Overall, credit recovery programs are a good support to the academic success of youth in camp.

College Classes

Youth who had graduated from high school may have had the opportunity to take college courses and overall, those enrolled found them helpful. 16 youth (15%) had participated in at least one college course and though many identified them as hard, they appreciated the opportunity.³⁴ One youth said that classes are good and "It's teaching me stuff that I never knew about" and one youth said "I'm glad I'm getting that experience." He later continued to say that passing his college class made him want to go to college, a goal he never thought he could achieve. Some youth even recommended adding more college classes to add variety in subject matter and provide more opportunities.

GED Prep

Only Camps Gonzales and Scudder have GED preparation programs. Five youth from Camp Gonzales and four youth from Camp Scudder found their GED programs helpful, even if they didn't plan on taking the GED. A few youth at Camp Gonzales highlighted the teacher, [Teacher #11], as very helpful. One youth from Camp Paige and one youth from Camp Rockey mentioned a course but did not elaborate, leaving the extent or existence of those programs unknown.

Other School Items

Behavior in Class

Many youth discussed the environment of the camp classroom, especially the behavior of the youth. Some identified themselves as the problem and others discussed other youth being loud or disruptive in the classroom. Many talked about how difficult it is to concentrate and pay attention and that they have issues trying to get the teacher's attention. Additionally, this environment can make it difficult for a teacher and some of the youth acknowledge the challenges faced by as well. For example, a youth at Camp McNair explained:

R: But it's kind of hard to teach, because like I said, where we're at. And all the kids aren't really – they're not. They don't really take to school, so they're not going to pay attention. It's hard for

³³ Please note that one of the three youth both did not like the independence nor the long time using computer screens.

³⁴ This number of 16 may actually be higher because some camps give college credit for culinary courses through Mission College and only some of them identified those courses as such.

the teachers to teach. You feel me, if no one is paying attention. You know like on the outs, kids, they like, they're different. So they go to class and they actually listen, and you know, you learn something. Over here it's not like that.

I1: How would you change it? Like, would you want --?

R: I don't think you could because this is the way that kids are, you know it's just the kids, you know.

As a result, youth are not always graded on their work, but simply on their behavior in the class. One youth at Camp Miller said, "I don't think they grade us on our work. They grade us on our behavior." One youth at Camp Scott agreed saying "Um, I like school, I like it, I mean. It's kind of fake to me of course, because it's like a jail school... So it's like basically showing up you're getting a credit... like fake school."

Whether or not the youth are behaving in school as described above, they are being forced to attend school, which for some is very different than the experiences before camp. Most youth liked that they cannot ditch or leave. They said there are less distractions than the outs and have easier access to help. One youth at Camp Scott said she is able to get more done in camp with the help from teachers that she never would have completed on the outs. She also said that because of her experiences she feels prepared to go back to the outs and finish school.

High School Graduates

Eight of the interviewed youth (8%) had graduated from high school. From their reports it seems clear that the youth do not have many programs or activities during the day. One youth at Camp McNair spoke about how youth who graduated "don't really do much but either sit inside, watch TV, play the game, or outside playing basketball." While some take college classes or help with the landscaping, that only takes up part of the day, sometimes only a couple of days a week. One youth at Camp Onizuka spends part of his days on extended phone calls. One youth at Camp Scudder said that she graduated but they have to keep her in class so she sits on the computers playing elementary level games on the PBS website.

AB-216

The AB-216 program allows probation youth who meet a series of qualifications, often being involved in the DCFS system, to graduate with less credits by waiving the elective credits. 19 youth (18%) were enrolled in the program and they were happy that they would be able to graduate high school. While many did not know why they qualified to enroll in the program, almost everyone knew their new credit goal of 130.

School Visitors

Some of the youth described having visitors in their classrooms to see what the youth were working on. Though VIP visited some classrooms as part of the tours, it is unclear how often they receive visitors and who these visitors were. However, it happened with sufficient regularity that five of the youth we interviewed were designated as classroom ambassadors meaning that they gave the tour of the classroom when the visitors arrived.

School Counselors

23 youth (22%) spoke about their school counselors with ten youth talking about how they have been helpful.³⁵ Most of the 23 youth spoke about how their counselors keep track of their credits and manage their credit recovery programs. Though most do not seem to speak with their school counselors outside of that context, a few youth mentioned that their counselors helped them to get a job on the outs or to enroll in community college.

³⁵ Please note that some youth brought up school counselors but not comment on their helpfulness.

Programs

Programs at the camps are crucial to fulfilling the rehabilitative goal of the camp system. There are four different groups of programs: (1) Mandatory Programs that youth must complete as part of their sentence; (2) Jobs at the camps for which youth are rewarded; (3) Supplemental programs which provide external or internal resources to youth in an organized fashion that are geared towards assisting them in camp or on the outs; and (4) Camp Specific programs that are unique to certain camps.

Mandatory Programs

Often mandated by the court as part of the terms of probation, all youth generally must participate in a substance abuse course and either Aggression Replacement Therapy (ART) or Dialectical Behavioral Therapy (DBT). Youth at Camps Afflerbaugh, Gonzales, Jarvis, McNair, Mendenhall, Miller, Paige, and Smith use ART. Youth at Camps Onizuka, Rockey, Scott, and Scudder use DBT.

ART

Aggression Replacement Training, or ART is described by the youth as an anger management program. In general, most youth (65%) found ART to be helpful versus 35% who either did not like ART or who found it to be unhelpful. A majority of youth from Camps Jarvis, Mendenhall and Miller liked the programs whereas a majority of youth at Camp Smith did not.³⁶ One youth at Camp Miller, similar to others at Camp Miller said, “a big impact of my camp program was ART.” Oppositely, one youth at Camp Smith regarded ART as a nuisance, “I just wish there was no ART . . . man fuck that ART.” There were also mixed reviews such as one youth at Camp Paige who liked the program as a whole but said “sometimes I don’t feel like we’re learning how to really cope, how to really, you know, have coping skills.”

An aspect of ART is the group discussion and sharing. One youth at Camp Smith pointed out that this was the coolest part of the program, seeing enemies open up to one another. The program used role-plays as a teaching tool to assist the youth in learning healthier coping skills. One youth at Camp Gonzales felt the situations provided were not directly applicable to their and other youths’ lives. One youth at Camp Afflerbaugh shared what he learned from a roleplay on relationships:

I4: So do they do activities in there or?

R: Yeah we roleplay. We got to roleplay. So like say if we're doing different stuff on every week, every week that we go we would have to roleplay a skit. Like say if we're doing um uh breaking up a relationship. And since there's a bunch of boys, you would have to like, one of them has to act like a female.

[laughs]

³⁶ This is representative of five youth at Jarvis, six youth at Mendenhall, five youth at Miller and seven youth at Smith.

R: And the other one will be like the um, the man. And then they'll just roleplay. They'll skit it out. And then after then, they'll switch. They'll rotate. The girl with be the boy and the boy will be the girl. And then that's, that's pretty much it.

I4: So what'd they say? How do you handle a break up?

R: Huh?

I4: How do you break up?

R: [laughs] There, there's a lot of things like you know. Like if you're the one getting dumped on, and you're a female or if you're the male, you've got to you know take it. Well for a boy you've got to take it like a champ and just let it be. And then for females you know there's, there's, there's steps. But we didn't go through those steps. We just went through the, the men's step.

This program is beneficial in that it provides youth a space where they can practice strategies for improving interpersonal relationships. However, the reliance on gender norms to define the dynamics of these roleplays may distort and limit the practiced responses available to youth.

One youth at Camp Gonzales shared how he applied the skills from ART to regular situations in the camp itself. Specifically, how the skills were useful in appropriately handling a stressful situation in the school-setting:

I4: Could you give me an example of a time that you used like the skills?

R: Uh [long pause] when I was in school. And this lesson was uh called express your feelings. Because I feel like I was doing all this work in class, and I told my teacher, and he didn't grade it. And I told him like – I talked to him like, "Why, why haven't you graded my work? Like I've been working hard." And then he said he know, but he hasn't just had the time for it. I was like, "Can you make time to make the adjustment, so I can get my paperwork corrected?" He was like, "Yeah." And he understood why I told him because I was working hard."

Though the program is to be helpful to some youth, improvements can be made in ensuring that the messages are being conveyed to the youth properly and in a way they will understand. Camp Smith was the only camp where a majority of youth disliked the ART program.

DBT

Dialectical Behavioral Therapy (DBT) can include weekly individual and group therapy sessions and some youth reported having these sessions twice-weekly. At the camps, 25 youth (81%) liked DBT or found it helpful and six youth (19%) did not like it or found it unhelpful. All seven youth at Camp Rockey, all seven youth at Camp Scott, and six of the eight youth at Camp Scudder liked DBT. One youth at Scudder and five youth at Onizuka comprised the group that did not like DBT.³⁷

Most youth were enthusiastic about the benefits of DBT. One youth at Camp Scudder endorsed the program unequivocally saying, "I have taken a big step in life because of that DBT... Yes, DBT skills work." Youth shared detailed stories of times that DBT helped, and sessions that resonated with them in their lives. One youth at Camp Scott talked about the group therapy sessions and a creative lesson about handling emotional stress that got through to her:

³⁷ One youth at Camp Scudder had no opinion on the program.

I3: What projects does he do that makes it, you know fun?

R: Um, different projects like, um, we just did a soda, the soda thing he just bought like soda, the big two liter sodas

I2: Mhmm

R: And um, we drunk some afterwards but it's – okay. He, we went outside and he took the soda and he made us all stand in a circle and tell him what like makes us mad. Like me I said Probation, I can't like, and he makes all shake and shake and shake it. So, like when you, when you – he said, he twist the knob. He said, "Okay, that's what made you angry and you are shaken up, like you are just shaken up." When we twist the knob, he made us all – like three of us twist the knob, and think of something that'll help us calm down. Like I said counting, somebody else said deep breath. So, when you too – and when we twist it, now I think about three times, when we opened it, it didn't explode. It was just calmed down, like you know? But when we shook the other one and we didn't think, we didn't use the twist and we didn't think about anything – it just bursted out, like you know?

I2: Mm.

R: So that was the example of when you use steps to calm you down, it can help instead of not thinking about it, and just going right into it."

Some of the difficulty with DBT for youth at Camp Onizuka may have to do with the camp's position as the 'last chance' camp. One youth at Camp Onizuka expressed this explicitly saying, "it really doesn't teach me because I've, like I said I've been here so many times, I've been through it so many times apparently it doesn't help, I keep coming back." Regardless, the fact that almost all of the youth who disliked DBT were housed at Camp Onizuka offers the question of whether the program at the camp is deficient or the dislike reflects the disillusionment of the youth at the 'last chance camp' with the mandatory programs of Probation. Looking past DBT at Camp Onizuka, the youth say the program is overwhelmingly positive and helpful at a much higher rate than the youth involved with ART.

ART vs. DBT

Some youth had been through both ART and DBT and offered comparisons between the two. The opinions were varied. One youth at Camp Rockey said that ART feels out of the book and DBT is like therapy, making it a better program. One youth at Camp McNair participated in DBT at the Dorothy Kirby Center and also preferred it to ART to the point that he would want DBT to be available at every camp. One youth at Camp Onizuka felt like DBT was a lecture whereas ART engaged the youth more and was preferable to DBT. For one youth at Camp Onizuka, the distinctions were unimportant and the programs basically the same. Overall, DBT seems to be preferable to the youth with the exclusion of the Onizuka youth.

Substance Abuse

The youth are often required to take a substance abuse course that focuses on the effects of drugs on the body. If made mandatory by the Court, the program must be completed regardless of prior participation, completion, or if the youth has never partaken in any substances. Overall, 40 youth liked the substance abuse program or found it helpful (56%) and 31 did not like it or found it unhelpful

(44%).³⁸ Small majorities of youth interviewed at Camps Gonzales, Mendenhall, and Rockey liked the substance abuse program.³⁹ A small majority of the youth interviewed at Onizuka did not like the program or found it unhelpful.⁴⁰

Even among those that found it helpful, the program could be deemed to be less than effective in preventing future drug use. One youth at Camp Scudder said that the program was helpful; however, she is going to keep smoking weed because no one can convince her that it's bad. She did indicate that she felt less likely to try other drugs because of the class. One youth at Camp Scott said that class is "just pretty much trying to scare you about what happens if you take this." If this reflects the approach taken by the courses across camps, it provides an understanding of the context in which some youth say they plan on returning to using drugs. Especially if the information given in the course contradicts the youth's personal experiences with the drug.

Some of the instructors may identify advocating for outright abstinence as a losing battle for some of the youth, and instead advocate moderation. Per the experience of one youth at Camp Scott, the instructor,

"gave me like a few packets on weed because that's the only thing I do is smoke weed. So she's just telling me that it's not good to like, to like smoke it every day. Well she gives us like, if somebody else smokes meth and I smoke, and I smoke weed and somebody else do heroin, she's telling us to basically like cut back, don't try to, don't do it every day. Like if you do it, do it once a day –"

One of the ways in which youth were able to reach breakthroughs was through the group aspects of sharing and listening to stories from peers to contextualize and make real the lessons of the course. One youth at Camp Mendenhall especially benefitted from this part of the program:

R: Substance Abuse they taught us advantages and disadvantages of using drugs, like you know why we do it, you know. It was pretty cool, it helped me out. I think I liked the drugs program best, pretty cool because people would say their stories.

I2 & R: [laughs]

I3: Some interesting stories?

R: Interesting –I'd think they were interesting. Me, like you know I would tell my story and they'd be like, people be like "Oh, you know that's good" you know? I'd hear some other story and I'd be like "Nah" like, you know I'm lucky, you know. I didn't get that far I didn't you know? There's people that have been far like, brought it way more down low. And brought it all the way up, you know. I guess it gave me more comfort in like doing better, you know.

I3: So that was really helpful for you? Like hearing all those stories and everything?

R: Yeah, it's like –I don't know how to say the word but it's like. I don't know how to say it; I don't know how to say it. I forgot the word, I forgot the word.

³⁸ These percentages are based on the 71 youth who gave opinions on the helpfulness or whether or not they liked the substance abuse program. The other youth may have spoken briefly about the program but not enough to determine an opinion of like or dislike.

³⁹ This is in reference to five of the nine youth at Camp Gonzales, five of the eight youth at Camp Mendenhall, and five of the seven youth at Camp Rockey.

⁴⁰ This is in reference to six of the eleven youth at Camp Onizuka.

PD: You could relate?

R: Uh, yeah I could relate.

One of the difficulties the program faces in preventing drug usage is in providing support in social situations outside of camp. One youth at Camp Mendenhall said that though he learned a lot, he will only be clean for three days after he gets out, then he plans to drink. Though he may stop using weed until his probation runs out and there are no more drug tests, he will continue to drink on the outs.

Youth had many suggestions for ways to improve this program. They focused on increasing the level of engagement of the youth with the material and providing practice applying anti-drug strategies told to them, including:

- Bringing in more speakers or recovering addicts because they felt that the message would resonate more and it would be more engaging
- Learning about addiction and how to recognize it and recover, versus scaring them about what drugs can do to their body.
- Make the classes more engaging and sharing-based instead of reading information from packets
- Use more interactive methods that help with how to stay clean on the outs (one suggested ART like scenarios so you can learn how to turn down an offer and practice turning down the offer)

Jobs

Jobs are programs for which youth have responsibilities they must fulfill, and for which youth receive rewards. Rewards range from community service hours or BMP points to wages given on completion of the program and extra phone calls.

Dorm Orderlies & Latrine Orderlies

Some camps have specific Latrine Orderlies for bathrooms and other camps put cleaning bathrooms under the auspices of the Dorm Orderly, in addition to tidying the dorms. At different camps these positions can be selective, volunteer positions, or the staff will choose youth for these positions. This work can count towards community service hours or provide youth with extra points to help them earn Made Days. Additionally, these positions are often considered to be the entry-level position and at some camps are formal pre-requisites for other, more desirable positions. Youth generally saw them for their value in points, hours, or pre-requisites though many did not like having to clean up after others.

Office Orderlies & Administrative Orderlies

The position of Office or Administrative Orderly is a desirable one. Rewards are greater than other jobs, and the position is highly sought after, usually reserved for the top youth in camp. One youth at Camp Afflerbaugh said, "It's one of the more privileged jobs in camp." Eight of the youth (8%) interviewed were currently or previously in this position. Five discussed the rewards associated with the jobs including extra snacks, name brand personals (even at Camp Paige where no one else is allowed name brand personals), and extra phone calls with some stating that they are given the opportunity to call home each night that they work. One youth at Camp Miller explains how one becomes an office orderly:

“If the Office Orderly, if he goes home, and if you’re the head KP, then you get to work his job. Because Office Orderly, that’s like the best job you can have because you can go anywhere... You get a lot of things to be Office Orderly, that’s why it’s like better to be the head KP, because you get offered more jobs.”

Kitchen Patrol (KP)

Kitchen Patrol (KP) are jobs where youth assist with the maintenance of kitchens or production of meals for youth in the camp. Of the youth interviewed, 49 discussed being a part of the Kitchen Patrol. In the stand-alone camps, there are multiple roles including: handing out trays, cleaning the dining hall, serving as junior cooks, or being “Top Three” helping prep and/or cook the food. At the Challenger camps, the KP will pass out food from the cart and clean the tables after the conclusion of meals. Youth at Challenger Camps also use the term KP interchangeably with Dorm Orderly. As a part of the job, many youth receive extra food. One youth at Camp Miller believed this accounts for people seeking the job saying, “that’s pretty much why everybody goes just to eat the extras.”

Multiple youth discussed the cooks bringing them snacks, or if they are responsible for food prep as “Top Three,” making their own food such as omelets, burgers, and quesadillas. Many of the youth also have good relationships with cooks. Youth at Camp Miller and Scott went so far as to describe it the cooks as personal mentors. However, this is not the case across all camps; One youth at Camp Paige had been fired seven times from the KP role, who said the cooks “treat them like slaves.” Besides a few complaints, overall the youth enjoy working in the kitchen even with early hours or working long days. Many are thankful for opportunity and enjoy the perks along the way as well.

Additionally, working in the kitchen can give the youth a unique view into the inner workings of camp. One youth at Camp Scudder noticed that the food coming to camp was of low quality and lesser in quantity with a small number of fruits and vegetables and cracked eggs. She said that one of the days she was cooking, they did not have enough food to make the meals scheduled for the day. And though she doesn’t mention whether or not she came up with this opinion on her own or if a Probation staff or cook told her, she claims that because the delivery truck stops at Camp Scott first, they have a better pick and take more of the food. This theory could give weight to why many of the girls think that Camp Scott has better food than Camp Scudder.

Grounds Crew & Work Crew

The purpose and scope of Grounds Crew and/or Work Crew as described by the youth varied both across and within camps. Two youth at Camp Paige discussed working with the landscaper with one of the youth, a high school graduate, working weekdays from 9:00am to 3:00pm. As a high school graduate, one youth at Camp McNair also worked on the Grounds Crew in lieu of taking courses. One youth at Camp Mendenhall also discussed fixing sprinklers and using tools as part of the program at his camp. None of these youth mentioned above said they were reimbursed for this work outside of snacks.

Youth at Camps Jarvis and Onizuka were paid upon leaving for their work while in camps. Two youth said they made money landscaping while at Camp Jarvis with one of the youth saying that he completed all of his hours and made \$1300 working, but that he did not enjoy the work. Two youth at Camp Onizuka talked about helping around the camp with the janitors and getting paid for their work with one of the youth stating that he made a total of \$1080 upon release. One youth at Camp Onizuka noted that

the program also teaches interview skills, but that was the only comment inferring any general skills training. Overall, work-based programs differ at each camp.

Laundry Orderly

The team interviewed two Laundry Orderlies at Camp Miller and two at Camp Afflerbaugh. Both emphasized the perks of the job; the best perk being that they received all new, never used clothes and could hook other youth up with new material. One youth at Camp Afflerbaugh stated that he was fired for giving out too many clothes, even though staff thought it was cool of him to do so. The laundry rooms are also used as areas for socialization as Camp Miller has a television where they watch movies and Camp Afflerbaugh has an XBOX where they play video games. One youth at Camp Miller said that he really enjoyed his job in laundry because it felt like he was at home. He would often listen to music and dance because he was alone. This youth also pointed out that the laundry is next to where they keep all the supplies and that the laundry boys would cut out stuffing from the extra mats to stuff their own mats.

Camp Typist

Two youth at Camp Paige held the position of Camp Typist. This means they were responsible for typing various documents and notes for staff. They also functioned as Office Orderlies with the similar responsibility of cleaning up the office.

Flag Orderlies

Two youth, from Camps Gonzales and Scudder, were flag orderlies. The youth in this position are responsible for raising and lowering the flags at the camp. The youth at Camp Scudder disliked the work, but the youth at Camp Gonzales grew accustomed to the role.

Handing Out Al Jones

A few youth mentioned being responsible for handing out the Al Jones snacks on Saturdays. Most youth enjoy the position as they can receive extra snacks and at some camps the position seems to rotate between various youth. Whether this was a formalized position or a simply an assigned task to a group, such as Youth Council, is not entirely clear.

Supplemental Programs

The supplemental programs cover a wide gamut of topics and purposes but serve an important function for improving outcomes and quality of life for youth in the Probation camps.

Behavior Modification/Management Program (BMP)

BMP is the Behavior Modification/Management Program employed at the camps. The youth receive points based on their behavior throughout the day and there is a daily target for number of points the youth must earn. They receive points in each class, in the dorms, and at meals. Youth can receive extra points for jobs or for pro-social skills, meaning that they help out another minor or act in a way that staff deem deserving of a reward. When a youth meets their point quota for the day, generally around 20 points, it is called a "Made Day." When the youth enter they are on Stage One. After seven straight Made Days, they are on Stage Two. After 14 straight Made Days, they are on Stage Three, and after 21

Made Days, they are on Stage Four, the highest stage. Youth aim for reaching Stages Three and Four where they are allowed more privileges. Privileges vary from camp to camp and can range from extra shower time to extras at meals to longer phone calls.

Of the youth interviewed, three youth were on Stage One, 12 youth were on Stage Two, 13 youth were on Stage Three, 46 youth were on Stage Four, and 30 youth did not share the stage they were on. Though the BMP functions as a behavioral-rewards-based program, only 16 youth used the word behavior in describing the program. Only three youth seemed aware of the meaning of BMP: One youth at Camp Onizuka said "Behavioral Management Program"; one youth at Camp Afflerbaugh said BMP stands for "behavior something"; and another youth at camp Afflerbaugh called BMP the "Behavior Program." Some youth described the program about behavior without using the word behavior. One youth at Camp Rockey said you earn points by doing good and not messing up. One youth at Camp Afflerbaugh said stages are determined "it's by how, like how much days you've been doing good." One youth at Camp Jarvis said you get points by paying attention.

Many youth described the program in terms of the perks or privileges such as personals or the snacks in the Al Jones Stores. One youth at Camp Paige when asked what is BMP said "The BMP just basically has all the goodies." One youth at Camp Mendenhall, when asked what is BMP, simply said "Al Jones." A youth at Camp Afflerbaugh said BMP is points and Saturday are Al Jones. One youth at Camp Scudder, in response to being asked what are the differences between stages, described it as "You get more stuff."

The Al Jones Store is where the youth can turn their weeks' points into snacks. While most camps price snacks individually, one youth at Camp Scudder said at her camp you get snacks that correspond to their stages (i.e. youth on Stage Three get three snacks on Saturday). One youth at Camp Mendenhall pointed out that when they moved to Challenger, the snack prices increased. BMP snacks as described by one youth in Camp Paige are "the money in the camp." These snacks serve as an incentive for youth behavior and, as discussed in Other Considerations, youth use snacks to attain favors from or gamble with one another.

12-Step Programs

Youth at Camps Afflerbaugh, Gonzales, Miller, Onizuka, and Rockey identified participating in a voluntary substance abuse program outside of the court mandated program. Most identified the program as AA or NA, but some did not disclose that information. A majority of the youth found the program helpful or they enjoyed going to it. One youth at Camp Afflerbaugh said that most people take the program seriously but some come just for cookies.

Drumming for Life

The Challenger youth described Drumming for Life as a program where they improve their focus and their reading level as they, the teacher, or other youth play the drums. This program had mixed reviews from youth. Two youth at Camp Smith generally liked the program but acknowledged that it was a bit weird, but cool. One of those youth stated that "I didn't really want to do it but it uh it didn't bother me." On the other hand, some youth had negative reviews of the program like one youth at Camp Smith who called the program "trash."

In the girls' camps, Drumming for Life was described as a combination of drumming and poetry. The youth often write and share their poetry with the rest of the group. One youth at Camp Scott discussed how it felt good to share, even though a poem she wrote about her brother made her cry. One youth at

Camp Scudder did not like the program and said it becomes about drumming your feelings, which often turns into a space for the girls to air their hostilities with one another. She says the program would be better named “drumming for your life.”

FLOW

Youth at Camps Gonzales, Jarvis, McNair, Miller, Onizuka, and Smith participated in the program FLOW, where youth work together to write music, commonly raps. Youth can participate by writing lyrics, making beats, performing, or simply listening. Overall youth very much enjoy this program and look forward to it every week; they highlighted the qualities of [Program Staff #1] the leader of the program, as a big brother and mentor to them. At the end of the program, [Program Staff #1] saves the youth’s work to a CD or flashdrive for them to take home, which many look forward to. One youth at Camp Onizuka said that, “It’s great. It’s one of the best programs.” One youth at Camp Onizuka liked the program as “it’s just something to express how we feel our feelings.” One youth at Camp McNair mentioned that he wrote a rap with FLOW for a school project on the theme of perseverance and performed it for LACOE; he was able to incorporate his passion for music into learning. Two youth rapped during their interviews, showing a great pride in their work. FLOW is one of the more successful and well-reviewed programs at the camps.

Gang Programs

Youth at Camps Gonzales, Scott, and Scudder identified gang programs at their camps. The youth at Gonzales did not give a clear description of the program there other than it helped them avoid getting involved in gangs. At the girls’ camps, there is a program called “Girls and Gangs.” Four of the five youth who discussed the program emphasized its purpose of obtaining employment on the outs and discussing reentry. The girls did not elaborate on the quality of the program, simply noting the purpose. One youth at Camp Scudder left the program out of fear that officials would use her participation in the prevention program to justify enrolling her in gang injunction on the outs. Though there wasn’t a great deal of information provided by the youth on these programs, the girls’ camps seem to have more access to anti-gang programs specifically targeting gang involvement than the boys’ camps.

LA Dads

Youth discussed LA Dads as a way for them to learn about how to raise and take care of children, available at some of the boys’ camps.⁴¹ This program also provides special visits to interact with their children and their significant others or parent of their shared child. Six of seven youth who spoke about the program found it to be helpful. One youth at Camp Jarvis declared that the program shows the youth “how to be young adults instead of being so immature and coming in and out of jail.” One youth at Camp Onizuka reflected that he liked the program, but said it stopped after one to two months and that he wanted it to return to camp. Only one youth at Camp Onizuka who did not like program saying that he did not appreciate being taught how to raise his child. From the descriptions, the program seems tailored to newborns and young infants and at the time of the interview that youth’s child was already three years old and thus the program may not have had relevance to that period of development. Overall, the positive experiences cited in the program were beneficial to the youth and their children and youth wanted the program to be continued and expanded if possible.

⁴¹ It may be available at all of the boys’ camps depending on need or what camp has youth who are fathers.

Operation Read & Read 180

14 youth mentioned these reading level and score improvement programs. The youth enjoyed the programs and found them helpful, though they did not explore the specifics of the programs.

Relationships 101

Relationships 101 is only offered at Camps Scott and Scudder and has mixed reviews from the youth. Some find the acting out of relationships beneficial and that it helps them to mature while others find that it exaggerates life, making a drama out of life and boring the youth. One youth at Camp Scott described the program as “basically about girls and how they’re in abusive relationships – yeah it’s boring.” One youth at Camp Scott went into detail about a situation played out in class designed to educate the girls on identifying patterns of abusive relationships:

“Um. How to like react to things. How – because she did a – this act. It was more [pause] it was this dude beating her. So and the girl still stayed. And he kept beating her and beating her. So she ended up asking us like, ‘What what did you learn?’ Like, ‘Where did she have to leave him?’ And everybody was like, ‘When he hit her first.’ She’s like, ‘Before that.’ And we just kept thinking about it. And she said, she said, ‘Well, you didn’t notice he was possessive at first? Like he was telling her what wear and all this.’ So we’re like, ‘Okay.’”

Teaching girls to recognize patterns of abusive behaviors in relationships is a beneficial public health goal and can improve community resiliency to violence with successful integration of girls on the outs.

Religious Services

Youth at most camps, with the exclusion of Camps Gonzales, Mendenhall, Onizuka, and Smith, spoke about the availability of religious services. Most youth that spoke about the services liked the programs, highlighting the services themselves and/or bible studies. Six youth discussed their baptism, confirmation, or first communion at camp or the halls. Three youth mentioned getting snacks as a part of attendance, with one youth at Camp Afflerbaugh sharing that, “When I want a snack, I go to church.” Not all expressed such cynicism in their interviews; many youth discussed appreciating the supportive staff and enjoying guest speakers brought in by the church. Offering varied religious services provides youth space to speak with others and connect spiritually if they choose.

Small Group Intervention (SGI)

Two youth at Camp Afflerbaugh and one youth at Camp Smith mentioned participation in SGI. It is unclear from youth’s descriptions what role this program serves other than a slightly different version of ART. It was unclear why any of these youth elected or were required to take this program.

More Reasoning

One youth at Camp Mendenhall mentioned a program called More Reasoning and said that everyone takes it. He was the only one to mention this program at Mendenhall and he said it was helpful. One youth at Camp Paige also mentioned the program saying it was a precursor to ART. Again, it is unclear who must take part in this program and for what reasons.

Freedom School

Youth at Camps Gonzales, Onizuka, and Scudder mentioned Freedom School. They generally liked it with the youth at Camp Gonzales saying that the morning assemblies were fun. The youth at Camp Scudder said that “They started singing songs and they automatically gave us ten credits. But it was weird though because like Freedom School we didn’t really do anything besides make projects a lot.” Given that our interviews happened in the Fall of 2015 and the winter of 2015/2016, the youth may have not been present during Freedom School or it could have been too far out for them to think about it. The three youth who mentioned it offered positive reviews.

Tutoring

Two youth at Camp Gonzales and one youth at Camp Miller said that they had tutors, students from UCLA or Pepperdine, and that they generally liked it. One youth at Camp Gonzales said, “it’s helpful that they are here.” One youth at Camp Scott expressed concern as her teacher had provided tutoring for her after school but the teacher grew frustrated with her inability to understand the material, and ended the tutoring.

Youth Council

Camps Afflerbaugh, Jarvis, McNair, Onizuka, Paige, Scott, and Scudder have some form of youth council and/or a student council. In the interviews, 15 youth mentioned being a part of these councils, which are organized to discuss ways to improve camp life. Many of these youth suggested that they had not been on the council long and while some felt confident that they were making changes, they rarely had examples of realized change. One youth at Camp Scudder reflected on her participation saying, “I feel like I’m important . . . I actually feel like someone who is actually being heard, you know. Like – I feel special.” Others were unsure if the suggestions they had made would be implemented. One youth at Camp Onizuka expressed more direct doubts citing his presence in a probation camp, “I’m incarcerated, so they’re not, I doubt they’re going to listen to me.” Additionally, the role for youth council members at Camps Afflerbaugh and Scudder is slightly different as they also serve as mentors for new youth, showing them around the camp and giving them insight into the day-to-day realities of life there.

Here are some examples of suggestions that the youth or other members had suggested or completed while being on youth council⁴²:

- SAT and career prep
- Longer recreation times
- Ending the practice of group punishment
- Having sport teams or sport tournaments
 - One youth at Camp Jarvis shared that the implementation of a Challenger-wide basketball tournament was a direct result of the youth council suggestions.
- Decorating for the holidays
- Making a birthday list so they can celebrate with a cake monthly
- Having a camp wide celebration for Fire Academy graduation
- Giving out journals for youth to draw so books do not get tagged

⁴² Some of the suggestions made in the youth council were also requested by youth when asked what changes they would make or what programs they would like to see.

- Getting more hands on experience in the woodshop class
- Purchasing new bed covers as the covers are itchy
 - One youth at Camp Jarvis gave this as a successful example as Camp Jarvis now has new covers
- Painting over tagging
- Trying to get Stage Four youth at Camps Jarvis, McNair, and Onizuka access to Smith's gym
- Starting a recycling program
- Building a new library
 - One youth at Camp Scudder said that the camp is in the process of doing so

Camp Specific Programs

Camp Paige – Fire Academy

During the first round of interviews, the Fire Academy had yet to begin. On the second round, four of the youth interviewed were part of the program. Overall, the youth love this program and feel a sense of accomplishment through participation. One youth raved about it saying, "I actually love this program."

The youth in the program are divided up into two crews. One crew goes out Mondays, Wednesdays, and Fridays and the other goes out Tuesdays, Thursdays, and Saturdays. On the days that they are not in the field, they attend school. These alternating crews hike into the mountains to make the line for hiking trails and work with firefighters. They wear the same outfits as firefighters complete with full packs, nomex, and big boots. The youth are paid \$10 each day for their work. Youth in the Fire Academy also start their days earlier than others to do physical training; usually this includes a two mile run before going out. They eat a 5000 calorie a day diet to match their additional physical demands of training and work. The youth work in the community as well, helping at the LA County Fair or sandbagging for others.⁴³ This tough schedule provides clear evidence of progress for the youth; for example, one youth at Camp Paige gained a lot of muscle weight by working out so often. Additionally, Fire Academy youth generally receive longer showers as compared to other youth in their camp and other camps as a whole. The rewards from the work itself, and the additional privileges offered, make this a well-reviewed and very desirable program for youth.

The program provides an avenue for youth to practice being responsible for themselves and others, providing individuals with the space and trust to develop themselves. One youth at Camp Paige appreciated the opportunities to earn money and to learn from the firefighters. Another youth at Camp Paige elaborated on his growth saying, "Yeah, so [pause] you know I benefit from that too, that's making myself better at the end of the day too, so I do that. And uh, that's pretty much it, you know? I do, I do carry a lot of responsibility around here. And so, I do whatever I could to make myself better than you know the last day." This youth further elaborated on his personal growth and the transformative experience of this program:

R: Uh, well the Fire Crew. And um, yeah pretty much I learned, I learned responsibility and uh [pause] I don't know.

⁴³ Additionally, youth also mentioned this activity as part of a Forestry program that seems to have been a precursor to the start of the Fire Academy. We did not have enough information, besides these two activities about how that program worked.

PD: What about conflict resolution? I think you learned that.

R: Yeah, I guess. [laughs] [everyone laughs] I don't know, you would have to ask, you would have to ask the people that, that know me, you know what I mean?

I3: Uh huh.

R: Because I know I've learned a lot. I can't really put my finger on it you know, what I've learned – but the people that knew me – And if they was to see me now, they would probably say, "Yeah, whole totally different kid, whole totally different kid." Like, so I don't know, you'd probably have to ask individuals that really knew me.

Camp Gonzales – New Roads

Camp Gonzales offers a wide array of programs through its New Roads curriculum. The youth responded very positively to these programs saying that the New Roads staff were supportive and helped a lot. One youth stated that “it’s a very good program” and another said that “I wish they had New Roads at every camp.” The courses offered through New Roads includes: GED prep, fitness training, Photoshop courses, a life skills class (learning about bank accounts, credit cards, resume, etc.), SCORE (a motivational speaker series), a drumming class, Inside Out Writers, Street Poets, game night, an “Art Across Cultures” course (learning about art styles from around the world), meditation, and one-on-one mentoring to help with college and job applications.⁴⁴

One youth was also able to make connections from the experiences of the drumming classes to broader themes about life: “Because I’ve learned that like, when you hit a djembe, when you’re drumming, you do not have to hit it hard for it to sound like you hit it hard. You can literally just – [imitates hitting a drum with palm] All about the technique. And that’s how life is, it’s all about your technique.”

A key feature of New Roads is that the youth have access to support on the outs. This support network brings youth on the outs together for external events such as rock climbing or trips to magic mountain as social events and ways for youth to keep in touch with their New Roads contact. This program is highly committed to assisting youth, with one youth at Camp Onizuka, who had been in Camp Gonzales previously, saying that the New Roads mentor had been advocating for him with his field PO to help enroll him in courses at Pasadena City College:

I3: And is uh, is there any other things that New Roads has done to help you out?

R: Uh, uh, yeah. They help me out with um, when I was, well they’re going, they’ll help me out with getting off probation by the time I get out of here. They’ve been talking to my um, my PO on the outs, and telling him all the recommendations, all the stuff that I’ve been doing. And they’re going to help me enroll into college when I get out.

Youth enjoyed about the life skills courses offered by New Roads. This program provides training on handling a range of skills that the youth are unlikely to know, but will be crucial in building a life after camp. The skills taught range from learning how to tie a tie correctly to filling out loan applications. One youth at Camp Gonzales said that the youth are also able to suggest skills to be taught, keeping the course grounded to the needs of the youth:

⁴⁴ These were the varied programs mentioned by the youth though we are aware that even more programs may exist beyond this list.

I4: Oh okay. And do you have a favorite one, from the ones that you just named?

R: Life skills and GED.

I4: Mhmm. Can you tell me more about the life skills class?

R: Well basically the teacher will – the name speaks for itself. It gives you life skills like, you need to do a resume, they'll teach you how to do a resume. Um job application, you know the FAFSA, they'll teach you how to apply to college. Um what else? Like if you're going to buy a house it's like you (...) on what the paperwork looks like. If you want to get a car, um I forgot what else. But yeah. I don't know but it teaches you a lot of stuff.

I4: Yeah.

R: How to do a tie sometimes.

[laughs]

I4: That's cool. Do they ever talk to you all about like opening up like bank accounts or anything?

R: Oh yeah, yeah that one too. We have that one.

I4: Oh okay. That one does sound like a lot of skills then.

R: Yeah.

I4: Is there anything in that class that you would want to learn that you haven't learned or that like they don't offer?

R: Not really. I think they cover, basically cover everything like every week they change the topic.

I4: Mhmm. Do you ever get to suggest topics?

R: Sometimes. Sometimes they'll say "well, you guys what do you think we should learn next week?" Oh somebody will say something and somebody will agree to it and then they'll "Alright we'll learn this next week" And then teach us.

The art program was also brought up in multiple interviews as excellent. Four youth all expressed appreciation of the program. They specifically said that the teacher was great and the program was fun. They also received two hours of community service per class for participation.

New Roads provides a versatility that other camp programs do not approach. It provides a bridge to the world outside through teaching critical and oft overlooked life skills, offering a variety of programs so youth can explore interests while in camp and providing consistent, professional follow-up support through one-on-one mentoring which continues past the conclusion of the youth's camp programs.

Camp Smith – Sports Program

Camp Smith youth enjoy the sports program. They often refer to the camp as the 'privileged camp' as they have many more privileges than any of the other camps. Many of these are directly due to participation in games; this includes leaving camp to go to games, extra family time after the games with

outside food, and coaches who purchase outside food on return trips from games. Indirectly related to their participation is getting longer showers, a gym in their dayroom, and receiving more food than youth at other camps. Because the coaches of the teams are also the POs, youth have closer and less adversarial relationships with staff who are, quite literally, members of the same team. Overall, the youth experience more social interaction, physical activity, and freedom at Camp Smith.

One youth at Camp Smith expressed many of the social and practical benefits of the program: the joy of being able to leave the camps and feel free, the additional support available from friends and family who can hang out with him at the games, and the effect it has on his perception of the passage of time:

I4: Yeah. What's it like leaving here to go out and play?

R: It makes you feel like you're free. You know? You'll be like "Ah man, I feel free." Like but even though in the back of your head you know that you're still locked up, you get to see your family, you get to eat outside food every time it's a game, you get to eat snacks, see your friends, see your girlfriend if she comes, if you got a kid you could see your kid and your baby mama – You know?

I4: Yeah.

R: So it's like, it's the opportunity you know, it kind of, it's like, it's like trying to, it, it's the opportunity to try reestablish relationships that you messed up. It's like that, exactly like that.

I4: Yeah. That's sounds really cool though that you could do it through that.

R: Yeah.

I4: What was it like the first time you went out?

R: I mean it was uh, it was alright. I mean it's like, because I'm, I'm like "Ah man I'm out." You know? I'm going to take advantage of it while I'm here, you know just – And the next thing you know, depending on what sport it is you, you gone two, three, four times a, a week – So it's like you, you might be only here three times a week. And then three, two, three, four times a day, a week you're, you're gone so it's like the next thing you know you started your sport in March, you gone two, three, four times a week, next thing you know it's June. Dang time going by that fast? Because you're always active, you're always leaving the campus though.

Fights appear less common at Camp Smith than at other camps. This is likely due to three factors: (1) selection bias in that to be transferred to Camp Smith, the youth must have disciplinary records fairly clean of major fights; (2) the bonds formed between teammates and the coaches; and (3) the risk of losing your position on a team in the event that you do fight. One youth at Camp Smith shared that he was kicked off of the football team for getting into fights, and that without membership on a team he lost the privileges of going off-site and was just keeping his head down to complete his program:

R: Uh, I came here to be on the football team. But I ended up getting kicked off the team because of too many fights. They starting a soccer and basketball, but I don't want to try out for neither team, because I'm not good in either so I just decided to leave it alone. I'm actually going home in four weeks so –

I3: Okay. It's coming up.

R: I'm just kind of chilling.

I3: Okay. And um, how was that like since you got kicked out – I'm assuming it was the football season?

R: Yeah.

I3: Like what did you do then, if you weren't like on the football team?

R: If I was on the football?

I3: Yes, if you weren't, since you weren't on the team no more.

R: Oh, since I wasn't on the team, I was just [pause] I was, I was, I was running the program you know. Following simple instruction by staff, I wasn't causing no trouble.

One youth at Camp Smith explained how the coaches worked to earn his trust and that of other youth. The coaches, being probation staff, are also constantly bringing their sports into the interactions and discussions with the youth:

I4: And who are the coaches exactly, are they like volunteers or what?

R: Nah they, they Probation staff that work here.

I4: And what's it like seeing them off the field?

R: Um, all of them really convert football into life so they'll always use like metaphors about football and put football and life together. So it was just like you always constantly, you're on the field all day because you've got to hear their mouth all day.

[laughs]

I4: How did you feel when they told you that? Like you know like football and life are you know

R: I used to always – I still to this day deny it like, like "Football ain't like life." He's like "Yes it is." And like he, he like showed examples like, you feel me, like how gangbanging and in a different team like your rival team is just like, it's like another sort of gangbanging but it's in like a positive way. And he showed like, like if you keep pushing yourself only good can come out of it. Like so, and like in football if you keep trying only good can come out of it. Um practice makes perf, perfect practice makes perfect. So I guess it was just like – I still deny it though like –

I4: Yeah.

R: I know it's true but I still deny it.

I4: What, what makes you disagree with him?

R: Because it's some things like that I don't understand so I just like try to deny it – Just like "Nah, that's not true." But it's sometimes it's just like certain things happen, it'd be like "Dang that's a coincidence." He did say that was like this. So it's sometimes where I'm just like I know the truth but I still want to just hold my, like hold myself to a different like place like "Nah, it still ain't true." So it's just whatever.

I4: Could you give me an example of a time where you felt like "Ah maybe he was right."

R: Um. I'm trying to think of one. Uh. Like um our first game we won, at Campbell Hall. It was like, like uh 15 seconds left I believe. And we was down by a touchdown and he just like, he just kept on telling us like "Look, I got 15 seconds." And we had just got the ball back, it was on the 35 yard line. And he was like "Look. If y'all keep on pushing yourself, y'all, y'all going to win. Only good could come out of it." And that was the hardest 15 seconds I had in my life. Like full speed running um and we was on defense – no, they was on offense. Defense came back in um they had offense, they threw an interception.

I4: Mhmm.

R: And like the team, they was going, they was um needed a ball but like the, I guess the hiker he hiked it and it slipped out and we got a defensive fumble recovery. And then one of the kids ran it back and then we scored. So we won and then it was just, it was crazy. It was like "Woah."

This youth's story of the positive results of trusting his coach also reveal that by virtue of being in the Sports camp, and the nature of victory and defeat, not only do youth bond, but they also have the space to celebrate as a group:

I4: That must have been a good feeling.

R: Yeah. It was on the bus, the whole ride, talking the whole ride.

I2 & I4: [laughs]

R: Like three hours straight. Everybody up talking, everybody "Oh my god." Talking about it, replaying the video. And everything so it was cool.

I4: Yeah I could imagine the bus was really hyped.

R: Yeah everybody was on the bus hyped. So much food everywhere, it was like everybody got full and they just started passing everything to the back like "Look, you all can have this." And like they'll pass it to one row, they'll look at it like "Nah, I'm full." And pass it back.

[laughs]

R: By the time we got off the bus we had, it was like full bags of chips still back there, Gatorades, burgers, pizzas, everything back there.

Other Camps' Unique Programs

The programs at Camps Paige and Smith are highly organized and impact daily life in a manner that extends beyond being a weekly program but fundamentally alters the probation experience by bringing youth off-site and providing them coaches and mentors who work with the youths on a daily basis. Other camps have camp-specific programs, but they are less integral to daily life.

Camp Afflerbaugh

Camp Afflerbaugh has two unique creative programs: Cyphers run by [Probation Staff #4] an informal program where youth write lyrics and perform against one another like in a rap battle; and a temporary program in which some youth making a film under the lead of a professional Director. Two

youth discussed how they loved the cyphers that [Probation Staff #4] organized. They enjoyed participating and listening to everyone rap. Additionally, over the time of our interviews, a Director came into the camp to film and some of the youth participated in the project. One youth was just starting the process at the time of his interview and another youth had finished the experience. It seems that the youth wrote the screenplay and acted in a movie where they depicted the gang and drug life in a world of cats and dogs. The one youth who had finished the project said he enjoyed the experience of making the film and said after camp they would hold a premiere for it.

Camp Mendenhall

Two youth talked about a program called Love Works which, based on their descriptions, functions as a pseudo ART program with religion. Both youth seemed to like it.

Camp Miller

Camp Miller has a wide range of unconnected programming unique to the camp put on by the staff including a poetry program, parenting class, relapse prevention group, documentary group, and 'Iron Mind' and 'Iron Man.' A few of these programs stood out as being effective and well-liked by youth.

The parenting classes, poetry program, Iron Mind, and Iron Man programs were talked about positively by youth interviewed. Two youth had wonderful experiences with the parenting class that happens once a month with the youth and the youths' parents talking about their communication. The youth discussed it being very helpful in establishing and strengthening their relationships. Two youth spoke about the poetry program where youth are provided a space to create and recite poems. One youth said it was "a way to calm down" and the other youth said that he liked listening, but otherwise didn't participate. One youth spoke about Iron Mind and Iron Man. Iron Mind was a pseudo therapy group that he found helpful in talking about coping skills and certain topics and Iron Man was a physical fitness program. Other than having similar names, the connection between the two was unclear.

The relapse prevention and documentary groups did not seem to be as well-regarded. Four youth did not respond positively to the relapse prevention group and were unclear on what it was and why they were involved. Two youth discussed a documentary group they were a part of; however, when asked what documentaries they watched one of them said scary movies like *Saw*. It was unclear how this documentary group was formed or why it was called a documentary group when they seemed to be watching movies.

Camp Onizuka

One youth talked about a relationship and recidivism group that he found was helpful. He said that the group talked about how people in jail often come back to jail. Two youth also mentioned a group called Men of Strength where the therapists lead a group that talks about "turning boys into men." Both liked the program and find it helpful.

Camp Paige

Three youth talked about the program Amer-I-Can which seems to be a self-esteem program that teaches youth how to set and achieve personal goals. One youth felt that a volunteer was able to connect with youth saying that "He was like a hood dude so you I mean everything came from his heart."

On Saturdays, Homeboy Industries sends a representative named [Program Staff #2] to visit the camp. Two youth talked about [Program Staff #2] who speaks to them about life and decisions. He is blind and apparently handicapped due to gang violence. The youth like him and listening to his stories.

Camp Scott

Only one youth mentioned an additional program where staff put on a talent show. She described:

R: They don't really [pause] do anything here. We—last Thursday we had a talent show but it just didn't go right.

I1: Oh. How did it not go right?

R: It went good because the girls that dance they did their dance and everything. But it was only probably like four—seven people that participated in it. And it's like—when I came it was like 30 something girls. Only seven girls participated in the talent show. Like [pause] all them girls out there have a talent. They just don't want to they just don't want to show it. They just don't want—they don't want let out there that other people know, "Oh. I have a talent." They just hide it and stay with part of the drama. But only seven people participated. And yeah that was it. But the people who participated they got stuff at the end. And then [pause] pretty good.

This youth seemed to enjoy this program and compared to the lack of programs that she identified at the beginning of this quote, this program helps fill that void.

Camp Scudder

The youth at Camp Scudder mentioned a series of small programs and regularly occurring events. One youth said a PO had just started a book club. One youth said they took a field trip to UCLA. She also talked about a program called Spiritual Awakening that helps you find a job and your inner self calling it a like a spiritual InsideOUT Writers (a program from the Halls). One youth talked about how a representative from Homeboy Industries stopped by at the camp. Each of these programs seems to be positive with the girls.

Repetition of Programs

For youth who have been to other camps and/or placements some of the programs are repetitive. Overall, the youth did not like that they are required to take them again as many see it as a waste of time. Only one youth who had been through the camps before did not mind the repetition and it was because he said he did not listen the first time so the second time it was more salient. One youth at Camp Onizuka was particularly jaded:

I2: How was DBT?

R: I mean it, to me it really doesn't teach me because I've, like I said I've been here so many times, I've been through it so many times apparently it doesn't help, I keep coming back. But you know I just went through it to get, go through it and get it over with.

I3: What do you feel doesn't work about it like?

R: I mean it's, it's not just – it might work for some people but for me it just doesn't seem to faze me like –

I3: Uh huh.

R: Every time I get out I just go back to my original ways. So I mean, I don't know if it's just my mind or, but you know it's just like I just, when I'm in that moment I just don't think about jail. I don't think about what I learned in jail. It's just I think about the moment and what I'm about to do next."

One youth at Camp Gonzales shared similar sentiments with respect to ART elaborating on doing the program for the sake of completing the necessary paperwork to complete the program:

R: I've done ART. This is my fourth time doing ART and I'm like I don't need to do it. And your Judge qual—they say my Judge qualifies, wants me to do it. But I don't think my Judge wants—I think they just want to do it like to keep me in it, but like it's my fourth one, so I've done it, like four times.

PD: Maybe you should teach.

R: Yeah, nah. I don't know. I don't know but I don't know. It was, it was—it helped time go by you know.

I4: Mhmm.

R: Yeah.

I4: Yeah. What happens once you're done with the ten weeks?

R: You get a certificate and it goes into your court report. So yeah.

Other Programs as Suggested by the Youth

After learning about the various programs that the youth had at their camps we asked about their interest in a mentoring program and then what other programs they would want offered in camp. 79 youth (76%) expressed interest in a mentoring program where they could connect with someone who had similar experiences outside of staff or mental health. The youth had varied suggestions for other programs to offer, but of most interest are the programs youth wanted to see that were offered at other camps.

25 youth (24%) wanted to see more sports programs at their camp. This included tailoring programs to have another camp like Camp Smith, increasing the tournaments either within their camp or against other camps, and/or having coaches come in to teach youth how to play certain sports. Five additional youth also specified wanting a boxing program and 13 youth asked for fitness programs and/or access to a gym with weights.

25 youth (24%) want more educational opportunities throughout camp. Their suggestions included more college classes, GED and SAT preparation classes, cooking courses, cosmetology courses, computer classes, tutoring and homework, scholarship help, constructions courses, swimming courses, CPR classes, life skills course, graphic design classes, and auto skills classes. Interestingly, some of these services are available at other camps and per youths' suggestions they would want them at their own. In addition, these suggestions demonstrate the desire of the youth to learn more during their time in camp.

13 youth (13%) want more programs in general especially for high school graduates, and for the weekends for youth who don't get visits. Many youth had previously commented that programs helped to keep them busy and for those with more time, more programs would be beneficial. 11 youth asked for more art opportunities. Five of the youth (three from Camp Scudder and two from Camp Rockey) wanted music classes or to engage more with music. Other suggestions included a drawing class, a writing course, arts and crafts, a theatre course, and a dance class.

Three youth (3%) asked for more job opportunities in the camp and to make the application process easier. Three youth wanted more information regarding how to sign up for military service after their time in camp. Three youth, from Camps Mendenhall, Onizuka, and Smith, wanted more mental health opportunities or programs and two youth from Camps Afflerbaugh and Rockey suggested hiking programs in the mountains around their camps with appropriate supervision. Two youth at Camp Onizuka wanted to bring in the LA Dads program and two youth at Camps Scott and Scudder would like to encourage competitions, such as cleanest dorm space, with prizes for the youth.

Other suggestions from individual youth include:

- Outside clubs coming in, like low rider clubs
- Longer and weekly substance abuse courses
- Tattoo Removal (One youth suggested this because it was available at a Kern County camp)
- More Relapse Prevention Groups during the week
- Motivational Speakers
- Events for the parents to come to like recitals
- Narcotics Anonymous (One youth said it was helpful when he was in placement)
- More games in day room
- Driver's Ed
- Family Therapy
- Family transportation to visit
- California Conservation Corps
- Youth or student council
- Ways for youth to earn community service with the community, not camp service
- Glam days
- Movie nights

Health Services

Youth in probation have various mental and physical health needs. The mental health needs of youth and the demands on staff are considerable given the range of personal traumas, existing mental health issues, and unique setting of incarceration that can exacerbate these problems.

Mental Health Services

Of the 104 youth that we interviewed, 98 youth (94%) mentioned their therapist at least once.⁴⁵ Youth rated mental health services very positively. Of the 98 youth interviewed who mentioned receiving mental health services, 81 youth had positive or good experiences with mental health, nine did not like mental health or had issues with their therapist and eight had no opinion on mental health or did not elaborate on their experiences.

Youth appreciated having the non-judgmental space provided by the individual therapy sessions to be open with their feelings. Therapists were regarded as sincere in their intentions and desires to help the youth. One youth at Camp Scudder described her therapist as “very supportive.” She highlighted the role of her therapist in not trying to change how she was feeling, but allowing her the space to process and experience those emotions which may not be easy to share in the camp setting:

“He like, he doesn't like, what I tell him he doesn't put me down . . . Like he, I can tell him something and he'd be like you know, it's a part of life like you know it's not, it's not, it's not over. Like just, you know sometimes you've got to cry. It's going to be alright . . . He's very supportive like I really, I really appreciate him like – I don't know. He's, I think he's one of the best therapists here because he knows how to brighten up a situation. Like if I'm down he knows how to be like, I'm trying to cry here, like you can't make me laugh. Yeah he's very, I like my therapist. He's very cool.”

One youth at Camp Afflerbaugh said that the mental staff are “nice people” and what he is “working on is expressing myself.” One youth at Camp Mendenhall related a similar experience explaining that having the therapist available for the regular one on one sessions was helpful and is emblematic of the importance of sincerity to youth regarding the intentions of therapists, and others, in helping the youth:

R: Uh, I felt it helped me a lot. Yeah, especially when you're talking one by one. One on one they really talk to you and they try to help you.

I2: Do you have an assigned therapist?

R: Yeah, you get assigned one. You meet with her weekly, unless when you feel like “Oh, I'm doing good.” they move it on to every two weeks.

I2: And what's your relationship like with your therapist?

R: Um, good. She really tries to help me and she cares about every individual that's assigned to her. They try to help you how to – with your emotions, how to express yourself, just stay positive.

⁴⁵ This exceeds the 95 youth who signed the waiver, meaning that three youth volunteered the information without exploration by the interviewers.

One youth at Camp McNair also found it beneficial just to have someone to speak with. Even though he maintains his doubts about the efficacy of therapy as a practice, the youth at least enjoyed having the space to talk openly with someone:

R: That's going good. At first because—I—because I kind of—I'm the type of person who believes a therapist's work, therapy is just a waste of time. So when I first came, it took me a minute to warm up to start talking to her.

I1: Mhmm.

R: But after I warmed up, it's pretty easy to talk to her.

I1: Do you like it now?

R: Eh it's good to—I have someone else to talk to, but I still believe therapy doesn't work.

Therapists can also serve as role models for the youth in processing emotions and in handling the day-to-day stressors of incarceration. One youth at Camp Paige even modeled their behavior among youth newer to the camp on how his therapist treated him during sessions:

R: Because you know, a lot of kids you know they got an anger problem or something. So, you know I've been to a lot of um therapy classes – I've talked to my therapist.

I3: Mhmm.

R: And you know, she gives me ways to better myself and also I throw it back out, and I try to you know, as I'm teaching them, it's teaching myself.

I3: Mhmm.

R: So, you know I try to help them with whatever they do need, and you know if they're ever feeling, you know down or they got a problem with something going on in their life. You know I try to help them, I try to tell them, you know, "You got to take it a day at a time."

The one on one setting of therapy even resonated with youth at Onizuka who had presumably gone through individual courses at other camps as well. However, the youth did not experience the same disillusionment as they expressed with the formal programs and mandated group therapies. However, there was persistence of doubt regarding the purpose of therapy. One youth at Camp Onizuka did not feel therapy was necessary:

I2: Hm. So you said you don't really like talking to mental health?

R: Nah. It's just, because I mean like, it's not, it's not that I don't like talking to them. I mean I really don't have problems. Like I don't, I don't, I don't have family issues. You know I, I'm living pretty good. Like I don't have, I don't get beaten, I don't get none of that. So it's like I'm fine. Like I don't, why talk to somebody about I life that I don't got to lie about. I don't got to lie about nothing, I'm fine. Like so it's like I just, I just come to jail because of my stupid decisions. So it's like I really don't need to talk about somebody if I'm, if I mean, I'm going to lie, I'm going to lie to a staff or somebody like, I don't really have to lie. I have no reason to lie, why lie. So I mean I'd just rather just keep it to myself or wait until I get home to talk about it.

I2: Mm. So do you still have to meet a therapist every week?

R: Well I used to. But now I'm getting ready hopefully to go home so.

This experience of that was not universal as another youth at Camp Onizuka shared how his therapist was able to get him to open up through building trust that they could relate to one another:

I1: Okay. And how is like [pause] like how was that? Like how was it like speaking to a therapist?

R: At first, I felt like [pause], "I'm not about to talk to him about my life." You know?

I1: Mhmm.

R: Who is he to talk to? But once he started sharing stuff about his life, you know, I could share something. You know? Just start having similarities that we have in our life. Because therapist, he's not that person that's been through like little things. He's been through things in his life. So I don't know, we could relate to a lot of things. That brings us closer together too.

I4: Yeah. Is this the same therapist that does the 12-Step program?

R: Yeah.

...

R: I look to him as like a mentor. Yeah.

I1: How long did it take you to kind of like trust him and talk to him?

R: Actually when I first got here last time. I was sitting in the front. He came to me, yeah. He asked me where I was from and everything. He asked me what area. Like where I was from. And I told him. He said, "Oh I grew up around there too." I said, "Oh." And then he was like, "What street?" I told the streets and he's like, "Yeah. I grew up down the street from there" and all this.

I4 & I1: [laughs]

R: You know, he knew the store right there. Yeah. That's when we started talking for good. After he started sharing his life, that's when I started trusting him. Yeah.

I4: That's crazy. What are the chances that he grew up around the same place?

R & I1: Yeah.

Access to Mental Health

Youth generally see their therapists once a week. A few youth mentioned that they saw their therapist more than once per week; these variations are caused by youth requests and official's assessments of youth needs. If a youth is upset or needs to talk with someone immediately, the youth can ask a PO if they can see mental health and the PO can call the therapist. Based on the youths' experiences with this process, therapists are almost always available except when they are meeting with another youth. Youth know the days that their therapists are scheduled to be at camp and if they need to talk to someone on a day when their assigned therapist is not at camp, they have the option to speak to another therapist. However, most opt to wait to see their assigned therapist. Almost all youth reported the process was applied consistently with high levels of access to support. Two youth said that they could fill out a request form to see mental health, whereas others portrayed the request process as

far less formalized. Three youth from camps Onizuka, Scott, and Scudder said that they did not have complete access to mental health as staff responded to their request depending on the mood of the staff. Overall, all youth are provided with weekly individual therapy and have consistent access to additional assistance should they request it.

Family Therapy

Thirteen youth talked about their experiences with family therapy. Almost all experiences with family therapy were positive with the exception of one youth at Camp Rockey who liked it but his parents did not like participating which made it difficult. Youth shared how they found it helpful and liked speaking with their family outside of visits and phone calls. One youth at Camp Mendenhall even advocated for and set up his own family therapy meetings in the camp with his therapist because he wanted this form of support.

The youth who discussed family therapy options were from Camps Gonzales, McNair, Mendenhall, Miller, Rockey, Scott, and Scudder. In some cases, family therapy is presented as an option to youth and for others it is court ordered though it is a bit unclear as to if that court mandate applies to the camp, the outs, or both. Effectiveness of the program depends on the families and the youth being willing to participate and having or arranging reliable transportation.

Though the issue of inadequate language support was only mentioned twice by one youth at Camp Scott and one youth at Camp Miller, it is an important one to ensure equal access. Both were in family therapy sessions with monolingual Spanish speaking families but had monolingual English speaking therapists. This made it difficult for one youth at Camp Miller who wound up translating for the therapist and his parents. This imposed an additional burden on the youth to accessing these services:

R: I'm the one who has to translate because there's no translator. And so basically I had to say it to my dad, you know. Like I don't get to say it to someone else and them say it to my dad. So it was really kind of hard but I was able to... There's hardly anybody that talks Spanish here.

I4: What about people in mental health? Do they not speak Spanish?

R: I mean there's another mental health. Like a guy. He speaks Spanish but—He's usually always busy with like his case. Like another minor or something. Yeah. He's the only—he only translated once but then after that he was either busy or he wasn't here. Stuff like that.

The other youth who faced this challenge had her brother join the session to translate. This linguistic barrier makes it more difficult for the youth who not only have to be emotionally open but also highly focused on the translating so the therapist can manage the session appropriately.

The overwhelmingly positive responses to this form of therapy and the example of the youth going out of his way to obtain this support suggest that it may be beneficial to expand access to this form of support to all camps.

Prevalence of Trauma

The setting of incarceration is anything but normal. Even with structure, appropriate supervision and support, youth are still in a highly stressful environment. This makes it especially difficult for the youth who are in a population statistically more likely to have experienced trauma. During the interviews, in which none of the questions inquired into traumatic incidents, six youth (6%) disclosed clearly traumatic experiences. Though low in number, this is significant given that the questions did not directly or indirectly suggest they share these experiences with the interviewer. These traumatic incidents included

the loss of children, friends, or family members and experiences where family members or their own person had been shot or stabbed. Given these unprompted stories shared with interviewers, the prevalence of similar traumatic experiences is likely high within this population.

Depression

Five youth (5%) explicitly disclosed feeling depressed during camp. One youth at Camp Jarvis shared a time they reached a particularly deep trough: "It was like my third month here. I, I kind of gave up. And I was like, 'Man.' Like I gave up on myself. Because a lot of things were going on. I kind of got a little bit depressed of what was going on." The serious traumas experienced by these youth and the very normal experience of depression both on the outs and in camp make having effective and capable mental health support services crucial to functioning within the camp and on the outs.

Medications

11 youth (11%) we spoke to were currently on or had previously been on medication for depression or anxiety while under the care of Probation. The reactions were varied with some liking the effects of medication and others not liking it.

More interestingly, 32 youth (31%) interviewed were currently or previously on sleeping medication. 11 said they took Benadryl, 12 said they took Trazodone, and nine did not specify the type of medication prescribed to help them sleep.⁴⁶ One youth at Camp Rockey and two youth at Camp Scott went as far as to say that most of the youth in their camps were on sleeping medication. One youth at Camp McNair shared his dosage level with the interviewers saying he started on 50 milligrams of Trazodone and is now taking 400 milligrams of Trazodone.

Additionally, five youth were currently or previously on ADHD medication while under the care of Probation. Four described taking strong painkillers (such as morphine) while in the care of Probation, particularly after dental procedures or for back pain. 12 youth were on acne or skin medication, some for the reactions caused by low quality county products as previously outlined and others for general skin conditions. One youth at Camp McNair suggested that some youth can ask for more medication whenever they'd like and are using it to get high, but that was the only example given of such an argument. Please note that the interview guide asked specifically about anxiety and/or depression medication and not about sleeping or any other medication.

In terms of birth control, four girls said they did not know if it was available, one said it was offered to her but refused, three said it was offered to them and they took it (two of the three are on the depo shot), five said it was available if you ask, and two said it was not available and they were not offered. There needs to be a streamlined understanding of birth control and its availability as currently the messages are not clear to these youth.

Medical and Dental Visits

When asked if they had seen a doctor or a nurse during their time in camp, 93 youth (89%) said yes they had seen a doctor or nurse while in the camps or the halls. One youth at Camp McNair said he had

⁴⁶ One youth took Benadryl every night but he specified it was for allergies, not sleep, and was not included in these numbers.

not seen a doctor or nurse, and one youth at Camp Miller spoke about the availability of services but did not comment on his own experiences.

Doctor Visits

Youth report that doctor visits were nothing out of the ordinary. Most youth described it as regular, normal, or just like the outs. Many youth described getting shots, going in for physicals, or speaking with them about medication. One youth at Camp Paige told a story of how he stepped on a four-inch nail in the gym and was taken to Central Juvenile Hall to get antibiotics and pain medication. The one difference from the “normal” doctors’ visits was mentioned by one youth at Camp Mendenhall who said that the doctors leave the doors open during visits because, as the doctors told him, in the past there had instance of doctors abusing the youth.

Dentist Visits

Dentist experiences are also very normal and compared by youth to the regular visits on the outs. The sole issue raised is that they do not have orthodontists and therefore youth who have braces do not get checkups or appointments to tighten their brackets. If a youth enters with braces they are stuck with that setting until release.

Onsite Nurses

Overall, the youth seem to think that the nurses are okay, with most not having strong opinions or statements about their quality. The biggest issue raised was that 13 youth at Camps Gonzales, Jarvis, McNair, Miller, Onizuka, Rockey, Scott, and Scudder said that the nurses will respond to almost every complaint with “Drink some water.” Many of those 13 felt that the nurses did not take their complaints seriously and that by simply saying drink some water, the visit to their office was pointless.

17 youth (16%) had good things to say about them liking the nurses or finding them helpful. Whereas five youth found the nurses frustrating because they couldn’t get access to over the counter medicine such as ibuprofen without doctor approval. Though, in contrast to these reports, a few youth also described going to the nurse for ibuprofen for pains. The reason for this discrepancy was not addressed within the interviews. Five youth had issues with the nurses beyond the water with three youth at Camps Miller, Onizuka, and Scudder questioning their responsiveness to youth concerns saying they don’t do anything and/or you need to yell at them to do something. One youth at Camp Scott complained that the nurses told her she was obese for weighing 156 pounds at 5’6”. Compared to BMI standards, she would not qualify as medically obese, but well-within normal BMI for her weight, height, and age. Nurses are almost universally available but sometimes youth expectations of service or treatment are not met.

Doctor or Hospital Visits and Trips to the Halls

When the youth need to visit a doctor at the hall or go to the hospital they are sent on “trans.” This means they change into an orange jumpsuit, get shackled at the wrists and ankles, and go into a van to their destination. Overall, the youth did not have strong reactions to trans and saw it as a normal occurrence. Though the shackles are not ideal, many said you get used to them. There were a few who used the word freedom when talking about trans because they got to leave the camp even for a bit and see the scenery. Another highlight is that staff will often put on the radio in the car to listen to music and the youth enjoy that aspect. One youth at Camp Onizuka was among those that saw the ride as a fun experience and diversion from the daily experience at the camp:

R: But besides that, I enjoyed the ride, you know. Get in the trans van, listen to music, seeing the little mountains, and stuff, so I was cool.

I4: [laughs] What was it like you know the, the actual drive? Can you tell me about it?

R: It was smooth. It's calming actually. You know like you have somebody to talk to. You know I was talking to my one of my boys I was in here with. I was just talking to him and listening to music. And then just looking in the sky. It was sunny that day. It was looking, looking beautiful. It was like man I wish I was on the other side of it, you know. Instead of coming in here, I could be going to my uncle's house or something. Because he lives in Palmdale or something, you know."

One youth at Camp McNair related the stress and harshness of the cells in the halls while on trans. He discussed as feeling "trapped" and the environment as "depressing." However, he also highlighted the professionalism and kindness of the medical professionals as making him feel better as they treated him "like a normal person" rather than as criminal. His full comments on the topic are as follows:

I5: So what's being in trans like? What do they do?

R: Well you go back to the halls you know. And um it's boring. Like I, I hate being in the halls. So like when I got there, I was always asking like, "Oh am I going to go back to camp?" Because I'm just in a room. Like I just—being in the halls, I feel like it's depressing. Like you're just in a room. It's cold. And um like you're just trapped in the room all day. It's boring.

I5: So it's not like a dorm like it is here? It's just a single room.

R: Yeah. And like it's, it's like different kids are—I mean sometimes you might see someone that um you know. But it's usually boring. No phone calls. You're just in the room all day. It's cold. Gloomy day. It's boring. Being in camp, like you know, you have more freedom. In the dorm, you interact more with other people.

I5: And then they just pick you up in a van or something?

R: Yeah, they um they pick me up from school. And you um you go to the back of here. And they, they pick you up in the van. You know you got to um get cleaned up. Wear the orange jumpsuits. And then you go to um. You go to Central or whatever juvenile hall you have to go to.

I3: Mhmm.

R: But yeah that was thing that was so embarrassing. Like when I went to the hospital, like I was shackled up like from my hands. My legs. I could barely walk. And I had an orange jumpsuit. And I was there like in a public place, you know like in a hospital.

I3: Uh huh. Yeah.

R: People were just staring at me. I'm just like, "Damn." I felt a little—

I3: It felt strange?

R: Yeah, it, it felt uncomfortable. I just wanted to get back to the van and leave.

I3: Did the staff treat you alright though? Like the doctors and stuff like?

R: Yeah, they were—they treat me like good because I was a normal person. Especially the nurse because like I got to talk to her. She was really cool. The little Hispanic lady you know just

talking, "Hola mijo." {Hi, son in Spanish} You know like, like, "What's up?" Like, "Why you here?" And I was just telling her like—I had a little—I don't know she just started talking to me. It was pretty cool. She was, she was nice.

I3: Hm. Yeah that, that's like the one thing that you didn't like, like the shackles and the orange and—

R: Yeah, that's embarrassing. That felt like embarrassing. Because I don't know. Just being in here like being chained up like if I'm a criminal, which I'm not. Yeah, it's whatever.

Access to and Process for Health Services

To see a nurse or doctor, the youth fill out a “blue slip” saying why they need medical services. They will usually see the nurse or doctor promptly that day or the following day with the exception of a medical emergency in which care will be immediate. Because there is a nurse on site, sometimes the youth can go to the nurse’s office directly to speak with the nurse. If a doctor needs to be involved, the youth will usually meet with the nurse first and the nurse will then schedule an appointment with an onsite doctor or a visit to a doctor at one of the halls. In the case of emergency, the nurse may send the youth directly to the hospital. One youth at Camp Smith explained that he “think[s] it is good because you can get sick, like anytime you know and there [are] doctors here.” Three youth said that their blue slips were never answered. One youth at Camp Onizuka shared that it was dependent on the staff mood whether or not you get to see the nurse. With a few exceptions, it seems that youth can access needed medical attention.

Support

Phone Calls

The youth are supposed to receive weekly phone calls to people on a court approved list. The list generally includes parents/caregivers, siblings, other family members, or significant others (mostly when they share a child). The length of these calls vary:

- Six youth said they receive weekly calls that go 15 minutes or less.
- 15 youth said they receive weekly calls that go 15 to 30 minutes.
- 17 youth said they receive weekly calls that go 30 to 60 minutes.
- 16 youth said they receive weekly calls longer than one hour.

Some youth said that phone calls are given on a range depending on the youths' behavior and/or their stage.

- Six youth said that when you're not doing well or on a lower stage your phone calls are under 15 minutes and move to 30 to 60 minutes when you're doing well or on a higher stage.
- Four youth said that when you're not doing well or on a lower stage your phone calls are 15 to 30 minutes and move to 60 minutes or more when you're doing well or on a higher stage.
- Two youth said that when you're not doing well or on a lower stage your phone calls are 30 to 60 minutes and move to 60 minutes or more when you're doing well or on a higher stage.

Ten youth said that they receive more than one call a week. Some of the youth who are allowed multiple calls as part of the perks of their job and at least one youth received special dispensation for mental health reasons. One youth at Camp Afflerbaugh said it was because he is an administrative orderly and gets calls in the office whereas one youth at Camp Onizuka said that he receives extra calls from mental health staff because his mother had been shot recently.

There were also youth who did not receive the weekly calls. One youth at Camp Miller said his PO would not call him to the office and that he had gone three weeks without getting calls home at least twice. When he did get calls home they were always under 15 minutes, which he felt was too short. Most of the youth who were getting 15 minutes or less on a weekly call home were similarly upset with the limited time.

Similar to how snacks are used, phone calls serve as another form of currency within the camp that the youth use to wager or negotiate with Probation staff. One youth at Camp Smith said that coaches will use extra phone calls to incentivize the youth to perform at practice. One youth at Camp Onizuka shared a troubling example of this barter system where when staff incorrectly used pepper spray on him, the staff made him a deal: If he didn't tell anyone about the incident, he would get phone calls to whomever, whenever he wanted it. He accepted this condition and was taking full advantage of the arrangement.⁴⁷

Additionally, though phone calls are supposed to be monitored to ensure youth are speaking with people on the court approved list, 22 youth (21%) mentioned calling people outside of that list with regularity. While a few youth said they did so surreptitiously and even artfully, many youth said that

⁴⁷ The full quote for this incident can be found under Section on Page 116.

their POs would tell them to call their parents and that after they could call who they wanted. Many youth also brought up the tactic of timing their phone calls for when the PO goes on break for an hour, sometimes two. The youth who do this get longer phone calls, often by themselves, and have the freedom to call who they want.

Visits

During the regular weekend visiting hours, 83 youth (80%) had received at least one visit during their stay. 21 youth (20%) said they did not receive any visits while in camp. Of the youth who received visits, 17 had visits every week, 7 had visits once or twice a month, 10 had one to three visits in total during their stay, and 7 said they receive visits once in a while or not often (As seen in the chart 2.1 below).

<i>Estimated Frequency of Family Visits</i>	<i>Number of Youth</i>
Weekly Visits	17
Visits Once or Twice a Month	7
One to Three Visits during their Stay	10
Once in a While or Not Often	7

Chart 2.1 Estimated Frequency of Family Visits with Youth

The most commonly cited problem with visits was the distance and the issues of transportation. This complaint was shared by youth who do and do not receive visits. Though some youth were fortunate to be placed in camps close to their homes, a majority of the youth are not. Some described their family driving from Riverside County to see them in Malibu or driving from Las Vegas to San Dimas. Many also noted that because the ways to their camp goes through Los Angeles Metro areas, the traffic is serious pain. For some parents, the window of time they have to drive to and from camp leaves them with only 15 minutes to visit.

There is also a structural concern regarding youth whose parents are undocumented as mentioned by one youth at Camp McNair. Government identification is required for visits, and those parents without such ID are thus prohibited from visiting their children in the camps. This youth’s mother was not allowed to come visit him because she lacks ID.

Youth often commented that they did not deserve visits from family or that they do not want their family going out of their way to visit because of their mistakes. One youth at Camp Mendenhall explained his position on the matter saying, “I don’t want them to visit me. Because I don’t like them seeing me, like locked up and stuff.” One youth at Camp Onizuka also didn’t want to get visits to prevent homesickness and so he wouldn’t be a burden on his family. At Camp Afflerbaugh, one youth’s mother had visited him twice, but he told her not to come as he didn’t like her seeing him in “jail,” and didn’t want to burden his family:

R: Because I'm in jail. I'm supposed to be punished. It's—shouldn't be coming to see me. I'm not—if I'm the one who's being punished, if I'm the one who's stressing out over here I don't expect them to be stressing out and trying to make time to come over here. Like just enjoy their day and do what they do. That's it.

I1: You just don't want to like bother them or?

R: Yeah, I don't want to—I don't want to bother them, you know?

During visits at most camps, youth are generally only allowed to talk to their visitors. A few youth noted that they were able to play games with their families such as cards or dominoes and they appreciated those options. Some youth who did not have any activities, stated they would get bored by talking for so long. Two youth at Camp Smith said that when their parents visit, they can lift weights or workout with them and they really liked it. Regardless of activities, one youth at Camp Scott described her experience with visits as “It's good. It makes my week better, it makes me feel better. I love the visits, because it's just better.” Visitation accessibility and enjoyment is an important part of reunifying youth with their families and preparing them to reintegrate into the community.

Special Visits

Special visits are available at most camps, though the policy is unclear if the youth are supposed to arrange it through mental health, their PO, the court, or any combination of these entities. Each camp seems to have a slightly different process. Special visits usually entail seeing more family than just their caregivers and the youth responded very positively because they can see extended family (godparents, grandparents, siblings, children, etc.).

Camp Smith has additional opportunities for special visits that happen after their games where their families, and some friends, can hang out with them after the game and even bring food. The youth at Smith very much like this practice as it makes them feel like “normal” youth rather than “criminals.” One youth at Camp Smith said that these visits functioned as a redemptive space, “So it's like, it's the opportunity you know, it kind of, it's like, it's like trying to, it, it's the opportunity to try reestablish relationships that you messed up.” One youth appreciated the privilege it allowed him to have some normalcy during his incarceration:

“It's like, it's like you're seeing your family like it's like it's a moment of freedom. Like you can sit with your family without like you know hulk eye on you. You can sit and like just chop it up with them like your mom's seeing you do something that normal 17, 16 year olds would do, play football. So it's a good feeling, like you see your whole family.”

Visits for youth with their children can be specially arranged by staff or through the LA Dads Program which arranges special visits with the youth's children and the mother of the child. Youth can arrange to see or even meet their children as a special visit. Mental health staff arranged a special visit for a youth at Camp Miller so that he could meet his daughter for the first time. One youth at Camp Mendenhall spoke about how his PO helped arrange such a special visit with his daughter's foster family:

“Well after first, you know, [laughs] I haven't seen my daughter for like three months. Yeah, it felt good although she was like kind of afraid because she didn't recognize me. But yeah like at first when she sees me she like smiled because I guess she's seeing kind of herself. Because she looks like me. So she was smiling. Yeah.”

There are limitations to these visits at certain camps as youth at Camp Afflerbaugh specifically pointed out that they cannot qualify for special visits without being on Stage Four. One youth at Camp Afflerbaugh expressed feelings of not being worthy of such meetings, and using the separation as motivation to improve:

“But um, I've only had one of those (regular visits), because I've never, I never like asked my people to come see me because I feel like I don't deserve it. And I, I need to learn how to

discipline myself but when I, when I had my special visit, like I asked for everyone to come. Like my – well I actually had more people in here that you can have. Like I had like nine people in here. It was real cool. But um, yeah. It like gives you more motivation so if they could make more time, like even Saturdays to see them—”

Multidisciplinary Team Meetings (MDTs)

Though the interviews did not ask directly about the youth’s experience with MDTs, 18 youth (17%) spoke about their MDT experiences.⁴⁸ Most found them helpful to get everyone in the same place and get the needed information whether it be the orientation and plan in the first meeting or the necessary resources to transition in the last one. One youth at Camp Onizuka described the MDT as “that’s when you find out all that type of stuff” in regards to your sentence, your plans, etc. One youth at Camp Scudder described the initial and transitional MDTs:

“Um okay well there’s two. It’s MDT, the MDT is when you first come – And you have a meeting like with the counselor, your PO, like you know those staff. And it’s, they ask you like what’s, what do you wish to like, what do you want to do meanwhile, what do you want to achieve while you’re here. So me, what I said is I want to get my, all my credits, you know knock out my credits and graduate. And um be finished with school and you know like, get in Apex and all that. And I was doing the GED, but the teacher had left. She’s not here no more and so they can’t, there’s no GED. So that was my goal for school.

...

And then um, so your transitional is when before you leave. They ask you like so what are you going to do when you get out, you have a plan? Like – Your field PO is here, your PO from here is here, like your mom’s, your mom or your parents they could come or on the phone. Um the staffs here they just like your therapist, they ask you like I don’t know but they’ll ask you questions like they’re like you know, you won’t know about. And um I already had mine. And like they just say what school you’re going to go to like, what there, what therapy or like who you’re going to, who’s going to be your therapy like, your group. And then like what do you, what do you have to do, how many months like are you going to be on probation, like your PO’s going to tell you when to report and like you know like, she’s going to like be throwing stuff in and yeah.”

Though MDTs were undoubtedly helpful, some youth had issue with it especially when relationships with certain people impacted the meetings. For example, two youth at Camp Miller and one youth at Camp Onizuka all said that their assigned POs were not present for the meeting. Another youth at Camp Onizuka said that his PO was in camp at the time of the MDT but did not attend. This youth seemed disappointed in his PO because this was the designated time for them to talk about their plans and get the essential supports on the same page.

One youth at Camp Gonzales and one youth at Camp Onizuka said the MDTs were a time of advocacy where certain staff advocated for them and what their probation program would be. The youth at Camp Gonzales said they were trying to have him do another round of substance abuse and his therapist argued against it. The youth at Camp Onizuka talked about how in the MDT his potential for early release was negotiated between his PO in camp and the field PO:

⁴⁸ We learned about MDTs through the course of the tours and could not edit the interview guide during the court approval process.

I4: What was your MDT like when you got here?

R: Umm. Me and my PO—me and my Probation Officer on the field—in the field, we don't get along at all so. That was not cool.

I1 & I4: Yeah.

R: That's about it though. Because he was talking about he don't want me to, um, he don't want me to finish no community service hours. He don't want me to get no early release, no matter how good I do and stuff.

I1: Mhmm.

R: So my PO in here was arguing with him. Like, "How you going to say he can't do that? You don't have no authority over me saying I can't send in his community service. Saying he can't get his early release." Because me and my PO made a plan. When I graduate and she send in my last, um, court report. To get me on probation when I leave, so I can be on probation. But, he don't want me on probation. He just want to mess with my life. Don't like him.

One youth at Camp Jarvis experienced frustration with the MDTs because he felt what they offered was not applicable to him and his family. The team did not prepare for his case beforehand but worked out the details within the meeting itself:

"And then, the parent—the, the staff were like—during my MDT they were like, 'Oh, you know like we have some type of programs. You know that help you like gain—benefits you know? So, they could help you move out.' And then like they ended up saying, 'Oh like, you don't qualify for the programs because you're not—your, your child is not in your possession right now' you know? And so I was basically like you know, 'What's the whole point of bringing that up if he's not going to qualify for them?' You know?"

One youth at camp Miller was distrustful of the MDTs as he felt that they were going to try and take his yet to be born child away. The officials in his meeting attempted to get identifying information regarding his daughter. The blunt manner in which this was handled, with officials explicitly telling this youth that his having a criminal record disqualifies him from being a good father and that they wanted to check the criminal record of the mother, brought up red flags for the youth immediately:

R: And after the first meeting, they knew I was going to have a kid. And they tried calling Social Services. Kind of saying, "What's your information. We're going to um, link her to DCFS {Department of Children and Family Services} and Social Services." So then I told them, "You know what? Forget that. You're not going to get her name. You guys are going to know nothing about her." "Because that's going to be my kid and you guys are not going to take my kid away." So, right now they don't have no information about who, who she is. And I ain't going to give them information.

I3: So you kind of just haven't really talked about that?

R: Yeah. Because they said, "How you going to be a good father if you have a criminal record? And we want to see if she has a criminal record or not." You get me? Like that's too much. Like I'm not going to have my kid go through none of that.

Holidays

Results were mixed across camps about whether or not the camps did anything to celebrate for major holidays or birthdays, however it was clear when they did, the youth were excited. They really appreciated when their POs gave them extra snacks or special visits on their birthdays or when they decorated the dorms for Valentine's Day.

Celebrations are sometimes only offered by virtue of staff favoritism. One youth at Camp Scott discussed how on Valentine's Day, staff let her girlfriend come to the SHU and watch movies with her. While certainly a thoughtful gesture, this holiday allowance supports claims from other girls at Camp Scott who identified that a "couple" are the staff favorites and that staff let them get away with and actively facilitate violation of camp rules.

R: Got a lot of chocolate from my PO. I got a lot of candy. Um. They let my girlfriend come to the box. And then um we watch love movies the whole day. I got tired of that so— I put on {Texas} "Chainsaw Massacre" after that.

[laughs]

R: And yeah, I had a good day though.

One youth at Camp McNair talked about Christmas and also said for Valentine's Day staff passed out cards so that the youth could write to their families or significant others:

I3: Do they do a lot of like holiday stuff here like—?

R: They, they have recently to be honest. On Christmas—Oh yeah. On Christmas what I liked um on my side they had like a, a sign. You know write a letter to Santa. Some people you know some minors were like, "Oh that's stupid, you know. Like nah I'm not going to do that. But I was like you know I'm going to write a letter to Santa."

[laughs]

I3: What else did you put?

R: I, I put like you know how I—like what I want. Like, "Oh you know I want a, I want a bag of chips you know." "Some, some Oreos." Something like. Uh I don't know. [laughs] I just told him like, "Oh I want an early release."

[laughs]

R: And all this. "I want a 20-minute phone call." But then on Christmas they surprised us to be honest. Because they like—the staff they like, "Oh you know Santa brought something for you guys." I was like, "Stupid."

[laughs]

I3: What did they bring?

R: They, they actually brought us like what we asked for. If we're good, you know.

Family Relationships

Fifteen youth (14%) disclosed that they had children ranging in age from newborns to three years old.⁴⁹ The youth faced the daunting challenge of teen parenthood while incarcerated in different ways. Some try to arrange special meetings with their children during their time at camps. Others do not want to see their child due to potential emotional pain or because they use the desire to return to their child as a way to motivate themselves to complete their program as fast as possible. A few did not want their child to see them incarcerated. One youth at Camp Scudder has a three-year old daughter and has not arranged a visit with her so she can maintain a level emotional keel to complete the program without delays:

“You know. Um on Saturdays... is usually the days that the parents bring the kids and stuff. Like that way so you can your kids, or your brother, and your sister, and them. You know. But I haven't—I haven't had one of those because I know if I see my daughter, I'm going to have a breakdown. I'm going to have— I'm going to go crazy, and I'm going to want to go home. And then I'm going to start messing up. And that's what I don't want to do, so usually on Saturdays I talk to them on the phone. Like maybe two or three times my PO let me call her. And then I go to my room—to my bed and cry, you know. But other than that—but I know if I see her, I'm going to break down. I'm going to really break down, so it's, it's kind of a struggle.”

As one can expect, being incarcerated changes relationships or how they view one another between the youth and their parents. One youth at Camp Smith talked about the revolving prison door with his dad and other family members:

R: And visit my uh, people up there. And my Dad, just got out of jail this year from [pause] I've never seen him, you know I've seen like pictures and stuff he's sent from jail. But he been in there ever since I was two years old, and he just got off this year.

I1: Mm.

R: And I'm kind of like, you know I've got his number and everything. We talk and everything like that. Seems like, sound like a guy that don't take no BS, but I think my, I think my Dad would be cool, you know. We could be cool. I don't know why he didn't come out back out here when they released him out there in Alabama. Mm mm {as to say I don't know} I'm supposed to go out there and meet him soon enough.

I3: You excited about that?

R: Yeah. I'm excited, you know. I've heard some things, I mean, I've heard somethings about my Dad. It's kind of like, well no wonder why. But you know, a lot of people in my family have had certain things. It's only me [pause] it's literally about three of us in the family, dog, that just mess up. Constantly coming back to jail, just doing – nah, nah, nah, nah four. I forgot about my uncle. We just can't seem to stay out of here dog. It's either that or we just, I don't, I honestly don't know. Everybody else in the family has a job, they, they, they doing what they supposed you know, they normal life. But the four of us um, it's like – oh wait! I forgot about my – I forgot about my brother. So it's like, it's like five of us.

⁴⁹ There were a few youth who mentioned their girlfriends or “baby mamas” being pregnant at the time of the interview, but those were not included in this number. Additionally, one youth had two children.

One youth at Camp Miller talked about the additional burden involved with his mom visiting, the difficulties of being a single parent and the barrier of the two-hour drive:

"It's a good two-hour drive. With traffic, more than that. So you know that's just adding extras onto her. Then she already has to deal with as a single mom. And so it's like you know it's harder on her. So whenever she couldn't make it, she would feel bad. And I'm like, "You know don't feel bad. You know. Like I, I shouldn't even be here. I should be home with you. Or you know at least around and you know where I'm at. And I'm not way over here." And so you know I didn't mind. I was like you know, "You don't have to, you don't have to come this weekend, you know." But I know no matter what I said like, "you don't have to come" she would still show up."

One youth at Camp Gonzales talked about how his addiction on the outs had harmed his relationships with his mother, and how being sober in camp allowed him the space to reconnect with his mother:

"She's a nurse. So she does a lot of overtime and stuff and I don't really expect her to come visit me because she does kind of – she's really busy. So I mean, she has a daughter too. So it's, it's just me and my, my little sister but, it's – I don't really expect her to visit me and bring me stuff because that's her choice. But my grandparents come visit me too. They don't really bring me stuff, but mom, every, every time my mom visits me she brings me something. And I don't know, I, I love her for how hard she tries to work with me. It's crazy. Like, I don't know. My relationship's changed since I got sober. Before it was just screaming and yelling, and trying to go through my room to find the drugs and stuff, to flush it. Which she has done before, but it's crazy how far we've come, like come as two, two beings."

Many youth also spoke about their relationships with siblings. Five youth shared that their brothers were in camp before them or currently in county jail. The male youth with younger brothers on the outs shared stories of feeling responsible for their siblings' future. One youth at Camp Afflerbaugh wanted to make sure that his younger brothers (aged five and 14) do not make the same choices that he did:

I4: Mhmm. What's the first thing you're going to do when you get home?

R: Take my little brother out to the park. Because I never paid attention to him, I was too busy banging and shit. I'm going to take him to the park. I'm going to buy him a scooter so he could play. I'm going to teach him how to play Xbox and PS3.

I4: Yeah.

R: I would always be playing but, I would never let him in my room because I have, you know I had illegal things in there and I didn't want him to touch it. So I wouldn't let him in my room or let him play. But I'm going to be a different brother. Make sure I'm a good example. Because I got busted in front of him. There were like three gang unit cars and a bunch of cops, you know?

I4: Mhmm.

R: When I got busted. And he was like just looking, he's like "What's happening to my brother?" So they had to tell him I was going to school, to a special school. So he thinks I'm in school right now. So when I get home I'm going to tell him, you know I'm just going to teach him the right way.

I4: Mhmm.

R: Because I'm like, I'm his example you know? He does what I do. Like I walk in the house shaved bald and then with the bandana on my head and he, he will like tell my mom to cut his hair bald too you know? A little ass kid, a little baby kid. And then he got busted, and then my mom came and she's like "Hey your little brother be using your bandana, running around the house saying he's a cholo." And I'll be like "Damn." That's what made me think in here you know. "Damn I got to get out there." Got to teach my brother right.

I4: Mhmm.

R: My other brother too, he's 14 I don't want him getting into gang shit. You know so, I got to get out.

One youth at Camp Paige refused to seek special visits for his family. Similarly, to how another youth told his brothers he went to a special school, this youth did not want his brothers to know where he is and instead tells them that he is on a vacation:

R: I don't know. I wouldn't like—I don't even tell my mom—My PO always tells me like, "You want a special visit?" I'm like, "Nah. I'm alright." I wouldn't like my brothers to see me here either. So I just tell them, "Nah. I'm alright."

I4: Hm. What makes you say that?

R: Because I don't want, I don't want them to be you know looking at me in here while I'm in here. I always tell them like, "Oh I'm in vacation." They don't know I'm in jail or nothing. Only my big brother does. Not my big brother, but my younger brother. And I just be like, "Yeah, I'm on vacation. I'm about to go home already." But yeah I don't, I don't tell no one to come. Bring me my brothers or nothing.

One youth at Camp Jarvis found out that his brother was in Mendenhall when the camp moved to Challenger. When he saw his brother in camp, he tried to talk to him and staff wrote him up. This inflexibility for supervised visits between family members runs contrary to Probation's first mission to reunite families.

"So, and it's weird because my little brother in Mendenhall right now, Scobee.⁵⁰ And I be seeing him, like 'Oh.' Like he just came though. I'm like, 'What are you doing here?' 'Oh, I caught a case, this, this and that.' I got in trouble the other day, for talking to him. But that's my little brother so I didn't care, I was like, 'I'll take the write up.' I told the staff, 'I'll take the write up' and I was still talking to him, I didn't really care what they said."

One youth had a brother in Twin Towers and their mom visits both of them every weekend. The support of his mother was beneficial to his mental health and his decision-making in camp:

"Every week man. Um. So I appreciate that a lot. It make my week like it made my Monday better. Because she come and see me on Sundays. She go see my brother—brother is in Twin Towers {correctional facility} right now. You feel me? She go see him on Saturday and she see me on Sunday. So like yeah. It make my Monday better because I just keep picturing her face, our conversation, all the games she give me. Like, "Don't do this. Like you know how they are." Like you feel me? "Don't write on the—try to avoid it." Stuff like that. You feel me?"

⁵⁰ Scobee is the name of the camp where Camp Mendenhall stayed while during their time

The experience of camp understandably makes some youth appreciate more deeply the simple opportunities to spend time with their families and close friends. Just being able to look forward to the reunification can be a form of support. One youth at Camp Scott related that her biggest concern on returning “is just well graduating. And just staying home. That's all I want to do. Be with my family, you know. Because all that time lost, I just want to gain it back.” One youth at Camp Afflerbaugh felt that while in the camp he learned the importance of family as a support network and was eagerly anticipating reunification after completion of his program:

I4: Oh. And here at camp, what types of support have you received?

R: Well like I learned how to like – just like be a little bit more responsible. Take care of myself. Instead of relying on like my mom and anybody else. Um I learned how important the family is. Because you're away from your family, I mean.

I4: Mhmm.

R: It's cool right here, but it's nothing like being home with the family and everything. And um just yeah.

I4: Yeah. I can imagine it would be hard.

R: Yeah. It gets stressful at times. But you just to, you just got to go through with it.

Probation Staff

Relationships with Assigned POs

Each youth is assigned a PO to serve as their caseworker. The assigned PO will go over what programs the youth needs to complete during their time at camp, gives them weekly phone calls, writes reports to the court, and checks in with the youth weekly. Youth generally have good relationships with their POs, with many describing the relationship ranging from baseline needs are met (weekly phone call, etc.) to the assigned PO goes above and beyond to help with resources and support. There appears to be a positive relationship between the amount of one on one time the youth get with the POs and their relationship and ability to understand one another's point of view.

81 youth interviewed (78%) said that they had good relationships with their PO, they found them helpful, or they liked them. At Camps Mendenhall and Rockey, all of the youth interviewed said they had a good relationship with their assigned PO. One youth at Camp Miller relied on his PO as a person he could talk with and as someone who gave good advice for regulating his emotions:

"Like there would be times where I got mad, and he's like, 'You know you can't let that person get you mad. You know like because you're just giving them the, the remote to {the youth} TV. Like you're just putting on a show for them. And you know that's just going to pump them up and think they have control over you.' And when you really think about it that's true. You know because that person is just going to laugh that you're mad. And you know it's just going to irritate you more. And so like I'm going to miss his support uh definitely. But I have same support from family. So it's like you know what am I going to do with the support. You know I put a lot of his support into action and it helped me out. So listening to my family is going to help me out even more because I'm going to be in a bigger world. And I'm going to have more options. And I'm going to have like a goal that I want to reach."

One youth at Camp Jarvis, who had been through other camp programs before, came in distraught over how he could be back, and what his son would think of him returning to jail. He credited his assigned PO with keeping him focused and working with him to get him out as early as possible:

I3: Mhmm. How's your relationship like with that PO?

R: My PO, her name is [Probation Staff #5]. She is wonderful, she did a lot for me. Because when I first got here I was tripping. I was like, I'm back in camp this is fourth program. I'm tripping out. And then my son is going to be mad I'm back in jail, I'm like, "It's about to go down." She like, she just pulled me to the side and, "Look, I'm going to get you out. It's early like, you got to work with me, I can't just." She told me like, "it work both ways." like she like, "I could get you out early, just do what you got to do. And I could get you into as many programs as you want so you won't be in the dorm all day getting distracted. Getting in trouble, getting in fights. I could really do something for you just, just work with me." And I was just, I [pause] I took her promise and ever since then she been doing everything for me now. I'm supposed to be getting out April, May so I feel like, because I was supposed to get out like July.

I3: Mhmm.

R: So I feel like she blessing me. So I, I love that lady. I always tell her like, "Thank you, you doing a lot for me. Like thank you for real, for real." She tell me like, "no problem, this is my job." She

one of them persons that really love her job, she like to help kids, no matter what. And the kids cuss her out and all that because we frustrated, she'll tell you like, "Alright. You can cuss me out all you want, but I go home. You still be here. "I'm trying to work with you, I'm trying to get you home." "So you won't have to be here." So I be listening to her, and I'm like, "Alright, I got you. I'm going to do my part, you just do yours."

I3: And she has been pretty helpful?

R: Yeah she been way more than pretty helpful, she helped me a lot.

There were 11 youth (11%) who did not like their PO, had a bad relationship with them, or found them to be unhelpful. One youth at Camp Afflerbaugh described it as the "worst relationship" he had in the camp as his PO would not only react to complaints poorly, but actively goaded the youth by betting against him succeeding in a job. This interaction led to the youth deriding the PO for having "female tendencies" and this seemed to be successful in pushing the PO's buttons:

R: And, he's the type of person—he's like a real stand-up guy too, so when you tell him that something is wrong, he feels like you're telling him that he's not doing his job right. And he takes offense to that, or something. Or if you feel like—It, it's just different situations that we've had and it's just like, yeah. It's like, "Okay. It's no win here." I just don't talk to him.

I4: Mhmm. Can you give me an example of something that you know he got defensive over?

R: Um [long pause]—Okay. I had went—I went, I went up to, I went up to the kitchen, and I made it to top one where I was cooking food. And, and then he went, and he said, he said, "I got—" He's like, "I bet, I bet staff \$100 that you get fired in two days." I'm like, "What? [laughs] He's like, "Yeah." He's like, "Um I knew you weren't going to make it. I've been telling everybody." I'm like, I'm like—And I, and I said, I said, "That's why we don't get along." I said, "You got female tendencies." And he went—he hit the roof.

I4: Mhmm.

R: He hit the roof. Yeah. So, — Yeah, we don't really got the best relationship. But, it's better than it was because you know I make a point to be cordial with him. But, it's like the worst relationship I have here.

The youth also felt that he was on thinner ice as a result of his poor relationship with his PO. There was a higher likelihood of losing privileges as a result of misbehavior or minor violations that may have been handled differently if he had a good relationship with his PO:

I4: Yeah. What are the effects of like not really getting along with him?

R: Um like say if I get, so say if I get in trouble at school, he's not with it. He's not—"Okay. You don't get a phone call." But, if I would have gotten in trouble before, he probably still would have gave me one. Or, he would have been a bit more lenient than he is now.

One youth at Camp Gonzales had a difficult relationship with his PO as well. In this case, the youth felt that his PO pulled the rug out from underneath him regarding the possibility of early release. This especially stressed him out as he had worked during camp and taken extra programs to qualify for early release in time to spend the holidays with his child:

R: Because – they just brought new rules, because when I was here in June, July, August and September, and October still last month. They were releasing people on Saturday, Sunday, Friday – and now no more Fridays, Saturdays, and Sundays. I find it kind of weird. And then they said if I don't get released this um, month – which I'm not, most likely I lost it, my early.

I1: Mhmm.

R: So they said December or January. And they said {date} then I tell them, "Why {that date}? And if I do a month {late date} and that's when they brought it up "Oh, you don't get released anymore on the weekend". I find it kind of weird, but I didn't complain. I mean two more days. And then they were telling me, my PO was saying "No, I think we should keep him until {later date} because he's not going to do nothing for, for the holidays. Like you know there's no school and he's not going to do anything."

I1: Mhmm.

R: And so I got mad, at my PO – and then I got kind of rowdy and she got kind of mad and she told me "You know what, just do all seven." That's why I got mad, just because I told her "Why you trying to keep me for?" They said that I will come out and drink, but like I was thinking, I was talking to them in the end and I asked like what's the whole point of taking the Substance Abuse class if they still want to keep me for my whole seven?

I1 & I5: Mhmm.

R: Because, um they put on my project release my whole seven. And then that's what got me mad, because just for some dumb stuff. Because I don't have, I just have like one write up. One or two write ups – I've seen kids that have like five, six write ups and they still go home on their early. That's why I find it kind of weird, that's why I started – but my PO, I argue with her.

The breakdown in the relationship with his PO and recourse to obtain early release was exacerbated by his PO taking vacation at an inopportune time during this process. It left the youth in a position where his chief recourse was to have DMH talk to his PO. But his PO was then on vacation leaving the youth feeling lied to and treated unjustly in comparison to other youth who were granted early release:

R: It could be my first Christmas – because my DMH told me I'm not a fuck up, so there's no point in keeping me my whole seven that's only for fuck ups and then –

I5: Right, and you've only had one write up.

R: One or two write ups and it's not like really big stuff. Well, one write up is the fight, that's it. But besides that, it's not big stuff. And then he told me—the lady told me if I could talk to my PO, but she's not here. I don't know if they sent the report already.

I5: Okay, and your PO – is PO, did you say {name}?

R: {name}? [pause] Nah, my POs name is [Probation Staff #6]. It's like I wanted to talk to her, because it's like weird give me my whole seven that's not like, I'm not even a fuck up. Because there's kids – even the kids that have like lots of write ups, they'll get out on the regular.

Five youth had mixed feelings about their relationship or the helpfulness of their PO. And an additional four youth expressed that their POs caseload was too high which often led to the youth feeling like their PO was not paying attention to them or that they weren't getting the treatment that they wanted. One youth at Camp McNair was particularly blunt saying, "I feel neglected by her." One

youth at Camp Jarvis seemed to be aware of the work that his PO had put in for other youth and felt that his PO had done more for those other cases. However, he attributed this to general unfairness of life and the size of his PO's caseload than anything malicious:

“So, he'll get back to me or like – I don't know because he has other caseloads too. And he's done more for his caseload than he just barely got than he has for me. But it's, it's whatever. Life's not fair. Other than that and being locked up.”

There were also nine youth (9%), four of whom were from Camp Scott, who said that they had multiple POs during their camp stay. The transition of caseloads was not always handled smoothly with one youth at Camp Scott stating that her previous PO did not communicate with her new PO. This resulted in her current PO just discovering that she needed to take substance abuse classes per the terms of her camp stay. Her new PO was forced to organize extra sessions with the instructors so that she could take multiple classes at a time and finish on schedule.

Relationships with Probation Staff

There are very mixed feelings in regards to Probation staff as a whole. Some youth have good relationships with staff or develop close bonds to individual staff. Others do not pay much mind to the staff and try to remain unnoticed. Other youth have negative interactions with staff and these result in a poor perception of staff as a whole. At least 84 youth identified a staff that they had a good experience with (outside of their assigned PO) and at least 65 youth identified a negative experience with staff outside of their assigned PO.

Positive Staff Experiences

Generally speaking, youth had more positive relationships with staff that helped them in some way by listening to them and giving advice, putting on tournaments and activities, or rewarding them when they did well. Youth also speak about getting “juice” with the staff, meaning that they have strong relationships with them and thus get rewarded more often or receive more lenient punishments when getting in trouble. Some even said that they have “soda” with the staff, a step above juice that implies the youth have the best possible relationship with staff, one in which the traditional power dynamics are noticeably different from the normal staff-youth relationship. If the youth have juice or soda, the staff will also ask youth about the gossip or goings-on at camp and in return the staff share information with the current youth about incoming youth. One youth at camp Smith described “juice”:

R: Uh, juice is like, like I don't know how to say it, like getting juiced up, I don't know. When –

I1: Is it like, being cool or something?

R: Nah like, I don't know, just how do I explain that? I don't know.

I3: Well how about just like an example, like what do you mean by like juice?

R: It's like, I don't know, honestly this is pretty hard, juiced up.

I1: If I had juice with him we would be like, we're cool?

R: That, that yeah like, you guys are really close together, like – Like, he'll give you like, you know he gives like what he has.

I1: Oh, okay.

R: So like, I don't know how to explain this.

I3: So it's good to have good juice?

R: Yeah, good juice. And then if you don't have juice, you have water so –

[laughs]

I3: Do you have water with any of the staff?

R: Nah, I got juice.

One youth at Camp Scudder discussed the distinction between having “juice” and having “soda”:

R: Yes. Um, they call it juice with staff, which means –

I3: What does that, yeah what is that?

R: [laughs] Okay, for example, like I'm going to say I have juice with this staff, which means, um, whatever I ask this person. Like say, okay there's a new – okay say there's a girl coming from the halls coming to camp. I'm like "Oh staff are there any new girls coming from the halls?" and they're like "Oh, yeah this, this and this." What it means is they just give me information, whatever I want. Or they'll give me food or whatever I want.

I3: So like being close with them, in a way.

R: Yeah.

I3: Okay, juice.

R: [laughs] that's the language just with staff. Or they'll be like "It's not even about the juice, it's about the, the soda." [laughs]

I3: Soda? What's that?

I1: What's soda?

R: Soda is like, um, okay it's kind of like close to them, but it's actually like um, it's the instinct like you could just – like they're, okay I don't want to say the word. Um, it's like instead of us being the inmates, they're the inmates like we tell them what to do.

One youth at Camp Paige held that the responsibility for forming and maintaining good relationships was within the power of the youth. This youth also discussed hearing stories from other camps and being grateful for being at Camp Paige where there was more structure and closer relationships with staff. Additionally, being willing to back down and apologize was an essential part of maintaining good relationships with staff:

R: Uh, well it's, it's all up to you. If, if you dig yourself a hole then, that's, that's, they're going to treat you like you don't want to be nobody in life. So, you know you got to have a positive attitude. If you don't have that positive attitude and you just wake up every morning like, "Um" like, I don't know, in a bad, in a bad mood and you just want to respect them. You got to give respect to show respect with these staff. All the time.

I3: Do you say that from experience? Like is that how you were in the beginning?

R: Yeah. Well, I wasn't disrespectful in the beginning, I was very, well, I'm still very respectful. I mean, um, there's been times where you know I've, I've had that one staff where we feud, but then you know, as me I'm, I tend to apologize you know for my actions.

I3: Mm.

R: And then you know we tend to talk it out. And you know, because I don't want no bad relationship with no staff. That's the worst thing that you can do. If you need to man up and you need to apologize to that staff, then that is what you need to do. I mean, for the, for the best. You know, for you because that staff will be on you. And that's just how it is, I don't know. You know, that's how, I guess that's – I'm not going to say system but that's how it is with majority of – well that's like somebody disrespecting you.

I3: Mhmm.

R: It's, I mean, and you got tell them what to do every day and how to do it every day. If they not listening, they don't want to comply with your rules, then of course you're going to be, "Okay, well I'm just going to write you up."

I2: Mhmm.

R: It's better, it's better to just have a good relationship with a staff.

This youth also talked about the willingness of staff at Camp Paige to give him space to cool down, preventing possible confrontations with youth or staff. Allowing this space was described as part of the good organization of the camp that helped develop the youth, in his opinion, from kids to adults:

R: I just you know, they'll give me some time, "Hey you know what, you want to go walk the track?" "Yeah, I'll go walk the track." You know. They help you a lot right here. So, it's not just an ordinary camp too. You know I've heard little camp stories and all that.

I3: What's some camp stories you've heard?

R: Uh, drama. [laughs] All the drama that goes on in camp. Um, you know all the fighting, and all that. Right here it's none of that. It's a really like a structured camp. You got to be doing what you're supposed to do. Yeah I think this camp it'll like, it'll help a lot of, a lot of kids mature. If you come in here as a kid, you'll leave as a young man, a young adult, so.

One youth at Camp Jarvis spoke about the hands on involvement of high level staff with the daily operations at Camp Jarvis. He elaborated on how a good and supportive relationship with the Director and Assistant Director of the camp helped him with his program, and made him feel very supported:

R: You know. That's that's what usually happens but I've been talking a lot to [Probation Staff #7].

I3: Uh huh.

R: The um Director. And I guess he's trying to help me out a lot too. Every time when he comes in, like every week or like once a week, he'll pull me out just have a little talk with me. No. Well, not the um not um [Probation Staff #7], [Probation Staff #8].

I1: Mhmm.

R: That's what [Probation Staff #8] be doing. He'll be like pulling me out like once a week and he talks to me. Be like, "How you've been {youth's name}? Like you've been good. You've been retaining." I'll be like, "Yes, sir. I've been doing my best." You know, here and there I getting like my little – I'll be having a bad move.

I1: Mhmm.

R: Sometimes I wake up a little bit depressed, a little bit sad. You know, I'm hanging in there. I'm doing good. I'm trying to get out. Like they, they right here like – I'm telling you like we have a lot of support.

One youth at Camp Mendenhall discussed developing good relationships with some staff who engaged with youth by playing basketball or board games. He also talks about how staff can 'sponsor' competitions between youth by rewarding the winning side with snacks and that youth appreciate this practice:

R: Like one of the D the DTLs will play oldies like some oldies or something while we sit there, write a letter, or read, or play cards, play chess. Stuff like that.

I4: And what was your favorite thing to be doing?

R: I play chess.

I4: You play chess?

R: Yeah.

I4: Oh. Against who like each other, the DPOs, or—?

R: Yeah, sometimes. Some of them know how to play. Some people play OG like the cards. People POs here seem like different from the halls because they like talk to you more. Like explain more or tell you how you should be doing or you know. I don't know like it's just better in camp than in the halls.

I1: Sounds like, like they're more nicer here at the camp than in the halls.

R: Yeah. I don't think they're able to do all that in the halls. I don't know. At camp it seems like they explain—in here, like they—some people play basketball with us like some of the staff play basketball with us. In the halls, they, they just watch us. They play basketball, but they I don't know I guess they're not able to play.

I4: Yeah. That's cool though that you're able to play with them Yeah. Is there a staff member that plays a lot with y'all or no?

R: Yeah. He always sponsor it. He always play with us or sometimes when he—when there's a lot of kids that want to play he just sponsors it like— Just tell or be a ref like tell us we traveled or stuff like that.

I4: Is that what you mean by sponsor like you know they host it or what is—?

R: No, sponsor mean like whoever win like say we had a three-on-three competition. And then whoever wins at the end, he gets us like two Jolly Ranchers each or a bag of chips each. That's sponsoring. Or the county issued or some Oreos or some popcorn or something.

Negative Staff Experiences

65 youth (63%) reported negative staff experiences. These range from minor disagreements to inappropriate behavior to verbal and/or physical assault. In assessing the distinctions between good staff and bad staff, youth concerns center around the appropriate use of staff power.

Allegations of Degrading Treatment of Youth

Bad interactions with staff that stand out to youth are those in which the staff use their power to put the youth into demeaning situations. The youth are sensitive to being treated by staff according to their “humanness.” One youth at Camp Miller talked about the perception of staff flaunting their authority over the youth:

R: But sometimes like the staff—I feel like sometimes they abuse their power.

I1 & I3: Mm {Mmmm}.

R: Yeah.

I1: Can—in what ways do you feel they abuse it?

R: Um. Like, "Look at my shirt, look at your shirt." I, I heard that one before.

I1: Like that's something that they say?

I3: Like they're—because they're higher authority kind of thing? Mm.

I1: Oh, trying to say like, "Hey, I'm the boss here."

R: "I, I'm the one with the blue shirt and the badge, you're not."

I1: Mm.

R: If I say, "Shut up, shut up."

I1: Mm.

R: "And if I say you're going to stand up, you're standing up."

One youth at Camp Scott discussed being treated like an animal, as subservient to a staff member:

R: I know because some staff they just like to [pause] just ruin your life in here. They're just—they don't— They don't think you're human. They don't they don't feel like they'll tell you what to do. I remember I was in here and somebody told me to throw her trash away, but she was doing it really rude. She was like, "Chi, chi, chi, chi." {clicking at youth to get their attention} But I didn't turn around because like you know I'm not a dog.

I1: Yeah.

R: Yeah so that's what you do to a dog. So I told her. She was like, "Can you throw this away?" And I was like, "No." I told her, "No." And she called me a criminal. So I was like, "Wow." That's crazy. And then my friend—because my friend—I was going to like cuss her out.

I1 & I4: Mhmm.

R: So my friend's like, "No. Just don't do it." But she was telling her later like, "You kind of over did it because you know she's not a criminal." And I know, I know I'm not a criminal. So it didn't really bother me. But it just got me mad. How the way she reacted.

I1: Yeah, I would be mad too. Is she still here?

R: She retired. So, "Thank god."

One youth at Camp Jarvis elaborated that the way staff approach youth leads to the perception that certain staff feel entitled to treat the youth in a degrading manner:

I2: So what separates the cool POs from the not so great ones?

R: I don't know they're just strict, or I don't know. They want stuff their way. You know they tell something they want you to move like that [snaps fingers]. And that's what a lot of people don't like. "Who the fuck are you?" Stuff like that.

I4: So is it like just the way that they're saying it or is it the, the fact that they want it like right then and there that bothers people?

R: They think they have the power. Shit that's what gets people mad. Like – They, because – I don't know. They think they got the power or something. Like we got to fucking bow down to them and shit.

Staff Allegedly Goaded Youth or Instigating Fights

The Public Defender in the interview with one youth at Camp Scott was surprised to hear that on her return from SHU the staff allegedly held the threat of a triple seven, a report to the Judge advising that the youth redo the whole camp program, over her head. With that threat hanging over the head of the youth, the staff allegedly put energy into taunting and trying to get this youth to slip up:

I4: And what was it like once you finally got out {of SHU} and were with everyone else?

R: When I first like—they was really trying to threaten me. They was telling me how um they was going going to triple seven me, so I was like, "Oh they really trying to do this." So like staff would really try to taunt me, make me want to say something to like—because they know that like I have a short tolerance, so they was trying to make me say something, so I could get back in trouble. Because any little thing that I said, they was going to send me back to the box. So if I had another incident, they said that they was going to triple seven me. And they was going to make me do my whole camp program over.

I4: That's messed up, so they were—

R: Plus the Supervisor, she already had the minute order typed. So all she had to do was send it in, and then I would have got my full time all over again.

I1: Wow.

PD: Well I mean you'd have to see a Judge. I think—I don't think they could do it—

R: Yeah, they was going to send it to the Judge—

PD: Yeah.

R: That's what the um triple seven is.

PD: I know. You have a right to a hearing on it though.

R: Yeah.

PD: That does sound like you're—

R: They got too much—

PD: —that they're trying to set you up for that kind of stuff though that's not cool.”

One youth at Camp Jarvis was actively insulted and provoked by a staff member on repeat occasions. He related that they may have been singled out as a target due to their perceived weakness by the staff member and that the available recourse through grievances was insufficient in comparison to the additional days that could be added to their term by the staff:

I4: Are you able to talk with anybody else about those Probation staff who say stuff like that?

R: The Director. I actually spoke to him about something like that actually happened to me. Um. So, I talked to the Director— Director. And the staff I told him about wasn't really there—wasn't there. So, he said he's going to address it when he's here. So—

I4: Mhmm.

R: —hopefully something happens. You feel me? I got a write-up for it and everything. And, I'm leaving on the fifth.

I4: Yeah.

R: So, I wasn't supposed to get no write-ups. And, she wrote me up for it.

I4: Can you tell me about what happened?

R: Alright. Um. Well I was on line up—she put us on line up and stuff. And um I got up to put my compo {composition notebook} in my locker. You feel me? Put it in my locker. And [pause] she like, "Sit down! Sit down, little boy." Like I was like, "Why you've got to yell at me? You feel me? Can you lower your voice? I'm not doing nothing, but putting my—putting my compo up." "Everybody put it on reverse!" We put it on reverse line up and she said um, "Like why you standing up still?" "I'm putting it on reverse line up. You feel me? I'm taking my time. You feel me? You yelling at me and stuff like I don't—I don't need you yelling at me. You feel me? I'm like doing nothing to you. You feel me?" Well, she's like, "Oh. You always want attention. You always want attention. Because your crackhead ass mom, if she wouldn't have dropped you on your head." I'm like, "What?" I'm like "Can you please not speak about—" I was trying to tell her calm like. Leave my mom out of this. Like my mom has nothing to do with this. And she's like, "Well if the bitch would have did her job, you wouldn't even be here for me to say it to you." I'm like, "What?" So, I kind of like went off on her. She was like every, every 'B' in the word—in the world. You feel me? Like everything you feel me? The word with the 'B' I could think of, I said to her. You feel me? And like staff came and call me down. Like, "Come here, you feel me. Calm down. You feel me?" Then I go back to go sit down on my bed, but I was still mad though. You feel me? Because like she just really got away with saying this. Nobody—none of the staff heard her say this. You feel me?

I2 & I4: Mhmm.

R: All the like all my cousins heard her say it and all the homies heard her say it—you feel me? Like I've got witnesses that she said it though. You feel me? So, I'm going to talk to the Director some more about it. Because I don't feel like he, he addressed it. But um—

I4: Mhmm.

R: So I go sit in the day room to go calm myself down or whatever. She ain't say nothing to me at all. She just let me go in the day room. And I wake up the next day, it's like call—a staff calls me. Call—a different staff, not even her, like serving me the write-up. She's like, "Oh. Well um. You've got a write-up or whatever." You feel me? I'm like, "Well, did you put what you said about my mom in there?" You feel me? Like— You're just going to write me up because like I turned up on you like—

I2: Mhmm.

R: Why you provoking me if you were going to write me up? You feel me? And then, I signed that one. Um. I sent in an appeal. I appealed it. Then the other one, it said that I walked off in the day room. She told me several times to come back and I didn't listen. And [pause] whatever I signed that one. Appealed it. So, I—the Supervisor came and talked to me. About appealing it and stuff. He took off—I had five Made Days added onto my time or whatever. Um. So, he took off four of them. I had one and he took off the other ones. I had two on the other one. So, he took them off. So, I only have one Made Day added or whatever. And that didn't like—I told him what she said and everything. He's just like, "She did?" And looked at me. I'm like, "Yeah. Like I got witnesses." You feel me? Like, "I'm not just going to make nothing up like that." And nothing really happened. She just got away with it, you feel me, and I got the write-up.

I4: Mhmm. That's not fair. That's not right.

R: She put bad like—a bunch of bad—well everything I said in there like—

Allegations of Unprofessional Staff Behavior

In Probation's recent past, there were staff who took youth out of view of camera to verbally or physically abuse them. One youth at Camp Onizuka discussed how staff continue this practice, using physical violence or threatening statements away from the views of cameras. Furthermore, that the staff use their power to write up youth to discourage youth reporting these incidents:

I3: Has anyone harmed you since you've been in the camps or halls?

R: Um, nah it's just these staff like putting hands on us.

I1: Are they allowed to be that aggressive?

R: Nope

I1: Okay.

R: Nuh uh. Some of these staff will take you to the back where there's no cameras and just beat you up. And we don't say nothing because we afraid that we might get a write-up or something.

I3: When does this happen, like at night usually?

R: Night. Day.

I1: Oh my god. Okay.

R: They do it when you unexpect it.

I3: And why do they do it? Like just to –

R: Just, just yeah – just to show you that "you can't whup on me" and stuff like that. They won't do it in front of the cameras, that's what they won't do. They'll try to be sneaky with it.

I3: how do they, how do they like, how do they – how are they sneaky like

R: Like say we, like say for instance we all eating at the dinner table. And they call one of our names, and they'll take us outside and close the door and they'll go to the back patio, and they'll fight or whatever. We can hear the socks and stuff like that. They let the kid back in, kid might have a knot, a bloody nose.

I1: Oh my gosh.

R: Tell him to go straight to the bathroom and go wash up, and then come sit right back down where he was eating at and eat, after the staff done put his hands on him.

I3: And like everybody knows?

R: Everybody knows, we just don't say nothing, because we feel like if we say something.

I1: Mhmm.

R: That they probably going to write us up, do some little extra stuff, sit there on the computer and send it to our Judge and we might get more time, or we might go to the county. I'm 18. I can't afford it. I got a month before I go home. That's why I chose to be SSP. I'm not trying to deal with none of that nonsense over there, I'm not. I got a mom to go home to.

I1: And do you feel that happens a lot more at Onizuka compared to the other camps here?

R: Yeah, Onizuka, yup. Onizuka is the last camp you before you hit county. Onizuka is like the mini county, that's the last, that's the last resort. Out of all these camps, that's the last resort.

I3: So do you feel that's why like, you feel like a lot of you don't speak out because –

R: Right, this is, this is, the last resort before you hit county and Penn {Penitentiary}.

I1: Mhmm.

R: Onizuka is the last, its, yeah – it's different between all the rest of these camps. Because Onizuka, this is not like a camp, this like a mini, like a mini county. Because people don't get sent to county from McNair, people don't get sent to county from Jarvis. It only happens at Onizuka, because we're older.... They shouldn't, but they doing it. This is jail, they feel like they get to do anything and everything their way because at the end of the day they're Probation staff and they haven't done nothing wrong and we're just criminals. So they feel like they can treat us however they want to treat us.

One youth at Camp Onizuka shared how one of the staff members, in apparent defiance of orders from the Director, was concerned with the youth having dreads and wanted to send him to the SHU for keeping them. The story illuminates the role of surveillance cameras in moderating behavior of both staff and youth:

I3: Besides um, what happened to you in Sylmar, and the pepper spray thing, has anyone else harmed you while you've been in the halls or camps? Like either Probation staff or a minor.

R: Uh. Oh yeah, one staff named [Probation Staff #9]. He uh, like I got into it with him. He told me to take these, like some dreads that I had in my head.

I3: Mhmm.

R: He told me to take them out. And he asked me if I was going to take them out. I said "Nah." He tried to take me to SHU. He was like "Alright you're going to SHU then." I'm like, "For what?" Because don't no – like the um, the Director of um Onizuka, at the time it was [Probation Staff #10]. And he told me like he don't really trip off of uh, like having your hair out, twisted, braided, or something like that. So it was no, it was no issue. He told the homie that he needed to go to the box, so he drove him to the box and told him if he, if he didn't have it out his head by 5:00pm, he wasn't coming back. So he was going to have to sit in the box until it came out. And he told me I was going to go over there too. And I'm like alright, I'm just going to take it out then because they ain't even that serious. So I sat, I was finna {going to} take it out, and then uh he came over and he said – I'm, I'm like why you keep walking up on me like that? Like you're going to do something like, like you got, like you go animosity, like you want to hit me or something. Like if you're going to do something, just do it. And he was like uh, he said, "You're right. I ain't going to do nothing." And then he looked up at the camera. So I'm guessing he playing, he's playing like a game for the camera like, because the camera records audio.

I2 & I3: Mhmm.

R: So anything you say on the camera, if the camera catches that and like he was to take me outside and like beat me up or something like that, I could always refer to the camera like – Like he said he was going to do that.

I3: How did you know that there records audio? Or –

R: They told us. They told us, they gave us the warning like don't, don't say certain stuff, like don't talk about your crimes. Or don't do this, don't do that because it could always be used against you in court.

One youth at Camp Onizuka related an experience from his time at Camp Jarvis where, after fighting and thus giving a staff member additional paperwork, the staff got angry, went into his personals and ripped up his family photos and letters:

I2: Um, and then back to the rules and being enforced and things like that, can you give an example when it was not enforced fairly?

R: When they take your personals and then they just throw them away. Or they put – they open your soap and let all your soap spill over everything.

I3: Wait, why?

R: Let's say you have book – I mean let's say you have a composition book. With all your family pictures, everything. That's the reason I got refiled from Jarvis. They put soap and lotion, and they ripped up my pictures. They ripped up my – they threw out my letters.

I3: Wait who, who, the PO staff?

R: The staff, yeah.

I3: Why? Like what, what was their reasoning for that?

R: Because I made them do paper work, I had fought somebody and they didn't want to do paperwork. They were about to go home in like 20 minutes, so they got mad that I did that. But in Jarvis I only went to the SHU and came back in four hours and they were still doing the paperwork.

I2: So they got mad at you because they had to do paperwork so they ruined all your stuff?

I3: So then they didn't just like take away all your personals, but they deliberately destroyed everything else that was there?

R: Yeah.

I3: Like photos too and stuff?

R: Yeah. So I had to get pretty much everything sent back and start like from scratch. That's why I got refiled, because I got mad and I started messing up a lot.

I3: Mm, and that was at Jarvis right, not here?

R: Yeah.

I3: Has anything like that ever happened here?

R: Nah, no staff I know did that. They'll do that a lot in Jarvis though.

One youth at Camp Scott, while being restrained by a staff member, a PO picked her up from behind and slammed her on her face leaving a scar. She felt that the male staff should not be allowed to restrain the girls and the responsibility should fall to female staff as the male staff would do "extras" or use more force than necessary. Additionally, she refrained from filing a grievance or following up with her PD as she didn't want to deal with fallout from staff for the remainder of her program:

I2: And then um back to kind of health services, have you seen a doctor or a nurse while in the camp?

R: Um the doctor, the dentist. I've been to the dentist like last, not last week, the week before last week was my third time. Since I got restrained, I got this for fighting in the dining hall. Because when you get a – I feel the, the male staff shouldn't be able to restrain you like I feel like that's the female's job. But since the female staff is right there, they feel like they can't really break up a fight when two girls are going at it but that's like, no female staff should be able to break up a boy fight.

I2 & I3: Mhmm.

R: A guy should be able to do that, but when a girl is, when two girls is fighting then they should be able to break it up. Not no guy that's stronger than a girl and like slam them hard. Like a lot of females done got slammed and I seen a few females here done got slammed, and I done got slammed. And yeah, it's just like, it's not cool.

I3: Did you get like hurt like pretty bad or?

R: Yeah I got hurt and my mom was like crying when she came to visit me on Sunday. That was awhile back though, that was um {month}. And um yeah she was just crying and she wanted me to tell my public defender like, like to report it but I was telling her like no. But yeah I got this scar from that. {points to scar on face}

I3: What happened like?

R: The scar. We was fighting in the dining hall, which your fight is not going to last long in the dining hall because like the staff, they'll be like five, four staff in there. And um we started fighting and two girls is, when we broke, when they broke us up two girls was on, two lady, two, two female was on the other girl and nobody had me. So when I tried to run around another staff, this guy had picked me up and like slammed me but he had put my hands behind my back and pulled me up and then like slammed me down. So it's like I couldn't even save my, my face like –

I3: Because your hands were behind you, yeah.

R: If he would have just picked my waist up – yeah. So yeah that's how I lost my brackets {braces} all that, like all that is gone like so when I went to the dentist they took my wires off, all that. And that's how I got this scar.

I3: But what did you slam, on the table or like the floor?

R: No on the, on the floor. On the floor. I mean nothing was busted inside, I just had like this big old – Scar right here.

I2: So do you have to get more braces now afterwards or are you just going to –

R: Um. I just got to get three. Which when, when I like, when it came off and it just came off. So my mom already got like a dentist appointment for me when I go home.

I3: Mhmm.

R: On {date} she said? So that's, it's cool like I didn't, I really, I was tripping at first but I, I can't really say nothing like because she wanted to press the issue but at the same time, she out there and I'm in here. Like you press the issue, you're going to still be out there and I'm still be here and I still got to deal with the staff and yeah. So I'll just, I was just like just let that pass like.

I3: So you didn't feel like um there was someone that you could talk to, like it was safe to talk to about that, like to complain about that?

R: Um. No. When that happened I was just talking to my mom about it like, I didn't feel, I feel like if I was to tell one staff then they was going to go back to him and say like "Oh woo woo." But when he, when, when he seen my lip was like this big, I said "Damn look what you did to my face." Because that day they had let me out like some hours later. Like I didn't even stay in there for a night. I only stayed in there like a couple hours. And when I seen him in the dorm, he was on the um control center, I said "Damn look what you did to my face." He's like "You'll be alright." Like just brushed it off so I'm like damn and then I told my mom that so she was really hurt. So I was like I mean I'm not tripping but at the same time I am because I don't got no, I don't got my brackets no more and –

I2: Yeah.

R: I have this big scar right here so I was just like, I mean, it, it – he apologized but I don't really feel like he meant it because he was laughing. So it was just like whatever. It's like, so that's why when I get into a fight like, he don't, he don't be there. Like he, he don't be, it's not his shift. But that was the only time I got slammed though. Like my other fights like, the male staff they'll just like break us up like, break us up like they don't do the extras. So yeah.

I3: And like going back to like talking to someone about it like, there's no way you can like, like you know report it if you want, if you wanted to?

R: Yeah my um, my therapist – I mean not my therapist, my public defender had called up here and was telling me like, do you want to report him, his name and stuff. And she already had his name because I told my mom but – She said his full name and stuff and I'm like "No it's cool, like it's –" And she said "Are you sure, are you sure (I'm saying) –" I said "Yeah." And she said okay well call me if you want to change your mind if he start treating you wrong and stuff. But even when he did started treating me wrong I just felt like maybe he didn't mean to do it or I don't know.

I3: Mhmm. Okay.

R: I just let it pass.

I2: So have you hear of this happening with like other male staff here and like other girls?

R: Um [laughs] Yeah. A few of these staff been on um investigation. Like when I got into one fight, it was the day that happened. I got into it with my enemy, we started fighting at the school. And they broke us up but like teachers broke us up because the staff was too far down and they was still running, so they broke us up. And when I was walking past my other enemy, which that was my second time, this was my second time fighting her, I had spit in her face and then we started fighting. But they had broke me up like one of the staff just broke me up and then one of the staff had like, somehow flipped her, like it was weird. Like he flipped her. And you know like, you open the door and like the middle thing is right there?

I2 & I3: Mhmm.

R: She had hit her head like on it. So she was just crying and yeah. So I guess she wanted to press the issue so he was under investigation. He was only working in the office, he wasn't in the dorm, he wasn't outside for rec, he wasn't in the dining hall, none of that. School movement, none of that. He was only working in, in office. He was in the office working here for like two months, in office.

I2: Mm.

R: They had to feel like okay he was ready to come like back out. Now since, now when he restrains, he don't do the extras. Like he just like pulls us apart like, he pulls us apart.

I3: What do you feel is like um a PO doing extras like?

R: Um the male staff, I feel like when you grabbing on the, a female too hard. Like because like we, we like damn we not strong. Like so y'all going to have more like strength than us so I just feel like when you grab on us, like even when we're trying to fight like they shouldn't grab on us so hard. I feel like the, the females should step in but some of the staff I've done talked to, they said like "That's the guy's job to break up." But I'm just like no. It's the, it's y'all job because we

females, (...) female right? I just feel like we shouldn't get slammed like, like we a boy or something like that's what boys need. Like not no female like just break us up.

I3: Like no over, like over excessive use of like force and stuff.

R: Yeah, yeah. That's how I feel.

Lastly, one youth at Camp McNair describes how youth used the term 'gay' as a derogatory term to describe youth who were watching a show about a transgender person and how staff participated in the taunting:

R: Yeah. We just be watching it or like we're always like, if there's nothing to watch, they be putting on um the dad, the transgender. The dad on –

I3: Oh the Caitlyn Jenner?

R: Yeah. They be putting that on and some kids be like "Y'all gay. Like why y'all watching it." And like the staff like be making fun of us like "Why watching that?"

I3: Oh the staff makes fun of you?

R: Yeah like messing around.

Grievances & Staff Intimidation of the Youth

14 youth (13%) across camps said that grievances do not work and there is no point in using them. Many stated that the problems that they identified would not be fixed, and/or if they did submit a grievance that the staff would look at or treat them differently. Some youth said that their words have less value than the staff. Some youth though reported that the staff in some cases have leveraged this to dissuade filing grievances, and to intimidate youth. A few youth even said that the Probation staff enforce similar rules to that in the gang life of "snitches are bitches" meaning that those who "snitch" lose certain privileges and security. As one youth at Camp Gonzales related, "Because right here the POs always win, they always win" or as one youth from Camp Onizuka said the staff have a slogan of "You won't win, we have the power with the pen!" One youth at Camp Miller shares how it is the staff's word over the youth's, but also how the staff consistently remind the youth of this and hold it over the youth:

I4: Hm. Can you give me an example like if they were here and we were minors, like how they talk to you or something like that?

R: Well sometimes they try to like– like intimidate you, you know? They try to intimidate, like they'll tell you things. But you know you can't do anything. You can't even say anything because they'll always win. It's their word over ours. They try to treat you like you're less than them.

I4: Mhmm.

R: And—well you have to say, "Okay. It's fine." Shut up. Don't say anything. Because if you say something, like, like I was explaining to him {the Public Defender} in your, in your phone call they can give you 30 minutes. But because of that PO they'll give you five minutes. And yeah.

I4: Oh. Can you give me an example of a time that they uh, like that they came and tried to intimidate the youth or--?

R: When, when, whenever. When—let's say they come all of sudden, they get close to you, "Oh look at this and that." "Okay" Then you have to do it. Oh or if you don't do it —because there are minors that get tired of all the talking they do. And so sometimes they, they change him. If he has a black shirt they move him to a green shirt. Yeah. [laughs]

I4: Yeah. And what, um what do they say or what?

R: Um, well I don't know how to tell you. Like everyone has their—like sometimes they— they say things to the others for being in gangs. Then they start to talk, "Oh whoever isn't a gang member isn't a gang member." Things like that. And then at the end they just get mad.

I4: Yeah. I can't imagine how it would be to get bothered like that and—and have they ever bothered you?

R: Nah. In truth, no, well because—I'm not from a gang and I'm always quiet so.

I4: Hm. Oh Okay. Um, he was just explaining to me about um like staff during the week. Like they had programs and stuff. Like they would go out and play.

R: Um, like you know football, dodgeball, basketball, whatever. Um, but like weekend staff uh they're different. They don't really like to like you know do programs for them. They're a little bit stricter. And he says that they try to intimidate them. Kind of like you know they always say, "Oh we expect more of you." And um, kind of like they just try to intimidate them a little bit. But he hasn't had any problems with them because he just keeps to himself. And they also kind of call out some of the minors like, "Oh you're not in a gang. You're not a gang banger." You know. "You're just not this not that."

One youth at Camp Miller discussed that certain staff deter youth from writing grievances, by using gang codes or rules of the neighborhood:

I1: Okay. But do you feel like [pause] the minors here are like kind of scared to fill out to a grievance? Because they don't know what's going to happen?

R: Yeah. Like mo—most the population, like in juvenile hall and camps—

I3: Mhmm.

R: —and in facilities like this are gang members. And there's a code that everyone lives by. And like say one of them does, they—the staff try to put him like, "Oh, you guys are a bitch. You guys a snitch. You guys—" Or like some of them would be like, "Oh. I know where you come from. I used to—I grew up by the same neighborhood." And then like they try to make us seem like, "Oh, so you do not tell. Because I grew up from the same neighborhood. I don't tell."

Some youth were dismayed by the grievance process as they claimed to have seen the probation staff ripping up grievances. Two youth at Camps Paige and Onizuka alleged that they've seen staff destroy grievances. One youth at Camp Onizuka said to "Just stay up, you'll see a staff go in the little thing, take it out and rip it up and throw it in the trash and go on about his business. Especially if it's written up about him, and his name on the grievance. They'll really go in there; they'll do it late night. These staffs is sneaky. They think us kids we don't know too much. We do." The youth at Camp Paige related he had seen the grievances ripped while at his job, but he believes it was trivial grievances that were destroyed, with serious grievances kept:

I1: Okay. And for the grievances, do you feel like they listen to you if you have something to complain about?

R: Uhh, sometimes.

I1: Oh.

R: But yeah it's like it's like something bad then yeah. They'll be like, "Okay. Yeah." But if not, sometimes they'll just shred them. Like they'll just rip them.

I1: In front of you guys?

R: Uh not in front of us. They just like bring them to the office and just look at them. And if it's not that (bad), they'll just rip them.

I1: Oh. And you saw it because you worked here? Or how did you—?

R: Yeah.

Lastly, a few youth cited that they had used grievances in the past, and seen a change albeit after long wait time. It seems that overall, however, most youth opt out of using grievances in fear of unintended consequences.

Staff Instigation of Fights or Arguments

Many youth described what it was like when they first arrived at camp. One of the first things the other youth do is “bang on them” meaning they ask what gang they are in or what hood they are from. In the interviews youth shared that many staff engage in this practice and some even encourage the youth to fight with their enemies to ‘get it out of their system.’ One youth at Camp Miller described being egged on to fight by some staff, estimating that a quarter of the staff will act as instigators:

R: Yeah. That's some staff, some staff don't want stuff to happen like that.

PD: So they don't help resolve the situation?

R: Yeah. Not all the time. Some staff do but not all of them.

I3: There's like a 50/50 or?

R: Nah it's just like I don't know. Like a quarter of the staff would tell us to fight. Don't talk, just do it and fight.

One youth at Camp Paige said that staff would make assumptions regarding the gang affiliation of youth based on where they live. Furthermore, the staff would announce the hood to the camp and instigate arguments between youth:

R: Yeah. Nah, then let me see what else. [pause] I don't like – I don't like how they roll. Sometimes they just treat you – treat – treat you wrong because where you live at, where you come from. They try to put you – they try to put in somebody else's shoes.

I3: Can you explain that a little bit? This is Probation you're speaking of right?

R: Like, Probation, I mean– like where you come from. They try to see where you at. Like if you gang bang and stuff, but you really don't.

I1: Oh, I see.

I3: Seems kind of unfair.

I1: Mhmm, they just kind of automatically judge you –

R: Like you can say a city. Like “Oh, you're from woo, woo, woo?” {mimicking a PO saying a gang} And you say no, but they still be on you about it. And they try to put you on that description.

I3: Yeah that's kind of – and you think they do that kind of like to relate, or just to do it?

R: Just to do it.

I1: And, this is the Probation Officers or just the probation in general?

R: Just in general. [pause]

I3: Does that cause like conflicts? Like you know, let's say they'll say like “Oh, hey you're from this city” in front of other youths.

R: Yeah.

I3: And they'll be like “Oh, what you're from this city?” kind of thing. Does that happen?

R: Yeah that do happen sometimes, people get offended because they might have a problem with your city or something.

I3: And especially if you're not from there.

R: Yeah, and it brings attention to yourself and then you're not friendly. [pause]

I1: And is that something happens often? Or are you allowed to talk about where you're from and things like that?

R: What in here?

I1: Mhmm.

R: It's all up to you, if you want to talk about it.

I1: But, other like youth shouldn't know?

R: I mean, they're going to know.

I1: They're going to know.

Gender

Though gender did not come up in every interview, when it did the interview team explored it further. Five youth identified a pattern or perception that male staff tended to be less strict and more laid back and female staff are too tough or too strict with the youth. Each of those critiques came from

youth in the girls' camps. Both girls and boys in camps did agree that in their experiences, female staff (especially in the halls) tend to use pepper spray more frequently than male staff as male staff are more willing or able to intervene and restrain youth physically before resorting to pepper spray.

Safety & Discipline

Safe Talking To

Youth were asked who in Probation, rather than who in camp, they felt safe talking to. The wording of this question may have skewed the focus to POs and Supervisors, versus other staff in the camp, as youth overwhelmingly expressed comfort in speaking with mental health, but this is not reflected in the responses to this question. 80 youth (84%) said that they did feel safe talking to at least one person in camp.⁵¹ The breakdown of who they felt safe talking to includes:

- 50 youth identified at least one member of the Probation Staff (POs and/or Supervisors)
- 24 youth identified their assigned PO
- 23 youth identified mental health staff
- Five youth said anybody
- Two youth at Camp Scott said one of the cooks in the kitchen
- One youth said a person from church
- One youth said the person who runs their substance abuse course

One youth at Camp Scudder described feeling safe with her assigned PO:

I3: Is there anyone in Probation that you feel safe talking to?

R: Uh mm my PO. That's it. I don't like talk to the other staff.

I3: How's that relationship like with your PO?

R: We've really gained a lot of like because from when I first came, I, I got this barrier built up. Like I can't trust nobody like – I'm very scared of like getting let down. I'm very scared of like rejection. You know I'm scared of like, I'm just, I just don't like you know, talking. I don't like trusting people –Because I don't want to be like at the end, like if something, if they betray me and I, I don't want to feel that pain because I'm too young for that. I don't need to be feeling that pain. So I don't really trust nobody.

15 youth (16%) said that they did not feel safe speaking to anyone at camp. One youth at Camp Paige said “I don't feel safe talking to nobody.” Another youth at Camp Afflerbaugh identified his lack of trust as not being with the people or staff in the camp, but that “I don't trust the system.”

Experience with Harm

When asked if they had been harmed in camp or in the halls, most youth overwhelmingly said no to this question. However, some would later identify situations where they had been clearly harmed such as getting concussions, breaking bones, black eyes, etc. Youth were unwilling to consider injuries sustained in fights to qualify as harm and discounted them when answering this question. However, there were ten youth that answered yes to this question and had experienced harm in their time at

⁵¹ These percentages were based on a total of 95 youth who signed the waiver approving this question to be asked.

camp. Two Incidents of harm are located in the Probation Staff Section and seven are in the Pepper Spray section below given the type of harm that occurred.

Pepper Spray

Pepper spray can be used at the halls and at the Challenger camps. Over the course of the interviews, 21 youth (20%) discussed experiences with it, with most having personally been sprayed or caught in the cross-fire. A few youth watched others be pepper sprayed while they themselves had not been. In describing what it feels like to get pepper sprayed, ten youth used the word “burn” with some youth, like one at Camp Smith who said, “you feel like your body is on fire.”

Physical Reactions to Pepper Spray

Some youth went into detail about the physical reactions beyond “burning” that happens after pepper spray is administered. One youth at Camp Jarvis explained the difficulty he had breathing after exposure to pepper spray:

R: Well the thing was there, after the riots I was right here, I couldn't breathe because someone sprayed. They, he used a bunch of spray.

I5: Oh so they sprayed a bunch of other people.

R: Yeah a bunch of people. It was hard to breathe because the spray, it was like, messes you up.

I5: Oh.

R: Once you breathe it, you like [deep breath] you start coughing, you can't breathe. Yeah.

I2: So was it near you or was it just like in the air in the whole dorm?

R: Just in the air like close. Because the dorm is like, it's not, it's not big like Afflerbaugh. Like it's not big like that. It's closed, everything's close. All the beds are really close. Once you like, if you're on your bed sitting down like that, and they tell you "Oh go on reverse lineup." Once you go on reverse its somebody's bed right there. Somebody's bed space.

I2: Wow.

R: So it's pretty close.

I2: That sucks, you weren't even doing anything.

R: Yeah.

I2: Oh man.

I5: How do you fix like, because you said you can't breathe like do you drink a lot of water or what, what did you do?

R: Like they'll take us away from it, like they'll tell us "Oh let's just all go over here."

I5: Oh okay.

I2: Mm.

R: Yeah.

I5: Does it help?

R: Yeah because it, if you're near it you start coughing and coughing and coughing. And sometimes like you can't breathe. Just you really can't breathe. You can't breathe with it.

One youth at Camp Jarvis said that youth who are allergic get welts from the pepper spray on exposed skin:

“By tomorrow {after one has been sprayed} you should be good. Unless you allergic to pepper spray, then you'll break out. I've seen a lot of kids breakout, have welts all over their face from getting sprayed. But that's just because of they allergies. But me I'm not allergic to spray, I'll just brace – it hurts, it hurt.”

Alleged Improper Uses of Pepper Spray

One youth at Camp Smith related a scene he saw through the window the door of his cell while in the SHU at Challenger where pepper spray appeared to be used in conjunction with physical violence as a punishment, rather than as crowd control:

R: I've seen that happen. I've seen one of the kids, I guess the kid had like um – I'm not going to say yeah – I don't know, but the kid was, the kid was mad. And I could tell from, I could tell you know, you know I could tell the kid had a problem. Like, I don't know if it was a disability, but the kid had a problem. And the kid was [pause] doing the most, the kid peed in the room. Uh, I'm, I'm seeing this because you know my door is like right across from –

I3: Yeah.

R: Our door is right across from each other, so I'm seeing this, you know uh. I mean, I wasn't tripping at first you know, because he was doing all the screaming and knocking on doors, "F you, this and that. I want to get out of here and all this." And I'm just laying on my bed, like "Man, what you– you thought this was Disneyland or something dog?"

I3: Uh huh.

R: Like, I'm just chilling for a minute until I heard staff, like "Alright, you want to mess around, you want to F around and this and all that?" And I'm like, "Alright, it's about to get serious." So I got up and went to the window, you now to look and whatever. And there's about eight staff man, in one room man, restraining this kid. Pepper spraying him, calling him B's {bitch} and all this.

I1: Oh my gosh.

R: "You ain't going home." All types – I've seen it. I've seen it happen. I've actually fought staff members before, I've seen it happen, I've seen all, I've seen everything.

I3: Uh huh. And you said that you felt he had like a disability, like in terms of like, the way he was going about things?

R: Yeah, like, because the way he talked, the way he did things period. I could tell he was, something was wrong with him. I mean, I don't know if it was, it was drugs. I mean, I don't know, I don't know. God forgive me, you know, I'm not trying to talk about nobody but I just knew.

I1: Yeah.

R: You know like, and he said, one day we uh, they brought down every minor – I think it was in the morning, they brought up all the minors, that was just housed in the SHU, they sent them down, and then brought up all the fighters. And it was me and probably like 12 other kids in there. All fighters, and he was sitting in the dayroom, and I guess the kid actually comes to sit next to me. And we eating and stuff for a minute, I guess people are talking and everything. I'm – you know me, I'm quiet and stuff, so I'm, I'm in my own like little zone.

I3: Uh huh.

R: And the kid asks me if I wanted my juice. I was like, "Nah, you can have it." and gave it to him, and you know, I guess we started talking and – [pause] I don't know, you know – I don't want to talk about this.

I3: Oh yeah, don't worry, don't worry about it. But that was a long time ago, or it was recent?

R: Yeah, it was a minute ago. It was a minute ago.

I3: Would you say a couple years since –?

R: Nah. Nah.

I1: Months.

R: It's, it's, it's yeah probably months back. From months back.

I3: Alright. Well thanks for sharing what you did.

One youth at Camp Onizuka discussed that some staff may not be properly trained in using pepper spray, or the staff do not need to prove proficiency to be armed with it, having seen staff members spray themselves and bystanders to the incidents:

R: It depend what staff it is, some staff is just – like I done see staff spray themselves. Some staff don't know how to spray it.

I2: Some staff have sprayed themselves you said?

R: Yeah, like they –

I3: What, really?

R: Yeah, outside, it struck me too.

I3: Like a gust?

R: No, he did it inside and outside, it was like two days in a row he did that.

I2: Like what happened?

R: Like he was in the, he was in the dorm and he was, he was – there's two people fighting, and when he sprayed, he was going like this [demonstrates a Probation Officer holding pepper spray incorrectly] with the spray. So when he was going like this. The spray still right here when you go like that so, it got all in his eyes, and he was like [pretends to be a stunned Probation Officer]

I2: Oh.

R: Like he was, he trying to walk now, and now he can't stop the fight. Other staff stop the fight, the other, like some kids helping him to the bathroom so he can wash his eyes out in the sink and stuff like that, and then you know, he get a break or whatever. They help him.

I3: What do they –

R: And then outside the wind was blowing so, when you spray.

I3: Uh huh. It went back?

R: It just like all of it blew back. Everything blew back.

I2: The same person?

R: Yeah, the same person.

[laughs]

I3: How lucky. What happens to the staff when they, like do they do same thing to him or is there anything special waiting for him?

R: For what, for him? I mean, no. I mean you stand there laughing because they be like, "Damn you really just sprayed yourself. You are supposed to be trained." Like you know [laughs]

One youth at Camp Scudder described being hit with indiscriminate pepper spray and how the staff responded to health concerns for her pregnancy after the incident.

I2: What was that like?

R: Oh I thought I was going to die. I was scared. And it was all orange. And they like, you know–

I2: Oh it's orange?

R: Yeah it's orange. And you got to rinse it off and if they get you in your hair when you get in the shower it burns again because it drips down.

I5: Ugh.

R: Yeah.

I5: Was that, was that at the hall?

R: Yeah, that was terrible. It was a terrible day. I won't ever get pepper sprayed again. Never.

I5: Did they yell, what –

R: They say "OC warning." [laughs] And if you're around you're going to get sprayed. Everybody gets sprayed. It's just like [imitates spray noise]

I5: So even if you're not part of that fight or whatever you'll get sprayed?

R: Yeah like if you're, if you walk in or like say you just lift your head up for a little bit [imitates spray noise] You're getting sprayed. Or like if you're in a small area they spray everything, so everybody gets fucked up.

I2: Were you in like a small area or?

R: Nah I was in a, where we eat – I was in the day room. I was in that big ass thing. And it was just like damn bruh. I didn't get down quick enough and I got sprayed. I was like fuck. This shit hurts.

I5: So you weren't part of the altercation you were just in the area?

R: Nah yeah, I was coming out the shower and I was like fuck. [laughs] (...) pepper spray.

I5: Oh no.

I2: How fast after you got sprayed did you get to take a shower and like try to rinse yourself off?

R: As soon as I got sprayed I got up, said "Fuck you." And I ran. And then they was like "What are you doing?" And I was like "I got sprayed, I can't breathe." And it was like aw. Like "hurry up, rinse your face out. They was like we're about to go get some milk for you." And I was like "I'm lactose intolerant though." (...) on your face. They was like "Oh okay."

I5: Oh god.

R: So they just, so they wanted me to drink some milk. Like you feel me? But it was mm.

I5: Did anyone apologize since you weren't supposed to get sprayed?

R: Yeah. Especially (...).

...

I5: So you said somebody, somebody apologized?

R: Mhmm.

I5: Who?

R: The person that sprayed me. [laughs]

I5: Okay. [laughs]

R: She apol – she had to write it too.

I5: She had to write an apology to you?

R: Yeah.

I5: What did it say, do you remember?

R: She was like "I'm so sorry. I would never want to put your life in danger that way, but I had to think of the security and safeness of the facility." And she was like "You were just a part of this, she was, you know you was around, you weren't a part of it and I'm so sorry. It won't happen again. I hope I did not harm anybody's life. I hope you're okay and the baby is okay. And I'm very

sorry." She was like "from the bottom of my heart. I hope this did not affect anything." And she just kept saying "I'm sorry, I'm sorry."

I5: Mm.

R: Yup.

I5: And you said the baby, were you pregnant?

R: Yeah.

I5: Mhmm. Did it affect anything?

R: Mm mm. {no}

I5: You were fine?

R: Nah yeah. Because it hadn't went in my mouth, that's why.

Alleged Pepper Spray Used Without OC Warning at Camp Onizuka

One youth at Camp Onizuka reported being pepper sprayed out of sight of the cameras of the camp. He related that he was not given the OC warning, and after being sprayed in the eyes, was sprayed on the side of his head having already fallen to his knees. The youth brought up this incident with a Judge, and was then threatened with another spraying and physical violence. He was then sent to the SHU by the staff member who had sprayed him in an apparent retaliation for reporting the incident:

I3: Mhmm. You know going on that, from what you're saying um, do you think the rules are enforced fairly here?

R: Me personally, no.

I3: Uh would mind giving an example where you thought they were enforced unfairly then?

R: I mean, uh, because I mean we – me personally, I feel like we, we kid so it's like – Uh, a lot of stuff that we say, staff's going to take personal or so, so to heart. But it's like they (feel) and they hold grudges and stuff like that so it's like, some staff when they feel like they got us, like when they, when they get us like certain – such as, my first time being pepper sprayed –

I3: Uh huh.

R: It was abusively, like I was outside and um, I went out of bounds. I was wrong to go out of bounds. I was playing with a, I was horse playing with another minor. But uh, a staff puts the pepper, put the pepper spray up to my face. And I tried to push it back. And he put his hand down and he just, he uh, he pulled it, he pulled the um, the spray, like it's like a trigger –

I3: Uh huh.

R: And he pushed up, they push um, the, the um, the hatch up and they press down on the trigger. So he sprayed me across my eyes and he told – he never gave me an OC warning. He told me to –

I3: What's a, what's a OC warning?

R: It's for you to get down, and uh go down face –

I3: Uh huh.

R: Face first on the ground. So –

I3: So he just went straight to the pepper spray.

R: Yeah he just went straight across my face. And it went all in my eyes. So I'm going down, I'm trying to take a knee, he's telling me to take a knee and then he sprayed me again and it get, it gets all in my ear. And my ear, my eardrum was blown out for like two days.

I3: I'm sorry to hear that. Um –

R: And then uh, it wasn't, it wasn't in the camp so it was like, there was no cameras, there was no way I could kind of like, like speak up on it.

I3: What do you mean it wasn't in the camp?

R: Like it wasn't inside of the dorm. It was outside of the dorm like outside of the camp.

I3: Were you by yourself or were you –

R: It was just me. Minors saw it but it was like, a lot of them don't want to uh, like, like testify. Stuff like that, they don't want to speak up on it because uh, some staff threaten us saying they're going to send uh, if we get uh, one of their coworkers fired, some, something might happen to us or something like that. So they don't want to be labeled as a snitch.

I2: So when you were horse playing with the other minor were you inside or were you outside?

R: Outside.

I2: So there was one other person there and that's it?

R: Uh yeah, but there was people watching, see there was people watching from out, from inside of the dorm. But they barely seen when um, but they knew I got sprayed abusively. But they didn't want to, really want to speak up on it. I mean, only like one person wrote, wrote a report about it. And I mean when I went to court, I talked to my Judge about it and he kind of like let it slide. Like didn't give me extra time, none of that. Because I went to the box for that.

I3: Mhmm.

R: I went to – because when you get sprayed you go to the box automatically.

...

R: Yeah. So he told me he wasn't going to do nothing.

...

I3: The cameras right?

R: Yeah. So he told me, step outside. And my, my uh, at this time my PO was right there. So he took me outside. I sat on the, I sat on the cart. Like the cart, like this. Sat on the cart. He told me to uh put my hands behind my back and he put handcuffs on me. Then he told me, "As a matter of face, step off the cart." Like nah I'm not stepping off the cart. I just, I just got back on like, you should have told me this. So then he pulled out his pepper spray and he said, "I said –" He said uh, "MFer {motherfucker} I said step off the cart." Like I'm not stepping off the cart. He pulled

up the little hatch and he had his finger on the trigger like “Step off the cart. If you say no this time, I’m going to spray you and then I’m going to fuck you up.”

I3: Mhmm.

R: So I got off the cart like, I’m like what like, man if you’re going to do something just do it like – you feel me? Like I ain’t even tripping. Like he’s like, “Get on your knees.” I’m like I ain’t getting on my knees. So he picked me up and he slammed me.

I3: What do you mean by slammed you?

R: Like he, like he uh, he grabbed me. And just like slammed me, like threw me on the floor. And was like, “I said get on your knees.” So I got on, I got on one knee like that –

I3: Mhmm.

R: And I’m like what, I’m like, I’m like what you want man? Like if you’re going to do something, like do it. Like you’re going to wait until you put me in handcuffs like to do all this? Like, you feel me. I ain’t scared of you, like we could have went at it or something. I’m like it’s whatever, like I’m not going, I’m not going to run from you. Like, I’m not, I’m not these other kids like you’re not my pops or nothing like – so um, after that, like man, just – he like, he telling me like, he said “Get your b {bitch}, get your b {bitch} ass on the cart.” So I got on the cart and they drove me off. Well he was going to drive me off, he was like, he was like, “Man hey, hey.” Uh he told my PO like, “Hey man, you, you drive him to the uh, to SHU. Like I’m going to end up knocking this motherfucker out.” And we just pulled, like he pulled, my PO took me and pulled off. And I got to the SHU. I was in the SHU. I was just mad like, that was one of the days, that was one of the times that I got to talking to myself when I was in the uh, in the SHU. Because I was locked in my room and I was just so angry. I was just so enraged I’d never really been that mad before. I have but probably, probably not even that mad. I was, I was angry out of my mind.

I3: I’m sorry to hear that.

I2: And that was here?

R: Yeah.

I2: How long ago was that?

R: Like uh, like a couple months ago.

One youth at Camp Onizuka also described an encounter with a recently transferred member of staff who used pepper spray without issuing the OC warning. After the incident, the youth was told he would be placed back in the dorm after undergoing decontamination but was placed in the SHU for the night instead. The staff apologized for not giving the OC warning. This incident resulted in the youth having greater access to phone calls in return for not pressing the issue with the Director of the camp:

I2: How was that experience?

R: Not good.

I2: Not good? Can you tell me a little bit more about it?

R: Like I was uh, I was play fighting with my friend, and it's a new staff that came from a female camp. And then like we're play fighting, and then he said like "Stop fighting." And I'm like "We're

not fighting." Like then we kept playing. Then he came down there and just sprayed us without giving us OC warning. He sprayed us and stuff and I started running from him. Then he sprayed us again and I ran to the bathroom and tried to wash it off. Then like they had walked me to the box and then they lied to me and said I was going, that I was just going to get contaminated {decontaminated} and go back to the dorm. But they lied to me and I stayed in the box for that whole night. And I was just like "I want to go back to the dorm already."

I4: Mhmm.

R: I don't like being in this four by four room.

PD: Is there anything in it?

R: No just a bed and a window that you can't see out of.

I4: How'd your eyes feel, you know?

R: Burnt. It felt like, my face felt swollen, then I had a, I had a mark on my eye, like a brown little mark.

I2: So they're supposed to give you – what did you call it? An OC warning first?

R: Yeah.

I2: What is that, entail?

R: Like, like the staff was just telling me, I forgot what it stands for.

PD: It's like they're supposed to tell them – it's like a head's up, like if you don't stop what you're doing we're going to spray the pepper spray. So then everyone has a chance to avoid it.

I4: Mhmm.

I2: So but you weren't given that chance?

R: Yeah and like if I don't get it, like if they don't tell me the OC warning like they can get in trouble for not saying it, that they're spraying and stuff. Then like even when I came back from the box, like I had read, I, I was reading the write up and stuff, then like it was saying like the staff gave me the OC warning and I appealed the write up. Then like I had seen the staff that had wrote me up, and I told him like "You didn't do the OC warning for me, like you could check the cameras." And he was like "I'm sorry, I'm sorry." Like he started giving me phone calls and stuff because he knew I could have gotten him in trouble. And I just told the Supervisor like, and I wrote a grievance on him. But then when I was in the uh, the Director's office, I talked to the Director and I told him like um "I ain't going to press the issue." Like he was just like "Now what, what should we do like to make this cool?" I'm like "Just tell him to give me phone calls, like whenever he sees me." [laughs]

I4: Yeah.

R: So he gives me phone calls. (Any day, phone calls.)

I4: Oh okay. Are you still able to get those phone calls or?

R: Yeah.

I4: Oh okay.

R: But like at first, he used to always give them to me like all I had do is ask him. But like now he be like "I got you." Like if he forgot about what happened like I'll be like "Alright."

Experiences in the SHU⁵²

77 youth (74%) disclosed being in SHU at least once either in a current camp program or in a previous camp or hall program. 22 youth (21%) had not been to the SHU. Of the 77 youth who had been to SHU:

- 55 youth (71%) reported staying for 24 hours or less.⁵³ Often if youth were placed in SHU in the morning, they'd be out by evening and if placed in SHU in the afternoon/evening, they would be released by morning.
- 13 youth (17%) stayed for over 24 hours with many citing days at a time.
 - Five youth said it was over 24 hours in the halls⁵⁴
 - Six youth said it was over 24 hours at current Camps Scott and Scudder⁵⁵
 - One youth at Camp Onizuka spent two weeks in the SHU when in Camp Jarvis
 - One youth at Camp Onizuka said it was over 24 hours stating that it was "up to 48 hours"

Regarding the SHU specifically, 21 youth (27%) did not like the SHU or did not like parts of it. For example, while one youth at Camp Onizuka was fairly indifferent to the SHU, they did not like having to change in the room because of the cameras pointed at him. One youth at Camp Smith elaborated on the trapped feeling he experienced in the SHU and in the halls, and feeling unclean while staying there:

"The SHU is – the SHU is – it messes, it messes me up. I hate, I hate being, I really hate being locked up behind the door. And that's, that's in the halls, that's in the SHU, that's wherever, I don't like it. It's one, rooms are dirty. No, they beds in there, They room in there is just windows, dirty walls, dirty floors, dirty beds, dirty sheets, dirty – everything is dirty. Door's dirty, everything is dirty in the SHU. It's no place to be. It's not, it's not awesome."

One youth at Camp McNair experienced a similar degree of visceral disgust at the conditions in the SHU saying:

⁵² It should be noted that the camps and halls currently use the term "Hope Center" not the SHU.

⁵³ Percentages based on the 77 youth who disclosed they had been to SHU.

⁵⁴ One youth at Camp Jarvis reported that he spent "days" in the SHU in the halls. Another youth at Camp Jarvis reported that he spent one week in the SHU at Barry J. Nidorf Juvenile Hall. One youth at Camp Mendenhall reportedly spent 48 hours in the SHU in the halls. One youth at Camp Onizuka reportedly spent 24 hours in the SHU in camp, and resided "longer" in the SHU at the halls. One youth at Camp Smith said that he spent four days in SHU in the halls.

⁵⁵ Two youth at Camp Scott each reported multiple 30 day SSPs, and one of the two youth reportedly spent an additional two weeks in the SHU when she was ill. Another youth at Camp Scott said she spent one week in the SHU. One youth at Camp Scudder said she spent one week in the SHU on two separate occasions. Two youth at Camp Scudder each reportedly spent three days in the SHU.

R: Eh. It's not really pleasant. Yeah, it's kind of dirty. The room is like filthy. It make—eh—it's, it's the type of filth that just makes you not want to go back. But other than that, it's alright. They feed you good. Probably better than the dorm. And everything is good.

PD: What is so filthy about it? How, how is it?

R: The floors are just dirty. It doesn't seem like they clean the floors daily.

PD: Got it.

R: The corners like it's just all black. It looks like urine residue on the wall.

One youth at Camp Scudder elaborated on the impacts that staying in the SHU had on her mental health saying that “pretty much our friend is the wall, so we kind of go insane there, you talk to the wall.” One youth at Camp Scott reported spending almost three months in the box in an SSP. She felt “trapped” and did not like the experience. She describes how the transition from SSP to living in the dorm happens:

“The box? Um it's a separate program, um you just watch TV, you come up – basically like the halls. Like you do your rec, but if it's like a lot of y'all in there like you come out separately. And yeah, take showers, you do school in there. You don't get to come outside until they feel like you're ready. You like do like two weeks in there, separate and then the third week then they transition you out to school. And in the fourth week then they'll put you back in the dorm.”

One youth at Camp Scott also reported spending three months in the SHU on SSPs and did not like being in there whatsoever. She describes her camp time as “it's not like really like you not really having a camp program. You having a box program.”

There were 18 youth (23%) who liked the SHU or liked aspects of it. The consistent benefit was the solitude the SHU allowed them in camp and the quiet space away from the consistently loud dorm. Some described it as peaceful and said that not having to worry about who was around them allowed them to get more restful sleep. Additionally, some youth opted to go to the SHU, working out an SPP as needed plan so that they can be away from everyone if they feel stressed, depressed, or need solitude. One youth at Camp Mendenhall shared this aspect of the SHU:

I1: How does it feel like being in there [the SHU]?

R: Peaceful. You know?

I1: Peaceful. Oh, okay.

R: Quiet. You know? Sometimes, you know, you just want to be by yourself. I like it in the halls because you're just chilling by yourself. It's quiet in there. If they bump music, they bump music. Right here, sometimes like—when I was in the halls, for some—like for that time like it sucks being in your room. But then when you come here and you're here so long like damn. Like noisy, you know? Like people would be bugging you. It's like sometimes you just want to get away for a little trip. You know?

I1: Yeah.

R: Just be by yourself.

One youth at Camp Gonzales appreciated having the privacy, saying it was the first time since being at the camp he felt any degree of privacy, and furthermore they were able to sleep restfully:

I1: Okay, that's good. And like how was it like being in the SHU? Is it [pause]?

R: It's really not bad you know. I actually had like you know some privacy. You know like down the— That's a long time since I really felt that. You know? And you know like between the like all six months you know. All you hear in the dorm is kids snoring.

[laughs]

R: Or talking. You can[‘t] even go to sleep. You know and like I actually in the box I was happy.

[laughs]

R: I was like, "Damn. I should sleep over here for the rest of the you know my camp program."

I1: Just some peace and quiet? [laughs]

R: Yeah. It was actually quiet. You know it's like [pause] I even heard myself snoring. You know?

Physical Space of SHU

24 youth (31%) described the SHU as looking like the rooms in the halls.⁵⁶ A further 13 youth (17%) said that the rooms were small, and another 12 youth (16%) found it boring in the SHU. Three youth who used the Camp Rockey SHU and two youth who used the Challenger Camps' SHU said the windows were scratched up or painted over meaning that they could not see outside or get much light in their rooms.

Attentiveness of Staff

Youth said that they were checked in on at regular intervals by staff and if they needed something or to go to the bathroom (when there wasn't a toilet and sink in the room) they had to knock on the door. Overall, it seemed that the staff were responsive to the knocks but some youth encountered difficulty in consistently getting the response. One youth at Camp Onizuka shared his frustrations with the staff's responsiveness, particularly when it appears from his perspective that the staff are choosing to socialize rather than respond:

R: But it's like when you knock on the door, sometime they answer, I mean they sometime they answer and you be knocking on it for a long time, or sometimes you knock on it once and they come. It depends, what they doing out there. What they doing out there, like if they in the conversation or something, they not about to open that door for a long time.

I3: Like if they are just talking they are just like busy?

R: Yeah, they just talking like – I hate when I'm, I hate when I'm in the SHU and I knock on the door and then they're, they're laughing. But they not, but I don't think they laughing at me, they laughing at their conversation.

⁵⁶ As found in the halls section, many noted the small size of these rooms and some conveyed feelings of stress and claustrophobia. Additionally, percentages are again based on the 77 youth who disclosed having gone to the SHU.

Reasons for Being in the SHU

52 youth provided reasons for why they or others end up in SHU⁵⁷:

- 39 youth said that youth are sent to the SHU for fighting.
- Five youth said that youth are sent to the SHU when they are sick or injured, such as the experience of one youth at Camp Smith in the SHU after sustaining a concussion.
- Four youth chose to be housed in SHU or have a SSP as needed and can self-refer themselves to SHU.
- 12 youth gave other reasons for being put in SHU

Of the youth that gave other reasons for being sent to SHU, one youth at Camp Mendenhall reported that he was sent to SHU because he said hello to a friend in another camp and this was recorded as “provoking a fight.” One youth at Camp Smith said that youth in the camp, who are not on the team, spend game days in SHU. Two youth said they were sent to SHU for cussing out staff. One youth at Camp Scott said she was sent to the SHU multiple times, each time for about a week:

I1: Mm. And how long were you in there?

R: Every time I was in there for like a week.

I1: A week?!

R: Yeah.

I1: Wow.

R: The staff don't like me, that's why. But it's okay.

I4: What makes you say that?

R: Because I feel like they just send me to the box for no reason. Why are you always sending me to the box like? If I was Probation—I told them all the time—if I was Probation and I was cussing out a minor, okay I'll give her respect to cuss me back out. Because I know it's not my spot to cuss you out because you're not my child. So I wouldn't just send you to the box because you cussed me out or called me a "bitch". I'll let you be. Just write you up. I wouldn't send you to the box. So yeah. That's how I feel. I feel like some staff here don't like me so I'll just be like, "I don't like you either. You're Probation. Duh! You think I love you guys? No I don't." Yeah.

One youth at Camp Scudder stated that youth could be sent to SHU for cussing *out* staff, which is conceptually distinct from cussing *at* staff:

I5: And you said they could get sent there for cussing out a staff right?

R: Yeah like –

I5: What's the difference between cussing out a staff and cussing at a staff? What's the difference?

⁵⁷ Some youth gave multiple reasons on different occasions to the SHU.

R: Oh cussing out a staff is like me specifically saying you. Like "You stupid motherfucker I will fuck you up." Like if I say "Man I just want to fucking sock the shit out of this punk ass staff" no names, that's me cussing at you. Or like me saying "Well what the hell does that mean?"

I5: Okay so that's fine.

R: Yeah.

I5: So when it becomes personal, that's when –

R: Yeah. Like "well I don't give a fuck about you." Take your ass to the box. Or if you got like [laughs] if you argue with us like, like if staff tries to take something from you and you don't want them to take it, you fight it, you'll go to the box."

One youth at Camp Scudder was sent to SHU for laughing too hard at someone passing gas and "disrupting the dorm":

I4: Could you tell us about what happened the day that you were laughing in the bathroom?

R: Um it's some like [laughs] –this person just being just dirty, so she farted. And I just started dying laughing. [smiles]

[laughs]

R: Oh my god. I was dying. I couldn't stop myself. And then this strict, strict man like, "You're disturbing the dorm. And whoop de whoop." So they sent us the the box.

I1: Hm. Both of you?

R: Yeah, both of us.

I4: Wait how did he hear you?

R: Because I was laughing loud. Like when I came out the bathroom, I was still laughing. But he was like, "Are they talking in there?" And the person didn't say nothing. So it's like he just thought we was talking. But I was actually just really laughing a lot. But I think that's a dumb reason to go to the box. But, –

I4: Yeah.

I1: Yeah, it doesn't—you're just laughing.

R: Yeah.

Two youth at Camp Scudder said they were sent to SHU for intervening to help break up a fight. One of these youth was also sent to the SHU for a different incident after having a verbal argument with another minor, and resolving the issue, the supervisor still sent them to SHU:

I2: And then have you ever been to the box?

R: Mm yes twice.

I2: What was that experience like?

R: Okay well, the first time I was there because I like, said the wrong thing. Like I was breaking up a fight but I said the wrong thing. So he was like "Okay get her out of here." And then the second time, we had, they, me and this girl had a disagreement and like I don't hold my tongue for nothing. Like I can't hold my tongue. Like I'm going to tell you how it is like – And if I feel that you're being disrespectful, I'm going to tell you, like you're being disrespectful, I think you need to calm down.

I3: Uh huh.

R: So we had an argument but the beef, well not beef. The problem that we had was squashed. And the [Probation Staff #49], she just wanted to send us to the box because she wanted to.

I2: Even though it was already resolved?

R: Yeah. She's extra.

Based on the youth's statements, there is a disparity in how the SHU is used both in length of time and the reasons in the girls' camps as compared to the boys' camps. The girls often receive longer time in the SHU for similar offenses. They are also sent to SHU for offenses which might get a boy written up, but never sent to SHU: such as the laughing incident or cussing at staff. Many of the boys throughout their interviews told us about how joking and cussing with staff is a regular occurrence, however, when a girl cusses at someone her punishment is to be sent to the SHU, sometimes for days at a time. This discrepancy reflects general issues with the SHU as well as specific on policies, procedures, and staff at the girls' camps.

Alternatives to SHU

One youth at Camp Onizuka described an alternative to SHU used at Camp Miller. This 'readjustment' seemed similar in function to a timeout. Instead of having the youth cool off for eight hours or a day in SHU, the youth are given ten minutes to an hour outside and are spoken to by staff or the Supervisor to assess readiness to return to the dorm:

R: If you was getting in trouble, it'd just be like a write up and then you're back to the dorm. Or they make you sit on a ball box, like just for a period, a break like –

I2: A what?

R: Like it's a ball box. It's like a, a box that – We keep our balls in.

I3: Mhmm.

R: So uh they'll tell us to go outside and go sit on that. Sit on that. Like any time of the day it could be like 9:00pm and they'll be like go sit on the ball box.

I3: How long did you have to –

R: Just for a period of readjustment.

I3: Uh huh. How long is that usually, that period of readjustment?

R: Like ten minutes. Sometimes uh, it could be an hour depending on uh, what the staff want to do. So the staff could be like on board and tell you to leave, like to step out the dorm because you disrupting the dorm, like late night dorm disturbance. You'll go outside and you'll wait, and you'll sit there and then they'll probably come out at 10:00pm and they'll tell, or like 9:30pm or something like that and tell you like "Oh um, like you can come back in. Like I don't know, like uh, like I don't know what's going on." Just talk to you.

I2 & I3: Mhmm.

R: Like for your period of readjustment. Or they have the Supervisor talk to you and if the Supervisor feels like you're ready to go back – before (that) most of the time it's before 10:00pm because the night staff comes in. And they won't accept the board unless everybody's asleep. Or at least the majority of everybody asleep. So they'll tell you to go back to the dorm like around 9:00pm, 9:30pm. You'll be in the office, the front office.

I3: And would that be something they did often, make you sit on that ball box?

R: I mean I got into it a lot. I mean I've got a mouth on me like, I got a smart mouth so I mean, I'm real technical like you could tell me something and I'll get technical with you.

...

R: Uh I like the, I like the readjustment at Miller, because it wouldn't – most of the time there wasn't really no need for the SHU. Like uh, me and my boy we was talking about this the other day and um, he told me something like, he said uh, I can't remember exactly what he said. But he said something like, he was like "Bro." He was like, "I can't, like I can't do the box man, like the box ain't really a place for like a minor to be at. He ain't (finna) {going to}, it ain't, it ain't no place for no kid." Like, he said "I (done) talk to myself in there like, I (done) got to talking to myself." Like, you feel me like, because he (did) been to the box a lot like –

I3: Mhmm.

R: He just got refiled. But he like "Man I done been to the box so many times man it, the box makes you crazy." Like you being locked in that small room like that.

Are the Rules Enforced Fairly?

85 youth answered this question: 65 said yes the rules are enforced fairly, 15 said no the rules are not enforced fairly, and five said sometimes the rules are enforced fairly. Youth that did not answer this question generally would say they did not know or they weren't sure, but would later go on to give examples of fair rule enforcement and/or unfair rule enforcement. Overall, it seems that rules are generally enforced fairly, the youth report a few consistent issues when it comes to unfair rule enforcement.

Youth cite specific occurrences where they perceive inequity as unfair rule enforcement. However, they often attribute this to individual staff rather than Camp policies. One youth experienced showers being too short compared to other squads who receive a longer shower. Some staff give instructions that contradict another staff and when the youth point it out they get in trouble. Youth generally find

that the major unfair practices include: (1) Group Punishment; (2) Favoritism; (3) Militaristic Aspects; and (4) Denial of Bathroom Access.

Unfair Practice - Group Punishment

Group punishment, the act of punishing a group of youth for the actions of one youth, was cited as an unfair practice 19 times. Though, throughout their interviews as many as 34 youth (33%) disliked group punishment and one youth liked the practice. With group punishment in the camps, youth may lose time in the dayroom or during recreation as a punishment for an individual's actions. In camps with a more militaristic structure, the youth are sometimes made to do physical punishments such as on-the-spot push-ups. One youth at Camp Miller explained that their program for the day can be on the hook for the behavior of another individual.

R: And like there's always that one kid that messes up the whole program for everybody. And they let it actually happen, instead of singling out that one person.

I1: Mhmm.

R: Or like the—

I1: Oh. So if one of them gets in trouble, the whole camp gets in trouble? **R:** Like the whole side or stage—yeah, it's kind of like that. Yeah.

I3: So like group punishment kind of thing?

R: Yeah. And like when they single that person out, I feel like [pause] like they're, they're doing it wrong. Like why does it have to—all of a sudden why are you trying to single this person out? But, it was this kid. How come you guys didn't single him out? Like what—?

One youth at Camp Onizuka resented group punishment. He did not see why he should be held responsible for the behavior of other youth when he was not responsible for their being in camp, and they were not responsible for him being in camp:

“Exactly because you didn't get locked up with the whole group. You didn't get sentenced with the whole group. You got sentenced by yourself. They sent you to this camp. You know this camp, —you know. So you only should be responsible for you, so—and even if—and that's, that's kind of smooth because it might make them other kids be like, “Alright. Why only they get to do this?” Because they've been doing good. So that's going to make them want to do good.”

One youth at Camp McNair felt that it was unfair, but felt a general resignation to group punishment: “I will, I will kind of say it's unfair but I mean like—everyone is already in here. Everyone's incarcerated in here so. Yeah I mean whatever—it just happens.” One youth at Camp Smith said that Youth Council identified group punishment as a problem in a recent meeting and the Director said they would address it.

Aside from perceptions of fairness, the implementation of group punishment in the camps is also weakened due to failures to communicate to incoming youth that their behaviors can and will get others in the camp punished. One youth at Camp Miller discussed how when the staff explain the reasoning behind their actions, it helps to better understand them.

PD: {to the youth} one question. So you said that um some—you talk to staff one on one regarding that fair treatment and kind of about why they're treating everyone the same when it's only kid reacting to something. Do they ever explain it to the entire camp like all the kids?

R: No, they never did. Um more so because I'm—I, I honestly think I'm like one of the only kids here that actually notice it. Like because some of the kids—like I'm, I'm different from a lot of the minors here. Like I'm not—like a lot of people here, this is their second camp program. So they like, they already know how staff is going to be or something. But me, I didn't know what to expect from staff. I didn't know like you know—and I didn't know that you know everyone was going to get punished for one person. So that, that is something that I think about myself to talk to them about.

I1: Hm.

R: But like if someone was to say something, like similar to what I said, then I would explain it to them like, "You know you should talk to so and so because I talked to them and they explained it to me, you know. Maybe they could explain it to you." But no one, no one is really concerned about what I was, my concern. So.

There was one youth who liked the practice of group punishment. One youth at Camp Gonzales viewed it less as a disciplinary measure meant to keep control of the youth, but more as a lesson to the youth about teamwork and awareness of how their actions affect others:

“Like you know like sometimes like, like they do group punishment right here. But like you know that actually help us out in a way. Because like you know most of the kids you know they're selfish right here. They don't care. And like you know like right here like like—that makes you see. You know like care about other people too you know. Like if you're going down, everybody's going down with you. So you know you just don't like—it's not in a bad way. It's in a good way. Like you know like they help us out how to work in a group. You know? And like right here most of the time we have activities. Like staff set up like activities. You know games or something like that. You know like for snacks. You know, of course, kids (...). You know? But like they do that just like for us to you know like work as a team.”

Unfair Practice - Favoritism

Favoritism was cited as an unfair practice 16 times with some staff giving their favorite youth better treatment or giving youth they don't like harsher punishment. One youth at Camp Scott shared that certain youth were allowed to have intimate relationships with other youth, but others would get SIRs for the same behavior. Additionally, there are some staff who will grant certain youth access to their smart phones and use the phones to post on Instagram, check Facebook and similar actions, the youth did not know if the Director was aware that this occurs:

I3: And you said that they crack down on like you said like gay behavior?

R: Yeah, like they let – like yeah last night like I walked past the stage to go get um, get like a broom to sweep the day room and I walked past the stage and one is the stud, one is a female. And the stud was laying in the female's bed and they was like cuddled up. But if you know if you kiss another minor, another female here, or you touching on another female then you're going to get an SIR and that SIR goes in the computer and your Judge could see that SIR. Like –

I3: Mhmm.

R: So it's just like not fair so when they do it it's like whatever like the staff don't trip because all the, all the staff that work on that shift like they, they know if they was to say something like

they're not going to get in trouble. It's just like, it's just like not fair. So I'm just like I don't, I don't know. I mean I'm leaving way before them because they got like some months to go but –

I3: It's still – uh huh.

R: It's still not fair. Yeah. They and then they get to get on phones and stuff, Facebook. You're not supposed to be doing none of that shit.

I3: How do you get on phones?

R: The staff. They got juice with the staff.

I3: Like they'll just be like "Oh hey."

R: Okay one of the staff she – okay it's, it's not male staff, it's three female staff. One is a Supervisor. She's here today. One of, the other two, one went home today earlier like at 12:00pm. And the other one is here, is in there. And they just like "Oh can I get on your phone?" Like they'll just, they could just ask or or when they, when they in their stage then they would just like take the phone, take picture, get on Instagram, Facebook, all that.

I3: Like they'll be instagramming like, like a selfie from Camp Scott? Or like –

R: Yes.

I3: For real like?

R: Yes ,yes, yes, yes . And this is the truth though, it's the truth, it's the truth. So that's why everybody feels like " Why we can't get the same treatment like if?" I never asked but if I was to ask like "Oh can I get on your phone?" She'll be like "No." Like, like no. I mean you could pick up their phone –

I3: Uh huh.

R: But it's going to be locked. But they will unlock their phone for them to get on like the like the internet or whatever. It's just like, I don't know. (It's just whatever.)

I3: And like everybody knows, everybody notices but no one just really complains about it?

R: Everybody notices it and the staff that I got into it with that told my mom that, she was telling us to press the issue, write a grievance, which a grievance goes to the Director and um the other Supervisors. But what is a piece of paper going to do like, ain't nothing going to change, you feel me? Ain't nothing going to change. That's why everybody confused like, the minors confused on do the Director know about this or no. Like do like, we don't know if the Director know about this and she's not saying nothing or what.

One youth at Camp Scott also disliked the prevalence of favoritism at Camp Scott despite demonstrating how she herself benefitted from favoritism when staff allowed her and her girlfriend to watch movies while in the box.⁵⁸ and she shared that these displays of favoritism manifested in

⁵⁸ This example is referenced in the Support section under Holidays.

extended shower time, outside time during night, lenient treatment of rules violations, and receipt of additional food from staff:

“Because some of the staff pick and choose what minors they could go out with at night. And or they could come back after everyone showers probably at like 10:00pm or 9:00pm. And (...) comes and let's them shower last because they were outside exercising. Or, "Okay. I'm going to pick and choose who I like, so I'm going to bring you food. And you could go and and—when you're with me you could talk shit to anybody and I'm not going to say nothing but, 'Stop'. But if you get over there okay I'm going to put you in a box for a day and you're going to get out.” That's not equal. Some staff here it's like they have a certain minors. And in my head I just be like, "They don't treat none of us equal in here." When you're locked up, everyone's supposed to get treated equal. No special treatment on the side. We're all here a purpose or for a reason. So we all should get treated equally.”

One youth at Camp Scott, in line with the other reports of favoritism at Camp Scott, noted a disparity in rules enforcement where she found herself in SHU for multiple 30 day periods, which other youth involved in the same incident were released from SHU earlier, or not sent to the SHU for similar infractions:

I1: Like if—let's say two people did the same thing, like they're both talking a lot, will they both get the same punishment?

R: Don't make me get into that. No, let me get into that. Because all the times I've been to the box. And then everybody else fight, how come they get out the same day? And I do my full 30 days. But they only get one day. Not even a day. Some hours. The same, the same girl that I fought the first time, they made me do my full 30 days. But she got out.

I1: That same day?

R: That second time that we fought. She um, she spit on time. She spit on um staff. Usually when you spit on staff you're supposed to get some more time. What I do? I barely even hit her, and I got sent to the box 30 days.

I1: And what did she get?

R: Nothing. She didn't get nothing. She left in the next two weeks. I had to do my full 30 days. Then the last time—It was when I had got into it with this other girl. We didn't fight. It was just an argument. And um they sent her back. She didn't get no—she didn't even go to the box. She didn't set foot in the box.

I1: Wow.

R: They just have, they just left her in the kitchen. That's where it happened at. They just left her in the kitchen. It was just an argument. It wasn't—I didn't get up. I didn't swing. I didn't do nothing. It was just an argument. That's what she was doing.

PD: Threats, any threats made?

R: I just told her, "I'm not with the arguing. If you want to squabble, come on let's squabble." And that's when they pulled me away.

I1: Hm. And put you—

R: As soon as I said that—and that's what got me in trouble.

I1: For 30 days in the box. Wow.

R: Mhmm.

I1: So rules aren't really fair here because—

R: Yeah. And plus like that like that was her 7th fight here. Like the second time—the girl that I um, the girl that I hit, the second time, that was her 7th fight here. Each time, she never got SSP'd. But then when we—but then when she got into the fight with me, she only got two weeks. That wasn't nothing. She got out before me. And, "All them fights you had. You never got SSP'd?" That would have been a month in the box. Like each, each time. Like, that would have been your whole camp program. Like, it's crazy.

I4: Yeah, that doesn't make sense.

R: She never got like—It's crazy like when other, when other uh females got into trouble oh they'll probably get like three days. I'll be, I'll still be in the box. And they'll come, and I'm still in here. I'm still in the box. They come and they go, and I'm still in the box. They come and go. I'm still in the box. Like, like, "What's going on?"

I1: Yeah.

R: Yeah, so that's the one thing I do hate. Like that's why I always be pressing about it. Like, "Why do y'all have me in the box?" Like, and nobody else ever did not time for SIR or an argument.

Unfair Practice – Militaristic Aspects

At least 22 youth (21%) discussed the militaristic aspects of camp life. Most of these youth found issue with various military aspects such as walking and stomping their corners and punishment by flipping one's bed. They also disliked the practice of group punishment when combined with the militaristic aspect meaning that if someone messed up the whole group or the whole camp must do physical activity like push-ups or jumping jacks. Youth discussed being placed "on quiet" during many activities and some discussed strict adherence to grooming regulations, as referenced under the Living Conditions section. Further, other militaristic aspects such as the job title having military etymology are present in camp. It seems these remnants of the former boot camp-style Probation camps still remain.

Unfair Practice – Denial of Bathroom Access

Another major issue identified throughout interviews was that some staff do not let the youth use the bathroom when they need to. The youth generally have structured times they are allowed in the bathroom, outside of those times many youth report difficulty accessing the bathroom. Many youth told stories of waiting for 30 minutes to an hour for permission, going without permission and losing their points for the day, being yelled at, or punished in some way for repeatedly requesting access to the restrooms. One youth at Camp Onizuka described an incident where, after repeatedly asking for

permission to use the bathroom over a period of 30 minutes, the staff flipped his bed while he was using the facilities in retribution for his persistence in making the requests:

R: You'll be like, "Can I use the restroom?" "Hold on." "So you're refusing my head call?" "No, I told you hold on." 15 minutes later, "I've got to use the bathroom!" "Hold on!" 15 more minutes later, "It's been 30 minutes. I've got to use the bathroom. Okay, what are you talking about?" So I'm walking to the bathroom, use the bathroom, come back, all your stuff gone. All your stuff get flipped and stuff like.

I1: Oh my.

R: You're like what the fuck, "Why you do this?" "I told you hold on." I don't care. Just take it like a champ. Just pick your stuff up, put it back in your locker, and lay back on your bed."

One youth at Camp Gonzales explained that youth considered it a right that they can use the restroom, within limits, but that he and other youth have gotten into arguments with staff over being denied access, sometimes resulting in getting written up:

I5: So the bathroom, you're supposed to be able to go when you want but they don't let you sometimes.

R: Yeah, they don't let – I mean I understand if you're using the restroom like, like all the time. Well like sometimes like they say – like honestly I don't use the restroom all the time, but there's times that I really got to go and they'll be like "No. No." That's what gets me mad and then –

I5 & I1: Yeah.

R: Then that's when you get into arguments too, just because. Like I've seen it, I've seen a kid get a write up because he really had to go to the restroom. He decided – because they told him no, so he just decided to stand up and go to the restroom by himself and they kicked him out the dorm and gave him a write up. But we have the right to use the restroom.

I1: Right.

R: And the staff don't—like they just say "I don't care, um you're not lawyers"

I5: Oh, wow. And how does that make you feel when you see that?

R: Well I get mad. They tell me that like I can't use the restroom.

I5: Right, because like you said it's not like you're going in there every five minutes.

R: I mean I'd understand if I was going every five minutes "Can I use the restroom? Can I use the restroom?" Like –I go when I really got to go."

Fights

Fights were discussed multiple times throughout interviews, though they were not specifically asked about. Some youth report having to constantly be on their toes in case of someone attacking

them, or a larger scale incident breaking out. One youth at Camp Paige related this stress as omnipresent: “You’ve got to expect the unexpected. You’ve got to be aware at all times . . . Because at any time anybody could do anything to you.” The youth also note that the social and official consequences of fighting provides a deterrence from starting a fight, but that there may be negative social consequences if they are unwilling to defend themselves or participate in a riot. This may manifest in harming their social image or giving reason for future fights. They also discussed some of the effective and ineffective tactics employed by staff to breaking up fights and stopping riots.

Categorizations of Fights

Interestingly, two youth also discussed the difference between fights, riots, rumbles and brawls. One youth at Camp Afflerbaugh describes these distinctions:

I5: So what's the difference between a fight and a riot?

R: A fight is just a fight. A, a riot—

I5: Just like two people—?

R: Yeah. A riot is someone—when, when it's like [pause] a riot—I'm going to explain to you the difference between a riot and a rumble too. Because sometimes people think it's the same. A rumble is a same race. A riot is two different races.

I5: Okay. And a fight is just a fight, no matter what race they are?

R: Yeah, a fight—yeah, a fight's just a fight.

One youth at Camp Scott also went over these distinctions:

I3: Yeah, what's the difference between a brawl, a rumble, or a fight?

R: [laughs] A rumble is a whole bunch of fighting, like a whole bunch of girls – it's a lot of girls just fighting. All in one little area, it's just a rumble.

I2: So six was still a fight? Six people? Or was that –

R: It – one fight almost caused a rumble. Like one fight broke out like, disturbed the dorm I guess. All the girls just went crazy I guess and ran all the way to one fight and everybody started getting into it from the fight. And it spread out. Mhmm. It's like everybody got into it, so they call it a major disturbance.

Riots in Camps

One youth at Camp Rockey described the tension that comes from the unpredictability of altercations and the peer pressure applied within the camp by youth to participate during riots:

I4: Mhmm. And between like the riots and like you having gotten rushed, do you feel like you're always looking over your shoulder?

R: Yeah, like it's out of nowhere. Like, like we had a big one in the gym. We had like 57 minors, the whole camp inside the gym. And like it was a bad riot. Like chairs were flying. Like it was bad. And like there is only a certain amount of staff. So like it was crazy.

I4: How did that start or what?

R: Nah it was racial stuff. Like blacks versus Mexicans. And then like out of nowhere, a kid just started it off, you know like yelling out dumb stuff like, "Soo woo," (bloods gang call to get person's attention) or something. And they all hopped up, and we started fighting. And then they'll restrain us, handcuff us, and then take us to SHU. And then whoever started it, they'll, they'll, they'll put him on trans until he went to court. And then the, the, they'll be like, "Oh we don't want this minor. You know like he starts this." So yeah.

I2: Why were you all in the gym?

R: Watching the football game.

I2: Oh.

I4: Hm. And like what's it like after that happens? Like you know after everybody chills out. Is there still kind of like that tension between people?

R: Sometimes. Like you know sometimes people don't ever drop it. But sometimes, they're straight. Like, "Oh what happened?" You know like – Like something people don't even get rushed. They're just looking at it. Like they're not trying to be part of it, you know. So like, it's like whatever you know. Even – If you get rushed, you get rushed. You know that's uh all you could do is defend yourself until a staff comes.

I4: Yeah. Is it hard to avoid like getting in a fight here?

R: Not really. Because like, once, once you start ignoring people and like you don't fight, like they already know that, "Oh you know like – " In their mentality, they'll be like, "Oh he's a bitch, or like he's not worth it." But in the same like you're just getting in their head, you know. Like you're the one that is trying to do good. You're the one that is going to go home. So yeah. That's what I learned about my PO. Like my PO is like, "Just let them talk. You know like words don't hurt nothing."

I4: Mhmm.

R: Actions speak louder. So like if they don't do nothing, don't do nothing. And then that's how you're going to go home.

One youth at Camp Paige described what instigates riots, and the level to which they rise that the sheriffs must be brought in. He also related that when staff yelling for youth to stop is ineffective, the presence of Sheriff's Deputies and the threat of pepper spray has been effective in stopping riots and larger scale confrontations:

I1: Is there ever like any tension between the two races?

R: Oh, yeah. That's that's why a lot of riots start. Because you know some black will say something about a Mexican. And a Mexican will be like, "Alright." And then later on, he'll tell somebody else. And then you know just that's tension from tension. It just keeps growing and growing. Until somebody does something. And then once somebody does something, everybody has to do something. Basically, you know.

I1: And how often would like a riot happen? Like every few months or?

R: Nah, not not really. There's rarely [pause] like—since I've been here, it's only happened once.

I4: Mhmm.

R: So I mean that's pretty—once a year probably.

I4: Mm. And what's the between when like people are fighting and like a riot like?

R: I mean you usually know because you know where that person's from. And you know, "Oh. This guy beefs it with this guy." Or I already know this guy talks a lot so this guy probably you know? You kind of figure it out. There's times when people get jumped too, you know. Like and then people start getting mad. Like, "Oh, why they jump him?" They try to make it racial. And then we're just like, "Alright." Just take it how you want. It's not like that, but—

I1: Mhmm.

R: Eventually, it ends up getting dropped.

I4: Yeah. So like in like uh riot are more people involved or?

R: Usually the whole camp. Once they see one person run, everybody starts running.

I4: Mhmm. Like running to fight or just running away or?

R: Just running to anybody we see and just start fighting. Usually how it is.

I4: And what does the staff do when that happens?

R: Call the sheriff's. Because they could—there's just a little bit of them {staff} and you know there's nothing they can do. They'll probably try to stop it, but what good is that, you know, if you're not—you're just like ten of you guys and there's like 60 of us.

I4: Mm. And once the sheriff's show up like what what happens?

R: I mean they just getting everybody. They start (...)—first they'll start screaming to stop. And everybody just—usually they stop. It never really went any farther than that. Once they see the sheriff's are here, you know they usually start come off all serious and stuff with their guns. So people just stop.

I1: Do they have their guns ready—I mean like out?

R: No. They don't have them out, but I mean like they start holding them. You know just in case anything happens. And—or usually they just pepper spray. Like how they do in the halls. They'll give an OC warning. And everybody will just stop. Nobody likes to get pepper sprayed.

Consequences and Staff Use of Force

One youth at Camp Rockey said that he felt the level of force used by staff at Camp Rockey was appropriate and necessary for breaking up fights:

I4: What happens here like when you get in a fight?

R: You better get ready to be restrained. And with me if I get restrained by staff, like I don't like say like "Oh like oh no they did the extra, they over-strained me, they threw me on –" Like no, like I'm, I'm setting myself up for that if I'm going to fight somebody.

I4: Mhmm.

R: Because if I fight, they can't – it's understandable if they restrain you, grab you, and push you to the ground because if they send the, just like separating you, just pushing you away, staff's taking a chance of being hit too.

I2: Oh so you're saying that like the level of force that they use is like –

R: It's reasonable.

One youth at Camp Jarvis described how the formal consequences of fighting are an effective deterrent for himself personally, but that the social consequences of fighting serve the same function:

R: That's why, that's why it's pretty stupid to fight, because you are going to get a two-minute fight. They are going break it up, you either going to get slammed or you going to get sprayed. And then you going, you going to come back a couple hours from the box and you are going to be sitting right next to him again. "Oh I fought you like four hours ago, we cool now?"

I3: So does that get disruptive like in class?

R: Yeah it's like – no it's like, there's no point in fighting because you going to be here with him the rest of your program. Y'all not going nowhere it ain't like, on the streets you going to fight him and you ain't going to see him.

I3: Uh huh.

R: You right here. Y'all talking to each other. Y'all got to watch the same TV. Y'all shower next to each other. You probably in my class, probably in all three of my blocks.

I3: You see them every day right?

R: Yeah.

I3: So is that mostly like the younger kids that kind of do that or the new people?

R: Yeah, more like new people because – that's another thing, new people come every Wednesday, Friday and they get picked on, like not picked on as in bully, but they'll be like, " Oh, you a new booty like you, you ain't got no juice. Don't come here trying to mess up the program."

I3: You're a new what?

R: Like, they'll tell him like, "You a new booty like, you ain't got not juice, don't come messing up the program." Because you know new kids, they trying to adapt to camp, it's they first camp program. They just came from juvenile hall.

I3: Uh huh.

R: And they hard headed, so they'll be – they'll, they'll make the staff mad, they'll be like, “alright, everybody line up it, line it up,” mean we got to sit at the edge of our bunks and just stay right there. We can't relax, we can't lay down, we can't go to day room watch TV or nothing.

Sexual Misconduct

This topic was not fully explored as it was not part of the interview guide and the interview team did not want to unnecessarily distress participants. However, some female youth, unprompted, volunteered one aspect of sexual misconduct at their camps. The interviews did reveal one aspect of sexual misconduct in the girls' camps because, though prohibited, there are couples in the camps. At Camp Scott, several girls identified a specific couple that got away with displays of affection whereas others would be punished. One youth at Camp Scudder brought up how youth will have to sit up where staff can see them if they are on the same bed in order to prevent sexual conduct between youth in the dorms. Based on the interviews, the practice of coupling up and engaging in sexual conduct between youth appears common at the girls' camp:

R: It's two per bed. You can't lay down, you have to sit up where they can see you, because you know, sexual conduct and stuff like that. Um, we have TVs in each platoon too but –

I3: Wait you have to what again? I'm sorry –

R: We have TVs.

I3: No, but you said earlier you have to like sit up.

R: Oh we have to sit up because of sexual conduct, like they think sexual conduct you know, so like.

I3: Uh huh. So if like you're like, like sitting down next to –

R: So, okay say if I'm laying down next to my friend.

I3: Mhmm.

R: And they're sitting up, they could still think I'm doing something to her. Or if I'm sitting up and sitting up – they have to make sure they can see us pretty much.

I1: Does anything like that happen here?

R: Um, yeah. A lot. [laughs].

I1: So that happens often?

R: I mean, yeah it does, I mean because like, you know girls are sexually frustrated I guess. So, they, their hormones kick in and some of the girls, most of the girls that have done that, they've left so they don't really worry about it. But some of the girls are studs here, so they're like "Hey, you look like a boy." You know. They date and everything.

I1: And, what do the POs think about that?

R: Um, they don't really judge, they just like "Hey, you got to watch out because you could get a write-up for sexual conduct and then it could go to your court" and yeah.

I3: So that's why they have those rules right?

R: Mhmm.

I1: And is it known that they're dating?

R: Oh yeah, like there's no secrets in camp. [laughs] Like you can try to say like "Hey, I like this person. Okay." And somehow somehow your secrets are already out, in like the next five hours. So, yeah. Um, you will never, yeah you can never have a secret in camp. Your business is out there.

One youth at Camp Scott shared how staff suspicion that the laundry room was being used by girls for sexual conduct impacted her job:

I2: So can you tell me more about your laundry job?

R: Um the laundry. Well the – we just – there's dirty clothes every day. I have to wash it and dry it and fold it. But the only thing that sucks is that I'm in there by myself.

I3: It's just you?

R: Yeah.

I3: You don't have like a, another person?

R: No it's because the thing happened when my last, my last um job partner, she um – they do searches so they found letters with another girl that she was working in there with. So they kind of like, were like no because what if they're doing something in here, you get me?

I2: Mm.

R: Because they were going out. So that's why they just were like "No, just one person in there."

This youth also shared that while staff, particularly newer staff, are strict when it comes to relationships between youth, there was one particular couple who was showed a high degree of favoritism by all of the staff:

I2: It's just like I guess random question time that we're just like shooting at you right now, but is there a lot of like lesbian stuff that goes on here that POs are really like worried about?

R: When it's like, when they do it, like they know it's going on, you get me? Like they know but it's just like when you're touching whatever they say "Oh just stop." Like don't do that.

I3: Do you get like a, like a SIR type thing or SRI or whatever?

R: Some of them.

I3: Mm.

R: If the –

I2: Certain staff?

R: Yeah. Some of them like, especially the new ones, like they'll be like "No." Like they really do be getting mad. Like "don't be doing that in front of me." Because like there's a couple right here that like they've been here since the last, well before, after I left they came I guess. And they've been together but they don't trip on them. Like it's just like they're always together, I don't know.

I3: Why do you think that is, like they don't trip on that specific couple?

R: It's favoritism.

Social Dynamics

Relationships in Camp

When asked if they made any friends in camp (excluding people they knew from the outs) 54 youth (52%) said they did not make friends, 40 youth (38%) said that they made friends, and ten youth (10%) gave mixed responses. For example, one youth explained that while they made friends, they wouldn't keep them as friends once they left.

Though many youth expressed being cool with most of the youth in camp, some youth also distanced themselves from the other youth in camp. They did so by "othering" the actions and intrinsic qualities of the other youth at the camps. For example, many youth will see themselves as being in camp for having made a mistake, while considering the other youth to be criminals and inherently negative influences. The youth are creating narratives of themselves as compared to the different "other." Youth also distinguish themselves by maturity considering the other youth to be "immature" and themselves to be "mature."

Some youth were able to make connections with one other youth, even if not declared as friends, because they shared similar experiences. One youth at Camp Smith was set to fight another youth when the other youth reached out to him to talk about his child. They talked out their differences and avoided a fight in the interest of making sure that the youth got out as soon as possible:

I4: Have you ever had that experience where you ended up being cool with somebody that you didn't think you were?

R: [smiles] Yeah. Just a couple, a couple days ago um I was about to – we were about to – I was about to fight this guy and um he had this – he brought his um his little girl up, you know like he was about his, his little baby girl, you know. And at the time, I, I closed all the, all my pictures you know like about me going home, going to my little niece, anything like that. You know. I closed all those pictures because I was just mad. And I was just ready to like get down with him, you know fight him. And we went back to the dorm, and he, he told me you know, "Can I talk to you?" I was like, "Nah." Like – I told him if you want to talk to me, if you want to talk to me it's only about us fighting you know. And he kept, he kept going to my head. You know he kept getting to my head like you know, "Hey um I have this kid on the way you know. I'm not scared of fighting you, but I want you to think about you know if you had a kid, you know. What would be the first thing you want to go to you know when you get out? You know I don't want nothing like – " Basically, he didn't want to get re-filed for fighting for, for no reason, you know.

I4: Mhmm.

R: So I seen that. And after that, after that we talked to each other. And of course it wasn't the same but you know, it was a little bit different. Because we talked to each other like a little bit more. Than just like hi and bye, you know.

I4: Yeah. Was it someone on the team?

R: Yeah.

I4: Oh okay. So what happened? Like did he say something about your photos that have in your—
?

R: No, nothing like that. Um he actually got in an argument with my, my friend. And I butted in even though it wasn't my issue, but I butted in and uh he became – I thought he became – like he said, said something racist, so I said something racist. And the whole time I was just mad. Because I thought he had said some racist stuff.

I4: Oh okay. Do you feel like you gave him – do you feel like you listened to him because then like you were on the team or –?

R: Um the only reason I think I felt bad for him was because of his little girl.

I4: Yeah.

R: And I've seen his little girl. His girl with her, with her little belly on her. You know, so I seen it. So I seen that he wasn't lying you know. And later on that day he tells me that he's having this kid. He had her, he had her kid yesterday. So you know I, I felt glad for him. You know like you're a dad now. You got to think about things twice before you do them now.

Friendship Experiences

Youth who did make friends did so through making an emotional connection, familiarity over time having been through the same camps before, or by working together in the same job for a time. One youth at Camp McNair said that “like I’ve been through a lot, so well I’ve never thought ‘oh someone’s going to been through this.’ So I heard like stories about them . . . And we’ve got something in common.” Relating that this connection was based on fellow youth going through similar traumas and experiences. One youth at Camp Jarvis was one of the few who made friends and used the word friend to describe the relationship. He also discussed some of the racial politics that went into forming relationships at Camp Jarvis:

I1: And have you made any friends here?

R: Me?

I1: Mhmm.

R: Somewhat, yeah. I don't really consider nobody as a friend but I've got a, I've got a few people right here.

I1: Oh, okay.

R: I talk to like, like about like six or seven people. I kick it with them. I play basketball with them. Like it's a little bit racist right here too but I'm –

I1: Mhmm.

R: You know, I don't really go with that. Like they try to do like the Raza stuff. And, you know, the blacks with the blacks and the Razas with the Razas.

I1: Oh.

R: Like at first when I got here I was like I was like [pause] all like – I guess I was like, "Fuck it, you know. I'm a, I'm a Raza." I'm a kick it with the Razas. I'm going to kick it with them. We diss each

other all the time. Call each other names. They'd call us "wet, wetback". Call us [pause] some weird ass names. Stuff like this, stuff like that.

I3: Did you have, did you have problems with like Mexicans?

R: Huh?

I3: Like was it like was it in intra, like you know – [pause]

I1: Just inside like –

I3: Inside your own Raza kind of thing? Or was it just like the other race, that would make [pause] problems or whatever?

R: It's both.

I1: Both?

R: Yeah.

I3 & I1: Oh, okay.

R: Like either us start problems with them or they'll start problems with us. And then it was like that for a cool minute. But now everybody that was here back then they're all gone. They're all home. You know, I mean this is a whole another camp program for me. Everybody's new to me now.

One youth at Camp Onizuka ended up bonding with those he's seen before in his multiple placements:

I1: Have you made any friends here?

R: Um, yeah. Some, some of the kids like they just come back and forth to jail. So, like five of the kids I was in camp with last year. They in this camp with me this year, type stuff like. They be looking at me like, "It's like a Munz reunion." And we be talking and they'll be like, "You notice like I'm in camp with you again?" {emphasis on 'again'} Like, "Doing this again. Another six to nine months. Again! With you! I can't do this again."

[laughs]

I4: What was it like the first time you saw them here at Onizuka?

R: When I first see them?

I4: Yeah.

R: Everybody knew me because my homies was here when I first got here. But, they left already. So everybody knew I was coming and stuff. So when I walked through the door, everybody was like, "{youth's name}!"

I1: Okay.

R: I used to be, I used to be real playful when I was on the A-B side. But now the staff say I'm starting to mature up and stuff.

For many youth, friends in camp were limited to the time in camp. This was for a variety of reasons from not living near one another to the concern about being a bad influence and getting mixed up in similar things that got them sent to camp in the first place.

Two youth at Camps Afflerbaugh and Scudder both brought up the inability to trust other individuals in jail as the reason they do not seek or keep friends in the camps. The youth at Camp Scudder put it simply saying you “can’t trust people in jail.” The youth at Camp Afflerbaugh elaborated more on being stabbed in the back and having to rely on yourself first in the camp setting and in life:

I1: Okay. So have you made any friends here?

R: I don't have no friends.

I1: Okay. Just kind of—

R: Ain't no friends in life.

I1: Aww. That's kind of sad to hear.

R: Nah it's—you, you, you hear as like I don't have no friends in life.

I1: Mhmm.

R: I choose not to have friends. Because they stab you in your back. So the only friends in life is the money in your pocket. That's it. Because your friends aren't going to pay your rent. They're not going to take care of your baby or put food on your back—I mean clothes on your back and food on your table.

I5 & I1: [laughs]

I5: And no food on your back too.

I5, I1, & R: [laughs]

I5: Have you been back stabbed before by people?

I1: Yeah. A lot.

Associates & Acquaintances

24 youth (23%) call youth whom they interact with either associates or acquaintances, rather than using the term friends. Youth also talk about being ‘cool’ with others in camp in order to make the experience run more smoothly. But the youth are very clear that they do not expect anyone in the camp to “have their back” or that there will be any continued relationship on the outs as they would expect from someone they called a friend. One youth at Camp Onizuka used the language of ‘associate’ to describe what could be considered a friendship with the distinction that the relationship would not continue on the outs:

I2: So have you made friends here?

R: Associates. I mean, don't nobody I really mess with on the outs.

I3: Oh.

I2: So what are those relationships like?

R: I mean we, uh, we got to get along eventually, because we shower together, we eat together, we sleep together, we do everything together, so, if you just beefing it the whole time, it's not going to make your time go any faster. So when you just be cool, everything going to be smooth.

One youth at Camp Paige also used the language of associates to describe his relationships saying they are “just associates. I just talk with them. They're not my friends. No. I mean nobody has my back in here like I have myself, you know. I just tell myself that. So I just keep it like that.” One youth at Camp Jarvis used the word acquaintances to describe the majority of his relationships in camp. And described the degree of trust and intimacy that distinguished these from friendships:

I4: Yeah. That makes sense. And what's the difference between acquaintances and those three people you call friends?

R: A friend is somebody that [pause] that I could trust and they could trust me. And I met they mom and they met my mom. And then they mom just clicked or like linked—you feel me? And they started (...). Yeah, there's only been like three people. You get me? So yeah. Like it's just how I—it's just how I base it. You feel me? Like yeah.

I4: Mhmm. And your associates like?

R: Associates are people that I talk to [pause] sometimes. Like I know you. Like I just know who you are, you know you I am. But you don't know me. You don't know my mom. You see me have a visit with my mom. You just sit down. I see your mom, but I don't say nothing to her. I don't know your—I don't know your mom's last name. I don't know her as Ms. [pause] Ms. Johnson. I just know her as miss. You feel me? It's like that. You feel me?

One youth at Camp Afflerbaugh brought up classifications of associates versus friends. He showed an awareness of the irony of refusing to make friends with youth who may have committed crimes when he himself was in the camp for a similar reason:

I4: Okay. And since being here at camp have you make friends?

R: Uh associates. Yeah not friends.

I4: What makes you say that?

R: Well we're all juvenile delinquents here so I don't think it's possible to make friends here. But I won't – like alright so say if you were to go to a camp or something. Which you will probably never go to because you know, you know but if you would end up going to a camp or something, you won't make criminals your friends. Well they're not criminals, they're juvenile, like you did the same crime as they did but I won't have them as my friend in the outs.

Knowing Other Youth from the Outs

Though one youth at Camp Smith estimated there was a “85% to 93% change you might know somebody in camp,” only 29 youth (28%) said that they knew someone from the outs who was at the same camp.⁵⁹ Six of the 29 youth had cousins in camps with them and the other 23 identified friends or homies. Many of the youth expressed knowing someone from the outs as a benefit as you have someone you can trust or rely on. Knowing someone in camp means they share their personals and can show people around when they first arrive. One youth at Camp Onizuka shared that knowing someone

⁵⁹ This excludes people in other camps. For example, if a youth sees someone in another camp that they know, they were not counted here.

well enough to be considered a friend could be achieved if one knew them or members of their family from the outs:

I3: Oh okay. And uh, going back to like uh earlier you mentioned that, you kept mentioning like your homies, like have you made a lot of friends here?

R: Oh yeah, I mean some dudes I know from the outs, or I know their brother or something like that. So it's like we already, we already got into some type of connection because I know their family well like – Like one of the, like one of my boys, man this homie was like this [crosses fingers] Like when I was on the run I was at his house and all types of stuff. You know what I'm saying, I play, I ain't even, like I mean I offered to pay, pay rent because I was getting money. And I offered to pay rent and he was like "Nah bro, you're good. Just like um, just keep your, keep the space clean, you know what I'm saying. Just help me clean up when it's needed and all that. You, you're free to stay here." Like so everything was cool so when I met his brother, it was just like – he knew my brother.

I3: Mhmm.

R: Like my brother is doing 12 years right now but he's supposed to do half, like six. But um, my brother knows him. So it's like we've already got some type of connection. He knows my brother, I know his brother.

I3: Like that bond right?

R: Both of our brothers are on our dad's side. So it's kind of like we got some, we've got something in common like –

I2: Yeah.

R: We both chill with each other's brothers and they both on our dad's side so it's like, you're like "Oh." Like we got here kind of the same time.

I3: And how's that, how is that relationship like in here like in the –

R: I mean it's cool, I mean after you see the, after you like play basketball with somebody and all that like you feel me? Sometimes you'll all have it out like, feel me the little beef through a game or something like that. Let your anger get, let the game get to your head and stuff like that. But other than that some of us like we're smart enough to know not to let that get to our heads so."

One youth at Camp Jarvis felt safer in the camp having a member of his family in with him. That he didn't have to worry about his personals being stolen and that he could open up about emotions with his cousin:

I4: Yeah. And what's it like having um your cousin like right next to you?

R: [pause] I could trust somebody. You feel me? I know he ain't going—he ain't going to take nothing from my bed. If I go to the bathroom real fast. You feel me? Or [pause] vice versa. You feel me? Somebody I could talk to about any—anything I just found out from my mom. You feel me? I'm mad about it. Chop it up and let him know. You feel me? You feel me? Just stuff like that.

One youth at Camp McNair felt similarly that having his cousin in with him provided him additional support, but that he wished his cousin wasn't in the camp in the first place. He also was concerned that officials may try to separate them as a matter of policy. It is unclear whether this was based on rumor, assumptions, or experience:

I4: And what's it like having your cousin here?

R: I wish he wasn't here. I wish he was doing good, but it's just kind of good to see a familiar face. I'm hoping that he does better.

I1: He's in McNair also?

R: Mhmm.

I4: Are you two able to support each other and like talk about stuff openly?

R: Yeah. I, I was like—I'll, I'll talk to him openly anytime. It's just eh [shrugs shoulders].

I4: Yeah. That's good that you have him at least, you know.

I1: Mhmm.

R: Very good. Some, sometimes like I'm surprised they haven't—but if you have a family member in the same facility or same place, they would separate you. You know I'm surprised they haven't did that yet.

I1: Do they know?

R: [nods head]

I1: Oh.

R: Yeah, most of the staff know.

First Day in Camp

About a third of the youth discussed their experience when they first arrived at camp. Many youth described feeling nervous, scared and quiet for the first few days as they didn't know what to expect from camp. Many thought that fights would be a regular occurrence and one youth mentioned being afraid of someone raping him in camp. Many also described how the other youth interact with a new camp youth. Most get "banged on" meaning that the youth ask where they're from, but more importantly what gang they are from. As discussed under Probation Staff, staff sometimes contribute to this experience by announcing to the camp what gang or neighborhood the youth come from and some even tell youth to 'just do it and fight, don't talk just fight,' as reported by a youth at Camp Miller.

Gang Activity & Gang-Related Fights

There was a lot of gang activity identified throughout the interviews be it fights that broke out between enemies to youth reflecting on why their shirts were the color they wear.

Many of the youth, in their distance from the gang life, reflected on it as fulfilling various emotional and personal needs during their upbringing. For some it is a matter of highly localized identity and pride

in the face of difficult circumstances, a space where they used to, or still, belong. Many youth interviewed shared that their time in camp has led them to believe that, should a youth desire to change, the possibility of changing course does exist for themselves and others. However, for some youth, a return to their family means a return to the gang life as their brothers, uncles, fathers, and other close family are all in the gang.

For some county products and personals, the camps appear to work hard to reduce opportunities for youth to express their identity in connection with gangs. One youth at Camp Scudder, for example, shared how the toothpaste is not allowed to come in gang-affiliated colors illustrating the impact of gangs on the camps, all the way down to mundane aspects of daily routines:

R: And then you can have face wash, and the toothpaste cannot be blue, red, it has to be white.

I3: It can't be any colors of like –

R: Gang affiliated, yeah. So it has to be white. I had Crest and they took it away.

However, the practice of some staff to announce to the dorm the gang affiliation or neighborhood of youth on their first day appears to run counter to these structural efforts to get the youth to distance themselves from such forms of personal identification.

One youth at Camp Onizuka related that fights in the camp are inevitable, but that the longer a youth remains in camp, the more likely that gang culture and beefs between rival gangs in the camp are put on hold in the interest of getting out of the camp as soon as is possible. This youth also suggested that veteran youth set the tone and expectations of the newer youth in the camps:

R: Or people just don't want to fight, they just have a, I guess an agreement. And they say like, "We could get out of here" and stuff like that. So everything is smooth right now.

I3: How was it in the beginning when, when it wasn't as smooth?

R: Um, bad. I mean you come in here and you don't, if you don't want to fight you going to have to protect yourself because it's going to eventually happen, it's nobody can stop it.

I2: Mhmm. [pause] So –

R: I mean, you are around each other all day so.

I2: Yeah. [pause] So now is everyone like at the end of their program then or?

R: Yeah, most of us. Yeah, but it's new people coming in like a whole – like once we leave there's going to be somebody replacing us so.

I3: Do the new people have started, have they started doing stuff yet or no?

R: Yeah, when they first got here they had some fights.

I3: Uh huh.

R: That was some weeks ago. [pause] I try to stay away from it though.

I2: Is it hard to stay away from the fights?

R: I mean, kind of because, I mean because there's some people who are in here for things that they didn't do. So, they, I can say they positive people, in a negative environment. Because most

negative people, most of these is negative people. But is it's, because it's like a handful of positive people who try to change, but you can't change when you around all negative because, eventually you going to end up feeding into that, and they are going to come into you, messing with you and it's going to take you out your character.

I3: You said they try to like bring you down with them?

R: Yeah, bring you down with them. Or they, you know they just want to talk. Talk mess all day, stuff like that.

I3: Yeah, do staff notice that when like, say someone is trying to fight someone and then like they aren't really trying to fight but the other person keeps trying to like start it?

R: I mean staff will be right there to break it up or something but, staff, they, you know they got shift exchange, they can't just stand there all day, like you know and just be like, "Don't fight." It's going to happen because we do everything together. We go outside, we sleep right next to each other. So while they, well it's like there's three staff, there's one in the middle one in the back and one in the control center, but we everywhere. So, it's like you can hop the wall, fight and do what you going to do, so it going to eventually happen, they can't stop you.

One youth at Camp Gonzales related the sense of resignation that led to his commitment to the gang life. He felt that nothing mattered and that gangbanging would be his life. The time in camp, and working with his attorney, gave him hope that change is possible:

R: You know? I want to start with that because, damn you know, when I was out I really wouldn't go to school. You know? I really didn't mind. You know, I was like, "I'm going to be a gang banger my whole life. You know like it doesn't matter anymore."

I1: Mm.

R: And I was like, "I already messed up so [pause] doesn't matter." You know like I really you know like just put my life into a side. You know and then I came to jail and I was like, "Damn." Even though I was like—at first I was like—like the first week you know I saw like (the bad thing). I said, "I'm going to get years." You know? I was like, "Damn." Then you know I was like, "I should've started doing good." You know I was like, "Damn." You know I was like, "I might get out one day." You know? Like they gave me—like my attorney actually gave me that hope. You know he said just, "Keep going man. Do what you're doing. You're doing good." You know? And that's what I could do. You know?

I1: Mhmm.

R: And like you know actually you know [laughs] I, I thought this was going to be my chance. You know like to make a change in my life, you know. That gang banging was like—wasn't everything that I'm going to do with my life. You know that I could like—if a person really wants to change like they could actually change."

One youth at Camp Jarvis discussed how deeply entrenched gang life is within his family, therefore making it difficult to leave the gang life once he returns home.

I5: Okay. When did you start hanging out with homies?

R: I've been. I grew up with them. With homies [laughs] [pause] you just know them. Because I live where I live.

I5: So it's just always been part of it?

R: Yeah. [long pause]

I5: So then you are in a gang then yeah?

R: Yeah.

I5: You think when you leave you are going to stay in that gang?

R: Yeah, of course.

I5: Mhmm. Do you have any family that's in the same gang?

R: My brother, my older brother.

I5: Anybody else?

R: My stepdad.

...

R: My uncle — He's in a different gang.

One youth at Camp Jarvis compared the role the gang played in his upbringing to the role a dog will play in his niece's childhood:

"It's going to be her childhood right there. [referring to the dog] I, I want it — like I'm glad she has that. Because I didn't have something like that when I was younger. All I had was gangs, TV, and all that."

From the perspective of one youth at Camp Miller, some youth in the gang life deeply desire to change, to grow up, primarily for the sake of their families. In the separation experienced during incarceration they miss their families first, and the 'homies' second. Regardless of their future actions, it at least gives some youth a space to reconsider their priorities going forward:

R: Because like to be honest, all these kids like I see it like, like the hardest gang members and all that—I see them, they want to change. It's just like they got love for where they came from.

I1 & I3: Mhmm.

R: But I could see deep down like sometimes they would be like, "Man. I want to go home." "What do you miss about home?" "Man. I don't even want to kick it {hang out} with my homies {friends}. I want to kick it with my mom. I want to kick it with my son. I want to kick it with my daughter." And like you could just tell that they just need something positive to look in to.

I1: Mhmm.

R: Like you could still—you're still from your city. Don't get me wrong, but look at the bigger picture. Like you know? Don't you ever want to own your own car? Not be locked up. Don't you ever want to have your own house? I don't want to be 45 living with my mom. No. I want to, I want to, I want to grow up now."

One youth at Camp McNair talked about the intransigence of gangs. His identification with his gang makes him already prejudiced about the programs and also relates how the programs feel designed to treat him with pity rather than respect as if he is in need of help:

"I mean they're helpful but I choose like not to pay attention (to them). Because my, my – the way I, I am because – because I, I, I'm from, I'm a gang member so it's like my perspective is like, like any program like these types of program I look at them as like these things are trying to make me change. So I don't, I don't give into it like I don't like dedicate myself into these programs because I don't feel like doing, feeling like (...). Feeling like, feeling like I need help or something... That's how I, that's how I think."

The level of gang activity in the neighborhood of one youth at Camp Scudder left her worried about how she will navigate daily life after release without violating probation restrictions, even as she desires to leave that lifestyle behind her:

I5: What about um violation, because I know you said like standing by an active gang member. Are you worried about that when you leave?

R: Yeah. Because I'm scared they're going to be like – you know I live in a, I live in a bad neighborhood. So um I could be outside and somebody that's from a real active gang. And it's like my PO like "Oh you with him or something? And violation. Or let me disrespect my mom or something like tell my mom no, you're going to violate me. Like I got the strictest Probation Officer. He don't play no games. So I'm real scared.

I5: Mhmm.

R: Real scared.

I5: I know you said you live in a bad area so do you, do you feel like you're going to have the tools to do that, to not violate probation?

R: Yeah I'm going to try to just stay in the house. That's why I'm trying to get a job so I could just be active on that end. Where it looks like I'm actually doing something with my life.

I2 & I5: Mhmm.

R: So they could just be like "Alright, she's bettering herself. I'll leave her alone. She could get off probation."

I5: Mhmm. Do you think you're going to leave, leave the gang life or do you want to stay off it for a while and then go back?

R: Ain't no such thing as going back to a gang life. No such thing. As you get older, you mature. Ain't no point in trying to fight somebody because you're a Crypt. Or because you're from Lakewood. Like I don't give a damn. At the end of the day, if I run into you again in life I might need something from you. So I ain't going to try to start no drama with you. Because I don't know, ain't no telling who I might need in life. So that shit's out the window.

Race & Race-Related Fights

Race is a major issue at the camps, leading to many conflicts and self-segregation. It seems that these problems are most rampant with youth at Camps Afflerbaugh, Jarvis, and Rockey, where youth we interviewed had long standing racial tensions or identified themselves to be racist. Some of the issues stem from the youth holding or acting on racial prejudice from the outs and/or ingrained as part of gang culture. Some of the issues come from staff not appropriately addressing issues of race or using racist

language themselves. Though issues do exist, two youth also identify what some staff are doing to combat the issues.

One youth at Camp Afflerbaugh revealed the depth of racial animosity that youth bring into the camps. The multitude of the statements related by this youth illuminate the difficulty probation staff have in maintaining the physical safety of youth, much less provide spaces where such prejudice can be unlearned:

I1: Mm. Okay. And do you feel like there's like racial tension between the two?

R: Sometimes.

I1: Mm. And what reasons—?

I5: What kind of reasons?

I1: Yeah.

R: Some people press NK.

I5: Some people what?

R: Press NK?

I1: NK?

R: N-K, yeah. Like—

I1: What does that mean?

R: I don't want to say the word.

I1: Oh, you can say it. It doesn't matter.

R: Nigger, nigger killer.

I1: [slight gasp] Oh, okay. So someone would say that and—?

R: Nah, they just—

I1: Oh.

R: They press NK. Like there's some like there's—one of the homies here. He presses NK and then all the blacks hit him up. Like, "Oh you press NK?" He told them, "Yeah." And [pause] no one ever done—he's the laundry boy now. So. He doesn't like—he really doesn't like them. He hates them with a passion.

I1 & I5: Mm.

I1: That kid?

R: Yeah. There's another homie here too. He presses NK too.

One youth at Camp Afflerbaugh summarized the self-segregation in the camps bluntly saying that "Raza goes with Raza and blacks go with black." He also explains the extent of the segregation.

I4: And how, how is the camp like organized like that, like by race or like –

R: By race?

I4: Mhmm. Like how like – does it like you come here and people let you know like right off the start or what?

R: What do you mean like?

I4: Like the way like things are because you're saying that it's kind of like split up like that.

R: It is. Nah we just, Raza goes with Raza and blacks go with black. That's how it is on rec too you know? We don't kick it with the blacks. We just go, we got our own corner – We get the benches, they get the court. So like that.

I4: What if you want to like play a sport like on the court?

R: If they're there like? Then we just, all of us roll in deep you know? They just get mad and they just move.

I2: Do the POs ever try to like integrate you or anything like that? Like try to make you –

R: They try to, they'll be like "Three, three at a table." But we – I don't know, it's hard to get us all— we're too deep {too many} you know? There's too many Mexicans. Like we, if they, if they tell us to leave from one spot we go to another spot. We just get deep right there {crowded} too. We don't really care. We just have like three staffs watching us right there. But that's about it.

I4: So is like the camp pop {population} right now like the majority are like Mexican or Latinos then or?

R: I think there are more blacks now. But there's still a couple Mexicans, you know? That's why we all stick together.

I4: And how has that like, affected like, the change here or has it at all?

R: How does it affect the change?

I4: Or yeah like has it changed anything you know since you said like there's like more people now?

R: Nah. Same thing. It's just a daily thing you know? We do the same thing every day. There's no change.

I2: Are there any other races here or just the two?

R: There's just one white boy.

I2: One?

R: That's it but he, he's with us. He'll be with us all the time. He don't like blacks either. He just comes with us.

I4: Mhmm. Are there ever any like fights over that like, you know how you guys like being split up like racially?

R: Nah. I don't know why. They're scared of us. There's a lot of them but you know, they know Mexicans won't back down so –

I4: Mhmm.

R: They don't try to start fights. They keep their stuff to their side – We keep our stuff to our side.

I4: Mm. Are there ever any things like activities that the POs like try to do where you guys have to interact with each other?

R: Yeah like when we race. You could tell us "You guys want to race for some, for like a soda or like for a drink or something?" And then like, and like only two or three Mexicans be like "Alright, we'll do it." So they go. Yeah. But hardly, we hardly do it because then the blacks could run. They could run you know? So (...) I don't like to compete versus them, they always win. So I just mind my own business.

One youth at Camp Jarvis suggested that there are enough youth who dislike other races that integration efforts backfire and make life more dangerous for youth:

I2: So then if you were in charge what would you change about probation?

R: Everything.

I5: Like what?

I2: Do you have some examples?

R: Nah like I would change like a lot of stuff like the rec, like I don't know. Like right here – another reason why there's a lot of fights like integration. Like they made, they make us integrate. And some people just don't like each other.

I5: What do you mean integration?

R: Integration like black, white, or Mexican, they have to be mixed. Everyone has to be mixed. People, some people really hate that. Yeah that's why there's a lot of fights.

I5: Is that because of racial tension?

R: Yeah racial tension.

I5: Okay. Does that have anything to do with gangs or is it a race thing?

R: Just racial tension.

I2: So is that just for rec or is that like inside the dorm too?

R: Inside the dorm there's racial tension.

I5: So how would you change that if you could?

R: Just not make it, make it forced integration. They make it, they force it too much. Too, too much.

I5: Oh okay. So just let it happen?

R: Yeah.

I2: What else would you change?

R: Just that. Because that, that causes problems.

PD: Do the different ethnicities clique up here?

R: Not, not that but like, just that like if, if you, if they make us go together like this, it just starts like probably oh like "I don't want to sit next to him." Another guy will get offended. You know?

PD: Okay.

R: That's how riots happen.

PD: So it's not like the blacks all hang out together?

R: Yeah some people hang out with each other but just some people just don't really like each other.

One youth at Camp Rockey discussed the uncertainty of living in the camps regarding racial tensions breaking out into a larger scale riot:

I4: Yeah and like what, what makes like a riot break out or what?

R: Well like, sometimes it's like racial. You know blacks with whites and Mexicans. Like they do dumb stuff. Like, like one kid ends up saying the wrong thing, and then they get offended and start chanting stuff.

I4: Mhmm.

R: And then that's when it happens. Like (na na) you're always going like – well, you're not always going to know. But there is always a kid here who ends up going, telling you something. "Oh this happened, or this is going to happen." And then like when it's about to go down, like they already know, you know. They'll, they'll tell the whole dorm, "I don't know why y'all are planning this. Whoever plans it, we're going to send to court, and they'll refile you." They'll change your camp. Restart it all. So, it's happened like a couple of times I've been here, but – and then they'll do searches, and they, they'll find like metal, like they'll try to make blades, scissors – Yeah.

I4: Yeah. Does the staff ever like kind of like address them like, "Y'all need to stop this?" Or –

R: Yeah, they always tell us. Like every day they tell us, "Do good. Do this." And then whoever is doing good, they look out for them you know like they'll tell you like, "Come. Don't fall into this." And then the ones who don't care, they'll just, they'll just – they're just waiting, you know. There, there is nothing they could do. All they could do is just tell you to do good. But, it's not like they could force you. Like, "Oh like –" you know. So yeah. That's all they could do, like talk to you. And if you get out of hand, or like you want to act dumb, they'll take you to SHU.

Youth reported that staff at the camps also contribute to the racial issues at the camps by participating or not stepping in when problems arise. One youth at Camp Onizuka said that the staff used racial epithets calling them a "Negro":

I3: Do you have any examples of um, staff treating you like the way you described it?

R: Uh, examples?

I3: Yeah.

R: Um, pretty much they'll handcuff you, throw you to the ground, slam your face in it. Knee you, kick you. Throw you against the wall.

I3: On what grounds? Like what –

R: On the ground –like pretty much they'll handcuff you and slam you onto the ground. Call you bitches. All that type of stuff.

I3: Just like for no reason or exactly what do they claim?

R: Pretty much just like, pretty much just—to be honest with you, some of these staff here is racist. And I didn't want to say all that, I'm just being honest with you.

I3: Well I mean you can say whatever, like I said once we're done this is going to be like –

I1: If racism is one of the –

I3: Your name is not going to be on there.

R: Right. Some of these staff here is racist, very racist.

PD: Do they call you derogatory names?

R: Um, yeah they call you a Negro, a (...) especially –

I1: Oh my god.

R: Yeah, I'm not lying. Yeah

I3: Like in front of everybody?

R: Everybody. And they don't do nothing, the Directors they don't pretty much do nothing about it.

One youth at Camp Scudder provided a story of how a classmate said that she wished segregation still existed and that it made the youth uncomfortable given that she was only black girl in the class. The teacher may not have heard the initial comment, however, according to this youth, once he was made aware of what was said, he did not address the issue:

I4: Okay. So what do you learn in your resource class?

R: Um well I've been learning a lot actually. Because I'm, I'm kind of not with the work program. I don't like to work, but I've been learning a lot. This week we've been learning about hope and—what's it called? Integration and segregation, and injustice, and justice, [laughs]— And I be getting mixed up with everything, so I be having to take notes. a lot of notes. And I don't like writing. I hate writing. I cry when I have to write, but I've been taking a lot of notes lately. And I've been learning actually a lot you know. And the other day I actually got upset because one of the minors stated, "It would be best if we were still segregated." And I was like, [looks shocked and upset].

I1: Oh.

R: And I got mad. And instead of beating the heck out of her, I just walked out of the classroom and sat in the grass for a little bit. And I came back in class and she was looking at me like I was

supposed to beat her up. But, I actually didn't. And that's not me. Really not. And that's why I feel like camp is good for me right now. Because if it wasn't for camp, I probably would have really—I really probably would have hurt her. But I didn't. Because I do get offended about stuff like that. And I'm really like the only black girl in the classroom [laughs].

I4: Yeah.

R: Because one of the girls in the classroom, she's not fully black. She's majority um Hispanic and Belizean. You know, so it's like I really—I take it to heart when she states stuff like that. And supposedly her hood is NK, so like I really get offended when I'm around her. Even just talking to her like—yeah, I'll fake the funk with her. And I'll talk to her you know. I'll be nice, you know, and if it wasn't for camp, I probably [laughs] wouldn't even be doing that you know. Because it's not me. I'm usually a violent person, but that's not me anymore.

I4: Yeah.

R: I'm different, and when people see me on the outs—It's like I'm not a minor in they eyes. I'm actually a respectful person. Like if I see someone walking like—it could be a girl my age or even older, you know, I help them out you know. That's not usually me, and if it wasn't for my last camp program, I probably wouldn't even be like that you know. So I don't know. I guess I like camp.

I4: Especially when you're the only black person in class like.

R: Yeah.

I1: Mhmm. To hear someone—

R: But you know sometimes you are going to deal with ignorance in life. And it's not, it's not like it's an easy way to get away from it. Because it's really not.

I4: Yeah.

R: Because there is a lot of people in this world who don't know what racism is, but they think they know what it is. And they think they can make comments about it, but they really can't because they really don't know nothing. So, I really don't—I try not to stress over it.

I4: What did the teacher say when they made that comment?

R: Um he's kind of deaf, so he didn't really hear it [laughs]— because he really deaf in one ear. [laughs] So, he was looking kind of confused when I was getting ready to walk out the door. I guess the TA explained to him what happened, and he just, he um—he moved onto the next subject. Then, we all started doing math.

I1: Okay. So he didn't address it?

R: Mm mm {no}. No, but—It's because I think he's kind of slow.

[laughs]

I4: What makes you say that?

R: [laughs] Because he, he sometimes forget how to spell short words. So you know like— I really don't like try to put too much pressure on him. Or be like, "You really not listening to what this girl saying?" So I like—I give him leeway(s), so many leeways(s). That's why my temper with

him is this short. You know. But I don't really—I don't bother him as much because I know he's deaf in one ear, he grew up without a mom and a dad, you know. So, I really don't—like I really don't bother him like that. Yes, I do curse him out. Yes, I feel bad afterwards.

Lastly, though not as egregious as some of the previous examples, one youth from Camp Scudder, raised issues with her PO as PO was pushing her to attend a Historically Black College or University (HBCU). This youth identified as Latina, however, her PO continued to say that she was Black and her PO, also Black, wanted her to attend a HBCU just as she did. She did not want that as she claims she isn't black, but that the PO continued to push this youth leading to a love hate relationship where “she loves me, and I hate her.” The assumption of the staff regarding this youth’s racial and ethnic identification is less of a problem than the alleged persistence of the staff member in trying to box in this youth’s identity based on her skin color.

Though there are issues with staff members and race, some of the staff have attempted to work with these issues. One youth at Camp Scott discussed how [Probation Staff #11], PO, tried to address racial issues by bringing youth together to talk in a group setting, but that this effort went nowhere. The youth refused to speak in the group setting:

I1: Does the staff ever do anything to help you guys like come together?

R: They try. My PO tried one time— [Probation Staff #11] — when she was here. We sat in this room and she put all the black girls in a room. Before my PO left like three months ago. Um. It's probably like I could say seven to eight black girls. We're all come in here and talking. Ain't nobody talk. Even if even if they didn't even—like you know how you just want to get everything off your chest to that person to let them know. They didn't do that. They just say here. And I was the only person to talk. I was like, "Yeah. You just this, and you extra, and you blah, blah, blah." And my PO was like, "I bring over here for y'all to get together not disliking each other. I feel that (...)." And I was like, "If something happens, it happens. But if I get hit, I'm going crazy." So yeah. And my PO was like, "Okay yeah. That didn't work and dah, dah, dah, dah." And like then she try to put us in one stage.

I1: Mhmm.

R: But I'm like, "Oh no." I said, "Please, don't let me stay with them." Because something of mine goes missing, we're about to—I'm fighting everybody in the camp. Just even if I don't know who took it, I'm fighting everybody in the camp. Because like my mom took her time out of her day to go shopping and spend like \$ dollars on Victoria's Secret and everything. To bring it to camp for someone to steal it because your parents can't afford it? So yeah I told my PO that. So I'm like, "If you do that, I'm going to be in the box for like month because I know them bitches." And yeah my PO didn't do that do. She took my advice. That was good of her. So yeah pretty much it.

I4: And when your PO—the old one. [Probation Staff #11] you said?

R: Mhmm.

I4: When she tried to bring people together, did she ever do that again?

R: Mm mm {no}. She only did it once and (...). And none of the other staff tried to do that. They just talk to us separately like, "Oh, you need to stop doing this. Like why we can't just get along?" And they just don't get our advice because like you're just wasting your time talking to us. And none of them is about to take it. Like, "Oh, I don't want to talk to her because my set don't get along with her set." Or, "I don't want to talk to her because I talk to her. And I don't

want her to get mad at me because I'm talking to her." Like, "Bitch. Who was who was they to get mad at you because you're talking to her?" I'll just be like hey I'm going to let y'all do y'all and I'm going to let me do me. Let me run my program. I'll let you run your program.

Additionally, one youth at Camp Jarvis spoke about how the staff at camp work to handle race issues via proactively engaging and asking youth what issues they have with each other. Though the staff are trying to have these conversations, it seems difficult, as he points out, for them to be successful.

I4: Yeah. And like when that, when that stuff happens like do the POs here ever like talk about that with y'all?

R: Yeah.

I4: Like saying like, –

R: Yup.

I4: Oh like, "We need to talk about why you guys are beefing," or anything like that?

R: They do, but like I don't know. Like I said, they can't really do much. Like they, they do – they try, they try to do a lot. They try to do extra, so we can't really, we can't really do nothing.

I4: Hm. What are some of the things that they'll try to do like –?

R: They'll try to make you sleep like, they'll try to make you sleep integrated. So Hispanic, black, Hispanic – just like that. But that stuff doesn't really go on no more. Like, – No, I'm not – it hasn't happened recently.

I4: Hm. So it's just a lot more relaxed?

R: Yeah, right now it's just they staying over there, and we'll just stay over there. Yeah.

I2: Are there any other races in the dorm right now?

R: [laughs] Nah.

I2: It's –

R: To be honest no.

I2: Oh okay.

R: Probably like three white boys, but they consider themselves Mexicans. One considers himself black and stuff like that.

I2: So they like kind of pick a side?

R: Yeah, [laughs] Yup. Pretty much. They'll, they'll – yeah like they –

I4: You don't have a choice?

R: [laughs] Yeah, you could say that. Nah, they have a choice. They, those fools, they could whatever they want. You know we're not forcing them. They who is like who they could like talk to and stuff like you know.

I2: Like just get along with.

R: Yeah because these fools they, they, they play too much. They play too much.

I4: Hm. R: We're not like, "Oh we're all serious" too, you know. We play too, but we know when to stop. They just – I don't know they do –"

Gambling

Some youth across camps mentioned gambling using points, Made Days, or BMP snacks as a currency to gamble with. Gambling occurs both with other youth and with staff. One youth at Camp Rocky explained it as a diversion, one in which the interactions between staff and youth are on a similar playing field:

I4: Oh okay. Do you ever play any of the staff in O.G., or no?⁶⁰

R: Yeah, like we play for that too like, like let's say a staff says – or chess. Like we play like random stuff. Or like they – a three-point shootout. Or like something small like, or a sport. They'll, they'll tell you like, "If I win, you owe me like this many push-ups, or like you owe me time at parade stand, or you, you owe me a Made Day, or whatever you want. I'll get what you want you know like I'll bring you a bag of chips, a soda, whatever you want." So yeah. Like they're, they're cool, you know? They look out for us.

One youth described how he and other youth make and gamble with homemade dice:

I4: Yeah. Oh okay. And you said uh sometimes you shoot dice for the Al Jones?

R: [laughs]

I4: Or what? What, what's the Al Jones stuff?

R: Al Jones is the snack you get. It's—you get snacks. Like every weekend. Um. It'll be like you got points. It's like money. We go buy—from the little shack thing right there. We buy bags of popcorn and fruit snacks and like Oreos and all—Hot Cheetos, Doritos, stuff like that.

...

I4: Do you usually win at dice?

R: Yeah.

I4: Yeah?

R: [laughs] I don't—I lost like twice though. I ain't going to lie. You feel me? I ain't— (....) I save. You feel me? To keep. Not just going to just taking my stuff. Shoot bro. You feel me? You shoot again. "Nah. Nah. I didn't—play with me." Then I get mad, "Alright bro. But don't talk to me bro." "Alright bro. Alright shoot bro."

I4: [laughs]

R: You feel me? And then yeah I shoot and I get my stuff back.

I4: And where do you get the dice to play with?

⁶⁰ O.G. is a card game.

R: You make them. [laughs]

I2: You make—

I4: Out, out of what?

I2: —dice?

R: Out of bread or tissue.

I2: How do you—

I4: Could, could you describe it to me?

I2 & I4: [laughs]

I2: How do you make like the sided thing?

R: Alright so like at dinner we get bread also too. So you take the bread—it come in saran wrap. What you do is take out a square. Like take out another bread to make the dice. Um. You form them in the, in the shape or whatever. And put them in the saran wrap. You let them get moist or whatever. You feel me? And you just let them sit for a couple of days. Then you unwrap them. Then you like lick your thumb or whatever. I—it's how I make mine. You feel me? I can't speak for everybody. I lick my thumb you feel me? And I shape it. Wrap it to a square until it's perfect. You feel me? And then I put them in a saran wrap for like [pause] until I come back from school. Then I take off the saran wrap and draw.

One youth may as well have been a professional gambler with staff excelling in dominoes⁶¹:

R: Because like staff like staff, you can play them for as many points as they're willing to go for. Because they don't, you know. So if I'm like, "Alright. We can play, we can play for 300 points. I win. Double or nothing. 600 points." "Triple or nothing. 900 points." Like that.

I5: How many points have you won out of staff?

R: The most?

I5: Yeah.

R: Um I won 900 points, a party size bag of chips, and a Dr. Pepper.

I5: [laughs]

I4: A two liter or like a—?

R: A two liter. All in one day.

I5: It sounds like a good day.

R: Yeah. He's like—Yeah. And he runs that. He runs the Al Jones store. So he's like a real gambler.

I4: He's a real bad domino player too.

⁶¹ It is important to keep in mind that a youth needs 20 points to make their day meaning a good week would yield approximately 140 points for the week.

I4 & I5: [laughs]

R: Yeah.

I4: He's like a stubborn loser.

R: I was winning all the time, and he's like, he doesn't like to lose. So, he's going to keep playing. He's like, "Okay. Like let's just play a game straight up for 200 points," after I'm like 700 points in him. I'm like, "Alright." Then I do that. Then he's like, "Alright. Well you can put up 400 of those points for a party sized bag of chips." Boom. And then I put up the bag of chips for a soda. And then after that he just like—he balls up the paper. And that's it. That's the most I've won.

I4: Yeah. Okay. Are there other staff that also like you know play like—?

R: Like right now um the, the dude that runs the Al Jones store owes me 300 points, but we're going to double or nothing it. And another staff owes me 150. And then another staff owes me 200.

I4: Hm. And what's your strategy for dominoes like how do you beat him that many times in a row?

R: Um basically what I do is—I don't put down—I don't try to like score every time. I try to keep it as low as possible, see what they have in their hand. Eventually lock it out, make them pull all the dominoes. And that's when I start to score. And then after that, they have all these dominoes in their hand. I count up all the dominoes, and get the points. The games go quick.

I4: Mhmm. Are you usually the winner for like all the games?

R: Mostly. Um I haven't, I haven't—I've only lost like three times. Out of the kids in camp. It's not like no kid that can say that, "Oh they're going to beat me."

I4: Mhmm. That's pretty good. How many like—

R: How many times I've played?

I4: Yeah.

R: I can't count them. I've played a lot. I've been here for a long time, so I've played over 100 times. And I've only lost three.

Plans After Release

Future Education Plans

When asked about future education plans, 46 youth (44%) said they were planning on going to college either at a two-year or four-year institution (and if not graduated from high school, finishing that as well), 19 youth (18%) were planning to go to a trade school, 30 youth (29%) wanted to finish high school without seeking further education, six youth (6%) had no plans to finish school or didn't know what their plans after release looked like, and three youth (3%) wanted to go to college and/or trade school.

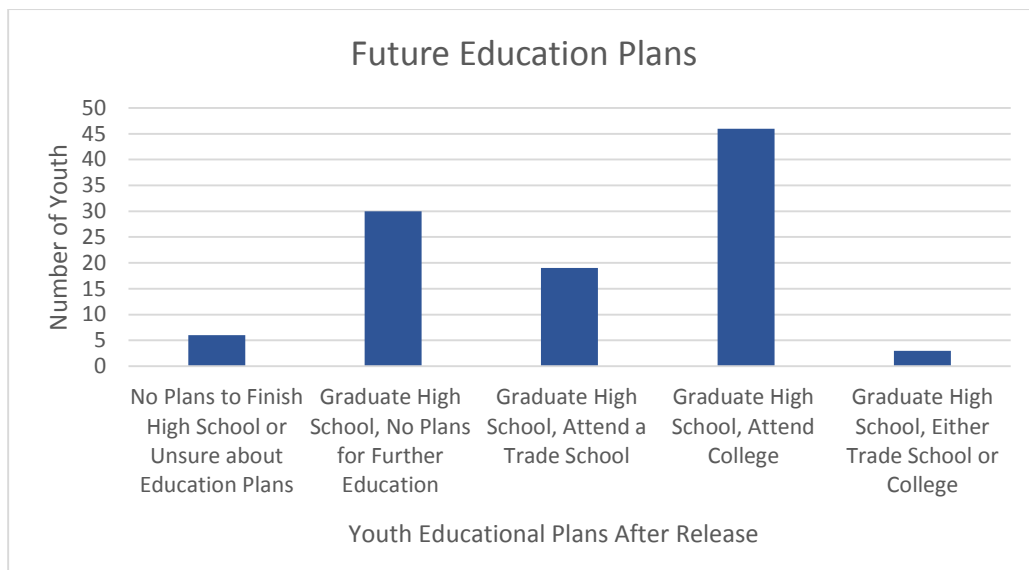


Chart 3.1 Future Education Plans of the Youth

Three youth wanted to pursue not only college, but pursue post-graduate degrees with one youth at Camp Scudder wanting to get her JD, another youth at Camp Scudder wanting to be an OB/GYN, and one youth at Camp Scott wanting to be an obstetrician.

Future Career Plans

In terms of future employment, 35 youth (34%) planned to get jobs after they were released (part time or full time). This was in addition to their stated educational goals above. A few youth wanted to become involved with helping youth going forward with one youth at Camp Miller wanting to go to school for social work, and one youth at Camp Onizuka hoping to ultimately become a high school counselor. There were five youth who wanted to be Probation Officers, with all five citing their knowledge of the probation experience as a main qualification. Two youth took a cynical view of the position with one youth at Camp Scott saying about Probation Officers, "They really don't do anything... they really just sit there." The other youth at Camp Paige felt similarly, "Like I mean it's not a hard job. It's everything like easy." Of the youth who wanted to go to trade school, seven wanted to be

electricians, three wanted to be welders, four wanted to be auto mechanics, and three wanted to be cosmetologists.

Though many youth had multiple plans for their futures, some of them were not as optimistic and worried whether or not they would be able to accomplish them. One youth at Camp Scott elaborated:

R: So it's, it's going to be hard, it's going to be hard though but yeah.

I2: Have they been unhelpful in any way?

R: Um no. I just wish like they could see both sides of like the story, my mom's and then, then me. Like see like, it's okay I could go to school but I could do this at the same time though. But they telling me like you can't go to school and you can't be in streets like gang banging and stuff then. You can't do both. Like they telling me you got to pick one but I feel like I can do both because I know some of my homies still go to school, have graduated from high school. So it's not, it's not impossible, it's possible. But while you is trying to earn your stripes out there, you do end up going to YA, county, or like prison.

I3: It just makes it more complicated I'm assuming right?

R: Yeah.

I3: To do –

R: Wait you said what?

I3: It makes it more complicated if you're still going between both of those lifestyles?

R: It, it is because the 18-year-old in here, she been in the gang life since she was 13 and she's telling me like "Yeah you could go to school but you in school but you're going to be wanting to go with your homies, bust missions and stuff." So it's not going to be easy she's telling me, but I'm just like, I don't know.

One youth at Camp Miller also discussed the difficulty of leaving the gang life when he is on the outs given how close he is to those friends. He explains:

"Uh. It makes me feel bad because I don't know like I have a lot of friends. Like you know those are my homies {friends}. Like I'll stay day and night with them. Like say we'll be out walk, walking the street like he had nowhere to go, I had somewhere to go. I tried taking him to my house. Like my mom kicked us both out, so I'm right there with him walking. You know like you're close. Like or people you went to school with—grow up. Some people like your best friend passed away or something like. I guess you—and just to leave it all alone it's going to be hard."

Discussions of Future Plans

Youth were asked who they spoke to about their plans after release. 55 youth (53%) spoke with their assigned PO, 36 youth (35%) spoke with mental health staff, 23 youth (22%) spoke with teachers, school counselors, or other LACOE staff, 20 youth (19%) spoke with Probation Staff other than their

assigned POs, nine youth (9%) spoke with their field POs and five youth (5%) said they spoke with a New Roads staff about their plan as demonstrated in chart 2.2 below.⁶²

<i>Staff Spoken With</i>	<i>Percent of Youth</i>
Assigned PO	53%
Probation Staff	19%
Mental Health	35%
Education Staff	22%
Field POs	9%
New Roads	5%

Chart 3.2 Who the Youth Spoke with about their Future Plans

When asked if talking about the plans had been helpful, 37 youth (36%) said who they spoke with was helpful and seven youth (7%) said who they spoke with was unhelpful. Six of those seven youth were referring to their assigned POs as being unhelpful. It is important to note that the youth interpreted the term “helpful” in a variety of ways. Some of those youth said staff were helpful because that person told them “not to come back” but did not provide any concrete steps, skills, or resources for them to use. One youth at Camp Paige revealed the planning for the outs was lacking in specifics but the advice to ‘be careful’ on the outs was particularly stark:

R: He just tells me like, “I’m giving you the opportunity to go home early. You know just stay out there.” I want to—because a lot of a lot of staff hear stories about kids. Like, “Oh so and so got shot and killed. Or so and so is doing life for murder.” You hear a lot of stories. You know? So they just tell you. He just tells me and like, “Don’t end up being one of the stories I have to tell.” You know? Because they’ll tell the whole dorm like during dinner. Like, “I don’t know if you guys know this, but such and such was shot and killed.” You know? He just says like, “Don’t don’t have to—don’t put me in that situation where I have to tell the whole camp what happened to you.”

I4: Yeah. Do you feel like the staff here are doing anything to like prevent that from happening? Like like has your PO like aside from telling you, "Don't do that." Are they saying like they're going to help you in another way or?

R: Not really.

I1: Do you feel like that helps you guys? Like hearing that, does that even help?

R: Nah. It makes you think like you’ve got to be careful when you get out there. You know? It’s a crazy world.

I1: And do you feel like he was helpful though in any way? Of like your plans after being released and stuff like that?

R: Well, not really. You know it’s some advice you can take.

⁶² Youth often identified more than one person they had spoken to, thus the total number is larger than the sample.

One youth at Camp McNair also discussed the efforts of his assigned PO. The information and support was similarly couched in a negative, 'don't get into trouble' type of advice rather than specific support to achieving his goals:

I2: And have you talked with him about your plans after you're released?

R: Yeah. He just told me like, "Don't get into no gang banging. Don't do this. Don't do that." Like because then it's just going to end up leading me into a place where no one even wants to be. You know?

I2: Mhmm.

R: It's just one little thing. Just—you're pretty much partying for one night and before you know it you're in jail for the rest of your life. And then he just told me like, "That's not a good place to be. Like you're better off just going to school. Like getting—going out and doing whatever you feel like doing." You know? Just do it in a positive way.

One youth at Camp Paige, in contrast, shared how his therapist and Probation staff listened to his interests and were proactive in providing him with information on how to achieve the goals he considered:

I2: So you've shared your plans with them after – like your plans for after release with them?

R: Yeah, yeah. Sometimes they are really supportive over it and um, yeah.

I2: In what ways have they been helpful?

R: Um, [pause] they tell you right from wrong all the time. You know I mean that's their job, that's what they're here for so. It's not really much, it's not really much that they can do. I've had you know, I've had my therapist and I've had you know other staff hook me up, because you know, I've had uh talks where I'm like, "Man, I want to go to the Marines." So you know I tell them you know, "Can you print me out a qualification of you know, what I need to do to be in the Marines?" You know they'll print it out and they'll bring it to me the next day. Uh, you know I've had my therapist print me out you know, some Cal Fire stuff. She did that for me, um, they're just, they're just with everything that's positive. They want the best for you, some of them."

One youth at Camp Rockey related a story where a therapist suggested to youth that they consider joining the military since his joining a gang means he must okay with killing:

"Like she was telling us like if you, if you like so like, like – you know how like people be like, "Oh I'm a gang member. I'll go kill this." Like, "If you want to do that, why don't you just go to the Army and get paid for it?"

Of the instances of people helping the youth, 48 times were tangible, specific actions such as helping them enroll in college or printing out information about careers and 34 times they gave words of inspiration or support. Additionally, of the 48 instances of specific assistance, five times were actions that had not been completed but that the youth thought would happen in the future (i.e. my PO will help me enroll in college). The following is the breakdown by staff and how youth described their actions in assisting them with plans after release:

- Education staff: Ten times they helped with actions and three times with words.
- Assigned POs: 17 times with actions (four promised future actions) and 15 times with words.
- Other Probation staff: Three times with actions and nine times with words.
- Mental Health staff: 17 times with actions and three times with words.

These patterns demonstrate that more often than not, education staff and mental health staff do tangible things for the youth, rather than just giving them words of encouragement. Other Probation staff are almost always there for words of support, but not necessarily action. The assigned POs give mixed forms of support.⁶³

Planning Habits of Returning Youth

This issue of consistent, specific plans is important, especially when put in the context of the many youth who wind up back in the camps. The story shared by a youth at Camp Onizuka is illustrative of the potential resignation, where after setting a 'last straw' that is passed, the youth resigns themselves to a cycle of recidivism. In this case, they concluded by discussing how more support was awaiting them this time, and that they hoped that they could right the ship this time around:

"So I'm on my, so when I get out like my first time I was like you know, I don't want to go back. But then I guess I stopped thinking about it. Maybe I should think about it more but it's like well I don't want to go back. You know I, I just don't think about it so I come right back. But it's like when I hear I'm going to go back to camp, I just mess, I just screw up even worse because I know I'm going to come back, like what's going to stop me. It's not, it's not like it's going to get any better. Like I already know, I've already been violated. I, you know I, I tested dirty so I mean I already know I'm going to go. So I just, I just take it as it is. But I mean that's why I need to change. Like I just need to stop doing drugs. And so my family's already moved, making right steps, you know getting me a car. You know getting me things so I can get on the right track. So I'm just trying to do things right this time."

One youth at camp Scott discussed planning for her return but was hesitant given her last experience after leaving camp where she reached out for assistance but faced barriers to receiving aftercare on the outs. She was supposed to get Wraparound services and follow-up mental health services, but was stymied and gave up on follow-through. Additionally, she said that the PO did not follow up with drug tests and other monitoring out of the assumption that this youth could function without testing serving as a deterrent. This youth only wound up receiving tutoring support and a job finding program, which didn't land her employment. She was later sent back to camp:

I3: Have there been any that have been unhelpful for whatever reason?

R: Mm probably the programs when I, like last time when I left, they promised me having me on wraparound and all these stuff on mental health, they didn't do it.

I3: What program was that?

⁶³ It is useful here to refer back to the fact that six of the seven youth who found the people unhelpful to their planning were specifically their assigned POs.

R: It was like, programs like – wraparound is they have Substance Abuse, family counseling, individual counseling and all that. So when I got out last time, I got out and I didn't get help from nobody. I called and they hanged up on me.

I3: Who said they were going to help you with that?

R: Um my therapist. And then she called me a week after – Tell me "Oh have they called you?" And I was like "No I called but they did this, this, and this." Because we were on winter break so – They told me to call back. And I did but they hanged up on me.

I2: So who was supposed to help you with that?

R: Um them, the wraparound or whatever –

I3: Do you remember the name of the, do you remember the name of the group?

R: My Probation Officer didn't do anything. Huh?

I3: Do you remember, is it like Probation or was it like an outside group or like who was supposed to help you with all that?

R: It was um, my Probation Officer is supposed to like press the issue for me to get on that, you get me? Because they say that sometimes they don't listen to us.

Placement

Youth often mentioned placement as where they were sentenced before being sentenced to camp. Some spoke about how they would AWOL from placement in the past and some talked about it being more lenient as compared to the camps. We interviewed three youth (one at Camp Gonzales and two at Camp Jarvis) who would be released to placement following the end of their camp sentence. One youth at Camp Jarvis described it as a “group home” that he would have to go to because “no one is fit to take care of me.” Each of these youth seemed embarrassed and frustrated about going to placement with some feeling upset that they could not be with their parents, and some feeling angry that they had to stay “locked up.” There also seems to be stigma around youth released to placement as having something wrong with them as described by a youth at Camp Jarvis who was not attending placement:

R: Get, get away from all the weirdos.

I5: What do you mean by weirdos?

R: Like little kids, like I don't know. I hate that.

I2: Are there a lot of little kids in your camp?

R: Yeah a lot. A lot of them. A lot of placement babies.

I5: Huh what's a placement baby?

R: Like they don't got not like nowhere to go like – Yeah. So it's like, like I don't know like they – I don't know what's wrong with them. It's just, they just don't –

I5: What kinds of things do they do?

R: Like, like do like weird stuff like weird stuff.

Halls

VIP's initial project proposal included interviewing both youth in halls and in camps. However, due to the fast turnaround of youth entering and leaving the halls and the time needed to obtain a court order for youth interviews, VIP was unable to interview youth currently housed in the halls. However, the interviewers did ask the youth about their experiences in the halls and/or it came up naturally in their interviews. Youth would bring up the halls as a point of comparison, for example the quality of food at camp was often compared to the quality of food at halls, or in discussions where the camps and halls are intertwined, such as experiences in the SHU. Many youth reported being in multiple halls. Of the youth we interviewed, 75 youth (72%) had been to Central Juvenile Hall, 68 youth (65%) had been to Los Padrinos Juvenile Hall, and 79 youth (76%) had been to Barry J. Nidorf Juvenile Hall.⁶⁴

Living Conditions

Living Spaces

One of the main differences between the halls and camps is that the halls house youth in individual rooms and the camps use an open dorm model. One youth at Camp Smith described the models of the halls succinctly, "Yeah. It's called the halls, because it's literally a hall. With rooms in each side, so every time you go in there, they lock your door."

58 youth (56%) expressed not liking either the housing in individual rooms and/or the amount of time spent in the rooms; Many youth said that most of the day is spent in their rooms.⁶⁵ Youth use words like stressing, boring, frustrating, and claustrophobic to express their experiences in the room. One youth at Camp Miller related a heightened level of stress brought on by the rooms saying "It's, it's distressing. I don't like being in a room like that, like closed in." One youth at Camp Onizuka related feeling stressed because "you're in that room. And that room, I don't know. It feels like the walls start closing in on you." One youth at Camp Paige associated the rooms to a mental institution due to the color of the room and the size saying, "I mean it's not small, but it's like you feel like you're in the – in the mental house or something, it's white."

There were ten youth who liked the room set up as it provides a semblance of privacy, which is not often available at the camps. Three of those ten youth liked having their own space but also commented on disliking the amount of time they spent in their rooms. One youth at Camp Paige described, "That's the only thing I like about the halls. Like you get your own little privacy."

Echoing a concern placed under the Safety & Discipline section regarding youths' experiences in SHU, multiple youth identified that they are not always heard knocking for restroom breaks from their individual rooms in the halls. Youth shared that they wound up urinating underneath their door or urinating into a towel in the middle of the night because no one would answer their knocks. One youth

⁶⁴ 20 youth had not been to Central Juvenile Hall, and nine youth did not disclose about whether they had been to Central Juvenile Hall. 28 youth had not been to Los Padrinos Juvenile Hall, and eight youth did not disclose about whether they had been to Los Padrinos Juvenile Hall. 17 youth had not been to Barry J. Nidorf Juvenile Hall, and eight youth did not disclose about whether they had been to Barry J. Nidorf Juvenile Hall.

⁶⁵ We do not have an approximation of time spent during the day.

at Camp Afflerbaugh related his experience in Barry J. Nidorf Juvenile Hall, and that of his cousin in an unspecified hall:

R: Like in Sylmar, Sylmar – I hated Sylmar. Like in the middle of the night, you would have to um, knock on the door. And sometimes the staff wouldn't go to the door. So um, kids would be peeing on, under the thing so it would go in the hallway, and then um piss on the wall. Sometimes, I kept my towel because, they would never open the door for me.

I3: Or like – Uh huh

I1: Wow.

R: I kept my towel, and I would just pee on the towel and go back to sleep, and in the morning I'd take it out.

I1: Oh, that's not fair.

R: Yeah.

I3: What is it like the staff doesn't walk around or they just –?

R: Yeah the night staff, night staff is just sitting right there in the um, their little room right there all day. All day.

I3: They don't really check?

R: Yeah, they don't really check.

I1: Mm.

R: You would have to bang on it, like kick the door loud. And I don't like doing that because I'll wake up everybody.

I1: Hm, and does that happen a lot?

R: Yeah.

I1: Them not opening doors?

R: Even um, my cousin, my aunt even told me that my cousin used to, used to do that because they used to never open the door. She's like, "he used to just pissed on his, on the floor and go back to sleep." They'll make the messengers clean it the next day.

Bathrooms

The one aspect of the hall bathrooms that youth discussed was the showers. Five youth regarded the dividers in the shower stalls in the halls as better than the open shower format in the camps, appreciating the privacy it offered. Four youth also stated the showers in the halls are shorter than compared to the camps.

Outside Time

Fifteen youth said that their recreation time was once a day and was 60 minutes or less. Six commented that this was not enough time and three said that the outside time was too strict or that everyone was forced to participate, unlike the camps. Also a few youth highlighted enjoying playing kickball at the halls. They brought this up and noted that kickball is not a popular activity in the camps.

Food & Water

Food in the halls is generally regarded as worse in quality and smaller in portions as compared to the camps. There were 36 youth (35%) who indicated that the hall food was bad and/or of worse quality than camp food. A further 32 youth (31%) indicated that the hall food was smaller in portion size in comparison to the camp, or too small in general. Youth even complained that in the halls they would often go to bed hungry, sometimes due to the low quantity of food and sometimes due to not eating because of poor food quality.

There were ten youth (10%) who said the quality of the food was the same in the halls and in the camps, however the portions were smaller in the halls. Nine of these ten youth resided at a Challenger camp which reflects a pattern identified in the Food & Water section where youth claimed that food at Challenger was very similar to hall food.

Six youth (6%) said they liked the food at the hall or were able to identify at least one meal that they enjoyed. Seven youth also described that the food at the hall came on a plastic plate covered in saran wrap; they believed these meals were microwaved prior to their consumption.

Education

The youth provide mixed reviews on school in the halls. Overall, the school was not identified as a major issue among the youth. Seven youth said that camp school was better than hall school, six youth said camp and hall school were the same, four said the hall school was good with no comparisons to camp, and two said school was better in the halls than in the camps. One youth at Camp Jarvis felt the teachers in the halls treated them with more prejudice than those in the camps given their incarceration and presumed criminality:

R: Nah because you know some—I don't know it's just like [pause] because in the halls sometimes the teachers be like [pause] like I don't know. Like I don't—I can't I can't explain it but [pause] because they be—you know some teachers be—well, I don't know. Some you know and some of the halls some teachers be like discriminating or just stuff like that.

I5: Mm.

R: Because we're juveniles.

I5: How how will they discriminate?

R: Like just like they'll just—you you you know you know because they be treating you different. That that's like in the halls. Right here like they're like real teachers.

I3: Do they have like less patience in the hall? Is that what you mean or?

R: Yeah, less patience.

I3 & I5: Mm.

R: Like stuff like that.

I5: And you said they're discriminatory, so does it happen to certain groups of kids or (just) certain kids—?

R: Just to us because we're juveniles. They just kind of (...).

I5: Oh, okay. So it's like everybody in the class are discriminated against.

R: Yeah. Like they think like you know we're all bad or something.

One youth at Camp Scudder identified a math teacher whose pedagogy made math easy and language arts engaging.

I4: Yeah. And you said uh, at Central you like how kind of like how school was like it would –

R: Yeah.

I4: Can you tell me more about it?

R: Well, Central's like – one the teachers um, her name is, her name is [Teacher #12] Or –

I4: Mhmm.

R: She's like the strict teacher but she makes math easy, you know? And she talks about, she helps out, and um for Language Arts it's like fun because the way the teacher does the like, the problems and helps the like, with like the words and everything like it's fun.

I4: Mhmm. And it sounds like the teachers there were like getting you engaged you know, with the work.

R: Yeah because usually on the outs I'm just like ugh you know? But in here it was like you know, they make it fun so it's like I'm into it and I did my work.”

Programs

Programming seems to be minimal at the halls. 12 youth said there were no programs and two of those 12 said there would be if you counted the outside recreation as a program. Eight youth said there were not enough programs. The few individual programs mentioned by youth were Freedom Writers, InsideOUT Writers, religious services, parenting classes, and brief jobs such as the KP which hands out the meals in a similar manner to the KP position in the Challenger camps. Three youth also identified that Los Padrinos Juvenile Hall had the most to do or the most programs available to them.

Probation Staff

It was clear through the interviews, that youths' experience with and perception of camp staff are different than hall staff. Whereas camp staff would be highlighted as good because they listened to the youth or tried to help them, hall staff that are positively viewed are generally said to be “cool” or “alright.” Due to short hall stays, the youth are often not exposed to staff long enough to create lasting relationships.

Similar to the camps, there is a mixed review of the probation staff at the halls. 18 youth generally liked the staff from at least one of the halls and 13 did not like the staff from at least one of the halls. There were a few youth that overlap liking one staff and disliking another. The staff at Los Padrinos Juvenile Hall received the most positive reviews with five youth highlighting their staff, with the exception of one negative review.

One youth at Camp Onizuka described an issue with multiple staff members in the halls who this youth adjudged to be racist. He reported one of the staff used racially coded language to denigrate the youth's deceased mother. Another staff reportedly tried to console the youth about what the staff had said saying "at the end of the day, she's just a female":

I3: Anything else about the halls that you didn't like?

R: Umm, pretty much – oh I didn't like the staff over there.

...

R: Yeah. The staff I didn't like was [Probation Staff #12], she was racist –over there in Sylmar.

I1: Mhmm.

R: And [Probation Staff #13], I didn't like her, she was racist.

I3: What did they do that you felt was racist towards you?

R: Um, well one of the staff called my mom a ratchet ass hoe {ghetto dirty slut}.

I1: Oh my gosh!

R: uh, yeah one of the staff called my mom – that was [Probation Staff #12], she called my mom a ratchet ass hoe. And I said "What did you say?" And she pulled out her pepper spray, and she was about to spray me. I'm like "You really going to spray me after you done called my mom –" and my mom is RIP {passed away} too. She been dead for like eight years, she passed away when I was ten. So she called my mom a ratchet ass dirty hoe.

I1: And did she know this?

R: Yeah she knew, she knew that my mom passed away, and I really didn't like that and stuff. And [Probation Staff #14] was one of my favorite staff. And he told me about how she is and stuff like that, and he, he told me "At the end of the day, she's a female." But I'm like "That's no excuse, she should know better, she's grown" and stuff, and I really didn't like that from her. That racial comment, I didn't like that.

One youth at Camp Onizuka also shared a specific incident they encountered with a staff member at Los Padrinos Juvenile Hall. He wrote a grievance about the incident, where the staff insulted his mother, and the staff member in question followed up with him telling him he's supposed to be a "hardcore gang member" and taunting him repeatedly calling him a "snitch" for reporting her behavior.

I4: Can you tell me about a time like?

R: Like my last my like—January, me me and this staff named [Probation Staff #48] got into it. That she got to talking about my mom and stuff. My dead family. Then we got into it—

I1: Oh my god.

R: She got in my face like, "I want you to hit me! I'm going to beat your a—nah, nah, nah, nah, nah."

I1: Wow.

R: Yeah. Since wrote a grievance, grievance went to the Supervisor. Supervisor didn't do nothing about it. The next day, she know about the grievance. She up here, "You a snitch. Nah, nah, nah. You supposed to be a hardcore gang member. You're a snitch. Nah, nah, nah, nah, nah." "Man, you're a snitch! Because if I hit you, you're going to snitch on me." "You damn right I'm going to snitch." Like just—

I1: Yeah.

R: A strict lady with a badge. That's—

I1: That sounds terrible.

R: Yeah. Them staff was out of control.

I1: And would that be with like every staff? Like were they all kind of like that?

R: Most of the staff was out of control in LP. I ain't going to lie to you.

One youth at Camp Onizuka described a night where someone was banging on the door of a cell in Barry J. Nidorf Juvenile Hall and the staff thought it was the youth attempting to start "hoo-banging." According to this youth, they requested that he leave the room but he refused because he did not want to be placed in SHU. In the ensuing encounter, he dragged his feet and generally was uncooperative. Staff responded by clotheslining the youth and using force. Here is the youth's description of the incident and subsequent stay in SHU:

R: And if you banging on the door or something like that, they going to extend your time. Like when I was in um, Sylmar, I got in, I got into it with — I didn't even get into it with the Supervisor, they said I was hoo-banging. But it, it was somebody next to me. But they called the um, it's, it's a like security.

I3 & I2: Uh huh.

R: It's just more — it's like a group of Probation staff that's in like a pod, like the B pod. So they came, and they uh told me I was going to have to come from up out of the room or they was going to snatch me out.

I3 & I2: Mhmm.

R: So I sat there like, I'm like man I ain't trying to go to the SHU. Like you all know you can't handcuff me. After a while they talked to me and I just got handcuffed but then I'm like man nah, like I'm not going to the SHU. And I started trying to like, like refuse like I kept putting my feet like this and they was trying to drag me. So one of the, one of the bigger staff named [Probation Staff #15], he clotheslined me.

I2: What does, so what does that mean?

R: He clotheslined me with his, with his forearm like —

I3: [demonstrates swinging arm out across at chest height] Like that?

R: Yeah like that.

I2: Oh.

R: And I almost flipped. Like I fell on my head and then he put his, he put his um, his forearm around my neck. Like so I was kind of choking. And then I fell on the, I fell on the back, when I fell on my back the cuffs tightened on my wrists –

I3: Mhmm.

R: And I asked them if they could loosen them up and they didn't loosen them up. I mean the scar probably gone now, but uh, like the uh cuffs went into my wrists, like they cut into my wrists. They pierced my uh, the skin. So I has to walk, I walked to the SHU and then they, it took them like ten, 15 minutes to get them off my wrists because they was stuck on. So it's just like, all the stuff we be having to put up with.

I2: Which hall was that?

R: That was in Sylmar.

I2: Sylmar.

R: And I sat in there for two days. Like so they made me go through the whole little have – I didn't have nothing in my room.

I3: How long –

R: They gave me, they told me I could have a bible but then I thought about it like how come they can give me a bible but they can't give me a regular book? Saying that I can't get a regular book because I'm going to have to move to one – it may come a time where I have to move to the other side and I don't need to have nothing with me. But I got, I could have a bible with me.

I3 & I2: Mhmm.

R: I'm like that don't make sense.

I3: In terms of having not having things versus having things right?

R: Yeah so –

I2: Yeah.

R: It didn't really make no sense to me. It just made it – I kind of felt like they were just doing that on purpose.

Safety & Discipline

Many youth identified the halls as being more strict than the camps. Youth highlighted parade rest, or walking in a straight line with hands behind one's back making a diamond shape with one's fingers, as a staple of the hall. One youth at Camp Gonzales even said it was so ingrained at the halls, that the camp staff had to keep reminding him that they don't do that in camp. Youth frequently used the word strict in describing both the rules and their enforcement.

A few youth also mentioned not knowing how the rules worked because they had never been explained to them. They reported there was no guidebook or orientation provided to explain the rules of the institution. One youth at Camp Miller described his introduction to LP, and breaking various rules that were never told to him:

I5: Okay so I want to transition a little bit and talk about the hall. So you were at LP?

R: Yeah.

I5: Can you tell me like – tell me a little bit about K – or LP. What was the experience like?

R: Well it was my first time, uh, like getting locked up.

I5: Mhmm.

R: So I didn't really know what to do. Like my experience was like, it was kind of funny because um, like when I wake up, when I woke up they had told us to like break down our beds and um – no to make our beds. And I guess like they opened the door for us, because we had to leave our pants and our shoes out. So yeah, like I closed the door and you're not supposed to because like they count to three and like you open the door to get out, and then you got to eat.

I5: Mhmm.

R: So I guess like I was new to I, so I didn't know what to do, and I was like you know locked in there. And I don't know it's just like my experience in there was like [pause] I don't know it wasn't, it felt weird, you know? Because it was my first time, I don't know. I don't know how to explain it. Yeah.

I5: What do you mean you had to leave your pants and your shoes out? What do you mean?

R: I don't know like, they can't like, we can't sleep in our pants like they would have to tell us like –

I5: Oh, you have to like give your pants up before you go to sleep?

R: Yeah, you'd you have to leave it outside your door with your shoes.

I5: Oh.

I3: What do you do if you're cold?

I5: Yeah.

R: Then you're cold I guess, I don't know [laughs] Yeah, it was cold too, because the AC would always be on.

I3: Mhmm.

R: Like damn, it'd be cold but you get used it.

Relative Freedom

A unifying concept that 20 youth (19%) used to describe the difference between camps and halls was the word freedom. These youth all related that they had more freedom or were more free in the camps than in the halls.

Camp or Hall Preferences

Though not every youth answered this question directly, many brought up the comparison themselves. 29 youth (28%) said they preferred the camp over the hall and five youth said they preferred the hall over the camp. For those that preferred the hall to the camp it was explicitly due to degree of privacy in their own room.

Other Hall Considerations

Nine youth identified Los Padrinos Juvenile Hall as the best hall or one that they prefer in regards to the others. A few youth mentioned Central Juvenile Hall and overall they found it fine. Six youth said that Barry J. Nidorf Juvenile Hall was the worst as it was the strictest and most depressing of the halls. One youth at Camp Onizuka, who had been at each of the halls, describes Barry J. Nidorf Juvenile Hall as an entirely different environment, emphasizing the compound itself as imposing:

R: Sylmar boring.

I1: [laughs] Why was it boring?

R: I don't know. It's like—I'm used to Central. And LP. So it's like—Sylmar is like a different environment. Like they really like kind of strict. But it's cool. But I don't know. I just—I didn't like the whole setting of it because you go the compound. So it's like when you see that, it just makes everything depressing.

I4: Mhmm.

R: You see some of your boys that you was in camp with or you smooth with. And they got to see you through a gate, you know. You can't really have no conversation with them, so it's just like—I don't know. It just—it got like a—I don't know. Just the mood, the feeling, it ain't, it ain't smooth. Like, like we really kids. You mess up, but you feel me—But, they got, they got this thing built for us to go to prison and stuff. You know we put ourselves there, but we still kids.

I4: You talking about over at Sylmar?

R: Yeah, so that's kind of sad. And at Central, it seems like you know—like you feel me—it feel like you get to be a kid, you know. But once you see that compound, it's like reality sets. Like damn. They're really trying to send us to YA, prison. Got a homie in there right now, so it's just like damn. You got to make better decisions. So that's why I was just like I don't like Sylmar. I don't like the vibe I get from it.

I4: Could you tell me what it looks like?

R: Uh you've ever been to a prison?

I4: [nods head]

R: You ever seen the outside of a prison?

I1: Mhmm.

R: Like that. Gates all around it. Half the kids is kids. They don't even get to um—like once they—say they got to go to the nurse or something— they got to have they legs and they feet shackled. Like they like really like killers or something, you know. So it's just like that ain't

smooth. If they got to go—if they want to go to rec or the gym, they got to lock down all the gates, so they could just be in there. Or they just—I don't know. The school. You got to walk in a gate. Like I don't know. It's like you really all closed in.

I4: Yeah.

R: You don't really get to enjoy the beauty of you know playing on the grass, playing kickball, or something. You don't get to enjoy that. Because they don't even get to play kickball. So it's just like damn.

I1: So it feels more like a prison?

R: Basically.

Court Experiences

VIP was asked to speak to the youth regarding their court experiences originally to assist with another County research project that concerned court experiences of Probation youth. The Court did not allow the questions that were outside the scope of the Board motion and presented potential violations of attorney-client privilege. VIP asked one generic question: How was your court experience? The data retrieved in this section was rather general about experiences as a whole.

40 youth (38%) said they did not like their court experience highlighting issues with their Judge, their attorney(s), or the process in general. One youth at Camp Onizuka felt that his court experience silenced his experiences:

I3: How was your court experience like in general?

R: I mean it's, when, when you could first, your first time ever being in there – It's hard because some of them, sometimes they let you talk. Some, some of them don't let you talk, so it's kind of hard. You be trying to like talk to them and stuff like that. Say how you feel about the situation that you're in. And they don't really understand like, they don't understand what you've done been through, so if I done rob somebody it was probably because I didn't have no food. Like you know what I'm saying, so it's like they don't really understand what you was going through. They don't understand the struggle that you've been having.

I3: Mhmm.

R: They don't understand that maybe you all were starving. Maybe I could see my ribs in the mirror. Like you know what I'm saying, without sucking my breath in. So it's like maybe I had a daughter I had to feed. You know what I'm saying. Maybe I had a family I had to feed period. Maybe I'm out on my own. Maybe I'm independent, maybe my mom's kicking me out of the house. I ain't had nowhere to go. I had to, for me I had to make it happen by myself. No family. So it's like they don't be understanding that so it's kind of hard, like you be, you be wanting to just go off in there because they don't understand what you've been going through throughout your life for you to be put in these certain situations where you've got to do, like resort to violence or negativity just to get by.

I2: Mhmm.

I3: They kind of ignore the whole context of like everything.

R: Yeah. Like me growing up, I always said I don't want to get rich, I want to get by. Like, because I done seen how my peoples done struggled and stuff like that.

One youth at Camp Smith felt that his attorney and the Judges were only looking out for themselves and not his best interests:

"I mean, [pause] they're – all they're looking for is to get money, so they're not going to help you get out. And then, you know, if you're, if you're a smart person you should realize that. You're like, "I'm going to get locked up." Like "Fuck it, I'm getting locked up." Because the lawyer is not going to fight for you because you're not, your parents are not paying him to f – you know to fight for you. It's just, just a Public Defender. So, he's going to try to do something, but at the

end, nothing's going to happen. You're going to get locked up. And then it also depends on how the Judge feels, and then your criminal record, like you know, how much, how much of a record you have. How fat your, your files are. And, yeah just be nice to the Judge."

29 youth (28%) said they felt nervous or scared because they did not know what to expect from their court process. One youth at Camp McNair described his court experience as "Alright... Not too good. I I was like you know nervous, anxious." One youth at Camp McNair outlined how the physical space of the courtroom can be intimidating:

"Let's see. My court experience. I don't know. Whenever I go to court, I, I just kind of like—I don't like looking at the Judge. I feel like he's scolding me down. So I just—I, like I try to look at him, but then I just go sit down. So it's, it's almost like intimidating. Because the Judge is sitting so high, and you're sitting so low. So it feel like you're just, like you really did something super, super bad."

26 youth (25%) liked at least one aspect of their court experience including the process, their Judge, or their attorney(s). One youth at Camp Mendenhall found his attorney helpful because they pushed for a longer camp sentence so that he could graduate from high school rather than a shorter County sentence. It is interesting to note that youth who liked their Judges often highlighted that their Judge gave them chances even with one youth at Camp Jarvis sharing that he had been "locked up" ten times and his Judge continued to help him.

Eight youth (8%) said they did not expect to be sentenced to camp. Some of these youth were angry that their attorney had told them to expect placement and others were simply confused on how the Judge came to a camp decision. With these seven youth, especially those who were sentenced on first offense, they felt it was unfair that other youth had been given chances, but they were sentenced their first time. One youth at Camp Gonzales elaborated:

"That was a weird court experience because I feel like, I feel like my Judge just kind of like judged me by the book, like the cover. Yeah, that, that saying. And I kind of looked like a bum to be honest so, she kind of just straight up looked at me and was like "Yeah, this kid needs to be locked up." She didn't really tell me why I was being locked up or why I got five to seven months camp. I feel like I shouldn't have got camp for my first offense but she – that's what I got."

Seven youth (7%) also associated their family with the court experience. One youth at Camp Miller said that he hated that his family had to see him in an orange jumpsuit in court. The first thought after hearing her camp sentence, from one youth at Camp Scott, was that she would miss all of the fall and winter holidays. One youth at Camp Afflerbaugh describes how tough it was seeing his family and how strict the Sheriff was in response:

I2: And then just to um, going way back for about juvenile court, what was your court experience like?

R: It was sad, because I, I seen my grandma and my family in the stands. I can't even go give them a hug. I had to go against the court, the sheriff's word like "Oh, don't say nothing, don't, don't wave to them. Nothing." On my way out I still yelled out like "I love you grandma. I love you sister." I left. I didn't care the consequence. There was no consequence but – They were just so strict about that.

I2: Mhmm.

R: And like you never know how long it's going to take until you see them again. So I, I'll easily take advantage when I see them. Like I'll let them know what are my plans and what I'm sorry about. Sometimes I do feel like they just think I'm playing it the same, but my actions sometimes show different.

One youth at Camp Miller discussed how difficult it was for his mother to have to watch him in court:

I1: What was your court experience like?

R: Horrible. [laughs] It was horrible. Because I had the DA like going against me. Like the DA was the one that really recommended camp. Like the DA—the Judge was really cool. But the DA was just pressing the issue of like he's going to camp. He needs to go to camp.

I1: Mhmm.

R: So my court experience was jacked up. And like watching my mom go through um that was real jacked up. Having to watch her go through it. She never expected me to do what I did, you know. And it just—I knew it hurt her because it was just extra stuff on that—that just got thrown on her plate. And she didn't have—she shouldn't have to do it.

I4: Hm.

R: I would rather me go to court and like by myself than like have my mom and go through it and hear like what they're saying to me and stuff. Like it's jacked up. That's what hurt me most. Like a couple of my court cases I got teary-eyed because I saw like the hurt in her face and stuff like that. So that bugged me.

Youth viewed the court experience as emotionally charged. They identified that the courtroom itself is intimidating, knowing that their future is in the hands of the DA, PD, and the Judge.

Dead Time in Halls

Multiple youth also lamented the “dead time” in the halls waiting for the Court. Before they have a trial or come to an agreement, they spend time in the halls or if they are sentenced to camp, they sit in the halls until the camp is ready to accept them. For some of these youth, they spend weeks, sometimes months in the halls and none of it counts towards their sentence. They often find this frustrating because their five to seven month sentence may actually account for a year of total incarceration. One youth at Camp Gonzales stated plainly, “It doesn't count, if it would have count, I would have been home already.” One youth at Camp Smith echoed this language of the time not counting in describing the concept of “dead time”:

I1: So it's just a lot of waiting around until you get sent to like camp?

R: Yeah. That's what it's called, dead time because it doesn't even count. Like if you get sentenced to camp, the time that you're doing in the halls, doesn't count for the time that you're going to be doing, so it's just dead time. ... It's just two months doing nothing.

One youth at Camp Paige described this period of waiting as being used by the prosecutor in his case to compel him to take a plea deal rather than proceed through a trial:

I2: And other big differences between the halls and the camp?

R: In the halls you're just waiting like, it's pretty much just a place to wait like, what your case is going to look like you know? You're just basically right there just waiting dead time. Like what your Judge is going to do with you. Is he going to give you a couple of years, camp, what's he going to do you know?

I3 & I2: Mhmm.

R: So you're just right there fighting your case for a couple of months. And then they're like "Alright like so what do you want to do like when – like they give you deals. And then like you decide to take them or not and if you don't take them you still got to keep going back to court. And it's like you go to court once a month. So like if you're like "Oh nah don't take the deal." They'll be like "Alright come see me next month."

I2: That's a long time to wait.

R: Yeah. Or sometimes it's like two weeks. They'll be like "Come see me in two weeks."

Enrollment in Programs for the Court

The Court also came up in other parts of the interviews, namely when discussing programs as eight youth claimed to join more programs so that it would look good for their Judge. One youth at Camp Rockey explained why he enrolled in extra programs:

I4: Hm. And what made you want to uh sign up for the other class that you weren't even like supposed to do?

R: Because um the, like the – when you first come, the staff will tell you know like, "The more programs you have, the more positive stuff you have, that's how you get your early." So then, I've been, I've been um attending like every class I could. And that's what helped me out. Like the Judge was happy to see that. Like when I, when I go see her. She told me like, "Oh you know like this says a lot. You're maintaining. You're handling business. You're joining stuff." So then she told me like, "I'm going to release you." So I'm, "Alright."

Best Part, Worst Part, & Changes

The last three questions of each interview were: (1) What is the best part of Probation? (2) What is the worst part of Probation? And (3) If you were in charge, what would you change? Through the course of each interview, sometimes youth would reference the worst or best part and make suggestions for change even before these questions were asked. Though most of these answers come at the end, a few come from throughout the interview. If the youth did not identify a best or worst part, the interview team asked them to identify positive or negative aspects of their experience. Additionally, the youths' recommendations listed here do not cover every suggestion made; many other suggestions are included throughout the various sections. Also, if the youth suggested adding specific programs or more programs in general, those responses can be found under the Programs section.

Best Part

39 youth (38%) said there was no best part or nothing "best" about Probation. One youth at Camp Smith comments that there was no best part and that the probation rules on the outs are designed to "bring you back" with all the little violations:

I3: Um, and then just like some big questions before we finish up. Um, in your opinion what has been the best a part of probation?

R: Ah man nothing. Nothing at all man.

[everyone laughs]

R: All it does is bring you back. Even if you're doing the right thing. I've seen that happen to a few of my friends. Um, I've even had friends who that don't gangbang, don't do nothing at all with they life but listen to what, you know they parents are telling them to do. Go to school, do this and that. And somehow I don't know it's some friends I have it's like, "Man, how in the hell are you on probation? Like, what did you do?" and it's like, "Ah man, like I didn't go to school." Seriously? Seriously bro?

[laughs]

R: Like, and brought him here, basically. If you – once, once – I mean Probation can get you for any, any small little thing Probation can get you for. And, one of my friends man, I'm all like, "Man, you better start going to school then man because I'm telling you, once you hit them halls man. [pause] It's going to be a wrap bro, they going to have you for sure. And all you have to do is like – go to school. And I'm like, "I could've did that by myself." You know like – [everyone laughs] **R:** To get off probation, you know I could've did that. You know, I would've did that man, go to school to get off probation but – Hey, guy didn't listen so now he's also back and forth, back and forth, back and forth. But it's just because of probation, though. He doesn't you know – He's a good fella. {good fellow} He's a good fella, he doesn't do nothing major, you know, he don't. Doesn't gangbang, he's a cool, he's a cool dude.

I3: It's just like the little violations?

R: Yeah, it's just the little violations.

26 youth (25%) said the help and support they receive (often said in general from the camp, hall, and/or Probation on the outs experiences) was the best part of their experiences. One youth at Camp Scott elaborated on why she feels Probation was a good learning experience full of resources for her:

"I know this is probably weird but just being away from home like, for God saving my life like just not to be out there to just to keep doing the wrong. And I don't know. Everybody, all the minors say like, all the females here say like "Damn why I am I here." Like that's what I always say but I got to think about it like I'm in here for a reason, like to save my life. Like the, they, we get put in here on pro – like, we violate, okay. Our PO put us in here to like a lesson learned, as a lesson learned. To learn our lesson like, to do better when we go out and like to keep us safe. Like by, either your mom not doing the right thing or you just not wanting, like not follow the, the um, the things of your, your probation. Like you're just not trying to follow the rules. But here like, you learn different stuff. You learn how to control your anger because when you get to county or you get to YA or you get to prison, you ain't not going to have no therapy, you're not going to have no therapy sessions. You're not going to have no family therapy and stuff. Or your mom not going to just be able to come up here to drop personals off. You're not going to get none of that, like you're going to have to put on, like money on your books. This is like easy, this is the easy road. This is nothing compared to the county prison. It's just getting – I feel like the system is getting us ready for it. Like camp is getting you ready for that. Like but I'm not trying to get ready for that. I mean I want this to be my last time and I hope it is going to be my last time because I'm not going to say it's hard but it is. It is hard to like be away from your family because I'm used to living with my mom. You know used to eating my mama's food. Like not for the county providing me clothes, pants, wearing the same pants until Sunday we turn our, our pants in. The same shoes. And yeah. It's just like, you're just off in here. So."

22 youth (21%) said that the relationships they formed with POs was the best part. One youth at Camp Gonzales talked about the positive relationships with his PO, where his PO even came in on his vacation to help him:

R: The most positive is like well just everybody just—they help you out. You know like with whatever you need. With everything you need. You know? It's like they're going to be there for you know. You need somebody to talk to—even if it's not them. You know like they'll you know bring somebody. Call somebody. You know? Or somebody to talk to. Somebody you trust. You know? My PO actually you know—once I needed to talk to him really, really bad. This was about my case you know. Because you know like oh somebody said that I was going to deported.

I1: Mm.

R: And actually he was on vacation. He didn't care. He came over here in the same day. You know he checked. And he's like, "No. The court hasn't said anything about you being you know like getting deported." And then, "I was like"—I like came down. I was like, "Damn. Thank god, it doesn't say that." You know like he took his time. You know like he took his time. He's not even supposed to be here. You know? And like he just like came over here like quick [snaps fingers]. You know he had read about 50 pages.

I1: Whoa.

R: 50 pages you know just to see if there was anything about it. It didn't say anything. You know? And yeah you know.

I1: Yeah, so they're like really helpful?

R: Yeah, they help. Like they pay attention to you so much. You know?"

19 youth (18%) said school (being forced to attend school, being able to graduate, and/or recovering credits) was the best part. One youth at Camp Gonzales said "Mm honestly I think if I would have never came to jail, I would never have my high school diploma."

Eight youth (8%) said that the programs were the best part with four out of those eight youth identifying the sports program at Smith as the best part of their Probation experience. Seven youth (7%) said that the best part was going home or leaving. One youth at Onizuka spoke about being away from family and looking forward to going home:

"Pretty much just getting people home. That's pretty much all they want to do is get people home. So it's like when you do good, they're going to help you. When you're not, they're going, they're going to go another way with it. Pretty much that's all they want to do. They, they just want to see people go home. Some of them I guess are thrashers because they want to see people go home. They want to see people live I guess. Because they said 99, 98.9% of them are going to die or go to county or do something when they get out. And to me that's all the people that I know that's came out of camp, that's happened to. One of my friends that I was here with that I, that I knew from out here but I didn't know him know him, stuff's happened to him so it's like it's, to me it's true. Like and it's like that they either, they say they either come back to jail, end up in county, or dead. And that's pretty much true. Like everybody that I know either come up in county, die, or come back. So when that's, that's why I try. This is my last time I'm not coming back. I'm not going to say never but I hope I'm not coming back."

Four youth (4%) said that the best part was that it keeps you sober. One youth at Camp Onizuka elaborated:

I1: Mhmm. Okay. And what has been the best part of probation, if there was any?

R: Um. It's like the the drug part. They try to keep you off drugs. You're talking about here or out?

I1: Overall.

R: Yeah, they try to keep you off drugs. But I feel probation is a set up. Because [pause] once you're on probation any little thing, you're going back to jail. Any little thing. So that's—I don't know. To me I feel they think that's going to change somebody. But when it's somebody that's already been in this life, it's like [pause] living the life that I live. It's hard to change it. So I feel it's a set up to me.

I4: So you feel like they keep trying to—they're just like out to get you rather than help you?

R: [pause, nods head]

I4: Yeah?

R: Some help and some some don't.

Three youth (3%) said that mental health was the best part. One youth at Camp Miller exalted the mental health resources, primarily family therapy to which he credited for fixing the broken relationship with his father.

<i>Best Part of Probation</i>	<i>Percent of Youth</i>
No Best Part or Nothing	38%
Help & Support	25%
Relationships with POs	21%
Education	18%
Programs	8%
Going Home	7%
Staying Sober	4%
Mental Health	3%

Chart 4.1 Best Part of Probation as Identified by the Youth

Worst Part

35 youth (34%) said that the POs, following POs’ rules and/or needing permission for everything is the worst part of Probation. One youth at Camp Onizuka stated that that worst part for him was “The um, the threatening, being called out your name. Um, being talked to like an animal, just being talked to wrong, treated wrong.” 24 youth (23%) said that just being at camp, being locked up, being on Probation was the worst part. One youth at Camp McNair stated simply being incarcerated as his worst part and echoed sentiments of previous youth in regards to the revolving door of incarceration:

I4: Mm, yeah. And what’s been the worst part of probation?

R: Everything. Being here. Being on probation, you know.

I4: Yeah, that sounds difficult.

R: It is, it's like a trap. Once you leave, you feel me, it's like once you leave most kids come back. You know, most kids. Until you turn 18, then you go to the county and then furthermore. So it's kind of like, once you come it's pretty much like you're coming back, you know?

I4: Mhmm. It sounds like it's hard to like, you know just get out.

R: It is. It is. But you know.

I4: Yeah. Are you concerned about like once you, you know get out?

R: Um, I am. I am. That's why when I leave, I'm going to try my hardest to not come back, you know.

17 youth (16%) said that being away from family and/or not being at home was the worst part. 16 youth (15%) said that various aspects of the living conditions were the worst part (food, beds, showers, waking up early, clothing, short recreation time). 13 youth (13%) said that there was no worst part of probation. One youth at Camp McNair described:

I1: Mm. What about like the worst part of probation?

R: There's really no worst part. To be honest, it's just it's just it's just blessing I guess you could say. Because there's people that are in state prison and stuff like that. This ain't really a really big deal. Like they they—when you ask for something it's gets—they get it for you. Stuff like

that. So it's—they they actually take care of you, but it's not the situation I want to be in though, so.

Ten youth (10%) identified how easy it is to violate your probation or the “little violations” that screw you up as the worst part of probation. Though ten youth specified it as the worst part, this worry about the “little violations” came up throughout their interviews and as seen in previous quotes in this section. There is a great deal of worry from both first time camp-goers and returning camp-goers about the strictness when leaving the camp and being on Probation on the outs.

The concern with the “little violations” is not simply a worry or dread that such a violation may send you back into the camps, but that other people who may not have the best intentions can leverage this to control or extort you. One youth at Camp McNair shared a story of how his mother used the “little violations” to hurt him:

I2: How about the worst?

R: I mean, I got locked up for some little, for – the worst is, the worst I'll say, my mom, my mom taking advantage of it. Like say she'll, like say I was doing, I was messing up in the outs then she's the one that turned me in. She told my Probation, she, she told my Probation Officer that I hadn't been coming home. And doing all this other stuff so, so that day I was like, my Probation Officer was she, she like, she told me that I need to do better and stuff. So then but then I (...) I'm mad at my mom for like, for throwing dirt on me like that. So I let, that's when I left the house and went on the run.

I3: Mhmm.

R: And that's when I stopped messing with my mom this year. Like, like mom tries, my mom tries to like talk to me and stuff but I like, I talk to my mom but it's like, like I don't want to (...) it's like I don't feel comfortable having a conversation with her.

I2: I'm sorry that that happened to you.

R: No it's alright.

Lastly, six youth (6%) said that everything about Probation is the worst part. Six youth (6%) said that the fights, pepper spray and punishment were the worst part.

<i>Worst Part of Probation</i>	<i>Percent of Youth</i>
POs & Rule Enforcement	34%
Being Locked Up & On Probation	23%
Away from Family	16%
Living Conditions	15%
No Worst Part	13%
“Little Violations”	10%
Everything	6%
Fights, Pepper Spray & Punishment	6%

Chart 4.2 Worst Part of Probation as Identified by the Youth

Changes/Suggestions

These suggested changes reflect the answers given to the explicit question asked at the end of the interview. Therefore, recommendations made by youth throughout the interview are not necessarily in this section alone. For example, while many youth wanted better personals only 15% mentioned that at the end of the interview.

39 youth (38%) wanted better or more food and snacks. One youth suggested bringing in outside food once a month for everyone.

28 youth (27%) would change the clothing, shoes, or laundry practices. Youth at Camp Miller did not like the yellow shirts and would like them replaced with another color or colors. Multiple youth did not like the communal sharing of clothes and would want to keep their own clothes. Some youth wanted clothes that more closely resembled clothes on the outs. One youth asked for separate recreation time clothes that fit. A few of the girls wanted their own bra and underwear, fabric not disposable, that would fit. Lastly, one youth wanted brand name socks and one girl wanted girls' ankle socks rather than sharing socks with the boys' camps.

25 youth (24%) would change various aspects of the staff regulations or behavior such as not allowing the staff to talk down to them or cuss or yell at them. The youth would like the staff to engage with the youth not just acting as 'babysitters' or looking at their phones. Youth suggested hiring staff that care about the youth and have special trainings for how to work with youth. They suggested that practices of favoritism need to end and staff need to let the youth have bathroom access. Two youth asked for more cameras that record both video and audio so that in reviewing incidents, the Supervisors can not only see but also hear what happened. One youth said that the staff caseloads need to be smaller so they can give more attention to their assigned youth and one youth suggested a review of policies where staff can give input to make changes as they see fit.

21 youth (20%) would change the Probation system as a whole, saying that Probation (especially on the outs) is too strict and does not give enough chances to the youth. Many youth said that the violations and the system need to be more lenient with the kids. Some would change the sentences at camp to make them shorter, and another would re-institute the old sentencing guidelines. Many felt that the Court sends youth to jail too easily and that Probation on the outs is tough and too invasive.

One youth at Camp Scudder provided specific recommendations regarding freedom of movement of youth on the outs. She also suggested that refiles be only allowed for bullying, putting someone in danger, or other violent behaviors rather than being used to police the attitudes of teenagers. This youth's neighborhood, as she reported, has a high degree of gang activity and she feels she will get a violation and worries she will be sent back unless she remains in her house or at her job for the duration of her probation on the outs:

I2: So then if you were in charge what would you change about the Probation system then?

R: I wouldn't set it up as a failure. Like I would make it a little more lenient for the people. Like yeah okay you're going to be around a lot of people if you choose to or not. I mean if you're getting on a bus there's going to be a whole bunch of people, you don't know where these motherfuckers is. Like where they're from, who they are. So you know I wouldn't trip on that.

And I wouldn't um I wouldn't make it where they can't go nowhere without checking in with their PO. Like –

I5: Mhmm.

R: I wouldn't do that. I think that's –

I5: Do you mean on the outs?

R: Yeah. Like every time you go somewhere. If you go to your cousin's house, if you're going to walk to the store, you got to let your PO know. Like nah man. I'll be like alright. If you're going to go somewhere far out, like if you're going to leave the city, let me know. But other than that, nah. I won't do that.

I5: And you said you can refile really easy?

R: Hell yeah.

I5: So you would want to change that in some way?

R: Yeah I think refiles should only be like if you're bullying somebody or if you're putting somebody in danger. But just because you had a bad attitude, oh well. Like deal with that bad attitude on the outs. Let somebody like really put you in, a good reality check.

19 youth (18%) would change the beds to be more comfortable, have thicker mats, be bigger, and/or have more space in between the beds in the dorms. 17 youth (16%) would want better or name brand personals. The girls would also like better feminine hygiene products including tampons. 16 youth (15%) would want more activities and longer recreation (indoor and/or outdoor). 15 youth (14%) would change the showers to single stall, have longer time to shower, and would want more privacy in the bathrooms.

14 youth (13%) would want to expand the list of people who can visit, have longer phone calls, or video chat to speak with family. Some youth asked for more family engagement events or resources, and one suggested creating a visiting space that felt more like a living room with comfortable chairs rather than the cold, hard chairs they have now. One youth at Camp Afflerbaugh wanted more family time “Because it – like, how the heck could like not seeing your family be a consequence? I understand you did wrong but like your family is your main support.” One youth at Camp Scudder also suggested setting up resources to help kids and their families get green cards.

Seven youth (7%) would change the punishments including 30 day SSPs, group punishment, the use of pepper spray, and the write up system. One youth at Camp Scott, who said she completed at least two 30 day SSPs, said “Um I wouldn't do no 30 day SSP because when you're in that room it just makes you feel like an animal. Like you're caged up.” Another youth at Camp Scott who also completed at least one SSP, would end the 30 day SSP saying, “Like if that's the—like why would I have them 30 days? They already locked up, so why would you have them locked up again? Like in a box? Like we're already locked up in camp, so why be locked up again in a box? Like I feel like if they fight, like they should have somebody talk to them.”

Seven youth (7%) said that they wouldn't make any changes to the program or that they would make things worse for future youth so they don't want to come back. One youth at Camp Gonzales was complimentary of the staff and his experience, thus wouldn't want to change anything

I1: And if you were in charge of Probation, like what would you want to change?

R: Well.

I1: It could be anything.

R: I mean really much nothing. Because I feel I feel like on me you know like the staff did a great job. You know? Like basically they shaped me up. I'm just like a piece of clay. They shaped me up to be like a better person you know. And you know it's also to the clay. It wants to take the shape you want. You know? So you know they help me out. You know? And pretty much you know [pause] yeah you know I consider myself a better person than what I was. You know? Like I actually made improvements in a lot of stuff.

One youth from Camp Mendenhall, on the other hand, would want to make the program harder or worse so that camp becomes a deterrent and youth really wouldn't want to come back:

I1: And this is like the last question um, if you were in charge what would you change about the Probation system? Anything you want. You can list them all.

R: [pause] I wouldn't know.

I1: You wouldn't know like—

I4: Earlier you were talking about the food here.

R: I would kind of—me, I would kind of make it worse.

I1: [laughs]

R: Honestly, I would kind of make it worse because people, kids come here, and they be like, "Oh I don't get to play the game, so I'm not doing this." That's not part of being locked up, like. Like this is like Disneyland like honestly like— The way my cousins tell me like YA and all those, like all the rest of that is— It's different. Like, you got no privileges. Like you get like—you're, you're by yourself. Like you don't, you don't count on your Probation Officer to help you. You don't, you don't like, you don't have like services like they, they have like. He told me, he told me like it's way different. Like, "You got it easy. Like I had it hard" like— That's why I would, I would kind of make it harder like no TVs, like I, I don't know. I'll, I'll have something strict, like— Like I would make kids not want to come back. Like kids that are like, "Oh. I'm a go over there like they got Xbox, they got TVs." Like I'll make it like a military camp type thing. That's what I would do.

I4: Do you think that would be more helpful?

I1: Just so that they won't come back, you want that.

R: Just—yeah.

Five youth (5%) said that they would change the schools to have better teachers, more subjects, and would allow the youth to order books. Three youth (3%) asked for surprise audits to see how staff actually treated and interacted with the kids. One youth at Camp Miller envisioned unannounced audits or auditors observing the behaviors of staff under the guise of maintenance or construction workers. This youth believed that the staff alter their behavior during anticipated visits:

R: I'll change—well, I'd like to add in camp is like have someone mentor the camp. Like come in and just like look around. Like unexpectedly. Where they, they don't know. Because when you let them know we're going to have a visit this day, they're going to, they're going to shape up real quick. Right? That's it. Come on like you have a job? "Oh, my boss is coming. I'm going to shape up." Right? That's how it is. But, like if they—you, you could see like the real person they are towards us.

I3: Like surprise visits and stuff?

I1: Like an audit kind of thing.

R: Yeah. Or you guys—have you ever seen "Undercover Boss"? [laughs]

I1: Yeah.

R: Or some stuff like that. Act like you got a construction worker. You're going to fix something on the side watching. You get me like, "Oh."

PD: That's a smart idea. Excellent idea.

I1: I think that would be a really great idea.

R: Like but like construction—not even PO coworker. Like act like you're here to repair something.

I3: To actually see what goes on.

R: Yeah.

I3: Not like a special visit.

I1: So, they don't know. Yeah. And, you could see everyday activities.

R: And then after that you could get like—you know? Because right here you're interacting with like other, other people. Like this is a job where I think that matters.

When one youth at Camp Afflerbaugh was asked what he would change if he was in charge of probation, he took a different approach, relating that they expect that whatever action they took would have unintended consequences for the lives of the youth in camp:

"Um [long pause] I don't know. I don't think, I don't think I would be a good boss because being in this predicament I would want to change a lot of things that would probably lead to a lot of more minors coming back, or a lot of minors either AWOLing, or different stuff like that. I don't think my, my amendments would be [pauses] any good, at all."

Standout Ideas

Staff Monitored Meetings Between Known Enemies

One youth at Camp Miller discussed adopting a practice of, when youth first arrive, bringing youth who are known to be enemies together under staff supervision in order that staff are aware whether or not the youth can make a peace treaty or if they intend to fight. He explained:

I2: Anything else you would change kind of like those?

R: Nah. If I knew someone's enemies, like if I, if I owned the camp or something and I, if I knew someone was enemies, I wouldn't have them near each other at all. And they, or I'd bring them in together and let them know if you guys are going to, I don't know how to explain it. Like if you guys are in peace treaty let me know and I'll keep you guys together but if you guys are not then let me know – Before somebody cracks off.

I2: What's like a peace treaty?

I3: Yeah – uh what's a peace treaty?

I2: Mhmm.

R: Like let me know if you guys are going to fight or not.

I2: Mm. So how do they handle enemies like now?

R: They just put them together. Like I don't– some of the kids say that too. We get mad. You're setting them up for failure. Like they, they know we're enemies and they'll still put us together. Yeah.

I3: So like it leads to like disputes and stuff I'm assuming?

R: Yeah they know it's going to lead to a fight but I don't know some staff they encourage the fight to happen too.

I3: What do you mean by that?

R: Like some staff they want us to stay here. Like I don't know like, I don't know how to explain it. Like they're like "if you're really, if you're dealing with your business, do it, fight. Fight." Don't, don't, don't, they don't want to hear nothing, they don't want to hear no talk, nothing. They just want to hear, see you fight, then you fight, and they'll write it up then you get more time all that. Yeah. That's some staff, some staff don't want stuff to happen like that.

PD: So they don't help resolve the situation?

R: Yeah. Not all the time. Some staff do but not all of them.

I3: There's like a 50/50 or?

R: Nah it's just like I don't know. Like a quarter of the staff would tell us to fight. Don't talk, just do it and fight.

Youth Dorm Monitor Position

One youth at Camp McNair suggested giving youth who are at higher stages who have clean disciplinary records the job of monitoring the dorm under supervision of staff. The youth in the dorm may be less stressed and respond better to a peer managing certain daily activities:

I1: And if you were in charge, what would you change about the Probation system?

R: I probably [pause] let the minors kind of—not let them run the dorm, but like [pause] let them take care of the minors. Like in each wing have a like someone that's that's really follows all the rules. Let them run the wing. Like get everyone like, "Hey, time to line-up." Have him line everyone up. And like tell everyone to line-up. Because like when you have the the staff tell you stuff, everyone's just be like [pause] everyone just kind of gets mad I guess. I'd rather just have a minor like, "Hey, line-up." "Oh. I got you." And just line-up. Some of the staff when they line-up, they want you there right there and now.

I1: Mhmm. Why do you think that is? Like why do you think you don't want to listen to the PO? You'd rather listen to a minor?

R: I don't know to me it's just like I have—to be honest, I just say they just ask for it right then and there. Like we won't jump to it, but it's like not not instantly. Just give us like a minute or two. Then we'll go do it, that's why. But other than that they don't really ask for nothing hard. Simple stuff.

PD: You think if you had like a, a kid leader who was telling you to get on line-up and all that, you'd—they'd give you more time to do it?

R: Nah—

PD: Than staff?

R: Not more time, but it'll be like coming from your peer. We'll be like, "Oh, alright." You know, like we're the same age. Like, "Alright. I'm going to respect you. (...)." Even though you're supposed to respect your elders, but it's kind of different though coming from an older person. Like, "Hey, line it up." Like to me it seems like they they demanding it. You get me? So that's how we take it.

PD: I see.

I1: So if they were coming off like friendly do you think you'd follow—like listen to them more?

R: Yeah. Well like it it doesn't really matter like it depends. Like if I'm reading a book and they'll be like, "Line it up." I'll be like, "Hey. Like you can't be like, 'Hey, can you stop reading that book? Can you line it up?'" But like they do do that. But like sometimes I'll be like, "Come man! I'm reading my book." Like you still have to do it, you know?

Home Passes for Transition

One youth at Camp Mendenhall suggested giving home passes as a reward or to help the youth transition back into the community where they could go home for the weekend and then come back. He cited this as a good way to transition back home from camp life.

Practical Anti-Recidivism Training

One youth at Camp Scudder expressed a desire to know how to stay out of the camps and wanted programming that more directly give the youth skills to use on the outs. She commented:

I3: What are some other like important things you feel, they should like teach everybody here since they are here already?

R: How to stay out of here.

I3: You feel like they don't, like, when you are talking to the POs and stuff, things like that, they don't like really touch on that that much?

R: Nah. Mm mm. {no}

I3: [pause] Have you had a lot of talk about like what's going to happen when you get out to stay out, like you said?

R: No.

I2: What do you think would be helpful to the people to teach them how to stay out of here? Like what would, what kind of like advice would you give or?

R: Um, [pause] I don't really know at this point. I don't know.

Elimination of Probation

Many youth expressed a feeling that the probation camps were not designed to help the youth change the trajectory of their lives, but rather to familiarize them with the experience of being imprisoned. Youth spoke about being inoculated to the fear of jail in their decision-making, that the deterrent effect of going to jail is reduced by a stay in the probation camps. One youth at Camp Gonzales expressed this common opinion directly and clearly. His recommendation was thus to eliminate probation:

R: Oh, I would shut everything down. I would say no more probation.

I4: Mhmm. So like close all the camps and halls?

R: Yeah, because it don't, it don't – probation in general don't, don't really – it help you, it will help, but it's like it makes you worse at the same time. Like it make you immune to, to being confined. You like – once you get – once you get released, not saying everybody like this, but most people is – like once you get released, you be like, "I've been to jail before. Like I ain't scared to go back." So, I feel like once you expose somebody to that, instead of having somebody just be like, "Oh I've never been to jail. I wonder what it's like." Like most people, like they've never been to jail. They fear jail like because they've never been there. They don't know what it's like, so –"

Mail Delivery

One youth at Camp Gonzales offered a specific recommendation for a perceived problem with mail. He requested that a mail delivery policy be formalized and enforced. Currently, mail is either handed out

by attentive POs, dumped in a pile from which youth must find their mail, or left at the office for youth to request, if they even have any:

R: The mail game is—they should like I don’t know this—with mail too here like, it’s crazy. Like in other camp what they do is boom like, they’ll like mail comes in. They’ll come into the dining hall like okay boom, so and so, “You’ve got mail.” They just leave it in the thing and you got to like—like some staff will bring it up. Like this shift’s staff, he’ll bring it up and call out names, but like some staff like they don’t even—they just let it sit right there. If you got mail, you got to go up to the office like, “Did I get mail? Did I get mail?” Like I think they should like legitimize it like, have a certain staff like take on the order or like responsibility.

I4: Mhmm.

R: Of bringing the mail to the dorm on a certain day, or let the mail add up for like the week, and then say on like Friday bring it to the dorm or whatever. Or like bring it like during a certain— Squeeze a little time in for the schedule for the mail to get passed out. Like instead of like you know like, just it’s like you know whoever grabs it grabs it.

I4: Yeah.

R: And gives it to you or whatever.

<i>What Would Youth Change if They Were in Charge</i>	<i>Percent of Youth</i>
Better & More Food	40%
Clothing, Laundry, & Shoes	27%
Probation Staff	24%
Make Probation Less Strict & Give More Chances	20%
More Comfortable Beds	18%
Use Name Brand or Better Personals	16%
More Activities & Longer Recreation	15%
Single Stall Showers & More Privacy in the Bathroom	14%
Expansion of Allowed Visitors & Increased Family Engagement	13%
Reduce Punishment (Group Punishment, Pepper Spray, & SSPs)	7%
Better Teachers, More Classes, & More Books	5%
Surprise Audits	3%

Chart 4.3 Changes to the Probation as Suggested by the Youth

VIP's Recommendations

After reviewing the information shared by youth throughout the interviews, VIP offers a series of recommendations from the broad to the specific. VIP acknowledges that management, staff, teachers, therapists, and volunteers are often highly committed and regularly go out of their way to provide youth with the tools needed to improve their lives. Additionally, many of the youth at the camps and halls arrive with a multitude of difficulties including adverse childhood experiences, poor relationships with family members, various mental health problems, and more. Experiences in court and in the Probation system can also be overwhelming. Throughout the interviews, the youth often shared their low expectations and negative images of themselves, saying that they do not deserve privileges or basic necessities because they are in jail. For this host of reasons, the youth can be difficult to work with and often Probation represents a last stop after filtering through various County offices and departments. The following recommendations are offered not as an indictment of camps and halls, but as a series of reasonable changes that can be made to improve the lives of these youth.

Overall, the focus of the departments working within the camps and halls should **be improving outcomes and expectations for the youth** while maintaining a high standard of care and protection. Because juvenile justice includes the Court system, Juvenile Court Health Services, the Probation Department, Department of Mental Health, LACOE, local colleges, local organizations, and volunteers, the responsibility of improving outcomes and maintaining safety falls across multiple groups. First and foremost, **County departments should eliminate the sense of silos** and continue to advance collaboration on projects to help the youth.

Probation youth can get lost in a large system and departments should work together to help tailor and **individualize the experience for the youth**. When youth feel that they are being listened to and treated as an individual, they are more satisfied with their experience. This is seen when youth have positive experiences with their assigned PO or when staff celebrate their accomplishments or even their birthdays. The creation of programs that individualize the experience and support the youth one-on-one, such as a mentoring program, help to improve outcomes. Providing additional support to the youth and to their families, such as transportation options or more ways to engage family members, helps them to rebuild relationships and prepare for discharge.

The camps and halls provide an opportune time for the youth to focus on **education**. First by recovering credits, and secondly by building confidence through learning other creative or career skills. By adding programs built around the youths' interests, the youth can learn new skills and build supportive relationships with those teaching the courses. Youth would also benefit from modifications to current prevention programs, such as Substance Abuse, and expansions of programs such as healthy relationships courses.

Youth define the camp and hall experience primarily by the routines of daily life. Clarifying and adhering to appropriate protocol, communicating clearly with the youth, and ensuring that the quality of products and food is adequate will go a long way to improving the experiences of the youth.

We offer a series of specific recommendations. Most come directly from the youth's responses and each is made with the intent of fulfilling the mission of Probation as stated on the Probation website: "The goal of the residential camp programs is to reunify the minor with their family, to reintegrate the minor into the community, and to assist the minor in developing social skills and behavior management skills needed to lead a law-abiding life." The recommendations that follow are made with the intent of bringing the system closer to these ideals and the mission of a rehabilitative system for youth.

Specific Recommendations

Hygiene & Personals

1. Showers

- a) Probation should consider creating stalls for the showers to promote a sense of privacy for the youth while still designing for staff to monitor, similar to the halls.
- b) Shower lengths should be standardized and equally enforced across camps.
- c) Probation should continue to monitor the plumbing and water pressure.

2. Bathroom Maintenance & Cleanliness

- a) Probation should regularly monitor the cleanliness of youth restrooms, including allowing access to needed cleaning supplies including plungers.

3. Personals, Supplies & Grooming

- a) Probation should consider exploring new vendors for supplies, or purchase higher quality supplies from the current vendor, such as shoes, beddings, and personals.
- b) Tampons should be made available at the girls' camps in addition to higher quality feminine hygiene pads.
- c) Name brand personals should be allowed at Camp Paige, similar to each of the other camps.
- d) VIP recommends that all youth, boys and girls, be allowed to shave weekly or biweekly, as needed.
- e) Probation should consider a reevaluation and standardization of hair care and piercings policies that are equally enforced across the camps

Indoor Recreation Content

4. Legally Obtained & Appropriate Content

- a) VIP suggests a review by Probation to ensure that all content (television, movies, video games and books) for the youth is legally obtained, goes through a screening process by staff, and does not contain graphic violent images as a main focus.

Food & Water Quality & Portion Size

5. Evaluation of Nutrition Guidelines

- a) Due to concerns raised by the youth regarding the quantity of their food, VIP advises that Probation maintain regular audits of the guidelines for the youth at each camp.
- b) VIP suggests that Probation explore using the model of the stand-alone camp kitchens at the Challenger camps. This would provide better quality food and opportunities for youth as KPs.
- c) Probation needs to create a standardized outside food policy that is uniform and enforced at all the camps.
- d) Some youth witnessed considerable food waste at the camps. Therefore, VIP recommends that Probation evaluate the amount of food waste and take leadership in forming partnerships with local food banks and/or shelters by repurposing the food.

6. Evaluation of Water Quality at Camps McNair & Onizuka

- a) Due to multiple complaints from youth at Camps McNair and Onizuka, VIP advises that Probation evaluate the drinking water available at these camps to rebuild trust in the water for both the youth and the staff (as youth reported staff having issue with the water as well).

Clothing & Laundry

7. Laundry Practices

- a) VIP recommends that the camps adopt the practice of tracking individual clothes by assigning a number to the youth and having that number written on their clothes, as employed at Camp Paige. This will help to alleviate problems with inappropriate sizes and allow the youth to feel comfortable knowing they are wearing the same clothes.
- b) VIP also advises that the camps evaluate and increase the frequency of laundering clothes and sheets.

8. Nature of Clothing

- a) Given the complaints about some camps using yellow shirts, VIP recommends that the camps standardize the color of the clothing to neutral colors.
- b) Girls would benefit from supportive, fitted bras and cotton underwear rather than disposable paper underwear, and Probation should explore relationships with new vendors to meet these needs.

Education

9. Expansion of Programs and Classes

- a) Due to the good reviews from the youth, VIP suggests expanding or adding the following programs and classes both within and amongst the camps:
 - The Road to Success Academy
 - Advisory Class available at the Boys' Camps
 - Culinary Classes
 - Woodshop Classes
 - College Courses
 - SAT Preparation
 - Credit Recovery

10. Education Individualization

- a) Due to the low number of activities available to youth who have graduated high school, VIP suggests that Probation and LACOE review and add programming for high school graduates.
- b) VIP encourages the development of additional projects or work for youth currently feeling unchallenged by work in the school. Because LACOE must cater to various learning levels and often prioritize those further behind, we suggest that some way to tailor or modify lesson plans for comparatively advanced students be added.

Court-Mandated Programs

11. Dialectical Behavior Therapy (DBT) Course and/or Skills Implemented across Camps

- a) Due to the high reviews of DBT, VIP recommends that Probation consider implementing the course across the camps. Because DBT is an intensive program, if the course as a whole could not be implemented quickly, we advise that both Probation and DMH work to integrate some of the skills taught in DBT (grounding, mindfulness, group sharing, etc.) into the days at camp.

12. Review & Evaluate Aggression Replacement Therapy (ART) Scenarios

- a) VIP recommends reviewing the scenarios presented in ART to ensure they do not uphold unhealthy stereotypes about groups of people based on race, gender, ability, etc.

13. Modification of the Substance Abuse Program

- a) The substance abuse program currently seems to emphasize abstinence and focuses on the effects of the drugs on the body. VIP, and some of the youth, recommend that the program:
 - Change up the presentation of information away from lectures and packets and instead engage the youth in conversations about their experiences.
 - Talk about addiction and recovery throughout the sessions.
 - Bring in speakers and recovering addicts to talk about personal experiences with drugs and with recovery.

14. Changes to Programs for Youth Repeating Courses

- a) Because youth often have to repeat court-mandated programs, VIP recommends that the instructors develop modifications or changes to the programs for youth who have taken them before.

Supplemental Programs & Rewards

15. Expansion or Addition of Supplemental Programs

- a) Due to the good reviews from the youth, VIP suggests expanding or adding the following programs and classes both within and amongst the camps:
 - Vocational Training
 - Explore opportunities for partnerships with schools such as the Los Angeles Trade-Technical College (LATTC)
 - Life Skills Courses at Every Camp
 - FLOW
 - Staff-Run Cyphers
 - Creative and/or Art-Based Programs
 - Parenting Programs
 - Health Relationships Classes for All Youth
 - Youth Councils
 - Staff-Run Tournaments & Competitions

- These could include cleanest quad/section of the dorm, cooking competitions with leftover ingredients, or similar skills challenges.
- Increased Access to Gym Equipment
- Addition of a Recycling Program
- Expansion of Fire Academy Program
- Expansion of New Roads
- Celebrations of Birthdays
- Holiday Celebrations & Decorations

16. Mentoring

- a) 79 youth (76%) said that they would be interested in participating in a one-on-one mentoring program. VIP recommends the development of a mentoring program that pairs older, successful and vetted graduates of the Probation system, with current youth in Probation camps that would help youth to navigate familiar and avoidable pitfalls during the transition to the outs.

17. Clear Explanation of the Behavior Modification/Management Program (BMP)

- a) VIP suggests that Probation more clearly explain the objectives and purposes of the program to the youth when they enter camp beyond earning snacks to eat or use as a currency.

18. Alternative Rewards Systems

- a) VIP suggests that Probation look into alternative rewards beyond awarding snacks or outside food. This may include game rooms at other camps or partnerships with outside agencies. For example, the camps could bring in therapy-trained dogs for the youth to play with perhaps once a month, if they make all their days.

Healthcare & Medication

19. Clear and Consistent Policy about Birth Control & Over-the-Counter Medication

- a) Because there was confusion and mixed messages regarding access to both birth control and over-the-counter medication, VIP advises that the policies be clear and consistently enforced throughout the camps and halls.
- b) VIP also recommends that Juvenile Court Health Services evaluate the costs and benefits of the Intrauterine Device (IUD) to determine if it would be another option to consider for youth given IUD effectiveness and long-lasting quality.

20. Evaluation of Sleeping Medications

- a) Due to the high numbers of youth reporting histories with sleeping medication while under the care of Probation, VIP recommends that Juvenile Court Health Services conduct an assessment of how often sleeping medications are distributed.

21. Health Support

- a) Some youth raised concerns about the nursing staff being dismissive of their health concerns. VIP advises that Juvenile Court Health Services continues to train medical staff to provide health support in a compassionate manner.

Family Support & Visitation

22. Improve Family Ability to Visit with Youth

- a) Probation should consider evaluating the costs and benefits of instituting a more effective transportation plan to ensure that families can visit.
- b) Given that some families take public transit to the camps and are forced to walk, sometimes over a mile, to the camp from the nearest bus stop, VIP suggests implementing a shuttle service from nearby transit stops at each camp.
- c) Because transportation may be cost or time prohibitive for families, VIP recommends that Probation offer video chatting or video calls to families as an alternative for visiting. This can be a call-in number for families to use FaceTime or a central Skype account for families to use their computers. Should the families not have access to either phones or computers, Probation should consider setting up skype "stations" at the halls for families to communicate with the youth at camps father away.
- d) Phone call policy must be standardized and equally enforced across the camp. This includes times of phone calls as well as who the youth is allowed to call. Because phone calls can be used as a reward, VIP advises that the phone call policy include a tiered scale in regards to length of phone call and the stage the youth is on.

23. Visitation Modifications

- a) VIP recommends that the Court and Probation work collaboratively on expanding the list of people allowed to visit to include siblings or other key family members or community members deemed appropriate on an individual basis.
- b) VIP recommends that Probation evaluate and explore various engagement options for visits with family besides sitting and talking. Youth asked for more ways to engage with parents should it be working out, playing games, or celebrating holidays.
- c) VIP recommends expanding family therapy as an option for all youth in camps, especially on visitation days. DMH should also prioritize the hiring of bilingual therapists, especially for family therapy.
- d) For youth that do not regularly receive visits, Probation should consider planning more activities for those youth to do during visitation times.

24. Mediation with Family in Facilities Together

- a) Especially at the Challenger camps, VIP recommends that Probation set up a formalized process or mediation space for family members attending different camps at the same facility. This would alleviate any write ups for saying hello to family, but would give them the chance to greet one another, before returning to separate camps.

Probation Staff

25. Increased Quality and Frequency of Staff Training

- a) VIP recommends that Probation reevaluate the training and continued education provided to Probation staff. Specifically, VIP suggests that staff go through trainings regarding:
 - Crisis Intervention

- Diversity
- Working with Youth
- Working with Youth with Mental Health Issues
- Post-Traumatic Stress Disorder (PTSD)
- Fetal Alcohol Spectrum Disorders (FASD)
- How to Talk about Race, Gender, and Privilege
 - All staff, including LACOE staff and therapists, would benefit from this type of training as well.

26. Clear & Consistent Policies & Adherence to Policies

- a) VIP recommends that Probation assess compliance with current policies and procedures, especially those that concern youth safety. Some of the actions or conditions that need to be addressed as reported in interviews include:
- Betting with staff on one of the youth failing at a job, then telling that to the youth
 - Flaunting authority over the youth and treating the youth as less than human, sometimes more like animals
 - Threatening the youth
 - Talking negatively about youth's families, especially their mothers
 - Verbally and physically abusing the youth, sometimes out of the views of the cameras
 - Ripping up family photos
 - Encouraging racism, sexism, homophobia by using racial epithets, slurs, or justifying actions by reinforcing stereotypes
 - Leveraging gang codes of "snitches are bitches" to dissuade filing of grievances
 - Verbally dissuading youth from filing grievances
 - Assuming youth are in a gang and/or announcing their youth's gang to the whole dorm
 - Instigating arguments or fights between the youth
 - Not giving the OC warning before using pepper spray
 - Choosing favorites and unequally treating youth
 - Gambling with the youth
 - Allowing sexual misconduct between youth in a relationship

27. Consistent Policy Regarding Caseloads

- a) VIP suggests that Probation review the current caseload for each PO and ensure that caseloads are equitable both across POs and across camps.

Safety & Discipline

28. Independent Grievance Review

- a) VIP recommends that Probation institute an independent grievance review where staff from outside the camp review, track, and communicate the grievances to the appropriate administrator.

29. End Group Punishment

- a) VIP recommends ending the practice of group punishment, especially group punishment using physical practices such as having the dorm do push-ups or jumping jacks.

30. Evaluation of Pepper Spray Usage at Challenger Camps

- a) VIP suggests that Probation determine if pepper spray is needed at each of the Challenger camps given the youths' many issues with its use and that the stand-alone camps do not use it.

31. Staff Mediation of Fights and/or Gang Tensions

- a) VIP recommends that staff mediate conversations between the fighting parties before they return to the general camp. These mediations should happen after a time of cooling off, but getting in the habit of talking about their problems with one another may be helpful in some cases to prevent future fights.
- b) As suggested by one of the youth, VIP recommends that Probation encourage and facilitate the creation of peace treaties upon arrival for known enemies. We highly recommend piloting this practice in one of the camps, monitoring relevant outcomes, and providing a follow-up report recommending expansion, modification, or cessation of the practice.

32. Alternatives to the SHU

- a) VIP recommends that Probation continue to use alternatives before sending youth to the SHU. These "time-outs" could also benefit from some grounding and mindfulness practices as taught in DBT.
- b) Due to the various complaints about the small size, darkness, and uncleanliness of several SHUs, VIP also recommends that cooling off first happen outside of the SHU before using the SHU as a cooling off space.
- c) Additionally, many youth liked the SHU because of the privacy and ability to get away from the other youth when they are feeling upset or angry. VIP advises that Probation make this option for some alone time available when youth need it.

33. Gender Inequality in Punishment Evaluation

- a) Through the course of the interviews, we found that girls reported longer sentences in the SHU and were punished more often and for smaller offenses than boys who were sent to SHU. VIP advises that Probation compare incident reports and logs of SHU time between the boys' and girls' camps to determine if this pattern is an issue across all experiences or simply limited to this sample. Should the pattern be validated, we would encourage Probation to create policy and work with staff to ensure that punishment is equitable regardless of gender.

34. Evaluation of Camera Coverage

- a) Because some youth spoke about staff abusing the spots where the cameras do not reach, VIP advises that Probation conduct an assessment of the camera coverage and determine where new cameras need to be installed or repaired. Youth also asked that the cameras record both audio and visual so in reviewing fights or arguments staff are able to see and hear what is happening.

35. Increase Access to Bathrooms in Dorms, SHU, & Halls

- a) VIP recommends that Probation establish a response time limit or policy for bathroom breaks outside of their allotted times. VIP also suggests that Probation consider a buzzer system for the

restroom or another mechanism such that youth are not left to urinate outside of a restroom during their time in the SHU or in the halls.

Discharge Planning & Resources

36. Care Coordination

- a) From our experience in working with high-risk populations, many with Probation backgrounds, VIP suggests that Probation consider hiring care coordinators to help the youth navigate resources prior to discharge and once on the outs. In our work, we have found having a point person, perhaps beyond their field PO, may be helpful in attaining and remaining in needed services.

37. Increased Access to External Resources

- a) Because the assigned POs are put in the role of case managers for the youth, they need more resources to effectively help the youth beyond words of advice. Additionally, the resources referred to either in the MDT or as part of their aftercare plans must include effective support to ensure youth have sufficient resources to overcome barriers to accessing support.

Halls

38. Living Conditions

- a) VIP suggests allowing for more outside time for the youth to spend time away from their rooms.
- b) VIP suggests that Probation consider changing food vendors or working to improve the quality of food.

39. Programs

- a) VIP recommends that Probation work with outside agencies to develop more drop-in programming for the youth, meaning that youth need not attend every week to participate.

Court Experiences

40. Clear Explanation of Court Processes

- a) The youth often feel confused or nervous about what to expect and sometimes leave not knowing what or why things happened. We recognize that the processes can confuse even well-educated adults, however, these processes need to be more clearly explained for the youth by their attorneys.

Other Considerations

41. Music to Wake Up & Music in Camps

- a) As identified by a youth in Camp Smith, VIP suggests that Probation consider playing music to wake the youth up each morning rather than a simple countdown.
- b) VIP recommends that Probation take action to equip the staff with small speakers in the dorm (portable Bluetooth speakers would work) and have them play more music throughout the day.

42. Audits

- a) Three youth suggested having surprise or covert audits of the Probation camps and we agree that this would be beneficial given some of the stories told to us in the interviews about staff dissuading or destroying grievances and the tools available to incentivize youth reporting. Having unannounced visits could prove useful and promote adherence to Probation policies.

43. Mail Delivery Policy

- a) As suggested by a youth, Probation should consider implementing a point person at each camp who delivers the mail from that week or from a few days to the youth.

44. Community Service at the Camps

- a) One youth complained that though they received community service hours as part of their jobs, it was camp service, not community service. VIP recommends that Probation work with outside agencies to help implement community service projects within the camps. For example, the youth could work with a homeless shelter to put together overnight bags for the agency to use.

Future Studies

45. FASD Screening

- a) VIP's clients, which often overlap with the Probation population, have a high prevalence of Fetal Alcohol Spectrum Disorders (FASD). Additionally, the rate of FASD amongst incarcerated populations is generally high. Because asking about previous history was beyond the scope of these interviews, VIP was unable to estimate what percentage of youth may have a FASD diagnosis. VIP recommends conducting a pilot screening at a hall to determine the percentage of youth with that diagnosis. If the results of that pilot screening reveal a high number of FASD diagnoses, VIP recommends working with Juvenile Court Health Services and DMH to complete routine FASD screenings with all youth entering the Probation Department and providing appropriate mental health resources to these youth.

46. ACES Study

- a) Because multiple youth disclosed traumatic incidents throughout their interviews, VIP recommends that an outside expert be hired to conduct interviews with the youth focused on their lives prior to coming to camp. The questions should utilize the models from the Adverse Childhood Experiences Study (ACES) to determine the extent of adversity faced by these youth and use the results to recommend prevention-based programming around the county to combat these experiences.

47. Outcomes Study

- a) The focus of this study was on the experiences of the youth while in Probation camps or halls, and though many youth discussed discharge planning or their MDT experiences, we could not gauge the effectiveness of the discharge planning or assess what happens to the youth after exiting. VIP recommends that Probation hire an outside expert to conduct an outcomes study following the youth from their camp experience to experiences on the outs. This would be a multi-year follow-up study which should include multiple semi-structured qualitative interviews.

48. MDT Surveys

- a) Because the MDT is a relatively new process and because our questions did not specifically ask about the MDT, VIP suggests that Probation create a survey for the youth to fill out after their final MDT and, if possible, on the outs, to determine the effectiveness of the program. Our results from a handful of youth in the study suggest that the MDT has been helpful and it may benefit Probation to track that as well.

49. Evaluation of Probation Violations & Diversion Programs

- a) Because youth frequently mentioned concerns regarding the “little violations” on the outs, we suggest that Probation review the violations of Probation while on the outs and their corresponding corrective actions. Probation could consider creating a diversion program such that minor violations can be dealt with without returning youth to the halls or camps.



COUNTY OF LOS ANGELES PROBATION DEPARTMENT

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CALVIN C. REMINGTON
Interim Chief Probation Officer

October 31, 2016

TO: John Naimo
Auditor-Controller

From: Calvin C. Remington
Interim Chief Probation Officer

Subject: **RESPONSE TO RECOMMENDATIONS INCLUDED IN VIOLENCE INTERVENTION PROGRAM'S REPORT: "TOUR OF LOS ANGELES COUNTY PROBATION CAMPS AND HALLS"**

On April 14, 2015, the Board of Supervisors instructed the County of Los Angeles Auditor-Controller to conduct an audit of the Probation Department, including obtaining feedback from the youth under the Department's supervision, utilizing subject matter experts to conduct the interviews.

The Violence Intervention Program (VIP) was hired by the Auditor-Controller to complete this project, with the objectives of 1) interviewing a representative number of youth at the Probation camps to gain insight into the youths' experiences and challenges, while under the supervision of the Probation Department; 2) identifying positive and negative results from the interviews, by facility; and 3) making recommendations that can help improve youths' experiences.

The Probation Department appreciates the opportunity of reviewing VIP's report. Attached are the Department's responses to the report. We will begin implementing all recommendations immediately, and anticipate completion by June 30, 2017.

If you have any question or need additional information, please contact David Mitchell, Acting Deputy Chief, Residential Treatment Services Bureau, at (562) 940-2508.

CCR:DM:za

Attachment

c: Sachi A. Hamai, Chief Executive Officer

**COUNTY OF LOS ANGELES PROBATION DEPARTMENT'S
RESPONSE TO RECOMMENDATIONS INCLUDED IN
VIOLENCE INTERVENTION PROGRAM'S REPORT:
"TOUR OF LOS ANGELES COUNTY PROBATION CAMPS AND HALLS"**

The Probation Department appreciates the opportunity of reviewing VIP's report and provides the following responses to VIP's specific recommendations. We will begin implementing all recommendations immediately, and anticipate completion by June 30, 2017, in our effort to improve our rehabilitative system for the youth under our care.

Specific Recommendations
Hygiene & Personals

1. Showers

- a) Probation should consider creating stalls for the showers to promote a sense of privacy for the youth while still designing for staff to monitor, similar to the halls.**

Privacy screens are currently used in Camps Onizuka and McNair. In addition, Dorothy Kirby Center (DKC) has shower curtains installed in the showers. The Department will research options to ensure the camps have privacy screens throughout the camps.

- b) Shower lengths should be standardized and equally enforced across camps.**

The Department does not have a policy on the minimum length of a shower and the youth are allowed to shower daily.

- c) Probation should continue to monitor the plumbing and water pressure.**

Agree: The Department monitors the plumbing and water pressure routinely.

2. Bathroom Maintenance & Cleanliness

- a) Probation should regularly monitor the cleanliness of youth restrooms, including allowing access to needed cleaning supplies including plungers.**

Agree: Bathrooms are cleaned daily in our facilities and supplies and plungers are available daily. The Department is also looking into hiring ISD for quarterly deep cleaning or hiring custodians for each camp.

3. Personals, Supplies & Grooming

- a) Probation should consider exploring new vendors for supplies, or purchase higher quality supplies from the current vendor, such as shoes, beddings, and personals.**

The Department has already purchased several higher quality personals. For example, the girls at Camps Scott and Scudder, along with DKC, received new deodorant, combs in assorted sizes and colors, and cotton underwear (the girls have the choice between the disposable or cotton underwear). Parents of all youth in stages 2 through 4 can bring in personals for their child such as toothbrushes, toothpaste, etc. The Department will continue to research other higher quality products used by our youth including mattresses and bedding.

b) Tampons should be made available at the girls' camps in addition to higher quality feminine hygiene pads.

The youth receive hygiene pads and the Department will look into purchasing better quality pads. According to Juvenile Court Health Services (JCHS), there is some concern regarding the usage of tampons. Some of the females are not aware how to use tampons and some severe complications or significant infections including toxic shock syndrome may result. The Department currently provides three types of hygiene pads for the girls to use: regular, overnight and panty liners.

Juvenile Court Health Services

c) Name brand personals should be allowed at Camp Paige, similar to each of the other camps.

Agree. This will be addressed immediately. Personals are managed by the Probation Department.

d) VIP recommends that all youth, boys and girls, be allowed to shave weekly or biweekly, as needed.

According to Department policy, the youth shall be permitted to shave every day. Policy will be discussed with the operational managers to ensure compliance.

e) Probation should consider a reevaluation and standardization of hair care and piercings policies that are equally enforced across the camps.

Agree: The Department's current policy indicates that the youth are allowed a haircut at least once a month and are allowed to wash their hair daily.

Indoor Recreation Content

4. Legally Obtained & Appropriate Content

a) VIP suggests a review by Probation to ensure that all content (television, movies, video games and books) for the youth is legally obtained, goes through a screening process by staff, and does not contain graphic violent images as a main focus.

Agree: Managers have been previously instructed to monitor the appropriate content of all videos, television, movies, and books provided to the youth. The Department will update policy to reflect the expectations.

Food & Water Quality & Portion Size

5. Evaluation of Nutrition Guidelines

- a) Due to concerns raised by the youth regarding the quantity of their food, VIP advises that Probation maintain regular audits of the guidelines for the youth at each camp.**

In response to complaints of hunger, in December 2015 the Department reevaluated the caloric levels being provided to youth and increased the daily calories from 2000 calories per day to 2800 calories per day for girls. In addition, the Department's policy that allows for any youth to receive seconds if desired and whenever available, was reinforced to ensure all staff are aware of and can implement the policy to ensure youth that want seconds are allowed to receive seconds.

The Department will continue to conduct regularly scheduled ongoing monitoring activities. Food and Nutrition, Standards and Compliance audits take place at camps on a quarterly basis. In addition, stand-alone camps are monitored for adherence to guidelines by the Chief Cook, the Food Services Manager and the onsite Camp Service Managers. Challenger Memorial Youth Center (CMYC) is regularly monitored by the onsite Services Director. Further, the Department of Public Health (DPH) conducts inspections on all Probation Detention Facilities each year to ensure guidelines are maintained. In all cases, any noted discrepancy is addressed and corrected immediately.

Additional training will be provided for cooks to ensure continual adherence to the menus and all guidelines related to the quantity of food to be provided to youth.

- b) VIP suggests that Probation explore using the model of the open camp kitchens at the Challenger camps. This would provide better quality food and opportunities for youth as KPs.**

CMYC kitchen is situated away from youth living, dining, schooling and recreational areas and youth do not have access to the area of the campus in which the kitchen is located. Changing to an open camp kitchen with a dining area would require the construction of a new kitchen. Therefore, it is not feasible to implement the open kitchen concept at camp CMYC at this time.

- c) Probation needs to create a standardized outside food policy that is uniform and enforced at all the camps.**

The Department currently has a standardized outside food policy in place. The Department will re-distribute the policy and remind staff that the procedures therein must be consistently adhered to across all camps.

- d) Some youth witnessed considerable food waste at the camps. Therefore, VIP recommends that Probation evaluate the amount of food waste and take leadership in forming partnerships with local food banks and/or shelters by repurposing the food.**

The Food Services Manager will evaluate the amount of food waste in the camps and work with the cooks to ensure they are better trained in adjusting daily meal production for current populations of youth; this will decrease the overproduction of meals and thereby decrease waste. In addition, the Department will assess using a meal production software to assist kitchen employees in determining appropriate meal production levels and avoid waste.

6. Evaluation of Water Quality at Camps McNair & Onizuka

- a) Due to multiple complaints from youth at Camps McNair and Onizuka, VIP advises that Probation evaluate the drinking water available at these camps to rebuild trust in the water for both the youth and the staff (as youth reported staff having issue with the water as well).**

In January of 2015, CMYC began receiving water from the City of Lancaster and no longer uses drinking water from the wells located on site. DPH has verified that the drinking water is safe for consumption. The drinking water is tested by the City on an annual basis.

Clothing & Laundry

7. Laundry Practices

- a) VIP recommends that the camps adopt the practice of tracking individual clothes by assigning a number to the youth and having that number written on their clothes, as employed at Camp Paige. This will help to alleviate problems with inappropriate sizes and allow the youth to feel comfortable knowing they are wearing the same clothes.**

Agree. Several camps including, Afflerbaugh, Paige, and Rockey already use the numbered laundry system along with the net bags for youth to place their clothes in. The net bags assure the youth that they are receiving their same clothes back. The Department will continue to implement this process. At DKC, the youth are permitted to wash their own clothes and washers and dryers are available in each of the ten

cottages. In addition, The Department has a procedure/policy in place that ensures laundry is checked weekly and clothing that is faded, torn, stained, etc., is removed from service.

A laundry contract is in progress and will be implemented pending Board approval. The laundry contract provides services three times per week at each camp and the clothing will be professionally washed and dried and folded by size guaranteeing the youth in our care that their clothes are clean and properly sanitized.

b) VIP also advises that the camps evaluate and increase the frequency of laundering clothes and sheets.

Agree: The Department currently provides the youth a clean pair of underwear, socks, and t-shirts daily. In addition, pants, sweatshirts, and sheets are exchanged once a week or when they become soiled. The Department will review this policy and make any necessary revisions. A laundry contract is in progress and will be implemented pending Board approval. The laundry contract provides services three times per week at each camp and the clothing will be professionally washed and dried and folded by size guaranteeing the youth in our care that their clothes are clean and properly sanitized.

8. Nature of Clothing

a) Given the complaints about some camps using yellow shirts, VIP recommends that the camps standardize the color of the clothing to neutral colors.

b) Girls would benefit from supportive, fitted bras and cotton underwear rather than disposable paper underwear, and Probation should explore relationships with new vendors to meet these needs.

The camps do have standardized clothing throughout all camps such as black pants, gray T-shirts, gray and burgundy polo shirts for boys and black pants and lavender and pink T-shirts and polo shirts for the girls. However, some camps utilize other colors for their individualized programs.

The Department will research a higher quality sports bra for the girls and will test on an annual basis the option of providing bras vs the sports bras. In previous tests, the girls preferred the sports bras.

We recently replaced the disposable underwear and were besieged with complaints from the girls who actually prefer the disposable underwear over cotton underwear. Currently the girls all have the choice of using the disposable underwear or laundering their own underwear and receiving them back.

Education

9. Expansion of Programs and Classes

a) **Due to the good reviews from the youth, VIP suggests expanding or adding the following programs and classes both within and amongst the camps:**

- **The Road to Success Academy**
- **Advisory Class available at the Boys' Camps**
- **Culinary Classes**
- **Woodshop Classes**
- **College Courses**
- **SAT Preparation**
- **Credit Recovery**

Most of the suggested courses are already available at most of our facilities. Probation continues to work with Los Angeles County Office of Education (LACOE) to develop appropriate educational services designed to meet the needs of our youth. We have also entered a contract with the Arts for Incarcerated Youth Network (AIYN) that offers drumming, poetry, creative writing, and mural artwork for youth at 10 separate sites. In addition, The Department has started a pilot pet therapy program at Camp Glenn Rockey called Pet Prescriptions.

10. Education Individualization

a) **Due to the low number of activities available to youth who have graduated high school, VIP suggests that Probation and LACOE review and add programming for high school graduates.**

Agree: Due to AB216 the Department has seen an increase in high school graduates and is proactively seeking more programming for our graduates. AIYN is now offering courses for our high school graduates. This year we also have Mission College offering two professor led courses at CMYC campus for high school graduates. The youth have responded favorably to these courses. The Department has also begun discussions with LACOE to not implement AB 216 until a youth leaves camp. This allows youth to forego their eligibility for AB 216, continue their high school experience and receive classes that would help prepare themselves for secondary education and vocational training programs upon release.

b) **VIP encourages the development of additional projects or work for youth currently feeling unchallenged by work in the school. Because LACOE must cater to various learning levels and often prioritize those further behind, we suggest that some way to tailor or modify lesson plans for comparatively advanced students be added.**

Agree: LACOE is already providing educational intake assessment and provides an Individualized Learning Plan for each of the youth. Each youth is individually assessed and given course work that is tailored to their achievement level. In addition, the recent AIYN coursework has allowed our youth to express themselves creatively, including the completion of a 200-foot mural at CYMC, a first place finish at the LACOE Academic Bowl and ongoing participation in Operation Graduation, which target high school graduates.

Court-Mandated Programs

11. Dialectical Behavior Therapy (DBT) Course and/or Skills Implemented across Camps:

- a) **Due to the high reviews of DBT, VIP recommends that Probation consider implementing the course across the camps. Because DBT is an intensive program, if the course as a whole could not be implemented quickly, we advise that both Probation and DMH work to integrate some of the skills taught in DBT (grounding, mindfulness, group sharing, etc.) into the days at camp.**

More than 250 probation deputies, Department of Mental Health (DMH) clinicians, JCHS nurses and LACOE educators from five different probation operations are currently (September – October 2016) receiving DBT training together. Although this is a lengthy process, the Department plans to continue training (and re-training) our deputies and any employee in our facilities that works with our youth. DBT training is already provided at the following camps; Onizuka, Rockey, DKC, Scott and Scudder and will be added to McNair after the training. It is the goal of the Department that; if resources allow, DBT will be offered as the primary cognitive intervention. This will help for consistency and fidelity of programming, training, quality assurance and ultimately the consistent reduction of recidivism and treatment of trauma.

12. Review & Evaluate Aggression Replacement Therapy (ART) Scenarios

- a) **VIP recommends reviewing the scenarios presented in ART to ensure they do not uphold unhealthy stereotypes about groups of people based on race, gender, ability, etc.**

Agreed: This recommendation will be reviewed.

13. Modification of the Substance Abuse Program

- a) **The substance abuse program currently seems to emphasize abstinence and focuses on the effects of the drugs on the body. VIP, and some of the youth, recommend that the program:**
- **Change up the presentation of information away from lectures and packets and instead engage the youth in conversations about their experiences.**
 - **Talk about addiction and recovery throughout the sessions.**
 - **Bring in speakers and recovering addicts to talk about personal experiences with drugs and with recovery.**

Agree: The Department will have a conversation with the DMH and our current Substance Abuse Community Based Organizations to discuss the current Substance Abuse Program. We also continue to bring in guest's speakers to talk to youth about their past experiences.

14. Changes to Programs for Youth Repeating Courses

- a) **Because youth often have to repeat court-mandated programs, VIP recommends that the instructors develop modifications or changes to the programs for youth who have taken them before.**

As our instructors become more proficient they will develop these types of modifications. But, subject matter experts agree that it is not harmful for youth to repeat any of the lessons.

Supplemental Programs & Rewards

15. Expansion or Addition of Supplemental Programs

- a) **Due to the good reviews from the youth, VIP suggest expanding or adding the following programs and classes both within and amongst the camps:**
- **Vocational Training**
 - **Explore opportunities for partnerships with schools such as the Los Angeles Trade-Technical College (LATTC)**
 - **Life Skills Courses at Every Camp**
 - **FLOW**
 - **Staff-Run Cyphers**
 - **Creative and/or Art-Based Programs**
 - **Parenting Programs**
 - **Health Relationships Classes for All Youth**
 - **Youth Councils**

- **Staff-Run Tournaments & Competitions**
 - **These could include cleanest quad/section of the dorm, cooking competitions with leftover ingredients, or similar skills challenges.**
- **Increased Access to Gym Equipment**
- **Addition of a Recycling Program**
- **Expansion of Fire Academy Program**
- **Expansion of New Roads**
- **Celebrations of Birthdays**
- **Holiday Celebrations & Decorations**

Most of these “supplemental programs and rewards” are already in place at all of our facilities and we will continue to expand and identify new programs. For example, we also have:

- Bicycle program at CMYC
- Intramural sports programs
- Camp Smith Sports Camp
- Summer Football Camp – Camp Smith Mustangs

16. Mentoring

- a) **79 youth (76%) said that they would be interested in participating in a one-on-one mentoring program. VIP recommends the development of a mentoring program that pairs older, successful and vetted graduates of the Probation system, with current youth in Probation camps that would help youth to navigate familiar and avoidable pitfalls during the transition to the outs.**

Agree: This will be considered. The Department is seeking mentoring programs that will begin in camp and be completed in the community. Most mentoring programs are more effective if they last from one to five years. Our average camp stay is six months.

17. Clear Explanation of the Behavior Modification/Management Program (BMP)

- a) **VIP suggests that Probation more clearly explain the objectives and purposes of the program to the youth when they enter camp beyond earning snacks to eat or use as a currency.**

Agree: All youth receive a Youth Handbook during their orientation process which explains the BMP. In addition, the BMP Coordinator meets personally with each youth upon arrival to the camp to explain the program and provide the youth with their personal monthly BMP calendar where the youth can keep track of their own points and possible early release date.

18. Alternative Rewards Systems

- a) **VIP suggests that Probation look into alternative rewards beyond awarding snacks or outside food. This may include game rooms at other camps or partnerships with outside agencies. For example, the camps could bring in therapy-trained dogs for the youth to play with perhaps once a month, if they make all their days.**

Agree: This is an on-going process and game rooms have been developed. A "Club House" has been developed at CMYC. The Department has already begun the process to bring a dog therapy program into a camp on a pilot basis.

Healthcare & Medication

19. Clear and Consistent Policy about Birth Control & Over-the-Counter Medication

- a) **Because there was confusion and mixed messages regarding access to both birth control and over-the-counter medication, VIP advises that the policies be clear and consistently enforced throughout the camps and halls.**
- b) **VIP also recommends that Juvenile Court Health Services evaluate the costs and benefits of the Intrauterine Device (IUD) to determine if it would be another option to consider for youth given IUD effectiveness and long-lasting quality.**

Per JCHS, regrettably, there has been some confusion about the birth control and over-the-counter medications. There is a nursing procedure for youth that are admitted on medication (Procedure #021 – Handling Admission Medication) and a policy for reproductive services (Policy #C-213 – Reproductive Services). We do attempt to get a full history of youth on medication prior to their admission and then continue the medication as appropriate while they are detained.

During the time of the Physician Admission Exam, the physician will obtain a history from the youth for any health risks, including their sexual health. During this time, various methods of contraception are discussed and encouraged. The youth may continue oral contraceptive/hormones, particularly for any particular gynecologic issue. The intrauterine device has always been an option. If the youth would like to pursue it, they are referred to a specialty care clinic such as the Adolescent Care & Transition Clinic at LAC+USC or the Gynecologic clinic at a County facility. There they may be able to receive further education and continuation of services after their admission to a detention facility.

20. Evaluation of Sleeping Medications

- a) **Due to the high numbers of youth reporting histories with sleeping medication while under the care of Probation, VIP recommends that Juvenile Court Health Services conduct an assessment of how often sleeping medications are distributed.**

Per DMH, within the juvenile justice system, insomnia or problems with sleep are perhaps the most commonly encountered symptom or complaint. Both JCHS and DMH participate in addressing this issue. Within DMH, clinicians work with clients on healthy sleep practices for a period of time before referring youth to psychiatry for insomnia. If working with the client on healthy sleep practices does not resolve the insomnia, clinicians can consult with psychiatry, or make a referral for a psychiatric evaluation. JCHS may also refer the youth for a psychiatric evaluation.

The psychiatrist conducts a psychiatric evaluation, and then generates a differential diagnosis. If there is no underlying or additional comorbid psychiatric disorder, the psychiatrist will first focus on healthy sleep practices or behavioral interventions. If this approach is not successful, the psychiatrist typically considers a trial of melatonin or Benadryl.

With rare exceptions (e.g., if the youth is 18 years of age or older or emancipated, if written parental consent has been obtained), psychotropic medication regimens are reviewed as part of the Psychotropic Medication Authorization process through the Juvenile Court Mental Health Services. This includes an independent review of the medications prescribed to ensure that the medications are warranted and within standards of psychiatric practice. Overall, psychotropic medications are not prescribed for insomnia without due consideration.

21. Health Support

- a) **Some youth raised concerns about the nursing staff being dismissive of their health concerns. VIP advises that Juvenile Court Health Services continues to train medical staff to provide health support in a compassionate manner.**

Per JCHS, their staff attempt to provide the supportive care necessary to address any of the youth's concerns. Because the nurses are typically the first medical staff that are encountered, the youth may single them out when they may misunderstand the healthcare process. With reminders and training, we can help all of our staff address the youth's needs consistently and completely. For instance, we have been undergoing trauma-informed care trainings to help staff understand our youth better. Hopefully, by educating the youth regarding their own well-being, we can empower them to live healthier lives.

Family Support & Visitation

22. Improve Family Ability to Visit with Youth

- a) **Probation should consider evaluating the costs and benefits of instituting a more effective transportation plan to ensure that families can visit.**

Agree: The Department is looking at alternative methods of transportation to enhance family reunification. The Department is in the midst of developing a pilot program with the Archdioceses of Los Angeles to develop a parent engagement program at Camp Gonzales that will be non-denominational and focus on transportation services to camp, family engagement and family activities.

- b) **Given that some families take public transit to the camps and are forced to walk, sometimes over a mile, to the camp from the nearest bus stop, VIP suggests implementing a shuttle service from nearby transit stops at each camp.**

Agree: The Department is looking at alternative methods of transportation to enhance family reunification. The Department will continue to seek to leverage DMH's transportation services and is looking at transportation vouchers that can assist families getting to our facilities.

- c) **Because transportation may be cost or time prohibitive for families, VIP recommends that Probation offer video chatting or video calls to families as an alternative for visiting. This can be a call-in number for families to use Face Time or a central Skype account for families to use their computers. Should the families not have access to either phones or computers, Probation should consider setting up Skype "stations" at the halls for families to communicate with the youth at camps father away.**

Agree: The Department is looking at alternative methods of transportation to enhance family reunification. We currently have the capacity to do video conferencing at all of the camps.

- d) **Phone call policy must be standardized and equally enforced across the camp. This includes times of phone calls as well as who the youth is allowed to call. Because phone calls can be used as a reward, VIP advises that the phone call policy include a tiered scale in regards to length of phone call and the stage the youth is on.**

All youth are allowed to contact their parent and/or guardian when they first arrive to camp and at least once a week while they are meeting with their assigned Deputy Probation Officer to discuss their camp progress. In addition, youth who have children are allowed telephone calls to their children and the children(s) caregiver.

A policy is in place and is not tied into the Behavior Management Program (BMP), however, application of said policy will be reviewed and development of a standardized tiered scaled in conjunction to BMP will be considered.

23. Visitation Modifications

- a) VIP recommends that the Court and Probation work collaboratively on expanding the list of people allowed to visit to include siblings or other key family members or community members deemed appropriate on an individual basis.**

Agree: The Department is currently working with the courts on expanding the list of visitors. Discussions with the Supervising Presiding Juvenile Judge, have indicated that the Juvenile Court would have no legal issues with the Department expanding our visiting hours and days.

- b) VIP recommends that Probation evaluate and explore various engagement options for visits with family besides sitting and talking. Youth asked for more ways to engage with parents should it be working out, playing games, or celebrating holidays.**

Agree: The Department is currently looking at faith-based nondenominational activities that will enhance family engagement and developing family based activities.

- c) VIP recommends expanding family therapy as an option for all youth in camps, especially on visitation days. DMH should also prioritize the hiring of bilingual therapists, especially for family therapy.**

Per DMH, family therapy is currently an option in any camp for youth receiving mental health services and where family therapy is clinically appropriate. Currently, a high percentage of youth throughout the camps are receiving mental health services and clinicians encourage youth and families to take advantage of this opportunity. DMH has vans and clinic drivers for the specific purpose of offering transportation to camp to families. All the drivers are bilingual and are able to engage the family and help them to feel at ease. In addition, DMH prioritizes hiring bilingual staff and typically has a sufficient number of bilingual clinicians to address the language needs of the youth or family.

- d) For youth that do not regularly receive visits, Probation should consider planning more activities for those youth to do during visitation times.**

Agree: Although the Department already schedules various activities to take place during visiting hours for those youth who do not get visitors, the Department will continue to identify new activities as resources allow.

24. Mediation with Family in Facilities Together

- a) **Especially at the Challenger camps, VIP recommends that Probation set up a formalized process or mediation space for family members attending different camps at the same facility. This would alleviate any write ups for saying hello to family, but would give them the chance to greet one another, before returning to separate camps.**

Agree: Whenever reasonably feasible, the Department will consider allowing siblings who are housed in different programs at CMYC to visit together.

Probation Staff

25. Increased Quality and Frequency of Staff Training

- a) **VIP recommends that Probation reevaluate the training and continued education provided to Probation staff. Specifically, VIP suggests that staff go through trainings regarding:**

- **Crisis Intervention**
- **Diversity**
- **Working with Youth**
- **Working with Youth with Mental Health Issues**
- **Post-Traumatic Stress Disorder (PTSD)**
- **Fetal Alcohol Spectrum Disorders (FASD)**
- **How to Talk about Race, Gender, and Privilege**
 - **All staff, including LACOE staff and therapists, would benefit from this type of training as well.**

Agree. Deputies already receive training on many of the listed subjects. The frequency will be increased to improve proficiency whenever feasible.

26. Clear & Consistent Policies & Adherence to Policies

- a) **VIP recommends that Probation assess compliance with current policies and procedures, especially those that concern youth safety. Some of the actions or conditions that need to be addressed as reported in interviews include:**

- **Betting with staff on one of the youth failing at a job, then telling that to the youth**
- **Flaunting authority over the youth and treating the youth as less than human, sometimes more like animals**
- **Threatening the youth**
- **Talking negatively about youth's families, especially their mothers**

- **Verbally and physically abusing the youth, sometimes out of the views of the cameras**
- **Ripping up family photos**
- **Encouraging racism, sexism, homophobia by using racial epithets, slurs, or justifying actions by reinforcing stereotypes**
- **Leveraging gang codes of “snitches are bitches” to dissuade filing of grievances**
- **Verbally dissuading youth from filing grievances**
- **Assuming youth are in a gang and/or announcing their youth's gang to the whole dorm**
- **Instigating arguments or fights between the youth**
- **Not giving the OC warning before using pepper spray**
- **Choosing favorites and unequally treating youth**
- **Gambling with the youth**
- **Allowing sexual misconduct between youth in a relationship**

Agree: If and when, any of the above, or similar circumstances, are observed by anyone and reported to supervisory or management's attention, investigations are conducted and staff discipline is imposed, as appropriate. For example, in suspected child abuse, Probation Department, Department of Mental Health, Department of Health Services – Juvenile Court Health Services, and Los Angeles County Office of Education staff are mandated reporters. Despite the mandated suspected child abuse reporting requirement, these staff are encouraged to report any observations or statements of inappropriate behavior. Any occurrence of such circumstances is not acceptable and is broadly discussed among staff to ensure it does not reoccur.

The Department is routinely monitoring and auditing policies and procedures that concern youth and staff safety. Safe Crisis Management Review Process ensures that uses of force policies and protocols are followed. The Department conducts scheduled and random Department of Justice (DOJ) audits to ensure compliance with DOJ provisions. Internal Affairs Referrals are submitted to the Department's Internal Affairs Unit when violations are suspected, and the “Help Line” is available for all youth to report any concerns they may have. The Department is currently in the process of updating the manual and many of the current policies address some of the concerns outlined in this recommendation. All the staff will be trained and reminded of these policies once the manual is finalized.

27. Consistent Policy Regarding Caseloads

- a) **VIP suggests that Probation review the current caseload for each PO and ensure that caseloads are equitable both across POs and across camps.**

Agree: The Department caseload model requires that each Deputy carry a caseload when feasible.

Safety & Discipline

28. Independent Grievance Review

- a) **VIP recommends that Probation institute an independent grievance review where staff from outside the camp review, track, and communicate the grievances to the appropriate administrator.**

The Department will consider various options to ensure grievances are handled appropriately. In addition, the Department has its own Ombudsmen Officer and Helpline contact information is posted in various locations throughout the camps.

29. End Group Punishment

- a) **VIP recommends ending the practice of group punishment, especially group punishment using physical practices such as having the dorm do push-ups or jumping jacks.**

Agree: The Department was recently found in compliance by the Board of State and Community Corrections with Title 15, Section 1390. The Department will continue to monitor the operations to ensure compliance. In addition, the manual has been revised to reflect that staff shall not engage in group punishment.

30. Evaluation of Pepper Spray Usage at Challenger Camps

- a) **VIP suggests that Probation determine if pepper spray is needed at each of the Challenger camps given the youths' many issues with its use and that the open camps do not use it.**

Agree: The Department will review the data involving the use of pepper spray and will consider the recommendation.

31. Staff Mediation of Fights and/or Gang Tensions

- a) **VIP recommends that staff mediate conversations between the fighting parties before they return to the general camp. These mediations should happen after a time of cooling off, but getting in the habit of talking about their problems with one another may be helpful in some cases to prevent future fights.**

Agree: The Department is currently revising the policy and procedures on the use of Healing Opportunity and Positive Engagement (HOPE) Centers (formerly known as Special Housing Units (SHU) and Assessment Centers). The new policies for staff to utilize following violent incidents includes information and processes for youth to cool down, de-escalate and process their issues prior to returning to the general camp population. A working group of staff from all levels and partner agencies is developing a comprehensive training plan for the new policy.

- b) As suggested by one of the youth, VIP recommends that Probation encourage and facilitate the creation of peace treaties upon arrival for known enemies. We highly recommend piloting this practice in one of the camps, monitoring relevant outcomes, and providing a follow-up report recommending expansion, modification, or cessation of the practice.**

Agree: This is already occurring in the camps through Youth Council Meetings, as-needed Town Halls, orientation, and individual casework time.

32. Alternatives to the SHU

- a) VIP recommends that Probation continue to use alternatives before sending youth to the SHU. These “time-outs” could also benefit from some grounding and mindfulness practices as taught in DBT.**

Agreed: This change is already in place. The SHUs were eliminated in May, 2016 and replaced with HOPE Centers. All deputies assigned to the HOPE Centers at CMYC and Camps Scott and Scudder are currently receiving DBT training. We are currently utilizing cool downs in lieu of a referral to the Hope Center for youth at all camps that have Hope Centers. In addition, our most recent training in de-escalation, DBT and Trauma are giving our staff the requisite skills to recognize potential problems and intervene prior to situations escalating.

- b) Due to the various complaints about the small size, darkness, and uncleanliness of several SHUs, VIP also recommends that cooling off first happen outside of the SHU before using the SHU as a cooling off space.**

Agree: This change is already in place; HOPE Centers all have “cool down” rooms that are not isolated.

- c) Additionally, many youth liked the SHU because of the privacy and ability to get away from the other youth when they are feeling upset or angry. VIP advises that Probation make this option for some alone time available when youth need it.**

Agree: Currently, youth can already request time away from the larger group if needed for any reason.

33. Gender Inequality in Punishment Evaluation

- a) Through the course of the interviews, we found that girls reported longer sentences in the SHU and were punished more often and for smaller offenses than boys who were sent to SHU. VIP advises that Probation compare incident reports and logs of SHU time between the boys' and girls' camps to determine if this pattern is an issue across all experiences or simply limited to this sample. Should the pattern be validated, we would encourage Probation to**

create policy and work with staff to ensure that punishment is equitable regardless of gender.

Agree. The Department will research and analyze the data and address any issues. Early indications are that girls do spend a longer time in the Hope Centers per youth. Root causes and strategies to ameliorate this issue are being studied.

34. Evaluation of Camera Coverage

- a) **Because some youth spoke about staff abusing the spots where the cameras do not reach, VIP advises that Probation conduct an assessment of the camera coverage and determine where new cameras need to be installed or repaired. Youth also asked that the cameras record both audio and visual so in reviewing fights or arguments staff are able to see and hear what is happening.**

Agree: This process has already begun. In addition, County Counsel is currently visiting our facilities and will be producing a report regarding security cameras in general that will assist the Department with making the necessary improvements and upgrades to avoid these types of incidents from occurring.

35. Increase Access to Bathrooms in Dorms, SHU, & Halls

- a) **VIP recommends that Probation establish a response time limit or policy for bathroom breaks outside of their allotted times. VIP also suggests that Probation consider a buzzer system for the restroom or another mechanism such that youth are not left to urinate outside of a restroom during their time in the SHU or in the halls.**

Agreed: Current policy does not allow for restriction on the use of the restroom facilities, therefore, there are no allotted times. All youth are allowed to use the restroom upon request.

Discharge Planning & Resources

36. Care Coordination

- a) **From our experience in working with high-risk populations, many with Probation backgrounds, VIP suggests that Probation consider hiring care coordinators to help the youth navigate resources prior to discharge and once on the outs. In our work, we have found having a point person, perhaps beyond their field PO, may be helpful in attaining and remaining in needed services.**

Agree: The current function of the Aftercare Officers require that resources include but are not limited to education, Substance abuse, Mental Health Services, Employment and in Home Services. The Department is currently working with external reliable internship and educational/vocational pathways.

37. Increased Access to External Resources

- a) **Because the assigned POs are put in the role of case managers for the youth, they need more resources to effectively help the youth beyond words of advice. Additionally, the resources referred to either in the MDT or as part of their aftercare plans must include effective support to ensure youth have sufficient resources to overcome barriers to accessing support.**

The Camp Community Transition Program was completed redesigned in the latter part of 2014 and participation from the aftercare deputy in the Transitional Multi-Disciplinary Team (MDT) for aftercare planning has increased significantly since VIP conducted their interviews. This process continues to evolve and will be reviewed.

Halls

38. Living Conditions

- a) **VIP suggests allowing for more outside time for the youth to spend time away from their rooms.**

Juvenile Halls have a daily schedule that demonstrates that minors are out of their rooms for the majority of the day as indicated below.

- 6:15 a.m. - Wake up/wash up
- 7:00 a.m. – Breakfast, minors are primarily out of their rooms from breakfast
- 8:15 a.m. – Minors go to school and do not return to the units until lunch time
- 12:00 p.m. – Meal time and medical clinics and return back to school
- 1:00 p.m. – Minors remain in school
- 2:45 p.m. – 3:00 p.m. – Minors return to units and prepare for afternoon recreation
- 3:00 p.m. – 5:00 p.m. – Minors are engaged in outdoor and indoor recreation
- 5:00 p.m. – Dinner time
- 6:00 p.m. –7:45 p.m. – Minors are engaged in evening recreation (Outdoor during daylight savings time)
- 7:45 p.m. – Shower time and clean-up activities until lights are out.

As indicated above, the daily schedule for our minors is very busy and there is very little time that minors are actually in their rooms other than sleep time. The following table outlines the various programs being offered to the youth throughout the week and weekends.

DETENTION SERVICES BUREAU PROGRAMS

Center for the Empowerment of Families	Life skills courses
CEF part two - Fatherhood Program	Mentoring/parenting techniques/life skills
Drumming 4 Life	Mentoring/parenting techniques/life skills
Inside Out Writers	Provides youth with pro-social tools, writing for self-expression and self-reflection
Yoga for Youth	Coping skills/anger management
Books Beyond Bars	Reading/writing skills, public speaking skills
Disney	Mentoring/coping skills/anger management
Cloud and Fire	Coping skills/anger management
M.A.F.T.A.	Group mentoring, life skills, and bringing out inner childhood roles and needs
Alcoholics Anonymous (AA)	Prevention and intervention for substance abuse related to alcoholism
Truth Seekers	Music and relaxation therapy, life skill mentoring
Character Education Program	8-week workshop that deals with developing life skills, self-esteem, and female empowerment

b) VIP suggests that Probation consider changing food vendors or working to improve the quality of food.

Food vendors are selected via the County bidding process and may be changed at that time if a new vendor is selected.

The onsite Service Director regularly monitors the quality of food being served at the hall. Also, Food and Nutrition, Standards & Compliance regularly audits all food service operations to ensure compliance with quality standards and makes needed recommendations for improvements. The Department will continue to monitor and assess the quality of food at the halls and work to improve any area(s) where quality standards are not maintained.

If the food vendor does not meet performance requirements as indicated in their contract with the County, a contract discrepancy report will be initiated indicating a Corrective Action Plan must be prepared by the food vendor. Depending on the degree of deviation from the contracted requirement(s) and the number of incidences, accelerated damages can be levied against the vendor.

39. Programs

a) VIP recommends that Probation work with outside agencies to develop more drop-in programming for the youth, meaning that youth need not attend every week to participate.

Community Based participation is encouraged; there are a myriad of programs that they provide for our minors at the three Juvenile Halls regularly and it is reflected on the program schedule.

Court Experiences

40. Clear Explanation of Court Processes

a) The youth often feel confused or nervous about what to expect and sometimes leave not knowing what or why things happened. We recognize that the processes can confuse even well-educated adults, however, these processes need to be more clearly explained for the youth by their attorneys.

The Department is working with the Presiding Juvenile Judge to develop an orientation packet that explains the courts process, the probation process and their rights in each part of juvenile justice.

Other Considerations

41. Music to Wake Up & Music in Camps

- a) **As identified by a youth in Camp Smith, VIP suggests that Probation consider playing music to wake the youth up each morning rather than a simple countdown.**
- b) **VIP recommends that Probation take action to equip the staff with small speakers in the dorm (portable Bluetooth speakers would work) and have they play more music throughout the day.**

Agreed: Several camps, such as Scott and Scudder, have PA systems in the dorms and the youth can listen to music. The Department is also working with ISD to enhance the PA systems in the Hope Centers as part of the Phase 2 project which will expand this option to the CMYC Hope Center and Camps McNair, Scott, Rocky and Gonzales.

42. Audits

- a) **Three youth suggested having surprise or covert audits of the Probation camps and we agree that this would be beneficial given some of the stories told to us in the interviews about staff dissuading or destroying grievances and the tools available to incentivize youth reporting. Having unannounced visits could prove useful and promote adherence to Probation policies.**

At this time the Department received unannounced visits from the various stakeholders including the Probation Commission. In addition, the Department conducts random audits of the various Department of Justice provisions. The Department is also audited by the Auditor-Controller which conducts announced facility visits.

43. Mail Delivery Policy

- a) **As suggested by a youth, Probation should consider implementing a point person at each camp who delivers the mail from that week or from a few days to the youth.**

Agree: The Department policy indicates that the mail should be picked up daily and it should be delivered the same day it is received. The Supervising Deputy Probation Officer is responsible for ensuring this occurs. All operational managers will be reminded to enforce this policy.

44. Community Service at the Camps

- a) **One youth complained that though they received community service hours as part of their jobs, it was camp service, not community service. VIP recommends that Probation work with outside agencies to help implement community service projects within the camps. For example, the youth could work with a homeless shelter to put together overnight bags for the agency to use.**

Agree: Options will be considered.

Future Studies

45. FASD Screening

- a) **VIP's clients, which often overlap with the Probation population, have a high prevalence of Fetal Alcohol Spectrum Disorders (FASD). Additionally, the rate of FASD amongst incarcerated populations is generally high. Because asking about previous history was beyond the scope of these interviews, VIP was unable to estimate what percentage of youth may have a FASD diagnosis. VIP recommends conducting a pilot screening at a hall to determine the percentage of youth with that diagnosis. If the results of that pilot screening reveal a high number of FASD diagnoses, VIP recommends working with Juvenile Court Health Services and DMH to complete routine FASD screenings with all youth entering the Probation Department and providing appropriate mental health resources to these youth.**

In order to conduct a pilot, JCHS and DMH would need to research potential screening tools and determine if any are appropriate for the fast paced and transient nature of the juvenile justice setting. While it may be possible to identify some of the physical anomalies associated with FASD, confirmation of maternal prenatal use is crucial to diagnosis of FASD. It is likely that it would be problematic to obtain reliable information for this population. As a result, The Department will work with JCHS and DMH to carefully evaluate the feasibility of conducting a pilot.

46. ACES Study

- a) **Because multiple youth disclosed traumatic incidents throughout their interviews, VIP recommends that an outside expert be hired to conduct interviews with the youth focused on their lives prior to coming to camp. The questions should utilize the models from the Adverse Childhood Experiences Study (ACES) to determine the extent of adversity faced by these youth and use the results to recommend prevention-based programming around the county to combat these experiences.**

Agree: This will be considered.

47. Outcomes Study

- a) **The focus of this study was on the experiences of the youth while in Probation camps or halls, and though many youth discussed discharge planning or their MDT experiences, we could not gauge the effectiveness of the discharge planning or assess what happens to the youth after exiting. VIP recommends that Probation hire an outside expert to conduct an outcomes study following the youth from their camp experience to experiences on the outs. This would be a multi-year follow-up study which should include multiple semi-structured qualitative interviews.**

Dr. Denise Hertz a Professor from The California State University, Los Angeles recently conducted The Los Angeles County Juvenile Outcome Study (April 2015) which determined that youth exiting camp and placement have improved. A follow up study of this same population will be completed in 2017.

48. MDT Surveys

- a) **Because the MDT is a relatively new process and because our questions did not specifically ask about the MDT, VIP suggests that Probation create a survey for the youth to fill out after their final MDT and, if possible, on the outs, to determine the effectiveness of the program. Our results from a handful of youth in the study suggest that the MDT has been helpful and it may benefit Probation to track that as well.**

MDT meetings are a process designed to enhance the communication regarding a youth and the development of a related case plan for the youth.

49. Evaluation of Probation Violations & Diversion Programs

- a) **Because youth frequently mentioned concerns regarding the "little violations" on the outs, we suggest that Probation review the violations of Probation while on the outs and their corresponding corrective actions. Probation could consider creating a diversion program such that minor violations can be dealt with without returning youth to the halls or camps.**

It should be noted that diversion programs already exist in the community and rarely is a youth order to camp by the court for a "little violation". Diversion programs include; New Beginnings, a diversion program for youth exhibiting mental health issues, Youth Pathways to Opportunities, a diversion program aimed at our neediest clients and families in the Pomona School District, Teen, Drug and Mental Health Courts, Traffic Court, and a myriad of community based restorative justice, vocational training, high risk-high need programs including but not limited to all the services our JJCPA program offer.

Appendices – VIP Probation Report

Appendix A: Camp Reports

Appendix B: VIP Tour Report

Appendix C: Court Order #1 – September 15, 2015

Appendix D: Court Order #2 – February 11, 2016

Appendix E: Interview Guide

Appendix F: VIP Probation Interview Schedule

Appendix G: Minor’s Consent Form – Probation Interview Project

Appendix H: Minor’s Waiver Form – Probation Interview Project

Appendix I: Coding Schema

Appendix J: Roads to Success Academy Implementation Calendar

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Appendix A

Camp Reports

Camp Afflerbaugh

VIP interviewed ten youth at Camp Afflerbaugh.

Living Conditions

Youth at Camp Afflerbaugh especially enjoyed their day rooms as they had couches and/or leather recliners. Camp Afflerbaugh staff engage with youth in gambling on board games or sponsoring competitions. At Camp Afflerbaugh, youth generally receive a “fat mat” or a good mat on reaching Stage Four. Four youth found the beds comfortable or decent and four youth found them uncomfortable.

As with other open camps, Camp Afflerbaugh has better quality food than Challenger. Five youth said the food was good and three youth said the food was decent or depended on the cook. However, there is still hunger in the camp as one youth sold illicit granola bars explaining the market for them as, “everybody’s hungry you know?” The favorite foods at the camp were spaghetti (three youth), French toast (two youth), hamburgers (two youth) and brownies (two youth). Each youth had a different least favorite meal. Three youth stated that they had enough to eat.

Three youth said at least one county product was ineffective and two youth said at least one county product was decent.

Youth at Camp Afflerbaugh must shave. If they do not, staff consider the youth to lack confidence or self-esteem and may refer the youth to mental health.

Education

All ten youth had positive reviews of their education experience as a whole. Eight youth had positive experiences with teacher(s) and three had negative experiences with their teacher(s). Four youth participated in credit recovery programs and one youth participated in AB-216.

Five youth spoke about [Teacher #1] as their favorite teacher. The youth appreciated her efforts to understand them and care for them as ‘kids rather than criminals,’ and regardless of their race.

Programs

Camp Afflerbaugh has two unique creative programs: Cyphers, run by [Probation Staff #4], an informal program where youth write lyrics and perform against one another like in a rap battle; and a temporary program in which some youth wrote for and acted in a film under the lead of a professional Director.

Two youth discussed how they loved the cyphers that [Probation Staff #4] organized. They enjoyed participating and listening to everyone rap. Over the time of the interviews, a Director came into the camp to film and some of the youth participated in the project. One youth was just starting the process at the time of his interview and one youth had finished the experience. Youth wrote the screenplay and acted in a movie where they depicted the gang and drug life in a world of cats and dogs. The youth who had finished the film enjoyed the experience of making the film and said after camp they would hold a premiere for it.

Youth at Camp Afflerbaugh have ART as their mandatory mental health program. Five youth liked ART and three did not. Four youth liked the Substance Abuse program and three youth did not.

Health Services

Seven youth had positive experiences with mental health.

Support

Nine youth have received at least one visit in camp.

Probation Staff

Five youth had good relationships with their assigned POs, and two youth did not. Eight youth had a positive experience with at least one member of Probation staff and eight youth had a negative experience with at least one member of Probation staff.

Safety & Discipline

Six youth felt safe talking to at least one member of Probation staff and two felt safe talking to mental health staff. Not all youth at Camp Afflerbaugh disclosed names of people they felt safe talking to, but the following staff were mentioned as having this level of trust: [Probation Staff #16], [Probation Staff #17], [Probation Staff #18], [Probation Staff #19], and [Probation Staff #4]. Nine youth said that the rules were enforced fairly.

Social Dynamics

The chief issue raised by the youth was the extent to which racial animosity between black and Mexican youth permeates daily life at Camp Afflerbaugh. The dorms, recreation areas, school, and meal times self-segregate “raza with raza” and ‘black with black.’ This is difficult for staff to address given that some of the youth are vocal about coming from neighborhoods which “press NK”, or take pride in violence against black people.

When discussing [Teacher #1], for example, one of the youth highlighted that the teacher cared about the youth, “no matter what race you are.” For indoor recreation time, it is blacks versus Mexicans as to who gets to choose what to watch. A popular book series the “Urban Books,” youth relate to the situations in the novels, was banned out of concern that it had caused a riot at the camp. Youth described aspects of life at Camp Afflerbaugh by commenting on how race or racial tensions effected that area of daily life.

Two youth made friends in camp and seven youth did not.

Plans After Release

When youth are released from camp:

- Five youth plan to go to college
- Four youth wish to finish high school and not pursue higher education
- One youth plans to go to trade school

Who youth spoke with about their future plans:

- Three youth spoke with their assigned PO
- Three youth spoke with Education staff
- Three youth spoke with a member of Probation staff
- Two youth spoke with their field POs
- Two youth spoke with mental health staff

Best Part, Worst Part, & Changes

Best part of Probation according to youth at Camp Afflerbaugh:

- Five youth said the relationships formed with POs
- Four youth said help and support received either from Probation or while in camp
- Two youth said there was no best part

Worst part of Probation according to youth at Camp Afflerbaugh:

- Four youth identified just being locked up
- Three youth said following rules and the POs
- Two youth said being away from family

What would youth change if they were in charge of Probation:

- Three youth would change the Probation system as a whole
- Two youth would serve better or more food
- Two youth would change the clothing or the laundry practices
- Two youth would increase the level of family engagement through visits and/or phone calls

Camp Gonzales

VIP interviewed ten youth at Camp Gonzales.

Living Conditions

The wings at Camp Gonzales are divided by stages in the BMP. One youth found the beds comfortable or decent and four youth found them uncomfortable. Five youth spoke about at least one county product as ineffective. Three youth stated that at least one county product was decent.

Four youth liked the tournaments put on by Probation staff. The chairs in recreation rooms available to youth at Camp Gonzales are referred to as “lawn chairs” by youth.

As one of the open camps, food was highly rated. Three youth said the food was good and six youth said the food was decent or depended on the cook. [Cook #1] was highlighted as being the best cook at Camp Gonzales. The favorite food at the camp was pineapple cake (two youth) and the least favorite food was the sandwiches (two youth).

Youth at Camp Gonzales are permitted to wear non-county shoes once they reach a certain stage in BMP.

Education

Education is one of the highlights of Camp Gonzales, with one youth saying “Mm honestly I think if I would have never came to jail, I would never have my high school diploma.” All ten youth had positive reviews of their education experience as a whole. Nine youth had positive experiences with teacher(s) and one had negative experiences with their teacher(s). Five of the ten youth interviewed at Camp Gonzales and one former Camp Gonzales youth, spoke about [Teacher #2], the math and science teacher. He explained concepts to the youth well and dissected topics in ways the youth could understand. [Teacher #2] also runs the solar boat program, which youth enjoy.

Camp Gonzales has a GED preparation program. Five youth from Camp this program helpful, even if they didn’t plan on taking the GED. The youth highlighted the teacher, [Teacher #11], as being very helpful. Camp Gonzales also has access to tutors from UCLA or Pepperdine and the youth who spoke of it appreciated the tutoring saying “it’s helpful that they are here.” Five youth participated in credit recovery programs and one youth participated in AB-216. Three youth took college courses.

Programs

Camp Gonzales’ unique New Roads program is highly rated by youth; especially the arts program and the follow-up support the program provides for them on the outs. This is discussed in depth in camp-specific programs on page 60.

Camp Gonzales also has the highly rated FLOW program, a gang program, and alternative substance abuse program. None of the youth interviewed spoke about there being religious programs available at Camp Gonzales during their interviews.

Youth at Camp Jarvis have ART as their mandatory mental health program. Five youth liked ART and two did not. Five youth liked the substance abuse program.

Health Services

Camp Gonzales was one of the locations where youth report nurses almost always respond to youth complaints by telling them to “drink some water.” Five youth were on acne medication at some point while under the care of Probation.

All ten youth had positive experiences with mental health and youth also discussed family therapy.

Support

Seven youth have received at least one visit in camp.

Probation Staff

Seven youth had good relationships with their assigned POs. Nine youth had a positive experience with at least one member of Probation staff and five youth had a negative experience with at least one member of Probation staff.

Safety & Discipline

Nine youth said that the rules were enforced fairly. Five youth felt safe talking to their assigned PO, four youth felt safe talking to at least one member of Probation staff, and two youth felt safe talking to mental health staff.

Social Dynamics

Four youth made friends in camp and six youth did not.

Plans After Release

When youth are released from camp:

- Four youth plan to go to college
- Two youth plan to attend a trade school
- Two youth wish to finish high school and not pursue higher education
- One youth is undecided between trade school and college
- One youth had no plans

Who youth spoke with about their future plans:

- Four youth spoke with their assigned PO
- Four youth spoke with New Roads staff

- Three youth spoke with mental health staff
- Two youth spoke with a member of Probation staff
- Two youth spoke with education staff

Two youth found the people they spoke with to be helpful.

Best Part, Worst Part, & Changes

Best part of Probation according to youth at Camp Gonzales:

- Four youth said the help and support received either by Probation or while in camp
- Three youth said the school in camp
- Two youth said the relationships formed with POs
- Two youth said there was no best part

Worst part of Probation according to youth at Camp Gonzales:

- Two youth said being locked up
- Two youth said the living conditions
- Two youth said following the rules and POs
- Three youth said there was no worst part

What would youth change if they were in charge of Probation:

- Three youth would serve better or more food
- Three youth would change the clothing or laundry practices
- Two youth would provide more comfortable beds
- Two youth would change or improve the Probation staff
- Two would not change anything

Youth also offered more specific recommendations for Camp Gonzales. One youth offered a specific recommendation for problem with the mail. He requested that a mail delivery policy be formalized and enforced. Currently, mail protocols are unclear and left to staff discretion. This youth also suggested that Camp Gonzales add California Conservation Corps as a program. One youth requested that a youth or student council be formed at the camp.

Camp Jarvis

VIP interviewed seven youth at Camp Jarvis. Most youth did not like Camp Jarvis with one youth saying “Jarvis was a wreck. Jarvis was a mess,” one youth saying “Our camp is bullshit,” and one youth claiming that the camp holds “emotionally disturbed youth.” Overall, it seems that youth in Camp Jarvis or previously in Camp Jarvis has serious issue with it.

Living Conditions

The wings at Camp Jarvis are not divided according to BMP stage. One youth found the beds comfortable or decent and three youth found them uncomfortable. Youth at Camp Jarvis would take additional mats to compensate for uncomfortable beds.

Youth at Camp Jarvis indicated issues with the showers including temperature, low pressure, and broken showerheads. One youth from Camp Jarvis said that deodorant is not handed out at the camp. He was the only youth from Camp Jarvis to mention the deodorant. Four youth spoke about at least one county product as ineffective.

Camp Jarvis, a Challenger Camp, tended to have low reviews of the food. Four youth said the food was decent and two said the food was bad. The favorite foods at the camp are oatmeal and grits (two youth), pancakes (two youth), and waffles (two youth). The least favorite foods are the powdered eggs (two youth). One youth referred to a time that he got food poisoning in Camp Jarvis, but none of the current residents of the camp mentioned a similar occurrence during their time there. One youth noted there was considerable food waste at the camp. There had been water quality issues at Camp Jarvis, but two youth confirmed that the water had improved.

Education

All seven youth had positive reviews of their education experience as a whole. Six youth had positive experiences with teacher(s) and three had negative experiences with their teacher(s). Four youth participated in credit recovery programs. Two youth took part in college courses.

Youth enjoy the projects as part of the school curriculum. One youth was engaged by a project where he created a poster about child soldiers in Sierra Leone and connected the experience of forced conscription to the gang life, noticing similarities in recruitment and treatment. Woodshop and a landscaping course are available at Camp Jarvis.

Programs

Youth at Camp Jarvis have ART as their mandatory mental health program. Five youth liked ART while one did not. Four youth liked the substance abuse program and three did not. Youth at Camp Jarvis who participated in work crew were paid for their work upon leaving. Additionally, the well-reviewed program FLOW was available at Camp Jarvis.

There is a youth council at Camp Jarvis. One youth, a member of youth council, said staff implemented a Challenger-wide basketball tournament, a recommendation from the youth, because it

helped to make the youth less irritated, hopefully leading to less fights. They have also recommended other initiatives for the camp, including:

- Trying to get Stage Four youth at Camp Jarvis access to Camp Smith's gym
- Purchasing new bed covers (accomplished)
- Painting over tagging
- Starting a recycling program
- Having a challenger-wide basketball tournament (accomplished)

Health Services

Five youth had positive experiences with mental health.

Support

Six youth have received at least one visit while in camp.

Probation Staff

Four youth had good relationships with their assigned POs and two did not. Six youth had a positive experience with at least one member of Probation staff and six youth had a negative experience with at least one member of Probation staff. One youth even shared that high level staff were involved with the daily operations, that the director and assistant director both knew him by name and kept in touch regarding his progress.

There were multiple reports of staff at Camp Jarvis taking punishment to a personal level with youth or retaliating against youth for causing staff personal or professional inconveniences. One youth's negative experiences with staff centered around certain staff feeling entitled to treat the youth in a degrading manner and that revel in the unequal power of the relationships. One youth may have been singled out as a target due to perceived weakness by a staff member and that the available recourse through grievances was insufficient in comparison to the additional days added to their term by that staff. One youth was insulted and provoked by this staff member on repeat occasions, with considerable vitriol:

"Alright. Um. Well I was on line up—she put us on line up and stuff. And um I got up to put my compo {composition notebook} in my locker. You feel me? Put it in my locker. And [pause] she like, "Sit down! Sit down, little boy." Like I was like, "Why you've got to yell at me? You feel me? Can you lower your voice? I'm not doing nothing, but putting my—putting my compo up." "Everybody put it on reverse!" We put it on reverse line up and she said um, "Like why you standing up still?" "I'm putting it on reverse line up. You feel me? I'm taking my time. You feel me? You yelling at me and stuff like I don't—I don't need you yelling at me. You feel me? I'm like doing nothing to you. You feel me?" Well, she's like, "Oh. You always want attention. You always want attention. Because your crackhead ass mom, if she wouldn't have dropped you on your head." I'm like, "What?" I'm like "Can you please not speak about—" I was trying to tell her calm like. Leave my mom out of this. Like my mom has nothing to do with this. And she's like, "Well if the bitch would have did her job, you wouldn't even be here for me to say it to you." I'm like, "What?" So, I kind of like went off on her. She was like every, every 'B' in the word—in the

world. You feel me? Like everything you feel me? The word with the 'B' I could think of, I said to her. You feel me? And like staff came and call me down. Like, "Come here, you feel me. Calm down. You feel me?" Then I go back to go sit down on my bed, but I was still mad though. You feel me? Because like she just really got away with saying this. Nobody—none of the staff heard her say this. You feel me?"

One youth related this story to the director in person, and the director said that he would address the matter with the staff when the staff was back at camp.

One youth related the while he was at Camp Jarvis, a staff member ripped up his family photos and personal letters in retaliation for the one youth getting into a fight as the shift was ending, which gave the staff more paperwork to do. He said that staff at Camp Onizuka have not taken such personal measures against youth but that "they'll do that a lot in Jarvis though."

Safety & Discipline

Four youth felt safe talking to at least one member of Probation staff, three youth felt safe talking to mental health staff, and two youth felt safe talking to their assigned PO. Not all youth at Camp Jarvis disclosed names of people they felt safe talking to, but the following staff were mentioned as having this level of trust: [Probation Staff #20], [Probation Staff #21], [Probation Staff #22], and [Probation Staff #23].

Three youth said that the rules were enforced fairly and four youth did not like the practice of group punishment.

Social Dynamics

Camp Jarvis has persistent racial tensions. It was, as one youth put it, "blacks with the blacks and the Razas with the Razas" when forming relationships in the camps. Additionally, there are social pressures to participate in riots or be labeled and shunned by people within their own race.

One youth suggested that the integration efforts of staff, including dorm assignments, backfire and produce more fights and conflicts. By his estimation, rather than serving as an anti-racist practice, integration increases tensions among the youth. One youth felt similarly, saying the staff have been proactively engaging and asking youth what issues they have with one another. He says that "they do try extra" and that "they'll try to make you sleep integrated. So Hispanic, black, Hispanic – just like that." One youth says since that staff ended this practice, the amount of beefing has been reduced: "But that stuff doesn't really go on no more. Like, – No, I'm not – it hasn't happened recently."

One youth made friends in camp and six youth did not.

Plans After Release

Camp Jarvis youth discussed placement in more detail than other camps. One youth revealed there is a stigma around those sent to placement. With them being considered 'weird'. One youth described it as a group home where he had to go because "no one is fit to take care of me."

When youth are released from camp:

- One youth plans to go to college
- Two youth plan to attend a trade school
- Two youth wish to finish high school and not pursue higher education
- Two youth had no plans

Who youth spoke with about their future plans:

- Two youth spoke with their assigned PO
- Two spoke with education staff

Best Part, Worst Part, & Changes

Best part of Probation according to youth at Camp Jarvis:

- Three youth said school was the best part
- Two youth said staying sober in camp was the best part
- Two youth said relationships formed with POs

Worst part of Probation according to youth at Camp Jarvis:

- Five youth said POs and following of their rules
- Two youth said there was no worst part

What would youth change if they were in charge of Probation:

- Three youth would serve better or more food
- Three youth would change or improve the Probation staff
- Two youth would have more comfortable beds
- Two youth would provide more privacy in the bathroom

Camp McNair

VIP interviewed nine youth from Camp McNair.

Living Conditions

Two youth found the beds comfortable or decent and five youth found them uncomfortable. Three youth spoke about at least one county product as ineffective. Five youth stated that at least one county product was decent.

Two youth felt that they did not have enough outdoor recreation. Five youth liked the tournaments put on by Probation staff.

As one of the Challenger camps, the food was poorly rated. Five youth said the food was decent and three said the food was bad. The favorite foods at the camp were spaghetti (two youth) and waffles (two youth) and the least favorite food was the sandwiches (three youth). Three youth stated that they did not have enough to eat.

Camp McNair has had serious problems with water quality. Youth at Camps McNair and Onizuka avoid drinking the water and claim the water tastes bad. One youth had heard that there was arsenic in the water. Though staff say the problems are fixed, the youth at Camp McNair do not believe this.

Education

Five youth had positive reviews of their education experience as a whole. One youth found school sometimes boring and one youth did not like it. Three youth had positive experiences with teacher(s) and one had negative experiences with their teacher(s). One youth participated in credit recovery programs and one youth participated in AB-216. Two youth took part in college courses. One youth, a high school graduate, spoke to the pattern about how youth who graduated “don’t really do much but either sit inside, watch TV, play the game, or outside playing basketball.”

Programs

The mandatory mental health program at Camp McNair is ART. Five youth liked ART and one did not. Five youth liked the substance abuse program and four did not. Two youth took part in college courses. Camp McNair also has a Youth Council.

Health Services

Nurses at Camp McNair have a reputation among youth for responding to youth’s health concerns by instructing youth to drink more water. Six youth were on sleeping medication at some point while under the care of Probation: three took trazodone and three took Benadryl. One youth suggested that some youth can ask for more medication whenever they’d like and are using it to get high, but that was the only example given of such an argument. Though it may be worth exploring given its seriousness.

Eight youth had positive experiences with mental health. Family therapy is an option extended to youth at Camp McNair. One youth suggested that family transportation assistance for visits be provided to help youth access this support.

Support

All nine youth have received at least one visit in camp.

Probation Staff

Eight youth had good relationships with their assigned POs. Seven youth had a positive experience with at least one member of Probation staff and six youth had a negative experience with at least one member of Probation staff. A few youth reported that there were lots of searches and strict staff.

One youth suggested that staff may be disciplined by supervisors for reporting youth's behavior. What the staff are disciplined for specifically, be it not preventing smuggling, for leaving their posts, or for not leaving their posts is unclear in the youth's interview. What is clear is that the youth considers this matter unfair and detrimental to youth behavior in the camp:

I3: Okay. What about the worst part of probation?

R: The worst part. Mm they're about just like running around the whole facility without the staff um supervision, because the staff will get a write up. Like they could get written up by the um by the Supervisors and the Supervisor will get mad at them.

I3: For like doing what?

R: For the kids like running around the whole like campus without, without a staff next by. Like say you're running around, the staff has to be like running with you. Like, it's like supervision. And like all the staff have to be nearby the kids or, to see what they're doing like in case they don't do no drugs. Because in each bubble, all the staff that are inside the bubble, they could see everything. And like they'll tell the Supervisor like "Oh the kids are smoking weed out there." And the staff will get in trouble.

I3: They, they get, there's weed in here?

R: Well some kids like, um the YA camp that's right there. I'm pretty sure they be doing all types of drugs. But they be bringing dogs in here like I think every month and they get all that thing out of here.

Safety & Discipline

Four youth felt safe talking to at least one member of Probation staff, three youth felt safe talking to mental health staff and three youth felt safe talking to their assigned PO. Not all youth at Camp McNair disclosed names of people they felt safe talking to, but the following staff was mentioned as having this level of trust: [Probation Staff #24].

Six youth said that the rules were enforced fairly and three youth did not like the practice of group punishment. Additionally, Camp McNair youth describe the SHU as dirty and dimly lit. Youth at Camp McNair said the windows were scratched up and didn't let much light into the room.

Social Dynamics

Two youth made friends in camp and seven youth did not.

Plans After Release

When youth are released from camp:

- Four youth plan to attend college
- Three youth wish to finish high school and not pursue higher education.
- Two plan to attend a trade school

Who youth spoke with about their future plans:

- Six youth spoke with their assigned PO
- Six youth spoke with mental health staff

Of the people they spoke with five youth found them helpful.

Best Part, Worst Part, & Changes

Best part of Probation at Camp McNair:

- Four youth said there is no best part
- Two youth said the relationships formed with POs

Worst part of Probation at Camp McNair:

- Three youth said being locked up
- Three youth said POs and following their rules
- Two youth described the living conditions as the worst
- Two youth said there was no worst part

What would youth change if they were in charge of Probation:

- Six youth would change or improve the staff
- Five youth would serve better or more food
- Five youth would have more comfortable beds
- Four youth would provide more privacy in the bathroom
- Three youth would change the system as a whole

Camp Mendenhall

VIP interviewed eight youth at Camp Mendenhall. Camp Mendenhall had to evacuate their camp in October of 2015 and move to an empty camp at Challenger. This move caused various difficulties and generally youth disliked the move.

Youth at other Challenger camps also dislike this move, attributing the lack of recreation equipment to Camp Mendenhall youth being at Challenger. Camp Mendenhall youth are made to feel that they are visitors and are less deserving of the same amenities offered to youth at other Challenger camps.

One youth spent some time discussing the differences in privileges offered between Camp Mendenhall's old location and Challenger. Time granted for phone calls was reduced from up to an hour to a strict limit of 15 minutes. Special visits were easier to arrange at the old location and appear to be unavailable for Camp Mendenhall youth at Challenger. Food was better overall and daily life less structured. Before the move, youth did not have to ask for permission as often to do things.

Living Conditions

Camp Mendenhall was not divided by BMP stages until the camp was moved to Challenger, when they were divided up in this manner. Camp Mendenhall would give two mats to youth who reached Stage Four, however, that had ended while at Challenger. Youth at Camp Mendenhall do not receive access to personals at stage three, but are allowed access to different products on a tiered system unique to the camp. Three youth spoke about at least one county product as ineffective.

Camp Mendenhall youth, even those who lament the move to Challenger, are excited to go to the game room.

Two youth felt that they did not have enough outdoor recreation after moving to Challenger.

Youth noted that food quality declined from Camp Mendenhall to being housed at Challenger. Even as youth dislike the food at Challenger, one youth noted that there were considerable amounts of food waste that could be addressed by offering seconds. One youth said that youth snack prices at BMP increased when they moved to Challenger. The youth's favorite food was fried rice (two youth) and their least favorite food was powdered eggs (three youth). Four youth stated that they did not have enough to eat.

Since the move to Challenger, youth report water quality issues. One youth from Camp Mendenhall shared that the water at Challenger tastes bad. One youth had heard that arsenic was present in the water.

There is no formal laundry process at Camp Mendenhall by which youth receive the same clothes they were wearing. One youth marks his clothing in order to ensure he gets the same clothes back.

Education

All eight youth had positive reviews of their education experience as a whole. Seven youth had positive experiences with teacher(s) and two had negative experiences with their teacher(s). Five youth

participated in credit recovery programs and three youth participated in AB-216. Additionally, woodshop was available before the move to Challenger.

Programs

The mandatory mental health program at Camp Mendenhall is ART. Six youth liked ART. Five youth liked the substance abuse program and one did not.

Camp Mendenhall is one of the camps where religious services were not mentioned by the youth interviewed. However, two youth talked about a program called Love Works which, based on their descriptions, functions as a pseudo ART program with religious themes. Both youth seemed to like it. One youth mentioned a program called More Reasoning and said that everyone takes it. He was the only youth to mention this program and he said it was helpful.

Youth also offered specific programmatic suggestions. These included more mental health programs, bringing Narcotics Anonymous to camp, and improved access to family therapy. One youth suggested giving home passes as a reward or to help the youth transition back into the community where they could go home for the weekend and then come back. He cited this as a good way to transition back home from camp life.

Health Services

All eight youth had positive experiences with mental health. Family therapy is not readily available as one youth had to advocate for and organize his own family therapy meetings with his therapist when wanted this type of support.

Support

Six youth have received at least one visit in camp.

Probation Staff

All eight youth had good relationships with their assigned POs. Six youth had a positive experience with at least one member of Probation staff and three youth had a negative experience with at least one member of Probation staff.

Safety & Discipline

Four youth felt safe talking to at least one member of Probation staff and three youth felt safe talking to their assigned PO. Three youth said that the rules were enforced fairly. Three youth did not like the practice of group punishment. One youth was sent to SHU for greeting a friend from another Challenger camp and this was written up as "provoking a fight." Youth at Camp Mendenhall said the SHU's windows were scratched up and the room was poorly lit as a result.

Social Dynamics

Two youth made friends in camp and five youth did not.

Plans After Release

When youth are released from camp:

- Five youth plan to attend college
- Two plan to attend a trade school
- One youth wished to finish high school and not pursue higher education

Who youth spoke with about their future plans:

- Seven youth spoke to their assigned PO
- Three spoke to mental health staff

Four youth found the people they spoke with to be helpful.

Best Part, Worst Part, & Changes

Best part of Probation according to youth at Camp Mendenhall:

- Four youth said the help and support received either by Probation or while in camp
- Four youth said there was no best part

Worst part of Probation according to youth at Camp Mendenhall:

- Three youth said being locked up
- Two youth said the POs and following their rules
- Two youth said being away from home and family

What would youth change if they were in charge of Probation:

- Three youth would change the clothing or laundry practices
- Three youth would make no changes
- Two youth would serve better or more food

Camp Miller

VIP interview nine youth at Camp Miller.

Living Conditions

Four youth found the beds comfortable or decent and three youth found them uncomfortable. This was the only camp to have more comfortable responses than uncomfortable. Youth had been able to receive medical dispensation for an additional mat, but this privilege was recently ended as staff felt youth were taking advantage. One youth shared that laundry boys would stuff their mats with padding taken from spare mats stored in the laundry to improve bed comfort.

Eight youth spoke about at least one county product as ineffective, the most youth in a single camp to mention. Three youth stated that at least was county product was decent.

Six youth liked the tournaments put on by Probation staff.

As typical of open camps, food at Camp Miller was reviewed in positive terms by youth. Four youth said the food was good and five youth said the food was decent or depended on the cook. One youth noticed considerable food waste that shocked him in the context of youth not receiving seconds. The youths' favorite food was spaghetti (four youth) and the fried chicken or chicken patty (two youth). Their least favorite food was the sandwiches (three youth) and the mystery meat (two youth). Five youth said that they had enough to eat.

At Camp Miller, the youth must wear sweaters or shirts at the discretion of staff. When they wear sweaters, the youth must wear the yellow shirts on the outside. This means some youth wear sweaters when too hot, or t-shirts when they may need more warmth. The youth do not like the yellow shirts and many suggested replacing them with another color as a potential positive change. At Camp Miller, they are allowed to wear non-county shoes on reaching a certain stage in BMP.

At Camp Miller there are also processes in place to ensure youth receive the same clothes they were wearing before, a privilege youth at other camps must develop workarounds to achieve.

Education

All nine youth gave positive reviews of their education experience as a whole. Seven youth had positive experiences with teacher(s) and four had negative experiences with their teacher(s). Three youth participated in credit recovery programs and four youth participated in AB-216. Youth at Camp Miller generally spoke about school in terms of book work with one youth saying that they didn't do projects and that youth are graded on behavior rather than on work. Lastly, a woodshop course is available at Camp Miller and the youth report liking it.

Programs

ART is the mandatory mental health course at Camp Miller. Half of the youth interviewed at Camp Miller liked ART; five youth liked ART and one did not. No youth reported liking the substance abuse program and two reported disliking it.

Camp Miller has a wide range of unconnected programming unique to the camp put on by the staff including a poetry program, parenting class, relapse prevention group, documentary group, and 'Iron Mind' and 'Iron Man.' A few of these programs stood out as being effective and well-liked by youth.

Youth spoke highly of the parenting classes, poetry program, Iron Mind, and Iron Man programs. Two youth deeply appreciated the monthly parenting class with the youth and the youths' parents addressing their communication. The youth found it helpful in establishing and strengthening their relationships. Two youth spoke about the poetry program where youth are provided a space to create and recite poems. One youth said it was "a way to calm down" and one youth said that he liked listening without participating. One youth spoke about Iron Mind and Iron Man. Iron Mind was a pseudo therapy group that helped provide coping skills and a space to discuss other topics and Iron Man was a physical fitness program. Though they have similar names, a connection between the two was unclear.

The relapse prevention and documentary groups were not as well-regarded. Four youth did not respond positively to the relapse prevention group, feeling unclear on what it was and why they were involved. Two youth discussed a documentary group they were a part of, however, when asked what documentaries they watched one of them said scary movies like *Saw*. It was unclear how this documentary group was formed or why it was called a documentary group when they seemed to be watching movies.

The highly-rated FLOW program is offered at Camp Miller. There is also a voluntary substance abuse program offered at Camp Miller.

Youth also offered specific programmatic suggestions:

- Bring in outside clubs such as Low Rider Clubs
- Bring in more relapse prevention groups during the week

Health Services

Five youth had positive experiences with mental health. One youth spoke about his experience with family therapy crediting it to saving his relationship with his father but also notes that he had to translate for his family and the therapist as there wasn't language support for monolingual Spanish speaking families.

Support

Eight youth have received at least one visit in camp. One youth had gone three weeks without receiving a call home and his calls were always under 15 minutes.

Probation Staff

Eight youth had good relationships with their assigned POs. Nine youth had a positive experience with at least one member of Probation staff and five youth had a negative experience with at least one member of Probation staff. At Camp Miller, the director was also involved in the day-to-day, with the Director sponsoring competitions between youth (a role normally taken by POs or other staff).

Safety & Discipline

Seven youth felt safe talking to at least one member of Probation staff and three youth felt safe talking to mental health staff. Not all youth at Camp Miller disclosed names of people they felt safe talking to, but the following staff were mentioned as having this level of trust: [Probation Staff #25], [Probation Staff #26], [Probation Staff #27], and [Probation Staff #28].

Four youth said that the rules were enforced fairly. Though youth spoke about the militaristic waking up motions of lying flat and moving hip to rail and five youth did not like the practice of group punishment.

At Camp Miller there is a method of temporary removal of a youth from the dorm setting, known as readjustment, where the youth is essentially sent to a timeout and must sit on a box outside. One youth described how this expanded disciplinary options for staff. Sending the youth to sit for a period of time from ten minutes to an hour was sometimes more appropriate and more effective in calming or punishing youth than sending them to SHU. One youth wanted this to be used at other camps.

Social Dynamics

Four youth made friends in camp and three youth did not.

Plans After Release

When youth are released from camp:

- Four youth plan to go to college
- Four youth wish to finish high school and not pursue higher education
- One youth plans to attend a trade school

Who youth spoke with about their future plans:

- Five youth spoke with a mental health staff
- Four youth spoke with their assigned PO

Four youth found the people they spoke with to be helpful.

Best Part, Worst Part, & Changes

Best part of Probation according to youth at Camp Miller:

- Three youth said there was no best part of Probation
- Two youth said the help and support received either by Probation or while in camp
- Two youth said the relationships formed with POs
- Two youth said their education and school in camp

Worst part of Probation according to youth at Camp Miller:

- Five youth said that the POs and following their rules
- Two youth said that the “little violations” on the outs

- Two youth felt that the punishment in camp
- Two youth felt that being away from family and home was the worst part

What would youth change if they were in charge of Probation:

- Four youth would serve better or more food
- Four youth would change the clothing or laundry practices
- Three youth would change or improve the Probation staff
- Two youth would provide privacy in the bathroom

Specific suggestions offered by Camp Miller Youth include:

- Have camps receive unannounced or covert audits
- Adopt a practice of bringing youth who are known enemies together under staff supervision to assess whether the youth will be able to get along or if there is potential for a fight, and make dorm placement decisions with this in mind

Camp Onizuka

VIP interviewed 11 youth at Camp Onizuka, the 'last chance camp.' All of the youth were able to compare their experiences here, to their previous experiences in other camps. The youth here are very aware of the position they are in and concerned about staying out of the penal system. Two youth said that Camp Onizuka is referred to as 'the zoo' because the youth are higher risk offenders who will go to county if they mess up.

Living Conditions

Six youth found the beds uncomfortable. Nine youth spoke about at least one county product as being ineffective. Three youth liked the tournaments put on by Probation staff.

As was typical of the Challenger camps, the food was poorly rated. Six youth said the food was decent and five said the food was bad. The favorite foods at the camp were French toast (three youth), lasagna (two youth), and pancakes (two youth.) Their least favorite food was the mystery meat dinner (three youth) of which one youth said tasted like rubber and one youth said looks like cat food. Three youth said that they had enough to eat.

Education

All 11 youth had positive reviews of their education experience as a whole. Nine youth had positive experiences with teacher(s) and two had negative experiences with their teacher(s). Four youth participated in credit recovery programs and one youth participated in AB-216. Four youth took part in college courses. Additionally, youth liked [Teacher #4].

Programs

The mandatory mental health program at Camp Onizuka was DBT. Five youth liked DBT, five did not, and one gave no opinion. Some voiced displeasure on the basis of having to repeat this program again. Similarly, a small majority of the youth at Camp Onizuka did not find the substance abuse program beneficial, two youth liked the substance abuse program versus six who did not, having almost certainly gone through the program before. The fact that all of the youth who disliked DBT across camps, with the exception of one youth, were at Camp Onizuka put forward the question of whether the program as implemented at Camp Onizuka is the problem, or if the dislike reflects the disillusionment and apathy of the youth at the 'last chance camp.'

One youth talked about a relationship and recidivism group, unique to Camp Onizuka, which he found helpful. He said that the group talked about how people in jail often come back to jail. Two youth also mentioned a group called Men of Strength where the therapists lead a group that talks about "turning boys into men." Both liked the program and find it helpful.

Youth at Camp Onizuka who worked with landscaping or with the janitors were paid for their work on leaving. In addition, one youth suggested that the program taught him interview skills in addition to providing paid labor.

There is a Youth Council at Camp Onizuka. Recommendations from Camp Onizuka's Youth Council include:

- Giving out journals for youth to draw so books do not get tagged
- Getting more hands on experience in the woodshop class
- Bringing back the LA Dads program
- More mental health opportunities or programs

Other individual program suggestions:

- More games in day room
- Driver's Ed
- Movie nights

Health Services

Seven youth were on sleeping medication at some point while under the care of Probation: three took trazodone, one took Benadryl, and three others did not specify. Eight youth had positive experiences with mental health and three youth had negative experiences.

Support

Seven youth have not received any visits in camp.

Probation Staff

Eight youth had good relationships with their assigned POs. Seven youth had a positive experience with at least one member of Probation staff and eight youth had a negative experience with at least one member of Probation staff. This is the only camp where there are more youth with negative experiences than youth with positive experiences.

Youth at Camp Onizuka described being treated 'like an animal' by staff. One youth stated that that worst part for him was "The um, the threatening, being called out your name. Um, being talked to like an animal, just being talked to wrong, treated wrong." One youth said that the staff used racial epithets calling him a "Negro." Youth said that some staff behaved like 'super cops.' Stories such as these, and others from the Camp Onizuka youth, suggest there is a culture at Camp Onizuka that encourages staff to act in ways which denigrate or dehumanize the youth.

There were consistent efforts by staff at Camp Onizuka to discourage formal reporting. One youth noted the staff have an unofficial slogan, mostly used to moderate youth behavior and end arguments, but one that also discourages youth reporting which says: "You won't win, we have the power with the pen!"

From the interviews, youth said there were staff who took youth out of view of cameras to verbally or physically abuse them. One youth's story of how a staff member, in apparent defiance of orders from the Director, was concerned with one youth having dreads and wanted to send him to the SHU for keeping them. In talking with one youth he monitored his language, and refused to threaten one youth

around the cameras suggesting the staff are well-aware of potential consequences of certain behaviors around the cameras.

One youth discussed how staff continue the practice of using physical violence or threatening statements away from the views of cameras: "Some of these staff will take you to the back where there's no cameras and just beat you up. And we don't say nothing because we afraid that we might get a write-up or something." One youth also alleges that he has personally seen staff destroy grievances at night: "Just stay up, you'll see a staff go in the little thing, take it out and rip it up and throw it in the trash and go on about his business."

If such an incident occurs in which staff act unprofessionally within sight of cameras, staff will still discourage youth from reporting by bargaining with youth. One youth shared a troubling example of this barter system where when staff incorrectly used pepper spray on him, the staff made him a deal: If he didn't report the incident, he would get phone calls to whomever, whenever he wanted it. He accepted this condition and was taking full advantage of the arrangement.

The lack of concern for youth's well-being is also displayed through professional negligence. In particular, the assigned PO was not available for one youth's MDT meeting. This is a crucial part of the process and one youth had a sour relationship with his PO from this absence on. By contrast, one youth's PO was there, and was able to argue for conditions for early release, advocating for one youth against the wishes of his field PO.

According to the youth, staff inconsistently provide access to restrooms in a timely fashion. One youth experienced extended periods of waiting for going to the bathroom while in the SHU. Having to knock on the door repeatedly and loudly, and frustrating the staff member in the process. One youth described an incident where, after repeatedly asking for permission to use the bathroom over a period of 30 minutes, the staff flipped his bed while he was using the facilities in retribution for his persistence in making the requests.

Safety & Discipline

Four youth said that the rules were enforced fairly, while five youth said that the rules were enforced unfairly. Three youth did not like the practice of group punishment.

Five youth felt safe talking to at least one member of Probation staff, three youth felt safe talking to their assigned PO, and two youth felt safe talking to mental health staff. Not all youth at Camp Onizuka disclosed names of people they felt safe talking to, but the following staff were mentioned as having this level of trust: [Probation Staff #3], [Probation Staff #29], [Probation Staff #30], [Probation Staff #31], [Probation Staff #32], [Probation Staff #33], and [Probation Staff #34].

Youth interviewed at Camp Onizuka related incidents of vindictive, inappropriate, or inaccurate uses of pepper spray by staff. One youth was sprayed without an OC warning and bartered not reporting the incident for access to unrestricted phone calls. In another, one youth witnessed two incidents involving the same staff where the staff member sprayed himself. One youth was sprayed in his eyes and ear by a staff member without an OC warning and out of sight of the cameras. One youth brought the incident up with a judge, and the staff subsequently threatened to spray him again and threatened one youth with other physical violence before sending him to the SHU. These incidents suggest a pattern of regular pepper spray use at Camp Onizuka. Whatever the rationale for, these specific anecdotes suggest staff at Camp Onizuka may be insufficiently trained and/or malicious in utilization of the crowd control tool.

Social Dynamics

Camp Onizuka was the only camp where youth were highly likely to know people from prior camps. Three youth made friends in camp and five youth did not.

Plans After Release

When youth are released:

- Five youth plan to attend college
- Four youth plan to go to a trade school
- Two youth have no plans

Who youth spoke with about their future plans:

- Six youth spoke with education staff
- Six youth spoke with their assigned PO
- Five youth spoke with mental health staff
- Two youth spoke with a member of Probation staff
- Two youth spoke with their field POs

Four youth found the people they spoke with to be helpful.

Best Part, Worst Part, & Changes

Best part of Probation according to youth at Camp Onizuka:

- Three youth said the school in the camp
- Six youth said there is no best part
- Three youth said leaving camp

Worst part of Probation according to youth at Camp Onizuka:

- Six youth said the POs and following their rules
- Three youth said the living conditions were the worst
- Three youth said being locked up
- Three youth said being away from family and home
- Two youth said the “little violations” on the outs

What would youth change if they were in charge:

- Four youth would serve better or more food
- Four youth would change the clothing or laundry practices
- Three youth would increase the level of family engagement through visits and/or phone calls
- Two youth would change or improve the Probation staff

Camp Paige

VIP interviewed nine youth from Camp Paige. Youth described the camp as strict and structured. One said this happens in part because of the Fire Academy Program; a program which, for many youth, defines the Camp Paige experience.

Living Conditions

The physical space of the camp itself is regarded as the cleanest among the camps. Camp Paige youth emphasized cleanliness more than youth at any other camp. Five youth stated that their bathrooms were clean, the most mentions of any camp. One youth attributed this to a “clean freak staff” who ensure the dorms stay clean, even enforcing that beds should be made up “like a hospital fold.” In terms of dorm arrangements, one youth stated they were divided to keep different gangs from interacting with one another. One youth found the beds comfortable or decent and five youth found them uncomfortable.

Camp Paige does not allow youth to have their own personals, and thus only use county products. Four youth spoke about at least one county product as ineffective and five youth stated that at least was county product was decent. Though two youth indicated that the staff sometimes reward the Office Orderlies with outside hygiene products. For one youth, the county deodorant gave him rashes and one youth received a special lotion from the camp nurse to use. As no personals are allowed, a medical solution was the only way to address the situation without giving one youth special dispensation for brand name deodorant. The personals at Camp Paige consistently led to dry, cracking skin. One stated, “The lotion is bad. Like when it was cold here – your skin might get hard and it’ll break. It’ll start bleeding.” One youth experienced their skin drying out while using the county products saying, “Well at first when I was here, my skin was cracking, yeah like every time I bent my hand or something, like something burst open, like you know my skin would bust open or something.”

Three youth liked the tournaments put on by Probation staff.

In terms of grooming, youth said that [Probation Staff #2] does give out BMP snacks if a youth has not shaved their face.

As is typical of open camps, the food at Camp Paige is well-reviewed. Five youth said the food was good and four youth said the food was decent or depended on the cook. Their favorite meal is oatmeal (two youth) and each youth had a different least favorite meal. Though well-reviewed, youth did have some recent experiences with expired milk that led youth there to make sure they check expiration dates. There were no comments on water quality, implying water in the camp is fine.

Camp Paige has processes to ensure that youth keep the same clothes wash-to-wash, which youth appreciate.

Education

All nine youth had positive reviews of their education experience as a whole. Though, the youth at Camp Paige didn’t seem to do as many projects as the other camps as part of their curriculum. Five youth had positive experiences with teacher(s) and one had negative experiences with their teacher(s).

Five youth participated in credit recovery programs and three participated in AB-216. Two youth took part in college courses.

Programs

The mandatory mental health program at Camp Paige is ART. Four youth liked ART and four did not. One youth liked the substance abuse program and two did not.

Camp Paige is unique in having the Fire Academy program. The Fire Academy is very well reviewed by youth, who consider it a transformative experience. One youth described it bluntly saying, "I actually love this program." More information on the Fire Academy is under Camp Specific Programs on page 59.

Youth at Camp Paige who are not in the Fire Academy receive considerably shorter showers, less support, and generally less privileges. The non-Fire Academy youth reported receiving 2.5 minute showers, versus Fire Academy youth who sometimes receive two showers each day and much longer times in the shower.

Three youth talked about the program Amer-I-Can which seems to be a self-esteem program ran by volunteers who talk with them about setting and achieving personal goals. One youth felt that the at least one of these volunteers was able to connect with youth saying that "He was like a hood dude so you I mean everything came from his heart."

On Saturdays, Homeboy Industries sends [Program Staff #2] to visit the camp. Two youth talked about [Program Staff #2] who speaks to them about life and decisions. He is blind and apparently handicapped due to gang violence. The youth like him and listening to his stories.

Two youth held the position of Camp Typist. This means they were responsible for typing various documents and notes for staff. They also functioned as Office Orderlies with the similar responsibility of cleaning up the office. There is a Youth Council for Camp Paige. These are suggestions from the youth council shared by youth:

- Longer recreation times
- Making a birthday list so they can celebrate with a cake monthly
- Having a camp wide celebration for Fire Academy graduation

Health Services

Five youth had positive experiences with mental health.

Support

All nine youth have received at least one visit in camp.

Probation Staff

Eight youth had good relationships with their assigned POs. Seven youth had a positive experience with at least one member of Probation staff and seven youth had a negative experience with at least

one member of Probation staff. One youth, an Office Orderly, related he had seen the grievances ripped while at his job. But he suggests that staff rip up trivial grievances and let important or serious ones go through.

Safety & Discipline

All nine youth said that the rules were enforced fairly. Three youth felt safe talking to their assigned PO and three youth felt safe talking to their assigned PO.

Social Dynamics

Four youth made friends in camp and five youth did not.

Plans After Release

When youth are released from camp:

- Three youth plan to attend college
- Three youth wish to finish high school and not pursue higher education
- Two youth plan to attend trade school
- One youth was undecided between college or trade school

Who youth spoke with about their future plans:

- Six youth spoke with their assigned PO
- Three youth spoke with education staff
- Three youth spoke with a member of Probation staff
- Two spoke with mental health staff

Three youth found the people they spoke with to be helpful.

Best Part, Worst Part, & Changes

Best part of Probation according to youth at Camp Paige:

- Five youth said that there is no best part of Probation
- Two youth said the school in camp

Worst part of Probation according to youth at Camp Paige:

- Two youth said being locked up
- Two youth said the living conditions

What would youth change if they were in charge:

- Five youth would provide better personals
- Three youth would serve better or more food
- Two youth would change the Probation system as a whole

Camp Rockey

VIP interviewed seven youth at Camp Rockey. It should be noted that during the first round of interviews, all six youth selected for the interview declined to participate.

Living Conditions

Three youth found the beds comfortable or decent and three youth found them uncomfortable. Three youth spoke about at least one county product as ineffective. Three youth stated that at least one county product was decent.

Many youth spoke about how the food was great at Camp Rockey including youth who visited Camp Rockey due to a SHU visit. Some accredit it to [Cooke #2]. Four youth said the food was good and one youth said the food was decent or depended on the cook. Their favorite meal was breakfast (two youth) and each youth had a different least favorite meal. Three youth stated that they had enough to eat.

Education

All seven youth had positive reviews of their education experience as a whole, with one commenting that sometimes school is boring. Six youth had positive experiences with teacher(s). Two youth participated in credit recovery programs. Youth described multiple projects as the highlights of their school experience at Camp Rockey. Two youth both highlighted [Teacher #5] as being an especially good teacher.

Programs

All seven youth liked DBT. Five youth liked the substance abuse program, one did not. Programmatic suggestions from youth included:

- Two youth wanted music classes or to find ways for the camp to engage more with music
- One youth suggested starting an appropriately-supervised hiking program in the mountains around the camp

Health Services

Five youth had positive experiences with mental health. Camp Rockey has Family Therapy available.

Youth at Camp Rockey say that nurses will respond to many concerns by advising youth to just “drink some water.” Youth felt this was dismissive, regardless of the soundness of the medical advice.

Support

Six youth have received at least one visit in camp.

Probation Staff

All seven youth had good relationships with their assigned POs. Seven youth had a positive experience with at least one member of Probation staff and three youth had a negative experience with at least one member of Probation staff.

Safety & Discipline

All seven youth said that the rules were enforced fairly. Three youth felt safe talking to at least one member of Probation staff.

One youth shared that riots happened multiple times since he arrived, and staff and youth were regularly on edge: "Yeah, like it's out of nowhere. Like, like we had a big one in the gym. We had like 57 minors, the whole camp inside the gym. And like it was a bad riot. Like chairs were flying. Like it was bad. And like there is only a certain amount of staff. So like it was crazy."

Three youth who used the Camp Rockey SHU said the windows were scratched up or painted over meaning that they could not see outside or get much light in their rooms.

Social Dynamics

Three youth made friends in camp and three youth did not.

Plans After Release

When youth are released from camp:

- Three youth wish to finish high school and not pursue higher education
- Two youth plan to attend trade school
- One youth plans to attend college
- One youth had no plans

Who youth spoke with about their future plans:

- Four youth spoke with their assigned PO
- Three youth spoke with mental health staff
- Two staff spoke with education staff

Two youth found the people who they spoke with to be helpful.

Best Part, Worst Part, & Changes

Best part of Probation according to youth at Camp Rockey:

- Two youth said the help and support received either by Probation or while in camp
- Five youth said that there was no best part

Worst part of Probation according to youth at Camp Rockey:

- Two youth said being locked up
- Two youth said being away from home and family

What would youth change if they were in charge:

- Three youth would change the clothing or laundry practices
- Two youth would serve better or more food
- Two youth would provide more comfortable beds
- Two youth would provide better personals
- Two youth would change or improve the Probation staff

Camp Scott

VIP interviewed seven youth at Camp Scott.

Living Conditions

One youth found the beds comfortable or decent and two youth found them uncomfortable. Five youth spoke about at least one county product as ineffective.

As is typical of the open camps, food was highly rated. Three youth said the food was good and three youth said the food was decent or depended on the cook. The youths' favorite food was the Teriyaki (two youth) and the pancakes (two youth). Each youth had a different least favorite meal. The youth also highlighted [Cook #3] and [Cook #4] as the best cooks in camp.

Education

Six youth had positive experiences with teacher(s) and two had negative experiences with their teacher(s). Two youth participated in credit recovery programs and one youth participated in AB-216.

Programs

The mandatory mental health program at Camp Scott is DBT. All seven youth liked DBT. Two youth liked the substance abuse program and two did not.

Relationships 101 is only offered at Camps Scott and Scudder and has mixed reviews from the youth. Some find the acting out of relationships beneficial while others find that it exaggerates life; over-dramatizing life and boring the youth. One youth describes the program as "basically about girls and how they're in abusive relationships – yeah it's boring."

There is a youth council at Camp Scott. Some recommendations of the youth council include:

- Having sport teams or sport tournaments
- Decorating for the holidays

One youth would like to encourage competitions, such as cleanest dorm space, with prizes for the youth. She also had an idea for "Glam Days," where the girls can have space to braid hair, do nails, and generally make themselves "glam."

Health Services

Five youth were on sleeping medication at some point while under the care of Probation: three took trazodone and two took Benadryl.

Support

Six youth have received at least one visit in camp.

Probation Staff

Six youth had good relationships with their assigned POs. Six youth had a positive experience with at least one member of Probation staff and six youth had a negative experience with at least one member of Probation staff. Two youth at Camp Scott compared their treatment at the camp to that of animals, specifically citing that staff do not recognize or treat them as human.

Expressions of staff favoritism are the chief complaints of youth at Camp Scott. One youth shared that certain youth were allowed to have intimate relationships with other youth, but others would get SIRs for the same behavior. Additionally, there are some staff who will grant certain youth access to their smart phones and use the phones to post on Instagram, check Facebook and similar sites, the youth did not know if the Director was aware that this occurs.

One youth also noted the prevalence of favoritism at Camp Scott despite demonstrating how she benefitted from favoritism when staff allowed her and her girlfriend to watch movies while in the box. She also talked about how displays of favoritism manifested in extended shower time, outside time during night, lenient treatment of rules violations, and receipt of additional food from staff.

Safety & Discipline

No youth said that the rules were enforced fairly. Four youth said that the rules were enforced unfairly. Two youth felt safe talking to at least one member of Probation staff, two youth felt safe talking to mental health staff, and two youth at Camp Scott said they felt safe talking to the cooks. Not all youth at Camp Scott disclosed names of people they felt safe talking to, but the following staff were mentioned as having this level of trust: [Cook #3] and [Probation Staff #35].

Multiple youth from Camp Scott reported being in the SHU for over 24 hours, with some staying on SSP for 30-day periods. One youth spent August to October (almost three months) in the box on SSP. She felt “trapped” and did not like the experience. One youth also spent three months in the SHU on SSPs and did not like being in there whatsoever. She describes her camp time as “it's not like really like you not really having a camp program. You having a box program.” One youth was sent to the SHU multiple times, each time for about a week. One youth felt there was a disparity in rules enforcement where she found herself in SHU for multiple 30 day periods on an SSP, where other youth involved in the same incident were released from SHU earlier, or not sent to the SHU for similar infractions.

Social Dynamics

Five youth made friends in camp and two youth did not.

One of the POs, [Probation Staff #11] attempted to bring youth together to talk in a group setting to address racial issues in the camp. The youth simply refused to speak and [Probation Staff #11] ceased her attempts at promoting racial reconciliation in the camp.

Plans After Release

When youth are released from camp:

- Three youth plan to go to college
- Three youth wish to finish high school and not pursue higher education
- One youth was undecided between college or a trade school.

Who youth spoke with about their future plans:

- Four youth spoke with their assigned PO
- Four youth spoke with mental health
- Two youth spoke with a member of Probation staff

Best Part, Worst Part, & Changes

Best part of Probation according to youth at Camp Scott:

- Four youth said the help and support received either by Probation or while in camp
- Two youth said forming relationships with POs

Worst part of Probation according to youth at Camp Scott:

- Four youth said the POs and following their rules

What would youth change if they were in charge:

- Four youth would change or improve the Probation staff
- Two youth would change punishments, specifically ending 30 days SSPs

Camp Scudder

VIP interviewed eight youth from Camp Scudder.

Living Conditions

At Camp Scudder, the youth are divided into groups that do not correspond with their stages. One youth said they were divided by ethnicity or race to keep it diverse and prevent segregation. Three youth found the beds comfortable or decent and four youth found them uncomfortable. At Camp Scudder, youth generally receive a “fat mat” or a good mat on reaching Stage Four. Six youth spoke about at least one county product as ineffective. Two youth stated that at least was county product was decent.

Youth at Camp Scudder identified issues with the water in the shower including temperature, pressure, and showerheads not functioning.

Three youth liked the tournaments put on by Probation staff.

Camp Scudder was the only open camp where youth gave negative reviews of the food. One youth said the food was good, four youth said the food was decent or depended on the cook, and three said the food was bad. Camp Scudder had a specific issue with pancakes where gnats and flies were in the batter rather than blueberries. The cook responsible was fired, but youth lost trust in the food at camp. The youths’ favorite food was spaghetti (two youth). Their least favorite meals were pancakes (three youth), due to the aforementioned incident, spaghetti (two youth), and puppy chow (two youth). One youth said puppy chow is pieces of cubed chicken with peas and carrots that “look[s] like something you’d give a dog.” Three youth stated that they had enough to eat and two youth stated that they did not have enough to eat. Lastly, the youth highlighted their favorite cooks being [Cook #5] and [Cook #6].

One youth said the food coming to Camp Scudder was of low quality and quantity with cracked eggs and a small number of fruits and vegetables. She said that one of the days she was cooking, they did not have enough food to make the meal scheduled for the day. She said this is because the delivery truck stops at Camp Scott first, Camp Scott takes more and selects the higher quality items. This may explain why many of the girls think that Camp Scott has better food than Camp Scudder.

Camp Scudder is perceived to have smaller portions by youth. One youth said that the double portions for a pregnant girl in camp is not enough and that she and other KPs would sneak the pregnant girl extra food on her tray or out of the kitchen to make sure that she was getting enough food during the pregnancy. Camp Scudder is the only camp where youth get snacks that correspond to their stages (i.e. youth on Stage Three get three snacks on Saturday) rather than having a price list of points.

The underwear at Camp Scudder, and the girls’ camps in general, is described as being made of paper. Girls run through multiple pairs in a day, and use pairs of the underwear for washcloths in the showers. At Camp Scudder, youth can have their own shoes from home once they reach a certain stage.

Education

Five youth had positive reviews of their education experience as a whole, with one commenting that it can sometimes get boring. Two youth did not like school. Three youth had positive experiences with

teacher(s) and five had negative experiences with their teacher(s). Camp Scudder was the only camp to have more negative teacher experiences than positive ones and the most negative reviews. Four youth participated in credit recovery programs and two youth participated in AB-216.

One youth said that she graduated but they have to keep her in class so she sits on the computers playing elementary school-level games on the PBS website. Camp Scudder has GED preparation programs. Four youth from Camp Scudder found their GED programs helpful, even if they didn't plan on taking the GED.

Programs

The mandatory mental health program at Camp Scudder is DBT. Six youth liked DBT and one did not. Four youth liked the substance abuse program and two did not.

Relationships 101 is only offered at Camps Scott and Scudder and has mixed reviews with some find the acting out of relationships beneficial while others find that it exaggerates life; that is over-dramatizes life and bores the youth.

The youth at Camp Scudder mentioned a series of small programs and regularly occurring events. One youth said a PO had just started a book club. One youth said they took a field trip to UCLA. She also talked about a program called Spiritual Awakening that helps you find a job and your inner self calling it like a spiritual InsideOut Writers (a program from the Halls). One youth talked about how a representative from Homeboy Industries stopped by at the camp. Each of these programs seems to be positive with the youth.

The roles of youth council members at Camp Scudder includes serving as mentors for new youth, showing them around the camp and giving new youth information on camp expectations. Additionally, youth council is currently working on building a new library for the camp.

Specific programmatic suggestions offered by the youth include:

- Longer and weekly substance abuse courses
- Motivational Speakers
- Events for the parents to come to like recitals
- Competitions such as cleanest dorm space
- Programming that gives youth specific skills to use on the outs to prevent recidivism
- More access to music programming or experiences

Health Services

All eight youth had positive experiences with mental health. Youth also spoke about available family therapy. Youth at Camp Scudder said that the nurses will respond to most complaints with "Drink some water."

Support

Seven youth have received at least one visit in camp.

Probation Staff

Five youth had good relationships with their assigned POs. Seven youth had a positive experience with at least one member of Probation staff and five youth had a negative experience with at least one member of Probation staff.

Safety & Discipline

Six youth said that the rules were enforced fairly. Four youth felt safe talking to at least one member of Probation staff. Not all youth at Camp Scudder disclosed names of people they felt safe talking to, but the following staff were mentioned as having this level of trust: [Probation Staff #36], [Probation Staff #37], [Probation Staff #38], [Probation Staff #39], [Probation Staff #40], [Probation Staff #41], [Probation Staff #42], [Probation Staff #43], [Probation Staff #44], and [Probation Staff #45].

Youth sent to the SHU at Camp Scudder are sent for longer periods of time than most other camps. One youth spent one week in the SHU on two separate occasions. Two youth each spent three days in the SHU. One youth elaborated on the impacts that staying in the SHU had on her mental health saying that “pretty much our friend is the wall, so we kind of go insane there, you talk to the wall.”

Two youth said they were sent to SHU for intervening to help break up a fight. One youth was also sent to the SHU for a different incident when, after having a verbal argument with another minor and resolving the issue, the supervisor still sent them to SHU. One youth was sent to SHU for laughing too hard at someone passing gas and “disrupting the dorm.” One youth said youth could be sent to SHU for cussing *out* staff, which is conceptually distinct from cussing *at* staff.

One youth brought up how youth will have to sit up where staff can see them if they are on the same bed in order to prevent sexual conduct between youth in the dorms. However, the practice of coupling up and engaging in sexual conduct between youth is nonetheless common.

Social Dynamics

Four youth made friends in camp and three youth did not.

Plans After Release

When youth are released from camp:

- Five youth plan to attend college
- Two youth wish to finish high school and not pursue higher education
- One youth plans to attend a trade school

Five youth spoke to their assigned PO about their future plans. Three youth found speaking with their assigned PO to be helpful.

Best Part, Worst Part, & Changes

Best part of Probation according to youth at Camp Scudder:

- Two youth said school in camp
- Two youth said the help and support received either by Probation or while in camp
- Two youth described the relationships with POs
- Two youth said there is no best part

Worst part of Probation according to youth at Camp Scudder:

- Three youth identified the “little violations”
- Two youth said being locked up
- Two youth said the living conditions

What would youth change if they were in charge of Probation:

- Six youth would change the Probation system as a whole
- Four youth would serve better or more food
- Three youth would change the clothing or laundry practices
- Three youth would provide better personals
- Two youth would provide more privacy in the bathrooms
- Two youth would increase the level of family engagement through visits and/or phone calls

Camp Smith

VIP interviewed nine youth at Camp Smith. The core experience for most youth at Camp Smith is the athletics program. The youth often refer to the camp as the 'privileged camp.'

Living Conditions

At Camp Smith, youth reported that the staff often play music before the youth go to sleep and in order to wake the youth up in the morning; at other camps, the staff simply turn the lights on or off, yell at the youth to wake up, or wake up the individual youth directly. Seven youth found the beds uncomfortable. Camp Smith has a gym in the dayroom. Seven youth spoke about at least one county product as ineffective. Three youth stated that at least was county product was decent.

Youth reported longer shower times and two youth even said they sometimes get two showers per day.

Youth at Camp Smith also benefit from more access to outside food than youth at other camps. On game days, they receive extra family time after the games with outside food and coaches will sometimes purchase outside food on return trips from games.

As part of the Challenger camps, the food tends to be poorly rated, though better than the other Challenger camps. Two said the food was good, three said the food was decent, and four said the food was bad. Along with receiving more food than other camps, youth at Camp Smith have the option to request different food if they dislike what was being served. One youth said that the kitchen will make them different meals if they don't like what is being served for dinner. Their favorite meals were Teriyaki (three youth), hamburgers (two youth), and burritos (two youth). Their least favorite meal were the powdered eggs (three youth). Five youth stated that they had enough to eat.

There are no processes in place at Camp Smith for returning the same clothes to youth after laundry. Youth at Camp Smith noted that sheets are sometimes returned dirty and that clothes will be laundered with hot water and no soap. Because the youth don't trust the laundry, they may use personals to re-wash their clothes in the sink.

Education

Seven youth had positive reviews of their education experience as a whole, with two commenting that school is sometimes boring. Seven youth had positive experiences with teacher(s) and one youth had negative experiences with their teacher(s). Seven youth participated in credit recovery programs and two youth participated in AB-216.

Youth at Camp Smith spoke highly about having an art class. Many did not have art in school on the outs. Four youth at Camp Smith expounded on the quality of [Teacher #6] with some saying he was the best teacher that they've ever had. One youth talked about a project where they were given money to "invest" in the stock market and the had to track its success or failure for a period of time.

Programs

The mandatory mental health program at Camp Smith is ART. Almost all of the youth interviewed at Camp Smith did not like ART: One youth liked ART and seven did not. Three youth liked the substance abuse program and four did not.

As well as getting to play high school sports, one youth expressed many of the benefits of the athletics program: being able to leave the camps and the additional support available from friends and family who can hang out with him after the games. This is discussed in depth in camp-specific programs on page 61.

Camp Smith has a youth council. The council recently recommended that group punishment be eliminated in the camp and the Director said that he would look into this matter. Other suggestions from the youth council include:

- SAT and career prep
- Longer recreation times
- More Mental health programs or opportunities
- Tattoo Removal (A youth suggested this because a camp he was at in Kern County made it available)

Health Services

Seven youth had positive experiences with mental health, two youth had negative experiences.

Support

Eight youth have received at least one visit while in camp. Additional opportunities for special visits are afforded to youth at Camp Smith. These happen after the games where families, and some friends, can hang out with youth after and bring food. The youth at Smith like this practice as it makes them feel like “normal” youth rather than “criminals.”

Two youth at Smith said that when their parents visit, they can lift weights or workout with them and they enjoyed having this option. One youth said that coaches will offer extra phone calls to incentivize the youth to perform at practice.

Probation Staff

Nine youth had a positive experience with at least one member of Probation staff and five youth had a negative experience with at least one member of Probation staff. The coaches are also the POs which provides a different, less adversarial interactive space with Probation staff than at other camps. Seven youth had good relationships with their assigned POs

Safety & Discipline

Three youth said that the rules were enforced fairly. Seven youth did not like the practice of group punishment. Four youth felt safe talking to a member of Probation staff and three youth felt safe talking

to mental health staff. Not all youth at Camp Smith disclosed names of people they felt safe talking to, but the following staff were mentioned as having this level of trust: [Probation Staff #46] and [Probation Staff #47].

Social Dynamics

Six youth made friends in camp and two youth did not.

Plans After Release

When youth are released from camp:

- Six youth plan to go to college
- Three youth wish to finish high school and not pursue higher education

Who youth spoke with about their future plans:

- Four youth spoke with their assigned PO
- Four youth spoke with a member of Probation staff
- Three youth spoke with mental health staff
- Two youth spoke with education staff

Four youth found the people they spoke with to be helpful

Best Part, Worst Part, & Changes

Best part of Probation according to youth at Camp Smith:

- Four youth said the programs, specifically the sports program
- Two youth said the help and support provided either by Probation or while in camp
- Four said there was no best part

Worst part of Probation according to youth at Camp Smith:

- Three youth said that being away from family and home
- Two youth claimed that the POs and following their rules
- Two youth claimed there was no worst part

What would youth change about Probation if they were in charge:

- Seven youth would serve better or more food
- Three youth would change the clothing or laundry practices
- Three youth would provide more comfortable beds
- Three youth would provide higher quality personals
- Two youth would provide more privacy in the bathrooms
- Two youth would change or improve the Probation staff
- Two youth would increase the level of family engagement through visits and/or phone calls

Appendix B

VIP Tour Report

VIP Tour Report of Los Angeles County Probation Camps & Halls

Prepared by the Violence Intervention Program

October 31st, 2016

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Introduction & Summary

In preparation for our interview project with Probation youth, the Violence Intervention Program (VIP) interview team, consisting of nine staff members, visited Probation camps and halls across Los Angeles County in the summer of 2015. We met with a variety of staff including Superintendents, Senior Directors, Directors, Assistant Directors, Supervising Deputy Probation Officers (SDPOs), Deputy Probation Officers (DPOs), LACOE staff, and DMH staff.¹ We spent approximately two hours at each location learning about the Probation youth experience. Each interviewer was assigned a number of questions to ask at each location and interviewer asked these questions of multiple staff while on the tours. The information we learned provided context crucial to the interviews. Below, we highlight major themes and topics covered in each of the tours. The report that follows includes summaries of unique aspects at each location followed by the answers to the standardized questions asked at each location.

Probation currently operates 14 camps (including the residential treatment program at the Dorothy Kirby Center) and three halls located throughout Los Angeles County. The camps, with the exception of the Dorothy Kirby Center, are located in remote areas away from cities and towns, whereas the halls are located within the cities of Sylmar, East Los Angeles, and Downey. The average population at the camps range from 30 to 80 youth and at the halls range from 200 to 230 youth. Most of the youth are between the ages of 14 and 18 years old. Though youth as young as nine or as old as 20 are not uncommon.

Spatial Structure and Individualization

The camps and halls share a similar basic structure, respectively. At the camps, the youth live in dorm style housing with shared bathrooms, a dining hall where the youth eat with their living communities, access to a field and multiple recreation activities including an indoor gym, and a school housed within the camp. There are exceptions: Dorothy Kirby Center houses the youth in individual rooms with food served family style in their units and the Challenger camps serve meals at the dining tables located in each camp's unit. At the halls, the youth live in individual rooms and activities and meals take place in the unit, there is access to a field and multiple recreation activities including an indoor gym, and the school is housed within the hall. Central Juvenile Hall differs slightly as they offer specialty units and the housing structure varies depending on specialty unit.

Though functionally indistinguishable, each camp and hall individualizes their space with the addition of murals, artwork, and themed units. Camps Scott and Scudder have the most extensive individualization with vibrantly painted dorm wall and murals outside the schools and in the dining halls. A few days before our tour, Camp Scott painted the Assessment Unit teal and purple after input from the youth. Additionally, the youth were allowed to hang pictures and artwork above their beds and on their lockers, adding a sense of individuality within the dorm setting. Camps Scott and Scudder are the girls' camps, and though some of the boys' camps had multiple murals and artwork in their dorms, the boys' camps did not incorporate personalization and public art to the same extent.

¹ For a full reference of how many staff we met with at each location in comparison to the number of staff employed at each location, see Appendix A.

Collaborative Services and Programs

Overall, there seems to be a wide breadth of on-site programs offered in collaboration with the Los Angeles County Department of Mental Health (DMH), the Los Angeles County Office of Education (LACOE), and various community partners. These collaborations seemed most evident in the camp model of Multidisciplinary Team meetings (MDTs) where the multiple partners of Probation staff, the youth, their family, and social workers (if applicable) meet to discuss the youth's plans during their time at camp. There is an initial MDT held when the youth first arrives at camp and a transitional MDT held 30 days before the youth is released. MDTs can also be held as needed though the primary reason for additional MDTs are behavioral issues that arise while in camp.

Programs and Services

Most locations incorporate a wide range of programs and services. Most camp staff we interacted with commented on the success of Freedom School, an enrichment program that promotes literacy and a positive attitude towards learning through the use of songs and chants. [Probation Director #8] at Camp Rockey even sang us one of the songs. Multiple camp staff mentioned the effectiveness of Dialectical Behavior Therapy (DBT), even though it is only offered at a few locations. Probation staff are trained in DBT and those who work at camps without the program see benefit in implementation at all the camps. Some locations offer various vocational trainings, and sites that do routinely commented on benefits of the program for youth, which include ServSafe and OSHA certification. Some camps offer work in the community for weekly wages or landscaping at the location for community service hours. The Dorothy Kirby Center offers automotive classes and the Challenger camps will offer a silk-screening program in the near future. Other programs include Aggression Replacement Therapy (ART), substance abuse programs, tutoring through the school and community organizations, creative writing and spoken word programs, life skills classes, and a variety of other programs.

Schools within the Camps

Both Probation staff and school officials were enthused about the new thematic project-based learning through the Roads to Success Academy. This means that the classes coordinate their lessons to follow a particular theme designed to connect the different subjects to one another. The program also emphasizes social and emotional development alongside academic achievement. Some locations seemed to have more collaboration between Probation and school staffs than others, and when they were successful, we saw effective work environments geared to help youth recover credits, graduate high school, and engage in learning.

Basic Structure of Behavioral Management/Modification Program

The camps and halls manage behavior through a rewards system rather than a punitive one. All locations have a Behavior Management/Modification Program (BMP) where the youth earn points throughout the day for prosocial behaviors. The youth earn a majority of their points in school with the potential to earn 12 points, or two points per class. Youth receive two points if they follow all directions, one point if the youth needs multiple promptings before listening, and zero points if the youth did not comply. The youth then earn other points in their programs, during recreation time, or in their unit. If the youth earn 20 points in a weekday, or 14 points during a weekend, they have earned a *made day*. A *made day* means the youth behaved throughout the day and had no incidents. The *made days* correspond with the youths' stages and the stages often dictate where the youth are housed in their dorms and what rewards and privileges they can have. All youth enter as Stage One and after seven

consecutive *made days*, youth are moved to Stage Two. After 14 consecutive *made days* in Stage Two, youth are moved to Stage Three. After 21 consecutive *made days*, youth are moved to Stage Four. At Stage Four, the youth have access to the best rewards, which vary at each location. If the youth fight, create incidents, or misbehave, the youth can lose points and move down stages. The youth can also accumulate their points and use them as currency to purchase items such as name brand hygiene products or snacks like Gatorade or Cheetos at the BMP Store, sometimes called the Al Jones' Store. Some locations also have special rewards for the youth who earned the most points in the week such as a meal from an outside restaurant or trips to sporting events. The staff keep track of the youths' points in a merit ladder that often hangs above the youths' bed. Points are also transferable so that if a youth moves from a hall to a camp, they can bring their points with them.

Role of Familial and Staff Support

The staff on our tours emphasized the need for supportive relationships with staff and with family as a means to manage the youth's behavior. At the camps, the Deputy Probation Officers (DPOs) and at the halls, the Detention Services Officers (DSOs), meet with the youth at least once a week and talk about their experiences. The DPOs and DSOs monitor the youths' weekly phone call and help the youth attain services. The few camp youth that we spoke to also mentioned their relationships with their DPOs were strong. In an effort to involve families, many of the camps and halls offer family therapy sessions. Multiple locations also offer family engagement days or events in were family can visit. Family visitation time, generally reserved for parents and legal guardians, is often scheduled for Saturdays 1:00pm to 3:00pm, in the halls, and Sundays 1:00pm to 4:00pm, in the camps and halls. Other family members or community members must be cleared through the Court. Some locations mentioned that they can arrange special visits especially if the youth has a child or children themselves. [SDPO #5] at Camp Scudder estimated that 30 percent of the girls in the camps and halls are pregnant and/or already mothers. [SDPO #3] at Camp Munz estimated that 20 percent of the boys in probation are fathers. Building connections both with the staff and the families will assist the youth during the probation time and once they leave.

Disciplinary Removal and Supervision in the SHUs

In instances of disciplinary removals, youth are isolated at Special Housing/Handling Units (SHUs) or Assessment Units. When we mentioned this practice and used terms such as "punishment" or "isolation," we were corrected using the terms "accountability" instead of "punishment" and "periods of adjustment" instead of "isolation." There are seven SHUs: one at Challenger Youth Memorial Center, shared by Camps Jarvis, McNair, Onizuka, Mendenhall, Munz, and Smith; one at Camp Gonzales shared with Camp Miller; one at Camp Rockey shared with Camps Afflerbaugh and Paige; and one each at Dorothy Kirby Center, Los Padrinos Juvenile Hall, Barry J. Nidorf Juvenile Hall, and Central Juvenile Hall. There is also a SHU at Camp Scott that is shared with Camp Scudder, however they call it the Assessment Unit. Though we did not see every SHU while on our tours, they generally hold 20 or more youth in single rooms. While in the SHU the youth can have county-issued hygiene products and depending on the location, they may have a book, magazine, or religious texts.

Though used as a disciplinary measure, the SHUs are also utilized as housing units for youth with Specialized Supervision Plans (SSPs) or medical conditions where being in a dorm setting would be dangerous. At some locations, the youth receive all services in the SHU including programming and school. At many locations, the SHU dayrooms are also used for group therapy and programs.

Medical Services

The youth at each location have access to medical and mental health services. Each of the halls have a medical facility on site and can often access medical and mental health care quickly from nurses, doctors, dentists, and psychiatrists. Most camps have access to a doctor on a rotational basis with doctors visiting weekly or biweekly. Camps who have youth on psychotropic medication have nursing on site 24/7, and camps who do not prescribe psychotropic medication have nursing coverage during the day. In case of medical emergencies, the DPOs will escort the youth to local medical centers or to the nearest hall. Dental services are generally available through the nearest hall. In the camps, each youth is assigned a therapist from the Los Angeles County Department of Mental Health (DMH) for the duration of their stay. If a youth needs medical services of any kind or additional mental health services, they may fill out either a request form or a grievance form and submit them in boxes located around the camps. These grievance boxes are checked every day and youth can generally receive services within 24 hours. The youth may also ask their DPOs directly.

Staff Reminiscence on Earlier System

On most tours there was at least one staff who treated the system in place during the 1990s as their chief reference point. Many staff explained the changes and how the system has improved over the last 25 years. However, it sometimes impeded communication of current issues at the camps due to repeated presentations of how it “used” to be. Many staff mentioned missing parts of that system as it helped to make the camps run smoother. Many staff also noted the need and appreciation of mental health integration that was missing in previous models.

Inconsistent Terminology

Across the camps and halls, we noticed some inconsistencies in the terminology of the programs and their titles. Most of the acronyms at the camps have multiple titles such as the SHU being the Special Handling Unit and/or the Special Housing Unit. The BMP Program was called both the Behavior Management Program and the Behavior Modification Program. Staff explained BMP and the SHU with those varied names and even location literature would use both variations sometimes in the same document. Additionally, Dialectical Behavior Therapy (DBT) was cited at many camps, though only Camp Scudder identified it as Adapted Dialectical Behavior Therapy (ADBT) since it was not the full DBT program.

Camp Afflerbaugh

Camp Afflerbaugh is a junior camp that houses low risk offenders, between the ages of 14 and 16 years old. Located in La Verne, Camp Afflerbaugh houses, on average, 58 youth at a time. We visited the camp on August 6, 2015 and met with [Probation Director #1] and [Probation Director #2] of the East region including Camps Afflerbaugh, Paige, and Rockey.

Throughout our tour, the Directors stressed the differences between the current camp and the militaristic boot camp of the past. Some aspects of that past still remain such as when they youth lined up to go to lunch, almost every one of them cut their corners hard with a stomp, and kept their hands behind their back. Additionally, [Probation Director #1] pulled aside one of the youth during lunch to speak to us about their daily schedule. The youth informed us that the dorm was divided into four groups: Alpha, Beta, Charlie, and Delta. As he recited the schedule, he was precise and used military time.

The Directors knew little about the school and its programs. When asked questions, they generally responded with "LACOE handles that." We asked [Probation Director #1] how they determine grade levels and he responded that because the youth were younger, they could be thrown in anywhere because school was not a problem until they were older. Though Probation and LACOE generally have a collaborative relationship, it seemed as though that happens more on a DPO level in the classroom and as part of the Multidisciplinary Team meetings (MDTs), not necessarily with executive staff. Additionally, in conjunction with Pitzer College, both Camps Afflerbaugh and Paige have a creative writing and spoken word poetry program called Borrowed Voices. [Probation Director #1] described this program as having great success with the youth in improving their writing ability.

Though the Directors may not be involved with the youth on a daily basis, they stressed that the relationships between the youth and the DPOs were strong. He said they rarely had grievances and if the youth needed something, they often felt comfortable asking the DPO directly. Because of these positive relationships, the camp overall has a small amount of paperwork.

[Probation Director #1] made a few comments regarding women, the most egregious was, "Sorry ladies, if it weren't for you, none of us (men) would choose to be gang members. If you could stop endorsing gangs that would help us." The interview team tried to inquire further, but did not receive a reason for why this comment was made.

Camp Afflerbaugh: Questions & Responses

On average, how many youth reside at this location?

On the day we visited, there were 56 youth. The camp generally houses about 58 youth for an average stay of five to six months.

What is the average age of the youth?

Camp Afflerbaugh is a junior camp meaning that they house lower risk offenders who are generally 14 to 16 years old. They will house older youth if they are deemed low risk as well.

How are the youth housed?

The youth are housed in an open bay dormitory setting with four wings. At the center of the four wings, there is a control center where the DPOs can observe the youth from an elevated perspective. Each wing has 12 metal cots with cushioning that youth are assigned to as well as personal cubbies. The youth have access to showers and restrooms in their living spaces as well as a personal library. Currently, each wing is divided into Squads A, B, C, and D with a DPO assigned to each squad. In the future, they'd like to add higher walls to be in line with the Missouri model, which emphasizes smaller communities.

What are the youth allowed to have in their living spaces?

From our observations while in the dorm, it seems as though the youth are allowed to have cups, sandals, books, clothing, toothbrushes, toothpaste, religious texts, shampoo, mail, soda, deodorant, dictionaries, candy, pencils, erasers, bedding, pillows, and pillowcases. We were told by staff that generally the youth cannot keep food in their room, though we did see candy and soda in some cabinets (most likely from their Behavior Management/Modification Program (BMP)).

What is the daily schedule like?

From speaking with a youth during their lunch, the daily schedule is as follows: wake up at 6:00am, line up beds, receive the instructions of the day from the DPOs, fold blankets, broom the dorm, lie in bed to relax, go to breakfast, sit in squads and eat, stack trays, go to school, have head call in the dorms, go to the lunch, sit in squads and eat, go back to school, recreation time, shower, go to dinner, sit in squads and eat, read, and lights out at 9:00pm.

What do the youth have access to during recreation time? What recreational programs are offered?

For recreation time, youth have access to basketball, kickball, gym activities, swimming pool, and handball. We did not have the opportunity to view the gym or swimming pool. Camp Afflerbaugh also had newly paved basketball courts. [Probation Director #1] mentioned that there would be further work on the basketball courts to address the puddles resulting from uneven pavement. The basketball courts are equipped with overhead lighting to facilitate play at night. There is a grass field with a track around it that the youth can utilize during recreation time. The staff run tournaments for kickball, baseball, soccer, flag football, and video games such as Madden or FIFA within the camp and sometimes against Camp Paige. From our observations, we also noticed chalk drawings, though it was not specified when the youth have access to chalk.

What does food service look like? How often does the menu change?

Camp Afflerbaugh is equipped with a kitchen and dining hall. In the dining hall youth are seated according to their assigned squad. Some of the youth are allowed to work in the kitchen as Kitchen

Patrol or KPs. Furthermore, in the dining hall there are metal tables and stools bolted to the ground. During our visit, the youth were served burritos, salad and rice. When talking with a youth at lunch, they mentioned that sloppy joes and grilled cheese sandwiches with tomato soup were their favorite meals. The menu changes daily and is rotated weekly or biweekly. The cooks/chefs who prepare the food are from another bureau in the county and they regulate the menu.

What types of communal events are offered at this location?

When asked about communal events, [Probation Director #1] did not know of any, though they mentioned they recently had a spoken word event. We did not find a recreation calendar during the tour.

How does the merit ladder work?

The merit ladder is a reflection of the points earned by the youth. The total points needed for a *made day* depend on the day; on weekdays the youth need 20 points and on weekends they need 14 points. A youth's merit ladder hangs above their bed in the dorm. A *made day* is when the youth earns all possible points for that day and helps the youth move through various stages. Upon entering, the youth are in Stage One, Orientation. After seven consecutive *made days*, the youth are in Stage Two, Pre-Contemplation. After 14 additional consecutive *made days*, the youth are in Stage Three, Contemplation. Finally, after 21 additional consecutive *made days*, the youth are in Stage Four, Action. Each stage comes with a new series of privileges and responsibilities. If a youth receives a school referral or is written up, they cannot have a *made day* regardless of their points. If a youth is in Stage One for seven months, a Multidisciplinary Team (MDT) meeting is held. A youth earns most of their points at school where the teachers can give up to two points per class. Two points means the youth followed all directions, one point means there were numerous promptings before listening to directions, and no point means that they didn't comply.

What types of rewards do the youth receive?

Some of the rewards that the youth receive include brand name hygiene products such as Crest toothpaste or Suave shampoo, special Camp Afflerbaugh stamps for their letters, and various snacks and items available for purchase with their points at the Behavior Management/Modification Program (BMP) Store. They may also get to be first in line for the showers, get to go to the swimming pool, or be first in line to eat a meal.

Do the youth qualify for early release?

Yes, the youth can qualify for early release. It depends on their plan, progress, and behavior, which includes the points they receive every day. A youth on a five to seven month program needs 72 *made days* to qualify for an early release, and a youth on a seven to nine month program needs 110 *made days* to qualify for an early release. If a youth is sent to the Special Housing/Handling Unit (SHU) at Camp Rocky, five additional days are added to their program.

How often do random searches happen?

Random searches happen weekly for the youth. The staff are also randomly searched.

Does staff receive special training? How often and what topics?

Yes, the staff receive continual training on various topics throughout the year.

Is there a grievance mechanism available for the youth? Please explain.

Yes, there are grievance boxes where the youth can write grievances or make requests for services, and a grievance officer checks these boxes daily. Most grievances, however, are completed informally. For instance, if a youth needs new shoes, they ask the DPO and the DPO will take care of it instead of filling out a grievance form.

Where does this location hold youth that need to be isolated?

Youth who need to be isolated are sent to the Special Housing/Handling Unit (SHU) at Camp Rockey.

What personal items (if any) are the youth allowed to have while in isolation?

The youth placed in the Special Housing/Handling Unit (SHU) at Camp Rockey are limited regarding the personal items they are allowed to have. Based on our observation, youth are allowed to have a toothbrush, a book/magazine, and religious texts.

What are the different levels of care at this location?

There are generally three levels of care. The first is the general population, which includes everyone in the dorm. The second includes youth on Specialized Supervision Plans (SSPs), which varies in degree of supervision necessary based on their individual needs. The third includes youth in the Special Housing/Handling Unit (SHU) who are moved to an individual room for a period of adjustment or disciplinary removal.

What criteria is used to determine that this location is most suitable for a youth?

Camp Afflerbaugh generally houses a younger population of 14 to 16 years old or youth who have committed less "sophisticated" offenses.

What programs are most effective at this location?

Freedom School seems to be the most effective complementary program. Probation also leads Aggression Replacement Therapy (ART) with all the youth and it has been effective.

How often do DPOs or DSOs meet with the youth?

The youth is assigned a DPO and they meet at least once a week on a one-on-one basis. At this time, the DPO can supervise the youth's weekly phone call. The youth also interact daily with other DPOs on staff, including their assigned case DPO.

What is the relationship between Probation staff and Los Angeles County Office of Education (LACOE) staff?

As stated by [Probation Director #1], the relationship between DPOs and education staff is good and they are communicating constantly from participation in the Multidisciplinary Team meetings (MDTs), in the classrooms, and through programs such as Freedom School.

What services or programs make this location unique?

Camp Afflerbaugh offers Borrowed Voices, which is a program that emphasizes the importance of the spoken word and performance.

If a youth needs a specific service, how do they access that service?

In order to access services, the youth can fill out a request for services and place it in a grievance box located in the dorm. They can ask for a medical visit, a mental health appointment, or if they need new

items such as shoes, clothes and bedding. [Probation Director #1] said most grievances are taken care of informally with the youth asking the DPOs directly when they need services or items.

What does the screening process for medical, educational, and mental health services look like?

Before the youth are allowed in camp they have a Multidisciplinary Team meeting (MDT) with their probation officer, a representative from the Los Angeles County of Education (LACOE), Los Angeles County Department of Mental Health (DMH) and other officials to ensure the youth is provided the proper resources to rehabilitate the youth, such as behavioral management classes. For medical services, youth are screened within five days by a doctor to check their health needs. For education, the youth take math and reading assessment tests so they may be placed in the right courses. Also, they meet with school counselors who are on site and help them determine their credits, scheduling, and place them in appropriate courses.

What vocational services are available at this location?

There are no vocational services offered at Camp Afflerbaugh, possibly due to the younger age of the population.

What tutoring services are available at this location?

Operation READ, a volunteer program, comes in to help the youth improve their reading skills.

What mental health services are available at this location?

Camp Afflerbaugh, in collaboration with the Los Angeles County Department of Mental Health (DMH), offer a series of mental health services. They offer individual and group therapies, a substance abuse program, and Aggression Replacement Therapy (ART) that happen for three sessions a week. Additionally, DMH can offer family therapy sessions and can either provide transportation to the families or provide therapy via teleconference services. The DPOs can use Small Group Intervention (SGI) as a way to better communication or mediate conflict between the youth. Both Camp Afflerbaugh and Camp Paige share the space for mental health services.

Is there a medical facility on site?

There is not a medical facility on site, but nurses are present during the day, seven days a week. Youth can see the nurse at the nursing station located in the dorm. A doctor comes every other week and holds a clinic. In the case of an emergency, the youth are taken either to Pomona Valley Hospital, Central Juvenile Hall, or LAC+USC Medical Center. Taking a youth off-site for an emergency can take anywhere from 10 to 12 hours.

How long does it take to receive services?

The time needed to receive services depends on various factors. For example, the nurses get a list of everyone who has requested services and then they go through the list. DPOs are able to get access to aspirin for headaches or small pains, but time to receive other services vary.

How are education levels determined?

Education levels are determined by age, completed credits and an academic assessment completed at initial placement.

What are the necessary credentials to teach at this location?

In order to teach at Camp Afflerbaugh, teachers need a Bachelor's Degree and teaching credentials. Special certification is needed for special education instruction.

How are the lesson plans developed?

The Los Angeles County Office of Education (LACOE) determines how lesson plans are created.

What is the student teacher ratio?

Per LACOE regulations, the student-teacher ratio must never exceed 17 students per each teacher. Additionally, both Camp Afflerbaugh and Camp Paige share the same school.

Does this location offer special education?

Yes, special day classes are offered.

Who keeps track of school credits?

The onsite school counselor keeps track of each youth's school credits.

Are the youth suspended from school?

Yes, youth can be suspended from school. Students are sent to the dorm when they are suspended and generally it only lasts for one class period.

What does visitation look like? How long is it?

Visits occur on Sundays from 1:00pm to 4:00pm with families welcomed to stay as long as they'd like during those three hours. Visitations take place in the dining hall, unless weather permits for visitation to occur outside. Visitations are supervised by the DPOs. Special visitations may be arranged for alternate times. Camp Afflerbaugh described having up to 13 families visiting at a time.

Who is allowed to visit?

Parents and/or legal guardians are allowed to visit and make up the majority of visits. The court may also approve others for these visit times such as extended family, mentors, community members, etc.

Are transportation services available for family?

Transportation is only available through the Los Angeles Department of Mental Health (DMH) for DMH family therapy sessions. Therefore, a family could arrange their therapy session for Sundays and have a session and visitation afterwards. Otherwise, transportation is not available for visitation.

What forms of communication can the youth use to communicate with family and friends?

Youth are able to make phone calls and write letters to communicate with friends and family beyond their parents and/or legal guardians. Unlike in the past where staff opened all letters, staff now feel all mail for possible contraband. Youth receive at least one phone call a week, with supervision from the case carrying DPO. If for some reason the assigned DPO is not available, youth are made aware of a "back up" DPO that can provide them with the call.

Challenger Memorial Youth Center

The Challenger Memorial Youth Center houses Camps Jarvis, McNair, Onizuka, and Smith. Located in Lancaster, Challenger houses 215 youth on average. We visited the camps on August 10, 2015 and met with [Probation Director #3], various Camp Directors and Assistant Directors, and the school Principal. [Probation Director #3] and [Probation Director #4] from Camp Jarvis stayed with us throughout the entire tour.

This tour was unique in that it was highly organized with arrangements for lunch and a tram to transport us around the facility. [Probation Director #3] said that he frequently hosts tours of the facility though it was unclear who was visiting. [Probation Director #3] shared a story of how one time as he walked around the camp, one of the youth asked for a carrom board. He went to several garage sales and found one for the youth in Camp Onizuka to have. Though his role does not always allow for interaction with all of the 215 youth, it was clear that he makes it a point to connect with the youth even if he does not know each one individually. When he visited the camps with us, the youth all seemed to know him. At other camps, youth didn't seem to recognize their Directors.

Challenger Memorial Youth Center is a large facility, with the capacity to hold six camps and hundreds of youth. It was the only camp to have a metal detector at the entrance. Once entering the camps, the facility is white with some grass at the center for their recreation with an overall institutional feel. There are some aesthetically pleasing areas such as the building skills class that has a mural outside. In the dorms, certain units have more decoration than others. For example, Camp Smith has bright orange walls with Mustang decorations and Camp Onizuka has a bright mural in one wing. Interestingly, the camps had vinyl strip doors alongside the metal doors. We were told that those help to keep the birds and animals out, however, in Camp Jarvis we did see a bird perched indoors on top of the mental health cubicle.

The Challenger camps are unique in that their units are in the center of activity. Instead of a dining hall, the food is brought directly to the unit and they eat at metal tables. This eating space also serves as a dayroom for activities and where visitations take place. As part of our tour, we ate in the staff cafeteria which serves an option of two meals and one of the meals is the same as the youth eat that day. We had a choice of pork chops or enchiladas. There were also sandwiches, a salad bar, soups, fruit, and a soda fountain.

All four camps share a school and the collaborative relationship between Probation and LACOE was evident. The school has a large library, offers credit recovery programs, and college courses through Mission College. In visiting one of the classes, a youth, who was designated as the student ambassador, taught us what they were learning about landscaping and irrigation. In this class, we also viewed the relationship between the teacher and youth as positive as well as between the teacher and the DPO.

The Challenger camps have access to the most extensive Career Technical Education courses which includes building skills, culinary classes, and landscaping classes. The staff is also working to introduce silk-screening classes as a rotation and we saw the room, materials, and a mock-up Mustangs t-shirt. The youth in these courses can acquire their ServSafe Certification and/or their OSHA certification, helping them to acquire jobs once released.

Because there are four camps housed at Challenger Memorial Youth Center, they have a large Special Housing/Handling Unit (SHU) for youth with Specialized Supervision Plans (SSPs) and youth who are removed for periods of adjustment. The SHU is shared between the Challenger Camps and Camps Munz and Mendenhall.

[Probation Director #3] is also launching a new activity to reward the youth. He has created two arcades; one is sports video game themed and the other is a traditional arcade. In the sports room, the room is divided into five sections each with a different sports game and each has a television. They will have two chairs at each television so that a total of ten youth can be playing at a time. The other arcade room has cartoon characters painted on the walls with fluorescent paint so that they glow under blacklight. This arcade will have an air hockey table, pinball machines, and other arcade games. The rooms will also have popcorn and snow cone machines. Once finished, these arcades will be used as rewards either based on the youths' points or to reward certain stages.

Camp Jarvis: Questions & Responses

Camp Jarvis, located in the Resnick building at Challenger, houses on average 75 youth aged 14 to 19 years old. Youth that reside in Camp Jarvis need mental health services, psychotropic medication, and/or have disabilities as the camp is handicap accessible. Camp Jarvis' dorm is plain and their library at the time of our visit was small. There were four bookcases and only two of them were partially filled. Jarvis had an essay writing contest on Ben Carson posted on a bulletin board in the unit. Additionally, while in the dorm, we noticed a bird perched on top of the mental health office.

On average, how many youth reside at this location?

On the day we visited, there were 75 youth. All 75 youth that reside in Camp Jarvis are there for mental health services, psychotropic medication and/or have disabilities.

What is the average age of the youth?

Youth at Camp Jarvis are generally about 14 to 19 years old.

How are the youth housed?

The youth are housed in a two wing unit, which is separated by a control center and a wall. Youth placed in one side of the building are completely separated from the youth placed in the other side. Each wing has two sections, divided by a low wall. One section in each wing has metal cots with cushioning that youth are assigned to as well as a personal cubby. The other two sections hold metal tables and stools that are bolted to the ground. Youth are assigned to a bed based on their stage. The youth have access to showers and restrooms in their living spaces. Bathroom door and stalls are built to accommodate disabled individuals. There is library with books that youth can access, as well as television. There is a mental health office at the back of the unit.

What are the youth allowed to have in their living spaces?

From our observations while in the dorm, it seems as though the youth are allowed to have cups, sandals, books, toothbrushes, toothpaste, soap, notebooks, pencils, deodorant, journals, bedding, pillows, and pillowcases.

What is the daily schedule like?

The daily schedule is as follows: wake up, eat breakfast, get dressed, go to school, eat lunch, back to school, go to extra-curricular activities, go to recreation time, and eat dinner, go to second recreation, shower, and lights out at 9:00pm.

What do the youth have access to during recreation time? What recreational programs are offered?

There is a large grassy area in the center of the camp. For recreation time, youth have access to basketball, football, baseball, volleyball, track, gym activities, and a swimming pool. We did not view the on-grounds gym. The youth also have access to video games in their unit.

What does food service look like? How often does the menu change?

During our visit, we were unable to see what the youth were eating that day. We were informed that food gets delivered to the units in portable food carts. The youth eat in the metal tables in their units. The youth receive different meals daily and the overall menu changes weekly. The cooks/chefs who

prepare the food are from another bureau in the county and they regulate the menu. While on our tour we were offered the chance to dine with the staff. [Probation Director #3] shared that one of the entrees received by the staff is also served to the youth. We were given the option of Pork Chops or Enchiladas. Similar to other camps, some of the youth are allowed to work in the kitchen as Kitchen Patrol or KPs.

What types of communal events are offered at this location?

When asked about communal events, [Probation Director #14] did not specify any communal events.

How does the merit ladder work?

The merit ladder is a reflection of the points earned by the youth. The total points needed for a *made day* depend on the day; on weekdays the youth need 20 points and on weekends they need 14 points. A youth's merit ladder hangs above their bed in the dorm. A *made day* is when the youth earns all possible points for that day and helps the youth move through various stages.

What types of rewards do the youth receive?

Some of the rewards that the youth receive include named brand products (i.e. Old Spice). The youth can use their earned points at the Behavior Management/Modification Program (BMP) to exchange points for treats. Currently, [Probation Director #3] is finishing a two room arcade to be used as a reward. One room is divided into five sections based on five sport-themed games. Each section has a television and gaming system and will have two large chairs for the youth to use while they play. The other room is painted in blacklight with different cartoon characters adorning the walls. In that room, there will be an air hockey table, pinball machines, and other games. The youth will also have access to snacks including snow cones and popcorn.

Do the youth qualify for early release?

Yes, youth can be considered for early release depending on how many *made days* they have accumulated. Youth need more *made days* if their camp program is scheduled for a longer period. For example, someone with a five to seven month program needs 72 *made days* to be considered for early release. Whereas, someone in a seven to nine month program needs 97 *made days* to be considered for early release.

How often do random searches happen?

Random searches happen every day before and after school. Pens are considered contraband.

Does staff receive special training? How often and what topics?

Yes, all staff members have to go through training before working at the camps. Staff are trained in suicide prevention, child abuse, CPR, and whatever else they feel is necessary throughout the year. The staff also receive pepper spray training.

Is there a grievance mechanism available for the youth? Please explain.

Yes, there are grievance boxes where the youth can write grievances or make requests for services, and a grievance officer checks these boxes daily. Most grievances, however, are completed informally. For instance, if a youth needs new shoes, they ask the DPO and the DPO will take care of it instead of filling out a grievance form. The grievance box is also labeled in Spanish.

Where does this location hold youth that need to be isolated?

Youth who need to be isolated are sent to the Special Housing/Handling Unit (SHU). The SHU also houses youth that are on Specialized Supervision Plans (SSPs) or have certain medical needs such as having a plate in their head.

What personal items (if any) are the youth allowed to have while in isolation?

Youth in the Special Housing/Handling Unit (SHU) at the Challenger Memorial Youth Center are housed for two different reasons; Specialized Supervision Plan (SSP) and disciplinary removal. The items youth are allowed to have depend on the reason for their placement. If youth is staying in the SHU for an extended period of time (SSP), they are allowed to have six letters and two books. If youth is removed for disciplinary reasons, they are not allowed to have any personal items.

What are the different levels of care at this location?

There are generally three levels of care. The first is the general population, which includes everyone in the dorm. The second includes youth on Specialized Supervision Plans (SSPs), which varies in degree of supervision necessary based on their individual needs. The third includes youth in the Special Housing/Handling Unit (SHU) who are moved to an individual room for a period of adjustment or disciplinary removal.

What criteria is used to determine that this location is most suitable for a youth?

Camp Jarvis generally houses a younger population who need mental health services, psychotropic medication, and/or who have a disability. Camp Jarvis is equipped for special needs and accessibility.

What programs are most effective at this location?

[Probation Director #3] stated the work incentive program was effective because the youth could earn money while in camp. They can also learn valuable skills through the Career Technical Education (CTE) classes in landscaping, culinary arts, building skills, and, once the program is approved, silk screening. Additionally, the substance abuse programs and the For the Love of Words (F.L.O.W.) program, a creative writing and poetry program, were mentioned as successful.

How often do DPOs or DSOs meet with the youth?

The youth meets with their assigned DPO at least once a week on a one-on-one basis. The youth can also meet with their assigned DPO or other DPOs on staff as needed.

What is the relationship between Probation staff and Los Angeles County Office of Education (LACOE) staff?

As stated by [Probation Director #3], the staff interacts with Los Angeles County of Education (LACOE) staff during the Multidisciplinary Team meetings (MDTs) and the DPOs sit in with the youth during their classes.

What services or programs make this location unique?

Camp Jarvis is unique because it is disability friendly. Specifically, the bathroom door and stalls are built to accommodate disabled individuals.

If a youth needs a specific service, how do they access that service?

In order to access services, the youth can fill out a request for services and place it in a grievance box located in the dorm. They can ask for a medical visit, a mental health appointment, or if they need new

items such as shoes, clothes and bedding. The youth may also ask the DPOs if they need access to these services.

What does the screening process for medical, educational, and mental health services look like?

Before the youth are allowed in camp they have a Multidisciplinary Team meeting (MDT) with their probation officer, a representative from the Los Angeles County of Education (LACOE), Los Angeles County Department of Mental Health (DMH) and other officials to ensure the youth is provided the proper resources to rehabilitate the youth, such as behavioral management classes. For medical services, youth are screened within five days by a doctor to check their health needs. For education, the youth take math and reading assessment tests so they may be placed in the right courses. Also, they meet with school counselors who are on site and help them determine their credits, scheduling, and place them in appropriate courses.

What vocational services are available at this location?

The Challenger Camps offer Career Technical Education (CTE) classes on a six week cycle. The youth have access to culinary classes earning their ServSafe certification, building skills classes earning their OSHA certification, landscaping classes, and Challenger is working on a silk screening class. Additionally, through a partnership with Mission College, the youth have access to college courses for college credit.

What tutoring services are available at this location?

Operation READ and Drumming for Life, two volunteer programs, provide tutoring for the youth.

What mental health services are available at this location?

The Challenger camps, in collaboration with the Department of Mental Health (DMH), offer a series of mental health services. Youth receive individual and group therapies, participate in a substance abuse program, and can be prescribed psychotropic medication as needed. There are mental health offices located in their dorms.

Is there a medical facility on site?

There is a medical facility on site, located in the Special Housing/Handling Unit (SHU). Nursing staff is onsite 24 hours a day and there is also a dentist onsite.

How long does it take to receive services?

Services are available within 24 hours. They youth can ask a DPO or they can fill out a grievance form to see a doctor or a mental health clinician.

How are education levels determined?

Education levels of the youth are determined by an academic assessment and a review of school transcripts. This process must be done within five days.

What are the necessary credentials to teach at this location?

In order to teach at the Challenger camps, teachers need a Bachelor's Degree and teaching credentials. Special certification is needed for special education instruction.

How are the lesson plans developed?

The Los Angeles County Office of Education (LACOE) determines how lesson plans are created. The current curriculum is part of Road to Success that tailors all classes to follow a theme, such as integrity

or courage, to relate information learned across subjects. This thematic teaching is intended to emphasize the youths' social and emotional development.

What is the student teacher ratio?

At the school shared by all the Challenger Camps, the student-teacher ratio is 15 students per each teacher.

Does this location offer special education?

Yes, five special day classes are offered at the Challenger camps. The maximum number of students in a special day class is 12.

Who keeps track of school credits?

The onsite school counselor keeps track of each youth's school credits. Depending on where the youth is at in school, the counselor can enroll them in the credit recovery program called Advanced Path to make-up lost credits. Additionally, there are college counselors who help the youth submit their FAFSAs.

Are the youth suspended from school?

Yes, youth can be suspended from school. If suspended, the youth is sent back to their dorm with a packet of work to complete.

What does visitation look like? How long is it?

Visitations occur within their units on Sundays from 1:00pm to 4:00pm. Youth are allowed to visit in the table area. When weather permits, families may be allowed to visit in the patio. There are visitations on Saturdays, for youth participating in the L.A. Dads programs. Families are not allowed to bring anything, including food or personal belongings.

Who is allowed to visit?

Visitations on Sundays are reserved for parent or legal guardians, as well as any other people approved by the court. Special visits can be arranged at the discretion of assigned DPO and supervisors, based on need.

Are transportation services available for family?

Transportation can be arranged by Probation. He shared that he has youth transported to the Juvenile Hall closest to the family for visits. The Los Angeles Department of Mental Health (DMH) also provides transportation for family therapy.

What forms of communication can the youth use to communicate with family and friends?

Youth are allowed to write letters, and keep up to six of them in their personal belongings. There is a phone present in their sleeping quarters and youth are allowed to call every day during recreation time. Youth are also provided calls by their case carrying DPO.

Camp McNair: Questions & Responses

Camp McNair houses on average 40 youth with ages ranging from ages 14 to 18 years old. Youth in Camp McNair are housed in two buildings with Stages One and Two in one building and Stages Three and Four in another building. This split helps to implement the small group community model.

On average, how many youth reside at this location?

On the day of our visit, the camp had 37 youth and on average, Camp McNair houses 40 youth.

What is the average age of the youth?

The average age of the youth at Camp McNair is 14 to 18 years old.

How are the youth housed?

The youth are housed in two buildings each with two wing units, which are separated by a control center and a wall. We only visited one of the buildings. Youth placed in one side of the building are completely separated from the youth placed in the other side. Each wing has two sections, divided by a low wall. Both sections in each wing have metal cots with cushioning that youth are assigned to and hold metal tables and stools that are bolted to the ground. Metal cots and cubbies are arranged in the front of each section, leaving room in the back, for youth to play handball against a mural decorated wall. Youth are assigned to a bed based on their stage. The youth have access to showers and restrooms in their living spaces. There is library with books that youth can access. There is a mental health office at the back of the unit.

What are the youth allowed to have in their living spaces?

From what we observed on the day of our visit, the youth had the following items in their living areas: books, clothes, socks, sandals, religious texts, toothbrush, toothpaste, soap, and towels.

What is the daily schedule like?

The daily schedule is as follows: wake up, eat breakfast, get dressed, go to school, eat lunch, back to school, go to extra-curricular activities, go to recreation time, and eat dinner, go to second recreation, shower, and lights out at 9:00pm.

What do the youth have access to during recreation time? What recreational programs are offered?

There is a large grassy area in the center of the camp. For recreation time, youth have access to basketball, football, baseball, volleyball, track, gym activities, and a swimming pool. We did not view the on-grounds gym. The youth also have access to video games in their unit.

What does food service look like? How often does the menu change?

During our visit, we were unable to see what the youth were eating that day. We were informed that food gets delivered to the units in portable food carts. The youth eat in the metal tables in their units. The youth receive different meals daily and the overall menu changes weekly. The cooks/chefs who prepare the food are from another bureau in the county and they regulate the menu. While on our tour we were offered the chance to dine with the staff. [Probation Director #3] shared that one of the entrees received by the staff is also served to the youth. We were given the option of Pork Chops or

Enchiladas. Similar to other camps, some of the youth are allowed to work in the kitchen as Kitchen Patrol or KPs.

What types of communal events are offered at this location?

When asked this question, [Probation Director #3] did not specify any communal events.

How does the merit ladder work?

The merit ladder is a reflection of the points earned by the youth. The total points needed for a *made day* depend on the day; on weekdays the youth need 20 points and on weekends they need 14 points. A youth's merit ladder hangs above their bed in the dorm. A *made day* is when the youth earns all possible points for that day and helps the youth move through various stages.

What types of rewards do the youth receive?

Some of the rewards that the youth receive include named brand products (i.e. Old Spice). The youth can use their earned points at the Behavior Management/Modification Program (BMP) to exchange points for treats. Currently, [Probation Director #3] is finishing a two room arcade to be used as a reward. One room is divided into five sections based on five sport-themed games. Each section has a television and gaming system and will have two large chairs for the youth to use while they play. The other room is painted in blacklight with different cartoon characters adorning the walls. In that room, there will be an air hockey table, pinball machines, and other games. The youth will also have access to snacks including snow cones and popcorn.

Do the youth qualify for early release?

Yes, youth can be considered for early release depending on how many *made days* they have accumulated. Youth need more *made days* if their camp program is scheduled for a longer period. For example, someone with a five to seven month program needs 72 *made days* to be considered for early release. Whereas, someone in a seven to nine month program needs 97 *made days* to be considered for early release.

How often do random searches happen?

Random searches happen every day before and after school. Pens are considered contraband.

Does staff receive special training? How often and what topics?

Yes, all staff members have to go through training before working at the camps. Staff are trained in suicide prevention, child abuse, CPR, and whatever else they feel is necessary throughout the year. The staff also receive pepper spray training.

Is there a grievance mechanism available for the youth? Please explain.

Yes, there are grievance boxes where the youth can write grievances or make requests for services, and a grievance officer checks these boxes daily. Most grievances, however, are completed informally. For instance, if a youth needs new shoes, they ask the DPO and the DPO will take care of it instead of filling out a grievance form. The grievance box is also labeled in Spanish.

Where does this location hold youth that need to be isolated?

Youth who need to be isolated are sent to the Special Housing/Handling Unit (SHU). The SHU also houses youth that are on Specialized Supervision Plans (SSPs) or have certain medical needs such as having a plate in their head.

What personal items (if any) are the youth allowed to have while in isolation?

Youth in the Special Housing/Handling Unit (SHU) at the Challenger Memorial Youth Center are housed for two different reasons; Specialized Supervision Plan (SSP) and disciplinary removal. The items youth are allowed to have depend on the reason for their placement. If youth is staying in the SHU for an extended period of time (SSP), they are allowed to have six letters and two books. If youth is removed for disciplinary reasons, they are not allowed to have any personal items.

What are the different levels of care at this location?

There are generally three levels of care. The first is the general population, which includes everyone in the dorm. The second includes youth on Specialized Supervision Plans (SSPs), which varies in degree of supervision necessary based on their individual needs. The third includes youth in the Special Housing/Handling Unit (SHU) who are moved to an individual room for a period of adjustment or disciplinary removal.

What criteria is used to determine that this location is most suitable for a youth?

Generally, Camp McNair houses an older population and the youth can be prescribed psychotropic medication.

What programs are most effective at this location?

[Probation Director #3] stated the work incentive program was effective because the youth could earn money while in camp. They can also learn valuable skills through the Career Technical Education (CTE) classes in landscaping, culinary arts, building skills, and, once the program is approved, silk screening. Additionally, the substance abuse programs and the For the Love of Words (F.L.O.W.) program, a creative writing and poetry program, were mentioned as successful.

How often do DPOs or DSOs meet with the youth?

The youth meets with their assigned DPO at least once a week on a one-on-one basis. The youth can also meet with their assigned DPO or other DPOs on staff as needed.

What is the relationship between Probation staff and Los Angeles County Office of Education (LACOE) staff?

As stated by [Probation Director #3], the staff interacts with Los Angeles County of Education (LACOE) staff during the Multidisciplinary Team meetings (MDTs) and the DPOs sit in with the youth during their classes.

What services or programs make this location unique?

This camp is divided into two different buildings, unlike the other three Challenger camps, which helps to implement the small community model.

If a youth needs a specific service, how do they access that service?

In order to access services, the youth can fill out a request for services and place it in a grievance box located in the dorm. They can ask for a medical visit, a mental health appointment, or if they need new items such as shoes, clothes and bedding. The youth may also ask the DPOs if they need access to these services.

What does the screening process for medical, educational, and mental health services look like?

Before the youth are allowed in camp they have a Multidisciplinary Team meeting (MDT) with their probation officer, a representative from the Los Angeles County of Education (LACOE), Los Angeles

County Department of Mental Health (DMH) and other officials to ensure the youth is provided the proper resources to rehabilitate the youth, such as behavioral management classes. For medical services, youth are screened within five days by a doctor to check their health needs. For education, the youth take math and reading assessment tests so they may be placed in the right courses. Also, they meet with school counselors who are on site and help them determine their credits, scheduling, and place them in appropriate courses.

What vocational services are available at this location?

The Challenger Camps offer Career Technical Education (CTE) classes on a six week cycle. The youth have access to culinary classes earning their ServSafe certification, building skills classes earning their OSHA certification, landscaping classes, and Challenger is working on a silk screening class. Additionally, through a partnership with Mission College, the youth have access to college courses for college credit.

What tutoring services are available at this location?

Operation READ and Drumming for Life, two volunteer programs, provide tutoring for the youth.

What mental health services are available at this location?

The Challenger camps, in collaboration with the Department of Mental Health (DMH), offer a series of mental health services. Youth receive individual and group therapies, participate in a substance abuse program, and can be prescribed psychotropic medication as needed. There are mental health offices located in their dorms.

Is there a medical facility on site?

There is a medical facility on site, located in the Special Housing/Handling Unit (SHU). Nursing staff is onsite 24 hours a day and there is also a dentist onsite.

How long does it take to receive services?

Services are available within 24 hours. They youth can ask a DPO or they can fill out a grievance form to see a doctor or a mental health clinician.

How are education levels determined?

Education levels of the youth are determined by an academic assessment and a review of school transcripts. This process must be done within five days.

What are the necessary credentials to teach at this location?

In order to teach at the Challenger camps, teachers need a Bachelor's Degree and teaching credentials. Special certification is needed for special education instruction.

How are the lesson plans developed?

The Los Angeles County Office of Education (LACOE) determines how lesson plans are created. The current curriculum is part of Road to Success that tailors all classes to follow a theme, such as integrity or courage, to relate information learned across subjects. This thematic teaching is intended to emphasize the youths' social and emotional development.

What is the student teacher ratio?

At the school shared by all the Challenger Camps, the student-teacher ratio is 15 students per each teacher.

Does this location offer special education?

Yes, five special day classes are offered at the Challenger camps. The maximum number of students in a special day class is 12.

Who keeps track of school credits?

The onsite school counselor keeps track of each youth's school credits. Depending on where the youth is at in school, the counselor can enroll them in the credit recovery program called Advanced Path to make-up lost credits. Additionally, there are college counselors who help the youth submit their FAFSAs.

Are the youth suspended from school?

Yes, youth can be suspended from school. If suspended, the youth is sent back to their dorm with a packet of work to complete.

What does visitation look like? How long is it?

Visitations occur within their units on Sundays from 1:00pm to 4:00pm. Youth are allowed to visit in the table area. When weather permits, families may be allowed to visit in the patio. There are visitations on Saturdays, for youth participating in the L.A. Dads programs. Families are not allowed to bring anything, including food or personal belongings.

Who is allowed to visit?

Visitations on Sundays are reserved for parent or legal guardians, as well as any other people approved by the court. Special visits can be arranged at the discretion of assigned DPO and supervisors, based on need.

Are transportation services available for family?

Transportation can be arranged by Probation. He shared that he has youth transported to the Juvenile Hall closest to the family for visits. The Los Angeles Department of Mental Health (DMH) also provides transportation for family therapy.

What forms of communication can the youth use to communicate with family and friends?

Youth are allowed to write letters, and keep up to six of them in their personal belongings. There is a phone present in their sleeping quarters and youth are allowed to call every day during recreation time. Youth are also provided calls by their case carrying DPO.

Camp Onizuka: Questions & Responses

Camp Onizuka houses on average 40 to 50 youth who are between 17 and 20 years old. Camp Onizuka is usually referred to as the “last chance” camp in that the youth here have been through multiple camps and are high risk offenders. If they do not do well at Camp Onizuka, the youth are sent to the Department of Juvenile Justice. Camp Onizuka’s unit was similar to the other camps but with a brightly colored mural on the wall. While in the unit, we were told a story about how one of the youth’s brother died and because the youth was in camp, he was unable to go to the funeral. Probation staff arranged for the funeral to be videotaped by a family member and arranged a special visit so that the youth could watch the video with his family.

Because Camp Onizuka houses an older population, some youth have already graduated high school. On our visit, we inquired about what the high school graduates do when everyone else is in school. We were told that they help around the camp doing landscaping or cleaning. At Camp Onizuka, there was a group of high school graduates watching television as it was too hot to go outside. It appeared that because the summer school staff is limited by mandatory vacation time, these youth do not have access to college courses and with the heat of the summer, are left to watch television for a large portion of the day.

On average, how many youth reside at this location?

On the day we visited, there were 40 youth and on average the camps has 40 to 50 youth.

What is the average age of the youth?

The youth are generally between the ages of 17 and 20 years old.

How are the youth housed?

The youth are housed in a two wing unit, which is separated by a control center and a wall. Youth placed in one side of the building are completely separated from the youth placed in the other side. Each wing has two sections, divided by a low wall. One section in each wing has metal cots with cushioning that youth are assigned to as well as a personal cubby. The other two sections hold metal tables and stools that are bolted to the ground. Youth are assigned to a bed based on their stage. The youth have access to showers and restrooms in their living spaces. There is library with books that youth can access, a carrom game board as well as television. There is a mental health office at the back of the unit.

What are the youth allowed to have in their living spaces?

From observations while in the dorm, it seems as though the youth are allowed to have books, journals, notebooks, toothpaste, deodorant, soap, blankets, cups and other personal items.

What is the daily schedule like?

According to the Director, the daily schedule is as follows: wake up, eat breakfast, get dressed, go to school, go to extra-curricular activities, go to recreation time, eat dinner, shower and go to sleep. For the youth that have graduated high school, they spend their school time cleaning the dorms, landscaping outside as part of a work program, or taking college courses through Mission College.

What do the youth have access to during recreation time? What recreational programs are offered?

There is a large grassy area in the center of the camp. For recreation time, youth have access to basketball, football, baseball, volleyball, track, gym activities, and a swimming pool. We did not view the on-grounds gym. The youth also have access to video games in their unit.

What does food service look like? How often does the menu change?

During our visit, we were unable to see what the youth were eating that day. We were informed that food gets delivered to the units in portable food carts. The youth eat in the metal tables in their units. The youth receive different meals daily and the overall menu changes weekly. The cooks/chefs who prepare the food are from another bureau in the county and they regulate the menu. While on our tour we were offered the chance to dine with the staff. [Probation Director #3] shared that one of the entrees received by the staff is also served to the youth. We were given the option of Pork Chops or Enchiladas. Similar to other camps, some of the youth are allowed to work in the kitchen as Kitchen Patrol or KPs.

What types of communal events are offered at this location?

Yes, Camp Onizuka holds communal events. For example, they have Backyard Boogie Nights, a barbeque picnic held for the youth.

How does the merit ladder work?

The merit ladder is a reflection of the points earned by the youth. The total points needed for a *made day* depend on the day; on weekdays the youth need 20 points and on weekends they need 14 points. A youth's merit ladder hangs above their bed in the dorm. A *made day* is when the youth earns all possible points for that day and helps the youth move through various stages.

What types of rewards do the youth receive?

Some of the rewards that the youth receive include named brand products (i.e. Old Spice). The youth can use their earned points at the Behavior Management/Modification Program (BMP) to exchange points for treats. Currently, [Probation Director #3] is finishing a two room arcade to be used as a reward. One room is divided into five sections based on five sport-themed games. Each section has a television and gaming system and will have two large chairs for the youth to use while they play. The other room is painted in blacklight with different cartoon characters adorning the walls. In that room, there will be an air hockey table, pinball machines, and other games. The youth will also have access to snacks including snow cones and popcorn.

Do the youth qualify for early release?

Yes, youth can be considered for early release depending on how many *made days* they have accumulated. Youth need more *made days* if their camp program is scheduled for a longer period. For example, someone with a five to seven month program needs 72 *made days* to be considered for early release. Whereas, someone in a seven to nine month program needs 97 *made days* to be considered for early release.

How often do random searches happen?

Random searches happen every day before and after school. Pens are considered contraband.

Does staff receive special training? How often and what topics?

Yes, all staff members have to go through training before working at the camps. Staff are trained in suicide prevention, child abuse, CPR, and whatever else they feel is necessary throughout the year. The staff also receive pepper spray training.

Is there a grievance mechanism available for the youth? Please explain.

Yes, there are grievance boxes where the youth can write grievances or make requests for services, and a grievance officer checks these boxes daily. Most grievances, however, are completed informally. For instance, if a youth needs new shoes, they ask the DPO and the DPO will take care of it instead of filling out a grievance form. The grievance box is also labeled in Spanish.

Where does this location hold youth that need to be isolated?

Youth who need to be isolated are sent to the Special Housing/Handling Unit (SHU). The SHU also houses youth that are on Specialized Supervision Plans (SSPs) or have certain medical needs such as having a plate in their head.

What personal items (if any) are the youth allowed to have while in isolation?

Youth in the Special Housing/Handling Unit (SHU) at the Challenger Memorial Youth Center are housed for two different reasons; Specialized Supervision Plan (SSP) and disciplinary removal. The items youth are allowed to have depend on the reason for their placement. If youth is staying in the SHU for an extended period of time (SSP), they are allowed to have six letters and two books. If youth is removed for disciplinary reasons, they are not allowed to have any personal items.

What are the different levels of care at this location?

There are generally three levels of care. The first is the general population, which includes everyone in the dorm. The second includes youth on Specialized Supervision Plans (SSPs), which varies in degree of supervision necessary based on their individual needs. The third includes youth in the Special Housing/Handling Unit (SHU) who are moved to an individual room for a period of adjustment or disciplinary removal.

What criteria is used to determine that this location is most suitable for a youth?

Camp Onizuka usually houses high risk, and highly sophisticated youth who are considered "last chance offenders" before going to the Department of Juvenile Justice. Generally, these youth have been in multiple camp programs. These youth can also be on psychotropic medication.

What programs are most effective at this location?

[Probation Director #3] stated the work incentive program was effective because the youth could earn money while in camp. They can also learn valuable skills through the Career Technical Education (CTE) classes in landscaping, culinary arts, building skills, and, once the program is approved, silk screening. Additionally, the substance abuse programs and the For the Love of Words (F.L.O.W.) program, a creative writing and poetry program, were mentioned as successful.

How often do DPOs or DSOs meet with the youth?

The youth meets with their assigned DPO at least once a week on a one-on-one basis. The youth can also meet with their assigned DPO or other DPOs on staff as needed.

What is the relationship between Probation staff and Los Angeles County Office of Education (LACOE) staff?

As stated by [Probation Director #3], the staff interacts with Los Angeles County of Education (LACOE) staff during the Multidisciplinary Team meetings (MDTs) and the DPOs sit in with the youth during their classes.

What services or programs make this location unique?

This camp is considered the “last chance” camp for youth who are considered higher risk and have been at multiple camp placements. The staff at Camp Onizuka are all DPO IIs since these youth are more sophisticated. Additionally, while not unique to all of the camps, Camp Onizuka offers Dialectical Behavior Therapy (DBT), while the other Challenger camps only offer Aggression Replacement Therapy (ART).

If a youth needs a specific service, how do they access that service?

In order to access services, the youth can fill out a request for services and place it in a grievance box located in the dorm. They can ask for a medical visit, a mental health appointment, or if they need new items such as shoes, clothes and bedding. The youth may also ask the DPOs if they need access to these services.

What does the screening process for medical, educational, and mental health services look like?

Before the youth are allowed in camp they have a Multidisciplinary Team meeting (MDT) with their probation officer, a representative from the Los Angeles County of Education (LACOE), Los Angeles County Department of Mental Health (DMH) and other officials to ensure the youth is provided the proper resources to rehabilitate the youth, such as behavioral management classes. For medical services, youth are screened within five days by a doctor to check their health needs. For education, the youth take math and reading assessment tests so they may be placed in the right courses. Also, they meet with school counselors who are on site and help them determine their credits, scheduling, and place them in appropriate courses.

What vocational services are available at this location?

The Challenger Camps offer Career Technical Education (CTE) classes on a six week cycle. The youth have access to culinary classes earning their ServSafe certification, building skills classes earning their OSHA certification, landscaping classes, and Challenger is working on a silk screening class. Additionally, through a partnership with Mission College, the youth have access to college courses for college credit.

What tutoring services are available at this location?

Operation READ and Drumming for Life, two volunteer programs, provide tutoring for the youth.

What mental health services are available at this location?

Camp Onizuka, in collaboration with the Los Angeles County Department of Mental Health (DMH), offer a series of mental health services. Youth receive individual and group therapies, participate in a substance abuse program and Dialectical Behavior Therapy (DBT), and can be prescribed psychotropic medication as needed. There are mental health offices located in their dorms.

Is there a medical facility on site?

There is a medical facility on site, located in the Special Housing/Handling Unit (SHU). Nursing staff is onsite 24 hours a day and there is also a dentist onsite.

How long does it take to receive services?

Services are available within 24 hours. They youth can ask a DPO or they can fill out a grievance form to see a doctor or a mental health clinician.

How are education levels determined?

Education levels of the youth are determined by an academic assessment and a review of school transcripts. This process must be done within five days.

What are the necessary credentials to teach at this location?

In order to teach at the Challenger camps, teachers need a Bachelor's Degree and teaching credentials. Special certification is needed for special education instruction.

How are the lesson plans developed?

The Los Angeles County Office of Education (LACOE) determines how lesson plans are created. The current curriculum is part of Road to Success that tailors all classes to follow a theme, such as integrity or courage, to relate information learned across subjects. This thematic teaching is intended to emphasize the youths' social and emotional development.

What is the student teacher ratio?

At the school shared by all the Challenger Camps, the student-teacher ratio is 15 students per each teacher.

Does this location offer special education?

Yes, five special day classes are offered at the Challenger camps. The maximum number of students in a special day class is 12.

Who keeps track of school credits?

The onsite school counselor keeps track of each youth's school credits. Depending on where the youth is at in school, the counselor can enroll them in the credit recovery program called Advanced Path to make-up lost credits. Additionally, there are college counselors who help the youth submit their FAFSAs.

Are the youth suspended from school?

Yes, youth can be suspended from school. If suspended, the youth is sent back to their dorm with a packet of work to complete.

What does visitation look like? How long is it?

Visitations occur within their units on Sundays from 1:00pm to 4:00pm. Youth are allowed to visit in the table area. When weather permits, families may be allowed to visit in the patio. There are visitations on Saturdays, for youth participating in the L.A. Dads programs. Families are not allowed to bring anything, including food or personal belongings.

Who is allowed to visit?

Visitations on Sundays are reserved for parent or legal guardians, as well as any other people approved by the court. Special visits can be arranged at the discretion of assigned DPO and supervisors, based on need.

Are transportation services available for family?

According to the Director, transportation can be arranged by Probation. He shared that he has youth transported to the Juvenile Hall closest to the family for visits. The Los Angeles Department of Mental Health (DMH) also provides transportation for family therapy.

What forms of communication can the youth use to communicate with family and friends?

Youth are allowed to write letters, and keep up to six of them in their personal belongings. There is a phone present in their sleeping quarters and youth are allowed to call every day during recreation time. Youth are also provided calls by their case carrying DPO.

Camp Smith: Questions & Responses

Camp Smith is a sport camps and generally houses 50 youth, though on our visit there were only 25 youth. To qualify for Camp Smith, youth need to be between 15 and 18 years old, have athletic ability, and be academically eligible. The youth can play basketball, baseball, soccer, football, and track for the McAuliffe Mustangs. DPOs are the team coaches and the youth travel to different schools in the county, mostly private high schools, to play in CIF regulated games. Smith also offers a separate tutoring program to ensure that the youth are academically eligible called Athletes With Academics Reaching Excellence (AWARE). In addition to regular visiting hours, the youth can visit with families, beyond their parent or legal guardian, after the games. Families can also bring food to these visits.

The unit in Camp Smith is painted bright orange with Mustang decorations. Each side also has a large poster for the Movie Gridiron Gang, based on the sports program at Camp Kilpatrick, now housed at Camp Smith. Their unit also has new weight equipment and can be used as part of practice or as a reward.

On average, how many youth reside at this location?

On the day we visited, there were 25 youth. Camp Smith generally houses about 50 youth for an average stay of five to seven months.

What is the average age of the youth?

The youth are generally 15 to 18 years old.

How are the youth housed?

The youth are housed in a two wing unit, which is separated by a control center and a wall. Each wing has two sections, divided by a low wall. One wing has metal cots with cushioning that youth are assigned to as well as a personal cubby. The dorms at Camp Smith were unique, in that the unit was painted orange with many Mustang banners and large movie poster of *Gridiron Gang*, the film based on the sport camp at Camp Kilpatrick (now Camp Smith). The other side of that wing holds metal tables and stools that are bolted to the ground. The other wing is divided into two sections, one section is a locker room and the other is a weight room. The youth have access to showers and restrooms in their living spaces. There is a mental health office at the back of the unit.

What are the youth allowed to have in their living spaces?

The youth are allowed to have cups, Jordan sandals, toothbrushes, towels, hair gel, papers, mail, books, plastic bags to hold papers, and their daily snack.

What is the daily schedule like?

The daily schedule is as follows: breakfast, get ready, school, reading time, extra-curricular activities, practice from 6:00pm to 8:00pm, TV/Sports, video games, shower time, and sleep.

What do the youth have access to during recreation time? What recreational programs are offered?

There is a large grassy area in the center of the camp. For recreation time, youth have access to basketball, football, baseball, volleyball, track, gym activities, and a swimming pool. We did not view the on-grounds gym. Because Camp Smith is designated as a sports camp, recreation time may include

practice time for one of five sports: football, basketball, soccer, baseball, or track. Camp Smith also has a ping pong table and a running club.

What does food service look like? How often does the menu change?

During our visit, we were unable to see what the youth were eating that day. We were informed that food gets delivered to the units in portable food carts. The youth eat in the metal tables in their units. The youth receive different meals daily and the overall menu changes weekly. The cooks/chefs who prepare the food are from another bureau in the county and they regulate the menu. While on our tour we were offered the chance to dine with the staff. [Probation Director #3] shared that one of the entrees received by the staff is also served to the youth. We were given the option of Pork Chops or Enchiladas. Similar to other camps, some of the youth are allowed to work in the kitchen as Kitchen Patrol or KPs.

What types of communal events are offered at this location?

Camp Smith often has communal events that relate to sports. For example, they recently brought in a doctor to speak about sports medicine.

How does the merit ladder work?

The merit ladder is a reflection of the points earned by the youth. The total points needed for a *made day* depend on the day; on weekdays the youth need 20 points and on weekends they need 14 points. A youth's merit ladder hangs above their bed in the dorm. A *made day* is when the youth earns all possible points for that day and helps the youth move through various stages.

What types of rewards do the youth receive?

Some of the rewards that the youth receive include named brand products (i.e. Old Spice). The youth can use their earned points at the Behavior Management/Modification Program (BMP) to exchange points for treats. Currently, [Probation Director #3] is finishing a two room arcade to be used as a reward. One room is divided into five sections based on five sport-themed games. Each section has a television and gaming system and will have two large chairs for the youth to use while they play. The other room is painted in blacklight with different cartoon characters adorning the walls. In that room, there will be an air hockey table, pinball machines, and other games. The youth will also have access to snacks including snow cones and popcorn. Additionally, youth at Camp Smith can utilize the weight room as a reward.

Do the youth qualify for early release?

Yes, youth can be considered for early release depending on how many *made days* they have accumulated. Youth need more *made days* if their camp program is scheduled for a longer period. For example, someone with a five to seven month program needs 72 *made days* to be considered for early release. Whereas, someone in a seven to nine month program needs 97 *made days* to be considered for early release.

How often do random searches happen?

Random searches happen every day before and after school. Pens are considered contraband.

Does staff receive special training? How often and what topics?

Yes, all staff members have to go through training before working at the camps. Staff are trained in suicide prevention, child abuse, CPR, and whatever else they feel is necessary throughout the year. The staff also receive pepper spray training.

Is there a grievance mechanism available for the youth? Please explain.

Yes, there are grievance boxes where the youth can write grievances or make requests for services, and a grievance officer checks these boxes daily. Most grievances, however, are completed informally. For instance, if a youth needs new shoes, they ask the DPO and the DPO will take care of it instead of filling out a grievance form. The grievance box is also labeled in Spanish.

Where does this location hold youth that need to be isolated?

Youth who need to be isolated are sent to the Special Housing/Handling Unit (SHU). The SHU also houses youth that are on Specialized Supervision Plans (SSPs) or have certain medical needs such as having a plate in their head.

What personal items (if any) are the youth allowed to have while in isolation?

Youth in the Special Housing/Handling Unit (SHU) at the Challenger Memorial Youth Center are housed for two different reasons; Specialized Supervision Plan (SSP) and disciplinary removal. The items youth are allowed to have depend on the reason for their placement. If youth is staying in the SHU for an extended period of time (SSP), they are allowed to have six letters and two books. If youth is removed for disciplinary reasons, they are not allowed to have any personal items.

What are the different levels of care at this location?

There are generally three levels of care. The first is the general population, which includes everyone in the dorm. The second includes youth on Specialized Supervision Plans (SSPs), which varies in degree of supervision necessary based on their individual needs. The third includes youth in the Special Housing/Handling Unit (SHU) who are moved to an individual room for a period of adjustment or disciplinary removal.

What criteria is used to determine that this location is most suitable for a youth?

Camp Smith is a sports camp meaning that all youth in the camp play one of five sports: football, basketball, soccer, baseball, or track. To qualify, they must have athletic ability and must be academically eligible. Additionally, youth with a history of going AWOL cannot be placed in Camp Smith.

What programs are most effective at this location?

[Probation Director #3] stated the work incentive program was effective because the youth could earn money while in camp. They can also learn valuable skills through the Career Technical Education (CTE) classes in landscaping, culinary arts, building skills, and, once the program is approved, silk screening. Additionally, the substance abuse programs and the For the Love of Words (F.L.O.W.) program, a creative writing and poetry program, were mentioned as successful. Lastly, the sports teams have shown to be a great motivation for the youth to succeed in school and learn valuable life lessons.

How often do DPOs or DSOs meet with the youth?

The youth meets with their assigned DPO at least once a week on a one-on-one basis. The youth can also meet with their assigned DPO or other DPOs on staff as needed.

What is the relationship between Probation staff and Los Angeles County Office of Education (LACOE) staff?

As stated by [Probation Director #3], the staff interacts with Los Angeles County of Education (LACOE) staff during the Multidisciplinary Team meetings (MDTs) and the DPOs sit in with the youth during their classes.

What services or programs make this location unique?

Camp Smith is unique because it is a sports camp. The youth here are held to a higher academic standard through Athletes With Academics Reaching Excellence (AWARE). When these youth travel to sporting events, they are given the opportunity to spend additional time with their families, beyond their parents or legal guardians, after the event and the families can bring food.

If a youth needs a specific service, how do they access that service?

In order to access services, the youth can fill out a request for services and place it in a grievance box located in the dorm. They can ask for a medical visit, a mental health appointment, or if they need new items such as shoes, clothes and bedding. The youth may also ask the DPOs if they need access to these services.

What does the screening process for medical, educational, and mental health services look like?

Before the youth are allowed in camp they have a Multidisciplinary Team meeting (MDT) with their probation officer, a representative from the Los Angeles County of Education (LACOE), Los Angeles County Department of Mental Health (DMH) and other officials to ensure the youth is provided the proper resources to rehabilitate the youth, such as behavioral management classes. For medical services, youth are screened within five days by a doctor to check their health needs. For education, the youth take math and reading assessment tests so they may be placed in the right courses. Also, they meet with school counselors who are on site and help them determine their credits, scheduling, and place them in appropriate courses.

What vocational services are available at this location?

The Challenger Camps offer Career Technical Education (CTE) classes on a six week cycle. The youth have access to culinary classes earning their ServSafe certification, building skills classes earning their OSHA certification, landscaping classes, and Challenger is working on a silk screening class. Additionally, through a partnership with Mission College, the youth have access to college courses for college credit.

What tutoring services are available at this location?

Operation READ and Drumming for Life, two volunteer programs, provide tutoring for the youth.

What mental health services are available at this location?

The Challenger camps, in collaboration with the Los Angeles County Department of Mental Health (DMH), offer a series of mental health services. Youth receive individual and group therapies, participate in a substance abuse program, and can be prescribed psychotropic medication as needed. There are mental health offices located in their dorms.

Is there a medical facility on site?

There is a medical facility on site, located in the Special Housing/Handling Unit (SHU). Nursing staff is onsite 24 hours a day and there is also a dentist onsite.

How long does it take to receive services?

Services are available within 24 hours. They youth can ask a DPO or they can fill out a grievance form to see a doctor or a mental health clinician.

How are education levels determined?

Education levels of the youth are determined by an academic assessment and a review of school transcripts. This process must be done within five days.

What are the necessary credentials to teach at this location?

In order to teach at the Challenger camps, teachers need a Bachelor's Degree and teaching credentials. Special certification is needed for special education instruction.

How are the lesson plans developed?

The Los Angeles County Office of Education (LACOE) determines how lesson plans are created. The current curriculum is part of Road to Success that tailors all classes to follow a theme, such as integrity or courage, to relate information learned across subjects. This thematic teaching is intended to emphasize the youths' social and emotional development.

What is the student teacher ratio?

At the school shared by all the Challenger Camps, the student-teacher ratio is 15 students per each teacher.

Does this location offer special education?

Yes, five special day classes are offered at the Challenger camps. The maximum number of students in a special day class is 12.

Who keeps track of school credits?

The onsite school counselor keeps track of each youth's school credits. Depending on where the youth is at in school, the counselor can enroll them in the credit recovery program called Advanced Path to make-up lost credits. Additionally, there are college counselors who help the youth submit their FAFSAs.

Are the youth suspended from school?

Yes, youth can be suspended from school. If suspended, the youth is sent back to their dorm with a packet of work to complete.

What does visitation look like? How long is it?

Visitations occur within their units on Sundays from 1:00pm to 4:00pm. Youth are allowed to visit in the table area. When weather permits, families may be allowed to visit in the patio. There are visitations on Saturdays, for youth participating in the L.A. Dads programs. Families are not allowed to bring anything, including food or personal belongings. Additionally, youth can visit with family after the games. Family and friends may bring food for these visits.

Who is allowed to visit?

Visitations on Sundays are reserved for parent or legal guardians, as well as any other people approved by the court. Special visits can be arranged at the discretion of assigned DPO and supervisors, based on need. Family, beyond legal guardians, can visit with the youth after sports games.

Are transportation services available for family?

Transportation can be arranged by Probation. He shared that he has youth transported to the Juvenile Hall closest to the family for visits. The Los Angeles Department of Mental Health (DMH) also provides transportation for family therapy.

What forms of communication can the youth use to communicate with family and friends?

Youth are allowed to write letters, and keep up to six of them in their personal belongings. There is a phone present in their sleeping quarters and youth are allowed to call every day during recreation time. Youth are also provided calls by their case carrying DPO.

Camp Gonzales

Camp Gonzales is a senior camp that houses high risk offenders, between 16 and 18 years old. Located in Calabasas, Camp Gonzales is known as a “counseling facility” and generally houses 45 youth. Camp Gonzales also houses New Roads which offers a variety of programs to the youth emphasizing life skills beyond the traditional Probation camp. We visited on August 17, 2015 and met with [Probation Director #5] and [SDPO #1].

At Camp Gonzales, [SDPO #1] made a series of concerning statement. When speaking about one of the murals, the SDPO stated that it didn’t represent all races and ethnicities and though it included Latinos and African Americans, it did not include the “ninjas” (in reference to Asian Americans). Though [SDPO #1] was a white man, he said on two occasions that he is “black” because he took a DNA test that proved his heritage traced back to the African continent. He also told a story about a Buddhist youth who believed in reincarnation. As part of the youth’s religion, he thought his time at camp could have to do with a previous life. In response, [SDPO #1] stated, “Isn’t that the dumbest thing you’ve ever heard? It’s just dumb shit.”

[SDPO #1] told us that he will ask his staff if a youth is ready to leave camp and re-enter society by asking if the staff would let their daughters date the youth. When asked if he had seen any youth in Camp Gonzales who had been commercially sexually exploited, [SDPO #1] stated that there weren’t that many gay youth at camps. When the question was repeated concerning kids being forced on the streets for sex, he responded that he is not trying to make a statement, but that gay youth and youth with gay parents that he has seen have been aggressive and perhaps it had to do with the sexual orientation. He then explicitly claimed that being gay or having gay parents was correlated with aggression. There were other issues throughout the tour such as insults towards other staff and continually referencing the youth in probation as “crazy.”

[Probation Director #5] spoke with us about the difficulties of the camp and his own journey to this position. He also spoke about the various changes that he initiated such as buying new clothes and shoes every four months, bringing in new books for the youth to read, and how he brings various small gifts to the youth without families so that they do not feel as left out when families bring personal items.

Camp Gonzales is surrounded by the hills of Calabasas. They have multiple murals organized by the Freedom Schools including one on the wall of their outdoor amphitheater. Outside of their Special Housing/Handling Unit (SHU), the walkway is lined with red roses. The gym was well-kept and [Probation Director #5] stated that he wanted to fix up the walls.

Overall, there was a large emphasis on education in the camps both school-based and vocationally. The relationship between Probation and the school was collaborative; the DPOs and the teachers check in every morning with each other to find out how the evening was and how the previous day in class went. We spent time speaking with a science and math teacher who runs special projects at the camp including the building of a solar boat and racing it in a competition, working with a 3D printer, and taking care of a class pet, a bearded dragon. The youth respond well to these programs and it helps them to learn critical thinking as well as academic understanding. The camp has a culinary program that the youth enjoy, however, they do not have a kitchen in the classroom which limits the capacity of the program. There is also a garden outside the school that the youth work to upkeep.

[Probation Director #5] told us that many DPOs want to work at Camp Gonzales and they will call him and ask for a position. He tells them that his one rule is not to curse at the youth. He said less than half will ever call back. Though he told the story to show the approach Camp Gonzales takes, it does highlight concerns about the DPOs at other camps who find that particular barrier burdensome.

Camp Gonzales: Questions & Responses

On average, how many youth reside at this location?

The camp generally houses about 45 youth.

What is the average age of the youth?

Camp Gonzales is a senior camp meaning that they house high risk offenders who are generally 16 to 18 years old.

How are the youth housed?

The youth are housed in an open bay dormitory setting with four wings, two of which are currently being used. At the center of the four wings, there is a control center where the DPOs can observe the youth from an elevated perspective. Each wing has either yellow or green bed frames with cushioning that youth are assigned to as well as personal cubbies. The wings are labeled, "Courage," "Honor," "Integrity," and "Pride". Each wing also had a mural of a university mascot from either USC, UCLA, Pepperdine, or Stanford. Youth are separated in the different wings based on stages with Stage One and Two in "Integrity" and Stage Three and Four in "Pride". The youth have access to showers and restrooms in their living spaces. The dorm is equipped with a dayroom with a library and television.

What are the youth allowed to have in their living spaces?

From our observation while in dorm, it seems as though the youth are allowed to have toilet paper, rosaries, books, deodorant, notebooks, toothpaste, pencils, dominos, drawings, glasses, combs, lip balm, shampoo/conditioner, cards, magazines, towels, and Project Fatherhood Hats. We were told by staff that generally the youth cannot keep food in their room, though we did see Gatorade in some cabinets (most likely from their Behavior Management/Modification Program (BMP)).

What is the daily schedule like?

According to [SDPO #1], the daily schedule is as follows: wake up at 6:00am, breakfast at 7:00am, clean up dorm, go to school at 8:00am, restroom at 10:15am, back to school, wash up at 11:45am, lunch at 12:00pm, return to dorm to use restroom, back to school, programming 3:00pm to 4:30pm, dinner at 5:30 pm, recreation time at 5:45pm to 7:30pm, showers 8:00pm to 9:00pm, read/write/relax before light are out at 9:00pm.

What do the youth have access to during recreation time? What recreational programs are offered?

Amidst the scenic mountain view and abundant rose bushes, outside there are basketball courts, and a track that encompasses a field where youth can play soccer, softball, and volleyball. Friendly competitions are held between the two sides of the dorm. There is also a gym equipped with a real basketball court and they are planning on painting murals on the walls. Indoors, youth can read, play ping pong, and foosball. New books are provided every four to five months. There are also game nights, which include board games and video games. Youth can also utilize an outdoor amphitheater and garden, which are both adjacent to the school.

What does food service look like? How often does the menu change?

Camp Gonzales is equipped with a kitchen and dining hall. In the dining hall, youth are seated according to their stages. Furthermore, in the dining hall there are metal tables and stools bolted to the floor. During our visit, youth were served chicken sandwiches, peaches, salad, skim milk and baked potatoes.

Youth are served around 2000 calories a day. The menu changes daily and is regulated by a dietician. Some of the youth are allowed to work in the kitchen as Kitchen Patrol or KPs.

What types of communal events are offered at this location?

[Probation Director #5] and [SDPO #1] shared that a benefactor provides In-N-Out for the youth on Christmas. The truck is sent to the location. There is also a resource fair where families are invited and the youth are provided with resources including, job training and other services offered by Homeboy Industries.

How does the merit ladder work?

The merit ladder is a reflection of the points earned by the youth. The total possible points depend on the day. To earn a *made day* youth must earn 20 points on weekdays and 14 points on weekends. *made day* is when the youth earns necessary possible points for that day and this helps the youth move through various stages. Upon entering, the youth are in Stage One. After seven consecutive *made days*, the youth are in Stage Two. After 14 additional consecutive *made days*, the youth are in Stage Three. Finally, after 21 additional consecutive *made days*, the youth are in Stage Four. Each stage comes with a new series of privileges and responsibilities. If a youth receives a school referral or is written up, they cannot have a *made day* regardless of their points. A youth earns most of their points at school meaning that the teachers can give up to two points per class.

What types of rewards do the youth receive?

Some of the rewards youth receive include, game night (Xbox, popcorn) and items from the Behavior Management/Modification Program (BMP) Store also known as the Al Jones Store. As youths move up stages, they are also allowed to have brand name hygiene items brought by their family. Staff often buy such items for youth that do not have family.

Do the youth qualify for early release?

Yes, youth can qualify for early release. A youth is required to accumulate *made days* to be considered for early release, this takes into account youth's plan, progress and behavior. A youth on a five to seven month program needs 72 *made days* to qualify for an early release, and a youth on a seven to nine month program needs 110 *made days* to qualify for an early release.

How often do random searches happen?

Searches happen once per shift with a varying number of searches.

Does staff receive special training? How often and what topics?

Yes, staff receive Aggression Replacement Therapy (ART) and Dialectical Behavioral Therapy (DBT) training and continued training throughout the year.

Is there a grievance mechanism available for the youth? Please explain.

Yes, youth can leave grievances in the grievance box. There is another box to request mental health and medical services. A grievance officer checks both boxes daily.

Where does this location hold youth that need to be isolated?

Youth that need to be isolated are put in the Special Housing/Handling Unit (SHU). One half of the SHU was converted into offices. The other half of the SHU is hardly used. The two dayrooms in the SHU, however, are used regularly by New Roads Programs and other Los Angeles County Department of Mental Health (DMH) groups. Camp Gonzales shares the SHU with Camp Miller.

What personal items (if any) are the youth allowed to have while in isolation?

In addition to bedding, the youth are only allowed to have county issued hygiene products with them and a book.

What are the different levels of care at this location?

There are generally three levels of care. The first is the general population, which includes everyone in the dorm. The second includes youth on Specialized Supervision Plans (SSPs), which varies in degree of supervision necessary based on their individual needs. The third includes youth in the SHU who are moved to an individual room for a period of adjustment or disciplinary removal.

What criteria is used to determine that this location is most suitable for a youth?

Camp Gonzales houses higher risk youth, who are generally between 16 and 18 years old and who have been in a camp placement before.

What programs are most effective at this location?

[Probation Director #5] and [SDPO #1] said that the culinary classes, the online college courses through Mission College, New Roads, and the projects in math and science, building a solar boat and 3D printing, are the most effective. The youth enjoy cooking and we were able to make brownies. New Roads has proven effective in furnishing aftercare and ancillary educational programs. We were also informed that youth get very excited when they are able to participate in the solar boat competition. It was shared that youth that participate enjoy working together.

How often do DPOs or DSOs meet with the youth?

DPOs work with youth closely, and meet face to face at least once a week. Information is inputted into the Probation Case Management Services (PCMS) system. The DPOs set up goals and maintain BMP score cards with youth. Due to the low population, the current caseload for a DPO is one to two youth.

What is the relationship between Probation staff and Los Angeles County Office of Education (LACOE) staff?

Probation and educational staff communicate constantly about youth's progress and needs. They discuss plans for the youth in Multidisciplinary Team meeting (MDTs), and assess progress throughout. DPOs and teachers work together to restructure youth who may have difficulties following directions in class. DPOs and teachers have daily contact.

What services or programs make this location unique?

Camp Gonzales was referred to as a "counseling facility," and it is the only camp to offer the New Roads program, which offers life skills programming. This camp also offers a unique job titled "Flag Orderly" where a youth is chosen to raise the flag in the morning and take it down in the evening. Lastly, through the science class at the school, the youth can become involved with constructing a solar boat, astronomy, mechanical drawing, and 3D printing.

If a youth needs a specific service, how do they access that service?

In order to access services, the youth can fill out a request for services and place it in a grievance box located in the dorm. They can ask for a medical visit, a mental health appointment, or if they need new items such as shoes, clothes and bedding. The youth may also ask the DPOs if they need access to these services.

What does the screening process for medical, educational, and mental health services look like?

Before the youth are allowed in camp they have a Multidisciplinary Team meeting (MDT) with their probation officer, a representative from the Los Angeles County of Education (LACOE), Los Angeles County Department of Mental Health (DMH) and other officials to ensure the youth is provided the proper resources to rehabilitate the youth, such as behavioral management classes. For medical services, youth are screened within five days by a doctor to check their health needs. For education, the youth take math and reading assessment tests so they may be placed in the right courses. Also, they meet with school counselors who are on site and help them determine their credits, scheduling, and place them in appropriate courses.

What vocational services are available at this location?

Camp Gonzales offers woodshop, solar power energy training, culinary classes, and gardening. Youth can receive their OSHA and ServSafe certifications, as well as take online course through Mission College. Youth are also able to learn how to use a 3D printer.

What tutoring services are available at this location?

Camp Gonzales offers the New Roads program where community organizations come to the camp and provide tutoring services as well as life skills training.

What mental health services are available at this location?

Camp Gonzales, in collaboration with the Los Angeles County Department of Mental Health (DMH), offer a series of mental health services. Youth receive individual therapy, Aggression Replacement Therapy, and Substance abuse counseling (five or ten week sessions).

Is there a medical facility on site? Doctor? Nurse?

There is no medical facility on site. The doctor comes either Mondays or Wednesdays all day (9:00am to 1:00pm) and can make referrals to go to hospital. In emergencies, youth are transported to LAC+USC Medical Center. Nurses have an office in the dorm and are there from 6:00am to 3:00pm. After they leave, all medical issues go to the supervisor.

How long does it take to receive services?

The time needed to receive services depends on various factors. For example, the nurses get a list of everyone who has requested services and then they go through the list. DPOs are able to get access to aspirin for headaches or small pains, but other services depend. Youth can ask any staff (including the nurse themselves) to be put on the nurse's list and they will fill out an access to care. If youth does not feel comfortable speaking to somebody, they can also complete a form and place in the grievance box.

How are education levels determined?

Academic counselors gather transcripts from all the schools that minors attended previously. Youth also complete math and reading assessments to determine appropriate classes and resources.

What are the necessary credentials to teach at this location?

In order to teach at Camp Gonzales, teachers need a Bachelor's Degree and teaching credentials. Special certification is needed for special education instruction.

How are the lesson plans developed?

The Los Angeles County Office of Education (LACOE) determines how lesson plans are created. The camp is currently implementing the Road to Success curriculum.

What is the student teacher ratio?

Per LACOE regulations, the student-teacher ratio must never exceed 17 students per teacher. For special day classes, the ratio must never exceed 14 students to one teacher.

Does this location offer special education?

Yes, special day classes are offered.

Who keeps track of school credits?

The onsite school counselor keeps track of each youth's school credits.

Are the youth suspended from school?

Yes, youth can be suspended from school. Intervention, restructuring, and redirecting are the primary response measures. Suspension time depends on the misconduct. If the misconduct is severe, a Multidisciplinary Team meeting (MDT) is scheduled.

What does visitation look like? How long is it?

Visitation takes place in the dining hall on Sundays from 1:00pm to 4:00pm. Families check in, in the front office, and are then allowed to sit at the tables in the dining hall. Families are not allowed to bring anything, except on the first Sunday of the month when a youth's personal items can be brought.

Who is allowed to visit?

During regular Sunday visits, only parents or legal guardians can visit. Other family members or community members may visit with approval from the Court. Family members may also visit when coming for family therapy sessions.

Are transportation services available for family?

Transportation is available for school events leaving from Central Juvenile Hall. The Los Angeles Department of Mental Health (DMH) can also help with transportation if the family is coming for family therapy sessions. Transportation is a challenge for families due to the nearest bus stop being more than a mile away.

What forms of communication can the youth use to communicate with family and friends?

The youth are allowed one call a week with supervision from their DPO. The DPO can also speak with the family directly. The youth may also write and send letters. Family also visit for special events, such as parenting classes through the Los Angeles County Office of Education (LACOE), and can have visiting time after the programs.

Camp Mendenhall

Camp Mendenhall houses high risk offenders who are usually between 17 and 18 years old. Located in Lake Hughes, Camp Mendenhall generally houses an average of 60 youth. We visited the camp on August 14, 2015 and met with [SDPO #2].

It needs to be noted that about ten minutes prior to our arrival there was a large fight with multiple youth involved. Because [SDPO #2] needed to respond to the aftermath, our tour was a bit short and we were unable to ask some of our questions.

[SDPO #2] began the tour emphasizing the value in mental health services. He spoke a great deal about Dialectical Behavior Therapy (DBT) but that Camp Mendenhall did not offer it. It would be his suggestion to use DBT at each camp. We also spoke with two mental health therapists and they agreed that DBT was effective and they preferred it.

When asked about visitation and school, [SDPO #2] did not know much. He routinely answered “that’s not part of my world” or “that’s not my shift.” Because his shift spans two and a half days, he knew a lot about what happens during his time, but the rest of the time was not in his knowledge base.

Camp Mendenhall was the first camp that we saw using bunk beds. The bunk beds were all close to the control center and meant that more youth could be watched closely if needed. For example, youth at risk of hurting themselves or being hurt by others often occupy the first few bunks. Additionally, painted above each wing in the dorm was an honor code that read “A ward will not lie, cheat, or steal, nor tolerate those who do. A ward’s signature and word is their bond.”

When asked about the Behavior Management/Modification Program (BMP), [SDPO #2] shared with us that the store is inconsistent. Sometimes Probation will have items and sometimes they will not. He said that at the beginning of the fiscal year, they usually have items, but by the last few months of the year the DPOs must tell the youth that they will give out what they have but it is not much. Both he and his other DPOs are then forced to buy items out of pocket to stock the store to ensure that the youth have rewards.

Lastly, when asked about housing youth in isolation, it was shared that the youth are sent to the Special Housing/Handling Unit (SHU) at the Challenger Memorial Youth Center. He said that they try not to send youth there because, “kids get to sit in a room by themselves. They’re not complaining. It’s not a punishment. The only people who are punished are me and my staff” (in reference to the travel time and accompanying paperwork).

Camp Mendenhall: Questions & Responses

On average, how many youth reside at this location?

On the day we visited, there were 58 youth. The camp generally houses an average of 60 youth.

What is the average age of the youth?

Camp Mendenhall houses more sophisticated youth who have been in other camp programs. The youth are generally 17 to 18 years old.

How are the youth housed?

The youth are housed in an open bay dormitory setting with four wings. At the center of the four wings, there is a control center where the DPOs can observe the youth from an elevated perspective. Each wing has metal cots and bunk beds with cushioning that youth are assigned to as well as personal lockers. Youth are separated in the different wings by stages. The youth have access to showers and restrooms in their living spaces. There is a multipurpose room used for therapy groups.

What are the youth allowed to have in their living spaces?

[SDPO #2] informed us they could have books, journals and other personals, such as toothbrush, toothpaste, and deodorant.

What is the daily schedule like?

The daily schedule is as follows: wake up at 6:00am, go to breakfast at 7:00am, go to school from 8:00am to 9:40am, break time from 9:40am to 10:00am, back to school from 10:00am to 11:40am, have lunch at 11:45am until 12:15pm, then back to school from 12:15pm until 2:40pm, attend after school program at 3:00pm, have dinner at 5:00pm and then go to sleep at 9:00pm.

What do the youth have access to during recreation time? What recreational programs are offered?

For recreation time, youth have access to basketball, soccer, volleyball, baseball, and track. They share the swimming pool with Camp Munz. They also have access the gym where they can play basketball or use fitness equipment, such as the elliptical. There is a large field, basketball courts, and a covered seating area with tables and benches. Typically on Fridays in the gym, they have either physical education and/or workshops. On Thursday afternoons, they watch television in the gym or play with the Xbox.

What does food service look like? How often does the menu change?

Camp Mendenhall is equipped with a kitchen and dining hall. In the dining hall, youth are seated according to their stages. There are metal tables and stools bolted to the ground. During our visit, the youth were served chicken quesadillas, salsa, salad, bean soup, apple, skim milk and crackers. The menu changes daily and is rotated weekly or biweekly. The cooks/chefs who prepare the food are from another bureau in the county and they regulate the menu. Some of the youth are allowed to work in the kitchen as Kitchen Patrol or KPs.

What types of communal events are offered at this location?

As there was a large fight prior to our arrival and our tour was forced to end early, we were unable to ask this question.

How does the merit ladder work?

The merit ladder is a reflection of the points earned by the youth. The total points needed for a *made day* depend on the day; on weekdays the youth need 20 points and on weekends they need 14 points. A *made day* is when the youth earns all possible points for that day and helps the youth move through various stages.

What types of rewards do the youth receive?

If stocked, youth can use the points they earned each week to purchase various snacks in the Behavior Management/Modification Program (BMP) store. Depending on their stage, youth may get to be the first in line for the showers, get to go to the swimming pool, be first in line to eat a meal, or play Xbox.

Do the youth qualify for early release?

Yes, youth can be released early by having good behavior and accumulating *made days*. This takes into account youth's plan, progress and behavior. A youth on a five to seven month program needs 72 made days to qualify for an early release, and a youth on a seven to nine month program needs 110 made days to qualify for an early release.

How often do random searches happen?

Random search happen once every shift by a DPO.

Does staff receive special training? How often and what topics?

Yes, the staff receives continual training throughout the year. New staff receive Dialectical Behavior Therapy (DBT) and Aggression Replacement Therapy (ART) training.

Is there a grievance mechanism available for the youth? Please explain.

Yes, there are grievance boxes where youth can write grievances or make requests for services, and a grievance officer checks these boxes daily. There is also a separate box for medical and mental health which are also checked daily.

Where does this location hold youth that need to be isolated?

Youth who need to be isolated are sent to the Special Housing/Handling Unit (SHU) at the Challenger Memorial Youth Center.

What personal items (if any) are the youth allowed to have while in isolation?

Youth are allowed county-issued hygiene products and no personal items.

What are the different levels of care at this location?

There are generally three levels of care. The first is the general population, which includes everyone in the dorm. The second includes youth on Specialized Supervision Plans (SSPs), which varies in degree of supervision necessary based on their individual needs. The third includes youth in the Special Housing/Handling Unit (SHU) who are moved to an individual room for a period of adjustment or disciplinary removal.

What criteria is used to determine that this location is most suitable for a youth?

Camp Mendenhall houses higher risk and more sophisticated youth who are generally 17 to 18 years old, though they will take 15 and 16 year olds as well.

What programs are most effective at this location?

[SDPO #2] informed us that Operation READ was an effective program. He also mentioned that Dialectical Behavior Therapy (DBT) is a great behavioral program and wished that the camp offered it at the facility.

How often do DPOs or DSOs meet with the youth?

The youth is assigned a DPO and they meet at least once a week on a one-on-one basis. In practice, the youth meet with their assigned DPO more often and also meet with other DPOs if needed.

What is the relationship between Probation staff and Los Angeles County Office of Education (LACOE) staff?

[SDPO #2] stated that the relationship is synergistic and they collaborate efficiently in the Multidisciplinary Team meetings (MDTs) and in the classrooms.

What services or programs make this location unique?

Camp Mendenhall offers a woodshop program that constructed a small scale model house located outside adjacent to the school.

If a youth needs a specific service, how do they access that service?

In order to access services, the youth can fill out a request for services and place it in a grievance box located in the dorm. They can ask for a medical visit, a mental health appointment, or if they need new items such as shoes, clothes and bedding. The youth may also ask the DPOs if they need access to these services.

What does the screening process for medical, educational, and mental health services look like?

Before the youth are allowed in camp they have a Multidisciplinary Team meeting (MDT) with their probation officer, a representative from the Los Angeles County of Education (LACOE), Los Angeles County Department of Mental Health (DMH) and other officials to ensure the youth is provided the proper resources to rehabilitate the youth, such as behavioral management classes. For medical services, youth are screened within five days by a doctor to check their health needs. For education, the youth take math and reading assessment tests so they may be placed in the right courses. Also, they meet with school counselors who are on site and help them determine their credits, scheduling, and place them in appropriate courses.

What vocational services are available at this location?

Camp Mendenhall offers woodshop courses to all the youth. High school graduates can have maintenance jobs around the facility. There are currently no college courses offered.

What tutoring services are available at this location?

The Los Angeles County Office of Education (LACOE) organizes the tutoring services for youth.

What mental health services are available at this location?

Camp Mendenhall, in collaboration with the Los Angeles County Department of Mental Health (DMH), offer a series of mental health services. They offer individual and group therapies, a substance abuse program, and Aggression Replacement Therapy (ART) that happen for three sessions a week. Additionally, DMH can offer family therapy sessions and can either provide transportation to the families or provide therapy via teleconference services.

Is there a medical facility on site?

There is not a medical facility on site, but nurses are present during the day, seven days a week. Youth can see the nurse at the nursing station located in the dorm. A doctor comes every other week and holds a clinic which is also the same doctor at Camp Munz. In the case of an emergency, the youth are taken either to Central Juvenile Hall or LAC+USC Medical Center.

How long does it take to receive services?

As there was a large fight prior to our arrival and our tour was forced to end early, we were unable to ask this question.

How are education levels determined?

The Los Angeles County Office of Education (LACOE) determines the youth's level of education.

What are the necessary credentials to teach at this location?

In order to teach at Camp Mendenhall, teachers need a Bachelor's Degree and teaching credentials. Special certification is needed for special education instruction.

How are the lesson plans developed?

The Los Angeles County Office of Education (LACOE) determines how lesson plans are created.

What is the student teacher ratio?

Per LACOE regulations, the student-teacher ratio must never exceed 17 students per each teacher.

Does this location offer special education?

No. Special day courses are offered at Camp Munz.

Who keeps track of school credits?

The onsite school counselor keeps track of each youth's school credits.

Are the youth suspended from school?

Yes, youth can be suspended from school. Students are sent to the dorm with their school work when they are suspended.

What does visitation look like? How long is it?

Visits occur on Sundays from 1:00pm to 4:00pm with families welcomed to stay as long as they'd like during those three hours. Visitations take place in the dining hall, unless weather permits for visitation to occur outside. Visitations are supervised by the DPOs.

Who is allowed to visit?

Parents, grandparents and/or legal guardians are allowed to visit and make up the majority of visits. The court may also approve others for these visit times such as extended family, mentors, community members, etc.

Are transportation services available for family?

Transportation is only available through the Los Angeles Department of Mental Health (DMH) for DMH family therapy sessions. Therefore, a family could arrange their therapy session for Sundays and have a session and visitation afterwards. Otherwise, transportation is not available for visitation.

What forms of communication can the youth use to communicate with family and friends?

Youth are able to make phone calls and write letters to communicate with friends and family beyond their parents and/or legal guardians. Youth receive at least one phone call a week, with supervision from the case carrying DPO or by a therapist. They also offer teleconferencing at this facility.

Camp Miller

Camp Miller houses medium risk offenders who are between 15 and 18 years old. Located in Malibu, Camp Miller generally houses 45 youth. We visited on August 17, 2015 and met with [Probation Director #6] and a DPO.

The dorm at Camp Miller was messy with unmade beds, trash on the ground and in cubbies, and lots of dust. The gym had trash strewn about including half-eaten yogurt cups and other food products. The Assistant Principal of the school gave us a great explanation of thematic project-based learning and allowed us in the classrooms. In the first class, the Assistant Principal asked youth about what they were leaning and one youth talked to us about how they read *A Clockwork Orange*.

In the second classroom we visited, the youth were all doing different tasks and the DPOs were standing outside having a separate conversation. The teacher was having trouble keeping the class focused and continually raised her voice with the youth. There was a kitchen timer constantly ticking in the background to note how much time was left in class. There was a youth in the corner of the class and he had just received a quiz back and it had a bright red "F" written in the middle of the page. When one of our interviewers asked what he learning, he said he had no idea. The DPO started talking to the youth and both of them made fun of the teacher scrambling across the room. Then, the youth said he has to leave early for Kitchen Patrol and the DPO told him he was no longer part of Kitchen Patrol because of his grades. The youth said he needed to leave and couldn't take any more of the teacher. When another DPO came around to get the KPs out of class, the youth got up and the DPO who was speaking to him let him go. When the teacher found out he had left, she yelled that he was failing and not allowed to be a KP. The DPO responded that he didn't know. From what we witnessed, the relationships between the education staff and Probation staff are stressed.

One of the unique programs at Camp Miller is a garden where the youth learn about plants and herbs. It is outside of the school and looked well kept. The camp had also just finished Freedom School. When asked about its effectiveness, the DPO told us that the youth generally like it, but that he disliked it. He thought the chants were childish and the process would get the kids riled up and then he would have to deal with them. This DPO had also worked at a juvenile hall before the camp, and he also stated he disliked the experience at the hall and the difference in relationships at a hall versus at a camp. He found that building meaningful relationships with the youth was the best part of working as a DPO.

Camp Miller: Questions & Responses

On average, how many youth reside at this location?

On the day we visited, there were 42 youth. On average, this camp houses about 45 youth for an average stay of five to seven months.

What is the average age of the youth?

Camp Miller is a moderate camp meaning that they house youth who are not as sophisticated and they are generally about 15 to 18 years old.

How are the youth housed?

The youth are housed in an open bay dormitory setting with four wings. At the center of the four wings, there is a control center where the DPOs can observe the youth from an elevated perspective. Each wing has metal cots with cushioning that youth are assigned to as well as personal cubbies. Youth are separated in the different wings based on stages. Wings are labeled as follows Rams, Bears, Packers and Steelers. The youth have access to showers and restrooms in their living spaces. There is also a day room with a library, which the youth were cleaning during our tour. However, overall the dorm was unkempt with overflowing cubbies and unmade beds.

What are the youth allowed to have in their living spaces?

From observations while in the dorm, it seems as though the youth are allowed to have sandals, towels, clothes, converse, baby lotion, deodorant, GED books, pencils, notebook, pictures magazine, bedding, water bottles, wood box, and granola bars.

What is the daily schedule like?

The daily schedule is as follows: wake up at 6:15am, eat at 6:30am, go to school at 8:00am, head calls at 9:30am, go to class until 11:30am, wash up for lunch, eat lunch at 12:00pm until 1:00pm, make a head call, go back to school from 1:00pm until 2:30pm, make a head count, have recreation time from 3:00pm until 4:30pm, wash up for dinner, make a head count, eat dinner from 5:00pm until 6:00pm, make a head count, attend group programs at 6:30pm, head count at 7:00pm, take a shower at 8:30pm, make a head count, brush teeth, read or write from 9:00pm until 9:30pm and then go to sleep.

What do the youth have access to during recreation time? What recreational programs are offered?

For recreation time, youth have access to volleyball, basketball, a track for running or walking, soccer, softball, baseball, and football. Outside, there is a covered seating area with picnic tables and benches. The youth also have access to the gym for other activities, such as basketball. The gym is equipped with a basketball court, a stage, and a blank space on the wall to project movies. The gym was dirty with empty food containers scattered around the floor. For indoor recreation, youth can go to the library, play video games, watch television, and play ping pong.

What does food service look like? How often does the menu change?

Camp Miller is equipped with a kitchen and dining hall. In the dining hall, youth are seated according to their stages. There are metal tables and stools bolted to the ground. As opposed to the other dining halls in the previous camps, this dining hall is narrower and only has windows on one side, making the room appear darker. During our visit, the youth were served breaded chicken sandwiches, baked potato, spinach salad and skim milk. The cooks/chefs who prepare the food are from another bureau in the

county and they regulate the menu. The menu changes daily and rotated weekly or biweekly. Some of the youth are allowed to work in the kitchen as Kitchen Patrol or KPs.

What types of communal events are offered at this location?

Camp Miller has an honor assembly every month to acknowledge students who are doing well at school.

How does the merit ladder work?

The merit ladder is a reflection of the points earned by the youth. The total possible points depend on the day; on weekdays the youth can earn up to 33 points and on weekends they can earn 14 points. A *made day* is when the youth earns all possible points for that day and helps the youth move through various stages. Stage One youth wear yellow shirts, Stage Two youth wear grey shirts, Stage Three youth wear green shirts, and Stage Four youth wear black shirts.

What types of rewards do the youth receive?

Youth can purchase rewards with their earned points at the Behavior Management/Modification Program (BMP) Store. The most popular rewards are Gatorade and ice cream. Youth in Stage Four can receive personal hygiene products and other personal items from parents/guardians. For example, they are allowed to wear Converse shoes.

Do the youth qualify for early release?

Yes, the youth can qualify for early release. It depends on their plan, progress, and behavior, which includes the points they receive every day. A youth on a five to seven month program needs 72 *made days* to qualify for an early release, and a youth on a seven to nine month program needs 110 *made days* to qualify for an early release.

How often do random searches happen?

Random searches happen once a week and regular searches occur twice a day.

Does staff receive special training? How often and what topics?

Yes, the staff receive training prior to working at the camps. In addition, the staff must complete 40 hours of additional training every year.

Is there a grievance mechanism available for the youth? Please explain.

Yes, there are grievance boxes where youth can write grievances or make requests for services, and a grievance officer checks these boxes daily. There is also a separate box for medical and mental health which are also checked daily.

Where does this location hold youth that need to be isolated?

Youth who need to be isolated are sent to the Special Housing/Handling Unit (SHU) at Camp Gonzales, however that rarely happens. Youth are first taken to the front office for a period of readjustment before deciding to take them to Camp Gonzales.

What personal items (if any) are the youth allowed to have while in isolation?

In addition to bedding, the youth are only allowed to have county issued hygiene products with them and a book.

What are the different levels of care at this location?

There are generally three levels of care. The first is the general population, which includes everyone in the dorm. The second includes youth on Specialized Supervision Plans (SSPs), which varies in degree of supervision necessary based on their individual needs. The third includes youth in the Special Housing/Handling Unit (SHU) who are moved to an individual room for a period of adjustment or disciplinary removal.

What criteria is used to determine that this location is most suitable for a youth?

Camp Miller generally houses youth who are 15 to 18 years old and are at a moderate risk for recidivism.

What programs are most effective at this location?

Freedom School seems to be the most effective complementary program. They also have a creative writing and poetry program called For the Love of Words (F.L.O.W.) which was mentioned as successful.

How often do DPOs or DSOs meet with the youth?

The youth is assigned a DPO and they meet at least once a week on a one-on-one basis. They also usually meet in the morning and after programs for 30 minutes in which they update the youth's case file and check their overall progress in the camp as well in their assigned programs. The youth can also meet with their assigned DPO or other DPOs on staff as needed.

What is the relationship between Probation staff and Los Angeles County Office of Education (LACOE) staff?

The relationship between DPOs and education staff is strong and they collaborate in the classroom and in the Multidisciplinary Team meetings (MDTs).

What services or programs make this location unique?

Camp Miller has a gardening program outside of their school where the youth have planted a garden with kale, sunflowers, and corn.

If a youth needs a specific service, how do they access that service?

In order to access services, the youth can fill out a request for services and place it in a grievance box located in the dorm. They can ask for a medical visit, a mental health appointment, or if they need new items such as shoes, clothes and bedding. The youth may also ask the DPOs if they need access to these services.

What does the screening process for medical, educational, and mental health services look like?

Before the youth are allowed in camp they have a Multidisciplinary Team meeting (MDT) with their probation officer, a representative from the Los Angeles County of Education (LACOE), Los Angeles County Department of Mental Health (DMH) and other officials to ensure the youth is provided the proper resources to rehabilitate the youth, such as behavioral management classes. For medical services, youth are screened within five days by a doctor to check their health needs. For education, the youth take math and reading assessment tests so they may be placed in the right courses. Also, they meet with school counselors who are on site and help them determine their credits, scheduling, and place them in appropriate courses.

What vocational services are available at this location?

Camp Miller has a horticulture program which boys learn how to plant and build irrigation systems, woodshop courses where youth can earn their OSHA certification, and CPR courses. Youth can also take college courses, such as Health or General Education, to earn college credits.

What tutoring services are available at this location?

Camp Miller has reading intervention programs, such as Read 180 and Achieve 3000. There are also peer educators who come to the classrooms to provide supplemental help on other topics.

What mental health services are available at this location?

Camp Miller, in collaboration with the Los Angeles County Department of Mental Health (DMH), offer a series of mental health services. They offer individual and group therapies, a substance abuse program, and Aggression Replacement Therapy (ART).

Is there a medical facility on site?

There is not a medical facility on site, but nurses are present during the day, seven days a week. Youth can see the nurse at the nursing station located in the dorm. A doctor comes on Mondays holds a clinic. Medication is distributed at night by the DPO II or SDPO. In the case of an emergency or for dentist services, the youth are taken to Central Juvenile Hall or LAC+USC Medical Center.

How long does it take to receive services?

The youth usually fill out a grievance form and submit it to the nurse. Written requests are fulfilled after nurse sees the "regulars" which is usually about 20 youth who come in the get facial acne cream or refill their inhalers. The nurse can also see youth from 7:00am until 8:00am before school or kids can be called out of school if they are not able to receive service before.

How are education levels determined?

Education levels of the youth are determined by age and completed credits. An academic assessment is completed at initial placement. To track progress, the youth are reassessed every 60 days.

What are the necessary credentials to teach at this location?

In order to teach at Camp Miller, the teachers need a teaching credential and certification on the specific subjects they teach.

How are the lesson plans developed?

The Los Angeles County Office of Education (LACOE) determines how lesson plans are created. The current curriculum is part of Road to Success that tailors all classes to follow a theme, such as integrity or courage, to relate information learned across subjects. This thematic teaching is intended to emphasize the youths' social and emotional development.

What is the student teacher ratio?

Per LACOE regulations, the student-teacher ratio must never exceed 17 students per each teacher.

Does this location offer special education?

Yes, special day classes are offered.

Who keeps track of school credits?

The onsite school counselor keeps track of each youth's school credits.

Are the youth suspended from school?

Yes, youth can be suspended from school. Usually, students are restructured several times before getting suspended. There has to be a serious misconduct to be suspended, such as fighting, if so, then students are then put in “in-house” suspension where they are giving their work at their dorm.

What does visitation look like? How long is it?

Visits occur on Sundays from 1:00pm to 4:00pm with families welcomed to stay as long as they’d like during those three hours. Visitations take place in the dining hall, unless weather permits for visitation to occur outside.

Who is allowed to visit?

Parents and/or legal guardians are allowed to visit and make up the majority of visits. The court may also approve others for these visit times such as extended family, mentors, community members, etc.

Are transportation services available for family?

Transportation is only available through the Los Angeles Department of Mental Health (DMH) for DMH family therapy sessions. Therefore, a family could arrange their therapy session for Sundays and have a session and visitation afterwards. Otherwise, transportation is not available for visitation.

What forms of communication can the youth use to communicate with family and friends?

Youth are able to make phone calls and write letters to communicate with friends and family beyond their parents and/or legal guardians. Youth receive at least one phone call a week with their family.

Camp Munz

Camp Munz is a junior camp that houses youth between the ages of 15 to 17 years old. Located in Lake Hughes, Camp Munz houses between 60 and 80 youth. We visited the camp on August 14, 2015 and met with [Probation Director #7], [SDPO #3], two DPOs, and the school principal.

Camp Munz had humorous, candid photos of the Director and the SDPOs on their welcome board as well as multiple photographs of the youth achieving various accolades such as getting to a new stage or winning student of the month. This was unique to Camp Munz. [Probation Director #7] introduced us to the camp and when [SDPO #3] took us on the tour, DPOs Dominguez and Molina ending up joining us. The interactions between the staff and the youth, that we saw, were very conversational. The DPOs reflected the youth's language and seem engaged with what the youth were saying.

The DPOs asked three of youth, the top youth who worked as office orderlies, to speak with us and we talked for about 30 minutes. Some of the youth had been at other camps and found that Camp Munz was the most helpful with the best relationships with DPOs. Some told us that the food was okay and one said that they won't eat the food, just the fruit. All three were preparing to leave within two to three weeks and were all getting out on the early side of their five to seven month or seven to nine month stays.

Each of the DPOs said they loved working in camp setting and at Camp Munz. Both DPOs had worked in juvenile halls and they disliked their time there.

The school principal showed us a video project that one of youth did as part of learning about civil rights. The youth that we spoke to all said they liked school and the credit recovery programs. For each of them, their main goal when they are released is to stay in school. The youth wrote and performed a rap and created a video documenting the history of the 1960s Civil Rights Movement using a program on their computers.

Camp Munz also emphasized some of their unique programs. DPO Dominguez runs a conditioning and workout program and two other DPOs coach a baseball and basketball team. Camp Munz and Camp Mendenhall play in intramural games and Camp Munz had recently won a basketball game. They host a movie night on the large wall in the gym on Wednesdays and eat popcorn. Lastly, in the dining hall, they keep a list of that month's birthdays and once a month the DPOs bring dessert and celebrate birthdays with the youth.

Camp Munz: Questions & Responses

On average, how many youth reside at this location?

There are currently 41 youth, and there is usually an average of 60 to 80 youth.

What is the average age of the youth?

Camp Munz is a junior camp with the youth ranging in age from 15 to 17 years old.

How are the youth housed?

The youth are housed in an open bay dormitory setting with four wings, one of which is closed for plumbing maintenance. At the center of the four wings, there is a control center where the DPOs can observe the youth from an elevated perspective. Each wing has metal cots and bunk beds with cushioning that youth are assigned to as well as personal lockers. Youth are separated in the different wings based on stages. Wings are labeled as follows Spartans (Stage One), Pirates (Stage Two), Warriors (Stage Three) and Vikings (Stage Four). The youth have access to showers and restrooms in their living spaces. There is a library and mental health offices in the dorm as well. There are pink and yellow overhead nightlights throughout the dormitory.

What are the youth allowed to have in their living spaces?

From observations of the youth's sleeping areas, we found sandals, books, lotion, notebooks, magazines, Inside Outside Writers' Notebook, Axe deodorant (Stage Four), gloves, pencils, glasses, towels, dictionary, comb, cards, cups, loofa, drawings, lip balm, spoons, toothbrush, toothpaste, mouthwash, religious paraphernalia, candy, pictures, HomeBoy Industries Business Card, and their own shoes.

What is the daily schedule like?

The youth wake up at 6:00am, eat breakfast at 7:00am, and then attend classes until 2:40pm with lunch at 11:45am. After school, they have substance abuse programs, Aggression Replacement Therapy (ART) sessions followed by outdoor recreation until dinner at 5:30pm. The youth have more outdoor time from 6:00pm to 7:30pm and then they have showers, homework, and reading time. Lights out is at 9:00pm.

What do the youth have access to during recreation time? What recreational programs are offered?

For recreation time, youth have access to basketball, soccer, volleyball, baseball, dodgeball, flag football, track, and a swimming pool. They also have access to the gym where they can play basketball, listen to music or use fitness equipment. The gym is decorated with cartoon characters. There is a large field, basketball courts, and a covered seating area with tables and benches. Youth can participate in book club or physical fitness club. The youth have their own baseball team. Indoors, youth have access to cable, Xbox, and board games.

What does food service look like? How often does the menu change?

Camp Munz is equipped with a kitchen and dining hall. In the dining hall, youth are seated according to their stages. There are metal tables and stools bolted to the ground and a monthly birthday calendar on the wall. During our visit, the youth were served pork chops, rice, and carrots for dinner. The menu changes daily and is rotated every five weeks. The cooks/chefs who prepare the food are from another

bureau in the county and they regulate the menu. Some of the youth are allowed to work in the kitchen as Kitchen Patrol or KPs.

What types of communal events are offered at this location?

Camp Munz offers several communal events. There are weekly book club meetings, monthly school assemblies, and movie nights on Wednesdays. They also have softball games that the youth can play. The camp also hosts special events such as speeches by civil rights leaders and celebrations of holidays such as Easter with an egg hunt or Halloween with jack-o-lantern decorating. Additionally, every month the DPOs host a small birthday party for birthdays in that month and they bring desserts.

How does the merit ladder work?

The youth are separated into different stages depending on their amount of *made days*. At Camp Munz, Stage One is called Spartans, Stage Two is Pirates, Stage Three is Warriors, and Stage Four is Vikings. Youth earn points based on their behavior each day. The youth can earn a *made day* by accumulating 20 points on a weekday/non-holiday and 14 points on a weekend. The majority of points are earned at school (12 points can be earned at school). The youth can earn bonus points (a maximum of three) at work.

What types of rewards do the youth receive?

The youth can use their points to purchase snacks at the Behavior Management/Modification Program (BMP) store. There are also movie nights where the youth get popcorn, Icees, Gatorade, and Capris Sun juices. Youth can also earn phone calls and snacks.

Do the youth qualify for early release?

Yes, the youth can be released early by having good behavior and accumulating *made days*.

How often do random searches happen?

Searches happen once every shift.

Does staff receive special training? How often and what topics?

Yes, the staff receive over 24 hours of training in CPR, child abuse, crisis intervention, and suicide prevention. In addition, the staff must complete 40 hours of additional training every year. SDPOs are also able to administer medication and are CPR certified.

Is there a grievance mechanism available for the youth? Please explain.

Yes, there are grievance boxes where the youth can write grievances or make requests for services, and a grievance officer checks these boxes daily.

Where does this location hold youth that need to be isolated?

Youth who need to be isolated are sent to the Special Housing/Handling Unit (SHU) at the Challenger Memorial Youth Center.

What personal items (if any) are the youth allowed to have while in isolation?

Youth are allowed county-issued hygiene products and no personal items.

What are the different levels of care at this location?

There are generally three levels of care. The first is the general population, which includes everyone in the dorm. The second includes youth on Specialized Supervision Plans (SSPs), which varies in degree of

supervision necessary based on their individual needs. The third includes youth in the Special Housing/Handling Unit (SHU) who are moved to an individual room for a period of adjustment or disciplinary removal.

What criteria is used to determine that this location is most suitable for a youth?

Camp Munz is primarily for youth 15 to 18 years old who are determined to be low risk.

What programs are most effective at this location?

Camp Munz has small group intervention (SGI) that teaches youth social skills. This facility has a lot of physical fitness activities like playing softball, basketball, and dodgeball, and even has a separate club devoted to physical fitness. This camp also has its own baseball team with established uniforms.

How often do DPOs or DSOs meet with the youth?

DPOs meet with the youth at least once a week. Generally, the youth meet with their DPO more than once during a week. The youth can also meet with other DPOs on staff as needed.

What is the relationship between Probation staff and Los Angeles County Office of Education (LACOE) staff?

The relationship between DPOs and education staff is very collaborative and they work well together in the Multidisciplinary Team meetings (MDTs) and in the classrooms.

What services or programs make this location unique?

Camp Munz has small group intervention (SGI) that teaches youth social skills. This facility has a lot of physical fitness activities like playing softball, basketball, and dodgeball, and even has a separate club devoted to physical fitness. This camp also has its own baseball team with established uniforms.

If a youth needs a specific service, how do they access that service?

Youth can request services in person with a DPO and/or by filling out a form and placing it in a grievance box. Grievance boxes located in each dorm. Youth can fill out the paper work if they need to see a doctor, a mental health clinician, and other personnel or if they need other items such as new shoes, clothes, or bedding.

What does the screening process for medical, educational, and mental health services look like?

Before the youth are allowed in camp they have a Multidisciplinary Team meeting (MDT) with their probation officer, a representative from the Los Angeles County of Education (LACOE), Los Angeles County Department of Mental Health (DMH) and other officials to ensure the youth is provided the proper resources to rehabilitate the youth, such as behavioral management classes. For medical services, youth are screened within five days by a doctor to check their health needs. For education, the youth take math and reading assessment tests so they may be placed in the right courses. Also, they meet with school counselors who are on site and help them determine their credits, scheduling, and place them in appropriate courses.

What vocational services are available at this location?

There are no vocational services offered for the youth. There was once a woodshop class, but it was moved to Camp Mendenhall.

What tutoring services are available at this location?

The youth can get tutoring services from staff, probation officers, and after school by teachers. They can also receive tutoring from peer educators.

What mental health services are available at this location?

Camp Munz, in collaboration with the Los Angeles County Department of Mental Health, offers Aggression Replacement Therapy (ART) and individual and family counseling. Phoenix House offers substance abuse programs to the youth on-site. Clinical therapists are on site every day from 8:00am to 10:00pm.

Is there a medical facility on site?

There is not a medical facility on site, but there is a 24-hour emergency number that staff can call, which connects them with a psychiatrist or psychologist. There is also a doctor that holds a clinic every Wednesday. The nurse leaves around 2:00pm to 3:00 pm. The probation supervisors are trained to distribute medication. Youth with other camp emergencies are taken to LAC+USC Medical Center or Olive View Medical Center.

How long does it take to receive services?

Youth are usually able to receive services within 24 hours. Youth just need to ask to see a mental health clinician.

How are education levels determined?

Education levels are determined by age, completed credits and an academic assessment completed at initial placement.

What are the necessary credentials to teach at this location?

In order to teach at Camp Munz, teachers need a Bachelor's Degree and teaching credentials. Special certification is needed for special education instruction.

How are the lesson plans developed?

The Los Angeles County Office of Education (LACOE) determines how lesson plans are created. The current curriculum is part of Road to Success that tailors all classes to follow a theme, such as integrity or courage, to relate information learned across subjects. This thematic teaching is intended to emphasize the youths' social and emotional development.

What is the student teacher ratio?

Per LACOE regulations, the student-teacher ratio must never exceed 17 students per each teacher.

Does this location offer special education?

Yes, special day classes are offered. The student-teacher ratio must never exceed 12 students per one teacher.

Who keeps track of school credits?

The onsite school counselor keeps track of each youth's school credits.

Are the youth suspended from school?

Yes, youth can be suspended from school. Students are sent to the dorm when they are suspended and generally it only lasts for one class period.

What does visitation look like? How long is it?

Family visits take place on Sundays from 1:00pm to 4:00pm. Families are not allowed to bring any items during visits. Families are allowed to stay as long as they want during the established times. Family engagement occurs on Saturdays from 9:00am to 1:00pm at which time workshops are made available.

Who is allowed to visit?

Parents and legal guardians may visit. Special visits from other family members or community members may be arranged through the court.

Are transportation services available for family?

The Los Angeles County Department of Mental Health (DMH) provides transportation from Barry J. Nidorf Juvenile Hall for families participating in family therapy. It was shared that Camp Munz is the camp that uses transportation services the most.

What forms of communication can the youth use to communicate with family and friends?

Youth receive at least one phone call a week, though many youth call more than that. The calls are supervised by DPOs. The youth are also able to write and mail letters.

Camp Paige

Camp Paige is a senior camp that houses high risk offenders, between the ages of 16 and 18 years old. Located in La Verne, Camp Paige houses, on average, 55 to 59 youth at a time. We visited the camp on August 6, 2015 and met with a SDPO and the [Probation Director #2] of the East region including Camps Afflerbaugh, Paige, and Rockey.

Camp Paige is most well-known for its former status as a fire camp. The youth used to train and work with the local fire station. In their main office, there is a large photo of Camp Paige youth carrying a dehydrated hiker on a gurney to a helicopter. Unfortunately, the program ended because the time needed for the work conflicted with the school hours. This program defines Camp Paige and they are currently working to bring the program back.

In lieu of the fire program, Camp Paige does offer a workforce program where the youth work in the community in different jobs. The youth can earn approximately \$20 to \$30 a week. The SDPO said the program has been effective in engaging the youth and helping them learn skills and earn money to be used upon their release.

[Probation Director #2] also highlighted the effectiveness of Freedom School and had us watch a video about it, set at Camp Paige. He said that because of this program, one youth received a full ride scholarship to college. Camp Paige also offers a unique program, in conjunction with Pitzer College called Borrowed Voices that works with youth on creative writing and spoken word poetry. Both programs help to improve the reading and writing abilities of the youth outside of school.

We were unable to see the mental health building, school, or dining hall as part of our tour. However, when asked about the food, the SDPO told us that he doesn't eat it, as he prefers his own meals. He said that some of the DPOs eat with the youth during their meals, but they can also bring their own food.

We were able to see the laundry as part of our tour, and the SDPO told us about their new idea to number the clothes such that each youth has an assigned number and when they wash their clothes, the youth get the same clothes back. Before this system, the youth would put their clothes, including their underwear, into a large pile and they would all share. This new process was initiated after the Department of Justice investigation.

Camp Paige: Questions & Responses

On average, how many youth reside at this location?

The camp generally houses about 55 to 59 youth.

What is the average age of the youth?

Camp Paige is a senior camp meaning that they house higher risk offenders who are generally 16 to 18 years old.

How are the youth housed?

The youth are housed in an open bay dormitory setting with four wings, of which three were utilized. At the center of the four wings, there is a control center where the DPOs can observe the youth from an elevated perspective. Each wing has 12 metal cots with cushioning that youth are assigned to as well as a personal cubby. Each wing is also assigned a flat screen television. Currently, the unit is divided into squads with a DPO assigned to each squad. The youth have access to showers and restrooms in their living spaces as well as a personal library. We were able to observe the laundry room, where extra clothing is kept. In the future, they'd like to add higher walls to be in line with the Missouri model, which emphasizes smaller communities.

What are the youth allowed to have in their living spaces?

The youth are allowed to have sandals, books, clothing, toothbrushes, toothpaste, religious paraphernalia, three letters, two pictures, clothes, washcloths, and mail.

What is the daily schedule like?

The SDPO explained the day as waking up, breakfast, school, lunch, school, recreation and programs, dinner, and sleep. On Thursdays, the youth have a modified day from school which increases their recreation time.

What do the youth have access to during recreation time? What recreational programs are offered?

For recreation time, youth have access to basketball, kickball, gym activities, ping pong, and handball. The youth are assigned various areas to play and they rotate in groups. There is a grass field with a track around it that the youth can utilize during recreation time. In the gym, there is a basketball court, a stage, and a television. The youth have book clubs, bible studies, and speech contests. They have an Xbox, TV, board games, and a large selection of books in their dorm. Camp Paige used to be a fire camp where the youth could work with the local fire departments, however, the program is currently not operating.

What does food service look like? How often does the menu change?

Camp Paige is equipped with a kitchen and dining hall. In the dining hall, youth are seated according to their assigned squad and there are metal tables and stools bolted to the ground. Some of the youth are allowed to work in the kitchen as Kitchen Patrol or KPs. The menu changes daily and is rotated weekly or biweekly. The cooks/chefs who prepare the food are from another bureau in the county and they regulate the menu. The SDPO said that each of the camps is served the same meals based on the county protocols. He also mentioned that staff sometimes join youth in the dining hall for meals.

What types of communal events are offered at this location?

Camp Paige hosts school award ceremonies where the teachers give both academic and behavioral awards to the youth.

How does the merit ladder work?

The merit ladder is a reflection of the points earned by the youth. The total points needed for a *made day* depend on the day; on weekdays the youth need 20 points and on weekends they need 14 points. A youth's merit ladder hangs above their bed in the dorm. A *made day* is when the youth earns all possible points for that day and helps the youth move through various stages.

What types of rewards do the youth receive?

Youth generally receive a daily reward if they "make" their day. This could include extra time playing games (Xbox) or during recreation. The youth can save up their points to use them on various rewards at the Behavior Management/Modification Program (BMP) Store on Saturdays. Additionally, the DPOs can also give rewards out as they seem fitting.

Do the youth qualify for early release?

Yes, the youth all have a Projected Release Date (PRD) and they can earn early release based on their behavior and performance in acquiring *made days*.

How often do random searches happen?

Random searches happen daily for the youth.

Does staff receive special training? How often and what topics?

Yes, the staff receives 40 hours of special training each year.

Is there a grievance mechanism available for the youth? Please explain.

If the youth have a grievance, they can fill out a grievance form and place it inside of the grievance box located on the side of the control center in the dorm.

Where does this location hold youth that need to be isolated?

Youth who need to be isolated are sent to the Special Housing/Handling Unit (SHU) at Camp Rockey.

What personal items (if any) are the youth allowed to have while in isolation?

The youth placed in the Special Housing/Handling Unit (SHU) at Camp Rockey are limited regarding the personal items they are allowed to have. Based on our observation, youth are allowed to have a toothbrush, a book/magazine, and religious paraphernalia (bible).

What are the different levels of care at this location?

There are generally three levels of care. The first is the general population, which includes everyone in the dorm. The second includes youth on Specialized Supervision Plans (SSPs), which varies in degree of supervision necessary based on their individual needs. The third includes youth in the Special Housing/Handling Unit (SHU) who are moved to an individual room for a period of adjustment or disciplinary removal.

What criteria is used to determine that this location is most suitable for a youth?

Camp Paige generally houses an older population of youth 16 to 18 years old who have committed more "sophisticated" offenses.

What programs are most effective at this location?

Camp Paige had an effective program that involved the youth going out to help local firefighters. The program was effective but was shut down due to the program interfering with school time. Now they only help remove things from firebreak and grow drought resistant plants. Camp Paige also offers other programs such as a work transition program where the youth are allowed to help out in the community and earn money at the same time. Pitzer College also has a spoken word program, Borrowed Voices, with Camp Afflerbaugh and Camp Paige.

How often do DPOs or DSOs meet with the youth?

The youth is assigned a DPO and they meet at least once a week on a one-on-one basis. At this time, the DPO can supervise the youth's weekly phone call. The youth also interact daily with other DPOs, including their assigned case DPO.

What is the relationship between Probation staff and Los Angeles County Office of Education (LACOE) staff?

The relationship between DPOs and education staff is good and they are communicating constantly from participation in the Multidisciplinary Team meetings (MDTs), in the classrooms, and through programs such as Freedom School.

What services or programs make this location unique?

Camp Paige used to have a fire program with the local fire department where the youth could help clean up after fires. They are in the process of trying to reestablish this program for the youth. This camp also has a work crew program where youth go out in the community to work, and they can earn up to \$20 to \$30 a week. In conjunction with Camp Afflerbaugh, Camp Paige also offers Borrowed Voices, which is a program that emphasizes the importance of the spoken word and performance.

If a youth needs a specific service, how do they access that service?

In order to access services, the youth can fill out a request for services and place it in a grievance box located in the dorm. They can ask for a medical visit, a mental health appointment, or if they need new items such as shoes, clothes and bedding. The youth may also ask the DPOs if they need access to these services.

What does the screening process for medical, educational, and mental health services look like?

Before the youth are allowed in camp they have a Multidisciplinary Team meeting (MDT) with their probation officer, a representative from the Los Angeles County of Education (LACOE), Los Angeles County Department of Mental Health (DMH) and other officials to ensure the youth is provided the proper resources to rehabilitate the youth, such as behavioral management classes. For medical services, youth are screened within five days by a doctor to check their health needs. For education, the youth take math and reading assessment tests so they may be placed in the right courses. Also, they meet with school counselors who are on site and help them determine their credits, scheduling, and place them in appropriate courses.

What vocational services are available at this location?

Though Camp Paige does not seem to offer vocational training services, the youth are able to qualify for a work crew program working in the community and earning \$20 to \$30 a week.

What tutoring services are available at this location?

Operation READ, a volunteer program, comes in to help the youth improve their reading skills.

What mental health services are available at this location?

Camp Paige, in collaboration with the Los Angeles County Department of Mental Health (DMH), offer a series of mental health services. They offer individual and group therapies, a substance abuse program, and Aggression Replacement Therapy (ART) that happen for three sessions a week. Additionally, DMH can offer family therapy sessions and can either provide transportation to the families or provide therapy via teleconference services. The DPOs can use Small Group Intervention (SGI) as a way to better communication or mediate conflict between the youth. Both Camp Afflerbaugh and Camp Paige share the space for mental health services.

Is there a medical facility on site?

There is not a medical facility on site, but nurses are present during the day, seven days a week. Youth can see the nurse at the nursing station located in the dorm. A doctor comes every other week and holds a clinic. In the case of an emergency, the youth are taken either to Pomona Valley Hospital, Central Juvenile Hall, or LAC+USC Medical Center. Taking a youth off-site for an emergency can take anywhere from 10 to 12 hours.

How long does it take to receive services?

The time needed to receive services depends on various factors. For example, the nurses get a list of everyone who has requested services and then goes through the list. DPOs are able to get access to aspirin for headaches or small pains, but other services depend.

How are education levels determined?

Education levels of the youth are determined by age and completed credits. An academic assessment is completed at initial placement.

What are the necessary credentials to teach at this location?

In order to teach at Camp Paige, teachers need a Bachelor's Degree and teaching credentials. Special certification is needed for special education instruction.

How are the lesson plans developed?

The Los Angeles County Office of Education (LACOE) determines how lesson plans are created.

What is the student teacher ratio?

Per LACOE regulations, the student-teacher ratio must never exceed 17 students per each teacher. Additionally, both Camp Afflerbaugh and Camp Paige share the same school.

Does this location offer special education?

Yes, special day classes are offered.

Who keeps track of school credits?

The onsite school counselor keeps track of each youth's school credits.

Are the youth suspended from school?

Yes, youth can be suspended from school. Students are sent to the dorm when they are suspended and generally it only lasts for one class period.

What does visitation look like? How long is it?

Visits occur on Sundays from 1:00pm to 4:00pm with families welcomed to stay as long as they'd like during those three hours. Visitations take place in the dining hall, unless weather permits for visitation to occur outside. Visitations are supervised by the DPOs. Special visitations may be arranged for alternate times.

Who is allowed to visit?

Parents and/or legal guardians are allowed to visit and make up the majority of visits. The court may also approve others for these visit times such as extended family, mentors, community members, etc.

Are transportation services available for family?

Transportation is only available through the Los Angeles Department of Mental Health (DMH) for DMH family therapy sessions. Therefore, a family could arrange their therapy session for Sundays and have a session and visitation afterwards. Otherwise, transportation is not available for visitation.

What forms of communication can the youth use to communicate with family and friends?

Youth are able to make phone calls and write letters to communicate with friends and family beyond their parents and/or legal guardians. Unlike in the past where staff opened all letters, staff now feel all mail for possible contraband. Youth receive at least one phone call a week, with supervision from the case carrying DPO. If for some reason the assigned DPO is not available, youth are made aware of a "back up" DPO that can provide them with the call.

Camp Rockey

Camp Rockey is a junior camp that houses youth who need mental health services and/or psychotropic medication. Located in San Dimas, Camp Rockey houses 50 youth at a time ranging in age from 14 to 17 year olds. We visited the camp on August 6, 2015 and met with [Probation Director #8] and [Probation Director #9].

Camp Rockey has a Special Housing/Handling Unit (SHU), which is shared by Camps Afflerbaugh and Paige. The SHU has ten rooms on each side for a total of 20 and two large rooms that they use for various programs including creative writing and mental health group sessions. Outside of the SHU is a large mural recently painted as part of Freedom School.

[Probation Director #8] shared with us that Camp Rockey recently finished an arts project with various groups working with the youth doing creative writing, theatre, and improv. He found that the programs engaged the youth and made them excited to learn. Similarly, he praised the Freedom School. He said that initially the youth were hesitant to the program, but after some time, they all loved it and all the songs. In fact, he sang one of the songs to us.

The Directors did not have a strong knowledge about the school regarding both classes and the different programs offered through the school. They told us that LACOE followed regulations and the school was not usually integral to their roles. Though Probation and LACOE generally have a collaborative relationship, it seemed as though that happens more on a DPO level in the classroom and as part of the Multidisciplinary Team meetings (MDTs), not necessarily with executive staff.

When asked about the food, the Directors praised their culinary program, claiming that their chef was the best chef in the county. We went to the dining hall as dinner was being prepared and noticed that the floors were incredibly sticky. It took some effort to pull our shoes from the floor. While in the dining hall, we learned about the Kitchen Patrol or KPs where the youth in higher stages can work in the kitchen. We spoke to one of the KPs and he said he enjoyed the program as he learned a lot about preparing food.

The youth that we spoke to also told us about Camp Rockey's youth council in which youth are elected and meet to talk about improvements for the camp. They meet with [Probation Director #8] and discuss their ideas. The youth we spoke to enjoyed being on the council though we did not learn about any examples of changes made thanks to the council.

The Directors showed concern and care for the youth in the camp, however both of them said they have little interaction with the youth. When asked, [Probation Director #9] stated that his role does not require speaking with the youth but that conversations happen occasionally.

Camp Rocky: Questions & Responses

On average, how many youth reside at this location?

When we visited, there were 50 youth at Camp Rocky. On average, there are 48 youth.

What is the average age of the youth?

Camp Rocky is a junior camp for youth 14 to 17 years old.

How are the youth housed?

The youth are housed in an open bay dormitory setting with four wings. At the center of the four wings, there is a control center where the DPOs can observe the youth from an elevated perspective. In the wings there are metal cots with cushioning that youth are assigned to as well as personal cubbies. The youth have access to showers and restrooms in their living spaces. We were unable to walk in the unit due to it being their restroom time. Thus, we were unable to see if wings were labeled or if youth have access to a library in the dorm. There is also a Special Housing/Handling Unit (SHU) that is divided into two sides, and it has ten rooms on each side. The SHU also holds a control unit and a "Game Room" that is now being used for therapy groups held by the Los Angeles County Department of Mental Health (DMH).

What are the youth allowed to have in their living spaces?

Youth are allowed to have sandals, books, paper, drinks, clipboards, and clothes near their bed. Youth in the SHU can have a toothbrush, magazine, religious paraphernalia, and other personal items with them.

What is the daily schedule like?

The daily schedule is as follows: the youth wake up at 6:00am, wash up, eat breakfast, clean their dorm, go to school, wash up, have recreation time, eat dinner, wash up, have recreation time, shower, have quiet time, and lights are out at 8:30pm.

What do the youth have access to during recreation time? What recreational programs are offered?

Youth are allowed to play basketball and football while outside. During our visit, the basketball courts were under construction and were gated. There is a large field in the center of the camp, encircled by the other camp buildings. There is also a track around the field for youth to use during recreation time. A challenge/obstacle course was suspended over the field (not in use). The youth also have an indoor gym where they can go to play basketball.

What does food service look like? How often does the menu change?

Camp Rocky is equipped with a kitchen and dining hall. In the dining hall, youth are seated according to their assigned groups and there are metal tables and stools bolted to the ground. The floors of the dining hall were sticky. Some of the youth are allowed to work in the kitchen as Kitchen Patrol or KPs. During our visit, the KPs and cooks were preparing baked chicken, salad, and baked beans. When asked if all the camps eat the same food, the [Probation Director #8] mentioned that, "not every camp is eating baked chicken" that day. The menu changes daily and is rotated weekly or biweekly. The cooks/chefs who prepare the food are from another bureau in the county and they regulate the menu.

What types of communal events are offered at this location?

Yes, there are communal events at Camp Rockey. There was an upcoming barbecue for the kids on August 22, 2015. Religious groups also come into the camp about once a month to hold special events. There are also family engagement events where the youths' families visit the youth and meet various community organizations that can provide services for their child.

How does the merit ladder work?

The merit ladder is a token economy where youth can earn *made days*. If it is a weekday, the youth need 20 points to have a *made day*; if it is a weekend, youth need 14 points. These points can then be accumulated to purchase snacks at the Behavior Management/Modification Program (BMP) store.

What types of rewards do the youth receive?

Youth can use earned point to buy items at the Behavior Management/Modification Program (BMP) store. Licorice is one of the most popular items. As youth advance into different stages, they can earn rewards such as name-brand toothpaste or deodorant, snacks, and extra telephone calls. Lastly, the top five youth with the most points receive a special meal.

Do the youth qualify for early release?

Yes, the youth can qualify for early released if they completed their Dialectical Behavior Therapy (DBT) program and based on their behavior at camp.

How often do random searches happen?

Searches happen at least once every shift. There is not a scheduled time for these "random" searches.

Does staff receive special training? How often and what topics?

Yes, the staff receives 40 hours of special training each year.

Is there a grievance mechanism available for the youth? Please explain.

Yes, youth can write grievances or request services by submitting a form into one of the many grievance boxes located around the camp.

Where does this location hold youth that need to be isolated?

If needed, youth are placed in the Special Housing/Handling Unit (SHU) which is shared by Camps Afflerbaugh and Paige.

What personal items (if any) are the youth allowed to have while in isolation?

The youth placed in the Special Housing/Handling Unit (SHU) at Camp Rockey are limited regarding the personal items they are allowed to have. Based on our observation, youth are allowed to have a toothbrush, a book/magazine, and religious paraphernalia.

What are the different levels of care at this location?

There are generally three levels of care. The first is the general population, which includes everyone in the dorm. The second includes youth on Specialized Supervision Plans (SSPs), which varies in degree of supervision necessary based on their individual needs. The third includes youth in the Special Housing/Handling Unit (SHU) who are moved to an individual room for a period of adjustment or disciplinary removal.

What criteria is used to determine that this location is most suitable for a youth?

Most of the youth at Camp Rockey are on psychotropic medication and/or need mental health services, and are between the ages 14 and 17 years old.

What programs are most effective at this location?

Youth really enjoyed participating in Freedom School, ServSafe culinary arts class, youth council mentoring, and mural painting.

How often do DPOs or DSOs meet with the youth?

DPOs meet with the assigned youth at least once during their shift, though most youth and staff DPOs, including assigned DPOs, interact more often.

What is the relationship between Probation staff and Los Angeles County Office of Education (LACOE) staff?

The Los Angeles County Office of Education (LACOE) and Probation are constantly in communication, both at Multidisciplinary Team meetings (MDTs) and in individual meetings working to plan appropriate programs for the youth.

What services or programs make this location unique?

This camp has a youth council in which youth are elected to serve as a spokesperson for desired services, programs or sports that youth would like to see at their facility. Camp Rockey also has a quarterly family engagement event that consists of workshops and community agencies informing families of community resources.

If a youth needs a specific service, how do they access that service?

Youth can access resources by filling out a form and submitting it to the grievance box. Grievance boxes are located in each dorm. Youth can request to see a doctor, psychologist and other personnel. Youth can also ask for other items such as new shoes, clothes, or bedding. The youth may also ask the DPOs if they need access to these services.

What does the screening process for medical, educational, and mental health services look like?

Before the youth are allowed in camp they have a Multidisciplinary Team meeting (MDT) with their probation officer, a representative from the Los Angeles County of Education (LACOE), Los Angeles County Department of Mental Health (DMH) and other officials to ensure the youth is provided the proper resources to rehabilitate the youth, such as behavioral management classes. For medical services, youth are screened within five days by a doctor to check their health needs. For education, the youth take math and reading assessment tests so they may be placed in the right courses. Also, they meet with school counselors who are on site and help them determine their credits, scheduling, and place them in appropriate courses.

What vocational services are available at this location?

Camp Rockey has a culinary class taught by "the best cook in the county" (head chef). The youth learn workplace safety and how to prepare food for the camp. The youth are also given the opportunity to take the test to earn their ServSafe certification, which allows them to work in restaurants.

What tutoring services are available at this location?

Operation READ, a volunteer program, comes in to help the youth improve their reading skills. Teachers also offer extra tutoring outside of school.

What mental health services are available at this location?

Camp Rockey, in collaboration with the Los Angeles County Department of Mental Health (DMH), offers a series of mental health services. They offer individual and group therapies at least once a week, Dialectical Behavior Therapy (DBT) once a week, Aggression Replacement Therapy (ART) three times a week, and a substance abuse program for either five or ten weeks. Additionally, some youth have Specialized Supervision Plans (SSPs) to aid youth with mental health needs. Youth with SSPs reside in the Special Housing/Handling Unit (SHU).

Is there a medical facility on site?

There is not a medical facility on site, but there are full time nurses from 6:00am to 8:00pm and a nurse's station in the dorm. Nurses hold a clinic three times a day: morning, after lunch, and after dinner. There are two psychiatrists, one psychologist, MSWs, and clinicians from 8:00am to 8:30pm. The doctor visits once a week on Wednesdays since the youth are on psychotropic medication.

How long does it take to receive services?

Youth are able to receive services within 24 hours. If someone needs services, they can submit a form in the grievance box. The grievance box is checked every day.

How are education levels determined?

Education levels of the youth are determined by age and completed credits. An academic assessment is completed at initial placement.

What are the necessary credentials to teach at this location?

In order to teach at Camp Rockey, teachers need a Bachelor's Degree and certified teaching credentials. Special certification is needed for special education instruction.

How are the lesson plans developed?

The Los Angeles County Office of Education (LACOE) determines how lesson plans are created.

What is the student teacher ratio?

Per LACOE regulations, the student-teacher ratio must never exceed 17 students per each teacher.

Does this location offer special education?

Yes, special day classes are offered.

Who keeps track of school credits?

The onsite school counselor keeps track of each youth's school credits.

Are the youth suspended from school?

Yes, youth can be suspended from school. Students are sent to the dorm when they are suspended and generally it only lasts for one class period.

What does visitation look like? How long is it?

Visits occur on Sundays from 1:00pm to 4:00pm with families welcomed to stay as long as they'd like during those three hours. Visitations take place in the dining hall, unless weather permits for visitation to occur outside. Visitations are supervised by the DPOs. Special visitations may be arranged for alternate times.

Who is allowed to visit?

There is an approved visitation list that usually consists of parents and legal guardians. There are also other people who are approved by the court who can visit the youth.

Are transportation services available for family?

The Los Angeles County Department of Mental Health (DMH) provides transportation for Multidisciplinary Team meetings (MDTs) or special situations. A therapist may arrange a family therapy session for visitation days in order to coordinate transportation services.

What forms of communication can the youth use to communicate with family and friends?

Youth are allowed to make phone calls, and engage in letter writing. Youth are allowed to have at least one phone call a week. Most youth get more than one call per week. Calls are 15 minutes long. Youth are allowed to call parents/guardians or siblings. Phone calls are also provided based on need (i.e. sister being sick).

Camp Scott

Camp Scott is a senior camp that houses girls 16 to 18 years old. Located in Santa Clarita, Camp Scott houses between 30 and 40 youth at a time. We visited the camp on August 13, 2015 and met with [SDPO #4] and a DPO II.

While Camp Scott is one of two camps in the county that house girls, Camp Scott is different from the rest of the camps for the amount of color and decoration present throughout the facility. The dorm is painted purple and many youth have hung pictures on their wall of friends, family, and loved ones. Some have created nametags for over their bed made out of glitter in addition to the photos. Camp Scott was the first camp we saw that had closed door lockers instead of small cubbies. The youth were also able to decorate these lockers. The youth are divided by their stages and each wing is named after a gemstone and has a famous woman associated with it including Sonia Sotomayor, Serena Williams, Maya Angelou, and Ronda Rousey. There are multiple murals around the camp and even the Assessment Unit, the camp's equivalent of the SHU, is painted. The youth told the staff that the Assessment Unit was very bland and the staff asked what colors they should paint it. The youth voted for a Candyland theme with teal walls and fuchsia accents. When we toured, the Assessment Unit had just been painted and new furniture in the dayroom had yet to be unwrapped. Additionally, the youth at Camp Scott wear pink and purple shirts and can have their own black and white Converse shoes.

In the dorms, there are schedules posted in multiple places and it is clear what is supposed to be happening at what time as well as what programs are available.

Just as the youth chose the colors for the Assessment Unit, the staff asks what the youth would like at camp and they organize the schedules accordingly. For example, the youth wanted more socialization time and the staff incorporated socialization into the schedule rather than forcing quiet time. They also offer communal events based on the girls' likes such as glam days and nail painting.

About one-third of the girls at Camp Scott are mothers. Special visits can be arranged such that the girls are able to see their children. Camp Scott also houses pregnant youth until six or seven months into the pregnancy at which point the youth are sent to Central Juvenile Hall.

Camp Scott: Questions & Responses

On average, how many youth reside at this location?

On the day we visited, there were 30 youth. On average, the camp houses 30 to 40 girls.

What is the average age of the youth?

Camp Scott is a senior camp that houses higher risk, repeat offenders who are generally 16 to 18 years old.

How are the youth housed?

The youth are housed in a large dormitory setting with four wings. Each wing is representative of the different stage that the youth is in and they are named after female role models and gems. Each wing consisted of individual beds with lockers, beds and walls were painted lavender and pink. Stage One is the Diamond wing named after Ronda Rousey, Stage Two is the Jade wing named after Sonia Sotomayor, Stage Three is the Sapphire wing named after Serena Williams, and Stage Four is the Emerald wing named after Maya Angelou. At the center of the four wings there is a central control unit in which the DPOs can observe the youth from an elevated perspective. The youth also have access to restrooms and showers as well as a personal library.

What are the youth allowed to have in their living spaces?

What the youth are allowed to have in their lockers is dependent on what stage they are in. Stage One youth have the least amount of privileges, and their items mainly county issued items, sandals, clothing, and bedding. Stage Two youth are allowed to have county issued items as well as deodorant, toothpaste, a toothbrush, and pictures. Stage Three youth in addition to Stage Two items are allowed to have body bars, and lotion. Stage Four youth are allowed to have all items from previous stages as well as shampoo, conditioner, shoes, pencil, paper, cards, mail, religious paraphernalia, calendars, drawings, art, and pictures.

What is the daily schedule like?

The daily schedule is as follows: wake up at 6:00am, groom, eat breakfast, go to medical/clinic as needed, clean their living area, go to school, head count, go to the restroom, go to lunch, have recreation or craft time, go back to school from 1:00pm to 2:40pm, afternoon recreation time, programmatic time, dinner at 5:00pm, second recreation at 5:30pm, socialization time, then showers from 7:30pm to 8:30pm, letter writing or reading time at 8:30pm, and lights out at 9:00pm.

What do the youth have access to during recreation time? What recreational programs are offered?

For recreation time, youth have access to basketball, soccer, a field, volleyball, ping pong, yoga, dance contests, drama, chess club, aerobics, physical therapy, badminton, kick ball, softball, and can walk the track. The youth are also allowed to play basketball in the gym. The staff run intramurals with Camp Scudder. As for indoor recreation the youth have access to a library, board games, and drawing.

What does food service look like? How often does the menu change?

The youth eat meals at the dining hall where they are placed by stage at metal tables and seats that are bolted down. During our visit, we were told they had oatmeal, waffles, turkey, sausage, and juice for breakfast. The menu rotates every five weeks. The cooks/chefs who prepare the food are from another bureau in the county and the menu is based on nutritionist regulations.

What types of communal events are offered at this location?

Camp Scott hosts regular communal events such as movie nights, academic bowls, and intermural tournaments for volleyball and basketball games.

How does the merit ladder work?

The merit ladder is a reflection of the points earned by the youth. The total points needed for a *made day* depend on the day; on weekdays the youth need 20 points and on weekends they need 14 points. A *made day* is when the youth earns all possible points for that day and helps the youth move through various stages. Upon entering, the youth are in Stage One, Orientation. After seven consecutive *made days*, the youth are in Stage Two. After 14 additional consecutive *made days*, the youth are in Stage Three. Finally, after 21 additional consecutive *made days*, the youth are in Stage Four.

What types of rewards do the youth receive?

Some of the rewards that the youth receive include extra time to socialize, spa days, hair days, extended showers, TV time, and ice-cream socials. Recently, Camp Scott took the top girls who had the most points on a trip to the Ronald Reagan Library. The youth in Stages Three and Four, have movie night almost every day.

Do the youth qualify for early release?

Yes, the youth can qualify for early release by having good behavior and accumulating *made days*.

How often do random searches happen?

Random searches happen once every shift. Staff look for scissors, art work, or “too much art work” during their searches.

Does staff receive special training? How often and what topics?

Yes, the staff receive training in crisis intervention and suicide prevention and must complete 40 hours of additional training a year.

Is there a grievance mechanism available for the youth? Please explain.

Yes, there are grievance boxes where youth can write grievances or make requests for services. The medical and mental health requests’ box is separate.

Where does this location hold youth that need to be isolated?

Youth that need to be isolated are taken to the Assessment Unit.

What personal items (if any) are the youth allowed to have while in isolation?

They are allowed to have their sandals, blankets and books.

What are the different levels of care at this location?

There are generally three levels of care. The first is the general population, which includes everyone in the dorm. The second includes youth on Specialized Supervision Plans (SSPs), which varies in degree of supervision necessary based on their individual needs. The third includes youth in the Assessment Unit who are moved to an individual room for a period of adjustment or disciplinary removal.

What criteria is used to determine that this location is most suitable for a youth?

Camp Scott generally houses older girls, 16 to 18 year olds, who are determined to be high risk. They do not house anyone under the age of 15.

What programs are most effective at this location?

Freedom School and Drumming for Life seems to be the most effective programs. Probation also leads Dialectical Behavior Therapy (DBT), art and murals, Read 180, Girls in Gangs, and a culinary arts program. It was shared that Operation READ has been effective with the girls, and that while Freedom School were effective it did encounter some resistance at first.

How often do DPOs or DSOs meet with the youth?

The youth is assigned a DPO and they meet at least once a week on a one-on-one basis. A DPO at Camp Scott has, on average, two to four youth on their caseload. Additionally, as the youth are assigned to their wing of the dorm based on their stage, each stage/wing has a DPO "Stage Sponsor." The Stage Sponsor is in charge of the girls in that wing and implement the BMP program as well as what is the wings word of the day.

What is the relationship between Probation staff and Los Angeles County Office of Education (LACOE) staff?

Though the DPOs are not inside the classrooms, they are constantly interacting and talking about the youth with the education staff. If a teacher is having trouble with a student being disruptive in class, the DPO will help to restructure the youth and try to have them return to class. Additionally, the teachers and DPOs will interact at the Multidisciplinary Team meetings (MDTs).

What services or programs make this location unique?

Camp Scott offers the Girls in Gangs program, the only camp to mention any gang intervention programs. This camp also has a designated mental health trailer outside, as opposed to offices in the administration building. Additionally, Camp Scott refers to its Special Housing/Handling Unit as an Assessment Unit.

If a youth needs a specific service, how do they access that service?

In order to access services, the youth can fill out a request for services and place it in a grievance box located in the dorm. They can ask for a medical visit, a mental health appointment, or if they need new items such as shoes, clothes and bedding. The youth may also ask the DPOs if they need access to these services.

What does the screening process for medical, educational, and mental health services look like?

Before the youth are allowed in camp they have a Multidisciplinary Team meeting (MDT) with their probation officer, a representative from the Los Angeles County of Education (LACOE), Los Angeles County Department of Mental Health (DMH) and other officials to ensure the youth is provided the proper resources to rehabilitate the youth, such as behavioral management classes. For medical services, youth are screened within five days by a doctor to check their health needs. For education, the youth take math and reading assessment tests so they may be placed in the right courses. Also, they meet with school counselors who are on site and help them determine their credits, scheduling, and place them in appropriate courses.

What vocational services are available at this location?

Though Camp Scott does not offer extensive vocational services, they will have a culinary arts program where the youth may earn their ServSafe certification starting in October 2015.

What tutoring services are available at this location?

Operation READ, a volunteer program, and Read 180, a school sponsored program, help the youth improve their reading skills. It was also mentioned that the teachers stay after school to help those who need tutoring.

What mental health services are available at this location?

Camp Scott, in collaboration with the Los Angeles County Department of Mental Health (DMH), offers individual therapy once a week, substance abuse for either five or ten weeks, and Adapted Dialectical Behavior Therapy (ADBT) once a week. In these sessions, the youth can work on family reunification, past issues, breakdowns and the staff can prescribe youth psychotropic medication. There are five to six mental health clinicians with a MFT/MSW degrees.

Is there a medical facility on site?

There is not a medical facility on site. In the event of severe illness or an emergency, the youth are transferred to Barry J. Nidorf Juvenile Hall, Central Juvenile Hall, Olive View Medical Center, or LAC+USC Medical Center. There is a doctor that comes on site every Tuesday, and there are also day and night nurses that have an office in the youth get their medication after their showers and can ask to see a nurse at any time. There is a referral process to a doctor if a youth asks a nurse for birth control/family planning.

How long does it take to receive services?

To see a mental health clinician, youth can fill out a form and submit it in the grievance box that gets checked three times a week. Youth can also tell a DPO that they need services and services can generally happen within 24 hours.

How are education levels determined?

Education levels of the youth are determined by the age and credits completed. Depending on the education level of the youth, the school offers credit recovery, GED and California High School Exit Exam (CAHSEE) preparation, and general college level classes.

What are the necessary credentials to teach at this location?

In order to teach at Camp Scott, teachers need a Bachelor's Degree and teaching credentials. Special certification is needed for special education instruction.

How are the lesson plans developed?

The lesson plans are created by the Los Angeles County Office of Education (LACOE) as a part of the Road to Success program. In this program, teaching is centered on thematic project based learning where each class follows a theme for a certain time frame. This helps to connect the courses across subjects. The themes for this camp were beauty, power, hope, transformation, and new beginnings.

What is the student teacher ratio?

The student teacher ratio is ten students per teacher.

Does this location offer special education?

No, special day classes are not offered.

Who keeps track of school credits?

The onsite academic counselor keeps track of each youth's school credits.

Are the youth suspended from school?

Yes, youth can be suspended from school, but they usually go through multiple restructuring by periods by the DPOs before getting suspended. A suspension entails getting sent to the dormitory for the day with their school work.

What does visitation look like? How long is it?

Visits occur on Sundays from 1:00pm to 4:00pm in the dining halls the parents/guardians are welcomed to stay as long as they'd like during those three hours. Parents/guardians are not allowed to bring anything in for their visitations. Special visits can be arranged with permission from DPO for birthdays. It was shared that youth in female camps do not receive as many visits as youth in male camps. Most girls receive three to four visits before going home.

Who is allowed to visit?

Parents and/or legal guardians are allowed to visit and make up the majority of visits. The court may also approve others for these visit times such as extended family, mentors, community members, etc.

Are transportation services available for family?

Transportation is only available through the Los Angeles Department of Mental Health (DMH) for DMH family therapy sessions. Therefore, a family could arrange their therapy session for Sundays and have a session and visitation afterwards. Otherwise, transportation is not available for visitation.

What forms of communication can the youth use to communicate with family and friends?

Youth are able to make phone calls and write letters to communicate with friends and family beyond their parents and/or legal guardians. Youth are able to engage in letter writing, every day for one hour, and are able to call their parent/guardian at least once a week. DPOs make decisions regarding who else the minor can contact via telephone.

Camp Scudder

Camp Scudder houses low to medium risk girls ranging in age from 13 to 18 years old. Located in Santa Clarita, Camp Scudder houses between 35 to 40 youth. We visited the camp on August 13, 2015 and met primarily with [SDPO #5].

At Camp Scudder, [SDPO #5] made a series of concerning statements. First, he identified as a religious person and made statements assuming everyone else shared his religion. He said that he approaches the youth and says that everyone is different, but we all have faith and can talk about Adam and Eve. In regards to sexuality, he told us that girls are not and cannot be gay, but rather they are sexual in nature and that they must seek companionship. He claimed that if boys are unavailable, girls will resort to the girls for companionship and once they leave, they will return to boys. In terms of racial and ethnic biases, he told us a story regarding a Chinese youth who was sent to camp after kidnaping and torturing someone. He said that the reason she tortured someone was due to her Chinese culture.

While commenting on educational practices at the camp, he said that the camps need classes that teach “men to be men and women to be ladies.” Some of the lessons he hoped to inspire included that men need to walk on the outside of sidewalks because men are natural “leaders” and “protectors.” During our tour he also made a series of jokes about the girls’ periods and that they cycle at the same time, so that at a certain time every month things “get difficult” around the camp.

Lastly, while at the school, the Principal and [SDPO #5] stated that many of their youth have a past being commercially sexually exploited children (CSEC), but emphasized that after a certain point of “prostituting” on the streets, it becomes a choice for the girls; that they actively choose to be a “prostitute.”

Similar to Camp Scott, Camp Scudder is very bright with painted walls in the dorm and murals in the gym, the dining hall, and on the outside of the school. The youth also had lockers and could put up pictures in their lockers. From our observations, we noticed that many of the girls were mothers and had pictures of their children or sonograms. When asked about pregnant youth, [SDPO #5] told us how he accompanied a young girl while she gave birth and seventeen years later that child ended up at the same camp as her mother. He laughed and said it was a weird situation.

At the school, we learned that there was a good relationship between LACOE and Probation. The school is also actively engaging the parents and guardians by sending home “good grams” to give positive updates to the family. We also learned about the thematic, project-based style of learning. The themes are tailored to gender with the girls’ themes being beauty, power, hope, transformation, and new beginnings. When asked why the girls’ school did not use themes such as courage and integrity which the boys were tasked with, it was said that the girls need different topics.

Camp Scudder has a youth council for the youth to participate in and discuss ideas for the camps. It is unclear of how often the council meets with staff and what changes have been implemented due to suggestions from the council.

Camp Scudder rewards the youth in various ways. One of the unique ways is that every week the top girls gets a meal of her choosing from the outside. [SDPO #5] told us that generally it is something from In-n-Out.

Lastly, [SDPO #5] spoke with us about a speech he usually gives to new youth at camp in an effort to inspire us. He said that he will look around the room, and say "Some of you are going to die before you are 25, some of you might be billionaires, and some of you will be prostitutes or garbage people." He said that this is meant to show the girls the reality of the world and of their potential.

Camp Scudder: Questions & Responses

On average, how many youth reside at this location?

On the day we visited, there were 40 youth. The camp generally houses about 35 to 40 youth at a time. The camp has a capacity of up to 85 youth at one time.

What is the average age of the youth?

Camp Scudder is a camp for girls that houses medium to low risk offenders, and some first time offenders, who range from 13 to 18 years old.

How are the youth housed?

The youth are housed in a large dormitory setting with four wings. Each wing is representative of the different stage that the youth is in and they are named after gems. The youth are housed in an integrated model, which places them in small segregated groups. The integrated model allows Stage Four youth to mentor Stage One youth. Each wing consisted of individual beds with lockers, beds and walls were painted green. At the center of the four wings there is a control center in which the DPOs can observe the youth from an elevated perspective. The youth also have access to restrooms and showers as well as a personal library.

What are the youth allowed to have in their living spaces?

The youth are allowed to have three of every clothing, tape, glue, hair gel, sandals, and vaseline. Stages Two to Four are allowed to have county issued items, one pair of tennis shoes, one pair of shower shoes, a journal, 100 sheet or less notebook, their Adapted Dialectical Behavior Therapy (ADBT) folder, and one pencil. Stages Three and Four are allowed to have additional personal (non-county issued) items, including one body sponge, toothbrush, and toothbrush cap, toothpaste, deodorant, shampoo, conditioner, body wash, lotion, lip balm, hair gel, du rag, hair elastic, super comb/styling brush, pen, five family pictures, five letters, two soft cover books, and two magazines.

What is the daily schedule like?

The daily schedule is as follows: wake up at 6:00am, eat breakfast at 6:30am, see the nurse at 7:00am, go to school at 8:00am, medical checks and head calls at 9:40am, eat lunch at 12:00pm, see the nurse at 12:30pm, return to school until 2:40pm, recreation and activities at 3:00pm, dinner at 5:30pm, see the nurse and shower from 6:00pm to 8:00pm, eat a snack at 8:00pm, and then lights out at 9:00pm.

What do the youth have access to during recreation time? What recreational programs are offered?

For recreation time, youth play basketball, volleyball, soccer, softball, flag football, and kickball. They have access to a field where they can walk, run, practice aerobics, or yoga. The gym has a newly painted mural, which was recently done through The Arts for Incarcerated Youth program. The camp also has elliptical machines, and a pool that they share with Camp Scott. Swimming lessons are offered to everyone. There is also an outdoor field that is well maintained and kept green through use of their well water system.

What does food service look like? How often does the menu change?

The youth are offered full course meals in which they eat at the dining hall. On the day of our visit, the youth were served fried rice and pork chops. There are three different cooks at this camp who are responsible for the meals, and they adhere to a meal plan with specific measurements. During the

holidays, the cooks will serve special meals, including turkey and prime rib. The dining hall has metal tables and stools bolted to the floor. The dining hall is also covered in colorful murals.

What types of communal events are offered at this location?

The conclusion of a program will end with a celebration. In the past, special events have included celebrations for high school graduation and the completion of Freedom School.

How does the merit ladder work?

The merit ladder is a function of the Behavior Management/Modification Program (BMP) and regards the points a youth can earn based on their behavior. The total points needed for a *made day* depend on the day; on weekdays the youth need 20 points and on weekends they need 14 points. A total of 12 points can be earned at school. Mid-day privileges can be obtained with 14 points and can be in the form of a snack or extra TV time. Then, at the end of the day the staff give a special reward to those who had a *made day*, which is when they youth earns all possible points for the day. If a youth receives a suspension at school or a write up from a staff member, they cannot make their day. The youth start at Stage One and they may not have personal belongings but can advance to Stage Two after 7 *made days*. Stage Two can receive midday privileges and then Stage Three can have personal items. Lastly, Stage Four is the highest stage and they are considered "Model Citizens." Stages One through Three wear purple shirts because they are considered transitioning, while Stage Four wears pink shirts.

What types of rewards do the youth receive?

Youth in different stages may receive different rewards. Stage One youth can obtain journals, pencils, library time, and on the spot recognition. Stage Two youth can receive all Stage One rewards plus a popcorn night, an additional five minutes on their phone calls, 15 minutes of extra free time, and black personal shoes. Stage Three youth can receive a movie and popcorn night, 20 minutes of additional free time, enhanced personals, and may participate in camp jobs, in addition to all Stage One and Two rewards. Lastly, Stage Four youth can get all of the rewards previously mentioned plus field trips, special events, spa/free hair days, and the top camp jobs. Youth can receive rewards from both the teachers and the DPOs. The student of the week and month receives a certificate and a cupcake. The top 20 youth get to do something special every month and the top youth of the week gets a meal of her choice from the SDPO.

Do the youth qualify for early release?

Yes, youth can be released early by having good behavior and accumulating *made days*.

How often do random searches happen?

Random searches happen once every shift.

Does staff receive special training? How often and what topics?

Yes, the staff receives training in crisis intervention, suicide prevention, and Dialectical Behavior Therapy (DBT) and receives training throughout the year.

Is there a grievance mechanism available for the youth? Please explain.

Yes, youth may fill out a grievance form and submit it to any grievance box, which are scattered across the camp. On our tour we learned that food is typically the biggest complaint submitted to the grievance box.

Where does this location hold youth that need to be isolated?

Youth that need to be isolated are taken to the Assessment Unit located at Camp Scott.

What personal items (if any) are the youth allowed to have while in isolation?

They are allowed to have their sandals, blankets, and books.

What are the different levels of care at this location?

There are generally three levels of care. The first is the general population, which includes everyone in the dorm. The second includes youth on Specialized Supervision Plans (SSPs), which varies in degree of supervision necessary based on their individual needs. The third includes youth in the Assessment Unit who are moved to an individual room for a period of adjustment or disciplinary removal.

What criteria is used to determine that this location is most suitable for a youth?

This camp is most suitable for medium to low risk offenders between the ages 13 to 18 years old. Camp Scudder is also the only female camp that offers the special day classes for youth with Individualized Education Plans (IEPs).

What programs are most effective at this location?

The various school programs have been considered effective including Freedom School, the Career Technical Education culinary class, and resume building program. APEX is also effective for credit recovery.

How often do DPOs or DSOs meet with the youth?

The DPOs meet with the youth often. DPO Is have a lower caseload and are responsible for less sophisticated youth. DPO IIs have a larger caseload and are responsible for the more sophisticated cases. Each DPO has a caseload of one to two youth. The youth meets with their assigned DPO at least once a week on a one-on-one basis. The youth can also meet with their assigned DPO or other DPOs on staff as needed.

What is the relationship between Probation staff and Los Angeles County Office of Education (LACOE) staff?

The relationship between DPOs and education staff is very collaborative and they work well together in the Multidisciplinary Team meetings (MDTs) and in the classrooms.

What services or programs make this location unique?

Camp Scudder offers Adapted Dialectical Behavior Therapy (ADBT). The camp also has an integrative housing model which allows Stage One youth to be mentored by Stage Four youth. For youth in Stage Four, the camp takes them on field trips to basketball games, baseball games, and plays. Lastly, this camp has a youth council where youth can express their needs or concerns.

If a youth needs a specific service, how do they access that service?

If the youth needs items such as new shoes, clothes, or bedding, they may submit it to the grievance box. The youth can also fill out paperwork if they need to see a doctor or psychologist and submit it to the separate mental health and medical box. The youth may also ask the DPOs if they need access to these services.

What does the screening process for medical, educational, and mental health services look like?

Before the youth are allowed in camp they have a Multidisciplinary Team meeting (MDT) with their probation officer, a representative from the Los Angeles County of Education (LACOE), Los Angeles County Department of Mental Health (DMH) and other officials to ensure the youth is provided the proper resources to rehabilitate the youth, such as behavioral management classes. For medical services, youth are screened within five days by a doctor to check their health needs. For education, the youth take math and reading assessment tests so they may be placed in the right courses. Also, they meet with school counselors who are on site and help them determine their credits, scheduling, and place them in appropriate courses.

What vocational services are available at this location?

Camp Scudder offers a culinary arts program in which the youth are able to receive their ServSafe certification. There are also resource teachers that help with career and college planning and advisory courses to help with resume building and interview skills. Lastly, they offer college courses with Mission College and are now offering courses to learn about health care careers.

What tutoring services are available at this location?

Operation READ, a volunteer program, and Read 180 and Achieve 300, school sponsored programs, help the youth improve their reading skills. It was also mentioned that the teachers stay after school to help those who need tutoring.

What mental health services are available at this location?

Camp Scudder, in collaboration with the Los Angeles County Department of Mental Health (DMH), offers weekly individual sessions, substance abuse programs, Dialectical Behavior Therapy (DBT), and family counseling which generally happens two to three times during their stay.

Is there a medical facility on site?

There is not a medical facility on site, but since these youth may be on psychotropic medication, nurses are on site 6:00am to 10:00pm every day and have open clinics in the morning at 7:00am, in the afternoon at 12:30pm, and at night from 6:00pm to 8:00pm. Nurses are located in the medical station and ready to administer medications and monitor youth in case of emergency. In case a nurse is unavailable for emergencies, county medical is always on call. Additionally, the doctor comes every Tuesday and hold a clinic.

How long does it take to receive services?

Medical service is fairly immediate since the nurses see the youth three times a day, but staff also check the mental health and medical request box twice a day throughout the day. Although the youth have forms to fill out to receive services, most ask a nurse directly for care or have a DPO make a call to request service.

How are education levels determined?

An academic counselor collects students' transcripts from previously attended schools. Upon arrival, students take the NWEA (Northwestern Evaluation Association) assessment to determine their reading and math level. The assessment is re-administered every 60 days to evaluate progress.

What are the necessary credentials to teach at this location?

In order to teach at Camp Scudder, teachers need a Bachelor's degree and teaching credentials. Special certification is needed for special education instruction.

How are the lesson plans developed?

The lesson plans are created by the Los Angeles County Office of Education (LACOE) as a part of the Road to Success program. In this program, teaching is centered on thematic project based learning where each class follows a theme for a certain time frame. This helps to connect the courses across subjects. The themes for this camp were beauty, power, hope, transformation, and new beginnings.

What is the student teacher ratio?

There are 17 students per teacher in regular classroom and 14 students per teacher in the special day class.

Does this location offer special education?

Yes, there are four special day classes offered at Camp Scudder.

Who keeps track of school credits?

The onsite academic counselor keeps track of each youth's course credits.

Are the youth suspended from school?

Yes, youth can be suspended from school. Primarily, suspensions are the result of fights.

What does visitation look like? How long is it?

Visitation takes place on Sundays in the dining hall from 1:00pm to 4:00pm. Family engagement takes place on Saturdays in the gym to prevent contraband incidents. Special visits and family therapy takes place in Los Angeles County Department of Mental Health (DMH) offices. Families not allowed to bring anything. Family engagement occurs on Saturdays at which time families are exposed to different resources in the community.

Who is allowed to visit?

Parents/guardians are allowed to visit. During family engagement other members of youth's support network are allowed to visit and family therapy can involve youth's siblings. All others must be approved by the court. It was emphasized that female camps have less visits than male camps. [SDPO #5] noted that typically there is low family engagement at this camp.

Are transportation services available for family?

Transportation is only available through the Los Angeles Department of Mental Health (DMH) for DMH family therapy sessions. Therefore, a family could arrange their therapy session for Sundays and have a session and visitation afterwards. Otherwise, transportation is not available for visitation.

What forms of communication can the youth use to communicate with family and friends?

Youth are allowed five to ten minute phone calls to parents/legal guardians, mentor, or other family members. Board in front office stated that one of the privileges when moving up stages, is longer phone calls. Families are invited to special events and programs (school awards, family day in school). The Principal stated that she was starting to have teachers send notes home when youth engaged in positive behavior. Youth are able to write letters, and it was noted that the letters are screened for content.

Barry J. Nidorf Juvenile Hall

Barry J. Nidorf Juvenile Hall houses on average 230 youth ranging in ages from nine to 18 years old. Located in Sylmar, Barry J. Nidorf Juvenile Hall is comprised of the general population with a 17-day average stay and the male “unfit” population meaning youth who are either awaiting fitness trials or youth who are awaiting trials in adult court. We visited the hall on August 11, 2015 and met with [Probation Director #10].

Barry J. Nidorf Juvenile Hall is more regimented, by design, to handle the ever-changing population. Therefore, [Probation Director #10] emphasized the importance for control, as part of their care, custody, and control guiding principles. This is manifested in movement control both as the movement control center and in how the youth walk from place to place. Each youth keeps their hands behind their back, making a diamond shape, and they quietly walk in straight lines.

The youth are housed in units with individual rooms and a space with metal tables for activities and dining. On the tour, we were taken to an unoccupied unit. Before entering, [Probation Director #10] told us that if there were any youth in the unit we were not to speak with them whatsoever and try not to make eye contact.

When asked about how often [Probation Director #10] interacts with the youth, he responded “I’m very busy and I don’t have time to talk to them.” He later apologized for his shortness however it seemed clear that he did not interact with the youth or the staff out in the hall regularly as his role is more administrative.

On the tour, we spoke with the Principal of the school and he spoke about the difficulties in education when the population is constantly changing. He also spoke about the partnership with Mission College and the offering of college courses. They hope to further expand that partnership in the future.

We were not allowed to see the compound, where the male “unfit” population is housed. The compound is generally referred to as the “facility within a facility” as it is in the center of the hall with another fence and security. In the compound, youth eat, live and go to school within the unit.

The hall also has a Special Housing/Handling Unit (SHU) and a visitation center where all visits happen. We were not able to see either location.

Barry J. Nidorf Juvenile Hall: Questions & Responses

On average, how many youth reside at this location?

On the day we visited, there were around 228 youth in total. The “unfit” population, the youth who are awaiting fitness trials to determine if they are fit for juvenile court or adult court, consisted of 75 males. The numbers change constantly with 23 to 34 youth moving in or out on a daily basis.

What is the average age of the youth?

Barry J. Nidorf Juvenile Hall houses youth as young as nine years old up to 18 years old. The age in the “unfit” population can be up to 25 as they await trials in court.

How are the youth housed?

At Barry J. Nidorf Juvenile Hall, the youth are classified during intake, based on age group and stature. The general population are housed in single rooms units. There are 13 buildings split into two wings with each wing categorized in alphabetical order. At the time of our visitation five wings were closed. Each building has a day room in which the youth eat their meals that are brought in via portable food carts. The living units were set up in a linear fashion with a control center separating the two sides. There were team sport logos decorating the walls of each wing. All rooms are locked and have a shelf beneath the bed. Both the bed and walls are made of brick. Some units are referred to as “wet rooms” meaning they have a toilet. The “unfit” population are housed in the compound and do not interact with the rest of the hall. We were unable to see the compound on our tour. Additionally, some youth are housed in the Special Housing/Handling Unit (SHU).

What are the youth allowed to have in their living spaces?

The youth are provided county issued hygiene items and clothing. They are also allowed to have religious texts, if they choose to do so.

What is the daily schedule like?

The daily schedule is as follows: breakfast at 7:30am, lunch at 11:45am, dinner at 5:45pm, and school is from 8:25am to 3:10pm. There is a mandatory one hour large muscle recreation time between 3:20pm to 4:20pm. The Behavior Management/Modification Program (BMP) Coordinator schedules all activities and programs.

What do the youth have access to during recreation time? What recreational programs are offered?

At the hall, youth have access to volleyball, baseball, basketball, gym activities, handball, swimming pool, and kickball. The gyms are separated by gender. Participation of at least one hour of large muscle exercise is mandatory after school unless there is a medical or health concern. The “unfit” population has self-contained recreational facilities.

What does food service look like? How often does the menu change?

During our visit, [Probation Director #10] stated that the youth were served, “breakfast, lunch, and dinner.” He, also, mentioned that some youth had special diets and that it changed daily. Each building has a day room in which the youth eat their meals that are brought in via portable food carts. The cooks/chefs who prepare the food are from another bureau in the county and they regulate the menu based on nutritional guidelines.

What types of communal events are offered at this location?

When asked about communal events, [Probation Director #10] mentioned Inside Out Writers and Drumming for Life as two examples. He stated that religious groups, along with other organizations, come in for special events. During the tour, there were flyers that advertised special events such as game night. The BMP Coordinators are in charge of meeting with the organizations and scheduling all of the events.

How does the merit ladder work?

The merit ladder is a reflection of the points earned by the youth. The total points needed for a *made day* depend on the day; on weekdays the youth need 20 points and on weekends they need 14 points. [Probation Director #10] stated that the point system help youth utilize the prosocial behaviors that they have learned.

What types of rewards do the youth receive?

The youth earn points throughout the week that they can use as a currency at the Behavior Management/Modification Program (BMP) Store to purchase items such as paperback books. Special boxed lunches are also provided as a reward on occasion. Religious groups also come in to provide food for the youth.

Do the youth qualify for early release?

Yes, the youth all have a Projected Release Date (PRD) and they can earn early release based on their behavior and performance in acquiring *made days*. [Probation Director #10] emphasized that it is strictly the judge's decision.

How often do random searches happen?

Random searches happen before and after every movement.

Does staff receive special training? How often and what topics?

Yes, all staff go through Correctional Officer Basic Training. They also learn safe crisis management, and how to use OC spray. They receive additional training throughout the year.

Is there a grievance mechanism available for the youth? Please explain.

Yes, youth can write grievances or request access to care and services by submitting a slip in the grievance box located in the dayroom.

Where does this location hold youth that need to be isolated?

Youth that need to be isolated are taken to the Special Housing/Handling Unit (SHU) for a "period of adjustment." Some youth are permanently housed in the SHU, and depending on the reasons for their placement, youth can also have teachers come to the SHU for school. The Shu for girls is currently closed.

The "unfit" population is also isolated from the general population and housed in the compound, unit X, Y, and Z. The compound is often referred to as a facility within a facility as the compound lives in the center of the hall with additional levels of security.

What personal items (if any) are the youth allowed to have while in isolation?

The youth are allowed to have county issued hygiene products with them.

What are the different levels of care at this location?

There are generally three levels of care. The first is the general population, which includes everyone in the dorm. The second includes youth on Specialized Supervision Plans (SSPs), which varies in degree of supervision necessary based on their individual needs. The third includes youth in the SHU who are moved to an individual room for a period of adjustment or disciplinary removal.

What criteria is used to determine that this location is most suitable for a youth?

Barry J. Nidorf Juvenile Hall generally houses youth, who are in all different phases of the court (pre-disposition and post-disposition). If catchment is local, the youth are sent to Barry J. Nidorf Juvenile Hall; both, probation and law enforcement, determine where the youth should go in terms of jurisdiction. Barry J. Nidorf Juvenile Hall also house youth awaiting a camp placement. There is separate criteria for the “unfit” population.

What programs are most effective at this location?

[Probation Director #10] stated that Inside Out Writers was the most effective complementary program. The Behavior Management/Modification Program (BMP) is the emphasis of all programs and Legal Enrichment and Decision-Making (LEAD) is the basic BMP program that is offered at the halls. Programming is slightly different for the “unfit” population, but the differences were not mentioned. There is a partnership with Mission College and it has been effective for youth earning college credit.

How often do DPOs or DSOs meet with the youth?

The youth is assigned a DSO and they meet at least once a week on a one-on-one basis. The youth can also meet with their assigned DSO or other DSOs on staff as needed.

What is the relationship between Probation staff and Los Angeles County Office of Education (LACOE) staff?

Probation and the school staff work together in order to fulfill the youths’ needs. The school is dynamic in terms of changing curriculum for new students that come in on a daily basis.

What services or programs make this location unique?

Barry J. Nidorf Juvenile Hall holds the male “unfit” population, which was described as youth who are determined to have committed egregious acts. These youth are filed directly under adult court by the District Attorney. This facility also holds both, female and male youth in the general population and those awaiting camp placements.

If a youth needs a specific service, how do they access that service?

In order to access services, the youth can fill out a request for services and place it in a grievance box location in the dorm. Youth can fill out the paper work if they need to see a doctor, psychologist, and other personnel or if they need other items such as new shoes, clothes, or bedding. The youth may also ask the DSOs if they need access to these services.

What does the screening process for medical, educational, and mental health services look like?

For medical services, youth are screened within five days by a doctor to check their health needs. They also are screened by someone from mental health with the Massachusetts Youth Screening Instrument (MAYSI) who helps determine which unit would be best for that youth. For educational services, youth take math and reading assessment tests so they may be placed in the right courses. Also, they meet with

counselors who are on site to help them determine their credits, scheduling and place them in appropriate courses.

What vocational services are available at this location?

Barry J. Nidorf Juvenile Hall does not offer any vocational courses, but they do have counselors who can provide assistance with career and college planning. They have, also, partnered with Mission College in hopes of making college courses available to youth.

What tutoring services are available at this location?

Due to funding, Barry J. Nidorf Juvenile Hall is unable to provide tutoring.

What mental health services are available at this location?

Barry J. Nidorf Juvenile Hall, in collaboration with the Los Angeles County Department of Mental Health (DMH), offers a series of mental health services. Specifically, they offer small group (lower supervision) and individual counseling. DMH is co-located at the hall to perform assessments using the Massachusetts Youth Screening Instrument (MAYSI). Licensed Clinical Social Workers are also onsite. A resident psychiatrist is onsite certain days of the week and can prescribe and distribute psychotropic medication. Mental health clinicians go to the youths' units to assist them and dispense medications.

Is there a medical facility on site? Doctor? Nurse?

The hall has an onsite "medical module" or medical unit with an Intensive Care Unit, assessment rooms, and observation rooms for youths who need to be housed and watched closely in the case of communicable diseases. If there is a medical emergency, the youth will be taken to Olive View Medical Center or Providence Holy Cross Medical Center. A doctor is onsite during normal business hours and nurses and nurse practitioners are on-site 24/7.

How long does it take to receive services?

Once a youth fills out a grievance, the staff generates a referral (health or mental health) and will receive services within 24 hours.

How are education levels determined?

Education levels are determined by age, completed credits and an academic assessment completed at initial placement.

What are the necessary credentials to teach at this location?

In order to teach at the Barry J. Nidorf Juvenile Hall, teacher's need a Bachelor's Degree and teaching credentials. Special certification is needed for special education instruction. They must comply with the EdJoin criteria.

How are the lesson plans developed?

The Los Angeles County Office of Education (LACOE) determines how lesson plans are created.

What is the student teacher ratio?

Per LACOE regulations, the student-teacher ratio must never exceed 17 students per each teacher. There is a total of 16 teachers at the hall.

Does this location offer special education?

Yes, two special day classes are offered. The maximum number of students allowed is 12.

Who keeps track of school credits?

Two academic counselors keep track of course credits. Teachers assist students with high school graduation coursework completion and apply for financial aid during after school hours. There are 2.5 counselors who assist students to transition onto schools, higher education institutions, and jobs. Counseling happens on a daily basis.

Are the youth suspended from school?

Yes, youth can be suspended from school.

What does visitation look like? How long is it?

Regular visits occur on Saturdays from 1:00pm to 3:00pm and Sundays from 1:00pm to 4:00pm. Visits take place in the visitation center. Unfortunately, on our tour, we were unable to see the visitation center. Families are not allowed to bring in food or other items. According to [Probation Director #10], families are provided with needs during visitation (e.g. food). At times, family meetings can happen in the day room within the unit. For youth in the Compound, visitations are limited to the unit. Family is welcomed to stay as long as they wish, during the established times.

Who is allowed to visit?

Parents and guardians are allowed to visit the youth. Other visitors must be approved by the court.

Are transportation services available for family?

Transportation is generally not provided for weekend visits. If a family has trouble accessing transportation, special visits can be arranged with transportation provided. It is up to the unit staff whether there is a need for transportation.

What forms of communication can the youth use to communicate with family and friends?

Phone calls are made with permission from the DSOs. Youth are provided with at least one call a week, but [Probation Director #10] shared that in reality it is more than that. Calls are supervised, and the DSOs verify that the youth is speaking only with approved individuals. Letters can also be written.

Central Juvenile Hall

Central Juvenile Hall, located in East Los Angeles, houses over 200 youth ranging in ages from 14 to 19 years old. We visited the hall on August 19, 2015 and met with [Probation Director #11].

Central Juvenile Hall houses various populations in unique units including the Elite Family Unit (EFU), Collaborative Assessment Rehabilitation Education Unit (CARE), Enhanced Supervision Unit, Medical Housing Unit, and the Developmentally Disabled Unit (DDU). The EFU houses youth who are involved with the Los Angeles County Department of Child and Family Services (DCFS). This unit is separated from the other housing. The Alpha Unit, which houses females, is an open dorm setting with bunk beds and single beds. This was the only housing facility that had shower curtains. The Omega Unit, which houses males, is also an open dorm setting with bunk beds. The CARE Unit houses youth with a history of emotional and/or behavioral programs. Each youth has their own room with a desk and colored doors and walls (yellow for females and blue for males). The ESU houses youth who need the highest level of supervision due to self-injurious behavior or a placement by the Los Angeles County Department of Mental Health (DMH). The unit is in a newer building where each youth has a single room and shared access to an open bathroom. The DDU houses youth with developmental disabilities and also provides youth with a single room and shared bathroom access. The Medical Housing Unit is set up with single room and house youth who need medical assistance and/or who are pregnant. Lastly, the hall has both a male and female Special Housing/Handling Unit (SHU) for isolation and for youth who need to be separated for various reasons.

Central Juvenile Hall has two school campuses: one for youth in the DDU and the ESU and one for the general population. There is a strong collaborative relationship between the school and the hall. From speaking with the Assistant Principal, we learned that the youth spent the summer reading a book in the Hunger Games series. They are currently preparing for the upcoming school year and they are implementing Road to Success, the thematic project-based learning model, as they just finished conducting a pilot study. As for the youth in DDU, they often offer unique courses with the youth recently finishing a sociology course. Though not available yet, the hall is working to bring college courses to the school.

Certain units within the hall have access to various programs. For example, Uprising Yoga hosts classes every Tuesday for youth in the EFU, SHU, and girl's CARE unit. The female ESU also does arts and crafts and the EFU has a gardening program where they plant flowers around the facility.

We also learned that at Central Juvenile Hall, the staff work with trans* identified youth to find suitable placement in a location that is most comfortable for them. Sometimes this means living in a unit that matches their gender identity and other times it does not.

Central Juvenile Hall: Questions & Responses

On average, how many youth reside at this location?

There were 224 youth in Central Juvenile Hall with 59 females and 165 males on the day we visited. This number changes by the hour since youth are constantly entering and exiting the hall.

What is the average age of the youth?

The youth usually range from 14 to 19 years old.

How are the youth housed?

Central Juvenile Hall is unique due to its many different types of units. All of the youth are housed in a single room, except for Alpha and Omega, which are the female and male Elite Family Units (EFU), respectively. Some of the rooms may have space for two youth, but only one bed is used per room. The rooms are all similar and considered wet rooms with included toilets and sinks. Each of the non-specialized units separated the youth by age, as follows: Units E/F were used for males ages 16 to 17, G/H for males ages 14 to 15, K/L for males ages 15 to 16, M/N for males ages 17, 18, or older, and R for the younger boys. The male and female Special Housing/Handling Units (SHU) were the same as these rooms.

Central Juvenile Hall has a Collaborative Assessment Rehabilitation Education (CARE) unit for minors with a history of emotional or behavioral problems. These rooms are similar to the standard rooms, but with an added desk and colored doors and walls, specifically yellow for the females and blue for the males. There is another unit called the Enhanced Supervision Unit (P/Q) that is in a newer building with individual rooms and a bathroom, instead of a wet room, and is used for enhanced or one on one supervision due to self-injurious behavior or a Los Angeles County Department of Mental Health (DMH) placement. This building style and layout was also used for the Developmentally Disabled unit and is for youth with disabilities, which amount to around 35 to 50 youth throughout the hall. Lastly the EFU, which is for youth also involved with the Los Angeles County Department of Children and Family Services (DCFS), is separate from the other buildings. The Alpha Unit is an open dorm setting with both bunk beds and single beds and contain pink shower curtains in the bath area. The Omega Unit is also an open dorm setting with bunk beds. Another unit is the Medical Housing Unit which is where youth are housed if they have any illnesses or require additional medical assistance, for example if they were on crutches.

What are the youth allowed to have in their living spaces?

From observations on our tour, the youth are allowed to have clothing, bedding, notebooks, magazines, books, crossword puzzles, notebooks, combs, sandals, toothpaste, toothbrush, drawings, pictures, paper bags, and religious paraphernalia. Some of the rooms also had Advil containers.

What is the daily schedule like?

The daily schedule is as follows: wake up at 6:00am, eat breakfast at 7:00am, go to school at 8:30am, return from school at 11:50am, eat lunch from 12:00pm to 1:00pm, return to school until 2:40pm, outdoor recreation and dayroom activities at 3:30pm, dinner at 5:00pm, homework and more dayroom recreation from 7:00 to 8:00pm, shower at 8:00pm, eat a snack at 8:00pm, and then lights out at 9:00pm.

What do the youth have access to during recreation time? What recreational programs are offered?

For recreation time youth have access to two swimming pools, two gyms, and a large grass area where they can jump rope, hula hoop, run, play kickball, basketball, soccer, handball, catch, or volleyball. Indoors, the youth can play cards, ping pong, board games, read, and write letters. There is also Uprising Yoga every Tuesday typically for those in the EFU, SHU, and girl's CARE Unit. The female ESU also does arts and crafts while the EFU has gardening, where they plant flowers around their facility.

What does food service look like? How often does the menu change?

Food is brought to each unit and on the day of the tour, the dinner meal consisted of chicken fajitas with flour tortillas, salsa, garden salad, light Italian dressing, sliced peaches, and skim milk. Burgers, hot dogs, and salads are some of the youth's favorite meals and meals change daily. Youth are weighed when they first arrive and a doctor determines their daily caloric intake, which determines their allotted portions for meals. The kitchen serves around 390 meals a day and they prepare 85 percent of the meals on site and other components of the meals come from outside vendors.

What types of communal events are offered at this location?

Communal events are divided by gender. Females receive a Glam Day, which happens three times per year and all girls can participate. An outside vendor provides gowns and shoes and the youth can get their hair styled. Males have a GQ event, which is two times a year and 60 boys participate. The youth are taught about hygiene, table etiquette, and other things of that nature. Speakers also come to the hall and give presentations.

How does the merit ladder work?

The merit ladder is a function of the Behavior Management/Modification Program (BMP) and regards the points a youth can earn based on their behavior. A youth can earn up to 30 possible points per day and they can use their accumulated points to purchase items at the BMP store. For 149 to 199 points the youth may purchase two items and for 200 to 210 points they may acquire three items.

What types of rewards do the youth receive?

The youth can use the points that they earned throughout the week to purchase items at the Behavior Management/Modification Program (BMP) Store. They may also attend a variety of communal events including a barbeque for good behavior.

Do the youth qualify for early release?

No, youth can only qualify for early release at the camps. Some of the youth at the hall have not been sentenced yet and therefore cannot be released early.

How often do random searches happen?

Random searches are conducted every day, usually after movements between different areas of the hall.

Does staff receive special training? How often and what topics?

Yes, the staff receives 24 hours of training every year. This training consists of engagement skills, crisis management, and special needs.

Is there a grievance mechanism available for the youth? Please explain.

Yes, the youth may fill out a grievance form and put it in the grievance box, which is checked every day, seven days a week. The most common grievances include food complaints or that a staff member or teacher said something they did not agree with.

Where does this location hold youth that need to be isolated?

Youth that needs to be isolated for medical reasons are kept in the medical unit. Youth can be placed in the Special Housing/Handling Unit (SHU) for various reasons. The SHU is commonly referred to as "lockup." There are two sides to the unit. One side is refer to as "House Unit," and it is where older youth, ages 18 and 19, are housed. The other side is used for "periods of adjustment." These periods of adjustment can be due to fights, substance abuse, and severe mental health issues. The youth stay in unit as long as they need to stabilize. Staff assess the youth at least one time per shift. If youth needs to stay in the SHU for longer than 24 hours approval from manager is necessary. Youth in the Special Housing/Handling Unit (SHU) "run the same program," meaning they go to school (in unit), and engage in recreational activities.

What personal items (if any) are the youth allowed to have while in isolation?

Youth are only allowed to have county issued items and a book with them.

What are the different levels of care at this location?

There are generally three levels of care. The first is the general population, which includes everyone in the dorm. The second includes youth on Specialized Supervision Plans (SSPs), which varies in degree of supervision necessary based on their individual needs. The third includes youth in the SHU who are moved to an individual room for a period of adjustment or disciplinary removal.

What criteria is used to determine that this location is most suitable for a youth?

Central Juvenile Hall has many specialized units. Pregnant females and commercially sexually exploited children (CSEC) are automatically referred to Central Juvenile Hall. Since this hall is the only one with a specific unit for developmental disabilities, dual supervision, and emotional or behavioral problems, youth who fall under those categories would be referred to Central Juvenile Hall as well.

What programs are most effective at this location?

The Uprising Yoga Program is popular amongst the youth, as well as the Glam and GQ days. According to [Probation Director #11], the youth also responded positively to Drumming for Life and Life Enhancement and Assessment of Personal Skills (LEAPS) which is a program that teaches behavioral and personal skills.

How often do DPOs or DSOs meet with the youth?

The DSOs meet with their assigned youth at least once a week. The youth can also meet with their assigned DSO or other DSOs on staff as needed.

What is the relationship between Probation staff and Los Angeles County Office of Education (LACOE) staff?

The Los Angeles County Office of Education (LACOE) and Probation are consistently working together. DSOs are in every classroom and there are weekly meetings between the department heads.

What services or programs make this location unique?

Central Juvenile Hall has special units (e.g. Developmentally Disabled, Elite Family, Enhanced Supervision, CARE Unit) in addition to a male and female Special Housing/Handling Unit (SHU). Central Juvenile Hall facilitates Glam Days and GQ Nights, which are special gender specific events that are unique to this hall. Lastly, Uprising Yoga is offered here exclusively through an outside vendor.

If a youth needs a specific service, how do they access that service?

If the youth needs to see a doctor, psychologist, and other personnel or if they need other items such as new shoes, clothes, or bedding, they may fill out the paperwork and put it into the grievance box or mental health/medical box. The youth may also ask the DSOs if they need access to these services.

What does the screening process for medical, educational, and mental health services look like?

For medical services, youth are screened within five days by a doctor to check their health needs. They also are screened by someone from mental health with the Massachusetts Youth Screening Instrument (MAYSI) who helps determine which unit would be best for that youth. For educational services, youth take math and reading assessment tests so they may be placed in the right courses. Also, they meet with counselors who are on site to help them determine their credits, scheduling and place them in appropriate courses.

What vocational services are available at this location?

Central Juvenile Hall's main school does not offer any vocational services, but the school is working on partnering with Mission College and Los Angeles Trade Technical College. They do offer college courses in the Developmentally Disabled Unit and the youth just recently took a Sociology course.

What tutoring services are available at this location?

The teachers can provide tutoring services after school and most of the tutoring services are done in a group setting. They have several intervention programs as well, such as Operation READ, a volunteer program, and Read 180, a school sponsored program, which offers reading improvement services, as well as presentation and public speaking skills. Achieve 3000 and Think through Math are supplementary programs incorporated in daily instruction intended to help students improve their reading and math skills, respectively. They offer California High School Exit Exam (CAHSEE) and GED preparation courses after school and APEX credit recovery.

What mental health services are available at this location?

When youth first enter the hall, the Massachusetts Youth Screening Instrument (MAYSI) is administered within 72 hours to determine the needs of each individual. Once the youth are settled in, the Los Angeles County Department of Mental Health (DMH) offices are located in each unit and clinicians usually host group therapy art programs, drumming, and social skills lessons. Youth meet with a therapist either every day, once a week, or three times a week. DMH is also offers various services for the specialized units. Crisis intervention is often used in the SHU, where most youth are held for detoxification and stabilization. Once stabilized, the youth may participate in talk therapy, especially if they are staying in the hall for a longer period. Mental health services are also regularly provided to the Developmentally Disabled (DD) Unit, Collaborative Assessment Rehabilitation Education (CARE) Unit, and Enhanced Supervision Unit (ESU).

Is there a medical facility on site?

There is a medical facility on site that is referred to as the "bungalow" and it is fully equipped with assessment rooms, including x-ray equipment. This is where physicians conduct initial screenings and

assessments and provide medical care. There are around 30 to 35 mental health clinicians, including social workers and psychologists. There are three psychiatrists during the week and one on the weekend. There are four pediatricians on site during the week, plus one for Saturday, one for Sunday, and one always on call. There is 24-hour nursing in the medical unit plus regular trips to units to distribute medications. A dentist is also on site from 7:00am to 8:30pm Monday through Friday in the bungalow. There is a Medical Housing Unit for those who need to be separated for medical reasons. For emergencies or a need for the Psych ER, youth are transferred to LAC+USC Medical Center. Central Juvenile Hall receives youth from the other camps and halls who need to be transferred to LAC+USC Medical Center as well.

How long does it take to receive services?

After youth fill out a request for service form and submit it to the medical/mental health box which is checked daily, seven days a week by the grievance officer, they will be responded to within 24 to 48 hours. The most common request is for a haircut.

How are education levels determined?

Upon arrival, students take the NWEA (Northwestern Evaluation Association) assessment to determine their current reading and math level.

What are the necessary credentials to teach at this location?

In order to teach at Central Juvenile Hall, teachers need a bachelor's degree and teaching credentials.

How are the lesson plans developed?

Summer curriculum is based on a specific novel and this summer was devoted to Hunger Games: Mocking Jay. During the academic year, curriculum is based on the Road to Success Academy model which emphasizes social, emotional, and identity development. This model is composed of themes and each theme is four weeks long.

What is the student teacher ratio?

There a ratio of 17 students per teacher in a regular classroom. The ratio is lower for special day classes at 14 students per teacher, however class size is typically around ten. There is a total of 30 teachers in the hall.

Does this location offer special education?

Yes, there are six special day classes and about 60 percent of the youth in the hall have an Individualized Education Plan (IEP).

Who keeps track of school credits?

The academic counselor keeps track of each youth's course credits. There is one academic counselor, one support counselor, and one transitional counselor.

Are the youth suspended from school?

Yes, youth can be suspended but are restructured several times prior to suspension. Fighting is an automatic suspension for two days.

What does visitation look like? How long is it?

Visitation is on Saturdays 1:00pm to 3:00pm and Sunday 1:00pm to 4:00pm and take place in the units. Parents and/or legal guardians have to check in and provide identification. There is a list of items

parents are not allowed to bring, including cell phones, purses, and hygiene items. There were also instructions regarding dress code for visitors, including not wearing white t-shirts, excessive red or blue. Parents/legal guardians are welcomed to stay for as long as they want during the established time.

Who is allowed to visit?

Visitors allowed include, parents, legal guardians, and grandparents. Approved visitors are established in court by the judge and any visitors named in minute orders are allowed to visit.

Are transportation services available for family?

Central Juvenile Hall provides transportation for families to visit youth in camps. Central Juvenile Hall also provides transportation to Barry J. Nidorf Juvenile Hall for parents of younger youth who are 13 years old but live in the area around Central Juvenile Hall.

What forms of communication can the youth use to communicate with family and friends?

Youth are allowed to make at least one phone call a week. A note by the phones notifies youth that all incoming and outgoing calls are monitored. Youth are able to write letters; there are instructions on how to properly write a letter posted in the unit. Messages on a board notify youth if they received mail.

Los Padrinos Juvenile Hall

Los Padrinos Juvenile Hall houses about 200 youth ranging in age from 14 to 18 years old. Located in Downey, Los Padrinos Juvenile Hall is comprised of the general population with a 17 day average stay, and the female “unfit” population meaning youth who are either awaiting fitness trials or youth who are awaiting trials in adult court. We visited the hall on August 18, 2015 and met with [Probation Director #12].

[Probation Director #12] seemed confused about our purpose on the tour. After explaining our project a few times, he still seemed concerned and made comments to his staff that we were there to “spy” on them. He also kept asking what we taking notes on though we explained our standardized questions to him multiple times.

Los Padrinos Juvenile Hall is unique in that it is accessible for youth who are hard of hearing and offers videoconferencing for youth with hearing impairment as well as other youth who are unable to meet with social workers, guardians, and/or lawyers. We learned a great deal about the intake and assessment process from the DSOs and staff from the Los Angeles County Department of Mental Health (DMH).

[Probation Director #12] did not know much about the school. When we met with the Principal we learned about the thematic, projects-based learning and that, for the summer, the youth read a book in the Hunger Games series. Additionally, the youth participated in a Hunger Games-like sports tournament with each class representing a different district. It seems that the relationship between Probation and the Los Angeles County Office of Education (LACOE) happens on a DPO and teacher level, not on an executive level.

There were differences between the units for the girls and boys. First, in the common space in the girls’ unit, there was a phone. [Probation Director #12] told us that the hall no longer had phone access in the units because the girls would contact their pimps and it created safety concerns. If the youth needed a phone call, they would need to ask their DSO. When we asked if similar phones worked in a boys’ unit, the DSO said that the phones worked and that the youth used them. Additionally, the girls’ unit was decorated with name tags and pictures on their door and their dayroom had coloring pages on the wall of their common space. The boys had no decorations. When we asked [Probation Director #12] about the decorations, he responded that he wasn’t going to answer that question as it was obvious. He later asked this question to a female staff member and she said that women like nice things. The issue that women were encouraged to personalize their spaces through provision of materials and boys were not encouraged or enabled to do so was not addressed.

Similar to the other halls, the units are self-contained with the youth living, sleeping, and eating their units. Each youth gets their own room with a window for natural light. In comparison to the physical structure, the units are reminiscent of the SHUs. When in the SHU at Los Padrinos, we learned that youth are often asked to keep their shoes outside of their room so that they do not throw them and break the lights. Additionally, [Probation Director #12] mentioned that trans* youth may opt to live in the SHU for security reasons.

When asked about the food at the hall, [Probation Director #12] said that the staff frequently eat the food. He offered one of our interviewers lunch to try. When the interviewer went to get food from the staff, [Probation Director #12] asked what was for lunch. The staff responded "crap." The interviewer was then asked not to include that in the notes. After eating the meal, the interviewer said the food was fine, but that the bagel that the sandwich was on tasted stale and heavy.

The multipurpose room is used for a variety of reasons including school functions and religious worship. However, the entire space is decorated with Christian imagery. The words "God is Love" is nailed on a wood panel, there is a mural on the stage depicting Jesus and children, and there are over 20 works of art depicting Christian themes. When asked if this material is removed before school or other religious worship, [Probation Director #12] told us it was not.

One of the interviewers asked [Probation Director #12] if he interacted with the youth while sitting with two youth in a boys' unit. He responded with "that's a personal question." He then proceeded to ask the youth directly if he had ever met them. They responded with no and he stated that he does not interact with them. Similar to many executives, his role is housed within administration not out in the hall.

Los Padrinos Juvenile Hall: Questions & Responses

On average, how many youth reside at this location?

The average population is 200, historically it used to be around 800. The facility has about 100 youth in and out on a weekly basis, with most minors released on electronic monitoring.

What is the average age of the youth?

The average age of the youth is 14 to 18 years old.

How are the youth housed?

Los Padrinos Juvenile Hall has 14 units total and each are designated a letter. The youth are housed in single brick rooms with a bolted bed made of plastic in the center of the room, located inside a linear building. Each building consists of two units separated by a control center, which oversees both sides. Each unit consists of a dayroom, with metal tables and stools bolted to the floor, in which the youth eat their meals that are brought in using portable food carts. The youth have access to a library, which is located in a closet with a limited selection of books. The female units were more colorfully decorated than the male units, with drawings of Care Bears, butterflies, hearts, and flowers on the walls. There are gender specific Special Housing/Handling Units (GSHU and BSHU). In the Girls SHU there are a total of 16 rooms. There are six youth, ages 14 and under, who have individual rooms and access to a community bathroom, and ten youth who are high risk offenders and have individual wet rooms. There is also a medical unit for youth who have illnesses that may be contagious and require separation from the general population.

What are the youth allowed to have in their living spaces?

From observations of the living areas, it seems the youth are allowed to have books, letters, grooming items, pictures, beds/bedding, notebook, calendar, and drawings.

What is the daily schedule like?

The daily schedule for the hall is as follows: wake up at 6:00am, breakfast/clean up at 7:00am, school at 8:30am, return from school at 11:50am, go to lunch at 12:00pm followed by the nurse, then attend class at 1:00pm until 2:40pm, then they have recreation time at 3:30pm, followed by dinner at 5:00pm, homework at 7:00pm, followed by a snack, showers at 7:45pm, followed by reading at 8:30pm, and lights out by 9:00pm.

What do the youth have access to during recreation time? What recreational programs are offered?

Los Padrinos Juvenile Hall is equipped with basketball courts and a field where youth can partake in activities such as basketball, volleyball, kickball, soccer, baseball/softball, fitness competitions, dodgeball, and handball. The large field consists of multiple gopher holes and most of the grass is dead. The youth also have access to a swimming pool where youth can swim during the warmer months. There is a gym attached to the school with has a basketball court. Indoor recreation consists of yoga, ballet, board games, and letter writing. [Probation Director #12] also informed us that the hall was in the process of constructing a new library adjacent to the school.

What does food service look like? How often does the menu change?

Portable food carts bring the meals to the youth in their units. During our visit, the dinner consisted of pork chops, baked sweet potato, green beans, applesauce, dinner roll, skim milk, and an orange for their

nightly snack. Staff later told us that they eat the same meals as the youth. The menu changes daily and rotated weekly or biweekly. The cooks/chefs who prepare the food are from another bureau in the county and they regulate the menu.

What types of communal events are offered at this location?

Yes, Los Padrinos Juvenile Hall sponsors several communal events. For example, because LACOE summer reading is one of the books in the Hunger Games series, the youth are participating in a Hunger Games themed sports and fitness competition. The hall also runs communal events on a smaller scale such as for the various units or for the girls exclusively.

How does the merit ladder work?

The merit ladder is a reflection of the points earned by the youth. The total possible points depend on the day but were told that the maximum is 35 points at Los Padrinos Juvenile Hall. A youth's merit ladder hangs above their bed in the dorm. A *made day* is when the youth earns all possible points for that day and helps the youth move through various stages. If a youth receives a school referral or is written up, they cannot have a *made day* regardless of their points. A youth earns most of their points at school meaning that the teachers can give up to two points per class. Two points means the youth followed all directions, one point meant there were numerous promptings before listening to directions, and no point's means that they didn't comply. Points can be transferred by location.

What types of rewards do the youth receive?

Some of the rewards that the youth receive are extra recreation time and mystery snacks if have a cumulative amount of incident free days. During the summer, youth can also give suggestions of programs or events in essay form with the top essays receiving goodie bags. Various snacks and items available for purchase with their points at the Behavior Management/Modification Program (BMP) Store.

Do the youth qualify for early release?

Yes, the youth qualify for early release based on behavior. Some youth are released during the intake process where they are sent home on house monitoring.

How often do random searches happen?

Youth are first searched during the intake process and from then on searches of their person or rooms happen randomly.

Does staff receive special training? How often and what topics?

Yes, the Detention Service Officers (DSOs) go through specialized training before working at the hall. [Probation Director #12] teaches the suicide prevention training. The Los Angeles County Department of Mental Health (DMH) is also constantly in communication with Probation about their kids and better ways to talk with them.

Is there a grievance mechanism available for the youth? Please explain.

Yes, youth can ask for mental health services or medical services by filling out a form and placing it in a secured box. There is also a separate box for general grievances.

Where does this location hold youth that need to be isolated?

Youth can be held in gender specific Special Housing/Handling Unit (SHU). High risk offenders are all housed in a separate building too. The rooms in the SHU and general population do not look different. In

terms of medical separation, youth can be placed into a medical observation unit where they are held until they are healthier.

What personal items (if any) are the youth allowed to have while in isolation?

The youth are allowed to have books and county issued hygiene products.

What are the different levels of care at this location?

There are generally three levels of care. The first is the general population, which includes everyone in the halls. The second includes youth on Specialized Supervision Plans, which varies in degree of supervision necessary based on their individual needs. The third includes youth in the Special Housing/Handling Unit (SHU) who are moved to an individual room for a period of adjustment or disciplinary removal.

What criteria is used to determine that this location is most suitable for a youth?

Generally, the population in Los Padrinos Juvenile Hall is an older population of 14 to 18 years old and are mostly non dispositional. Special populations such as commercially sexually exploited children, the female “unfit” population awaiting fitness trials, and youth with hearing impairments are located here due to its special lights in the Special Housing/Handling Unit (SHU) and interpreter that they have available.

What programs are most effective at this location?

The staff did not comment on the effectiveness of the programs, though it seemed that the breadth of programs would be helpful.

How often do DPOs or DSOs meet with the youth?

While at Los Padrinos Juvenile Hall, the youth can meet with their DSO once a week and can ask for additional time outside of their appointment.

What is the relationship between Probation staff and Los Angeles County Office of Education (LACOE) staff?

According to the Principal, the relationships between Los Angeles County Office of Education (LACOE) and Probation is close as they work together every day.

What services or programs make this location unique?

Los Padrinos Juvenile Hall is unique in that they have services available for youth who are hearing impaired. That means that some of the units are equipped with lights in case of emergency rather than sounds. Additionally, videoconferencing with social workers, probation officers, and lawyers is available to assist this population as well as the general population if needed. Los Padrinos Juvenile Hall houses the female “unfit” population of girls.

If a youth needs a specific service, how do they access that service?

In order to access services, the youth can fill out a request for services and place it in a grievance box. They can ask for a medical visit, a mental health appointment, or if they need new items. The youth may also ask the DSOs if they need access to these services.

What does the screening process for medical, educational, and mental health services look like?

For medical services, youth are screened within five days by a doctor to check their health needs. They also are screened by someone from mental health with the Massachusetts Youth Screening Instrument

(MAYSI) who helps determine which unit would be best for that youth. For educational services, youth take math and reading assessment tests so they may be placed in the right courses. Also, they meet with counselors who are on site to help them determine their credits, scheduling and place them in appropriate courses.

What vocational services are available at this location?

Los Padrinos Juvenile Hall does not offer any vocational services.

What tutoring services are available at this location?

Los Padrinos Juvenile Hall does not offer any tutoring services.

What mental health services are available at this location?

Los Padrinos Juvenile Hall, in collaboration with the Los Angeles County Department of Mental Health (DMH), offers a series of mental health programs. They include substance abuse programs, individual therapy, assessments, crisis, and short term treatments services that are offered through self-referral or referrals from staff. Mental health clinicians are on site weekdays 8:00am to 7:00pm and weekends 8:00am to 6:00pm in the DMH offices located in the administration building. Psychiatrists are also on-site during the weekends.

Is there a medical facility on site? Doctor? Nurse?

There is a medical observation unit where youths can be housed for medical needs that prohibit them from being in the general population. There are two doctors during normal business hours, 24-hour nursing staff since there are youths on psychotropic medications, and a dentist that comes a couple times a week. In case of emergencies, youth will go to LAC+USC Medical Center.

How long does it take to receive services?

Access to care forms, which do not require staff involvement (self-referral), are submitted and should be responded to in about 24 hours. Youth can also tell the staff or the nurse when they visit the unit, which happens three times a day (morning, afternoon, night) to dispense medication.

How are education levels determined?

Education levels are determined by age, completed credits, and an academic assessment completed at initial placement.

What are the necessary credentials to teach at this location?

In order to teach at Los Padrinos Juvenile Hall, teachers must have a bachelor's degree and teaching credentials.

How are the lesson plans developed?

The school follows a project-based learning curriculum centered on social and emotional development. Youth carry out projects based on the module's content and each module is three weeks.

What is the student teacher ratio?

There are 17 students per teacher in a regular classroom and 14 students per teacher in the special day class. Overall, there are currently 25 teachers at the school.

Does this location offer special education?

Yes, the hall offers four special day classes with one resource teacher overseeing each class.

Who keeps track of school credits?

At Los Padrinos Juvenile Hall, the youth's academic counselor is in charge of keeping record of course credits.

Are the youth suspended from school?

Yes, youth are suspended for major classroom violations although usually used as a last option as the staff attempt to restructure the youth several times before suspension. The suspension can last one to two days.

What does visitation look like? How long is it?

Visitations take place on Saturdays from 1:00pm to 3:00pm and Sundays from 1:00pm to 4:00pm and take place in the day rooms within the units. Families are not allowed to bring anything.

Who is allowed to visit?

Parents and/or legal guardians are allowed to visit and make up the majority of visits. The court may also approve others for these visit times such as extended family, mentors, community members, etc.

Are transportation services available for family?

No transportation services are currently offered. It was shared that this was something that was offered before.

What forms of communication can the youth use to communicate with family and friends?

Youth are allowed to call parents when they reach their assigned unit and are encouraged to write letters. There are directions on how to write a letter in every unit as well as phones in the units that youth are able to use to make collect calls. However, [Probation Director #12] shared that in the female units these phones are not functional due to high charges for collect calls and the tendency to call pimps. When youth do not want to make collect calls, they are granted seven minute calls in the unit office.

Dorothy Kirby Center

Dorothy Kirby Center is a residential treatment program for youth with an Axis One diagnosis of an emotional or mental health issue. Located in Commerce, Dorothy Kirby Center houses, on average, 60 youth ranging in ages from 13 to 18 years old, boys and girls, for an average stay of nine months. We visited the center on August 12, 2015 and met with [Probation Director #13].

The Dorothy Kirby Center is a unique program, especially compared to the camps and halls in the county. The DPO IIs at the camps are also clinicians with degrees in social work, therapy, or psychology. This means that if a youth has a mental health concern, the DPO IIs can respond almost immediately. From the few kids we spoke with, it was clear that the youth had close relationships with their DPOs. Additionally, Dorothy Kirby Center houses its own aftercare unit to ensure that youth are followed both in and out of camp to succeed.

[Probation Director #13] at Dorothy Kirby Center had good relationships with the youth and knew most of them by name directly. He also told several stories both current and previous youth to show the difficulties that arise in their population and their successes. When we first arrived, he asked if we'd prefer to talk to some of the kids now as they would understand the experience better.

There was clearly a strong relationship between Probation and the school. [Probation Director #13] took us to a classroom and we stayed for over 15 minutes. We watched a student presentation on how to write a paragraph and had a discussion with some of the youth about what they were learning. The teacher has the students give various presentations, such as the one we watched, and he also buys them lunch of their choice. The teacher was incredibly inspirational and the entire class was engaged in what he said. The youth also engaged us and asked questions about school and how to succeed. The experience in this classroom was typical of the center as the emphasis on education was apparent in their partnerships with local colleges both online and onsite with automotive and cosmetology classes.

The youth are housed in cottages at Dorothy Kirby Center and each youth has a room of their own. They are allowed to decorate their rooms with their own comforters, pillows, and teddy bears. Youth are allowed to hang pictures on the wall as well. The outside of their doors are also decorated with their names and/or nicknames as one read "Queen Mia." The youth also wash their own clothes so they never share clothes with one another. We viewed a female unit and it was the only location where one stall in the bathroom had a closeable door.

As part of the tour, we spoke to several staff members and learned about the extent of the mental health and aftercare services as well as the variety of programs put on by [DPO #1]. These programs include holiday celebrations, sports games, and even a co-ed prom. According to [DPO #1] and some of the youth themselves, the programs are all effective and engage the youth.

Lastly, while we were in the conference room with a staff we heard a youth outside the door having a meltdown complete with yelling and cursing. We were able to hear how the DPOs worked to calm down and stabilize the youth with their words. After the situation calmed, the staff in the room stated that the youth had arrived about a week ago and was still adjusting. They were working to help him, but they understood that lashing out was normal and often necessary outlet for the youths to express their frustrations.

Dorothy Kirby Center: Questions & Responses

On average, how many youth reside at this location?

The center houses 60 to 62 youth for an average stay of nine months.

What is the average age of the youth?

Dorothy Kirby Center houses youth who are generally 14 to 18 years old.

How are the youth housed?

The youth are housed in cottages named after gems. There are ten cottages, of which eight are currently functional. While Dorothy Kirby Center is a co-ed facility, male and female youth are housed separately. Cottages are limited to ten youth. Youth have individual rooms that they are allowed to decorate with personal items such as bedding, pictures and such. Cottages are equipped with a living space where youth can watch television and also have access to a kitchenette and a laundry room. Youth also have access to a library as well as books in their cottage.

What are the youth allowed to have in their living spaces?

From our observations while in the cottages, it seems as though the youth are allowed to have personal comforters, teddy bears, blankets, pictures on their walls, door decorations, and books.

What is the daily schedule like?

The daily schedule is as follows: wake up, eat breakfast, get dressed, go to school, eat lunch, back to school, go to therapy and skill building classes, go to recreational therapy, go to social skills classes, eat dinner, shower, and lights out at 9:00pm. There are therapy sessions from 2:30pm to 3:30pm on Mondays, Wednesdays, and Fridays and skill building classes from 2:30pm to 3:30pm on Tuesdays and Thursdays. Social skills classes are every day from 5:00pm to 6:00pm.

What do the youth have access to during recreation time? What recreational programs are offered?

Youth are required to participate in one hour of large muscle exercise every day after school. For recreation time, youth have access to basketball, volleyball, soccer, and baseball. Youth are allowed to use the facility's swimming pool two times per week. Dorothy Kirby Center also hosts Zumba classes, an exercise program, and co-ed recreation time.

What does food service look like? How often does the menu change?

Youth receive breakfast, lunch, and dinner. Meals are served in the units "family style." The menu changes daily. The cooks/chefs who prepare the food are from another bureau in the county and they regulate the menu according to a set nutritional guideline.

What types of communal events are offered at this location?

[Probation Director #13] shared that the on-site school conducts assemblies for school awards every month. We were also informed that the facility would be hosting prom for the youth on August 27th. It was also stated that there are Zumba classes, banquets, plays, talent shows, church retreats, and poetry slam in the center. [Probation Director #13] also spoke of the Clothesline Project (Violence Against Women Awareness), and a month dedicated to the female population (SWAG: Sisters with a Goal). It was also shared that KIIS FM DJ "Kool Aid" had visited the camp.

How does the merit ladder work?

The merit ladder is a reflection of the points earned by the youth. The total possible points is 26 per day; on weekdays the youth must earn 20 points and on weekends they must earn 14 points to have a *made day*. A *made day* is when the youth earns all necessary points for that day and helps the youth move through various stages. Upon entering, the youth are in Stage One. After seven consecutive *made days*, the youth are in Stage Two. After 14 additional consecutive *made days*, the youth are in Stage Three. Finally, after 21 additional consecutive *made days*, the youth are in Stage Four. Each stage comes with a new series of privileges and responsibilities. If a youth receives a school referral or is written up, they cannot have a *made day* regardless of their points.

What types of rewards do the youth receive?

During our visit, one youth mentioned that his DPO rewarded them by bringing food from cultures that they would learn about. There are various snacks available for purchase through the Al Jones or Behavior Management/Modification Program (BMP) Store including Gatorade, popcorn, and baked hot Cheetos. Youth may also get to be first in line for shower and get extra food.

Do the youth qualify for early release?

Yes, youth can qualify for early release. A youth is required to accumulate *made days* to be considered for early release, this takes into account youth's plan, progress, and behavior.

How often do random searches happen?

Searches happen regularly in the cottages. It was shared that school supplies (markers) are the most commonly confiscated items by staff.

Does staff receive special training? How often and what topics?

Yes, staff receive special training in crisis intervention and training throughout the year on various topics. All DPO II's at Dorothy Kirby Center are also ASWs, MFTs, or MSWs.

Is there a grievance mechanism available for the youth? Please explain.

Yes, youth can write grievances or request (non-immediate) services by filling out a grievance form and leaving it in a grievance box located in their cottages.

Where does this location hold youth that need to be isolated?

[DPO #1] stated that the goal at Dorothy Kirby is to not isolate the youth. However, they do remove youth away from whatever environment might be upsetting them. For example, during our visit, a youth was yelling in the hall due to not being able to engage in a physical altercation with a rival gang member. The [DPO #1] said the goal is to calm the youth down, talk to them, find out what upset them, and not hold them for a long time because that is inhumane. The Special Housing/Handling Unit (SHU) was not part of our tour.

What personal items (if any) are the youth allowed to have while in isolation?

The Special Housing/Handling Unit (SHU) was not part of our tour and we were unable to see or ask what personals the youth were allowed to have.

What are the different levels of care at this location?

There are generally three levels of care. The first is the general population, which includes everyone in the dorm. The second includes youth on Specialized Supervision Plans (SSPs), which varies in degree of

supervision necessary based on their individual needs. The third includes youth in the SHU who are moved to an individual room for a period of adjustment or disciplinary removal.

What criteria is used to determine that this location is most suitable for a youth?

From the Dorothy Kirby Center Flyer given to us at the tour, “DKC male and female youths who are referred to the center have severe emotional and behavioral impairments. Youth are on average 14 to 18 years old, require a residential treatment facility (extensive history of criminal behaviors), have current mental health symptoms, have failed other suitable placement or camps, have a history of running away, and have at least one year maximum confinement time remaining at time of entry into the program.”

What programs are most effective at this location?

[Probation Director #13] stated that all programs at Dorothy Kirby Center, revolve around peace and purpose. [DPO #1] was present and stated that programs are created to be educational and fun. Programs include, holiday celebrations, social events such as prom, poetry slam, beauty day, and Parent and Daughter Tea Day. It was stated that most programs are effective, but it is those that engage the youth to talk bring about the best response. The college courses offered at Dorothy Kirby Center, both online in general subjects and automotive and cosmetology classes on site through Los Angeles Trade Technical College, have had success with the youth. Additionally, the thematic-based curriculum taught in the school in conjunction with the extra reading courses raise a student’s reading level multiple grades during their time.

How often do DPOs or DSOs meet with the youth?

DPO II’s are the first to engage the youth, and continue to have contact with the youth throughout their program. Youth meet with DPO II at least once a week, but most meet or interact more often than that. The youth also interact daily with other DPOs besides their assigned case DPO.

What is the relationship between Probation staff and Los Angeles County Office of Education (LACOE) staff?

DPOs and teachers work together to restructure youth who may have difficulties following directions in class. DPOs and teachers interact at the Multidisciplinary Team meetings (MDTs) and on a daily basis. Assigned DPO IIs have contact with teachers and school staff to assess educational progress of the youth.

What services or programs make this location unique?

Dorothy Kirby Center is unique from both the hall and the camp experience as it is a residential treatment program. It is reserved for youth with an Axis One mental health diagnosis. Youth receive more intensive mental health services and all of the DPO IIs hold advanced degrees. Additionally, Dorothy Kirby Center has a working relationship with Los Angeles Trade Technical College and offers automobile repair classes for college credit.

If a youth needs a specific service, how do they access that service?

Grievance boxes are located in each dorm. Youth can fill out a grievance form if they need to see a doctor, psychologist, and other personnel or if they need other items such as new shoes, clothes, or bedding. Youth have daily contact with DPOs and may share their needs for services directly. There are also psychiatrists, psychologists, and social workers who are there every day to meet with the youth.

What does the screening process for medical, educational, and mental health services look like?

Before the youth are allowed in camp they have a Multidisciplinary Team meeting (MDT) with their probation officer, a representative from the Los Angeles County of Education (LACOE), Los Angeles County Department of Mental Health (DMH) and other officials to ensure the youth is provided the proper resources to rehabilitate the youth, such as behavioral management classes. For medical services, youth are screened within five days by a doctor to check their health needs. For education, the youth take math and reading assessment tests so they may be placed in the right courses. Also, they meet with school counselors who are on site and help them determine their credits, scheduling, and place them in appropriate courses.

What vocational services are available at this location?

Vocational services offered at this center include, college courses through partnership with Mt. Saint Mary's and Mission College, Los Angeles Trade Technical College automotive and cosmetology classes, and college and career counseling.

What tutoring services are available at this location?

Youth are able to participate in Operation READ, a volunteer program, that comes in to help youth improve their reading skills. Youth are enrolled in Read 180 if they need further support with their reading skills. Teachers also offer afterschool tutoring sessions.

What mental health services are available at this location?

Dorothy Kirby Center, in collaboration with the Los Angeles County Department Mental Health (DMH) offers a series of mental health services that include group, family, individual and recreational therapy. Youth receive one hour of individual therapy per week with their assigned DPO II. Family therapy occurs at least once a month. Therapeutic programs include Dialectical Behavioral Therapy (DBT), Seeking Safety and Substance Abuse Counseling (five or ten week sessions). Crisis intervention is often used. Services are continued upon youth's release through the center's after care office, Kirby Intensive Continuous Care or KICC.

Is there a medical facility on site? Doctor? Nurse?

Dorothy Kirby Center does not have a medical facility on site. Doctors hold clinic hours every Wednesday. If services are required when doctors are not on grounds, youth are transported to LAC+USC Medical Center. There are also three psychiatrists on-site that monitor youth on psychotropic medication. Nurses are on site for two shifts (6:00am to 2:00pm and 2:00pm to 10:00pm). Dental concerns are handled by Los Padrinos Juvenile Hall.

How long does it take to receive services?

Services are received immediately, through the chain of command: DPO I, then DPO II or the residential supervisor. Youth are monitored regularly and have continuous contact with the different service providers, including probation officers/therapist. Through this contact, providers are able to facilitate quick responses to youth's needs. Grievance forms can be used for non-emergency services. Grievance boxes are checked every day.

How are education levels determined?

Education levels of youth are determined by examining their transcripts. There also assessments conducted upon arrival to determine reading and math levels.

What are the necessary credentials to teach at this location?

In order to teach at Dorothy Kirby Center, teachers need a Bachelor's Degree and teaching credentials. Special certification is needed for special education instruction.

How are the lesson plans developed?

The Los Angeles County Office of Education (LACOE) determines how lesson plans are created.

What is the student teacher ratio?

Per LACOE regulations, the student teacher ratio must never exceed 17 students per each teacher. Currently, the ratio is about 12 students per each teacher.

Does this location offer special education?

Yes, special day class is offered. Also, regular classes accept special education students in their classroom as a form of transition.

Who keeps track of school credits?

The onsite school counselor keeps track of each youth's school credits.

Are the youth suspended from school?

Yes, youth can be suspended from school. Intervention/restructure/redirection are the primary response measures. When suspension occurs, the student meets with the principal. Student is sent to dormitory with educational packet to complete in the dayroom.

What does visitation look like? How long is it?

Families are allowed to visit on Sunday from 1:00pm to 4:00pm. Visitations take place in the auditorium or library, to avoid disrupting programs in the unit. Visitors are not allowed to bring items during visits. However, if unable to bring hygiene items during the week, arrangements can be made for items to be kept by therapist until inspected.

Who is allowed to visit?

[Probation Director #13] shared that parents and grandparents are allowed to visit on Sundays. However, more family members can be involved in family therapy and therefore can visit the youth during such sessions. [Probation Director #13] also mentioned that arrangements have also been made for youth who are parents to visit with their children.

Are transportation services available for family?

No transportation services are offered for visits or therapy sessions with family. However, transportation is made available for Multidisciplinary Team meetings.

What forms of communication can the youth use to communicate with family and friends?

Youth are also allowed at least one phone call a week when they meet individually with their assigned DPO. Arrangements for additional phone calls can be arranged with the DPO. Additionally, the youth are encouraged to write and send letters to family and friends.

Appendix A

Staffing Charts

Staffing Charts

The following charts provide the numbers of staff VIP met with from Probation, LACOE, and DMH during the course of these tours. Chart a.1 contextualizes the Probation staff VIP met with during these tours with the numbers of staff employed by Probation at the relevant camps. Probation provided the numbers in October 2016 and the methodology is unclear given we were provided with incomplete data for Munz and Miller, being that they have since closed. Chart a.2 provides an estimate of the number of LACOE and DMH employees which the VIP team interacted with on the tours.

	Director	Directors Met on VIP Tours	SDPOs	SDPOs Met on VIP Tours	POs	POs Met on VIP Tours
Camp Afflerbaugh	1 Director 1 Assistant Director	1 Director 1 Senior Probation Director	4		53	
Camp Challenger	6 Directors 2 Asst. Directors	1 Superintendent 4 Directors 1 Asst. Director	37		404	1-4
Camp Gonzales	1 Director 1 Asst. Director	1 Director	5	1	56	
Camp Mendenhall	1 Director		5	1	54	
Camp Miller		1 Asst. Director			48	1-3
Camp Munz		1 Director		1	48	2
Camp Paige	1 Director	1 Senior Probation Director	4	1	67	
Camp Rockey	1 Director 1 Asst. Director	1 Director 1 Asst. Director	5		67	
Camp Scott	1 Director		5	1	56	2
Camp Scudder	1 Director	1 Director	4	1	54	
Barry J. Nidorf Juvenile Hall		1 Superintendent				
Central Juvenile Hall		1 Superintendent				
Los Padrinos Juvenile Hall		1 Asst. Superintendent				
Dorothy Kirby Center	1 Director 1 Asst. Director	1 Director	7		123	4-6

Chart A.1: Probation Staff

	LACOE Employees Met on VIP Tours	DMH Employees Met on VIP Tours
Camp Afflerbaugh	1 Teacher	
Camp Challenger	1 Principal 1 Teacher	
Camp Gonzales	1 Teacher	
Camp Mendenhall	1 Asst. Principal	1 Therapists
Camp Miller	Principal	
Camp Munz		
Camp Paige		
Camp Rockey		
Camp Scott		1 Therapist
Camp Scudder	1 Principal	
Barry J. Nidorf Juvenile Hall	1 Principal	
Central Juvenile Hall		
Los Padrinos Juvenile Hall	1 Principal or Other Admin. 1 Teacher	
Dorothy Kirby Center	1-3 Teachers	1-3 Therapists

Chart A.2: LACOE & DMH Staff

Appendix C

Court Order #1 – September 15, 2015

1 SUPERIOR COURT OF CALIFORNIA, COUNTY OF LOS ANGELES

2 JUVENILE DIVISION

FILED
Superior Court Of California
County Of Los Angeles

3
4 **SEP 15 2015**

5 On behalf of:

Sherri R. Carter, Executive Officer/Clerk
By S. Hernandez, Deputy
Silvia Hernandez

6 The Board of Supervisors and Probation,
7 Petitioners

8
9 **ORDER RE: INTERVIEWING,
10 AND VOICE RECORDING OF
11 DELINQUENT CHILDREN**

12 Pursuant to a "Request for Interviewing, Photographing, Videotaping, or Voice
13 Recording of Dependent/Delinquent Children" submitted on August 6, 2015, the Board of
14 Supervisors and the Department of Probation ("Petitioners") request a limited waiver of
15 confidentiality to allow the Auditor-Controller to interview approximately 300 wards of the
16 Juvenile Justice System housed in Probation Camps throughout the County of Los Angeles.

17 On April 14, 2015, in a Board Motion, the Los Angeles County Board of Supervisors
18 ordered the Auditor-Controller to conduct an audit of the Probation Department, including
19 obtaining "feedback from the youth under the [Probation] Department's supervision, utilizing
20 appropriate subject matter experts to conduct the interviews."

21 On July 14, 2014, Los Angeles County entered into a contract with the Violence
22 Intervention Project (VIP). The interviewer, VIP, is a multidisciplinary family advocacy center
23 that provides medical, forensic, mental health, advocacy, and case management services to
24 victims of child abuse, neglect, sexual assault, domestic violence, and elder abuse. VIP was
25 awarded the contract due to its partnership with LAC+USC Medical Center and the exemplary
work it performs as a contractor for the Department of Mental Health. Dr. Astrid Heger, the
founder and executive director of VIP, is overseeing the project, including a program manager, a

1 data analyst, and an interview team of eight people, many of whom are recent college graduates
2 in social science disciplines.

3 Thus, on behalf of the Auditor-Controller, VIP will interview a random sample of the
4 juvenile wards housed in Probation Camps throughout the County.

5 UPON CONSIDERATION of the request and response thereto, the Juvenile Court
6 hereby grants to Petitioner a limited waiver of confidentiality, pursuant to Welfare and
7 Institutions Code section 827 and California Rule of Court 5.552, to allow VIP to conduct its
8 interviews, subject to the following limitations:

9
10 1. VIP may only interview those minors who received notice of the media petition and had
11 the opportunity to object to the request. The court shall give Probation the names of those
12 minors who may be interviewed. Those not on the list may not be interviewed by VIP.
13

14 2. The court has read and considered the proposed interview questions and has decided the
15 following:

16 a. VIP may ask the following questions:

17 i. Background/General Information:

- 18 1. How old are you?
19 2. How do you define your race/ethnicity? Gender?
20 3. How long have you been on probation?
21 4. How long have you been at this camp/hall?
22 5. How has your experience been in the camp/hall?
23 6. Describe a typical day for you.

24 ii. Living Conditions:

- 25 1. What are your living conditions like at the camp/hall?
2. Rooms, bathrooms, living spaces, sleeping conditions, etc?
3. How often are you outside?
4. Do you feel that it is enough time? What kinds of activities do you do?
5. How is the food?

a. What are your favorite meals? What meals do you dislike?

iii. Support:

1. What types of support have you received while in the hall/camp?
 - a. Does anyone visit you?
 - b. If so, how are the visits?
 - c. Have you made friends here?
 - d. What are those relationships like?

iv. Services

1. Since entering the hall/camp, how has your education been?
 - a. What is school like? What are your educational plans once released?
2. What services or programs have you participated in while in the hall/camp?
3. What programs have you found to be helpful? What programs have been unhelpful?
4. What is your relationship like with your probation office?
 - a. How often do you see them?
5. What do you talk about in your meetings?
6. What are your plans after being released?
7. Have you spoken with others about your plans? How have they been helpful?
8. How have they been unhelpful?
9. What services would you want offered while in the hall/camp?
 - a. If offered, would you want to be a part of a mentoring program?

v. General – Summary

1. What has been the best part of probation?
2. What has been the worst part of probation?
3. If you were in charge, what would you change about the probation system?

vi. Safety and Discipline

1. Is there anyone in probation that you feel safe talking to?
 - a. If so, who? What is that relationship like?

vii. Juvenile Court

1. What was your court experience like?
2. Number of lawyers, public defenders v. contract attorney

b. VIP may not ask the following questions because they are likely to elicit incriminating, highly confidential, and/or irrelevant information unless the minor signs a waiver after being instructed by his or her attorney of any possible adverse consequences:

i. Services

1. Have you spoken with a counselor or therapist while in the hall/camp?
 - a. If so, how was that experience?
2. If you are feeling upset, can you see a counselor that day?
 - a. If not, what is the process to see one?

3. Have you seen a doctor or nurse while in the hall/camp?
4. If so, how was that experience?
5. If female, was birth control available?
6. If you feel sick, can you see a doctor or nurse that day? If not, what is the process to see one?
7. Have you ever taken medication for depression or anxiety?
8. What was that like? How often were/are you given the medication?

ii. Safety and Discipline

1. Has anyone harmed you while in the hall/camp?
 - a. If so, tell me about that experience?
2. Have you ever been in solitary confinement?
 - a. If so, what was that experience like? How long did you spend there?
3. Are the rules enforced fairly?
 - a. Can you give an example of when they were enforced fairly? Can you give an example of when it was not enforced fairly?

c. VIP may not ask the following questions because they are likely to elicit incriminating, highly confidential, and irrelevant information:

i. Juvenile Court

1. How did your lawyer(s) explain the process to you?
 - a. Charges, consequences, options?
2. What did your lawyers do for you?
 - a. Make and return calls, make visits, talk with family, etc
3. For those attorneys (e.g., Alternate Public Defender's Office) who have requested to be present at the interview, VIP may not interview the minor unless his or her attorney is also present.
4. The interview is voluntary. VIP may not interview a minor unless the minor signs a consent form, which shall be provided prior to the interview. VIP shall send a copy of the consent form to the minor's attorney for approval of the form prior to contacting minor. VIP may not interview the minor without the approval.
5. Minor must receive an explanation of the interview process and the consequences of answering the questions.
6. For questions involving psychotherapist-patient, physician-patient, and attorney-client relationship privileges, minor must sign a waiver form after being instructed by his or her attorney of any possible adverse consequences before answering those questions.
7. Minor may refuse to answer any or all questions, and VIP shall proceed to another question or end the interview entirely.

1 8. Petitioner shall take the following steps to ensure the confidentiality of the minors'
2 identity:


- 3 a. Interviewers from the VIP will visit certain Juvenile Camps, and the Probation
4 Department will ask only those youths who are on the list on Exhibit A, who
5 received notice of the media petition and had the opportunity to object to the
6 request, of the Probation Department's petition, if they want to volunteer to
7 interview with the VIP;
- 8 b. Probation Department will refer the youths who volunteer to be interviewed to the
9 VIP interviewers;
- 10 c. Probation Department will not disclose youth's names and instead they will be
11 assigned an identifying number (e.g., youth A,B) to the VIP interviewers;
- 12 d. The VIP interviewers will not ask for the youth's name during the interview and
13 will only identify them by their identifying number, and the VIP interviewers will
14 explain to the youth that the interview will be confidential, except if the youth
15 discloses child abuse or neglect or threat of harm to themselves or others.
- 16 e. No identifying information of a youth will be included in the final report being
17 submitted to the Board of Supervisors;
- 18 f. Probation Department may not participate in the interviews, and may not overhear
19 the information elicited during the interviews;
- 20 g. Probation Department will provide interview rooms for use by VIP. The
21 interview rooms will be located at the Probation Camp where the minor is housed.
22 The interview rooms will be equipped with viewing windows;
- 23 h. Probation staff will stand outside of the interview rooms and will have visual
24 access to the minors but will not be privy to the interviews themselves; and,
- 25 i. The interviewer may voice record the interview, but may not photograph or
videotape the interviewees. Upon conclusion of the study, the voice recordings
are to be destroyed. A transcript of the interview may be created by the Petitioner
for the purpose of the report, but the youth's identification is to be protected with
the use of an identifier.

9. If the Petitioner or Probation Department becomes aware of any violation of the court
order, the Petitioner or the Department shall inform the Juvenile Court immediately.

A true copy of this order is sent this date to Petitioner via electronic mail.

IT IS SO ORDERED.

DATE: 9-15-15


Michael Levanas
Presiding Judge of the Juvenile Court

Appendix D

Court Order #2 – February 11, 2016

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SUPERIOR COURT OF CALIFORNIA, COUNTY OF LOS ANGELES
JUVENILE DIVISION

On behalf of:

The Board of Supervisors and Probation,
Petitioners

ORDER RE: INTERVIEWING,
AND VOICE RECORDING OF
DELINQUENT CHILDREN

Pursuant to a “Request for Interviewing, Photographing, Videotaping, or Voice Recording of Dependent/Delinquent Children” submitted on January 8, 2016, the Board of Supervisors and the Department of Probation (“Petitioners”) request a limited waiver of confidentiality to allow the Auditor-Controller to interview approximately 101 wards of the Juvenile Justice System housed in Probation Camps throughout the County of Los Angeles.

On April 14, 2015, in a Board Motion, the Los Angeles County Board of Supervisors ordered the Auditor-Controller to conduct an audit of the Probation Department, including obtaining “feedback from the youth under the [Probation] Department’s supervision, utilizing appropriate subject matter experts to conduct the interviews.”

On July 14, 2014, Los Angeles County entered into a contract with the Violence Intervention Project (VIP). The interviewer, VIP, is a multidisciplinary family advocacy center that provides medical, forensic, mental health, advocacy, and case management services to victims of child abuse, neglect, sexual assault, domestic violence, and elder abuse. VIP was

1 awarded the contract due to its partnership with LAC+USC Medical Center and the exemplary
2 work it performs as a contractor for the Department of Mental Health. Dr. Astrid Heger, the
3 founder and executive director of VIP, is overseeing the project, including a program manager, a
4 data analyst, and an interview team of eight people, many of whom are recent college graduates
5 in social science disciplines.

6 On September 15, 2015, the court granted a similar request filed by Probation and the
7 Board of Supervisors to interview approximately 300 juvenile wards. This order, set forth below,
8 is an extension of the petitioner's original request, which now allows VIP to interview a random
9 sample of approximately 101 juvenile wards housed in Probation Camps throughout the County.
10

11 UPON CONSIDERATION of the request and response thereto, the Juvenile Court
12 hereby grants to Petitioner a limited waiver of confidentiality, pursuant to Welfare and
13 Institutions Code section 827 and California Rule of Court 5.552, to allow VIP to conduct its
14 interview, subject to the following limitations:

- 15 1. VIP may only interview those minors who received notice of the media petition and had
16 the opportunity to object to the request. The court shall give Probation the names of those
17 minors who may be interviewed. Those not on the list may not be interviewed by VIP.
18 2. The court has read and considered the proposed interview questions and has decided the
19 following:

20 a. VIP may ask the following questions:

21 i. Background/General Information:

- 22 1. How old are you?
23 2. How do you define your race/ethnicity? Gender?
24 3. How long have you been on probation?
25 4. How long have you been at this camp/hall?
5. How has your experience been in the camp/hall?
6. Describe a typical day for you.

ii. Living Conditions:

1. What are your living conditions like at the camp/hall?
2. Rooms, bathrooms, living spaces, sleeping conditions, etc?
3. How often are you outside?

1 4. Do you feel that it is enough time? What kinds of activities do you
2 do?

3 5. How is the food?

4 a. What are your favorite meals? What meals do you dislike?

5 iii. Support:

6 1. What types of support have you received while in the hall/camp?

7 a. Does anyone visit you?

8 b. If so, how are the visits?

9 c. Have you made friends here?

10 d. What are those relationships like?

11 iv. Services

12 1. Since entering the hall/camp, how has your education been?

13 a. What is school like? What are your educational plans once
14 released?

15 2. What services or programs have you participated in while in the
16 hall/camp?

17 3. What programs have you found to be helpful? What programs have
18 been unhelpful?

19 4. What is your relationship like with your probation office?

20 a. How often do you see them?

21 5. What do you talk about in your meetings?

22 6. What are your plans after being released?

23 7. Have you spoken with others about your plans? How have they
24 been helpful?

25 8. How have they been unhelpful?

9. What services would you want offered while in the hall/camp?

a. If offered, would you want to be a part of a mentoring
program?

v. General – Summary

1. What has been the best part of probation?

2. What has been the worst part of probation?

3. If you were in charge, what would you change about the probation
system?

vi. Safety and Discipline

1. Is there anyone in probation that you feel safe talking to?

a. If so, who? What is that relationship like?

vii. Juvenile Court

1. What was your court experience like?

2. Number of lawyers, public defenders v. contract attorney

b. VIP may not ask the following questions because they are likely to elicit
incriminating, highly confidential, and/or irrelevant information unless the minor
signs a waiver after being instructed by his or her attorney of any possible adverse
consequences:

i. Services

1. Have you spoken with a counselor or therapist while in the hall/camp?
 - a. If so, how was that experience?
2. If you are feeling upset, can you see a counselor that day?
 - a. If not, what is the process to see one?
3. Have you seen a doctor or nurse while in the hall/camp?
4. If so, how was that experience?
5. If female, was birth control available?
6. If you feel sick, can you see a doctor or nurse that day? If not, what is the process to see one?
7. Have you ever taken medication for depression or anxiety?
8. What was that like? How often were/are you given the medication?

ii. Safety and Discipline

1. Has anyone harmed you while in the hall/camp?
 - a. If so, tell me about that experience?
2. Have you ever been in solitary confinement?
 - a. If so, what was that experience like? How long did you spend there?
3. Are the rules enforced fairly?
 - a. Can you give an example of when they were enforced fairly? Can you give an example of when it was not enforced fairly?

c. VIP may not ask the following questions because they are likely to elicit incriminating, highly confidential, and irrelevant information:

i. Juvenile Court

1. How did your lawyer(s) explain the process to you?
 - a. Charges, consequences, options?
2. What did your lawyers do for you?
Make and return calls, make visits, talk with family, etc.

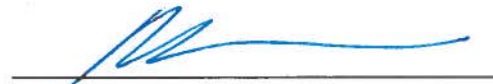
3. VIP may not interview the minor unless minor's attorney (e.g. Public Defender's Office and/or Alternate Public Defender's Office) is also present.
4. The interview is voluntary. VIP may not interview a minor unless the minor signs a consent form, which shall be provided prior to the interview. VIP shall send a copy of the consent form to the minor's attorney for approval of the form prior to contacting minor. VIP may not interview the minor without the approval.
5. Minor must receive an explanation of the interview process and the consequences of answering the questions.
6. For questions involving psychotherapist-patient and physician-patient privileges, minor must sign a waiver form after being instructed by his or her attorney of any possible adverse consequences before answering those questions.

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7. Minor may refuse to answer any or all questions, and VIP shall proceed to another question or end the interview entirely.
 8. Petitioner shall take the following steps to ensure the confidentiality of the minors' identity:
 - a. Interviewers from the VIP will visit certain Juvenile Camps, and the Probation Department will ask only those youths who are on the list on Exhibit A of the Probation Department's petition if they want to volunteer to interview with the VIP;
 - b. Probation Department will refer the youths who volunteer to be interviewed to the VIP interviewers;
 - c. Probation Department will not disclose youth's names and instead they will be assigned an identifying number (e.g., youth A,B) to the VIP interviewers;
 - d. The VIP interviewers will not ask for the youth's name during the interview and will only identify them by their identifying number, and the VIP interviewers will explain to the youth that the interview will be confidential, except if the youth discloses child abuse or neglect or threat of harm to themselves or others.
 - e. No identifying information of a youth will be included in the final report being submitted to the Board of Supervisors;
 - f. Probation Department may not participate in the interviews, and may not overhear the information elicited during the interviews;
 - g. Probation Department will provide interview rooms for use by VIP. The interview rooms will be located at the Probation Camp where the minor is housed. The interview rooms will be equipped with viewing windows;
 - h. Probation staff will stand outside of the interview rooms and will have visual access to the minors but will not be privy to the interviews themselves; and,
 - i. The interviewer may voice record the interview, but may not photograph or videotape the interviewees.
 9. If the Petitioner or Probation Department becomes aware of any violation of the court order, the Petitioner or the Department shall inform the Juvenile Court immediately.

A true copy of this order is sent this date to Petitioner via electronic mail.

IT IS SO ORDERED.

DATE: 2-11-16



Michael Levanas
Presiding Judge of the Juvenile Court

Appendix E

Interview Guide

Interview Guide

General

- How old are you?
- How do you define your race/ethnicity?
Gender?
- How long have you been on probation?
 - o Have you been to other halls or camps? If so, which ones?

Living Conditions

- How long have you been at this **camp**?
- How has your experience been in this **camp**?
- Describe a typical day for you.
- What are your living conditions like at the **camp**?
 - o Rooms, bathrooms, living spaces, sleeping conditions, etc.
- How often are you outside?
 - o Do you feel that it is enough time?
- What kinds of activities do you do?
- How is the food?
 - o What are your favorite meals? What meals do you dislike?

Education

- Since entering the **camp**, how has your education been?
 - o What is school like?
 - o What are your education plans once released?

Programs

- What services or programs have you participated in while in the **camp**?
 - o After school/with DPOs (Behavior Management Program, Aggression Replacement Therapy, Dialectical Behavioral Therapy)
- What programs have been helpful? What programs have been unhelpful?
- What services would you want offered while in the **camp**?
 - o If offered, would you want to be a part of a mentoring program?

Health Services

- Have you spoken with a counselor or therapist while in the **camp**?
 - o If so, how was that experience?
- If you are feeling upset, can you see a therapist that day?
 - o If not, what is the process to see one?

- Have you seen a doctor or nurse while in the **camp**?
 - o If so, how was that experience?
- If you feel sick, can you see a doctor or nurse that day?
 - o If not, what is the process to see one?
- If female, was birth control available?
- Have you ever taken medication for depression or anxiety?
 - o What was that like? How often were/are you given the medication?

Support

- What types of support have you received while in the **camp**?
 - o Does anyone come to visit you?
 - If so, how are the visits?
 - o Have you made friends here?
 - What are those relationships like?

Staff Relationships

- What is your relationship like with the probation officers?
 - o How often do you see them? What do you talk about in your meetings?
- What are your plans after being released?
 - o Have you spoken with others about your plans? How have they been helpful? How have they been unhelpful?

Safety and Discipline

- Is there anyone in probation that you feel safe talking to?
 - o If so, who? What is that relationship like?
- Has anyone harmed you while in the **camp** or hall?
 - o If so, tell me about that experience?
- Have you ever been in the Special Housing Unit?
 - o If so, what was that experience like? How long did you spend there?
- Are the rules enforced fairly?
 - o Can you give an example of when they were enforced fairly? Can you give an example of when it was not enforced fairly?

Juvenile Court

- What was your court experience like?

General – Summary

- What has been the best part of probation?
- What has been the worst part of probation?
- If you were in charge, what would you change about the probation system?

Introduction

- Name, organization called VIP
- Asked by county to interview youth in probation camps to learn about your experiences
- You know them best
- Likes/dislikes
- Interviews done, write a report filled w/your suggestions
- Recording but only my team and I listen just so we can remember everything that was said/and take notes
- However, name won't be used, completely confidential
- Except child abuse/neglect/threats to harm self/others – probation staff
- Completely voluntary, uncomfortable don't have to answer
- Chips & Gatorade
- Any questions before we begin?

Appendix F

VIP Probation Interview Schedule

VIP Probation Interview Schedule – Fall & Winter 2016

Wednesday, October 28, 2015 – Camp Munz (2 interviews)

Thursday, October 29, 2015 – Camps Afflerbaugh & Paige (6 interviews)

Tuesday, November 3, 2015 – Camp Gonzales (4 interviews)

Thursday, November 5, 2015 – Camp Mendenhall (7 interviews)

Tuesday, November 10, 2015 – Camp Onizuka (4 interviews)

Thursday, November 12, 2015 – Camp Rockey (0 interviews)

Friday, November 13, 2015 – Camps Scott & Scudder (4 interviews)

Monday, November 15, 2015 – Camp Onizuka (2 interviews)

Tuesday, November 17, 2015 – Camp Miller (3 interviews)

Wednesday, November 18, 2015 – Camps Jarvis & Smith (6 interviews)

Thursday, November 19, 2015 – Camp McNair (4 interviews)

Thursday, December 3, 2015 – Camp Miller (1 interview)

Monday, February 22, 2016 – Camp Paige (6 interviews)

Wednesday, February 24, 2016 – Camp Rockey (6 interviews)

Thursday, February 25, 2016 – Camps Afflerbaugh & Rockey (7 interviews)

Friday, February 26, 2016 – Camp Afflerbaugh (1 interview)

Wednesday, March 2, 2016 – Camp Scott (6 interviews)

Thursday, March 3, 2016 – Camps Smith & Mendenhall (5 interviews)

Friday, March 4, 2016 – Camp Scudder (4 interviews)

Monday, March 7, 2016 – Camp Onizuka (5 interviews)

Tuesday, March 8, 2016 – Camp Gonzales (6 interviews)

Wednesday, March 9, 2016 – Camps McNair & Smith (6 interviews)

Thursday, March 10, 2016 – Camps Scudder & Gonzales (1 interview)

Friday, March 11, 2016 – Camps McNair & Jarvis (5 interviews)

Monday, March 14, 2016 – Camp Miller (6 interviews)

Thursday, March 17, 2016 – Camps Jarvis & Onizuka (2 interviews)

Appendix G

Minor's Consent Form – Probation Interview Project

MINOR'S CONSENT FORM
PROBATION INTERVIEW PROJECT

Introduction

Violence Intervention Program (VIP), on behalf of the Los Angeles County Auditor-Controller, is a multidisciplinary family advocacy center and is conducting a study about the experiences of minors in Los Angeles County's Probation Halls and Camps by interviewing randomly selected minors currently housed in the Probation Camps. The purpose of these interviews is to obtain your feedback on the juvenile justice system so that we can make recommendations on how to improve the juvenile justice system.

If you decide that you want to be part of this study, you will be asked questions about your involvement with the juvenile justice system. The questions focus on your views on the living conditions, support group, and services provided in the Probation Halls and Camps.

Interview of Minors

This interview is voluntary. You can tell us as much or as little as you would like. You can ask us any questions about the study at any time. You can choose to not participate. You can also choose not to answer any questions or end the interview at any time, without giving any reason.

Your interview will be voice recorded with a digital recorder for the interview team to review and take notes. Using what we learn from these interviews, we will write a report and provide recommendations on how to improve the system. This report will be given to the Los Angeles County Board of Supervisors and the Chief Executive Office. This report will not include your name or that you were a part of the study. Upon conclusion of the study, the voice recording of your interview will be destroyed.

Your name and identity will remain confidential, unless you disclose information about child abuse or neglect, or if you threaten to hurt yourself or others.

A notice about this interview was sent to your parent or guardian as well as your attorney.

If you would like to be in this study, please print your name, sign, and date below.

Minor's Consent to the Interview

I have read this Consent Form or the Consent Form has been read to me, and I understand it.

I, _____, agree to be part of this interview.
Print Name

Signature

Date

Appendix H

Minor's Waiver Form – Probation Interview Project

MINOR'S WAIVER FORM
PROBATION INTERVIEW PROJECT

Introduction

Violence Intervention Program (VIP), on behalf of the Los Angeles County Auditor-Controller, is a multidisciplinary family advocacy center and is conducting a study about the experiences of minors in Los Angeles County's Probation Halls and Camps by interviewing randomly selected minors currently housed in the Probation Camps. The purpose of these interviews is to obtain your feedback on the juvenile justice system so that we can make recommendations on how to improve it.

If you decide that you want to be part of this study, you will be asked questions about your experience with the juvenile justice system. We may ask questions that involve confidential, privileged information such as your experience and views on the medical and mental health care services you may have received and the safety and discipline methods used in the Probation Halls and Camps. The questions are attached to this Waiver Form as Attachment A.

Your attorney will explain this Waiver Form to you, and your attorney will tell you of any potential negative consequences about answering these questions. You may ask your attorney about any questions you may have about this Waiver Form or this interview in general.

After consulting with your attorney, if you agree to answer these questions and agree to waive any psychotherapist-patient and physician-patient privileges, then please initial all the boxes below, and print your name, sign, and date below

Minor's Waiver

I have read this Waiver Form or the Waiver Form has been read to me, and I understand it.

I understand that I can choose to not answer any questions at any time, and I can end the interview at any time, without giving any reason.

I understand that I may be asked questions that involve psychotherapist-patient privilege or physician-patient privilege.

My attorney has advised me about this Waiver Form and about any potential negative consequences for answering these questions, and I understand them.

I hereby agree to waive my psychotherapist-patient privilege and physician-patient privilege for the limited purpose of answering these questions. I understand that this limited waiver shall not constitute a general waiver or waiver for any other purpose. I agree to answer questions that may involve these privileges.

Print Name

Signature

Date

Declaration of Attorney

I am the attorney assigned to represent the minor in this matter. I have explained and discussed with the minor this Waiver Form and about any potential negative consequences of answering these questions mentioned above. I am satisfied that the minor has understood the Waiver Form and about any potential negative consequences, and the minor has agreed to be interviewed about these questions.

Print Name

Signature of Attorney

Date

ATTACHMENT A

Questions about health related services and safety and disciplineServices

1. Have you spoken with a counselor or therapist while in the hall/camp?
 - a. If so, how was that experience?
2. If you are feeling upset, can you see a counselor that day?
 - a. If not, what is the process to see one?
3. Have you seen a doctor or nurse while in the hall/camp?
 - a. If so, how was that experience?
4. If female, was birth control available?
5. If you feel sick, can you see a doctor or nurse that day? If not, what is the process to see one?
6. Have you ever taken medication for depression or anxiety?
 - a. What was that like? How often were/are you given the medication?

Safety and Discipline

1. Has anyone harmed you while in the hall/camp?
 - a. If so, tell me about that experience?
2. Have you ever been in solitary confinement?
 - a. If so, what was that experience like? How long did you spend there?
3. Are the rules enforced fairly?
 - a. Can you give an example of when they were enforced fairly? Can you give an example of when it was not enforced fairly?

Appendix I

Coding Schema

Coding Schema

- How's Your Probation Experience Been?
- Living Conditions
 - Typical Day
 - Dorms, Living Spaces
 - Beds & Bed Comfort
 - Lockers
 - Organization of the Dorm
 - Bathrooms
 - Cleanliness
 - Personals & Hygiene Products
 - Showers
 - Day Rooms
 - Library & Reading
 - Television
 - Video Games
 - Games
 - Other Dorm Activities
 - Laundry & Clothing
 - Laundry Practices
 - Quality of Clothes
 - Quality of Shoes
 - Outside Time
 - How often are you outside?
 - Is that enough time? YES
 - Is that enough time? NO
 - Types of Activities
 - Quality of Equipment & Facilities
 - Tournaments & Competition
 - Food & Water
 - Quality of the Food
 - Favorite Meals & Likes
 - Least Favorite Meals & Dislikes
 - Quality of Water
 - Portion Size & Hunger
 - Outside Food
 - Snacks & Al Jones
- Education
 - How's your education?
 - School on the Outs
 - School Counselors
 - Behavior in School
 - Teachers
 - Bad Teachers
 - Good Teachers
 - School Curriculum
 - Credit Recovery

- AB-216
- IEP & Special Day Class
- GED Prep
- High School Graduate
- College Classes
- Future Education Plans
- Programs
 - Program List
 - ART
 - BMP
 - Creative Art
 - Culinary
 - DBT
 - Dorm Orderly
 - Drug Group & 12 Step Programs
 - Drumming for Life
 - FLOW
 - Fire Academy
 - Flag Orderly
 - Gang Programs
 - Grounds Crew or Work Crew
 - Kitchen Patrol
 - LA Dads & Parenting Courses
 - Latrine Orderly
 - Laundry Orderly
 - New Roads
 - Office or Administrative Orderly
 - Operation READ
 - Other Programs
 - Read 180
 - Relationships 101
 - Religious Services
 - Small Group Intervention
 - Sports
 - Substance Abuse
 - Tutoring
 - Woodshop & OSHA
 - Yoga & Meditation
 - Youth Council
 - Redoing the Programs
 - Programs – Busy & Early Release
 - What Other Programs to Offer?
- Health Services
 - Have you seen a therapist? YES
 - Mental Health Experiences
 - Bad Mental Health Experiences
 - Good Mental Health Experiences
 - Have you seen a Therapist? NO

- Drink Some Water
- Family Therapy
- Depression
- Trauma
- MH Language Support
- If you're upset, can you see mental health? YES
 - Process to see mental health
- If you're upset, can you see mental health? NO
- Have you seen a Doctor or a Nurse? YES
 - Doctor Experiences
 - Nurse Experiences
 - Dentist Experiences
 - Experiences with Medical on Trans
- Have you seen a Doctor or Nurse? NO
- If you feel sick, can you see a doctor or nurse? YES
 - Process to see them
- If you feel sick, can you see a doctor or nurse? NO
- Experience with Other Meds
- Birth Control
- Support
 - Does anyone visit? YES
 - Experiences with Visits
 - Does anyone visit? NO
 - MDT
 - Special Visits
 - Phone Calls
 - Letter Writing
 - Made Friends here? YES
 - Friendship Experiences
 - Made Friends here? NO
 - Associates/Acquaintances
 - Relations (on the outs)
 - Parents or Caregivers
 - Friends/Homies
 - Children
 - Siblings
 - Significant Others
- Probation Staff
 - Relationship with PO (main)
 - Relationships with POs
 - Bad – Examples
 - Good – Examples
 - Staff – Inappropriate Behavior
 - Staff Instigation
 - Staff Oppression/Abuse of Power
 - Pepper Spray
 - Plans After Release
 - Who have you talked to?

- Helpful? How?
 - Unhelpful? How?
- Safety & Discipline
 - Anyone safe talking to? YES
 - Relationship with person
 - Anyone safe talking to? NO
 - Explanation
 - Has anyone harmed you? YES
 - Experience with Harm
 - Has anyone harmed you? NO
 - Been to SHU? Yes
 - Been to SHU? No
 - Experiences in the SHU
 - Reasons for being in the SHU
 - Experiences with Fights
 - Gang-related Fights
 - Race-related Fights
 - Rules Enforced Fairly? YES
 - Examples of Fair Rule Enforcement
 - Rules Enforced Unfairly? NO
 - Examples of Unfair Rule Enforcement
 - Militaristic Aspects
 - Group vs. Individual Punishment
 - SSP
- Halls
 - Living Spaces
 - Bathrooms
 - Outside Time
 - Food & Water
 - Education
 - Programs
 - Health Services
 - Support
 - Probation Staff
 - Safety & Discipline
 - Major Differences
- Best, Worst, & Changes
 - Best Part
 - Worst Part
 - Changes & Suggestions
- Camps
 - Afflerbaugh
 - Dorothy Kirby
 - Gonzales
 - Jarvis
 - McNair
 - Mendenhall
 - Miller

- Munz
- Onizuka
- Paige
- Rockey
- Scott
- Scudder
- Smith
- Other Considerations
 - Looking Good for Judge
 - After Camp
 - Maturity
 - Relationships with Other Minors
 - First Day
 - Gambling
 - Gang Activity
 - “Messing Up”
 - Grievances
 - Privacy
 - Othering
 - Pregnancy
 - Needing Permission
 - Deserve
 - Gender
 - Locked Up, Prison, or Jail
 - Animals vs. Humans
 - Race
 - Rewards
 - Run My Program
- Great Quotes
- Interesting Points

Appendix J

Roads to Success Academy Implementation Calendar



School Site	Implementation Year July 2015 to June 2016	Certification Status
1. Joseph Scott School	Year 6	Certified
2. Kenyon Scudder School	Year 6	Certified
3. McAuliffe School	Year 3	Certified
4. William Mendenhall School	Year 3	Certified
5. John Munz School	Year 3	Certified
6. David Gonzales School	Year 3	Certified
7. Fred Miller School	Year 3	Certified
8. Central High School	Year 3	Certified
9. Dorothy Kirby Center School	Year 2	To be Certified June 2017
10. Pac Lodge	Year 2	To be Certified June 2017
11. Afflerbaugh School	Year 2	To be Certified June 2017
12. Paige School	Year 2	To be Certified June 2017
13. Glenn Rockey School	Year 2	To be Certified June 2017
14. Los Padrinos School	Year 2	To be Certified June 2017
15. Barry J. Nidorf School	Will begin full school implementation 16/17 school year	Pre-Certification Track
16. Phoenix Academy	Will begin 16/17 school year	Pre-Certification Track

*Year 1: Planning & Training

**Year 2: Implementation, Training & Coaching

***Year 3: Implementation, Training & Coaching

****Certification at the end of Year 3

