COUNTY OF LOS ANGELES
PROBATION DEPARTMENT

9150 EAST IMPERIAL HIGHWAY – DOWNEY, CALIFORNIA 90242
(562) 940-2501

JERRY E. POWERS
Chief Probation Officer

May 2, 2013

To: Supervisor Mark Ridley-Thomas, Chairman
Supervisor Gloria Molina
Supervisor Zev Yaroslavsky
Supervisor Don Knabe
Supervisor Michael D. Antonovich

From: Jerry E. Powers
Chief Probation Officer

Subject: **RATIONALE FOR NEWLY IDENTIFIED PROJECT CHANGES FOR THE CAMP KILPATRICK REPLACEMENT PROJECT**

On April 2, 2013, on motion of Supervisor Ridley-Thomas, your Board directed the Chief Probation Officer, in collaboration with the Superintendent of Schools, to report back to the Board in writing within 30 days with a compelling rationale for the inclusion of the newly identified project changes in the final scoping document for the Camp Vernon Kilpatrick Replacement Project. In addition, at Supervisor Molina's request, the Chief Executive Officer was added in the report back and was requested to include a compelling rationale as to where the money is going to come from and the rationale for spending it.

Probation worked with the Los Angeles County Office of Education (LACOE) through subcommittees in developing this report.

Background

In July 2008, the Board of State and Community Corrections (BSCC), formerly known as Corrections Standards Authority (CSA), issued a Request for Proposals for eligible counties to obtain construction funding for local youthful offender rehabilitative facilities. This funding program, authorized by State legislation under Senate Bill (SB) 81, made $35 million available competitively among 14 large California counties.

In January 2009, your Board authorized the Chief Executive Officer (CEO) and the Chief Probation Officer to submit a grant application to construct a full replacement of Camp David Gonzales to facilitate the provision of rehabilitative programming.

In December 2010, BSCC notified the County of Los Angeles (County) that it was awarded a grant in the amount of $28,728,000. On March 1, 2011, your Board directed the Chief Probation Officer to accept the grant award and execute any necessary grant documents required by the BSCC; the CEO to identify one-time net County cost to meet the grant's local matching fund requirement; and the Mayor was authorized to sign the Site Assurance Resolution committing Camp David Gonzales as the proposed project site.

On February 14, 2012, the Board approved formal acceptance of the $28,728,000 grant from the BSCC; authorized Camp Vernon Kilpatrick as the proposed Project site in lieu of Camp David Gonzales, and established Capital Project No. 77295 within the Fiscal Year 2011-12 Capital Projects/Refurbishments Budget to design and construct a proposed replacement facility for Camp Vernon Kilpatrick; and approved the Project budget in the amount of $41,150,000.

Overview of the Model

The Camp Kilpatrick Replacement Project offers an opportunity to create the Los Angeles Model (LA Model) by designing, building, programming and staffing a facility that will support rehabilitation through a small group treatment model and high quality education. The LA Model is informed by small group treatment models in facilities across the country, including those in Missouri, Washington, D.C., and Santa Clara County, California, all of which have demonstrated success through measures such as reduced recidivism rates, improved public safety and improved educational outcomes. Facility design and programming recommendations used in creating the LA Model through the Camp Kilpatrick Replacement Project have been informed by site visits to the model sites listed above and; expert interviews with juvenile justice and education leaders and line staff, including with those at the sites already listed and with leaders in Louisiana, New Mexico and New York, all of whom have adopted a similar small group treatment model; and research on best practices in juvenile justice facilities.

The fundamental and overarching elements of this model include the following: a non-institutional environment (See Appendix A, Appendix B and Appendix C for photos of non-institutional environments in facilities), a small group therapy treatment model, individual case management, strong relationships among youth as well as between youth and staff, a high quality, projects-based education model, integrated support services and comprehensive transition planning. In addition, the following components will be unique to the LA Model: extended mental health clinician coverage, co facilitated intervention teams, daily nursing health services, scheduled on-site doctor's clinic and telemedicine, which will allow for immediate access to a doctor. In this small group

treatment model, youth spend almost all day with their small groups, including sleeping, eating, exercising, attending school and participating in daily therapy sessions together. This approach, built upon adolescent development research and positive youth development principles, recognizes the importance of peer influence during these years and the benefits of positive peer accountability and close relationships[1]. The group treatment model also emphasizes the importance of creating a physical and psychological space where young people (and staff) can feel safe, enabling them to be vulnerable and take the risks that are integral to both cognitive and behavioral changes.

The small group treatment model will be supported and complemented by the education program, which will be known as the Roads To Success Academy (RTSA). The RTSA model is grounded on a team concept and will thus reinforce the principles of the small group treatment model proposed for the facility as a whole. The components of the RTSA educational model include a core curriculum, a thematic school instructional framework, projects-based learning, an interdisciplinary curriculum, community partnerships and coaching. The RTSA model has been informed by the successful models at Camp Scott and Camp Scudder in Los Angeles County and the Maya Angelou Academy in the New Beginnings Youth Development Center, a juvenile justice facility in Washington, D.C., all of which have demonstrated academic success.

The LA Model should result in a number of improved outcomes since it is being informed by other model sites in Missouri, Washington, D.C., and Santa Clara, each of which have demonstrated success in multiple ways. First, this rehabilitative approach reduces recidivism. For the decades since its reform, Missouri has boasted one of the lowest youth recidivism rates in the country. In 2011, for youth discharged from Missouri's Division of Youth Services (DYS), only 6.9% were recommitted for new juvenile offenses to the state's juvenile justice system within one year.[2] Moreover, Missouri reports an 84% satisfactory discharge rate after one year, measured as law abiding and productive in school or work.[3] In Santa Clara, in 2005, before implementing the new model adapted from Missouri, 47% of youth failed the program — defined as violations and new arrests — while at the ranch, and an almost equal proportion — 42% — recidivated within one year of release.[4] Program completion and recidivism after release both improved with the new model, called the Enhanced Ranch Program; in 2011, only 17% of youth failed the program while at the ranch, and 21% had violations or new arrests within a year of exiting. These figures show a 63% reduction in program violations while at the Enhanced Ranch Program and a 50% reduction in new arrests and violations once back in the community.[5] In Washington, D.C., the old facility and program had a high recidivism rate in 2008 with 51% of youth who had been incarcerated at Oak Hill (the old facility / program) recidivating within a year of returning

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[1] Bronfenbrenner, Urie. *The Ecology of Human Development.* Harvard University Press, 1979.
[2] Missouri Division of Youth Services annual report, 2012.
[3] Missouri Division of Youth Services annual report, 2011.
[4] National Council on Crime and Delinquency. "Aftercare Study: Enhanced Ranch Program" April 30, 2010.
[5] Santa Clara County Enhanced Ranch Program presentation in Washington D.C., Sept 2012.

to the community; by 2010, after the New Beginnings program (adapted from the Missouri Model) had been operational for a year, the recidivism rate had dropped by almost a third to 35%.[6]

The model sites informing the LA Model have also experienced improved educational outcomes. In Missouri, 70% of youth progressed educationally at least as fast a rate as their same-age peers in the core academic subjects.[7] Additionally, through intense case management and aftercare support, 85.3% of youth existing in DYS custody in 2008 were productively engaged in school or employment at the time of discharge.[8] In Washington, D.C., youth at the New Beginnings facility, who receive an education at the Maya Angelou Academy, run by the See Forever Foundation, have been progressing educationally at an increasing rate. In the 2010-2011 school year, students at New Beginnings saw an average annualized grade improvement in reading of 1.33, and in the 2011-2012 school year, the grade improvement increased 1.73 levels. This latter figure indicates that youth were progressing almost two grade levels in reading while at the New Beginnings facility, which has an average length of stay of approximately nine months.[9]

Improved outcomes have extended beyond reduced recidivism and improved educational progress to outcomes such as reductions in violence and improvements in safety at the facilities that speak to cultural changes. In Missouri, after decades of reform, youth are now 4 ½ times less likely to be assaulted in their DYS programs than in other youth correctional programs. Additionally, DYS staff members are 13 times less likely to be assaulted in Missouri than in other programs, and staff in Missouri use restrictive conditions of confinement including isolation 200 times less than other juvenile justice agencies.[10] Santa Clara also experienced dramatic reductions in violence at its James Ranch facility with the implementation of the new model. Between 2007 and 2011, the average number of incidents (including but not limited to gang-related fights, disruptive conduct in the classroom or possession of contraband, etc.) per individual dropped from 9.8 to 2.36 per year.[11] Site visits to both Missouri and Santa Clara, including interviews of staff, also revealed improved staff job satisfaction resulting from changes such as reductions in fights and improved safety for youth and staff. New Mexico, Louisiana and New York City, three additional sites that were interviewed who have also adopted the Missouri Model, also reported reductions in violent incidents and improved youth-youth and youth-staff interactions.

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[6] District of Columbia Department of Youth Rehabilitation Services, 2012 Annual Performance Report.
[7] Mendel, Richard. *The Missouri Model: Reinventing the Practice of Rehabilitating Youthful Offenders.* (Baltimore, MD: Annie E. Casey Foundation, 2010.
[8] *Missouri Division of Youth Services Annual Report Fiscal Year 2008* (Jefferson City, MO: Missouri Department of Social Services).
[9] District of Columbia Department of Youth Rehabilitation Services, 2012 Annual Performance Report.
[10] Mendel, Richard. *The Missouri Model: Reinventing the Practice of Rehabilitating Youthful Offenders.* Baltimore, MD: Annie E. Casey Foundation, 2010.
[11] Santa Clara County Enhanced Ranch Program presentation, September 2012

These improved outcomes have ultimately led to cost savings in places like Missouri, Santa Clara County and Washington, D.C. because more youth are successfully engaged in school or work, and fewer youth are returning to custody. Moreover, reductions in violence and improvements in safety at the facilities have improved the experiences of both youth and staff alike. The LA Model, whose design is largely informed by these three places, is expected to experience similar improvements in youth outcomes and save costs in the long term.

To ensure maximum fidelity to this effective and successful hybrid model, and to help build a state-of-the-art probation camp that will promote the future success of program youth, a number of facility changes are being recommended, as described below.

Residential Living Areas, Pod Sizes and the Small Group Treatment Model

Description of Facility, Including Changes

The four buildings (also known as cottages) will be composed of individual pods (also known as cores) to support the separate living-area needs of 12 youth per pod; previously, the design was 15 youth per pod. In order to achieve these pod sizes of 12, two of the buildings will support two pods of 12 for a total of 24 youth per cottage, and two of the buildings will support three pods of 12 for a total of 36 youth per cottage. With this configuration, there will be a total of ten pods of 12 youth at the facility, which fulfills the required facility capacity of 120. This is a change from the original design of two pods of 15 in each of the four buildings, which would have equaled 8 pods total.

Each pod will function as a distinct living space with a smaller staff-to-youth ratio (which will be 2:12 or 1:6). This staffing ratio exceeds the *Minimum Standards for Juvenile Facilities* (Title 15), which is a one staff-to-fifteen youth ratio. The cottages will not have shared space that the youth will access, in accordance with the group treatment model. The only shared space will be accessed by staff. Each pod will contain a dorm / sleeping area, a dayroom / living area, a group treatment room for group therapy meetings, a recreation / activity room, and an exterior patio. Additionally, each pod will have its own bathroom of two toilets, one urinal and three washbasins, built to ensure privacy for the 12 youth who will be sharing it. Each pod will also have three individual showers, built to ensure privacy. T his configuration is mostly unchanged from the previous plan, with the exception that the original plan called for one common space per building that pods would share for dining, which has since been removed. The pods will be built with a non-institutional design and a homelike or college feel. (See Appendix B for photos of pods in Santa Clara County and Washington, D.C. that communicate the general design and feel of this small group living area).

The Rationale

The small group treatment model is based largely on many years of research on Cognitive Behavior Treatment (CBT), which is "a problem-focused approach to helping people identify and change the dysfunctional beliefs, thoughts, and patterns of behavior that contribute to their problems." Its underlying principle is that thoughts affect emotions, which then influence behaviors. The distinctive features of CBT are as follows: it is the most evidence-based form of behavior change for high-risk youth; it is active, problem focused, and goal directed. In contrast to many 'talk therapies,' CBT emphasizes the present, concentrating on what the problem is and what steps are needed to alleviate it. It is easy to measure. Since the effects of the therapy are concrete (i.e., changing behaviors), the outcomes tend to be quite measurable; it provides quick results. If the person is motivated to change, relief can occur rapidly."[12] Approaches like CBT are founded on a philosophy that change cannot be scared or threatened out of youth, but rather come from internal changes that occur over a period of time. For these internal changes to take place, an environment that is safe, supportive and non-institutional is critical.

The philosophy behind the small group treatment model includes an emphasis on relationships, particularly peer relationships and relationships with the family as there will be a requirement that youth's family support the youth in the skills learned in the treatment model. Peer influence is very important during adolescence, even when peers exhibit negative attitudes and may need assistance to move toward more positive behaviors. Youth are influenced by each other, need to learn how to work together and are held accountable by their peers. Small groups of youth in a therapeutic setting maximize positive peer relationships and do not allow youth the opportunity to hide or withdraw. As part of the small group treatment model, youth spend the vast majority of their days with their pods / small group, including sleeping, eating, attending school, exercising and attending therapy together. Group circles, which are scheduled daily and occur ad hoc when conflict arises, allow youth to discuss and work through any issues and engage in cognitive behavior therapy. This small group treatment model also enables strong relationships to develop between youth and staff with family involvement and support. Small youth to staff ratios and the same Probation staff working regularly with one pod allows staff to develop the type of positive, respectful relationships with young people that supports positive youth development.

<u>Why Group Size of 12 or Smaller is Critical to the Success of the Model</u>

Research has shown that to successfully implement a small group treatment model like the one that the LA Model is being founded on, group numbers larger than 12 reduce the group cohesiveness and impact the relationship building that are at the crux of the

[12] "Cognitive Behavioral Treatment," Office of Juvenile Justice and Delinquency Prevention Models Guide, accessed April 11, 2013,http://www.ojjdp.gov/mpg/progTypesCognitivePrev.aspx.

model. Prior research has established parameters for effective group size, indicating that problem solving and personal discussions are best suited for smaller settings[13] and that a larger group size could negatively impact treatment efficacy and diminish the amount of individual attention paid to members.[14] Furthermore, upon examination of various treatment modalities, treatments utilizing cognitive behavioral theories suggest that the upper limit of group size should not exceed 12 group members in order to maintain model fidelity.[15]

Practical application of this model, referred to commonly as the "Missouri Model" throughout the country (Louisiana, Missouri, New Mexico, New York, Washington, D.C. and Santa Clara County), also supports small treatment groups of 10-12 youth. All of these sites reported during site visits and interviews that their group or pod sizes remained at a maximum of 12 youth, with some jurisdictions (ex: Washington, DC) implementing pod sizes of 10 from the beginning, and two states changing from pod sizes of 12 to 10 youth because of their belief in the enhanced effectiveness of this smaller number. While every state made site-specific adjustments to the Missouri Model, which took into account things like the urban versus rural nature of the state setting, they all reiterated that fidelity to the key components, particularly small pod size and keeping the pods together during the majority of the day, was critical. Several jurisdictions had experimented with pod sizes larger than 12 youth and reported that it was problematic and ineffective. New Mexico offered probably the most dramatic example, having tried groups of 18 and 14 and finding that it was not successful. David Burton, District Attorney and Member of the State of Louisiana Juvenile Justice Implementation Committee, offered a compelling explanation, "This is something that is consistent with public safety – if you're faithful to model, kids, staff and the public will all be safe."

School and Academic Support Areas: The Road to Success Academy (RTSA)

Description of Facility, Including Changes

Camp Kilpatrick will re-open under the fundamental and overarching elements of a small group treatment model and the educational components of the Road to Success Academy (RTSA) model. To support the RTSA model, which requires more flexible space for student work and learning options, a separate school building will be built that includes:

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[13] Bendtro, L.K., & Ness, A.E., *Re-Educating Troubled Youth: Environments for Teaching and Education.* Piscataway, NJ: Aldine Transaction, 1983.

[14] Avinger, K.A. & Jones, R.A., "Group Treatment of Sexually Abused Adolescent Girls: A Review of Outcome Studies," *The American Journal of Family Therapy*, 35(4) (2007); 315-326.

[15] Jahnke, K. (1998, April). *Anger management programs for children and teens: A review of eleven anger management programs.* Paper presented at the Annual Meeting of the National Association of School Psychologies, Orlando, FL.

- Eight regular classrooms with a capacity for 12 students each plus adults
- A Culinary Arts classroom, also serving as a classroom for students with room allocated for the kitchen/culinary equipment (the Culinary Arts classroom is explained in more detail in the next section)
- A vocational room for vocational programming, which will be a larger room to accommodate students, workbenches, equipment, and tools (the value of vocational programs will also be explained in the next section)
- A literacy center (formerly named the credit recovery room/library, and serving both those functions), which will be a larger, dual-purpose room to accommodate students, computers, and books
- A resource pull-out room with a capacity for 12 students, which will support differentiation and individual or small group instruction
- An administration building that includes: one school principal's office, two clerical suites, one conference room/teacher lounge, two staff toilets, one storage room, one computer storage/repair, one LACOE network room, two restrooms at 180 square feet each, one communications network room, and one janitor room
- A conference room/teacher lounge with a seating capacity of 20

Most of the rooms described above were in the original facility plan. However, two regular classrooms have been added to support the smaller, teacher-to-student ratio (which will be 1:12), and two classrooms for Career Technical Education were added to ensure a diverse curriculum that supports career pathway options germane to student interest and to expand students' employability upon transitioning to the community. Additionally, the conference room/teacher lounge was expanded in size to accommodate the increased number of teachers due to the decrease in the teacher-to-student ratio.

The Rationale

As described in the introduction, Camp Kilpatrick will re-open under the framework of a small group treatment model and the RTSA education model. The RTSA model includes best practices in positive youth development and educational practices found in educational programs for incarcerated youth in Missouri, Santa Clara County, Washington D.C., and Los Angeles County (at schools located at Camps Scott and Scudder and Challenger Memorial Youth Center). The specific elements of the RTSA model include thematic school instructional framework, project-based learning, interdisciplinary curriculum, community partnerships, pathways to higher education, and coaching. Additionally, the RTSA model includes the pre-requisite core educational program, including English, Math, Science, Social Studies, Reading, P.E., credit recovery programs, Positive Behavior Intervention Supports (PBIS), Career Technical Education (CTE), and a Professional Learning Community (PLC) that emphasizes goal setting, data analysis, collaboration and self-reflection.

The success of this type of educational program has been demonstrated in Los Angeles County at some of our facilities. The project-based learning program has been rolled out at the RTSA program currently being implemented at the girl's facilities in Los Angeles, specifically, Camps Scott and Scudder. This recently implemented educational model has brought things like improved student engagement, improved student learning, reductions in behavioral incidents in the classroom, and improved coordination between LACOE and Probation. Additionally, the schools at Camp Scott, Scudder and Challenger Memorial Youth Center (CMYC) have recently implemented a Positive Behavior Intervention Support (PBIS), a behavioral model that emphasizes the primary elements of CBT and which will be implemented at the school at Kilpatrick. In part, as a result of the implementation of the PBIS behavioral model, there has been a reduction in the number of behavioral referrals and suspensions by more than 50% at these schools.

Given its various elements, particularly its emphasis on project-based learning and professional learning communities, the RTSA model requires flexible space for student work and learning programs (See Appendix C for a picture of a classroom at LA County Probation Camps Scott / Scudder that implements the RTSA, project-based model). For example, teaching and learning is driven by student projects, the core element of the RTSA model. This feature requires the flexible space for students to work safely and collaboratively in their respective groups and work areas to maximize learning outcomes. Also, exemplary CTE programs, such as construction and culinary arts, require the appropriate space for such programs to offer students a sound educational experience in a real-life setting within a classroom environment. This classroom environment includes a variety of tools, materials, and work stations for student projects, as well as training in industry certification programs (OSHA and ServSafe) intended to make students immediately employable in the construction and culinary arts industries upon their initial transitions into the job market.

Additionally, to support the small group treatment model, class sizes of 12 – the same size as the pods – will allow pods to attend school together, which in turn will support group cohesion, positive student behavior, and safe and nurturing learning environments. The model sites of Missouri, Santa Clara County, and Washington, DC keep pods of youth together during the school day with some exceptions, explained below. Interviews with teachers, principals and system leaders from these three jurisdictions highlighted observed benefits from this type of educational grouping, which included: reducing variables that impair instructional time (particularly transitions around regrouping and behavioral disruptions from having kids that do not know each other in class together); increasing opportunities to supplement classroom and school performance (i.e. homework or study groups organized by pod); providing incentives and challenges based on pods (i.e. homework challenges between groups); strengthening relationships; and enhancing communication between various agencies (education and probation) that would improve student behavior. These sites reported that keeping youth together in school had led to improvements in behavior and

instruction. Keeping pods together in school supports improved behavior because it is conducive to things like student-facilitated practices such as "circle-up," where students in their respective groups discuss behavioral issues, diffuse conflicts, and maintain civility among group members. This particular practice, which is integral to the group treatment model, reinforces unity, responsibility, and a variety of interpersonal skills needed for a comprehensive experience and successful integration to the community.

Smaller class sizes of 12 also facilitate rapport between teachers and students, enhancing relationships and a sense of family throughout the school community. These smaller class sizes have also allowed educators at these model sites to provide small group and individualized instruction with greater academic success for students.

While keeping pods together during the school day supports the model, some exceptions are necessary to ensure each student is getting his academic needs met. Students with very special learning needs can and should be pulled out from the group at times to receive smaller group support or tutoring. Santa Clara County, Missouri and Washington, D.C. all make these kind of adjustments so youths' needs are met. To maintain this flexibility and provide this type of differentiation, additional classroom or tutorial rooms like the resource pull-out room are critical.

Camp Kitchen, Culinary Arts Classroom and Multipurpose Area

Description of Facility, Including Changes

The Camp kitchen and dining areas will be comprised of three interrelated yet independent rooms and programs: a kitchen building, a culinary arts classroom, and a multipurpose area. The inclusion of a kitchen and culinary arts classroom is a change because neither were included in the old facility design. The dining area was changed from individual dining areas in each of the four cottages to the multipurpose area which will be used as a larger dining area in a separate building that serves multiple purposes.

The Camp kitchen will have the necessary amenities for staff to operate a comprehensive, efficient food service program (cooking, storage, refrigeration, etc.) and prepare and serve three meals per day to Camp Kilpatrick youth. [16] (See Appendix D for photos of the state of the art camp kitchen at the recently constructed facility in Stanislaus County).

[16] The new kitchen will service Camp Kilpatrick only. The existing kitchen will remain to serve Camp Miller. Currently, the cost to build a kitchen that could serve both camps, including the demolition of the existing kitchen, is estimated at approximately $4.8 million, not including the additional cost of providing food to youth at Camp Miller after demolition of the existing kitchen and until Camp Kilpatrick re-opens.

The Rationale

There is a need for a new kitchen in the LA Model facility. The existing kitchen services both Camp Miller and Kilpatrick and is approximately 50 years old. Although the existing kitchen is operational, it requires frequent building and equipment maintenance. A new kitchen will ensure that the model Camp facility is equipped with a modern kitchen that supports programming and supervision requirements and allows for the new facility to be entirely self-contained. The new facility with kitchen will operate to maximum capacity for years and decades to come. A new kitchen is an integral component of a new, model facility with future cost-savings strategically built into its construction plan. In addition, the new kitchen is consistent with the principles of the small group treatment model for youth rehabilitation. The kitchen will directly serve students in a multipurpose room dining area designed to support small group, family-style dining. The ambiance of the dining area will reinforce group/family unity and a culture of caring, and value and dignify youth individually and collectively. Finally, the new kitchen will complement the purpose and goals of the culinary arts classroom. Given the proximity between the kitchen and the culinary arts classroom, students will have the opportunity to observe expert culinary personnel perform all kitchen-related functions in a real work environment and receive immediate feedback to their expressed inquiries.

Culinary Arts Classroom

The Culinary Arts classroom will be used to deliver instruction, conduct training, and apply a relevant and rigorous culinary arts curriculum, using a project-based approach in a simulated work-based learning environment. The room will have the features of a traditional classroom with the seating capacity for 12 students and the square footage to accommodate all equipment required for a modern career technical education food service classroom, including a kitchen and culinary work stations independent of the Camp kitchen described above.

The Rationale

Providing youth in the juvenile justice system with vocational training and work opportunities is a common strategy to discourage future engagement with the juvenile justice system.[17] The culinary arts classroom at Camp Kilpatrick will offer students an educational environment where they can receive a sound education and training conducive to future employability in a variety of food service and hospitality related industries. The small group arrangement is a viable pedagogical approach for students to master the academic content, 21st Century skills (problem-solving, critical-thinking, creativity, etc.), and the interpersonal skills needed for productive and prosperous citizenship. This is especially critical for at-risk students, whose social and academic needs require project-based, kinesthetic activity to maximize their learning potential.

[17] Brown, D. E., & Thakur, M. B. "Workforce Development for Older Youth," New 2006 Fall;(111):91-104, 10-1.

The prevention literature emphasizes the need for a comprehensive approach for youth that includes vocational services to address the education and workforce needs.[18] By participating in this vocational program, students will be extended the opportunity to transfer course credits to a college career and technical education program, such as those offered by Los Angeles Trade-Tech's Culinary Arts program. This possibility will incentivize students to complete their high school education and make college or technical training a realistic possibility. Furthermore, a culinary arts classroom will be instrumental in preparing students for employment immediately after transitioning to the community, as students enhance their marketable skills by completing the ServSafe certification. According to the State of California Employment Development Department, the culinary industry is one of the fastest growing industries in the nation. Forecasts predict an additional one and a half million trained culinarians will be needed by the year 2016. It is imperative that the incarcerated youth at Camp Kilpatrick leave the program with the skills and industry certification needed to successfully acclimate to the educational and/or employment community.

There are a number of existing culinary programs that will guide the development and implementation of such a program in Los Angeles County. For example, Multnomah County's Department of Community Justice in Oregon, has recently implemented the Prostart Culinary Arts Program (PSAP), a comprehensive jobs training program held at its Donald E. Long Juvenile Justice Complex. Prostart Program's curriculum is based on the highest level of America's food industry standards, developed by the National Restaurant Association. PSAP is traditionally taught as an elective over two years in a traditional classroom setting. Multnomah County has condensed this program into two 4 ½ month semester courses that accumulates more than 200 hours of class and practicum time, culminating in a paid internship at local restaurants for qualifying students. The students' benefit from these hours of experience in the juvenile justice complex's commercial kitchen by accumulating credits toward their high school diploma. They can also transfer these credits to Mount Hood Community College's Hospitality and Tourism Program. To assist graduates in their search for employment after graduation, PSAP offers assistance in resume writing, interviewing and customer service.

Multipurpose Area

Description of the Facility, Including Changes

A multipurpose room will be located on the boundary between Camp Kilpatrick and Camp Miller and adjacent to the new kitchen. The multipurpose room will serve a variety of functions for small and large groups alike (See Appendix E for photos of example multipurpose room). It will hold a full basketball court and be flexible to be used as the camp's dining hall, and for other purposes such as, religious programs,

[18] Hair, E., Ling, T. & Cochran, S. "Youth Development Programs and Educationally Disadvantaged Older Youths: A Synthesis" Washington, DC: Child Trends and the Edna McConnell Clark Foundation: July 2003.

mass assembly hall, ceremonies recognizing youth for accomplishment, evacuation triage center, visiting, and a family resource center during Family Engagement Events. Moreover, this area will be designed to accommodate portable seating to allow multiple pods of youth and staff, and potentially the whole Camp population, to congregate for school assemblies and activities as needed. The multipurpose room area will also serve as a chapel for youth and staff at the camps. The multipurpose room gym may be utilized for physical education during school hours and recreation and large muscle exercise activities and will also be an area that could be utilized by the Camp during inclement weather. Lastly, the multipurpose room will be located in a place and designed in a way to allow for use by neighboring Camp Miller when appropriate.

The Rationale

The creation of a large central multipurpose area reinforces the principles of the small group treatment model while offering a suitable venue for activities like family visiting, school assemblies and recreation. The design of the multipurpose room, with a non-institutional ambiance and a physically adaptable setting (partitions for simultaneous small group use), promotes the ideals of a hospitable and non-institutional facility during dining, family visits, assemblies, and spiritual activities. This design and purpose of the multipurpose room strongly compliments and enhances the tenets of the LA Model in various ways. First, it maintains consistency with the small group and relationship-driven approach by allowing pods to eat family-style meals together. To maintain full fidelity to the model, this space will be used in multiple shifts to minimize the number of pods utilizing the multipurpose room at any one time. Second, moving the dining area from the previous locations (four cottages) to this larger multipurpose room area supports the non-institutional feel by allowing groups to transition out of their pod buildings for meals, like one would on a college campus. Third, it supports the RTSA education program by providing a welcoming space for school-related assemblies. Finally, the proposed multipurpose area presents a fiscally sound alternative to individual rooms or areas that would serve the same purposes but at a greater expense.

Conclusion

This is an uprecedented opportunity for the County to construct a facility that incoporates best practices from proven juvenile justice models to improve outcomes for Probation youth in Los Angeles County. The County's leadership, coupled with the expertise of the Camp Kilpatrick Replacement Advisory Team, which includes various County departments and local advocates and researchers, positions the County to develop a facility that will serve as a model for jurisdictions across the country. Aligning the new facility with new treatment and educational approaches will translate to reduced recidivism, increased academic achievement, and better employment opportunities.

The Board approved the Project budget in the amount of $41,150,000. The newly identified project changes will increase the Project Budget to $48,223,073, with a cost difference of $7,073,073 (Appendix F includes a summary of the Project costs). Probation has identified $3,500,000 in one-time funding that would reduce the outstanding overage to $3,573,073. The Los Angeles Office of Education (LACOE) developed the School and the Academic Support component for the LA Model as represented in this document. The CEO has not identified funding for the remaining costs and would have to find the additional funding.

Please contact me if you have any questions or need additional information, or your staff may contact Felicia Cotton, Deputy Chief, Institutions, at (562) 940-2526.

JEP:FC

Attachments (6)

c: Judge Michael Nash, Presiding Judge, Juvenile Court
Sachi A. Hamai, Executive Officer, Board of Supervisors
William T Fujioka, Chief Executive Officer
Arturo Delgado, Ed.D., Superintendent, Los Angeles County Office of Education
Gail Farber, Director, Public Works
Brence Culp, Chief Deputy, Chief Executive Office
Georgia Mattera, Chief Executive Office
Justice Deputies

APPENDIX A

Washington D.C. – New Beginnings Youth Development Center

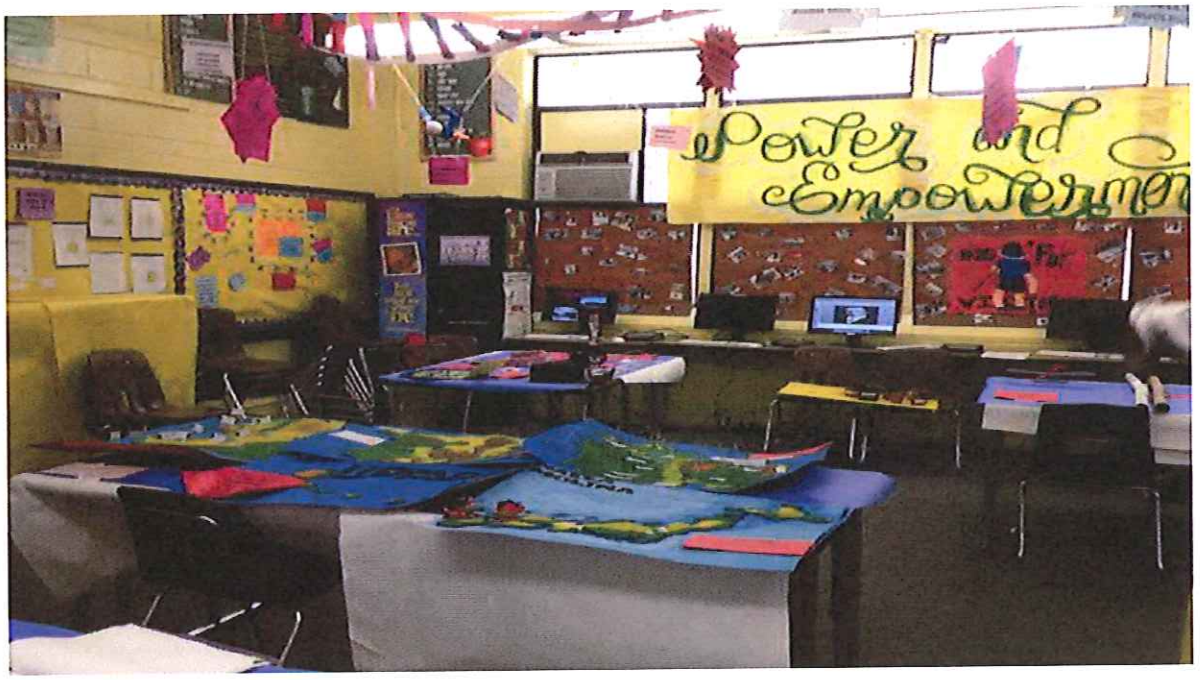
APPENDIX B – Residential Living Area

Santa Clara County – Enhanced Ranch Program at the William F. James Ranch Facility

Missouri Division of Youth Service – Probation Camp in Kansas City, Mo.

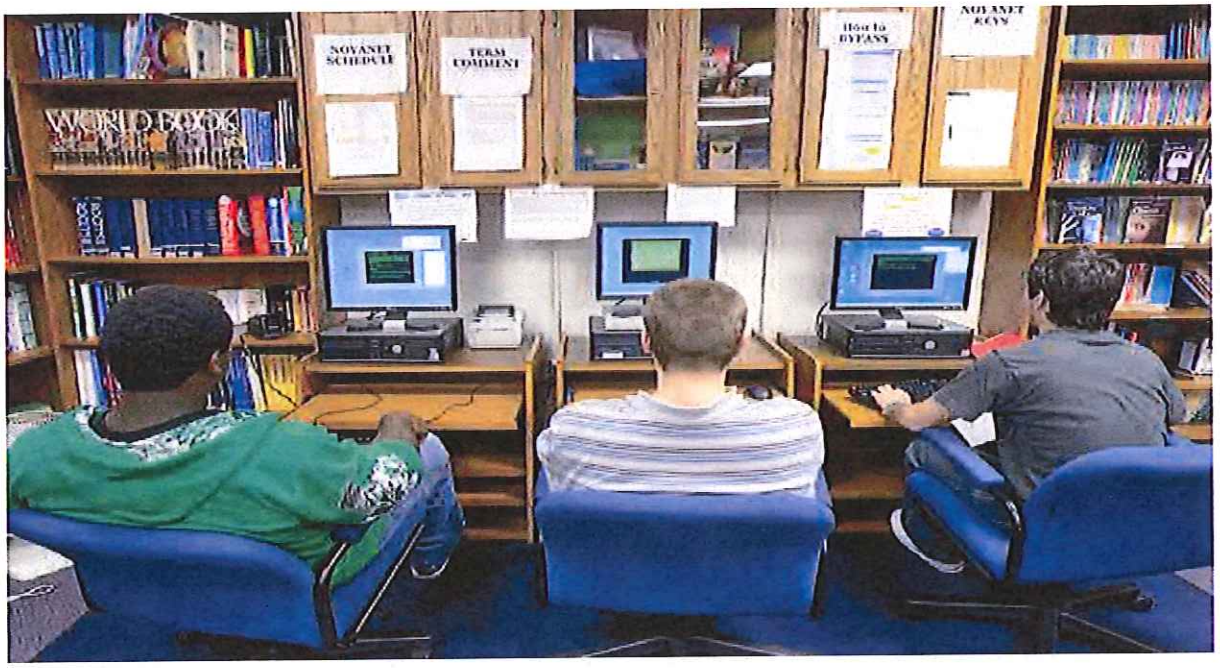
APPENDIX C – School and Support Areas

Los Angeles County – Camp Scott

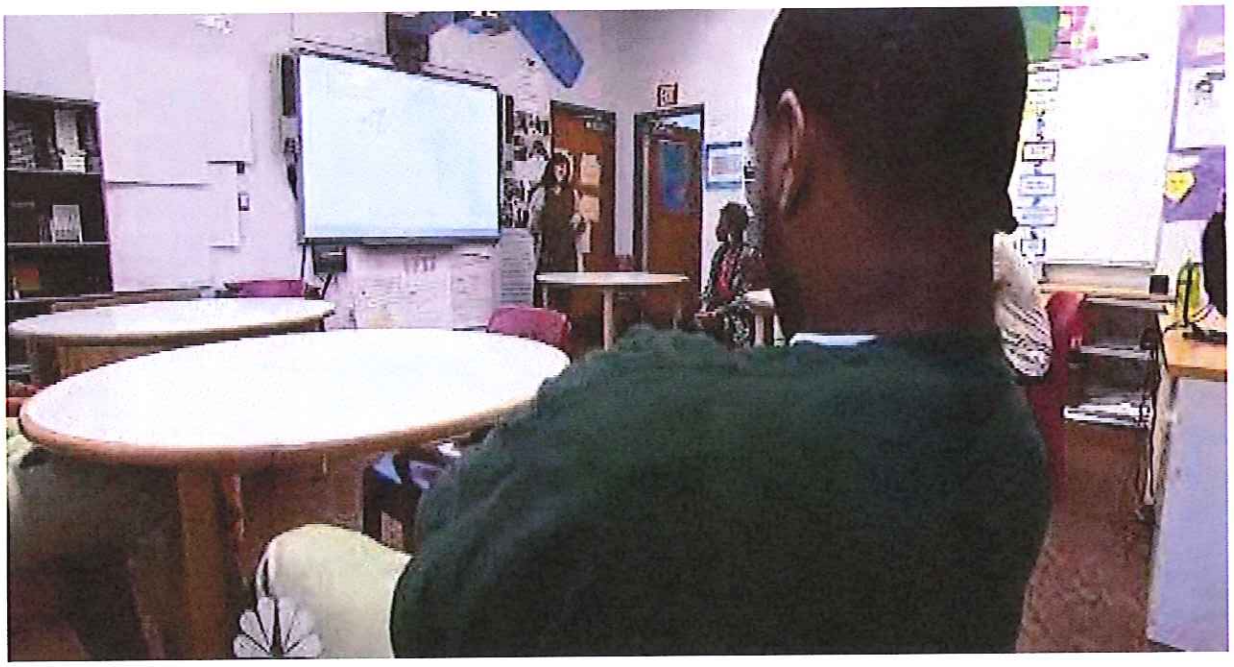


APPENDIX C – School and Support Areas (cont.)

Missouri Division of Youth Service – Probation Camp in Kansas City, Mo.



Washington D.C. – New Beginnings Youth Development Center



APPENDIX D – Camp Kitchen Building

Stanislaus County – Juvenile Commitment Facility

APPENDIX E – Multipurpose/Dining Area

New Jersey — Union County Juvenile Detention Center

APPENDIX F

	Board Approved Budget	Additional Costs	Revised Totals
Construction (no moveable)	$28,812,000	--	$28,812,000
Plans and Specifications	$3,491,000	--	$3,491,000
CEQA	$800,000	--	$800,000
Construction Management	$2,080,000	--	$2,080,000
County Services	$5,967,000	--	$5,967,000
Facility	$0	$715,055	$715,055
Kitchen	$0	$2,532,706	$2,532,706
Multipurpose Area/Gym	$0	$2,594,757	$2,594,757
Cottage	$0	$1,230,555	$1,230,555
			$0
			$0
Total Project Budget	**$41,150,000**	**$7,073,073**	**$48,223,073**

Facility/Cottages :

Change from 4 cottages with 2 cores of 15 Youth per core (30 Youth per cottage = 120 Youth Total Capacity) **to** 2 cottages with 2 cores of 12 Youth per core (24 Youth per cottage x 2 cottages = 48) + 2 cottages with 3 cores of 12 Youth per core (36 Youth per cottage x 2 cottages = 72) = 120 Youth Total Capacity
Additional medical observation room and telemedicine equipment room
8 regular classrooms with capacity for 12 students/Change from 7 classroom with capacity for 17 students

Kitchen :

Add new kitchen that will serve Camp Kilpatrick only. Food to be served in Multipurpose Room

Multipurpose Area :

Change from 1/2 Court Gym to Full Size Gym/Multipurpose room to function as a dining area, gym, visiting, chapel, special assembly, etc.