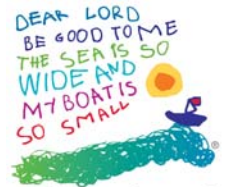




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Children's Defense Fund  
CALIFORNIA



# A CULTURE OF CARE FOR ALL

## ENVISIONING THE LA MODEL

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**The Children's Defense Fund's** Leave No Child Behind® mission is to ensure every child a Healthy Start, a Head Start, a Fair Start, a Safe Start and a Moral Start in life and successful passage to adulthood with the help of caring families and communities. CDF provides a strong, effective and independent voice for all the children of America who cannot vote, lobby or speak for themselves. We pay particular attention to the needs of poor children, children of color and those with disabilities.

**The Children's Defense Fund - California** (CDF-CA) is a state office of the Children's Defense Fund. CDF-CA champions policies and programs that lift children out of poverty, ensure all children have access to health coverage and care and a quality education, and invest in our justice-involved youth.

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# A CULTURE OF CARE FOR ALL

## ENVISIONING THE LA MODEL

Policy Report | January 2017

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Additional contributions made by subcommittee members and chairs, guidance team members, consultants, and other stakeholders.

# Introduction

The juvenile justice system in Los Angeles County has been broken for too long. The outdated, institutional, and sometimes harmful camps that house youth labeled “delinquent” have been just one glaring example. But beyond the system, reform efforts themselves have suffered at times – whether from mistrust, or too often happening in a vacuum or behind closed doors. As a result, communities impacted by the system and advocates alike have felt frustrated by treatment proven to be ineffective and even damaging, as well as by failures to meaningfully include the voices of many stakeholders. The Probation Department and other agencies have expressed their own wariness of outsiders who may not fully understand their day-to-day challenges. An us-versus-them mentality can persist to the detriment of youth within the system.

The Campus Kilpatrick project has offered a vehicle to bring LA’s juvenile justice system into the 21st century. Just as important as the ultimate outcome – a new facility focused on therapeutic, holistic, small-group treatment – has been the process of getting there. The project reflects an attempt to change the way stakeholders and system leaders work together for change; towards this end, Children Defense Fund-California led a process in late 2014 to form subcommittees, each co-chaired by a county and non-county representative and composed of representatives from county agencies and the Board of Supervisors, advocates, researchers, funders, youth and family. These subcommittees were tasked with developing recommendations for probation’s programming, staffing and training, and education and data collection. They developed joint vision and mission statements and guidelines for working together respectfully. And ultimately, they set out together to learn about and propose best practices to be implemented in LA.

Importantly, CDF-CA undertook this project with a clear understanding that incarceration -- which is still what this facility does -- has never been shown to increase public safety, but has been correlated with higher rates of recidivism and trauma. We maintain that incarceration must always be a last resort, not a first impulse; it must always be for the shortest duration possible. And while we revamp the way youth are treated in facilities with more dignity and respect, we must at every moment revisit whom and for what reasons we are removing youth from their homes, and keep youth out of locked facilities wherever possible. We must continue to scale back incarceration, and rightsize a system we spent billions to build over decades by seriously considering closing expensive facilities that are now half-empty.

Transformations don’t happen over night. Just as the new camp – both the facility and what it represents – is taking years to develop, building trust is also a lengthy process in need of ongoing attention and commitment. In part, this process has served to remind the County that stakeholders and community are key partners, not foes, in change, and vice versa. As efforts continue to implement this project and shift the whole culture and approach of the largest probation department in the country, shared ownership over what happens to youth in the County’s care must continue too. The potential is vast. We hope this project can create the true public-private partnership necessary to create meaningful systemic transformation for youth and families, and in turn be a model to the rest of the county, state and country.

Alex Johnson  
Children’s Defense Fund - California

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Michelle Newell  
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Mark Ridley-Thomas

# Foreword

This report attempts to capture nearly two years of thought and collaboration to articulate our shared vision of a new model of juvenile justice here in Los Angeles, known as the LA Model. It is a guiding document that reflects what we knew – and didn't know – at the close of 2015. Published by the Children's Defense Fund of California and supported by the California Wellness Foundation, this summary represents the collaborative work of more than 100 people.

When the subcommittees were convened, we asked participants to commit a year of their time to this work. When the year was over and the process began to move from vision to implementation, we realized that aspirational language and a handful of recommendations would no longer be enough – what we needed was a unified understanding of the nuts-and-bolts of the LA Model. The idea began with Dan Seaver, who wanted a “manifesto” to share. I encouraged us all to think about creating something that would be accessible to community members, agency staff, and policy makers and something that could function as both a memorial of the work done so far and a roadmap for the next phase.

Dr. Carly Dierkhising volunteered to do the very first draft and she distilled the ten elements that you'll read about. Jennifer Owen and Karen Streich provided invaluable guidance in those early meetings, providing clarity to the vision. As the document began to take shape, Barbara Lona combed through the minutes of every meeting and prepared summaries that ensured that nothing was overlooked and the members of our subcommittees provided nuance, depth, and detail. Michelle Newell read and reviewed several versions of the document, providing thoughtful feedback and sharing her expertise.

I was the writer and content editor of this report. We went through countless rounds of comments and revisions – both in writing and in person – and I made my best effort to incorporate every suggestion. I was also committed to being honest about the places where the subcommittees had unresolved disagreements and never reached consensus. While I believe that this document provides a true reflection of the work of these subcommittees, I also acknowledge that there may be individual subcommittee members who do not share each and every viewpoint expressed here.

This guiding document was created with the shared learning and knowledge of the collective wisdom of our subcommittee members. Community members, advocates, young people directly impacted by the justice system and their families, agency leaders, and others all came together to craft a single vision that we believe lays out a comprehensive model of treatment and care. Much of this time was uncompensated and generously given by people deeply committed to realizing this vision. In particular, I'd like to acknowledge the young people and family members who joined us in this work. Their leadership, insight, and influence cannot be overstated.

Hailly T.N. Korman  
Bellwether Education Partners

# Envisioning the LA Model

The term “LA Model” describes the features of a new small-group therapeutic facility in Los Angeles County characterized by a culture of care rather than a culture of control. Abundant research demonstrates a direct link between deeply rehabilitative juvenile justice interventions and improved public safety, providing the foundation for a shift in thinking about the operation of long term secure juvenile facilities. The building currently under construction at the site of the former Camp Kilpatrick will serve as the pilot for this program with an expectation that the principles of the LA Model will ultimately be implemented at every Los Angeles County facility and in every County agency.

## Vision of the LA Model

Supportive and collaborative learning environments where youth develop interpersonal, educational, career technical and life skills; create healthy and supportive relationships with adults and peers; and discover their true potential. A culture of healing and thriving is nurtured, focusing on positive community reintegration and forged through a safe, open, and holistic partnership involving all staff, families, and communities.

## Mission of the Stakeholders

To collaborate for youth as a community to foster, maintain, and refine a learning environment: a responsive, youth-centered approach that is innovative, guided by research, and trauma-informed. To nurture a culture that will drive transformation in the system for all youth in our care.

The LA Model of juvenile incarceration is part of a continuum of care in which most youth remain – and are served – in the community. Although the LA Model is designed to be a therapeutic environment, it is cognizant of current research indicating that incarcerating youth (regardless of treatment type) is harmful and that this intervention must only be used for the highest-risk youth.<sup>1</sup>

In the transition to and implementation of the LA Model, the Los Angeles County Probation Department continues to be the lead agency delivering services, but in this approach, the Department operates collaboratively as a member of a network of partners, pooling resources and coordinating approaches to form a multidisciplinary support system for all youth. The Model’s central framework relies on the practices of probation officers and all other campus staff in a setting best described as a “therapeutic milieu” (described in detail below). As the lead agency, the Department will be expected to coordinate and deliver a range of integrated services that collectively aim to cultivate opportunities for growth and healing while promoting personal autonomy and responsibility.

All programming elements are engaging and meaningful for youth *and* staff, with a focus on skill-building, improving self-regulation, and overall mental and physical wellbeing. A therapeutic environment permeates all aspects of the custodial experience, is integrated into all daily and nighttime activities, and both adults and youth consistently practice and reinforce the supporting behavior, vocabulary, and strategies. In addition, the program takes advantage of every opportunity to provide all participants choice and autonomy in order to encourage independent practice of the learned skills.

In the LA Model, a young person has a single comprehensive case plan. In order to deliver individualized programming, case planning must be coordinated, collaborative and driven by evidence-based assessments. Successful case planning also includes input from all necessary stakeholders: youth, family, probation, school/education, health, mental health, and any additional service providers or advocates.

The therapeutic milieu refers to and includes all aspects of the environment within which youth live and staff work. That milieu is characterized by a culture of care and respect among all persons in the setting (e.g., probation staff, youth, kitchen staff, medical providers, mental health clinicians, administrators, educators, volunteers, and any other person who provides services) as well as the formal programming and education elements that are critical to each young person’s

growth and wellbeing. Developing and maintaining a therapeutic milieu requires a commitment to shared goals from all staff at all levels. In order to achieve this, the goals must be common knowledge. Those goals are communicated through initial cross-training, ongoing reinforcement and modeling, and retraining and also through relevant data collection, tracking, and accountability mechanisms. This feedback helps to ensure consistency of therapeutic environment and fidelity to the model.

The pilot program at the Malibu campus<sup>2</sup> is intended to house only those youth for whom all less secure placements and less intensive services have not proven successful to foster lasting behavior change and ensure the safety of the individual and the community. These young people likely have a range of existing and – to varying degrees – unmet academic and mental health needs. Many or most of them are in need of specific services to mitigate the impact of trauma exposure and reduce traumatic stress reactions. As a result, all stakeholders acknowledge that successful outcomes are unique to each youth and understand progress markers within the larger context and ecology of a young person's life (i.e., recidivism is not the only relevant data point). Measures of success include a broad array of positive outcomes articulated in each young person's individual case plan (for example, improved family relationships, healthy parenting behaviors, or high school completion).

## OVERVIEW OF THERAPEUTIC CARE

Therapeutic care is delivered in the context of the elements described in detail below. Overall, the campus experience must incorporate evidence-based programs and promising practices to address:

- Mental health
- Trauma exposure and traumatic stress reactions
- Physical well-being and nutrition
- Substance abuse
- Academic engagement and success
- Delinquency / recidivism

Programming is driven by prosocial skill-building and re-entry planning and integrates mental health services, substance-abuse services, trauma treatment, cognitive behavioral therapy/skills, academic support, enrichment programs, and physical activity. All programming should assess and address the unique needs of each youth through uniform tools, procedures, and practices, be grounded in research (e.g., evidence-based and promising practices), and incorporate families and youth.

Services should be offered in diverse ways (e.g., in individual and group settings) and by a variety of service providers including, at a minimum, probation officers, educational providers, community-based organizations, religious providers, and mental health clinicians. However, each individual program or service must be integrated within the therapeutic milieu. In the LA Model, no program operates as a stand-alone service.

Because programming will be diverse and integrated throughout the day and evening it is highly recommended that there is a dedicated staff member (e.g., an assistant director, director of programming, or director of operations) tasked with coordinating service delivery, family visitation, and scheduling service providers.

The stakeholders involved in this planning effort elected to identify core elements of a treatment program rather than a specific treatment model. The subcommittee agreed that any programming plan must promote, support, and teach:

- Self-regulation and distress tolerance
- Emotional and social-emotional intelligence
- Problem solving and decision-making
- Interpersonal skills
- Relationships and relationship skills – with family, peers, and adults / mentors
- Career readiness and professional skill-building
- Leadership and communication skills

## ESSENTIAL ELEMENTS OF THE LA MODEL

The following essential elements were defined by the stakeholders as the necessary foundation for evidence-based programming and skill-building activities. Within the therapeutic milieu:

1. Multi-disciplinary team planning occurs with **collaboration** across agencies and at all levels.
2. **Programming** is engaging and meaningful for youth and staff with a focus on skill-building, mental health, healing, and personal growth. It consistently and meaningfully includes families and community members as critical partners.
3. **Families** are engaged early and often, treated with respect, and seen as partners in the treatment and aftercare process.
4. Aftercare and **reentry** are the core drivers of case planning from the day of arrival, in order to build a continuum of care and to support stability when back in the community.
5. The **small-group care model** includes cohort consistency, a focus on relationships, homelike living spaces, and shared responsibility for daily activities, self-care and ordinary maintenance of shared spaces.
6. **Safety**, both psychological and physical, is a priority for staff and youth and is promoted through a variety of positive mechanisms integrated into daily interactions and activities.
7. **Academic achievement** and engagement are critical to each youth's program, and input from education providers is a fundamental element of case and reentry planning.
8. **Probation and all other staff** are mentors and are consistently integrated into program delivery. Support for staff mental health and wellness is provided as an integral component of the LA Model.
9. Approach to **programming is individualized**, strength-based, and developmentally-appropriate, meeting youth where they are at in the process of change and focusing on empowerment, problem-solving, and the promotion of protective factors.
10. **Data** is continuously collected and analyzed in order to drive decision-making, guide case planning, support continuous improvement, and evaluate implementation and effectiveness of activities/programming.

## Assumptions

In order for the LA Model to be successful:

- The juvenile courts and stakeholders – including judges, District Attorneys, and Juvenile Defenders – must be trained on the LA Model and its goals in rehabilitating youth. These stakeholders should be invested in the model so that they can be held accountable for maintaining its mission once it has been formalized and implemented.
  - Prospective employees will have access to this document – as well as orientations and trainings – in order to have a baseline understanding of the LA Model and the expectations for staff.
  - Budgeting for programming will contemplate the long-term cost savings of effective intervention.
- Community-based organizations and partnerships, which can often provide high quality services at a reduced cost, must be recognized and incorporated.
- The Probation Chief, Superintendent of the Office of Education, Board of Supervisors, and other political stakeholders must endorse and advocate for the LA Model. The success of the model relies on ongoing public support.
  - As part of their continued involvement, experts and stakeholders from the subcommittees will provide consultation and feedback, including guidance in the selection and evaluation of providers.



# Specific Recommendations to Implement and Support the Essential Elements of the LA Model

The following recommendations of the stakeholders are directed to the lead agency, the Los Angeles County Department of Probation, in coordination with all other service providers. Some recommendations are very specific and others are more general, reflecting both the time constraints of this process and the acknowledgement of the group that additional expertise in some domains is necessary. Where there was unresolved conflict, the source of disagreement is indicated.

## 1. Multi-disciplinary team planning occurs with collaboration across agencies and at all levels.

- Multidisciplinary teams (MDTs) drive case planning and are structured to facilitate collaboration across multiple agencies. In order for this to be successful, all staff across all agencies must be trained in the therapeutic model (including kitchen staff, maintenance, teachers, probation officers, etc.). This necessitates cross-training that recognizes there is no separation of staff roles in supporting program goals. All direct care providers will be trained to support the therapeutic and rehabilitative components of the model and are expected to actively participate in the program.
- In order to successfully incorporate all programming elements in a holistic and integrated manner, staffing patterns and schedules will need to accommodate regular (weekly) multidisciplinary team meetings, and allow sufficient time for planning and debriefing activities.

## 2. Programming is engaging and meaningful for youth and staff with a focus on skill-building, mental health, healing, and personal growth. It consistently and meaningfully includes families and community members as critical partners.

- Recommended programs include cognitive-behavioral therapy and evidence-based trauma-specific programs validated with justice-involved populations.<sup>3</sup>
- Programming builds on youth strengths and identifies opportunities and linkages in the community (i.e., program or employment opportunities at release) to support the youth's self-identified strengths and goals while in the program and upon reentry.
- Programming must include community-based organizations with direct contacts in the communities to which participating youth will return and support in aftercare.
- Programming addresses family strengths, risks, and needs and identifies positive community supports for youth and family, including partners who will assist and support the youth and family in treatment or aftercare (i.e., friends, neighbors, extended family).
- Providers assist with removing barriers to success: tickets and fines, normalizing immigration status, securing vital documents, etc. and have a continuous focus on reentry and aftercare.

## 3. Families are engaged early and often, treated with respect, and seen as partners in the treatment and aftercare process.

- An expanded definition of family is necessary in order to identify and include the appropriate people who can support youth success. This group of supportive individuals may include nontraditional positive adult influences who are able to contact and visit the youth after being screened and approved.
- Meaningful family engagement that provides robust support for the diverse needs of families within a trusting relationship is a key component of the LA Model. Resources and planning are necessary to facilitate this and the committee considered the possibility of a staff position dedicated to family engagement and support. Systems must be in place to protect confidentiality and to allow families to disclose information in order to seek support without negative consequences.
- Research indicates that visitation is linked to youth success; therefore, visitation hours and days should be both flexible and substantial to reduce family barriers to visitation and create more meaningful opportunities for youth and family engagement.
- Providing transportation for family visits and providing childcare at the facility for families with young children should be explored.
- Family visits are oriented towards fostering positive connections or skill-building (for example, family visits could start with a skill-building session that relates to what the youth are learning in the program).

- Visiting space is protected and private when necessary and creates a homelike and welcoming feel for families.
- Families should be included in case planning and treatment and have a meaningful say in the goals and case plans; the role of families goes beyond mere visitation.
- Family rights should be known and respected. Developing and circulating / posting a family bill of rights should be explored.
- Family input into the LA Model should be ongoing and meaningful (for example, developing a family council to provide advisory oversight).

#### **4. Aftercare and reentry are the core drivers of case planning from the day of arrival, in order to build a continuum of care and to support stability when back in the community.**

- Education and other programming should have a substantial aftercare component including formal pipelines to supportive school environments and jobs in the community.
- Youth should have ample opportunities to prepare for transition, including adjustment to their living situation, enrollment in school, engagement in a job, and/or any other programs that are part of their case plan. Furloughs to prepare for that transition should be explored.
- Aftercare and field probation staff must receive the same training, or training similar to that given to those working at the campus. This will allow them to deliver services designed to create consistency and shared expectations for the youth.
- In order to sustain and foster positive relationships, probation officers at the campus should have a mechanism available to maintain contact with youth once they have returned to the community. Additionally, the field probation officer to be assigned to the youth once released should begin to develop a positive relationship with the youth while still at the campus, including in-reach interactions. This should be examined as an enhancement to the current protocol.
- Coordinated systems for reentry and transition counselors from public agencies (Probation, Los Angeles County Office of Education, school districts, etc.) and community-based organizations should be used to assist each youth and to bring aftercare providers up to speed on the particular strengths and needs of each youth. In addition, creative opportunities for mentoring and reentry counseling should be explored.

#### **5. A small-group model with cohort consistency, a focus on relationships, homelike living spaces, and shared responsibility for daily activities and ordinary maintenance of the space.**

- Youth live in a cohort of up to 12 peers and a consistent group of adults. Staffing schedules support this relationship building and consistency.
  - Concerns about the existing structure of the 56-hour probation staffing shift have been discussed by all committees but no resolution was reached.
- Groups (composed of both youth and their direct care providers) will be kept together to the maximum extent possible in order to nurture the development of a positive group culture.
  - Further discussion is needed to refine the process by which young people are assigned to cohorts and the ways in which that limits or enhances their opportunities to interact in mixed groups for specific therapeutic or educational experiences.
- Youth take ownership and pride over their living spaces; ordinary self-care chores (e.g., laundry) are assigned only if they encourage accountability in the shared space and support the development of life skills. Youth should never bear sole responsibility for institutional maintenance and tasks necessary to the satisfaction of basic needs such as janitorial services or routine food preparation.
- Living spaces are operated (i.e., schedules, routines, clothing) to foster a homelike feel and allow youth sufficient privacy and autonomy while still achieving safety and other objectives of the LA Model. Youth should be given as much autonomy and choice as they can safely manage including a selection of bedding, clothing, and personal care products.
- Youth and staff attire should be consistent with the homelike, therapeutic model.
  - The stakeholders were unable to reach consensus on specific recommendations for attire but all agreed that at a minimum, youth should have clothing that is “theirs” for the duration of their term and, if they choose, ample quantities of appropriate underwear may be provided to individual youth by their families.
  - The majority of stakeholders also agreed that staff clothing ought to communicate their participation in a culture of care (for example, sneakers in place of boots and school-branded sweatshirts in place of badged uniform shirts). In addition, most believed that school uniforms or a similar ‘professional’ dress option for youth should be explored, including options for clothing incentives linked to program engagement.

## 6. Safety, both psychological and physical, is a priority for staff and youth and is promoted through positive mechanisms during daily interactions and activities.

- A behavior management protocol is used and supported by all staff. Positive incentives are clearly linked to youth desires for both immediate and long-term rewards (e.g., activities offered during free time, specialty food, clothing that indicates achievement or rank, early release, etc.) in order to facilitate participation; these incentives may change over time as youth desires evolve. Treatment engagement should also be included in youth's movement through the program trajectory.
- Promotion through the ranks of the program trajectory should be celebrated and positively reinforced. Movement through the stages may be contingent on an application and interview processes in which a youth must request promotion and support their application. This process should be designed to build choice, accountability, and agency.
- The program trajectory may include youth recognition of their peers and staff in order to encourage shared accountability and allow youth to take ownership of the positive reinforcement system.
- Sanctions should be proportionate, equitable, and personalized. They may include the loss of something the youth desires so it is essential that youth are provided with pleasurable activities and goods that can be revoked without impacting participation in essential elements of the program (for example, loss of the opportunity to join a movie night is permissible but loss of an opportunity to call home is not). However, sanctions alone are insufficient. Each incident must also be a learning opportunity for staff and trigger an informal behavior analysis: What is the insight in the behavior? What is the purpose of the behavior that is being sanctioned? When the purpose of the behavior is understood, youth can be supported to replace the destructive behavior with an alternative prosocial behavior that achieves the same purpose.
- Safety should be achieved primarily through positive and trusting relationships where youth have a genuine belief that the adults on campus care for their safety and wellbeing. Additionally, youth should help hold each other accountable to create a safe environment.
- A restorative justice approach should guide the management of conflict that occurs on campus.
- De-escalation techniques must be graduated and start with the least restrictive technique (e.g., talking or allowing the youth to calm down on their own). The focus of every intervention is to manage the behavior and to understand the root cause rather than enforce compliance.
- *A special note on isolation:* Given the mental, emotional and physical harm that isolation has been shown to cause on young people, a solitary or isolated holding unit may never be used to punish or discipline behavior. However, there should be safe and quiet spaces (e.g., a therapy room/office) where youth can calm down for a brief period of time (i.e., 15 minutes) when all other de-escalation techniques have been exhausted. Although youth may access this space voluntarily, use that is imposed should only be for the avoidance of imminent physical harm. Additionally, other practices like holding positions or use of force should be last resort interventions and ought to be followed by a debrief of staff involved to provide an opportunity for staff self-care and discussion of whether alternatives should have been attempted (or, if they were attempted, why they were unsuccessful). If use of a holding position is necessary, all efforts should be made to keep youth on their feet, to protect the physical safety of all involved. Pepper spray should never be used.
  - While questions still remain as to what practices should be followed for de-escalation of incidents, it is clear that there will be no measure that resembles punitive isolation. While situations may arise where kids need to be removed from their group, more discussion is needed to determine what to do in this situation. It was suggested that decisions around transfers or separation may only be made by an officer holding the title of at least Bureau Chief. It is important to note that the practice of isolation will not only be removed from this campus, but *it will not be a practice used within the LA Model*. Therefore a youth may not be sent to different facility to be placed in a Special Housing Unit or similar secured space.

## 7. Academic achievement and engagement are critical to each youth's program and input from education providers is a fundamental element of case and reentry planning.

- Los Angeles County Office of Education will provide education services for youth at the campus.
- A rigorous and relevant education program is viewed as the locus of personal development for every young person on campus and is understood to be at the core of the rehabilitative program.
  - Improved student outcomes at the Malibu Campus will be characterized by:
    - Measureable and significant academic progress (indicated by student growth measured by standardized and authentic assessment tools).
    - Transformation in student perceptions of self, with the confidence and desire to change their life trajectory through education and discovery of a passion and purpose.
    - Each student successfully i) enrolls in and attends an appropriate secondary education environment, ii) enters

a post-secondary education program, or iii) begins or continues a career pathway upon release.

- Intensive support for students as they transition back to the community by providing comprehensive and facilitated hand-offs to schools and service providers.
  - Community-based measures of success such as post-secondary enrollment and completion, job satisfaction, healthy personal relationships, and a reduction of encounters with the legal system.
  - Establishing a restorative and inclusive family relationship that actively participates in a nurturing academic community for themselves and the child.
- The education program is rooted in social-emotional connections to content. Those specific and explicit connections permeate the campus through the LA County Office of Education’s Road to Success Academy (RTSA) themes that originate at the school but are shared with all staff and incorporated into all aspects of programming and interaction (for example, “courage” or “identity”).
    - The RTSA Model includes five key elements:
      - **Core Education Program.** This includes the core subjects required by the state, tiered intervention to allow students to make major educational improvements, and credit recovery courses. RTSA employs a positive behavior intervention system to encourage positive behavior that allows students to improve their educational scores. Teachers are able to come together to develop their curriculum in a professional learning community.
      - **Thematic, Interdisciplinary, Project-Based Framework.** The current themes being used are self-esteem/beauty, empowerment, hope, transformation, and new beginnings, which work together to support the social and emotional needs of students. At the end of each thematic unit, an exhibition will be held where students present to other students, staff, and the community, providing them the opportunity to gain leadership skills and have ownership over their learning. Every student will leave with a portfolio of their credits, workshops, and certificates.
      - **Embedded Instructional Community Partnerships.** There will be opportunity for community partners to serve as experts in order to enhance the curriculum.
      - **Pathways to Higher Education.** Curriculum is developed with the goal of college preparation in mind. Eligible students who are either enrolled in high school or have already graduated from high school are offered online college courses and career technical education. The goal is for each student to be ready for a job or higher education once they are back in their own community.
      - **Instructional and Leadership Coaching.** Administrators must be seen as leaders that guide the vision of the school. They will provide instructional guidance, classroom support, coaching, and professional development to teachers. The key to effectiveness of the RTSA model is strong leadership that fosters strong teachers.
  - Visual and performing arts of all kinds are integrated into academic learning time as well as out-of-class time via partnerships with artists and arts educators.
  - The five guiding principles released by the U.S. Departments of Justice and Education will inform the education program:
    1. Safe, healthy, facility-wide climate that prioritizes education, provides conditions for learning, and encourages the necessary behavioral and social support services that address the individual needs of all youths, including those with disabilities and English learners.
    2. Funding available to support educational opportunities for all youth, including those with disabilities and English learners, comparable to opportunities for peers who are not system-involved.
    3. Recruitment, employment, and retention of qualified education staff with skills relevant in juvenile justice settings who can positively impact long-term student outcomes through demonstrated abilities to create and sustain effective teaching and learning environments.
    4. Rigorous and relevant curricula aligned with state academic and career and technical education standards that utilize instructional methods, tools, materials, and practices that promote college and career readiness.
    5. Formal processes and procedures – through statutes, memoranda of understanding, and practices – that ensure successful navigation across child-serving systems and smooth reentry into communities. In order for this to be successful in the new campus there must be extensive re-entry planning, engaging school districts, wrap-around support, collaboration, family involvement, and a soft handoff into the community.
  - Instructional time must be protected as a key component of the rehabilitative program; except in extraordinary circumstances (e.g., medical emergencies, court appearances, etc.) youth should not be removed from the classroom.
  - School staff will manage school discipline. School-based discipline matters should involve Probation intervention only when necessary to prevent immediate physical harm. When appropriate, parents and other family members or caregivers should be contacted and their involvement should be requested. Holders of education rights must be notified and given an opportunity to participate in accordance with state and federal law.

## 8. Probation and all other staff are mentors and are consistently integrated throughout programming. Support for staff mental health and wellness is seen as critical to the success of the LA Model.

- Priority in recruiting and hiring should be given to staff members who embrace best practice and evidence-based approaches to working with youth and who consider themselves to be mentors and role models. Individual department leaders offered either explicit staffing plans or support for committee recommendations.
- The committees recommend a probation supervision staff-youth ratio of 1:6 and a student-teacher ratio of 1:12. Leaders from the Departments have expressed support for this recommendation.
  - It was proposed that a portion of the staff demand be filled by “youth development workers” – a category of employee that does not currently exist in any department. No agreement was reached on this suggestion.
- Education staffing requirements offered by the Los Angeles County Office of Education include one principal, one academic counselor, one transition counselor to follow the students for up to 90 days after reentry into community, ten teachers, two psychologists, one part-time speech and language pathologist, and one part-time school nurse.
- The Department of Mental Health (DMH) offered a staffing expectation of one mental health clinical supervisor, five psychiatric social workers, and one intermediate typist clerk, and a program manager (shared with other facilities as appropriate). An on-call psychiatrist is available 24/7/365. DMH will also have access to telepsychiatry.
- Health Services will require a nurse seven days a week for eight hours per day and a doctor once a week. The campus will have access to telemedicine, which will make it possible for youth to be seen 24/7 by a physician assisted by probation staff and technology. An on-call nurse and doctor will be available to the camp 24/7/365.
- A selection trajectory for site-based leadership and associated materials are currently in draft format awaiting revision and final approval by the Departments. Probation and LACOE have committed to onboarding site leaders six to 12 months before the campus opens in order to allow those leaders the opportunity to engage in the planning process (see *Appendix C* for a summary of the proposed process).
  - The selection of leaders should include representatives from County agencies and stakeholder groups. The subcommittees propose a six-person panel composed of two representatives from the hiring agency, two representatives from other County agencies, and two representatives of stakeholder groups. These individuals have not yet been identified.
- All staff (probation, administration, education, janitorial, etc.) must be trained in and committed to adopting a trauma-informed, positive, youth-centered approach. Staff should use collaborative learning, problem-solving, and supportive relationship building approaches. These practices ought to extend to staff’s work with each other and with youth. The ultimate goal is a staff that leads by example with acceptance, patience, integrity, and professionalism.
- An effective and holistic plan for initial and ongoing training must be in place. No decision was reached about specific trainings or programs but potential ongoing, collaborative, cross-staff trainings include secondary trauma, positive behavior intervention, transformative justice, and trauma-informed care.
  - Other potential trainings explored include:
    - Integrative Behavioral Therapy
    - Mental Health
    - Small Group Treatment Model
    - Positive Youth Development
    - Aggression Replacement Training
    - Adapted-Dialectal Behavior Therapy
    - Cognitive Behavior Therapy
    - NCTSN (National Child Traumatic Stress Network) Think Trauma
    - TARGET by Advanced Trauma Solutions
    - Sanctuary Model
    - Seeking Safety
    - Missouri Approach
- Trainings for all site staff should be collaborative and coordinated. An initial framework for integrated trainings was developed by a workgroup of members of the subcommittees from County agencies (attached as *Appendix D*).
- Staffing schedules need to prioritize an individual direct care provider’s ability to work closely with a small group of youth in implementing the therapeutic program so they can build relationships and promote the program goals.

- Staff mental health and wellness must be prioritized in policy and practice for the program to be effectively implemented, including addressing staff vicarious trauma and secondary traumatic stress. These issues should be addressed in team meetings and staff should be given time to debrief following incidents with (or disclosures from) youth. Staff must have sufficient backup and support to allow for de-escalation and processing of issues (for themselves and with youth).
- Probation officers must be equipped with the skills to be mentors and build rapport with youth. These skills include recognizing that change is a process, relapse occurs, how to meet youth where they are, and how to ground oneself in the face of youth aggression. Supervisors and staff of each cohort/cottage are expected to model and encourage grooming skills, life skills, and interpersonal skills.

**9. Approach to programming is individualized, strength-based, and developmentally-appropriate, meeting youth where they are at in the process of change and focusing on empowerment, problem-solving, and the promotion of protective factors.**

- Individualized support for youth is fostered by creating an individual plan for each youth's success and reentry, and identifying and problem-solving potential challenges (i.e., relapse prevention and safety planning). This will include multi-disciplinary team planning that continuously addresses youth education, skill-building, mental health, and health needs with input from the youth.
- An individualized approach maximizes autonomy and choice. It also means that the case plan must meet the youth where they are at in terms of development, risk level, and readiness to change.
- Being strength-based means that staff do not give up on youth in the face of challenges. An individual cannot "fail" the program. If youth are struggling in the program it is the responsibility of the Multidisciplinary team (MDT) to create a revision/response that meets the needs of the individual youth.

**10. Data is continuously collected and analyzed in order to drive decision-making, guide case planning, support continuous improvement and evaluate implementation and effectiveness of activities/programming.**

- Standardized, evidence-based screening and assessments should be used. Outcomes of screening and assessment should be clearly linked to the youth's case plan. Existing tools (e.g., Los Angeles Risk & Resiliency Check-up, or LARRC) should be evaluated and, if appropriate, replaced with tools that better meet the goal of providing meaningful information to support case planning.
- Achieving case plan goals or making positive movement towards these goals are markers of success and must be measured and recorded appropriately in youth case files.
- Consistent challenges and setbacks in moving through case plan goals indicate a need for a re-assessment and potentially a revision of the case plan.
- Data is used to identify trends in implementation and outcomes. Data should be aggregated to understand trends in implementing the LA Model so course corrections can be made. Data should be collected on a broad range of potential outcomes including family engagement, academic success, safety, and more.
- A core set of "dashboard" measures, based on available data collected by participating agencies and agreed upon by all partners, should be in place to guide cross-departmental and public-private planning for the new facility and for the LA Model. Dashboard measures and other outcome measures should be made publicly available to ensure accountability and community engagement.
- A data collecting system, through which all departments and service providers may access youth data, should be explored. This system needs to be open enough for all those working with the youth to access information necessary to providing services, but must also maintain confidentiality.

# Appendix A

## Recommendations for youth eligibility for placement in the LA Model pilot

*(As approved and accepted by Guidance Team)*

The LA Model is a therapeutic model designed for high-risk youth who are ordered by the juvenile court to complete a Camp Community Placement Order in a Los Angeles County Probation camp (Newell & Leap, 2013). Los Angeles Probation and its affiliated stakeholders recognize what leading researchers have demonstrated, specifically that secure confinement should be used for only the highest risk youth, recognizing that these youth are the most vulnerable and have often experienced trauma, once all other options have been exhausted. Placing youth in secure facilities is associated with a range of negative consequences such as increased recidivism as a juvenile (Mendel, 2011) and as an adult (Aizer & Doyle; 2013), increased risk for high school dropout (Aizer & Doyle, 2013), and potential deficits in the development and maintenance of protective factors such as positive community and family relationships. Moreover current evidence-based practices recommend that targeting the highest risk youth has the largest impact on reducing recidivism (Lipsey et al., 2010).

In line with current research standards the following are additional recommendations to Los Angeles Probation and the Los Angeles Juvenile Court regarding who is eligible and suitable for placement in the LA Model, being piloted at the new Camp Kilpatrick with the intention that it will be taken system wide in LA County.

- **Gender:** Although this facility was originally designed for boys and we are currently planning for boys at Kilpatrick, the LA Model is appropriate for girls as well and when the model is expanded beyond Camp Kilpatrick and it could include both genders within the same site. Because of the autonomy of the pods, having a facility with both male and female pods will be consistent with the LA Model, and has been successfully done in other jurisdictions (e.g. Santa Clara County). Any future construction or re-design should take this into account to allow for flexibility based on gender.
- **Age:** An older population is most appropriate for this model given the focus on the highest risk youth, skill building, and career technical education. While we see the LA Model generally geared towards youth 16 and up, we do not preclude the possibility that younger youth will be deemed appropriate for and able to benefit from this model. However, efforts must be taken to ensure that youth are only in pods with other youth of similar age ranges, developmental stages, and educational needs.
- **Health needs:** The LA Model will serve, through intensive and individualized care, all high-risk youth cleared for camp placement<sup>4</sup> who have a range of medical, mental health and substance abuse needs. Therefore, youth who take psychotropic medications, present with mental health problems, or experience co-occurring substance abuse disorders are eligible for program placement.

## Resources

Aizer, A. & Doyle, J. J. (2013). Juvenile Incarceration, human capital and future crime: Evidence from randomly assigned judges.

Lipsey, M. W., Howell, J. C., Kelly, M. R., Chapman, G. & Carver, D. (2010). Meta-analysis of Research on the Effects of Intervention Programs for Juvenile Offenders in Improving the Effectiveness of Juvenile Justice Programs: A New Perspective on Evidence-Based Practice. Washington DC: Center for Juvenile Justice Reform.

Mendel, R. A. (2011). No place for kids: The case for reducing juvenile incarceration. Annie E. Casey Foundation.

Newell, M. & Leap, J. (2013). Reforming the nation's largest juvenile justice system. Children's Defense Fund – UCLA Luskin School of Public Affairs

# Appendix B

## Proposed daily and weekly schedule<sup>5</sup>

Strong concerns were expressed regarding the early start time for youth activities. Evidence indicates that adolescents need more sleep than previously believed and that their development is better supported by schedules that allow for that sleep time during the morning hours. The primary limitations to shifting start times for students are provisions in existing collective bargaining agreements regulating the available working hours for both Probation and Office of Education employees.

Time	Weekday A Schedule	Weekday B Schedule	Saturday			Sunday		
6:00 AM								
:10			OPTIONAL			OPTIONAL		
:20			PHYSICAL ACTIVITY			PHYSICAL ACTIVITY		
:30	6:30 WAKE UP	6:30 WAKE UP						
:40	COMMUNITY TIME	COMMUNITY TIME						
:50								
7:00 AM			7:10 WAKE UP			7:10 WAKE UP		
:10	BREAKFAST		COMMUNITY TIME			COMMUNITY TIME		
:20								
:30								
:40			BREAKFAST	COMMUNITY	BREAKFAST	COMMUNITY	BREAKFAST	COMMUNITY
:50	COMMUNITY TIME	BREAKFAST		TIME		TIME		TIME
8:00 AM								
:10								
:20			COMMUNITY	BREAKFAST	COMMUNITY	BREAKFAST	COMMUNITY	BREAKFAST
:30	SCHOOL	SCHOOL	TIME		TIME			
:40								
:50								
9:00 AM			RELIGIOUS	FAMILY	RTGA-THEMED	RELIGIOUS	FAMILY	PROGRAMMING
:10			SERVICES	VISITATION	COMMUNITY	SERVICES	VISITATION	
:20				AND	PROGRAMS		AND	
:30				PROGRAMS			PROGRAMS	
:40								
:50								
10:00 AM								
:10								
:20								
:30								
:40								
:50								
11:00 AM			PROGRAMMING			PROGRAMMING		
:10								
:20								
:30								
:40								
:50	LUNCH	PROGRAMMING						
12:00 PM								
:10								
:20								
:30	PROGRAMMING	LUNCH	LUNCH	PROGRAMMING	LUNCH	PROGRAMMING	LUNCH	PROGRAMMING
:40								
:50								
1:00 PM								
:10	SCHOOL	SCHOOL	PROGRAMMING	LUNCH	PROGRAMMING	LUNCH	PROGRAMMING	LUNCH
:20								
:30								



:40						
:50			FAMILY	RTSA- THEMED	FAMILY	PROGRAMMING
2:00 PM			VISITATION		VISITATION	
:10			AND		AND	
:20			PROGRAMS		PROGRAMS	
:30						
:40						
:50	PROGRAMMING	PROGRAMMING				
3:00 PM						
:10						
:20						
:30						
:40						
:50						
4:00 PM						
:10						
:20						
:30						
:40						
:50						
5:00 PM						
:10	DINNER		DINNER	PROGRAMMING	DINNER	PROGRAMMING
:20						
:30						
:40						
:50	PROGRAMMING	DINNER	PROGRAMMING	DINNER	PROGRAMMING	DINNER
6:00 PM						
:10						
:20						
:30		PROGRAMMING	PROGRAMMING		PROGRAMMING	
:40						
:50						
7:00 PM						
:10						
:20						
:30						
:40						
:50						
8:00 PM	COMMUNITY TIME	COMMUNITY TIME	COMMUNITY TIME		COMMUNITY TIME	
9:00 PM	LIGHTS OUT & PERSONAL TIME	LIGHTS OUT & PERSONAL TIME	LIGHTS OUT & PERSONAL TIME		LIGHTS OUT & PERSONAL TIME	
10:00 PM	10:00 SLEEP	10:00 SLEEP	10:00 SLEEP		10:00 SLEEP	

**Proposed allocation of program time:**

Program Type	All Youth?	Minutes per session/ sessions per week	# of Students per Session	Last # of Adults per Session	Part of the day received
Trauma Treatment: Individual	Yes, if needed	60/1-2	1	1	anytime
Trauma Treatment: Group	Yes, if needed	60/1-3	6	2 (1 provider & 1 probation)	programming or community time

individual counseling	Yes	60/1-2	1	1	anytime
CBT	Yes	60/1-2	6	2 (1 provider & 1 probation)	programming or community time
Substance Use/Abuse: Individual	As needed or ordered	60/1-2	1	1	anytime
Substance Use/Abuse: Group	As needed or ordered	60/1-2	6-8	2	anytime
Sustained Arts Instruction	Yes	90/2-3	6 or 12	2 or 3/4	Any open/school day as appropriate
job & career readiness skills (specific skill training)	Yes	60/5	Class	1 teacher	CTE
Job Readiness Prep (resumes, interviews, etc.)	Yes	60/5	Class	1 teacher	CTE
Parenting Skills and Support	As needed	60/6	12?	2 (1 provider & 1 probation)	Any open & weekends
Academic: Tutoring and Intervention	As needed	60/5	12	1 teacher & volunteers	After school
GED Prep	As needed	60-90/3-5	12	1 teacher & volunteers	After school
Credit Recovery	As needed	60/5	12	1 teacher & volunteers	During & after school
Coping Skills (yoga, meditation, etc)	Yes	60/1-2	12	2	
Physical Activity (exercise, sports, etc.)	Yes	60/7	12-24	2-4	After school
Faith-Based Activity	As requested	120/2	unlimited	10:1	Weekend & 1 week night
Family Connections and Support	pending input from youth and family panel				
Mindfulness/Reflective Timetime	Yes	5-20/1-3	12	1	Community time
Self-Care Skills (laundry, personal hygiene, etc.)	Yes	integrated			
Relationship Skills	Yes	integrated			
Independent Living Skills	Yes	integrated			weekend

# Appendix C

## Proposed Process for Site Director Selection and List of Materials

Selection Stage	Includes	Materials	Who	Candidate Actions
Job Announcement Circulated	Job Posting Interest Questions Request for Referrals	Job Posting ( <i>finalized</i> ) Interest Questions ( <i>finalized</i> )	department-wide	respond by email, include answers to interest questions
Orientation	Meeting hosted by Subcommittee Chairs Distribute Data Task Distribute Goals & Actions Vision Document	Goals & Actions Vision Document ( <i>draft prepared</i> ) Data ( <i>draft prepared</i> ) Data Task Assignment ( <i>draft prepared</i> )	all interested candidates	attend orientation
Performance Tasks	Writing Task Data Analysis Task	Writing Task ( <i>draft prepared</i> ) Writing Task Scoring Guide ( <i>draft prepared</i> ) Data Task Annotations ( <i>draft prepared</i> ) Data Task Scoring Guide ( <i>draft prepared</i> )	any candidate who attended orientation	(1) prepare data task in advance (2) complete writing task in person
Panel Interview	One Interview (90 minutes)	Panel Interview Questions ( <i>draft prepared</i> ) Panel Interview Scoring Guide ( <i>draft prepared</i> ) Panel Interview Scoring Sheet ( <i>draft prepared</i> )	candidates selected from the performance tasks	attend interview

## Appendix D

A workgroup was convened to envision a plan for staff training within the LA Model. This group of County agency representatives was tasked with the goal of creating a framework for the design and delivery of trainings that are coordinated, collaborative, and strategic, known as integrated trainings. Within the LA Model, all staff development should be conducted via these integrated trainings. See Element 8, above, for more detail.

**Focus Question: What actions can we take to build a strong framework for the design and delivery of integrated trainings?**

<b>A. A Training c\Culture Aligned with the Values of the LA Model</b>	<b>B. Leadership Secures Resources, Removes Obstacles and Participates</b>	<b>C. Develop Systems for Ongoing, Inclusive Training</b>
<p>Opportunities for creative training</p> <p>Provide time for team building</p> <p>Co-facilitated</p> <p>Be flexible</p> <p>Prioritize diverse (all levels) audiences (audience is always mixed)</p> <p>Small Groups =12</p> <p>Engaged &amp; Experiential training</p>	<p>Re-allocate budget</p> <p>Leadership needs to make time/ funding commitment</p> <p>Plan to address any contract issues (renegotiate)</p> <p>Dept. leadership participates in training before staff (you can't lead what you don't know)</p> <p>Leadership need to commit and also attend training</p> <p>Regular updates to leadership re: successes &amp; challenges</p>	<p>Trainings for staff off site (subs and alternates)</p> <p>Develop Training archives (online?) for future reference</p> <p>More training opportunities offered</p> <p>Front load training</p> <p>Clear communication re: goals of training</p> <p>Design effective communication systems (digital monitor?)</p> <p>Roll out training in 2016 to prepare for Kilpatrick opening</p> <p>Agree on mandatory minimum training (+ how to deliver)</p>

<p><b>D. Reflective Planning Cycle</b></p> <p>Establish a feedback loop</p> <p>Continually assess audience</p> <p>Pre-training survey of expectations/ evaluate expected training needs</p> <p>Post-surveys for impact &amp; other needs/ training requests</p> <p>Develop a strategic overall plan</p> <p>Ensure fidelity of integrated training through Quality Assurance team</p> <p>Co-planned</p>	<p><b>E. Cross Agency Consensus for Content &amp; Delivery</b></p> <p>Use existing experts/resources</p> <p>Incentivize collaboration (make explicit)</p> <p>Shared planning &amp; delivery across depts.</p> <p>Collaboratively designed curriculum</p> <p>Develop common baseline vocabulary</p> <p>Identify staff with training skill-set</p> <p>Balance presentations across internal &amp; external experts</p> <p>Inventory/mapping of current training practices (content, timing, scheduling, etc.)</p> <p>small groups =12</p> <p>engaged &amp; experiential training</p> <p>Interview (90 minutes)</p>	<p><b>F. Dedicated Staff Ensures Effective Planning &amp; Implementation</b></p> <p>Site level training coordinator</p> <p>Temporary full-time staff person to lead effort with representation from each dept.)</p>
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# Appendix E

## Subcommittee Participants

*Presented in alphabetical order by last name and including organizational affiliation, where applicable.*

Although the writers recognize that engagement in this process took many forms and individual stakeholders participated with varying levels of intensity and time commitment, this list is deliberately inclusive and attempts to name every person involved in this project. If there are any omissions, they were unintended and we apologize.

First Name	Last Name	Organizational Affiliation (if applicable)
Dalila	Alcantara	Los Angeles County Department of Probation
Anthony	Alvarez	Los Angeles County Department of Probation
Valentina	Alvarez	Coalition for Engaged Education
*James	Anderson	Anti-Recidivism Coalition
Jim	Anderson	Los Angeles County Office of Education
Russell	Anderson	N/A
*Ricardo	Angel-Qerez	Coalition for Engaged Education
*Brian	Arredondo	Coalition for Engaged Education
Zulema	Arzaga	Los Angeles County Department of Probation
Cuauhtemoc	Avila	Los Angeles County Office of Education**
*Adela	Barajas	Youth Justice Coalition
Greg	Baumann	Los Angeles County Department of Probation
Brad	Beach	Echo Glen Children's Center
Jimmy	Benavides	Los Angeles County Office of Education
Carol	Biondi	Los Angeles County Commission for Children and Families
*Daniel	Bisvano	Coalition for Engaged Education
Gail	Blesi	Los Angeles County Department of Mental Health
Cheryl	Bonacci	Anti-Recidivism Coalition
Terri	Boykins	Los Angeles County Department of Mental Health
Fernando	Buitrago	Los Angeles County Department of Probation
*Tyree	Butler	Coalition for Engaged Education
Christina	Campbell	Center for Educational Excellence in Alternative Settings
Fernando	Canon	Los Angeles County Department of Public Works
Jacqueline	Caster	Everychild Foundation & Los Angeles County Probation Commission
Louie	Chagolla	Anti-Recidivism Coalition
Kristine	Chan	California State University, Los Angeles
Eddie	Chism	AFSCME Local 685
Carol	Chodroff	Los Angeles County Probation Oversight Working Group
Maria	Chong-Castillo	Los Angeles County Board of Supervisors, Third Supervisory District
Brian	Christian	Los Angeles County Education Association
Angela	Chung	Children's Defense Fund - California**

Abraham	Colunga	Youth Justice Coalition
*Arnold	Contreras	Coalition for Engaged Education
Felicia	Cotton	Los Angeles County Department of Probation
Jon	Crotty	Los Angeles County Office of Education
Zena	Darwish	Los Angeles County Department of Mental Health
*Davion	Davis	Anti-Recidivism Coalition
*Roger	Delgado	Coalition for Engaged Education
*Tanisha	Denard	Youth Justice Coalition
Carly	Dierkhising	California State University, Los Angeles
Joseph	DiMartino	Los Angeles Mayor's Office
David	Domenici	Center for Educational Excellence
Luis	Dominguez	Los Angeles County Department of Probation
Jennifer	Donnell	Los Angeles County Department of Probation
Angela	Doyle	Los Angeles County Department of Probation
Sylvia	Drew Ivie	Los Angeles County Board of Supervisors, Third Supervisory District
Ruoh-Mei	Duncan	Los Angeles County Department of Health Services
Andi Lane	Eastman	University of Southern California; Children's Data Network
Jema	Estrella	Los Angeles County Office of Education
Kellie	Figoten	Los Angeles County Department of Child and Family Services
*Eddie	Flores	Youth Justice Coalition
Stacey	Ford	AFSCME Local 685
*Daniel	Frias	Center for Educational Excellence in Alternative Settings
*Karia	Fuentes	Youth Justice Coalition
Zoila	Gallegos	Los Angeles County Office of Education
*Maritza	Galvez	Youth Justice Coalition
Monica	Garcia	Los Angeles County Department of Probation; Los Angeles Unified
Pamela	Gibson	Los Angeles County Office of Education
Sherry	Gold	Los Angeles County Board of Supervisors, Third Supervisory District
Blanca	Gomez	N/A
Akuyoe	Graham	Spirit Awakening
Denise	Grande	Los Angeles County Arts Commission
Donna	Groman	Superior Court of California, County of Los Angeles
Russell	Harrison	Los Angeles County Office of Education
Jason	Hasty	Los Angeles County Office of Education
Robert	Hernandez	University of Southern California
Dr. Denise	Herz	California State University, Los Angeles
Genethia	Hudley Hayes	Los Angeles County Board of Supervisors, Third Supervisory District
Tamara	Hunter	Los Angeles County Department of Child and Family Services
Jill	Ippolito	Up Rising Yoga
Nick	Ippolito	Up Rising Yoga

Girum	Jiru	Los Angeles County Office of Education
Diem	Johnson	Los Angeles County Office of Education
Gregg	Johnson	Los Angeles County Arts Commission
Tracye	Jones	Evidence Based Solutions
Kelly	Kagan Law	Coalition for Engaged Education
Jo	Kaplan	Los Angeles County Probation Commission
Andrea	Kittelson	Los Angeles County Office of Education
Hailly	Korman	Bellwether Education Partners
Jorja	Leap	University of California, Los Angeles
Jan	Levine	Los Angeles County Probation Commission
Greg	Lindner	Los Angeles County Office of Education
Mary	Logan	Los Angeles County Department of Health Services
Karrah	Lompa	University of California, Los Angeles
Barbara	Lona	National Council on Crime and Delinquency
Elizabeth	Lopez	Los Angeles Mayor's Office
Suzanne	Lyles	Los Angeles County Department of Probation
Julio	Marcial	The California Wellness Foundation
Sonia	Martinez	Children's Defense Fund - California
Zan	Mason	Los Angeles County Office of Education
Jacquelyn	McCroskey	University of Southern California
Kim	McGill	Youth Justice Coalition
Malin	McKinnley	Coalition for Engaged Education
Denise	Miranda	Los Angeles County Office of Education**
Dave	Mitchell	Los Angeles County Department of Probation
Sheila	Mitchell	SEM Consulting and former CPO at Santa Clara County
Fernando	Montes-Rodriguez	Coalition for Engaged Education
Chris	Morales	Los Angeles County Office of Education
Hector	Morales	Los Angeles County Office of Education
Sandra	Naranjo	Los Angeles Unified School District
Michelle	Newell	Children's Defense Fund - California**
Ebony	Nicholson	Los Angeles County Office of Education
Sarah	Niemann	Los Angeles County Office of Education
David	Oh	Los Angeles County Department of Health Services
Jennifer	Owen	Los Angeles County Department of Probation
Linsey	Palmer	University of Southern California
Kathy	Park	National Council on Crime and Delinquency
Hema	Patel	Los Angeles County Department of Probation
Will	Patton	Los Angeles County Office of Education
Raymond	Perry	Los Angeles County Department of Health Services
Mark	Peterson	N/A



*Jesse	Pineda	Anti-Recidivism Coalition
Sean	Porter	Los Angeles County Department of Probation
Jerry	Powers	Los Angeles County Department of Probation
*Julio	Quijada	Anti-Recidivism Coalition & Coalition for Engaged Education
Alberto	Ramirez	Los Angeles County Department of Probation
Leslie	Rehak	Los Angeles County Department of Probation
Edwin	Rivas	Coalition for Engaged Education
Jesse	Russell	National Council on Crime and Delinquency
Pili	Robinson	Missouri Youth Services Institute
Vicky	Santana	Los Angeles County Department of Probation
Freddy	Saucedo	Los Angeles County Office of Education
Jim	Schoengarth	Los Angeles County Department of Probation
Dan	Seaver	Los Angeles County Probation Commission
Ryan	Shanahan	Vera Institute of Justice
Amanda	Silver	National Council on Crime and Delinquency
Mike	Simms	Santa Clara County Department of Probation
Mark	Skudder	N/A
Wendy	Smith	University of Southern California
Bill	Stanton	Casey Family Programs
Javier	Stauring	Archdiocese of Los Angeles, Office of Restorative Justice**
Mark	Stotlar	Missouri Youth Services Institute
Karen	Streich	National Council on Crime and Delinquency
Charles	Task	Los Angeles County Department of Probation
Marcel	Thiel	N/A
Sarah	Thomas	N/A
Jamal	Thrower	AFSCME Local 685
Erika	Torres	Los Angeles Unified School District
Tina	Vartanian	Los Angeles County Office of Education
*Rachel	Veerman	N/A
*Edgar	Vega	Coalition for Engaged Education
Diana	Velasquez	Los Angeles County Office of Education
Ferlie	Villacorte	Los Angeles County Department of Health Services
MaryBeth	Walker	Los Angeles County Department of Probation
Laura	Wilson	Los Angeles County Office of Education
Tami	Wilson	Los Angeles County Department of Mental Health
Angie	Wolf	National Council on Crime and Delinquency
Vince	Yu	Los Angeles County Department of Public Works
Vincent	Yung	Los Angeles County Department of Probation

# End Notes

<sup>1</sup> Those youth for whom all less secure placements and less intensive services have not proven successful.

<sup>2</sup> The new facility has not yet been named. In the interim, this document refers to it simply by its location in Malibu and uses the term “campus” instead of “camp” to reflect the vision of the program, which is positive-outcome and achievement oriented. It is expected that a formal name will ultimately be adopted.

<sup>3</sup> The committee heard presentations on several specific programs and while no selection was made, it was agreed that trauma-focused, evidence-based treatments align with the LA Model. Those treatments share a set of core characteristics:

- Building a strong therapeutic relationship
- Psychoeducation about normal responses to trauma
- Parent support, conjoint training, or parent training
- Emotional expression and regulation skills
- Anxiety management and relaxation skills
- Trauma processing and integration
- Personal safety training and other important empowerment activities
- Resilience and closure

<sup>4</sup> The committee heard presentations on several specific programs and while no selection was made, it was agreed that trauma-focused, evidence-based treatments align with the LA Model. Those treatments share a set of core characteristics:

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- Anxiety management and relaxation skills
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- Personal safety training and other important empowerment activities
- Resilience and closure

<sup>5</sup> Strong concerns were expressed regarding the early start time for youth activities. Evidence indicates that adolescents need more sleep than previously believed and that their development is better supported by schedules that allow for that sleep time during the morning hours. The primary limitations to shifting start times for students are provisions in existing collective bargaining agreements regulating the available working hours for both Probation and Office of Education employees.



