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Can Representativeness Decrease Youth Violence in Juvenile Detention Facilities?

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Ginger Silvera

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2012

Approval of the Review Committee

This dissertation has been read, reviewed, and critiqued by the committee listed below, which hereby approves the manuscript of Ginger Silvera as fulfilling the scope and quality requirements for meriting the degree of Doctor of Philosophy in Political Science.

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ABSTRACT

CAN REPRESENTATIVENESS DECREASE YOUTH VIOLENCE IN JUVENILE DETENTION FACILITIES?

By: Ginger Silvera

Using the theory on Representative Bureaucracy, this study considers the minority representative role, which suggests that administrators who are minorities are more inclined to represent minority interests. This study examined whether officers perceive themselves as advocates based on shared demographics and whether they develop attitudes toward reducing youth violence. Considerably more researchers conduct studies in adult prisons than juvenile correctional facilities, which focus on rehabilitation for youth. Therefore, this study further examines youth correctional staff attitudes toward inmates. The way correctional officers' treat minors may impact the amount of violence in juvenile detention facilities.

The purposes of the study are to determine whether bureaucratic representation can have an impact on preventing violence, and to understand what factors lead officers in perceiving they have different roles. The two types of bureaucratic representation are passive and active. Passive representation, such as race, ethnicity, and gender, may shape role perceptions because attitudes are constructed by demographic characteristics. Active representation consists of *decision-making behavior* reflected in measurable policy outputs that are responsive to minority interests. This dissertation seeks to determine

whether minority officers perceive themselves in passive or active terms, and how that representation relates to their particular strategies for dealing with youth violence.

To determine how officers perceive themselves, this study incorporated mixed methods of both qualitative and quantitative research to examine how officers implement decisions in their positions. This study uses survey research from the Performance Based Standards from the U.S. Department of Justice and interviews with individuals who worked with inmates in California juvenile detention facilities to determine the relationship between minority officers and attitudes toward youth violence. Regression models, including year, were conducted for each hypothesis as a predictor in the model. Multiple regression analysis was used to demonstrate the relationship between independent variables and a single dependent variable. The data have information on facilities as well as staff and inmates within those facilities. Due to the nested nature of the data, multilevel regression models were also conducted when examining outcomes measured at the staff and inmate level.

To The Father, My Mother, and All Those Who Support Me. Thank you.

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I would like to thank the heavenly father who has helped me overcome so many obstacles in getting to this point and for giving me the greatest mother that I could ever ask for. I would like to thank my mom, who has consistently supported me since day one and was the one who encouraged me to earn my PhD. The love of mother is so strong, and I am thankful to have received her support in spiritual, financial, and positivity. There were times that I would completely be so frustrated that I felt that this road would not end. Many days I cried tears of frustration. I no longer have to shed those tears and now I can cry tears of happiness.

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The dissertation process is filled with a lot of bumpy roads. I found out who my true friends were and who really cared about me. In order for me to overcome the loneliness and depression I turned to music to alleviate the pain. With this I created my own small business, developed My Lyrical Expression EP, wrote a textbook reader, and met my husband.

Keep faith in God, Isaiah 40:31.

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CHAPTER 1

INTRODUCTION

Violence in juvenile halls is a problem that has received minimal attention in scholarly research as scholars have focused mostly on adult prisons. However, policymakers and administrators are unable to make well-informed policy decisions regarding violence within juvenile facilities because they rely on insights from adult prison systems. Scholars need to conduct research in juvenile halls to understand how to deal with youth violence since adult prisons and juvenile facilities are very different institutions.¹ To better understand the factors that lead to, or mitigate, violence in juvenile halls, the particular characteristics of these institutions require more attention. This dissertation includes a detailed analysis of detention officers working in juvenile detention facilities across the United States.

Officers perform a variety of tasks such as maintaining control of the facilities and providing counseling to minors.² Thus, examining the role of officers is necessary to understand the problem of violence in juvenile detention facilities.

Officers play an important role in working with youth because they are required to implement policies such as offering counseling and preventing youth violence. Officers and minors can develop positive relationships, which can influence positive behavior among youth. According to Thompson (1976), the presence of other minorities

¹ For example, there is a greater focus on rehabilitation in juvenile detention facilities (Johnson, Banister and Alm, 2001). Also, because living spaces are smaller in juvenile facilities, they increase the level of interaction between staff and minors (Mitchell et al., 2001).

enhances the identification of race and helps to reinforce the desire to help their racial groups. This attribute influences beliefs and attitudes that shape the behavior and policy decisions of bureaucrats (Selden 1997). Attitudes are associated with values, which link to behavior. For instance, Goodsell (1985) notes that a bureaucrat's tone of voice can depict attitude toward clients. Therefore, the way in which officers implement these roles can have a significant impact on minors.

Race and gender may have an impact on bureaucrats' attitudes and decision-making. For instance, Britton (1997) has found that race and sex impact cultivating officers' perceptions of their work environment. Female officers are more likely to display advocate roles and support inmate rights and rehabilitation programs (Jurik 1985). Additionally, the presence of female colleagues and clients can increase the advocate role. The juvenile detention inmate population is largely dominated by men who come mostly from minority backgrounds.

Minority youth comprise a large percent of the population in juvenile detention facilities, and the number of minority officers who work with juveniles is increasing. Jurik (1985) also found that minority officers held more positive orientations toward inmates. As officers feel that they closely identify with inmates based on similar socioeconomic and cultural backgrounds, they will implement advocate roles (Jacobs and Kraft 1978). Minority officers can be more sympathetic to the problems of inmates and be more supportive toward treatment and rehabilitative goals.

Incarcerated youth in juvenile facilities are mostly Black and Hispanic (Wordes et al. 2001). As Day (1996) argues, "The overrepresentation of minority youth formally processed in the juvenile justice system is a problem that exists across the country and is

well documented as a national concern” (19). Minors who are prone to violence are influenced by various factors such as gang affiliation, poverty, drugs, and poor family management practices (Hawkins et al. 2000).

Officers are expected to contribute to the process of reform and to reintegrate offenders back into society, but can race and sharing common characteristics with minors affect minors’ behaviors? According to Wilkins and Williams (2005), minorities are more likely to be exposed to criminal behavior due to living in urban areas that have higher crime rates. Minority officers may have encountered at-risk youth delinquent behavior in their social surroundings or through their personal experiences. Officers may feel they have an obligation to help at-risk youth become better citizens. They could relate to inmates and potentially develop deeper relationships because of a shared race and similar experiences. However, the relationship between officers and minors is complex and can be influenced by several variables. This dissertation considers the background of officers, their role perceptions, and how these elements define their behavior toward dealing with youth violence. This study also integrates other factors that can influence decisions made by bureaucrats besides race and gender.

Advocacy

Advocacy, such as providing counseling and mentoring, can have a significant impact on youth and their behaviors within the juvenile hall. Minors who enter these facilities may be at a low point in their lives; encountering someone who understands their situation can help improve their behavior. Officers provide short-term care and protection within the juvenile halls, but their ability to create a working relationship with

minors can be beneficial to both parties. Minors need the positive support of officers to assist them in their negative situation by listening and providing respect (IYES 2009). These qualities can create the perception that minors can change their behavior and become better citizens. Officers have the ability to motivate young people for change. Often officers are the first positive people that minors encounter because of the negativity in their lives at home and in their environment. Therefore, officers must try to create positive relationships with minors. This is especially important if they share common characteristics that can aid them in their advocacy in helping youth. Youth that perceive officers as advocates may be more willing to improve their behavior. Minors who feel that they have an advocate to help with their problems may not choose to take actions in their own hands, which could perhaps reduce youth violence.

Research Questions

This study observes the complex relationship between officers and minors to determine how officers perceive their roles. Race and gender are not the only variables that can influence attitudes and behavior. Scholars have examined the passive-active representation linkage, which closely identifies the relationship between staff and minors in this study. Descriptive or passive representation describes the demographic characteristics shared between bureaucrats and their clients. These include race, ethnicity, and gender. Substantive or active representation consists of *decision-making behavior* reflected in measurable policy outputs that are responsive to minority interests (Day 1996). In the passive role, minority officers may perceive themselves as advocates based on their demographic characteristics. This in turn leads to active representation; officers will be more engaged in working with juveniles with whom they share demographic or

cultural characteristics. As Selden (1997) notes, “Personnel might embrace a minority advocacy or representative role, or a much more traditional understanding of the work role in light of classic public administration norms such as efficiency and effectiveness” (116). This can lead to officers pursuing policies that benefit minors. This dissertation seeks to determine if minority officers perceive themselves as advocates and how this relates to their particular strategies for dealing with youth violence. More precisely, this dissertation addresses the following three research questions:

1. What roles do officers take on with respect to addressing the needs of incarcerated juveniles?
2. Do officers who represent a minority group perceive their role differently than those who do not represent a minority group?
3. How does officers’ perception of their role influence their strategies for dealing with youth violence?

Study Design

To determine how officers perceive themselves, this study used a mixed-method approach that combined qualitative and quantitative data. Data from survey research and interviews helped to determine the relationship between officers and attitudes toward youth violence. Interviews with former officers and facility volunteers from California detention facilities supplemented the quantitative analysis and provided further insight on the factors that motivate youth violence. The quantitative portion of the study used the Performance Based Standards Dataset (PbS) maintained by the U.S. Department of

Justice's Office of Juvenile Justice and Delinquency Prevention. The PbS collects information from 162 facilities in 27 states.

Overview and Outline

This dissertation proceeds by introducing the concept of representative bureaucracy. Chapter 2 draws from the literature on minority bureaucrats and minority correctional officers to establish the connection between representative bureaucracy and juvenile detention facilities. This chapter also discusses the role of female officers and their impact on working with clients of the same gender. In addition, Chapter 2 explores the relation between minority officers and the potential to decrease tension among inmates, which could limit youth violence. Chapter 3 includes the hypotheses derived from the associated research questions and the process for the data collection. The appendix contains the operationalization of how the variables relate to the research questions.

In Chapter 4, I present interview data to examine the attitudes and behaviors of volunteers and retirees from California detention facilities and their recommendations on how to reduce youth violence. Chapter 5 focuses on whether officers who represent a minority group perceive their role differently than those who do not represent a minority group. Chapter 6 probes how an officer's perception of his or her role influences strategies for dealing with violence. Chapter 7 provides a general conclusion to the dissertation and includes implications of the results and suggestions for future research.

CHAPTER 2

THE BENEFITS OF REPRESENTATIVENESS IN JUVENILE HALLS

This study draws from two main lines of literature. The first examines representative bureaucracy and the second studies minority officers in *prisons*. Studies on representative bureaucracy suggest that minority bureaucrats are more likely to support minority clients' interests on policies. Similarly, the literature on prisons has suggested that minority officers are more likely to possess positive orientations toward minority inmates, which helps decrease tension in prisons. However, both lines of inquiry have yet to be integrated in a way that accurately considers the issues of violence in juvenile detention facilities. Most studies have only focused on adult facilities and have not yet applied the concept of representative bureaucracy to the criminal justice field.

This study fills a research gap by determining whether officers perceive themselves as advocates based on their race, ethnicity, and gender and whether they pursue behaviors that limit violence in juvenile halls. Figure 1 illustrates the intersection of two different literatures. This intersection is discussed in greater detail in the following subsections.

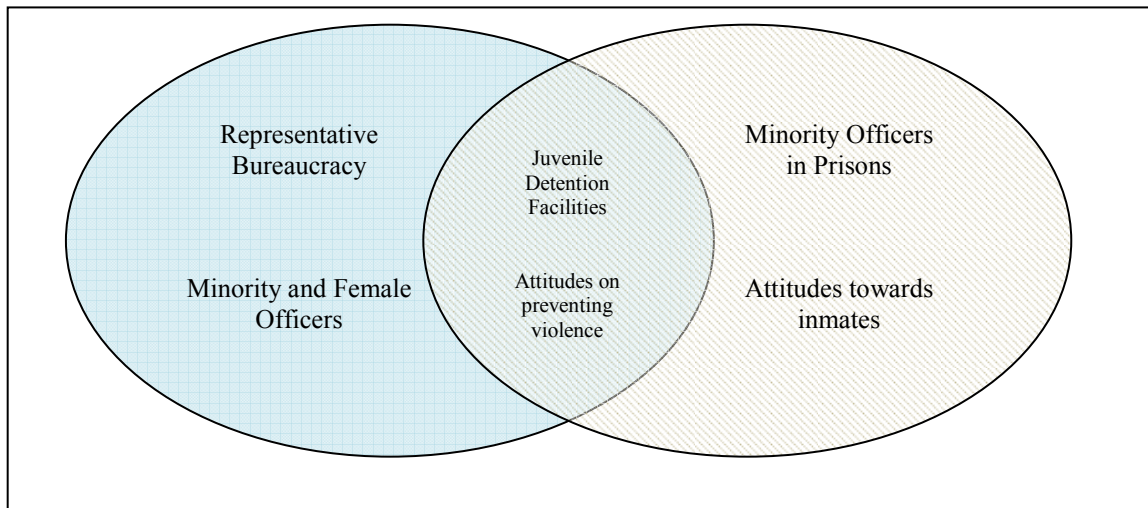


Figure 1. Representative Bureaucracy and Minority Officers

Representative Bureaucracy

Representative bureaucracy is just one factor that may mitigate violent behavior in juvenile halls. The theory suggests that minority bureaucrats will be inclined to support policies that serve minority clients. As Selden (1997) noted, “The presence of underrepresented groups should enhance the majority groups’ empathic understanding and responsiveness to previously underrepresented or excluded groups” (6). Policies can be more supportive if bureaucrats mirror the population served in regards to race, ethnicity, and gender (Rourke 1978). As Selden (1997) points out, “the theory suggests that minority administrators, for example, will share attitudes and values with minorities in the general population and will therefore act to represent minority interests when opportunities to do so arise in the policy process” (5).

Representative bureaucracy is a two-part concept that consists of passive and active representation:

Passive representation occurs when the representative resembles the represented on one or more dimensions (race, ethnicity, gender, political party, social status,

etc.). Active representation occurs when the representative acts in the interests of the represented—that is, takes action that the representative thinks will benefit the represented. The theory of Representative Bureaucracy focuses on this translation of passive to active representation by addressing whether and when a bureaucrat makes decisions that benefit the persons being represented (Meier and O’Toole 2006, 71).

Passive representation in the probation department context is when an officer represents minors by sharing race, ethnicity, and gender. Active representation in juvenile detention facilities is a decrease in violence. This proposed study examines the link between passive and the potential for active representation.³ The potential for active representation in this study occurs when the officer adopts an advocacy role toward minors and promotes attitudes toward preventing youth-on-youth violence. Pitts and Roch (2009a) argue, “Passive representation is likely to ‘translate’ to active representation when bureaucrats are afforded discretion in their jobs through policymaking or implementation, when the policy issue is salient to the specific group being represented, and when professional norms appear unlikely to inhibit this transition” (2).

These policy decisions are not punitive and cater to the needs of minors using social values. As Bradbury and Kellough (2007) note, “this connection occurs according to the theory, because the demographic and social backgrounds of individual bureaucrats influence their socialization experiences and the development of attitudes, values, and opinions that ultimately affect their decisions on policy issues” (698). Although this framework has not been applied to juvenile halls, we can gain insights into the “potential of representation” through studies of representation in other contexts.

³ Since violent incidents are not recorded by race or ethnicity of staff and minors, I can only observe the “potential” for active representation.

Studies like Hinderer's (1993) suggest that minority bureaucrats' decision making is related to policy outcomes for minority clients. For instance, Hinderer (1993) conducted a study on minority administrators employed in the Equal Employment Opportunity Commission (EEOC). The passive representation of Black administrators has been found to be more likely to represent the decisions and policies implemented for investigating discrimination claims against Black clients.

Furthermore, Pitts (2005) conducted an analysis on representative bureaucracy by examining the relationship between teachers and students with similar races and standardized test scores. Meier et al. (1993b) also suggest that the presence of minority teachers will enhance minority students' performance. They confirm linkage between representative bureaucracy and performance because minorities will implement policies that are favorable to minority clients. For instance, minority teachers are able to influence students' performance because they can serve as role models and are more inclined to understand the culture of minority students.

To apply representative bureaucracy to an organization, bureaucrats have to exercise discretion in their policies. Meier et al. (1993a) note, "If individuals are assumed to be utility maximizers, then individual bureaucrats with discretion are likely to use that discretion to make decisions that reflect their own values" (1026). Correctional officers exercise discretion in their line of work because they deal with individuals daily and in a broad range of situations. Officers have to interact with minors who can be violent or depressed. As Lipsky (1980) states, "They have discretion because the accepted definitions of their tasks call for sensitive observation and judgment, which are not reducible to programmed formats" (15). In juvenile detention facilities, officers

implement discretion by using their attitudes and behaviors to influence policy outcomes. For instance, officers might spend additional time with minors by providing positive encouragement and support when interacting with minors (Keiser et al. 2002).

This interaction between staff and minors can help reduce youth-on-youth violence.

Selden, Brudney, and Kellough (1998) suggest that public administrators who are similar in race and ethnicity will represent the minority public favorably and will lead to policy outcomes that represent the interests of clients. They state, “As a consequence, a number of scholars have endorsed the view that bureaucratic power to mold public policy can be made more responsive to public interests if the personnel in the bureaucracy reflect, in characteristics such as race, ethnicity, and gender, the public served” (718). Their analysis is based on administrators in the federal government (Farmers Home Administration) who grant loans to minority applicants.

Selden et al. (1998) conclude that administrators in the federal government do undertake a minority representative role, which implements policies favored to minorities. For instance, as bureaucrats’ districts obtained a higher ratio of Blacks, Hispanics, and Asians bureaucrats, these individuals were more likely to grant loans to clients who shared the same race. They were more likely to grant loans to minorities than White bureaucrats. Selden et al. (1998) note, “Some administrators, especially minorities, may feel an intense sense of responsibility to minority communities” (721). Race has a strong impact on bureaucrats’ perception of their role (Ibid 1998). Minority employees are assumed to automatically undertake this advocate role, yet they also find non-minority administrators pursue the advocate role and policies favorable to minorities based on their social upbringings and by being culturally sensitive to minority issues.

Selden (1997) points out that, “Administrators who perceive their role as that of an advocate or representative of minority interests are more likely to make decisions that benefit the minority community” (123). Selden finds the representative role rather than race has an influence on minority interests in active representation (Selden 1997). Selden’s research is limited to examining bureaucrats and the policies they support that favor clients who share the same race in a federal government setting. This study is interested in understanding what factors lead bureaucrats in perceiving they have different roles; whether they perceive themselves to be advocates or traditional officers.

Bradbury and Kellough (2007) adapted the minority representative role as suggested by Selden (1997) in a local government setting by focusing on the attitudes of public administrators and Black clients. They assert that their study is the first to find attitude congruence at the local level. Bradbury and Kellough’s (2007) study builds on the framework of representative bureaucracy by examining the passive-to-potential active link in the minority representative role. They found that attitudes between Black administrators and Black clients were the same, yet White administrators and Black clients held different attitudes. Bradbury and Kellough find that race has a strong influence on attitude congruence. Bradbury and Kellough (2007) state, “As we have observed, theory suggests that administrative attitudes consistent with those of minorities in the population and adherence to a minority representative role are important and necessary preconditions for active representation by minority bureaucrats” (700).

Representation Operates in Two Directions

Representative bureaucracy suggests that officers with demographic characteristics similar to the minors they oversee may have shared experiences, which

can influence their ability to advocate on behalf of detained young people. Officers who advocate on behalf of minors can help reduce youth violence within the juvenile halls. Advocacy can consist of counseling and developing working relationships with minors. Minors may be more inclined to rely on officers to help them with their personal matters rather than resorting to violence. Minors' positive perception of officers can improve minors' behaviors within juvenile detention facilities and they can be less likely to engage in illicit activities.

As indicated by Meier (1993b), "The theory of representative bureaucracy concerns the ability of bureaucrats to translate values linked to demographic origins into decisions that benefit individuals or similar origins" (1). Officers will be more likely to advocate for minors based on sharing the same race and gender. For instance, Hinderer (1993) found that minority bureaucrats are more likely to advocate for minority clients. Hinderer concluded representativeness was upheld among Black administrators following up on discriminatory complaints against Black clients working in the Equal Employment Opportunity Commission (EEOC). This could be based on Black administrators' personal upbringing based on their race or because they share similar experiences of being discriminated against in the past.

As Selden (1997) states, "Those experiences lead to the formation of attitudes and values that are subsequently linked to behavior. Further studies have found that Hispanic police officers are more likely to be concerned with the welfare of Hispanic suspects than non-Hispanic officers" (Selden 1997, 5). Administrators determine whether their race or ethnicity influences their decision-making on policies based on the role perception they obtain for themselves. If bureaucrats perceive themselves as a minority advocates, they

will be more likely to use their role to benefit minority clients. When bureaucrats do not perceive themselves as advocates, they will more likely to take on a neutral role where policy decisions do not benefit minorities (Pitts 2009).

Factors such as race and gender can influence how administrators such as officers perform their roles based on their perceptions. They may obtain similar experiences to minors since they share the same race. Wilkins and Williams (2005) suggest that minorities are more likely to be exposed to criminal behavior due to living in urban areas which have higher crime rates. Therefore, officers may have encountered at-risk youth delinquent behavior due to their social surroundings or through their personal experiences. This could be the motivating force for taking positions as detention officers. Officers may feel they have an obligation to help at-risk youth become better citizens. They may be able to relate to inmates and could create better relationships because of sharing the same race.

Representativeness of officers can be influenced by how minors relate to them based on sharing similar characteristics. The majority of the populations in juvenile halls are minors of color. Minors within the juvenile facilities can be more apt to interact with officers who share the same race and gender. Minors may perceive that officers obtaining the same characteristics have encountered similar experiences and share common values (Pitkin 1967). As Selden (1997) notes, “The symbolic role results from the personal characteristics of distinctive group members, and the assumption that because of these characteristics, the bureaucracy has had experiences in common with other members of that group” (6). The presence of minority officers who share the same gender as minors could allow inmates to easily approach officers with their problems. Minors can be more

willing to bond with them because of shared demographics regardless of whether officers identify themselves as passive representatives for minors.

Officers who represent minors “stand for” them and develop a working relationship with them. Pitkin (1967) notes, “Rather it depends on the representative’s characteristics, on what he is or is like, on being something rather than doing something” (61). Representation must require action. This connection is based on officers’ beliefs and attitudes toward minors, which can influence their policy decisions within juvenile halls.

The perceptions that youth have of officers is critical since minors can choose to confide in them because of their ability to use discretion. Also, if minors feel that officers are looking out for their safety, they will be more likely to develop working relationships with them. As Lipsky (1980) has stated, “Street-level discretion promotes workers’ self-regard and encourages clients to believe that workers hold the key to their well-being” (15). Minors who feel they can identify with officers can create better relationships.

Code of the Streets

However, minors can be hesitant to develop a working relationship with officers who do not share similar characteristics due to the perception that officers cannot relate to their experiences (Hadwiger 1973). Race or ethnicity may not be a factor for minors to confide in officers who share the same race. Minors can perceive minority officers with less respect because of their role with authority. Minority youth can obtain negative perceptions about authority because of their social environments at home and on the streets. Minors may feel that they have encountered racial discrimination from people in authority in their communities, which can cause them to develop antisocial attitudes toward officers that can lead to violent behavior. According to Anderson (2000), Black

youth may not get respect or “props” from their peers if they are seen in engaging in dialogues with authority. This is because the “code of the streets” has taught minority youth to take care of themselves and to rely on violent measures if provoked by others.

As Anderson (2000) has stated,

The Code of the streets is actually a cultural adaptation to a profound lack of faith in the police and the judicial system. The police are most often seen as representing the dominant White society and not caring to protect inner-city youth. (35)

Minors can view police as having a lack of accountability for helping them with their problems. Minors can carry these negative perceptions of authority into juvenile halls and feel that they are personally responsible for their own safety. Self-defense becomes the norm for minors abiding by the street code because of distrust authority to protect them. Minors who rely on officers for helping them with their problems may appear weak to their peers. The code of the streets instills into minors that they must use violence against violence unless they want to lose street credibility or respect (Anderson 2000).

Minors may not be able to relate to officers because of the “code of the streets” regardless of race. Minors may have been accustomed to resort to violence due to living in poverty and ghetto neighborhoods, which influences antisocial attitudes. They are influenced by a culture that condones violence. Therefore, minors will feel the need to defend themselves if they suspect they are being threatened by their enemies, who can be local peers or gang members (Rose and McClain 1990).

Violent Crime

In addition, minors are incarcerated in juvenile detention facilities because of crimes they committed. Minors who have committed serious crimes or have a high number of previous offenses can influence negative behavior within juvenile halls. These

minors can be more likely to resort to violence. Minors who have committed high-profile crimes such as attempted murder or murder are housed in separate units. Staff who work in these units are less likely to be new and more experienced in working with at-risk youth.

Minors may not be able to view officers as advocates because of their perception that they are inferior and will be treated like criminals. Officers hold the task of having to demonstrate different roles when interacting with youth ranging from counseling to authoritative. Part of their duties is to give verbal reinforcement to minors, which may not resonate well because of their portrayal as exhibiting authority.

Officers Roles

Officers are expected to portray various roles, which may be a daunting task. As Selden (1997) notes:

Role expectations or demands are conveyed by other stakeholders, both verbally and non-verbally, as well as expressed formally through job descriptions, training, and other avenues of socialization. In addition to these “sent” roles, consisting of expectations and pressures that are communicated by stakeholders, there is also a “received” role, consisting of an individual’s perceptions of what was sent (117).

The received role is what impacts officers’ role performance. Liou (1995) suggests administrators portray two types of attitudes towards clientele. For instance, officers can consider themselves as youth counselors while others consider themselves as prison guards by excessively displaying authoritative rules. As Mohamed (2004) states, “The role itself is formed by the expectations of significant others and the expectation that the administrator attaches to it” (128). Selden (1997) suggests that administrators are responsible to other important actors in the policy environment such as management, co-workers, and the general public. Depending on how officers perceive their roles from

other policy actors, it will have an effect on how they implement their role. Officers' expected role could influence minors' behavior.

Overall, the concept of representative bureaucracy does limit the study to officers' demographic characteristics. This study also considered other factors that could possibly lead to youth violence such as the theory on the code of the streets, minors with a history of violent crime, and officers performing various job roles. This next section will discuss how female officers are more inclined to create better working relationships with inmates. Gender can influence officers perceiving themselves as advocates.

Female Officers

Crouch and Alpert (1982) suggest female correctional officers are also less punitive and more supportive toward inmates. The presence of female officers can encourage female inmates to share information and can prevent violence (Meier and Crotty 2006). Women officers are more likely to prevent violence and induce a calming effect on inmates than male officers. Worden (1993) suggests that the fact that women are socialized to be nurturing works along with gender to help reduce violence. For instance, female officers are able to rely more on their communication skills with inmates to mollify violent situations. Women officers are more likely to perceive themselves as peacekeepers than male officers (Leger 2007). As Rabe-Hemp and Schuck (2007) note, "As a consequence, women officers may be more likely to defuse or de-escalate police-citizen encounters, successfully resolving situations that might otherwise have led to violence" (413). Female officers are more likely to be effective in providing comfort to victims. Homant and Kennedy (1983) suggest female officers provide more concern and are more likely to share information that is beneficial to woman inmates. In addition,

Leger (2007) found public perceptions deem female officers to be helpful in containing violence and are sympathetic toward victims of crime.

Gender can influence women officers to pursue policies that affect female inmates. Currently there is limited research for representation based on gender. Keiser et al.'s (2002) study was the first to demonstrate linkage between gender (passive representation) of bureaucrats reflected in policy outputs (active representation) that benefit women clients. For instance, in juvenile facilities, female officers may feel they have to advocate on behalf of female inmates because of gender. For female officers to be representative of female inmates, they need to support policies that are female-oriented within juvenile halls. For instance, in the Los Angeles County Probation Department, officers are expected to implement the Life Excelsior Assessment of Personnel Skills (LEAPS) program for both male and female minors (Personal Communication, Administrative Director 3, November 2010). LEAPs help to improve minors' behavior. However, the program has the same format for both male and female units. Female officers do have the discretion due to the nature of their position in implementing the program. Therefore, female officers may spend more time counseling females, which can create positive reinforcement in female inmates' behavior to help reduce youth violence. Female inmates can identify with female officers, which can help to facilitate working relationships. In addition, female inmates may feel affinity for female officers because of shared gender, regardless of whether female officers perceive themselves as passive representatives for female inmates. Female inmates can perceive male officers as unresponsive to their needs and lacking the ability to understand their personal issues.

Giamllombardo (1966) states, “Women are said to be more dependent, more emotional, less aggressive, and less prone to violence than men” (15). Over time, female officers are more tolerant of inmates than male officers, yet Crouch and Alpert’s study only focuses on female correctional officers working in women units. Jurik (1985) extended the role of female officers in men’s units and found female officers pursued corrections as a career because of an interest in human service work. However, this rationale has not been applied to female officers in juvenile facilities. Gender can have an impact in other policy areas, such as the use of force since women officers are able to mollify inmate behavior (Kissell and Katasmapes 1980). Female officers may have an interest in human services work that could help facilitate the counselor or advocate role. Female officers portraying an advocate role could prevent youth-on-youth violence in juvenile detention facilities.

Bureaucrats and clients, who share the same demographics, can also share similar life experiences (Keiser et al. 2002). Female officers may have shared experiences that resonate with inmates, which can help officers improve inmate behavior. Some experiences shared by women may not have been experienced by men, and some issues may be more sensitive to women than men. For instance, victims of sexual assault are more comfortable speaking to female officers. Victims of sexual assault are more likely to approach female officers because they perceive them to be supportive and caring. As Meier and Nicholson-Crotty (2006) note, “Such violent crimes against women may, in fact, increase representation by women police officers, who then can actively enforce laws related to such crimes” (852).

Keiser et al. (2002) suggest gender is more important than race, and their research is one of the first studies to establish a link between passive representation on gender and active representation. Women bureaucrats identify themselves as women and not as employees when they implement policy decisions that favor women clientele. Keiser et al. found female math teachers were more likely to have an impact on female students' math scores than male teachers.

However, female officers may be perceived as weak by youth because of their gender. Poole (1997) suggests that women are physically weaker than men and may not be able to help stop a confrontation among violent youth. Minors may perceive the job as only male-dominated requiring the qualities of authoritativeness, which female officers may lack (Pogrebin and Poole 1997). Therefore, minors may choose to protect themselves by engaging in youth violence. However, race is considered to be an influential factor especially for individuals working within detention facilities. The next section discusses the impact that race has on bureaucrats who work in the field of corrections.

Minority Officers

This section provides support for the rationale that minority officers hold favorable attitudes toward other minorities, such as inmates within prisons. In this study I argue that officers' values and attitudes help improve behavior among inmates and reduce violence. However, this same concept has not been applied toward youth correctional staff within juvenile halls. Studies have yet to explore minority officers in juvenile detention facilities.

The trend toward hiring minority officers began in the late 1970s and early 1980s, when correctional management thought that hiring educated minorities as officers would decrease tension in prisons (Jacobs and Kraft 1978; Johnson and Price 1981; Jurik 1985). Jacobs and Kraft initially found that hiring more Black officers did not increase favorable attitudes toward inmates than did hiring White officers. Yet, in their research they found that Black officers highly favored assignments that were in contact with inmates. In addition, their research only focused on officers who were Black and White and their lengths of service.⁴

Jurik (1985) extended Jacobs and Kraft's research by including variables such as education, gender, and age with regard to attitudes toward inmates: she found minority officers were more likely to hold favorable orientations towards inmates.⁵ Jurik's research on minority correctional officers does not address attitudes towards minors, which this study will generalize in a different setting. This research will observe officers' perceptions and their behaviors if they perceive themselves as advocates for youth.

In other research, Jackson and Ammen (1996) concluded that supportive attitudes toward inmates are related to race. Officers who displayed less punitive attitudes contributed to the humanistic environment in prisons. Staff members who can effectively leverage their counseling (human service skills) can make an inmate less likely to react emotionally or physically during his or her confinement (Johnson and Price 1981). Officer attitudes toward treatment programs were observed. Jackson and Ammen (1996) indicate Black officers are more likely to be supportive of extended treatment programs

⁴ Jacobs and Kraft's study was on maximum security prisons, which could have altered from Jurik's study on the responses from officers due to the high-risk environment.

⁵ Minorities in the research are Hispanic, Blacks and Native Americans that displayed favorable orientations to inmates than white officers.

than Hispanics and Whites. Therefore, there are inconsistencies in the research on minority attitudes among Hispanic and Black officers. Previous studies have indicated Hispanic and Black officers vary in their support to inmates. This proposed study will address the inconsistencies on both Hispanic and Black officers in juvenile halls. At-risk youth within juvenile detention facilities are more likely to benefit from the advocate role from correctional staff.

The current literature has mostly pertained to adult prisons by examining if minority staff perceive inmates differently or if they are more inclined to adopt rehabilitation and treatment programs. However, research on juvenile detention facilities is minimal and has not focused on observing minority officers' attitudes toward minors and how they could contribute to reducing youth-on-youth violence. Relationships among staff and minors have not been explored in depth to determine if advocacy can be beneficial for youth.

Mitchell et al. (2001) claim to have the first study to fill the gap on observing if staff perceptions of inmates are influenced by juvenile officers' race. Variables such as race, sex, age, and education are replicated from previous studies, and they include staff perceptions such as juvenile culpability, job satisfaction, and job stress.⁶ Mitchell et al. find that minority officers "both male and female" are more likely to have positive perceptions of minors, yet education and gender continued to exhibit no influence on the perceptions of inmates. Furthermore officers with higher education levels tend to have lower job satisfaction, which led to high turnover of staff. Mitchell et al.'s study observes the perceptions toward minors based on race, but the study does not address how officers

⁶ Juvenile culpability, measures if staff members are more rehabilitative oriented towards minors.

perceive their role in juvenile detention facilities and how it could relate to reducing tension.

Johnson and Price (1981) suggest that officers lack support from management and fellow colleagues on displaying supportive characteristics. This results in officers becoming more punitive in front of peers to gain acceptance into the work subculture. Officers either accept the climate or they leave their correctional positions for other types of employment (Johnson and Price 1981). Staff members who display less positive roles for minors could contribute to violence. For instance, Peterson-Badali and Koegl (2002) introduce the first empirical analysis in the role of youth correctional staff toward youth violence. Peterson-Badali and Koegl find staff play an important role on preventing youth violence, yet there is minimal research on this notion. Peterson-Badali and Koegl suggest that violence is often influenced by staff interpretation of rules based on their discretion or that staff are the motivators in youth violence. Minors in juvenile detention facilities were interviewed in regards to their perception of officers and staff involvement in protecting them from violence.⁷

There are few studies that specifically address youth violence. For instance, Zhang (2007) concluded that the majority of youth violence stemmed from gang rivalry within Los Angeles County juvenile halls. Other factors that contributed to violence are mental health, overcrowding, staff shortages, and lack of accountability of minors committing crimes inside the juvenile halls. For instance, minors would commit assaults that were not filed in juvenile court or followed up by their respective probation officer.

⁷ Juvenile detention facilities according to the Peterson-Badali and Koegl study was based on secure facilities such as group homes, juvenile halls and youth prisons in Ontario, Canada.

In other research, Vivian, Grimes, and Vazquez (2007) studied Arizona's Department of Juvenile Corrections and found that as minors' population decreased, violence increased. The main reasons minors would engage in violence was lack of punishment and peer motivation. Minors were also prone to be victims of assaults due to displaying fear or being vulnerable. Vivian et al. (2007) suggest staff characteristics can influence minors' behavior such as minors choosing when to get involved in altercations. For example, minors may attempt to fight in front of staff purposely so that they will stop the fight as soon as possible to eliminate physical injuries (Personal Communication, Director 1, 2009). Minors could also choose to fight on other shifts if they feel unsafe and lack rapport with officers. Jurik (1985) suggests the influx of minorities and higher-educated officers are deemed to lessen the likelihood of conflicts within prisons. A number of factors besides race and gender can determine officers' attitudes toward minors including education, years of experience, and age. This next section will discuss how secondary associations can influence officers' behavior toward inmates.

Secondary Associations for Representativeness

According to Hinderer (1993), bureaucrats obtain secondary associations that could motivate them in their role as advocates. Hinderer (1993) states, "Secondary associations are characteristics defined by groups with which an individual voluntarily associates such as professional or civic organizations" (419). For instance, officers who already have experience working with at-risk youth in other organizations may be more likely to adopt an advocate role. This experience working with at-risk youth could have helped them develop strategies for dealing with violent minors. In addition, officers may be affiliated with faith-based organizations that conduct outreach to counsel and help at-

risk youth. These volunteer experiences can be the reason officers chose to pursue a career in probation. Saltztein (1979) suggests these peer groups put pressure on bureaucrats' values, which can influence in how they implement roles. Bureaucrats conduct their decision-making behavior based upon their attitudes, which can influence their behavior.

Organizational Socialization

The expectation for this dissertation study is that higher levels of representative bureaucracy will lead to higher levels of advocacy for officers. However, organizational socialization will cause officers to have lower levels of advocacy. Institution variables such as organizational socialization of juveniles' facilities can hinder representative bureaucracy. For instance, officers learn the required behaviors and supportive attitudes to be recognized as part of the organization. It is also possible that officers may feel there is a strong need to fit into the culture of the organization. Therefore, chances are they are peer-pressured to do so or come to internalize the dominant view (Wilkins and Williams 2005).

Officers can be socialized by fellow co-workers within the agency. Officers can adopt a neutral role when interacting with minors that they forgo being an advocate for them. Officers are not as likely to make policy decisions that benefit inmates of the same race or gender. They may be willing to adopt the organizational values to increase their chance of promotion and career success.

Organizational socialization is an ongoing process that can be influenced through secondary groups and affiliations. Meier (1991) suggests that bureaucrats are continuously socialized throughout their lives, learning new things that can influence

their attitudes and behaviors. In addition, the organization in which the bureaucrat works for can also influence preexisting attitudes and beliefs. This can hinder their ability to represent their values because they are representing the organization.

Similar to organizational socialization of officers working in juvenile facilities is police officers working in the field. According to Wilkins and Williams (2005), “Socialization theory argues that police behavior is determined more by work experience and peers than by officer predisposition” (10). Wilkins and Williams found that Black police officers were increasingly racially profiling Black citizens during routine traffic stops in San Diego, CA. Their study was built on representative bureaucracy, and initially their assumption was that Black officers will lead to lower incidences of racial profiling. However, findings posed a difficult challenge to sustain representative bureaucracy when organizational socialization is present. Therefore, they found a significant relationship, but in the opposite direction. Wilkins and Williams (2005) suggest Black officers are pressured to conform to the organization, which affects their attitudes and behaviors to be accepted as part of the team. The police officer culture resembles a fraternity-type culture that creates group cohesiveness which facilitates an “us vs. them” type structure that causes minority officers to deviate from helping minority citizens (Ibid 2005). For instance, if an officer sees another officer engaging in racial profiling, he will be more than likely to look the other way. This type of behavior is condoned through officers partaking in organizational socialization. The criminal justice profession, which consists of positions such as police officers and detention officers, can have strong cultural norms that are dominant to its employees. Therefore, minority detention officers in juvenile facilities can be less likely to advocate for minority youth.

Besides strong organizational socialization surrounding race and ethnicity, it can also affect gender. Voorhis (1991) suggests women working in public agencies incur gender discrimination, especially working in fields that are male-dominated, such as working in detention facilities. Female officers can face challenges by their male counterparts if they deem them incompetent to carry out their positions. Male officers are associated with traits of being aggressive and forceful, whereas women are associated with traits of being sensitive and helpful (Eagly and Carli 2007). This gender role stereotype can affect female officers' ability to reduce youth violence if male staff members and minors believe that they are physically unable to stop or prevent youth violence. Male staff not accepting that female officers can perform just as well in dealing with at-risk youth can affect female officers' ability to perceive themselves as advocates and being able to excel in the organization. In addition, minors may feel that they are unable to rely on female officers if they have problems with other youth since they can perceive female officers to be sensitive. Therefore, the findings in this study can result in minority and female officers not perceiving themselves as advocates or be able to reduce youth violence.

Summary

Officers have been studied in prisons, but not in juvenile detention facilities. There are no studies that examine the roles of race, ethnicity, and gender among staff members and how they relate to violence among youth in juvenile facilities. Research has indicated that minority officers are more likely to portray positive treatment toward minority inmates in prisons, but this concept has yet to be applied in juvenile detention

facilities. In addition, there are additional factors that can influence the perception of officers' roles that have yet to be studied. This dissertation addresses this shortcoming.

CHAPTER 3

METHODS RESEARCH DESIGN

In this chapter, I discuss in detail the hypotheses and their associated research questions. I further elaborate on the research design by providing background information on the Performance Based Standards dataset and discussing the methods used for analyzing the data. The objectives of this dissertation are the following: 1) To better understand the factors that affect officers' perception of their "role," paying particular *attention to the issue of active and passive "representativeness"* and 2) To understand how officers' perceived roles affect individual strategies for addressing violence in juvenile facilities.

In the previous chapter, it was indicated that positive relationships between officers and inmates are likely to be contributing factors in lowering tensions within incarcerated environments. Moreover, such positive relationships stemming from the concept of representative bureaucracy are enhanced if minority officers take an "active" role in addressing youth-on-youth violence. With this argument in mind, I put forward three research questions. The first question considers the causes of youth violence. The second question involves the degree to which officers perceive themselves to have varying roles, such as pursuing advocate or non-advocate roles, with respect to juvenile inmates and how this variation may (or may not) be related to individual characteristics of staff members. The third question addresses the issue of the relationship between officers' perception of their role and their strategies for dealing with youth violence.

This study uses both qualitative and quantitative data. One of the benefits of using both types of data is that the strengths of each can complement each other. The two methods can lead to stronger results and can lead to a unique variance that could have been overlooked by using a single method (Jick 1979). The qualitative and quantitative approaches in the study are presented in separate sections below.

Qualitative

Interviews were used to collect detailed information about the causes of youth violence. Qualitative data collected in the interviews are used to supplement the quantitative data in order to provide richer details on youth violence and how it can be prevented. Using both qualitative and quantitative methods strengthen the findings and provide context by which to interpret results from both methods.

By combining the interviews and quantitative data gained from the PbS dataset, the aim of the present study was to explore whether officers perceive themselves as advocates and whether officers support youth programs. This research determines whether officer demographics and other factors are related to the occurrence of youth violence within juvenile facilities. This approach helps to better understand the complex relationship among officers, minors, and youth violence.

Interviews with former officers and facility volunteers were conducted to supplement the quantitative analysis and to gain further insight on the factors that motivate youth violence. More specifically, information gained from the interviews was used to explore factors motivating youth violence, whether officers/volunteers perceive themselves as advocates, their views on youth programs, and strategies to reduce violence. In order to qualify for interviews, individuals were required to have worked

directly with incarcerated youth, either currently or in the past. A snowball sampling method was used to recruit participants for interviews (Fink 2009). Under this method, each participant was asked to recommend 1-2 additional individuals who they thought would qualify for the interview. Initial participants were affiliated with the Catholic Church and were asked to identify 1-2 individuals for recruitment into the study. This snowball sampling continued until nine individuals participated in the interviews. Interviews were conducted by phone and in person at a public location. The advantage of conducting interviews lies in acquiring in-depth knowledge about individuals' perceptions on the factors that cause violence. The disadvantage of conducting interviews is that the presence of the researcher may influence respondents' bias in answering the questions. In addition, in conducting phone interviews the researcher is unable to establish a face-to-face rapport with the respondent and is unable to use body language as a source of additional information (Opdenakker 2006). Notes were taken during the interview and were then transcribed and coded using MS Word and MS Excel. No identifying information was recorded in conjunction with the interviews and transcribed notes were stored on a password protected computer.

All interviewees were asked the following questions: 1) What do you believe are the three main causes for youth-on-youth violence?; 2) Do you feel that it is easy for Detention Services Officers to advocate for minors?; 3) Do you feel that Detention Services Officers who share similar characteristics such as race and gender to minors can help improve minors' behavior and reduce violence?; 4) What motivates you to work with at-risk youth?; 5) Have you experienced an outbreak of youth violence while working within juvenile halls?; 6) Do you feel your presence within the facilities encourages

youth to be on their best behavior?; 7) What do you feel is the best method to reduce youth violence?; and 8) Do you feel that your social upbringing, i.e., the way you were raised, influences the way you interact with minors?

Qualitative Analysis

The qualitative data were used to address the first research question: *What are the causes of youth violence?* The purpose of this research question was to explore the causes of youth violence. Numerous factors can trigger youth violence within juvenile facilities. Because this question is fundamentally exploratory, there is no theoretical basis for developing hypotheses.

The Grounded Theory (Payne 2007; Hawker and Kerr 2007) approach was used to guide qualitative data analysis. The grounded theory approach was selected because it is the qualitative method most suited for exploratory research. This approach involves reciprocal periods of data collection, analysis, reflection, theory development, and theory testing. Thus, the transcribed interviews were read repeatedly before any initial coding of the text. Open coding was used to identify, highlight, and label meaningful phrases or sections of text and to place those phrases and text into categories. When all of the open coding is complete and no new themes or codes are present, axial coding is conducted. Axial coding involves examining the categories to uncover links between the various categories, check for redundancies, and search for emerging patterns. Through the process of axial coding, some categories may be regrouped as theoretical concepts begin to emerge. The core category is then identified. The core category organizes and integrates the categories into a conceptual and meaning emergent theory. Through this

process, the emergent theory may be linked to existing theories. Finally, the new theory will be validated against the raw data.

Quantitative

The quantitative portion of the study utilizes the Performance Based Standards Dataset (PbS), which is maintained by the U.S. Department of Justice's Office of Juvenile Justice and Delinquency Prevention. The general purpose of the Performance Based Standards Dataset is to create a national database on juvenile facilities and to use the information to improve the conditions and quality of life of incarcerated youth and working staff (CJCA 2010). The database is only available to researchers, who gain permission to use the data through a strict application process. PbS approved the use of the data for this study (see Appendix E).

The PbS collects information from 162 facilities in 27 states. According to the Office of Juvenile Delinquency Prevention Program operated by the Department of Justice, there are 2,458 juvenile facilities in the United States (OJJDP 2011). The facilities that provide data to PbS are located in both urban and rural areas. Information is collected from training schools, detention facilities, assessment facilities, and privately run secure facilities. Juvenile facilities choose to participate in providing information to PbS anonymously due to its benefits for youth, practitioners, legislators, administrators, and the community (CJCA 2010). The information helps PbS suggest improvements for the confinement and quality of life for youth, as well as further explore the relationship between staff and youth to determine if this can help reduce violent behavior. The map in Figure 2 highlights the states that have at least one facility participating in PbS. The states in blue have at least one facility participating in PbS. The red states participate in both

PBS and another community-based standards program. The community-based program is for non-secure residential places such as group homes, halfway houses, camps, etc. (CJCA 2010).



Figure 2. Pbs Participating Facilities

Each facility houses anywhere from 20 to 500 incarcerated youth. Participating facilities are asked to report data twice a year, in April and October. Various surveys and forms are used to collect data on the facility from participating staff members and a sample of inmates. Confidentiality is maintained through the assignment of study IDs for each facility, staff member, and inmate who provides information. The data used in this study includes records from April 2004 to April 2010. This study uses PbS data that is collected using the Staff Climate Surveys, the Incident Report, the Youth Climate Survey, the Youth Record, and the Administrative Report Form to test hypotheses (see Appendices G through K for copies of the surveys and report forms). The Staff Climate Survey is administered to a random sample of 30 officers at each facility. Similarly, the Youth Climate Survey is administered to a random sample of 30 youth inmates at each facility.

Quantitative Measures

All measures for the quantitative analysis are based on the PbS database. The database is composed of a series of datasets, including the Staff Climate Survey, the Incident Report, the Youth Climate Survey, the Youth Record, and the Administrative Report Form. The Staff Climate Survey consists of items assessing safety and security; training; living and working conditions; staff/youth relations; youth programs; and staff gender. The Incident Report contains information on incidents occurring at each facility. The information includes the date of incident; type of incident (assault, suicidal behavior, property, misconduct, miscellaneous, restraint, injury); the number of youth/staff involved; and details on each incident (gender, age, and ethnicity). The Youth Climate Survey includes information on youth demographics (gender, age, ethnicity, committing offense); intake information (health risk, mental health risk, suicide risk, contact with parent/guardian, classification, educational testing, substance abuse treatment needs, treatment plan, and aftercare plans). The Youth Record provides detailed information on the offenses committed by the inmates before incarceration. The Administrative Report Form contains records of the number of residents staying in the facility, the number of staff members by gender and race/ethnicity, and other administrative information.

Outcome Variables

Staff Perception of Advocacy

Advocacy was assessed using 10 items on the Staff Climate Survey. Staff members responded to these items using a three-point scale: 0 (No), 1 (Sometimes), 2 (Yes). A factor analysis using varimax rotation was conducted on the 10 items that

measured staff attitudes toward advocacy. Advocacy served as a staff-level outcome variable.

Staff Perception of Youth Programs

Perception of youth programs was measured by 7 separate items included on the Staff Climate Survey. Staff members were asked to respond to the level of truth in statements such as, “I am able to provide input in the development follow-through of youths’ individual treatment/service plans” and “The programming in this facility (school, counseling, other programs) helps residents understand what they need to do to succeed when they return home” using a 5-point scale: 1 (Not Applicable), 2 (Not true at all), 3 (Mostly untrue), 4 (Mostly true), 5 (True). A factor analysis using varimax rotation was conducted on the 7 items that measured staff perception of youth programs.

Perception of youth programs served as a staff-level outcome.

Facility-level Violence

Violence at each facility was assessed using items contained within the Incident Report (completed by staff members at the facilities) and the Youth Climate Survey (completed by inmates at the facilities). Officers at each facility report the number and type of violent offenses (assault between inmates, fights between inmates) that have occurred at that facility in the Incident Report. Inmates report the occurrence of sexual assault at the facility in the Youth Climate Survey. The violence measure is an indicator variable of any type of violence occurring at the facility that year (0, no violence; 1, violence).

Inmate-level Violence

As part of the Youth Climate Survey, inmates at each facility were asked to indicate whether they had been involved in any fights within the last six months. The measure is coded so that 0 indicated that they had not been in any fights and 1 indicated that they had been in at least one fight over the last six months.

Independent and Control Variables: Facility Level

Gender

Gender information is collected about both the staff members and inmates at each facility using the Administrative Form Survey. The percent of male/female staff members and inmates at each facility represent the facility level gender measures. Two facility-level categorical variables were also created to indicate the gender composition of staff (all female staff, all male staff, mixed gender staff) and inmates (all female inmates, all male inmates, co-ed) at each facility. A staff-inmate matched gender variable was also created at the facility level. A male “matched” facility is one where more than half of the staff members were male and more than half of the inmates were male. Similarly, a female “matched” facility is one where a majority of the staff members were female ($\geq 50\%$) and a majority of the inmates were female ($\geq 50\%$).

Offense Type

Offenses were obtained from the Youth Record File. The FBI Uniform Crime Report categorization of violent crime was used to code the type of youth violent crime in the PbS dataset. Offenses were combined to create four categories: violent crime, property crime, drug offenses, and misdemeanors. The violent crime category included murder and non-negligent manslaughter, forcible rape, robbery, and aggravated assault.

The property crime category consisted of burglary, larceny-theft, and motor vehicle theft. Drug offenses included arrests for sales and trafficking. Misdemeanors included weapon violations, curfew violations, running away, truancy, and underage drinking. Each offense was coded using a 4-point scale: 0 (misdemeanors); 1 (drug offenses); 2 (property crime); 3 (violent crime). The proportion of each offense type at each facility was calculated based on the total number of offenses reported by the facility.

Shared Race/Ethnicity

Race and ethnicity information for staff and inmates at each facility was collected using the Administrative Form Survey. A staff-inmate matched race/ethnicity variable was created at the facility level. A “matched” facility is one where more than half of the staff members and more than half of the inmates were of the same race/ethnicity. Three separate variables were created to indicate whether a majority ($\geq 50\%$) of the staff and inmates were Black, White, or Hispanic.

Restraint Incidents

Restraint incidents were obtained from the Incident Report file and included chemical, mechanical, peer-assisted, or physical restraints. The use of restraint beds, chairs, or other restraints were also included in the measure. The number of incidents were dichotomized for each facility and for each year of the study so that 0 indicated that no restraints were used and 1 indicated that restraints were used.

Isolation Incidents

Isolation incidents were collected using the Incident Report file. The measure reflects the number of times inmates were separated from other inmates and confined into a room in order to modify behavior. The measure was dichotomized for each facility and

for each year of the study period, with 0 representing no isolation incidents and 1 representing the occurrence of isolation incidents.

Understanding of Rules

The number of youth who indicated that they understood the facility rules was assessed using the Youth Climate Survey. The information was collapsed by facility and year so that the measure reflects the number of youth at each facility who indicated that they understood the rules.

Youth Violence (fights)

Youth violence information was collected using the Incident Report. Facilities were asked to report the number of fights that occurred between youths at the facility. The number of fights was dichotomized to reflect whether any youth fights occurred at the facility (0: did not occur; 1: did occur).

Sexual Assault

Information on youth sexual assaults was provided by youth inmates in the Youth Climate Survey. Inmates were asked to indicate whether youth-on-youth sexual assault had occurred. This information was collapsed for each year by the facility level and recoded so that 0 represented no sexual assaults at the facility that year and 1 represented at least one sexual assault at the facility that year.

Assault on Youth

The occurrence of youth violence, characterized by the amount of youths who had been assaulted by another youth using unwanted force, was collected for each facility using the Incident Report. The number of assaults on youths was collapsed by facility for

each year so that 0 indicated no assaults and 1 indicated that at least one assault had occurred.

Alcohol or Drug Incidents

The amount of drugs or alcohol seized was collected using the Incident Report. The information was coded so that 0 represented no alcohol or drugs were seized and 1 represented the seizure of alcohol and/or drugs at each facility for each year of the study period.

Weapons

The Incident Report was used to assess the number of weapons seized at each facility. The number of weapons was dichotomized to reflect whether or not any weapons were seized at the facility (0: no weapons; 1: yes, weapons were seized).

Failure to Comply with Program

The number of youth who failed to follow the rules at each facility was assessed using the Incident Report. The information was recoded so that 0 represented no youths failed to follow the rules at the facility that year and 1 represented at least one youth failed to follow the rules at the facility that year.

Horseplay

The amount of youth who engaged in horseplay was reported by each facility using the Incident Report. The measure was dichotomized so that 0 indicated that no youths engaged in horseplay and 1 indicated that youths had engaged in horseplay.

Gang Activity

The occurrence of gang activity was collected on the Incident Report. The information was coded so that 0 reflected no gang activity and 1 reflected gang activity had occurred.

Control Variables: Staff Level

Training Received

The level of staff training was collected using the Staff Climate Survey and indicated whether staff members received the appropriate training. The information was collected using a 4-point scale: 1 (Strongly disagree) to 4 (Strongly agree).

Improvement in Skills

Staff improvement in skills was assessed using the Staff Climate Survey. The item indicated whether staff members felt their skills improved through training. Responses were gathered using a 4-point scale: 1 (Strongly disagree) to 4 (Strongly agree).

Analysis Plan

The first research question was addressed using the qualitative data. The quantitative data supplied by PbS was used to examine the last two research questions: 1) Do officers who represent a minority group perceive their role differently than those who do not represent a minority group (i.e., are they more passive or more active) (RQ2); and 2) How does an officer's perception of his or her role influence his or her strategies for dealing with violence (RQ3). All quantitative analyses were conducted using Stata 11.0 (College Station, TX).

Regression models were conducted for each hypothesis including year as a predictor in the model. Multiple regression analysis is used to demonstrate the relationship between independent variables, also called predictors, and a single dependent variable, or outcome. The analysis attempts to display the prediction of future observations, the relationship of the predictors to the outcome, and which predictors are significantly associated with the outcome (O'Sullivan, Rassel, Berner 2003). The regression models were examined to determine whether assumptions were met. More specifically, kernel density plots were used to examine normality of the residuals. Scatterplots of the standardized residuals against the predictor variables were used to confirm that the relationship between the independent and dependent variables was linear. Multicollinearity among the predictor variables was also examined using the Variance Inflation Factor (VIF) and Tolerance tests. Tolerance less than 0.1 and VIF greater than 10 was suggestive of collinearity, indicating that the predictors were highly correlated and redundant. The presence of multicollinearity can cause the coefficients in the regression model to be inaccurate. Finally, since the data reflect staff and inmates clustered by facility, it violates the assumption of independence. Therefore, the regression analysis adjusted for clustering at the facility level.

The data have information on facilities as well as staff and inmates within those facilities. Thus, due to the nested nature of the data, multilevel regression models were also conducted when examining outcomes measured at the staff and inmate level. The multilevel regression model is a generalization of a standard regression model for grouped data. In standard linear regression, the coefficients are fixed population parameters that are estimated. In a multilevel model, one or more coefficients are allowed

to vary from group to group, allowing for the estimation of the between-group variance. Multilevel models are used when the interest lies in examining the group effects, as well as the relationship of the predictors to the outcome. Clustered regression models may be used when there is no interest in the group effects, rather, the clustering is viewed as a nuisance that must be controlled for in the analysis. Random-intercept models were utilized in the analysis, which allows the intercept to vary from facility to facility, but holds the slope constant for all facilities.

The formula for the multilevel random intercept regression model is as follows:

$$y_{ij} = \beta_0 + \beta_1 x_{ij} + \dots + \beta_k x_{ij} + u_{0j} + e_{ij}$$

$$\text{Var}(y_{ij}) = \sigma_u^2 + \sigma_e^2 = \sigma^2$$

Where i is the staff/inmate subscript and j is the facility subscript; σ_u^2 measures variation in facilities; σ_e^2 measures variation in staff/inmates; σ_u^2 / σ_e^2 is the intra-class correlation, also known as the Variance Partition Component (VPC). The VPC describes the proportion of the overall variation in the outcome that is attributable to the outcome measure. In other words, how similar the values are within facilities. The higher the value, the more similar staff/inmates are within facilities with respect to the outcome measure.

RQ2: Do officers that represent a minority group perceive their role differently than those who do not represent a minority group, i.e., are they more passive or more active?

Role perception affects officers' behaviors and attitudes (Jurik 1985).

Demographic characteristics such as race, ethnicity, and gender can influence officers' role perception (Selden et al. 1998). In addition, other factors such as perceptions on

advocacy and youth programs could determine how officers perceive their roles and if these perceptions can aid in lowering youth violence. As Selden (1997) states, “The strength of this role perception, in turn, will influence the proclivity of these officials to make decisions and take actions responsive to the needs and concerns of minorities, or active representation” (116).

H2.1: In facilities where officers and juveniles share race and ethnicity, officers will be more likely to perceive their role as advocates.

The notion of representative bureaucracy suggests that when bureaucrats are the same race as their clients, they will adopt policies that benefit clients (Selden 1997). For instance, officers will perceive themselves as advocates for minors and pursue behaviors such as being role models, which allows minors to rely on them when there are problems within the facilities. This in turn can help decrease youth violence within juvenile facilities. Johnson and Price (1981) suggest that as officers are able to assist inmates with their problems, they are able to cultivate an environment where safety and care is rendered.

The advocacy measure was used as the dependent variable in order to test this hypothesis. The independent variable was the matched race/ethnicity measure, which indicates whether a majority of the staff members (>50%) and a majority of the inmates (>50%) are of the same race/ethnicity. The control variables included facility-level measures and staff-level measures. The facility measures were facility type (male only, female only, mixed); percent of youth incarcerated for violent offenses; percent of restraint incidents; percent of isolation incidents; youth understanding of rules; and the occurrence of youth violence at the facility. The staff measures were perceptions of youth

programs, training received, and improvement in skills. Linear regression analysis was used to determine whether matched race/ethnicity was related to staff advocacy measures. The model controlled for clustering at the facility level. In addition, a multilevel model will be used to examine variation between facilities. According to Steenbergen and Jones (2002), “many theories and hypotheses in political science hinge on the presumption that something observed at one level is related to something observed at another level” (218).

H2.2: Officers at facilities where a majority of the officers and inmates are female will be more likely to perceive their role as advocates for female inmates.

Female officers can be more likely to develop working relationships with female inmates because they are able to understand the personal issues young female inmates encounter. Female inmates may also be more inclined to confide in female officers because of the perception that women understand sensitive issues. In addition, female officers are more likely to work in female units because of gender-related issues. For instance, female officers are more likely to work in female units to facilitate personal activities that cater to female inmates such as supervising female hygiene.

The staff advocacy measure was used as the dependent variable in order to examine this hypothesis. The main independent variable was the matched staff/inmate gender measure, which indicates whether or not a majority of the staff members (>50%) and a majority of the inmates (>50%) are of the same gender. The control variables included facility measures: facility type (male only, female only, mixed); percent of youth incarcerated for violent offenses; percent of restraint incidents; percent of isolation incidents; youth understanding of rules; and the occurrence of youth violence at the facility; and staff measures: perceptions of youth programs; training received; and

improvement in skills. Linear regression analysis was used to determine whether matched gender was related to staff advocacy measures. The model controlled for clustering at the facility level. In addition, a multilevel model will be used to examine variation between facilities.

H2.3 In facilities with minority officers, officers will be more likely to perceive youth programs favorably.

Minority officers can be more likely to support youth programs. According to Cullen et al. (1989) officers believe in the potential of rehabilitative and treatment programs to adjust inmates' behaviors. Jackson and Ammen (1996) found that minority officers in prisons were more likely to support rehabilitative programs than their White counterparts. This study will determine if minority officers deem youth programs favorably in juvenile facilities.

The staff perception of youth programs measure served as the dependent variable to examine this hypothesis. The independent variable was minority inmates. The facility-level control variables were facility type (male only, female only, mixed); number of youth incarcerated for violent offenses; number of restraint incidents; number of isolation incidents; youth understanding of rules; and the occurrence of youth violence at the facility. The staff-level control variables included training and improvement in skills. Linear regression analysis was used to determine whether minority officers were more likely to have favorable views on youth programs. The model controlled for clustering at the facility level. In addition, a multilevel model will be used to examine variation between facilities.

RQ 3: How does an officer's perception of his or her role influence his or her strategies for dealing with violence?

Officers can achieve policies that satisfy clients by keeping safety as a priority, which reduces violence and lessens the likelihood that minors will be hurt. The extent that officers adopt an advocacy role for minors is observed in this study. Therefore, there is potential for active representation that could help decrease violence within juvenile facilities. If officers perceive themselves as advocates based on their role expectations, their perception could decrease violent behaviors among minors incarcerated in juvenile facilities. Johnson and Price (1981) suggest that if officers can leverage their counseling skills, it could decrease tension among inmates. Officers that implement an advocate role can be more likely to reduce youth violence.

H3.1: Facilities with a greater proportion of female officers and higher levels of advocacy will be associated with less violence.

Gender can have an impact on advocacy for both male and female officers, depending on the gender of the unit they are working in. Male inmates may be more likely to confide in male officers about their problems than female officers. In juvenile facilities, minors may also be more comfortable speaking to female officers about their problems because they perceive female staff as more concerned and more likely to be advocates. This could help female officers prevent violence within their units and use their discretion to interact with minors.

Two separate models were used to examine *H3.1*. The occurrence of violence in the facility (any occurrence of youth fighting, youth-on-youth assaults, or youth sexual assaults) served as the dependent variable in the first model. The main independent

variables were the percent of males/females at the facility and the average level of advocacy at the facility. The percent of males/females and the average advocacy at the facility was also entered as an interaction effect. The control variables were measured at the facility-level and included: facility type (male only, female only, mixed); percent of youth incarcerated for violent offenses; percent of restraint incidents; percent of isolation incidents; and youth understanding of rules. Violence is a dichotomous measure, with values of 0 indicating that there were no youth-on-youth violent behaviors in the facility and 1 indicating that there were youth-on-youth violent behaviors. Due to the dichotomous nature of the dependent variable, logistic regression analysis was used to determine whether the staff gender composition at the facility predicted violence at the facility.

The second model used inmate-level violence (0=no violence, 1=violence) as the dependent variable. The main independent variables were the percent of males/females at the facility and staff advocacy. The control variables were measured at the facility-level and included: facility type (male only, female only, mixed); percent of youth incarcerated for violent offenses; percent of restraint incidents; percent of isolation incidents; and youth understanding of rules. A multilevel logistic regression model was used to conduct the analysis, with inmates (level 1) nested within facilities (level 2).

H3.2: Facilities with a greater proportion of minority officers and more favorable perceptions of youth programs will be associated with less violence.

Officers may be more inclined to develop working relationships with minors by using their discretion than following strict guidelines. This depends on officers' perceptions based on how they perceive their role. Officers who do not perceive

themselves as traditional officers can be more likely to develop different strategies on preventing violence.

The dependent measure for this analysis was whether violence occurred at the facility. The main independent variables were the percent of minority officers at the facility and the average advocacy measure for each facility. The percent of minority officers and average advocacy at the facility was also entered as an interaction effect. The control variables were facility-level measures and included facility type (male only, female only, mixed); percent of youth incarcerated for violent offenses; percent of restraint incidents; percent of isolation incidents; and youth understanding of rules. Due to the dichotomous nature of the dependent variable, logistic regression analysis was used to assess whether staff advocacy at each facility predicted violence at the facility.

An additional model was conducted to examine violence at the inmate-level (0=no violence, 1=violence). The main independent variables were the percent of males/females at the facility and staff advocacy. The control variables were measured at the facility-level and included: facility type (male only, female only, mixed); percent of youth incarcerated for violent offenses; percent of restraint incidents; percent of isolation incidents; and youth understanding of rules. A multilevel logistic regression model was used to conduct the analysis, with inmates (level 1) nested within facilities (level 2).

H3.3: Facilities with a greater proportion of minority officers and minority youth will be associated with less violence.

The literature on representative bureaucracy suggests that bureaucrats who share similar characteristics such as race will be more likely to advocate on behalf of clients. Minority administrators will have similar attitudes to minority citizens and those attitudes

will influence policy decisions (Bradbury and Kellough 2007). Minority officers may be more likely to advocate for minors, and this could lessen the level of youth-on-youth violence within juvenile detention facilities. Minority officers who perceive their role as an advocate for minors will be more likely to make decisions that benefit minors.

Working relationships between minority officers and minors may be easier to facilitate because of shared race. Officers' passive representation of shared race can lead to more active representation in attitudes toward reducing youth violence.

The dependent variable used to assess this hypothesis is the occurrence of violence at each facility. The main independent variable was the race/ethnicity staff-inmate match measure. This measure indicates whether a majority of the staff and inmates were of the same race/ethnicity. The facility-level control variables included facility type (male only, female only, mixed); percent of youth incarcerated for violent offenses; percent of restraint incidents; percent of isolation incidents; and youth understanding of rules. Logistic regression was used to assess whether facilities where a majority of the staff and inmates shared race/ethnicity was related to the occurrence of violence at each facility.

A second model was used to examine violence at the inmate-level (0=no violence, 1=violence). The main independent variable was the race/ethnicity staff-inmate match measure. This measure indicates whether a majority of the staff and inmates were of the same race/ethnicity. The facility-level control variables included: facility type (male only, female only, mixed); percent of youth incarcerated for violent offenses; percent of restraint incidents; percent of isolation incidents; and youth understanding of rules. A

multilevel logistic regression model was used to conduct the analysis, with inmates (level 1) nested within facilities (level 2).

Limitations to the Study

The Performance Based Standards Project (PbS) does not release the names of the facilities nor the cities that they are located in due to non-disclosure. PbS only releases the states that participate in the project that have at least one detention facility participating in the dataset. This can lead to potential biases of data from urban vs. non-urban facilities since urban facilities can be more likely to house more minority inmates and employ more minority officers than non-urban facilities. For instance, the Los Angeles County Probation Department is one of the largest probation departments in the world and has three juvenile detention facilities that do not participate in PbS (Personal Communication, Administrative Director 1, November 2011). Facilities in urban cities may be less inclined to contribute data since they can be more likely to experience factors such as higher levels of violence. In addition, the composition and population of staff and inmates can vary between urban vs. non-urban facilities. This can leave out a significant population for the dataset.

Unfortunately, the data do not provide the true population of these facilities and only provide a sample of staff and inmate responses. Not all staff members and inmates were included; therefore, there is the potential for bias in the data. However, the PbS used a random sample of staff members and inmates at each facility, which will minimize bias. The same number of staff members and inmates were surveyed at each facility, regardless of the size of the facility. Thus, large and small facilities are not represented at proportions that represent the true population.

In addition, not every facility that participates in PbS submits reports each year. Each year new facilities are added to the sample and some facilities drop out due to not turning in their information for that year. There is the possibility of the dataset having missing items that are from incomplete records from the facilities. Therefore, the results may not generalize to facilities outside of those included in the sample nor to other officers and inmates.

Summary

Currently, no scholarly literature directly explains juvenile officers' potential for advocacy in juvenile detention facilities. In addition, there is no known literature that directly addresses staff and inmate relationships and their capability to decrease tensions within juvenile detention facilities. The expectation for this study stems from previous scholarship in regards to minority officers' potential for advocacy among inmates. This study expects these similar patterns will show up in juvenile detention facilities and officers will uphold the representative role. Current scholarship has yet to explore the representative role in juvenile detention facilities. In conducting this study, a gap is filled by observing minority officers' attitudes in juvenile detention facilities.

Furthermore, current studies have only focused on prisons, and minimal research on juvenile detention facilities has suggested a general concept on officers' race and inmate relationships. The representative bureaucracy theory has not been used as a model to study the problem of youth violence. This study provides guidance in creating effective training tools for officers working within juvenile facilities.

By combining the interviews and surveys gained from the PbS dataset, my aim was to explore whether officers perceive themselves as advocates and whether officers

support youth programs. This research determines if officers' demographics and other factors influence their ability to reduce youth violence within juvenile facilities. This mixed-methods study approach helps to better understand the complex relationship among officers, minors and youth violence.

CHAPTER 4

QUALITATIVE ANALYSIS

A qualitative study was done of a group of volunteers and retirees who worked within California juvenile detention facilities. Research on youth violence is scarce, and the few reports that do exist only list the causes of violence but do not give the perspectives of individuals who have actually worked with at-risk youth. The aim of this study is to understand how these individuals perceive officers and what they perceive to be the causes to violence. The grounded theory approach was used for data analysis by observing common responses among participants. Open coding was used for the analysis to group similar themes that were repetitive. The information was categorized into four different themes. The four category headings generated from the data were: 1) causes of youth violence, 2) perceptions on officers, 3) do gender and ethnicity improves relationships? and 4) how to reduce youth violence. In addition, excerpts from the interviews are included in these sections that are designed to represent key themes that emerged.

Causes of Youth Violence

Each of the interviewees was asked, “What do you believe are the three main causes for youth-on-youth violence?” This question was asked because there can be various reasons why youth violence occurs. This helped to identify various factors that can influence violence and to find out which responses were common among the participants. The three common themes were 1) bullying, 2) gang-related, and 3)

inferiority. The following three excerpts are representative of comments made by the interviewees:

Minors put a lot of demand on others so that they won't be picked on. It's the bullying effect.

Yes, there are gang issues. There are also causes in the institutions for the most part what happens with gangs. What we usually have is when a kid comes into the institution with a rival gang member. What usually happens they fight then squash it, or they become friends and they get along.

Youth resort to violence or violent type situations when there is a lot of anger and low family involvement. And low socioeconomic status. The economics of the home.

When there is a lot of worry over money. This brings about issues at the house. The parents are always trying to make ends meet. They are often times not loving; there is a lot of anxiety, anger that trickles down to the youth.

For each theme, the results were 1) bullying ($n=5$), 2) gang-related ($n=6$), and 3) inferiority ($n=4$) for all groups. Few individuals indicated that violence was the result of racial tension ($n=3$). According to one interviewee, *"This only happens when it gets labeled that way from staff."* The interviewee suggested by his tone and statement that staff play a role in racial tension and can escalate the situation if they keep discussing the race card.

In addition, other interviewees suggested that at-risk youth are exposed to many dangers due to their socioeconomic environment ($n=2$). As one interviewee noted, *"They become victims first, then they become the victimizers."* This suggests that a lack of education and counseling exists for these youth to deal with their personal problems, leading them to hurt other people or things. Overall the findings depict that minors cause violence due to personal problems related to how they were treated while growing up. Racial fighting, especially among the Black and Hispanic communities, has gained

attention in news reports, but racial fighting was not depicted as one of the main causes of violence.

Perceptions on Officers

Interviewees were also asked if they perceive that officers can be advocates for youth: “Do you feel that it is easy for officers to advocate for minors?” The majority of the respondents felt that officers could be advocates for youth ($n=5$). The following three excerpts represent this perception of officers.

Yeah, from what I can tell. In talking to kids over the years, they constantly refer to their Probation Officers (P.O.). Kid says, “Well my P.O. thinks if I don’t screw up, I’ll get an early release.” They do talk about their Probation Officers in positive terms.

I think that it’s a very challenging job. I know very good counselors that take really good pride. Because they believe they can be a positive influence in the kids’ lives. The relationship is one of mutual respect, believing in the young people’s potential.

Yes, they have access to them. They have access to the youth at the center. Is it a doable thing. Yes, I think so.

A few interviewees disagreed that officers have an easy task of being an advocate. Four respondents suggested that officers are unable to be advocates because they often stereotyped youth. One interviewee stated, “Their chances to succeed are very low. By the time the kid hits juvenile hall they have broken many laws.” In addition, another interviewee noted, “They didn’t see the goodness of the kid, but they see the bad side because of them working in the juvenile system. They stereotyped children by their race, neighborhood, and if they were gang members.” These two statements reflect two different people: a former officer and a volunteer who worked within the juvenile system. However, both statements relate to the concept that officers were more likely to label youth as being bad and not being able to turn them into being good citizens even if

officers did display the advocate role. This disparity needs to be explored further to determine if officers can improve their perception of being advocates.

Do Gender and Ethnicity Improve Relationships?

Interviewees were asked if officers' race and gender can help minors' behavior. All interviewees were asked, "Do you feel that officers that share similar characteristics such as race and gender to minors can help improve minors' behavior and reduce violence?" The majority of the respondents ($n=7$) did feel that officers who shared the same race and gender as minors did help improve minors' behavior. The following are a few excerpts:

Youth of color are more immediately drawn to people who look like them and who they perceive to have had similar life experiences.

Most definitely! I witnessed it in the halls, race and language they will be able to gravitate to them more. The kids look up to them.

I think that it does. I think having the cultural awareness and cultural similarities. It really did. I think they are able to relate better to youth. Because of similar circumstances they were able to understand where the kids were coming from and kind of have some interaction with. For instance, for other officers it would take a little longer for them to establish the relationship.

Also, a good African officer that can work with Latino youth can break the Black and Brown stigma. I think there is danger if the staff is not doing what he or she is supposed to do. That can have a potential of creating a lot of problems showing favoritism.

Officers who share similar characteristics may have an easier time at building relationships with youth who are also of the same race and gender. However, two respondents ($n=2$) suggested that staff of any race can connect with youth as long as they show interest in them.

Interviewees also elaborated on the importance of matched gender. The following are a few excerpts as it relates to females:

Many young women who are in custody have been sexually abused or used by men or older boys. They really don't want anything to do with males. They very much gravitate toward women staff who get that. They are young, but they are world-wise survivors. They respond to female staff who are genuine and who recognize what they have been through and listen to them.

In my experience the women staff can either be young or old – the young ones who can relate to having “been there” can serve as role models, but I have also seen boys and girls gravitate to older women staff who play more of an auntie or grandma type supportive role.

A few officers also suggested the importance of having a positive male role model. As one interviewee stated, “Having good men staff can also be great, especially for detained boys. So many of detained youth have grown up without a strong, positive male role model in their lives outside.” Another interviewee noted, “I also believe it's important for young men to have older male mentors that can guide them and speak to them in ways they identify them as a male role model.” Young males grow up without an appropriate father figure in the household, which they seek in the streets. Officers have the opportunity to connect with youth in these facilities, and officers who share similar characteristics with youth can be helpful in creating these relationships. Staff members can be role models to youth, which can help improve their outlook on life.

How to Reduce Youth Violence?

Interviewees were asked, “What do you feel is the best method to reduce youth violence?” This question was asked because it helps to understand the participants' point of view and provides input on what they feel can reduce violence. Their perception is important since they have experience working with the at-risk youth population. They may have also tried implementing some of these activities for youth or have observed youth in their environment implementing one of these activities. The majority of the

respondents ($n=5$) suggested that education is important for youth to attain especially inside the detention centers. The following are a few excerpts:

To educate them and let them know they have a reason to live.

Youth who have something to look forward to, and who have the means to get there in terms of having a good education.

If we can provide a good education, maybe they'll go back to school.

The remaining respondents suggested different ways of reducing violence. The following outcomes were the ones mentioned (number of interviewees in parentheses):

- Community programs suggested by youth (1)
- One-on-one therapy, group, family counseling, mentoring programs (1)
- Exercise programs (1)
- Events planned by youth (1)

Juvenile facilities programs that are catered to youth and their development, such as in physical, mental, and social fulfillment, can help reduce youth violence. Some of these programs do exist in the facilities, such as exercise programs and counseling, but they need to be consistent. In addition, youth should also have the opportunity to suggest new programs or new events to staff members. This can help motivate youth to improve their behavior. For instance, a personal conversation with an officer in 2005 suggested that minors would suggest their own version of *American Idol* such as teen idol or rap idol where minors compete with each other through music. The winner would win an additional 10 minutes for a personal phone call or a snack. Staff members can also create some type of incentive structure for minors to display good behavior. This is the discretion they have as being officers in detention youth facilities.

Quantitative Sample Description

The quantitative part of the study utilized the Performance Based Standards Dataset (PbS) and included data from juvenile facilities across the United States. The datasets provided survey data from staff member respondents, youth inmate respondents, and general facility administrative information provided by each facility. The current analysis included data from 2004 to 2010. Descriptive information for facilities are presented in the below sections.

Inmates

The number of facilities reporting inmate race/ethnicity information ranged from 136 in 2004 to 204 in 2008 and 2009 (see Table 1). The average proportion of Black inmates ranged from 34% in 2006 to 42% in 2009 and 2010. The variance in the percent of inmates who were Black remained relatively similar (SD=27% to 30%) across the 7 years. The proportion of Black inmates remained somewhat stable from 2004 to 2006 (~35%) and increased to 42% in 2009 and 2010. The average percent of White inmates, on the other hand, decreased from 41% in 2004 to 32% in 2010. The variance in the proportion of White inmates remained relatively similar (SD=23% to 25%). A small proportion of inmates fell into the “other” race category (Alaskan Native, American Indian, Asian, Native Hawaiian or Pacific Islander); the average percent ranged from 9% (2009) to 12% (2004, 2006). The standard deviation remained relatively similar (SD=17% to 21%). The average proportion of Hispanic inmates ranged from 12% in 2004 to 16% in 2009 and 17% in 2008 and 2010. The variance in the percent of inmates who were Hispanic remained relatively similar (SD=16% to 18%) across the 7 years. The proportion of Hispanic inmates steadily increased from 12% in 2004 to 17% in 2010.

Table 1. Average proportion of youth inmates at facilities by race/ethnicity

Year	N	<u>Black</u>		<u>White</u>		<u>Hispanic</u>		<u>Other</u>	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD
2004	136	0.35	0.30	0.41	0.24	0.12	0.16	0.12	0.21
2005	154	0.35	0.29	0.41	0.23	0.13	0.16	0.11	0.20
2006	157	0.34	0.29	0.40	0.24	0.14	0.18	0.12	0.22
2007	202	0.39	0.27	0.37	0.23	0.15	0.17	0.10	0.18
2008	204	0.38	0.27	0.35	0.23	0.17	0.18	0.10	0.21
2009	204	0.42	0.27	0.32	0.23	0.16	0.17	0.09	0.17
2010	195	0.42	0.28	0.32	0.25	0.17	0.18	0.10	0.19

In terms of gender, facilities were generally male only. As shown in Table 2, in 2004 and 2005, a slightly greater proportion of facilities were co-ed (49% in 2004; 51% in 2005) compared to male only (44% in 2004; 42% in 2005). Starting in 2006, a majority of facilities were male only (50% in 2007 to 62% in 2010) and fewer facilities were co-ed (40% in 2007 to 26% in 2010). A small proportion of facilities reporting each year were female only, although this proportion increased over the course of the study period (7% in 2004 to 11% in 2010). In general, facilities reported an average of 81% to 83% male inmates and 17% to 19% female inmates (see Table 3).

Table 2. Frequencies and percents (in parentheses) for facility type (inmate gender) by year

	Female Only	<u>Youth Type</u>	
		Male Only	Co-Ed
2004	10 (7.4)	60 (44.1)	66 (48.5)
2005	11 (7.1)	64 (41.6)	79 (51.3)
2006	14 (8.9)	84 (53.5)	59 (37.6)
2007	20 (9.9)	106 (52.5)	76 (37.6)
2008	23 (11.3)	117 (57.4)	64 (31.4)
2009	27 (13.2)	122 (59.8)	55 (27)
2010	21 (10.8)	122 (62.6)	52 (26.7)

Table 3. Average proportion of youth inmates at facilities by gender

Year	<i>N</i>	<u>Female</u>		<u>Male</u>	
		Mean	SD	Mean	SD
2004	136	0.19	0.27	0.81	0.27
2005	154	0.19	0.27	0.81	0.27
2006	157	0.17	0.28	0.83	0.28
2007	202	0.18	0.30	0.82	0.30
2008	204	0.18	0.31	0.82	0.31
2009	204	0.19	0.34	0.81	0.34
2010	195	0.17	0.31	0.83	0.31

Staff

The number of facilities reporting staff race/ethnicity information ranged from 131 in 2004 to 204 in 2007 and 2008 (see Table 4). The average proportion of Black staff ranged from 29% in 2008 to 38% in 2004. The variance in the percent of staff who were Black remained similar (SD=28% to 34%) across the 7 years. The proportion of Black staff was at 38% in 2004 but decreased to 30% in 2010. The average percent of White

staff, on the other hand, increased from 52% in 2004 to 59% in 2008. The variance in the proportion of White staff remained similar (SD=29% to 31%).

Table 4. Average proportion of staff at facilities by race/ethnicity

Year	N	<u>African-American</u>		<u>White</u>		<u>Hispanic</u>		<u>Other</u>	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD
2004	131	0.38	0.34	0.52	0.31	0.07	0.11	0.04	0.09
2005	154	0.35	0.33	0.54	0.30	0.06	0.10	0.04	0.13
2006	157	0.32	0.31	0.56	0.31	0.06	0.09	0.07	0.18
2007	201	0.31	0.29	0.58	0.30	0.07	0.11	0.04	0.10
2008	204	0.29	0.28	0.59	0.29	0.07	0.11	0.05	0.12
2009	204	0.30	0.29	0.58	0.30	0.06	0.11	0.05	0.12
2010	194	0.30	0.30	0.58	0.31	0.07	0.13	0.06	0.14

A small proportion of staff fell into the “other” race category (Alaskan Native, American Indian, Asian, Native Hawaiian or Pacific Islander); the average percent ranged from 4% (2004, 2005, and 2007) to 7% in 2006. The proportion of other staff was at 4% in 2004 and increased slightly to 7% in 2010. The variance in the proportion of other staff is somewhat large from (SD=9% to 18%). The average proportion of Hispanic staff ranged from 6% to 7%. The increase in the proportion of Hispanic staff is minimal. The variance in the proportion of Hispanic staff remained similar across years (SD= 9% to 13%).

In terms of gender for staff, facilities generally employed both female and male staff in the facilities (see Table 5). In 2007, 100% of the facilities reported were co-ed staff. The proportion of co-ed facilities ranged from 98% in 2006 to 99% in 2010.

Table 5. Frequencies and percents (in parentheses) for facility type (staff gender) by year

	<u>Staff Type</u>		
	Female Only	Male Only	Mixed
2004	1 (0.8)	1 (0.8)	129 (98.5)
2005	0 (0)	1 (0.7)	153 (99.4)
2006	1 (0.6)	2 (1.3)	154 (98.1)
2007	0 (0)	0 (0)	201 (100)
2008	0 (0)	2 (1)	202 (99)
2009	1 (0.5)	2 (1)	201 (98.5)
2010	0 (0)	2 (1)	192 (99)

Very few facilities employ male-only and female-only staff. These facilities ranged from 0 to 2 facilities over 7 years. The majority of the facilities employ co-ed staff. In general, facilities reported an average of 59% to 61% male staff and 39% to 41% female staff (see Table 6).

Table 6. Average proportion of staff at facilities by gender

Year	<i>N</i>	<u>Female</u>		<u>Male</u>	
		Mean	SD	Mean	SD
2004	131	0.41	0.17	0.59	0.17
2005	154	0.41	0.15	0.59	0.15
2006	157	0.41	0.17	0.59	0.17
2007	201	0.39	0.15	0.61	0.15
2008	204	0.41	0.16	0.59	0.16
2009	204	0.41	0.17	0.59	0.17
2010	194	0.39	0.16	0.61	0.16

Staff and Inmates

Matched inmate and staff race/ethnicity and gender information was also examined in order to gain an understanding of the composition of facilities. The matched

variables were binary, coded 1 to reflect a facility where 50% or more of the inmates and 50% or more of the staff were of the same race/ethnicity or gender. As shown in Table 7, the number of facilities reporting staff and inmate race/ethnicity information ranged from 137 in 2004 to 206 in 2008. In 2004, 30% of the facilities comprised mostly Black staff and inmates. The number of mostly Black facilities decreased slightly throughout the study period, with only 21% of the facilities composed of mostly Black staff and inmates in 2008. By 2010, this number was up slightly to 24%. A somewhat similar pattern was observed for facilities comprising mostly White staff and inmates. In 2004, 30% of facilities indicated that a majority of their staff and inmates were White. This proportion remained around 30% until 2007, when it dropped to 26%. In 2008, 23% of the facilities were mostly White. The number of mostly White facilities increased very slightly to 24% in 2009 and 2010. Only 2 facilities had a majority of Hispanic staff and inmates: therefore, this measure is not displayed or further analyzed.

Table 7. Frequencies and percents (in parentheses) for matched staff and inmate race/ethnicity

Year	<u>50% Black Staff & Youth</u>		<u>50% White Staff & Youth</u>	
	No	Yes	No	Yes
2004	96 (70.1)	41 (29.9)	96 (70.1)	41 (29.9)
2005	114 (72.6)	43 (27.4)	111 (70.7)	46 (29.3)
2006	116 (73.0)	43 (27.0)	111 (69.8)	48 (30.2)
2007	153 (75.7)	49 (24.3)	150 (74.3)	52 (25.7)
2008	162 (78.6)	44 (21.4)	158 (76.7)	48 (23.3)
2009	158 (77.5)	46 (22.6)	156 (76.5)	48 (23.5)
2010	149 (76.4)	46 (23.6)	148 (75.9)	47 (24.1)

In terms of the gender composition of facilities, fewer facilities were mostly female than mostly male (see Table 8). In 2004, only 8% of the facilities were female

only. This proportion increased to 12% in 2009. In contrast, a majority of facilities throughout the study period were male only. In 2009, 71% of the facilities were male only and 77% were male only in 2007.

Table 8. Frequencies and percents (in parentheses) for matched staff and inmate gender

Year	<u>50% Female Staff & Youth</u>		<u>50% Male Staff & Youth</u>	
	No	Yes	No	Yes
2004	126 (92.0)	11 (8.0)	35 (25.6)	102 (74.5)
2005	145 (92.4)	12 (7.6)	41 (26.1)	116 (73.9)
2006	147 (92.5)	12 (7.6)	38 (23.9)	121 (76.1)
2007	186 (92.1)	16 (7.9)	46 (22.8)	156 (77.2)
2008	184 (89.3)	22 (10.7)	53 (25.7)	153 (74.3)
2009	179 (87.8)	25 (12.3)	59 (28.9)	145 (71.1)
2010	177 (90.8)	18 (9.2)	46 (23.6)	149 (76.4)

Factor Analysis

A series of factor analyses were conducted on the survey subsections measuring advocacy and perception of youth programs in order to determine whether the survey questions statistically measured what they were intended to measure conceptually. For all factor analyses, factors with eigenvalues greater than 1.00 were retained. Inter-item reliability analyses were conducted to test the consistency within the items. The results of the factor analyses are presented in the below sections.

Advocacy Items

The factor analysis used varimax rotation and was conducted on the 10 items that were hypothesized to measure staff attitudes toward advocacy. The results revealed a two factor solution that accounted for 67% of the variance. Table 9 lists the variables that loaded on each factor. The majority of the items loaded on Factor 1, with the exception of

three items which loaded on Factor 2: Q35 Is the behavior management system (including privileges, rules, consequences and appeals process) clear and understood by staff and youths; Q37 Do staff have the authority to reward youth appropriately; and Q36 Do staff have the authority to discipline youth appropriately. The overall alpha for all of the items was Cronbach's $\alpha = .89$. Reliability was adequate for the two factors: For the items in the first factor, Cronbach's $\alpha = .90$, and for the items in the second factor, Cronbach's $\alpha = .79$. The first factor included items that assessed respectful attitudes and behavior toward inmates; therefore, this factor will be termed "Respect." The second factor included items that measured how staff reward and discipline inmates; therefore, this factor will be termed "Reward."

Table 9. Factor analysis – advocacy items

Staff Youth Relations (Staff Climate Survey)	Factor 1	Factor 2
Q30 Do staff seem to genuinely care about the residents?	0.8306	0.2486
Q31 Do staff use force only when they really need to?	0.7363	0.3168
Q32 Are incentives and rewards used to influence residents' behavior?	0.5070	0.3881
Q33 Do staff give more positive comments than negative comments to youth?	0.6927	0.2072
Q34 Do staff treat residents fairly?	0.8494	0.2803
Q35 Is the behavior management system (including privileges, rules, consequences and appeals process) clear and understood by staff and youths?	0.3896	0.6720
Q37 Do staff have the authority to reward youth appropriately?	0.2766	0.8232
Q28 Do staff members show residents respect?	0.8642	0.2403
Q36 Do staff have the authority to discipline youth appropriately?	0.1659	0.8659
A29 Are staff good role models?	0.8114	0.1957

Staff reported similar Respect scores across the study period (see Table 10). The lowest Respect score was 6.85 in 2005, 2007, and 2008. The highest Respect score was 6.90 in 2010. Reward scores were also similar throughout the study period. Reward scores ranged from 2.08 in 2010 to 2.19 in 2006. Average Respect and Reward scores were calculated for each facility (see Table 11). Facility Respect scores were lowest in 2007 (6.75) and highest in 2004 (6.94). Facility Reward scores ranged from 2.05 in 2008 to 2.24 in 2009.

Table 10. Staff means and standard deviations for advocacy factor scores: respect and reward

Year	N	<u>Respect</u>		<u>Reward</u>	
		Mean	SD	Mean	SD
2004	5757	6.86	0.89	2.13	1.08
2005	6926	6.85	0.90	2.15	1.07
2006	6709	6.86	0.91	2.19	1.06
2007	9652	6.85	0.92	2.14	1.07
2008	10251	6.85	0.90	2.10	1.09
2009	11154	6.89	0.86	2.12	1.08
2010	5960	6.90	0.87	2.08	1.09

Note: Higher scores indicate more Respect and more Reward.

Table 11. Facility means and standard deviations for facility advocacy factor scores: respect and reward

Year	N	<u>Respect</u>		<u>Reward</u>	
		Mean	SD	Mean	SD
2004	126	6.94	0.69	2.10	1.02
2005	136	6.93	0.81	2.20	1.05
2006	146	6.86	0.93	2.25	1.02
2007	169	6.75	1.11	2.09	1.10
2008	174	6.84	0.88	2.05	1.15
2009	174	6.91	0.72	2.24	1.04
2010	163	6.89	0.82	2.07	1.13

Perception of Youth Program Items

A factor analysis was conducted on the survey subsections in order to determine whether the survey questions statistically measured what they were intended to measure conceptually. Factors with eigenvalues greater than 1.00 were retained. Inter-item reliability analyses were conducted to test the consistency within the items. The factor analysis used varimax rotation and was conducted on the 7 items that were hypothesized to measure staff attitudes toward youth programs. The results revealed a one factor solution that accounted for 51% of the variance. The factor loadings are shown in Table 12. The overall alpha for all of the items was Cronbach's $\alpha = .82$.

Table 12. Factor analysis – perception of youth programs items

Youth Programs (Staff Climate Survey)	Factor 1
Q21 I am able to provide input in the development and follow through of youth's individual treatment/service plans.	0.5876
Q22 The programming in this facility (school, counseling, other programs) helps residents understand what they need to do to succeed when they return home.	0.7380
Q23 How would you rate the orientation of youths when they first arrive?	0.7357
Q24 How would you rate the health services for youths?	0.6986
Q25 How would you rate educational programming for youths?	0.7138
Q26 How would you rate training, daily communications and follow through at this location regarding suicide prevention?	0.7253
Q27 The manner in which various facility areas (i.e., direct care, clinical, education, administration and health) work as a team in developing and following through on youths' treatment/service plans is:	0.7974

Staff perceptions of youth programs varied only slightly across the study period (see Table 13). Scores ranged from 2.68 in 2005 and 2006 to 2.76 in 2010. The average score was also calculated for each facility. The facility-level Perception of Youth

Programs scores were also similar throughout the study period, with the lowest score of 2.72 in 2006 and the highest 2.82 in 2010 (see Table 14).

Table 13. Staff means and standard deviations for perception of youth programs factor score

Year	N	Mean	SD
2004	3659	2.70	0.61
2005	4392	2.68	0.59
2006	4223	2.68	0.59
2007	6279	2.75	0.58
2008	6848	2.74	0.60
2009	7269	2.74	0.60
2010	3924	2.76	0.60

Table 14. Facility means and standard deviations for perception of youth programs factor score

Year	N	Mean	SD
2004	141	2.76	0.27
2005	159	2.73	0.27
2006	163	2.72	0.28
2007	200	2.79	0.28
2008	207	2.77	0.28
2009	206	2.80	0.27
2010	198	2.82	0.27

CHAPTER 5

OFFICERS' PERCEPTIONS OF THEIR ROLE

One objective of the current study was to examine whether officers who represent a minority group perceive their role differently than those who do not represent a minority group. More specifically, Hypothesis 2.1 stated: *In facilities where officers and juveniles share race and ethnicity, officers will be more likely to perceive their role as advocates.* The null hypothesis (H^0) is there is not a significant relationship between shared race and ethnicity and perception of officer role as advocates. Hypothesis 2.2 stated: *Officers at facilities where a majority of the officers and inmates are female will be more likely to perceive their role as advocates for female inmates.* The null hypothesis is that there is not a significant relationship between matched staff/inmate female facilities and advocacy. Finally, hypothesis 2.3 stated: *In facilities with minority officers, officers will be more likely to perceive youth programs favorably.* The null hypothesis is that there is no relationship between facilities with minority officers and staff perception of youth programs.

A series of multiple regression models were conducted to test these hypotheses, using staff measures as dependent variables. Separate regression models were conducted using the two advocacy factor scores (Respect and Reward) as outcome measures for Hypotheses 2.1 and 2.2. In addition, a multiple regression model and a multilevel regression model were conducted for each hypothesis. The multiple regression model adjusted for clustering at the facility level. The multilevel regression model included

individual staff data at level 1 nested within facilities at level 2. The regression models were examined to determine whether assumptions were met. More specifically, kernel density plots were used to examine normality of the residuals. Scatterplots of the standardized residuals against the predictor variables were used to confirm that the relationship between the independent and dependent variables was linear. Collinearity was also examined using the Variance Inflation Factor (VIF) and Tolerance tests. Tolerance less than 0.1 and VIF greater than 10 was suggestive of collinearity. Finally, because the data reflect staff clustered by facility, it violates the assumption of independence. Therefore, the analysis adjusted for clustering at the facility level.

Hypothesis 2.1

Respect for Inmates

The regression model controlled for clustering at the facility level, which adjusted the standard errors for 311 clusters in facility id. The model was significant, $F(15, 310) = 41.93, p < 0.001$. The results indicated that the predictors accounted for 9.4% of the variance in Respect for Inmates ($R^2 = 0.094$). The results are shown in Table 15. The independent variable was the matched race/ethnicity measure, which indicates whether or not a majority of the staff members (>50%) and a majority of the inmates (>50%) are of the same race/ethnicity. The results failed to reveal significant results for the matched Black measure (Beta = -0.07, $p = 0.058$) and the matched White measure (Beta = 0.01, $p = 0.792$). The results did reveal significant effects among the control measures. Compared to 2004, staff members had lower levels of Respect for Inmates in 2007 (Beta = -0.11, $p < 0.01$), 2008 (Beta = -0.08, $p < 0.05$), and 2010 (Beta = -0.09, $p < 0.05$). In addition, facilities with greater proportions of violent offenses predicted greater

values of Respect for Inmates ($\text{Beta} = 0.13, p < 0.05$). Similarly, staff working in facilities with greater proportions of youth who understand rules predicted greater values of Respect for Inmates ($\text{Beta} = 0.19, p < 0.05$). Staff who had more favorable views of youth programs predicted greater values of Respect for Inmates ($\text{Beta} = 0.38, p < 0.001$). Finally, staff who reported that they received enough training ($\text{Beta} = 0.18, p < 0.001$) and that they had improved their skills ($\text{Beta} = 0.25, p < 0.001$) were associated with greater values of Respect for Inmates. The results failed to indicate significant effects for facilities with male inmates only ($\text{Beta} = -0.04, p = 0.227$) and for the occurrence of violent offenses at the facility ($\text{Beta} = -0.01, p = 0.775$).

Table 15. Multiple regression model on respect (H2.1)

	<i>Beta</i>	<i>SE</i>	95% CI	<i>p</i>
Year				
2005	-0.05	0.02	[-0.09, 0]	0.060
2006	-0.06	0.03	[-0.13, 0.01]	0.070
2007	-0.11	0.03	[-0.17, -0.04]	0.002
2008	-0.08	0.04	[-0.15, -0.01]	0.025
2009	-0.07	0.04	[-0.14, 0]	0.060
2010	-0.09	0.04	[-0.17, -0.01]	0.022
Majority staff, inmates Black	-0.07	0.04	[-0.14, 0]	0.058
Majority staff, inmates White	0.01	0.03	[-0.06, 0.07]	0.792
Male inmates only	-0.04	0.03	[-0.1, 0.02]	0.227
Proportion violent offenders	0.13	0.06	[0.02, 0.24]	0.022
Proportion inmates who understand rules	0.19	0.09	[0.01, 0.38]	0.044
Occurrence of violence	-0.01	0.03	[-0.06, 0.04]	0.775
Perception of youth programs	0.38	0.02	[0.34, 0.42]	0.000
Received adequate training	0.18	0.03	[0.13, 0.23]	0.000
Improved skills	0.25	0.03	[0.19, 0.31]	0.000
<i>Constant</i>	<i>6.51</i>	<i>0.05</i>	<i>[6.40, 6.62]</i>	<i>0.000</i>

Note: Model included data from 32,151 staff members and adjusted for 311 facility clusters. Items in bold were significant, $p < 0.05$.

A random-intercept model was also used to examine staff Respect for Inmates. This model allows for the outcome to vary by facility. A Likelihood Ratio test was conducted to test whether the random-intercept model provided better fit than the linear regression model. The results indicated better fit for the random-intercept model, $p < 0.0001$. The between-facility variance was 0.027; the within-facility between-staff variance was 0.85; thus the Variance Partition Component (VPC) was 0.031, indicating that 3.1% of the total variance in the outcome of Respect for inmates can be attributed to differences between facilities. The independent variable was the matched race/ethnicity measure and the control variables were year (2004 was the reference year), facilities with male inmates only, proportion of violent offenses, staff perception of youth programs, disagree about training, and no improvement in skills. As shown in Table 16, the results indicated that facilities with a majority of Black staff and inmates predicted lower levels of staff Respect for Inmates (Beta = -0.06, $p < 0.05$), whereas facilities with a majority of White staff and inmates did not predict staff Respect for Inmates (Beta = 0.001, $p = 0.955$). Facilities with male inmates predicted lower levels of staff Respect for Inmates (Beta = -0.06, $p < 0.01$) and facilities with greater proportions of violent offenses predicted greater levels of staff Respect for Inmates (Beta = 0.13, $p < 0.001$). Staff with more favorable perceptions of youth programs predicted greater levels of Respect (Beta = 0.37, $p < 0.001$). Similarly, better perceptions of youth programs were predicted by receiving enough training (Beta = 0.18, $p < 0.001$) and improving skills (Beta = 0.25, $p < 0.001$).

Table 16. Multilevel random-intercept regression model on respect (H2.1)

	<i>Beta</i>	<i>SE</i>	95% CI	<i>p</i>
Year				
2005	-0.05	0.02	[-0.09, -0.01]	0.023
2006	-0.07	0.02	[-0.12, -0.02]	0.005
2007	-0.12	0.03	[-0.17, -0.07]	0.000
2008	-0.08	0.03	[-0.13, -0.03]	0.003
2009	-0.07	0.03	[-0.13, -0.02]	0.005
2010	-0.09	0.03	[-0.15, -0.03]	0.005
Majority staff, inmates Black	-0.06	0.02	[-0.1, -0.01]	0.015
Majority staff, inmates White	0.00	0.02	[-0.04, 0.04]	0.955
Male inmates only	-0.06	0.02	[-0.1, -0.02]	0.007
Proportion violent offenders	0.13	0.04	[0.05, 0.21]	0.001
Proportion inmates who understand rules	0.11	0.07	[-0.03, 0.26]	0.128
Occurrence of violence	0.01	0.02	[-0.03, 0.04]	0.704
Perception of youth programs	0.37	0.01	[0.35, 0.39]	0.000
Received adequate training	0.18	0.02	[0.15, 0.22]	0.000
Improved skills	0.25	0.02	[0.22, 0.29]	0.000
Constant	<i>6.51</i>	<i>0.03</i>	<i>[6.45, 6.58]</i>	<i>0.000</i>

Note: Model included data from 32,151 staff members from 311 different facilities. Items in bold were significant, $p < 0.05$.

Reward

The multiple regression model predicting Reward was significant, $F(15, 310) = 200.80$, $p < 0.001$, and accounted for 20.8% of the variance in Reward ($R^2 = 0.208$). The results are displayed in Table 17. The results indicated that staff working at facilities where 50% or more of the staff and 50% or more of the inmates were Black were associated with lower levels of Reward (Beta = -0.13, $p < 0.01$). The matched race measure for White staff and inmates was not significant (Beta = 0.05, $p = 0.379$). There were also some significant effects among the control measures. Compared to 2004, staff

had lower measures of Reward for Inmates in 2009 (Beta = -0.15, $p < 0.05$) and 2010 (Beta = -0.27, $p < 0.001$). In addition, staff working in facilities where all of the inmates were male (compared to female only or co-ed) had lower measures of Reward for Inmates (Beta = -0.09, $p < 0.05$). Similarly, facilities with violent incidents predicted lower measures of Reward (Beta = -0.15, $p < 0.01$). Facilities with greater proportions of youth who understand the rules predicted greater levels of Reward (Beta = 0.85, $p < 0.001$). Staff with greater perceptions of youth programs (Beta = 0.68, $p < 0.001$), who received enough training (Beta = 0.25, $p < 0.001$), and had improved skills (Beta = 0.28, $p < 0.001$) predicted greater values of Reward for Inmates.

Table 17. Multiple regression model on reward (H2.1)

	Beta	SE	95% CI	<i>p</i>
Year				
2005	0.01	0.04	[-0.05, 0.08]	0.687
2006	0.01	0.05	[-0.08, 0.1]	0.793
2007	-0.09	0.05	[-0.2, 0.01]	0.082
2008	-0.10	0.06	[-0.21, 0.02]	0.094
2009	-0.15	0.06	[-0.27, -0.03]	0.013
2010	-0.27	0.07	[-0.41, -0.14]	0.000
Majority staff, inmates Black	-0.13	0.04	[-0.22, -0.05]	0.003
Majority staff, inmates White	0.05	0.05	[-0.06, 0.15]	0.379
Male inmates only	-0.09	0.04	[-0.18, 0]	0.041
Proportion violent offenders	0.16	0.10	[-0.03, 0.35]	0.098
Proportion inmates who understand rules	0.85	0.16	[0.54, 1.16]	0.000
Occurrence of violence	-0.15	0.04	[-0.23, -0.06]	0.001
Perception of youth programs	0.68	0.02	[0.64, 0.72]	0.000
Received adequate training	0.25	0.02	[0.21, 0.3]	0.000
Improved skills	0.28	0.02	[0.23, 0.33]	0.000
<i>Constant</i>	<i>1.67</i>	<i>0.07</i>	<i>[1.53, 1.81]</i>	<i>0.000</i>

Note: Model included data from 32,151 staff members and adjusted for 311 facility clusters. Items in bold were significant, $p < 0.05$.

A random-intercept model was also used to examine staff Reward for Inmates (see Table 18). This model allows for the outcome to vary by facility. A Likelihood Ratio test was conducted to test whether the random-intercept model provided better fit than the linear regression model. The results indicated better fit for the random-intercept model, $p < 0.0001$. The between-facility variance was 0.135; the within-facility between-staff variance was 0.91; thus the VPC was 0.129, indicating that 12.9% of the total variance in the outcome of Reward for inmates can be attributed to differences between facilities. The independent variables were the matched staff and inmate race/ethnicity measures. The results indicated that facilities where a majority of the staff and inmates were Black predicted lower levels of Reward for Inmates (Beta = -0.10, $p < 0.01$), whereas facilities where a majority of the staff and inmates were White predicted greater levels of Reward for Inmates (Beta = 0.06, $p < 0.05$). In addition, staff working in facilities where greater proportions of inmates understand rules were associated with greater levels of Reward for Inmates (Beta = 0.51, $p < 0.001$). Finally, greater levels of Reward for Inmates were predicted by staff with more favorable views of youth programs (Beta = 0.59, $p < 0.001$), received enough training (Beta = 0.25, $p < 0.001$), and had improvement in skills (Beta = 0.23, $p < 0.001$).

Table 18. Multilevel random-intercept regression model on reward (H2.1)

	Beta	SE	95% CI	P
Year				
2005	0.02	0.02	[-0.02, 0.07]	0.327
2006	0.01	0.03	[-0.04, 0.07]	0.572
2007	-0.04	0.03	[-0.09, 0.02]	0.211
2008	0.01	0.03	[-0.05, 0.06]	0.857
2009	0.02	0.03	[-0.03, 0.08]	0.428
2010	-0.03	0.03	[-0.1, 0.04]	0.430
Majority staff, inmates Black	-0.10	0.03	[-0.17, -0.04]	0.002
Majority staff, inmates White	0.06	0.03	[0.01, 0.11]	0.029
Male inmates only	-0.01	0.03	[-0.07, 0.05]	0.678
Proportion violent offenders	0.04	0.05	[-0.05, 0.14]	0.366
Proportion inmates who understand rules	0.51	0.08	[0.34, 0.67]	0.000
Occurrence of violence	0.00	0.02	[-0.04, 0.03]	0.830
Perception of youth programs	0.59	0.01	[0.57, 0.61]	0.000
Received adequate training	0.25	0.02	[0.21, 0.29]	0.000
Improved skills	0.23	0.02	[0.2, 0.27]	0.000
<i>Constant</i>	1.45	0.04	[1.36, 1.53]	0.000

Note: Model included data from 32,151 staff members from 311 different facilities. Items in bold were significant, $p < 0.05$.

Hypothesis 2.2

Respect for Inmates

The multiple regression model conducted to examine the impact of gender on Respect for Inmates was significant, $F(15, 310) = 44.32, p < 0.001$. The model accounted for 9.4% of the variance ($R^2 = 0.094$). As shown in Table 19, the independent variables were not significant predictors of Respect: facilities where a majority of the staff and inmates were female did not predict Respect for Inmates (Beta = 0.07, $p = 0.385$) and facilities where most of the staff and inmates were male also did not predict Respect for Inmates (Beta = 0.08, $p = 0.184$). There were, however, significant effects

among the control measures. Compared to 2004, staff had lower levels of Respect in 2007 (Beta = -0.11, $p < 0.01$), 2008 (Beta = -0.08, $p < .05$), and 2010 (Beta = -0.08, $p < 0.05$). In addition, higher levels of Respect were predicted by staff working in facilities with greater proportions of violent offenders (Beta = 0.14, $p < 0.01$) and with greater proportions of inmates who understand rules (Beta = 0.20, $p < 0.05$). Staff who had higher perceptions of youth programs (Beta = 0.38, $p < 0.001$), received enough training (Beta = 0.18, $p < 0.001$), and had improved skills (Beta = 0.25, $p < 0.001$) predicted higher levels of Respect.

Table 19. Multiple regression model on respect (H2.2)

	Beta	SE	95% CI	<i>p</i>
Year				
2005	-0.04	0.02	[-0.09, 0.01]	0.080
2006	-0.06	0.03	[-0.13, 0.01]	0.078
2007	-0.11	0.03	[-0.17, -0.04]	0.001
2008	-0.08	0.03	[-0.14, -0.01]	0.028
2009	-0.06	0.03	[-0.12, 0.01]	0.092
2010	-0.08	0.04	[-0.15, -0.01]	0.032
Majority staff, inmates Female	0.07	0.08	[-0.08, 0.21]	0.385
Majority staff, inmates Male	0.08	0.06	[-0.04, 0.19]	0.184
Male inmates only	-0.05	0.03	[-0.11, 0.01]	0.098
Proportion violent offenders	0.14	0.05	[0.04, 0.24]	0.007
Proportion inmates who understand rules	0.20	0.10	[0.01, 0.4]	0.037
Occurrence of violence	-0.01	0.02	[-0.06, 0.04]	0.590
Perception of youth programs	0.38	0.02	[0.35, 0.42]	0.000
Received adequate training	0.18	0.03	[0.13, 0.23]	0.000
Improved skills	0.25	0.03	[0.19, 0.31]	0.000
<i>Constant</i>	6.44	0.07	[6.3, 6.59]	0.000

Note: Model included data from 32,151 staff members and adjusted for 311 facility clusters. Items in bold were significant, $p < 0.05$.

A random-intercept model was also used to examine staff Reward for Inmates (see Table 20). This model allows for the outcome to vary by facility. A Likelihood Ratio test was conducted to test whether the random-intercept model provided better fit than the linear regression model. The results indicated better fit for the random-intercept model, $p < 0.0001$. The between-facility variance was 0.028; the within-facility between-staff variance was 0.85; thus the VPC was 0.032, indicating that 3.2% of the total variance in the outcome of Respect for inmates can be attributed to differences between facilities. The independent variables were not significant predictors of Respect: facilities where a majority of the staff and inmates were female did not predict Respect for Inmates (Beta = 0.01, $p = 0.835$) and facilities where most of the staff and inmates were male also did not predict Respect for Inmates (Beta = 0.01, $p = 0.630$). There were, however, significant effects among the control measures. Compared to 2004, staff had lower levels of Respect in 2005 (Beta = -0.05, $p < 0.05$), 2006 (Beta = -0.07, $p < 0.01$), 2007 (Beta = -0.11, $p < 0.001$), 2008 (Beta = -0.08, $p < 0.01$), 2009 (Beta = -0.07, $p < 0.01$) and 2010 (Beta = -0.08, $p < 0.05$). In addition, higher levels of Respect were predicted by staff working in facilities with greater proportions of violent offenders (Beta = 0.14, $p < 0.01$). Staff who had higher perceptions of youth programs (Beta = 0.37, $p < 0.001$), received enough training (Beta = 0.18, $p < 0.001$), and had improved skills (Beta = 0.25, $p < 0.001$) predicted higher levels of Respect.

Table 20. Multilevel random-intercept regression model on respect (H2.2)

	Beta	SE	95% CI	<i>p</i>
Year				
2005	-0.05	0.02	[-0.09, -0.01]	0.026
2006	-0.07	0.02	[-0.12, -0.02]	0.004
2007	-0.12	0.03	[-0.17, -0.07]	0.000
2008	-0.08	0.03	[-0.13, -0.03]	0.003
2009	-0.07	0.03	[-0.13, -0.02]	0.006
2010	-0.09	0.03	[-0.15, -0.03]	0.005
Majority staff, inmates Female	0.01	0.04	[-0.07, 0.09]	0.835
Majority staff, inmates Male	0.01	0.02	[-0.03, 0.06]	0.630
Male inmates only	-0.05	0.02	[-0.1, -0.01]	0.012
Proportion violent offenders	0.14	0.04	[0.06, 0.22]	0.001
Proportion inmates who understand rules	0.11	0.07	[-0.03, 0.26]	0.122
Occurrence of violence	0.00	0.02	[-0.03, 0.04]	0.770
Perception of youth programs	0.37	0.01	[0.35, 0.39]	0.000
Received adequate training	0.18	0.02	[0.14, 0.22]	0.000
Improved skills	0.25	0.02	[0.22, 0.29]	0.000
<i>Constant</i>	6.49	0.04	[6.42, 6.57]	0.000

Note: Model included data from 32,151 staff members from 311 different facilities. Items in bold were significant, $p < 0.05$.

Reward

The multiple regression model predicting Reward was significant, $F(15, 310) = 204.89$, $p < 0.001$, and accounted for 20.9% of the variance ($R^2 = 0.209$). As shown in Table 21, facilities with a majority of female staff and inmates did not predict greater values of staff ratings of Reward (Beta = -0.10, $p = 0.172$), a majority of male staff and inmates, however, predicted greater values of Reward (Beta = 0.14, $p < 0.01$). In addition, there were significant effects among the control measures. Compared to 2004, staff had lower levels of Reward in 2009 (Beta = -0.13, $p < 0.05$) and 2010 (Beta = -0.25, $p < 0.001$). Similarly, facilities with male inmates only predicted lower levels of Reward

(Beta = -0.15, $p < 0.01$) and facilities that had a violent event also predicted lower levels of Reward (Beta = -0.16, $p < 0.001$). Greater levels of Reward were predicted by facilities with greater proportions of violent offenders (Beta = 0.21, $p < 0.05$) and greater proportions of youth who understood rules (Beta = 0.82, $p < 0.001$). Finally, staff who had higher perceptions of youth programs (Beta = 0.68, $p < 0.001$), received training (Beta = 0.25, $p < 0.001$), and improved skills (Beta = 0.28, $p < 0.001$) predicted greater values of Reward.

Table 21. Multiple regression model on reward (H2.2)

	Beta	SE	95% CI	<i>p</i>
Year				
2005	0.02	0.04	[-0.05, 0.09]	0.608
2006	0.02	0.05	[-0.07, 0.11]	0.673
2007	-0.10	0.06	[-0.21, 0.01]	0.084
2008	-0.09	0.06	[-0.21, 0.02]	0.122
2009	-0.13	0.06	[-0.25, -0.01]	0.035
2010	-0.25	0.07	[-0.39, -0.12]	0.000
Majority staff, inmates Female	-0.10	0.07	[-0.24, 0.04]	0.172
Majority staff, inmates Male	0.14	0.04	[0.06, 0.22]	0.001
Male inmates only	-0.15	0.04	[-0.24, -0.06]	0.001
Proportion violent offenders	0.21	0.09	[0.03, 0.39]	0.026
Proportion inmates who understand rules	0.82	0.16	[0.5, 1.14]	0.000
Occurrence of violence	-0.16	0.04	[-0.24, -0.08]	0.000
Perception of youth programs	0.68	0.02	[0.65, 0.72]	0.000
Received adequate training	0.25	0.02	[0.2, 0.3]	0.000
Improved skills	0.28	0.02	[0.23, 0.33]	0.000
<i>Constant</i>	1.60	0.08	[1.45, 1.75]	0.000

Note: Items in bold were significant, $p < 0.05$.

A random-intercept model was also used to examine staff Reward for Inmates (see Table 22). This model allows for the outcome to vary by facility. A Likelihood Ratio test was conducted to test whether the random-intercept model provided better fit than the linear regression model. The results indicated better fit for the random-intercept model, $p < 0.0001$. The between-facility variance was 0.138; the within-facility between-staff variance was 0.911; thus the VPC was 0.131, indicating that 13.1% of the total variance in the outcome of Reward for inmates can be attributed to differences between facilities. The results indicated that facilities where a majority of the staff and inmates were female were associated with lower staff levels of Reward for Inmates (Beta = -0.24, $p < 0.001$). Facilities with a majority of male staff and inmates did not predict Reward for Inmates (Beta = -0.04, $p = 0.222$). There were, however, significant effects among the control measures. In addition, higher levels of Reward were predicted by staff working in facilities with greater proportions of inmates who understand the rules (Beta = 0.49, $p < 0.001$). Staff who had higher perceptions of youth programs (Beta = 0.59, $p < 0.001$), received enough training (Beta = 0.25, $p < 0.001$), and had improved skills (Beta = 0.23, $p < 0.001$) predicted higher levels of Reward for Inmates.

Table 22. Multilevel random-intercept regression model on reward (H2.2)

	Beta	SE	95% CI	<i>p</i>
Year				
2005	0.02	0.02	[-0.02, 0.07]	0.354
2006	0.01	0.03	[-0.04, 0.06]	0.608
2007	-0.04	0.03	[-0.09, 0.02]	0.197
2008	0.00	0.03	[-0.05, 0.06]	0.916
2009	0.02	0.03	[-0.04, 0.08]	0.460
2010	-0.03	0.03	[-0.09, 0.04]	0.452
Majority staff, inmates Female	-0.24	0.06	[-0.37, -0.12]	0.000
Majority staff, inmates Male	-0.04	0.03	[-0.09, 0.02]	0.222
Male inmates only	-0.04	0.03	[-0.1, 0.03]	0.248
Proportion violent offenders	0.05	0.05	[-0.05, 0.14]	0.340
Proportion inmates who understand rules	0.49	0.08	[0.32, 0.65]	0.000
Occurrence of violence	0.00	0.02	[-0.04, 0.03]	0.835
Perception of youth programs	0.59	0.01	[0.57, 0.61]	0.000
Received adequate training	0.25	0.02	[0.21, 0.29]	0.000
Improved skills	0.23	0.02	[0.2, 0.27]	0.000
<i>Constant</i>	1.50	0.05	[1.4, 1.59]	0.000

Note: Model included data from 32,151 staff members from 311 different facilities. Items in bold were significant, $p < 0.05$.

Hypothesis 2.3

The multiple regression model conducted to predict staff perception of youth programs was significant, $F(13, 309) = 198.05$, $p < 0.001$, and accounted for 13.1% of the variance ($R^2 = 0.131$). As shown in Table 23, the independent variable was the proportion of Black staff at the facility, which predicted lower perceptions of youth programs (Beta = -0.21, $p < 0.001$). In addition, facilities with greater proportions of youth who understand rules predict greater perceptions of youth programs (Beta = 0.47, $p < 0.001$), whereas facilities with violent incidents were associated with lower staff perceptions of youth programs (Beta = -0.08, $p < 0.001$). Finally, more favorable

perceptions of youth programs were predicted by staff who received enough training (Beta = 0.24, $p < 0.001$) and staff who improved their skills (Beta = 0.37, $p < 0.001$).

Table 23. Multiple regression model on perception of youth programs (H2.3)

	Beta	SE	95% CI	<i>p</i>
Year				
2005	-0.04	0.02	[-0.08, 0]	0.056
2006	-0.04	0.02	[-0.09, 0]	0.070
2007	0.01	0.03	[-0.05, 0.06]	0.844
2008	0.00	0.03	[-0.05, 0.06]	0.919
2009	-0.01	0.03	[-0.07, 0.05]	0.721
2010	-0.02	0.03	[-0.09, 0.04]	0.474
Proportion Black Staff	-0.21	0.03	[-0.27, -0.14]	0.000
Male inmates only	-0.01	0.02	[-0.05, 0.04]	0.784
Proportion violent offenders	0.02	0.05	[-0.08, 0.11]	0.700
Proportion inmates who understand rules	0.47	0.09	[0.28, 0.65]	0.000
Occurrence of violence	-0.08	0.02	[-0.12, -0.04]	0.000
Received adequate training	0.24	0.01	[0.21, 0.26]	0.000
Improved skills	0.37	0.01	[0.35, 0.4]	0.000
<i>Constant</i>	<i>2.29</i>	<i>0.03</i>	<i>[2.23, 2.35]</i>	<i>0.000</i>

Note: Model included data from 34,026 staff members and adjusted for 310 facility clusters. Items in bold were significant, $p < 0.05$.

A random-intercept model was also used to examine staff perceptions of youth programs. This model allows for the outcome to vary by facility. A Likelihood Ratio test was conducted to test whether the random-intercept model provided better fit than the linear regression model. The results indicated better fit for the random-intercept model, $p < 0.0001$. The between-facility variance was 0.037; the within-facility between-staff variance was 0.281; thus the VPC was 0.115, indicating that 11.5% of the total variance in the outcome of perceptions of youth programs can be attributed to differences between facilities. As shown in Table 24, the independent variable was the proportion of Black staff at the facility, which was a significant predictor of less favorable perceptions of

youth programs (Beta = -0.14, $p < 0.001$). The control measures were also significant. Compared to 2004, staff had less favorable perceptions of youth programs in 2005 (Beta = -0.04, $p < 0.01$) and 2006 (Beta = -0.03, $p < 0.05$). This pattern changed in later years: compared to 2004, staff in 2008 (Beta = 0.03, $p < 0.05$), 2009 (Beta = 0.05, $p < 0.01$), and 2010 (Beta = 0.07, $p < 0.001$) had more favorable perceptions of youth programs. In addition, staff working in facilities where greater proportions of youth understood the rules were associated with more favorable perceptions of youth programs (Beta = 0.23, $p < 0.001$). Violence at the facility predicted less favorable perceptions of youth programs (Beta = -0.03, $p < 0.01$). Finally, staff who received enough training (Beta = 0.22, $p < 0.001$) and improved their skills (Beta = 0.32, $p < 0.001$) were associated with more favorable perceptions of youth programs.

Table 24. Multilevel random-intercept regression model on perception of youth programs (H2.3)

	Beta	SE	95% CI	p
Year				
2005	-0.04	0.01	[-0.06, -0.01]	0.002
2006	-0.03	0.01	[-0.06, 0]	0.047
2007	0.02	0.02	[-0.01, 0.05]	0.205
2008	0.03	0.02	[0, 0.06]	0.048
2009	0.05	0.02	[0.02, 0.08]	0.004
2010	0.07	0.02	[0.03, 0.1]	0.000
Proportion Black Staff	-0.14	0.03	[-0.2, -0.08]	0.000
Male inmates only	-0.03	0.02	[-0.06, 0]	0.068
Proportion violent offenders	0.03	0.03	[-0.02, 0.08]	0.275
Proportion inmates who understand rules	0.23	0.05	[0.14, 0.31]	0.000
Occurrence of violence	-0.03	0.01	[-0.05, -0.01]	0.009
Received adequate training	0.22	0.01	[0.2, 0.24]	0.000
Improved skills	0.32	0.01	[0.3, 0.34]	0.000
<i>Constant</i>	2.30	0.02	[2.26, 2.35]	0.000

Note: Model included data from 32,151 staff members from 311 different facilities. Items in bold were significant, $p < 0.05$.

CHAPTER 6

REPRESENTATION LIMITING VIOLENCE

One objective of the current study was to examine how officers' perceptions of their roles influence their strategies for dealing with violence. More specifically, Hypothesis 3.1 stated: *Facilities with a greater proportion of female officers and higher levels of advocacy will be associated with less violence.* The null hypothesis (H_0) is there is not a significant relationship between the proportion of female officers, levels of advocacy, and violence. Hypothesis 3.2 stated: *Facilities with a greater proportion of minority officers and more favorable perceptions of youth programs will be associated with less violence.* The null hypothesis is that there is not a significant relationship between minority officers, perceptions of youth programs, and violence. Finally, Hypothesis 3.3 stated: *Facilities with a greater proportion of minority officers and minority youth will be associated with less violence.* The null hypothesis is that there is no relationship between facilities with minority officers and violence.

A series of multiple logistic regression models were conducted to test these hypotheses, using measures of any violence occurring at the facility and inmate violent behavior as dependent variables. Separate regression models were conducted using the two outcome measures of violence. In addition, a multiple regression model and a multilevel regression model were conducted for each hypothesis and each outcome. For violence at the facility level, the multiple logistic regression model was conducted using facility level data, and year was entered as a fixed-effect in the model. The multilevel

logistic regression model used year as the level 1 data, nested within facility as the level 2 data. For violence at the inmate level, the multiple logistic regression model adjusted for clustering by facility. The multilevel logistic regression model used inmate data as the level 1 measures, nested within facility as the level 2 measures. All regression models were examined to determine whether assumptions were met. Collinearity among the predictor variables was examined using the Variance Inflation Factor (VIF) and Tolerance tests. Tolerance less than 0.1 and VIF greater than 10 was suggestive of collinearity. Finally, since the data reflects inmates clustered by facility, it violates the assumption of independence. Therefore, the analysis adjusted for clustering at the facility level.

Hypothesis 3.1

Any Violence at the Facility

A multiple logistic regression model was used to test whether the number of female officers at facilities influenced the occurrence of violence at the facility. The independent variables included year, which was dummy-coded and entered as a fixed effect, and the proportion of female officers at the facility. The results revealed a significant model, $\chi^2(12) = 101.83, p < 0.0001$. The Pseudo- R^2 was 0.10 (see Table 25). Year 2010 was associated with lower odds of violence (OR = 0.39, $p < 0.01$). Facilities with greater proportion of youth who understood rules at the facility had lower odds of violence (OR = .002, $p < 0.001$). Proportion of female officers at the facility was not significant (OR = 2.92, $p = 0.061$). Advocacy levels at the facility were not significant (Respect OR = 0.96, $p = 0.659$; Reward OR = 0.860, $p = 0.068$).

Table 25. Multiple logistic regression model on violence at facilities (H3.1)

	Odds Ratio	SE	95% CI	<i>p</i>
Year				
2005	1.63	0.57	[0.83, 3.22]	0.157
2006	1.46	0.50	[0.75, 2.86]	0.267
2007	0.88	0.30	[0.46, 1.7]	0.707
2008	0.75	0.25	[0.39, 1.44]	0.390
2009	1.10	0.37	[0.57, 2.14]	0.773
2010	0.39	0.13	[0.2, 0.75]	0.005
Male inmates only	1.36	0.25	[0.95, 1.96]	0.092
Proportion of female staff	2.92	1.66	[0.95, 8.93]	0.061
Respect	0.96	0.10	[0.79, 1.16]	0.659
Reward	0.86	0.07	[0.73, 1.01]	0.068
Proportion of female staff x Respect	0.62	0.35	[0.21, 1.87]	0.395
Proportion of female staff x Reward	1.39	0.71	[0.52, 3.76]	0.514
Proportion of violent offenders	1.14	0.45	[0.52, 2.48]	0.742
Proportion inmates who understand rules	0.00	0.00	[0, 0.02]	0.000

Note: Model included data from 992 facilities. Items in bold were significant, $p < 0.05$.

A multilevel logistic regression random-intercept model was also conducted to determine whether the number of female officers was associated with the occurrence of violence at the facility. Year served as level 1 and facility served as the level 2 data, that is, the yearly measures were nested within facility. The analysis included 992 facilities across 7 years. The average number of observations per group was 141.7, ranging from 116 to 168. The model was significant, $\chi^2(8) = 58.81$, $p < 0.0001$. The LR test comparing the random-intercept model to the logistic regression model was also significant, $p < 0.01$, indicating that the random-intercept model was a better fit to the data over the logistic regression model. As shown in Table 26, facilities with greater proportion of youth who understood rules at the facility had lower odds of violence (OR = 0.002, $p < 0.001$). However, the proportion of female officers at the facility was not significant (OR

= 2.85, $p = 0.066$) and advocacy levels at the facility were not significant (Respect OR = 0.96, $p = 0.657$; Reward OR = 0.867, $p = 0.084$). The control measures were not significant.

Table 26. Multilevel random-intercept logistic regression model on violence at facilities (H3.1)

	Odds Ratio	SE	95% CI	P
Male inmates only	1.37	0.25	[0.95, 1.96]	0.088
Proportion of female staff	2.85	1.62	[0.93, 8.66]	0.066
Respect	0.96	0.09	[0.79, 1.16]	0.657
Reward	0.87	0.07	[0.74, 1.02]	0.084
Proportion of female staff x Respect	0.58	0.33	[0.19, 1.76]	0.341
Proportion of female staff x Reward	1.41	0.71	[0.52, 3.8]	0.500
Proportion of violent offenders	0.92	0.35	[0.43, 1.95]	0.824
Proportion inmates who understand rules	0.00	0.00	[0, 0.01]	0.000

Note: Items in bold were significant, $p < 0.05$.

Any Inmate Violence

A multiple logistic regression model was conducted using the youth data, controlling for clustering by facility (see Table 27). The outcome was violence and the main independent variables were the proportion of female staff at each facility, the average advocacy measure at each facility, and the interaction between the proportion of female staff and the advocacy measures. The control variables included whether the facility had male inmates only, the proportion of violent offenders at the facility, and the proportion of youth who understand rules at the facility. The results indicated that the model was significant, $\chi^2 = 352.02$, $p < 0.0001$, with Pseudo- $R^2 = 0.07$. The proportion of female staff at the facility predicted greater odds of violence (OR = 1.85, $p < 0.05$).

Youth inmates at facilities with greater average Reward scores had lower odds of inmate violence (OR = 0.446, $p < 0.001$). Compared to 2004, year 2006 was associated with lower odds of violence (OR = 0.82, $p < 0.05$), year 2007 was associated with lower odds of violence (OR = 0.738, $p < 0.05$), year 2008 was associated with lower odds of violence (OR = 0.726, $p < 0.05$), and year 2010 was associated with lower odds of violence (OR = 0.526, $p < 0.001$). Youth inmates at facilities with male inmates only had greater odds of inmate violence (compared to other types of facilities – female only/coed) (OR = 1.87, $p < 0.001$). Youth inmates at facilities with greater proportions of incarcerations for violent offenses had greater odds of inmate violence (OR = 2.28, $p < 0.01$). Youth inmates at facilities with greater proportions of inmates who understood rules had lower odds of violence (OR = 0.143, $p < 0.001$).

Table 27. Multiple logistic regression model on inmate violence (H3.1)

	Odds Ratio	SE	95% CI	<i>p</i>
Year				
2005	1.02	0.07	[0.9, 1.16]	0.758
2006	0.82	0.08	[0.68, 0.98]	0.033
2007	0.74	0.10	[0.57, 0.95]	0.021
2008	0.73	0.10	[0.56, 0.95]	0.018
2009	0.78	0.11	[0.6, 1.03]	0.078
2010	0.53	0.09	[0.37, 0.74]	0.000
Male inmates only	1.87	0.19	[1.53, 2.28]	0.000
Proportion of female staff	1.85	0.50	[1.09, 3.15]	0.024
Respect	1.23	0.20	[0.89, 1.69]	0.208
Reward	0.45	0.04	[0.37, 0.53]	0.000
Proportion of female staff x Respect	0.99	0.94	[0.15, 6.33]	0.988
Proportion of female staff x Reward	0.91	0.45	[0.34, 2.39]	0.842
Proportion of violent offenders	2.28	0.66	[1.29, 4.01]	0.004
Proportion inmates who understand rules	0.14	0.05	[0.07, 0.3]	0.000

Note: Model included data from 53,444 inmates and controlled for 310 facility clusters. Items in bold were significant, $p < 0.05$.

A multilevel logistic regression random-intercept model was conducted to examine whether the proportion of female staff at a facility was associated with youth violence (see Table 28). The data followed a two-level hierarchical structure with individual youth data at level 1 nested within facilities at level 2. The analysis included 53,444 youth level records, with an average of 172 youth inmates per facility. The smallest facility included data from 4 inmates and the largest from 631 inmates. The model was significant, $\chi^2(14) = 217.77, p < 0.0001$. In addition, the LR test revealed that the random-intercept model was a better fit than the logistic regression model, $p < 0.0001$. The results revealed that youth inmates at facilities with greater average Reward scores had lower odds of inmate violence (OR = 0.70, $p < 0.001$). There were also significant effects among the control measures. Compared to year 2004, greater odds of violence were predicted by year 2005 (OR = 1.14, $p < 0.01$), year 2006 (OR = 1.12, $p < 0.05$), and year 2007 (OR = 1.13, $p < 0.05$). Youth inmates at facilities with male inmates only had greater odds of inmate violence (compared to other types of facilities – female only/coed) (OR = 1.56, $p < 0.001$). Youth inmates at facilities with greater proportions of inmates who understood rules had lower odds of violence (OR = 0.28, $p < 0.001$).

Table 28. Multilevel random-intercept logistic regression model on inmate violence (H3.1)

	Odds Ratio	SE	95% CI	<i>p</i>
Year				
2005	1.14	0.05	[1.04, 1.24]	0.004
2006	1.12	0.06	[1.02, 1.24]	0.022
2007	1.13	0.06	[1.01, 1.26]	0.038
2008	1.11	0.07	[0.99, 1.25]	0.067
2009	1.10	0.07	[0.98, 1.23]	0.115
2010	0.87	0.06	[0.76, 1]	0.058
Male inmates only	1.56	0.11	[1.36, 1.78]	0.000
Proportion of female staff	1.35	0.22	[0.97, 1.87]	0.071
Respect	1.09	0.09	[0.93, 1.28]	0.263
Reward	0.70	0.04	[0.63, 0.77]	0.000
Proportion of female staff x Respect	0.81	0.40	[0.31, 2.11]	0.665
Proportion of female staff x Reward	0.92	0.26	[0.53, 1.59]	0.757
Proportion of violent offenders	0.96	0.09	[0.8, 1.14]	0.623
Proportion inmates who understand rules	0.28	0.05	[0.2, 0.39]	0.000

Note: Model included data from 53,444 inmates from 310 facilities. Items in bold were significant, $p < 0.05$.

Hypothesis 3.2

Any Violence at the Facility

A multiple logistic regression model was conducted to examine whether facilities with more minority officers and more favorable perceptions of youth programs were associated with lower odds of violence (see Table 29). The outcome was the occurrence of violence at the facility, and the main independent variables were the proportion of Black officers at the facility, the perception of youth programs at the facility, and the interaction effect. The model included data from 1,156 facilities across seven years (2004-2010). The results revealed a significant model, $\chi^2 = 156.77$, $p < 0.0001$, Pseudo $R^2 = 0.124$. Facilities with greater proportion of Black staff were associated with greater

odds of violence (OR = 3.22, $p < 0.001$). Facilities with more favorable perceptions of youth programs were associated with lower odds of violence (OR = 0.239, $p < 0.001$). The interaction effect was not significant (OR = 0.88, $p = 0.914$). Compared to 2004, 2010 was associated with lower odds of violence (OR = 0.378, $p < 0.01$). Finally, facilities with greater proportion of youth who understand the rules were associated with lower odds of violence (OR = 0.006, $p < 0.001$).

Table 29. Multiple logistic regression model on violence at facilities (H3.2)

	Odds Ratio	SE	95% CI	<i>p</i>
Year				
2005	1.40	0.45	[0.74, 2.64]	0.298
2006	1.22	0.40	[0.65, 2.31]	0.532
2007	0.92	0.29	[0.49, 1.72]	0.795
2008	0.86	0.27	[0.46, 1.61]	0.642
2009	1.15	0.37	[0.61, 2.15]	0.665
2010	0.38	0.12	[0.2, 0.72]	0.003
Male inmates only	1.12	0.17	[0.83, 1.52]	0.454
Proportion of staff Black	3.22	0.95	[1.81, 5.73]	0.000
Perception of youth programs	0.24	0.08	[0.13, 0.46]	0.000
Proportion staff Black x Youth Program	0.88	1.02	[0.09, 8.55]	0.914
Proportion of violent offenders	1.32	0.48	[0.65, 2.69]	0.446
Proportion inmates who understand rules	0.01	0.01	[0, 0.04]	0.000

Note: Model includes data from 1,156 facilities. Items in bold were significant, $p < 0.05$.

A multilevel logistic regression random-intercept model was also conducted to determine whether the number of minority officers at a facility and more favorable perceptions of youth programs were associated with lower odds of violence at the facility. The data followed a two-level hierarchical structure with the yearly data at level 1 nested within facilities at level 2. The model included data from 1,156 facilities across seven years (2004-2010). The results indicated a significant model, $\chi^2 = 102.45$, $p < 0.0001$. The

LR test indicated that the model was a significantly better fit compared to the logistic regression model, $p < 0.05$. As shown in Table 30, facilities with greater proportion of Black staff were associated with greater odds of violence (OR = 3.14, $p < 0.001$). Facilities with more favorable perceptions of youth programs were associated with lower odds of violence (OR = 0.238, $p < 0.001$). Facilities with greater proportion of youth who understand the rules were associated with lower odds of violence (OR = 0.006, $p < 0.001$).

Table 30. Multilevel random-intercept logistic regression model on violence at facilities (H3.2)

	Odds Ratio	SE	95% CI	<i>p</i>
Male inmates only	1.13	0.17	[0.83, 1.53]	0.428
Proportion of staff Black	3.14	0.92	[1.77, 5.58]	0.000
Perception of youth programs	0.24	0.08	[0.13, 0.45]	0.000
Interaction effect*	0.83	0.96	[0.09, 7.95]	0.870
Proportion of violent offenders	1.10	0.38	[0.55, 2.18]	0.788
Proportion inmates who understand rules	0.01	0.01	[0, 0.04]	0.000

Note: Items in bold were significant, $p < 0.05$.

Any Inmate Violence

A multiple logistic regression model was used to examine the effect of minority officers and officer perceptions of youth programs on youth violence (see Table 31). The analysis controlled for nesting of youth within facilities. The model included data from 53,427 youth inmates across seven years (2004 - 2010). The overall model was significant, $\chi^2 = 364.71$, $p < 0.0001$, pseudo- $R^2 = 0.064$. The results revealed significant effects for the independent variables. Youth inmates at facilities with greater proportion of Black staff were associated with greater odds of inmate violence (OR = 1.54, $p < 0.01$). Youth inmates at facilities where staff had more favorable perceptions of youth programs

had lower odds of inmate violence (OR = 0.31, $p < 0.001$). The interaction effect for proportion of Black staff at facilities x perceptions of youth programs was significant (OR = 5.41, $p < 0.001$). The odds of violence increase as the proportion of Black staff at facilities increases. The odds of violence decrease as the facility staff perception of youth programs increases. The effect of the proportion of Black staff on violence increases as the facility staff perception of youth programs. Compared to 2004, 2010 was associated with lower odds of inmate violence (OR = 0.684, $p < 0.05$). Youth inmates at facilities with male inmates only had greater odds of inmate violence (compared to other types of facilities – female only/coed) (OR = 1.84, $p < 0.001$). Youth inmates at facilities with greater proportions of incarcerations for violent offenses had greater odds of inmate violence (OR = 2.07, $p < 0.05$). Finally, youth inmates at facilities with greater proportions of inmates who understood rules had lower odds of violence (OR = 0.092, $p < 0.001$).

Table 31. Multiple logistic regression model on inmate violence (H3.2)

	Odds Ratio	SE	95% CI	<i>p</i>
Year				
2005	1.04	0.07	[0.91, 1.18]	0.582
2006	0.85	0.08	[0.71, 1.03]	0.102
2007	0.85	0.11	[0.65, 1.1]	0.217
2008	0.85	0.12	[0.65, 1.11]	0.228
2009	0.93	0.13	[0.71, 1.23]	0.617
2010	0.68	0.12	[0.49, 0.96]	0.028
Male inmates only	1.84	0.17	[1.54, 2.2]	0.000
Proportion of staff Black	1.54	0.25	[1.12, 2.12]	0.008
Perception of youth programs	0.31	0.05	[0.23, 0.42]	0.000
Interaction effect*	5.41	2.42	[2.25, 13]	0.000
Proportion of violent offenders	2.07	0.59	[1.18, 3.62]	0.011
Proportion inmates who understand rules	0.09	0.03	[0.04, 0.19]	0.000

Note: Items in bold were significant, $p < 0.05$.

A multilevel logistic regression model was also conducted to determine the effect of minority officers and perception of youth programs on youth violence (see Table 32). The data followed a two-level hierarchical structure with individual youth data at level 1 nested within facilities at level 2. The analysis included 53,444 youth level records, with an average of 172 youth inmates per facility. The smallest facility included data from 4 inmates and the largest from 631 inmates. The model was significant, $\chi^2(14) = 217.77, p < 0.0001$. In addition, the LR test revealed that the random-intercept model was a better fit than the logistic regression model, $p < 0.0001$. The results indicated that youth inmates at facilities with greater proportion of Black staff were associated with greater odds of inmate violence (OR = 1.56, $p < 0.01$). Youth inmates at facilities where staff had more favorable perceptions of youth programs had lower odds of inmate violence (OR = 0.77, $p < 0.01$). There were also significant effects among the control measures. Compared to 2004, greater odds of inmate violence was predicted by 2005 (OR = 1.14, $p < 0.01$), 2006 (OR = 1.13, $p < 0.05$), 2007 (OR = 1.15, $p < 0.05$), and 2008 (OR = 1.13, $p < 0.05$). In addition, youth inmates at facilities with male inmates only had greater odds of inmate violence (compared to other types of facilities – female only/coed) (OR = 1.50, $p < 0.001$), whereas those at facilities with greater proportions of inmates who understood rules had lower odds of violence (OR = 0.23, $p < 0.001$).

Table 32. Multilevel random-intercept logistic regression model on inmate violence (H3.2)

	Odds Ratio	SE	95% CI	<i>p</i>
Year				
2005	1.14	0.05	[1.04, 1.24]	0.004
2006	1.13	0.06	[1.02, 1.24]	0.018
2007	1.15	0.07	[1.03, 1.28]	0.016
2008	1.13	0.07	[1.01, 1.27]	0.033
2009	1.10	0.07	[0.98, 1.24]	0.097
2010	0.90	0.06	[0.78, 1.04]	0.143
Male inmates only	1.50	0.10	[1.31, 1.71]	0.000
Proportion of staff Black	1.56	0.20	[1.21, 2]	0.001
Perception of youth programs	0.77	0.06	[0.66, 0.91]	0.002
Interaction effect*	1.20	0.29	[0.75, 1.92]	0.451
Proportion of violent offenders	0.95	0.09	[0.8, 1.14]	0.603
Proportion inmates who understand rules	0.23	0.04	[0.17, 0.32]	0.000

Note: Items in bold were significant, $p < 0.05$.

Hypothesis 3.3

Any Violence at the Facility

A multiple logistic regression model was conducted to test whether facilities with more minority officers and minority inmates were associated with lower odds of violence (see Table 33). The outcome was a binary indicator for whether or not the facility had any youth incidents of violent behavior that year. The independent variable were the matched race/ethnicity measures, which indicated whether 50% or more of the staff and inmates were Black or White. The results revealed a significant model, $\chi^2(12) = 119.39$, $p < 0.0001$, pseudo- $R^2 = 0.09$. Facilities with 50%+ staff and inmates who are Black were associated with greater odds of violence (OR = 1.81, $p < 0.01$). Compared to 2004, 2010

was associated with lower odds of violence (OR = 0.38, $p < 0.01$). Finally, facilities with greater proportion of youth who understand the rules were associated with lower odds of violence (OR = 0.001, $p < 0.001$).

Table 33. Multiple logistic regression model on violence at facilities (H3.3)

	Odds Ratio	SE	95% CI	<i>p</i>
Year				
2005	1.41	0.45	[0.76, 2.62]	0.279
2006	1.22	0.39	[0.66, 2.27]	0.531
2007	0.87	0.27	[0.47, 1.61]	0.660
2008	0.80	0.25	[0.44, 1.48]	0.480
2009	1.07	0.34	[0.57, 1.98]	0.837
2010	0.38	0.12	[0.20, 0.72]	0.003
Majority staff, inmates Black	1.81	0.38	[1.19, 2.73]	0.005
Majority staff, inmates White	0.98	0.17	[0.71, 1.37]	0.915
Proportion of female staff	2.15	1.16	[0.75, 6.17]	0.153
Male inmates only	1.26	0.22	[0.90, 1.76]	0.179
Proportion of violent offenders	1.23	0.45	[0.61, 2.51]	0.565
Proportion inmates who understand rules	0.00	0.00	[0.00, 0.01]	0.000

Note: Items in bold were significant, $p < 0.05$.

A multilevel logistic regression model was also conducted. The data followed a two-level hierarchical structure with the yearly data at level 1 nested within facilities at level 2. The results indicated a significant model, $\chi^2(6) = 72.04$, $p < 0.0001$. The LR test indicated that the model was a significantly better fit compared to the logistic regression model, $p < 0.05$. As shown in Table 34, facilities with 50%+ staff and inmates who are Black were associated with greater odds of violence (OR = 1.79, $p < 0.01$). Facilities with greater proportion of youth who understand the rules were associated with lower odds of violence (OR = 0.002, $p < 0.001$).

Table 34. Multilevel random-intercept logistic regression model on violence at facilities (H3.3)

	Odds Ratio	SE	95% CI	<i>p</i>
Majority staff, inmates Black	1.79	0.38	[1.18, 2.70]	0.006
Majority staff, inmates White	1.00	0.17	[0.72, 1.38]	0.985
Proportion of female staff	2.11	1.13	[0.74, 6.02]	0.161
Male inmates only	1.26	0.22	[0.90, 1.76]	0.170
Proportion of violent offenders	1.00	0.35	[0.50, 1.98]	0.992
Proportion inmates who understand rules	0.00	0.00	[0.00, 0.01]	0.000

Note: Model included data from 1,157 facilities over 7 years. Items in bold were significant, $p < 0.05$.

Any Inmate Violence

A multiple logistic regression model was conducted using the youth data, controlling for clustering by facility (see Table 35). The outcome was violence and the main independent variables were the matched race/ethnicity measures, which indicated whether 50% or more of the staff and inmates were Black or White. The control variables included whether the facility had male inmates only, the proportion of violent offenders at the facility, and the proportion of youth who understand rules at the facility. The results indicated that the model was significant, $\chi^2(11) = 168.24, p < 0.0001$, with Pseudo- $R^2 = 0.05$. Youth inmates at facilities with 50% staff and inmates who were White were associated with lower odds of violence (OR = 0.740, $p < 0.05$), whereas inmates at facilities with 50% staff and inmates who were Black had greater odds of violence (OR = 1.29, $p < 0.05$). There were also significant effects among the control measures. Compared to 2004, lower odds of violence were predicted by 2006 (OR = 0.795, $p < 0.05$), 2007 (OR = 0.752, $p < 0.05$), 2008 (OR = 0.749, $p < 0.05$), and 2010 (OR =

0.643, $p < 0.05$). Lower odds of violence were also associated with inmates who were at facilities with greater proportions of inmates who understood rules (OR = 0.044, $p < 0.001$). Greater odds of violence were predicted by youth inmates at facilities with greater proportions of incarcerations for violent offenses (OR = 2.06, $p < 0.05$) and inmates at facilities with male inmates only (compared to other types of facilities – female only/coed) (OR = 1.78, $p < 0.001$).

Table 35. Multiple logistic regression model on inmate violence (H3.3)

	Odds Ratio	SE	95% CI	P
Year				
2005	0.99	0.06	[0.88, 1.11]	0.843
2006	0.79	0.07	[0.66, 0.95]	0.013
2007	0.75	0.10	[0.58, 0.97]	0.028
2008	0.75	0.10	[0.57, 0.98]	0.033
2009	0.82	0.11	[0.63, 1.07]	0.149
2010	0.64	0.11	[0.46, 0.9]	0.011
Male inmates only	1.78	0.17	[1.47, 2.16]	0.000
Majority staff, inmates White	0.74	0.11	[0.56, 0.98]	0.036
Majority staff, inmates Black	1.29	0.14	[1.04, 1.59]	0.020
Proportion of violent offenders	2.06	0.60	[1.17, 3.63]	0.013
Proportion inmates who understand rules	0.04	0.02	[0.02, 0.09]	0.000

Note: Model included data from 54,059 inmates and adjusted for 314 facility clusters. Items in bold were significant, $p < 0.05$.

A multilevel logistic regression random-intercept model was conducted to examine whether the proportion of female staff at a facility was associated with youth violence (see Table 36). The data followed a two-level hierarchical structure with individual youth data at level 1 nested within facilities at level 2. The analysis included 54,059 youth level records, with an average of 172 youth inmates per facility. The smallest facility included data from 4 inmates and the largest from 631 inmates. The

model was significant, $\chi^2(11) = 176.63, p < 0.0001$. In addition, the LR test revealed that the random-intercept model was a better fit than the logistic regression model, $p < 0.001$. Youth inmates at facilities with 50% staff and inmates who are White were associated with lower odds of violence (OR = 0.806, $p < 0.001$). Youth inmates at facilities with 50% staff and inmates who are Black were associated with greater odds of violence (OR = 1.18, $p < 0.05$). Compared to 2004, 2005 was associated with greater odds of violence (OR = 1.09, $p < 0.05$) and 2010 was associated with lower odds of violence (OR = 0.82, $p < 0.01$). Youth inmates at facilities with male inmates only had greater odds of inmate violence (compared to other types of facilities – female only/coed) (OR = 1.46, $p < 0.001$). Youth inmates at facilities with greater proportions of inmates who understood rules had lower odds of violence (OR = 0.228, $p < 0.001$).

Table 36. Multilevel random-intercept logistic regression model on inmate violence (H3.3)

	Odds Ratio	SE	95% CI	P
Year				
2005	1.09	0.05	[1, 1.19]	0.042
2006	1.08	0.05	[0.98, 1.19]	0.111
2007	1.08	0.06	[0.96, 1.2]	0.190
2008	1.04	0.06	[0.93, 1.17]	0.451
2009	1.02	0.06	[0.91, 1.14]	0.739
2010	0.82	0.06	[0.72, 0.94]	0.004
Male inmates only	1.46	0.10	[1.28, 1.67]	0.000
Majority staff, inmates White	0.81	0.04	[0.72, 0.9]	0.000
Majority staff, inmates Black	1.18	0.08	[1.04, 1.35]	0.012
Proportion of violent offenders	0.94	0.08	[0.79, 1.12]	0.502
Proportion inmates who understand rules	0.23	0.04	[0.16, 0.32]	0.000

Note: Model included data from 54,059 inmates from 314 different facilities. Items in bold were significant, $p < 0.05$.

CHAPTER 7

CONCLUSION

Research on youth violence is limited. This study brings attention to officers' shared characteristics such as race and gender to minors to determine if these similarities have an impact on minors' behavior. This chapter summarizes the findings, methodological limitations, and makes recommendations for future research.

Summary of Findings

The findings of this study are contrary to the theory of representative bureaucracy, which indicates that minority bureaucrats implement policies that benefit clients from the same minority background. This study attempted to see if this theory holds up in the criminal justice environment by observing the relationship between minority officers and minority inmates. Officers are required to take on multiple roles when interacting with youth such as authority, educator, and youth counselor. In addition, officers are expected to advocate for inmates by helping them with their problems. For instance, minors may have problems with other minors within the unit, which can lead them into youth violence. Officers are expected to protect minors and maintain security of the facility. Using the theory of representative bureaucracy, the expectation was that Black officers will perceive themselves as advocates for Black inmates. Given the representative bureaucracy theory, my study found that this theory did not hold up and found the complete opposite.

Initially, the study began with a qualitative approach with interviews from volunteers and retirees from California detention facilities to understand *what are the*

causes of youth violence? In addition, the subjects were asked what their perceptions of officers were. The responses indicated that youth violence was triggered by youths' personal problems because of how they were raised, not because of race or ethnicity. Officers who display advocacy can help these minors, but officers need to be cautious of stereotyping them. Individuals who participated in the interviews perceived that officers sharing similar characteristics such as race and gender to minors had an easier time developing working relationships with them. To further research in this area empirical models were used to test the relationship among officers' perceptions of advocacy and if shared characteristics to minors had an impact on alleviating youth violence.

In Hypothesis 2.1 the race of officers and minors was not a factor in predicting respect for youth. Advocacy did not result from officers and inmates of shared ethnicities. In testing hypothesis 2.1 with the second factor of advocacy, that staff reward youth. The findings displayed that staff who worked in facilities where the majority of staff and inmates were Black were associated with lower levels of advocacy as opposed to other races. However, staff in facilities where a majority of the staff and inmates were White had higher levels of reward.

In testing for gender in hypothesis 2.2, facilities that had 50% or more of the same gender for both female officers and female youth and male officers and male youth were not a factor in predicting respect for youth. Furthermore, in testing the second advocacy factor that staff reward youth in facilities that had 50% or more male officers and male youth were a factor in predicting male staff rewarded youth. Female officers and female youth were not a factor in predicting female staff rewarded youth. However, male officers had lower levels of rewarding youth. This could stem from the fact that males are

more likely to be incarcerated than females. The male incarceration proportion for youth is higher than the female population (Sickmund et al. 2011).

In testing for hypothesis 2.3, the results indicated that minority officers have less favorable views of youth programs when they work in facilities with greater proportions with other minority officers. Race and ethnicity did not have an impact on officers' perceptions of youth programs. In studying the relationship among officers, minors, and violence, the results were even more thought-provoking. In testing hypothesis 3.1, the proportion of female officers and advocacy levels was not associated with less youth violence. Facilities with greater proportions of male staff and male inmates had greater odds of violence. Minors who were incarcerated for violent offenses had greater odds of committed youth violence within facilities. In testing hypothesis 3.2, it was found that facilities with greater proportions of Black officers were associated with greater odds of violence. In addition, officers who had more favorable perceptions of youth programs were associated with lower odds of violence. In testing hypothesis 3.3, facilities with 50% or more staff and inmates who are Black were associated with greater odds of violence. In comparison, youth inmates at facilities with 50% staff and inmates who are White were associated with lower odds of violence.

Overall, officers did not perceive themselves as advocates, and officers with shared race and ethnicity did not perceive themselves as advocates. According to the representative bureaucracy theory, bureaucrats would perceive themselves as advocates for clients when they share the same race/ethnicity. In addition, in testing for gender, it was expected that female staff perceived themselves as advocate for female inmates. Female officers and advocacy levels were not predictors in decreasing youth violence.

According to Crouch and Alpert (1982), female correctional officers are less punitive and more supportive toward inmates. Women officers are considered to be more likely to prevent violence and induce a calming effect on inmates than male officers. However, the findings were not in an expected direction.

A possible explanation for the contrary results is gender discrimination, which is associated with organizational socialization. Female officers can be affected by gender discrimination. Voorhis et al. (1991) suggest women working in public agencies incur gender discrimination, especially working in fields that are male-dominated such as detention facilities. Female officers can face challenges by their male counterparts if they deem them incompetent to carry out their positions. Male officers are associated with traits of being aggressive and forceful, whereas women are associated with traits of being sensitive and helpful (Eagly and Carli 2007). This gender role stereotype can affect female officers' ability to reduce youth violence if male staff members and minors believe that they are physically unable to stop or prevent youth violence. This can affect female officers' ability to perceive themselves as advocates and to excel in the organization due to male staff not accepting that female officers can perform just as well in their capabilities in dealing with at-risk youth.

Organizational socialization will cause officers to have lower levels of advocacy since administrators are socialized by their employment and adopt behaviors that are consistent to the organizational goals and not by their race or gender (Williams and Wilkins 2005). Officers may forfeit their personal values of demonstrating advocacy toward minors in exchange for agency values, which they believe can help them advance in the organization. They may be willing to adopt the organizational values to increase

their chance of promotion or success. Officers are not as likely to make policy decisions that benefit inmates of the same race or gender, which leads them to adopt a neutral role.

Bureaucrats can be influenced through secondary groups, such as other officers working within juvenile facilities. Meier (1991) suggests that bureaucrats are continuously socialized throughout their lives, learning new things that can influence their attitudes and behaviors. In addition, the organization in which the bureaucrat works can also influence preexisting attitudes and beliefs. This can hinder their ability to represent their values since they are representing the organization.

Additional possible explanation of the unexpected findings especially on higher levels of violence within facilities with greater proportions of Black officers and inmates, may be related to the “code of the streets.” Minorities may feel that they have encountered racial discrimination from people in authority in their communities. Black youth get stereotyped as criminals. According to Anderson (2000) Black youth may not get respect or “props” from their peers if they are seen in dialogues with any authority. This is because the “code of the streets” has taught minority youth to take care of themselves and to rely on violent measures if provoked by others. The “code of the streets” reflects a lack of trust in the police and judicial system since minority youth perceive that officers protect the White society and not them. Especially if officers are summoned for help, Black youth find that they have to defend and protect themselves because they lack trust that officers are able to help them. Black youth then develop antisocial attitudes and violent behavior.

Minority inmates’ perception of officers as advocates can be skewed because of the “code of the streets.” They can perceive minority officers with less respect because of

their role with authority. In this study, Black officers were less likely to demonstrate an advocate role, which can infuse tensions in facilities and lead to youth violence. Minority inmates' perceptions may not change because an officer shares the same race. This study found that Black officers do not modify their perception toward advocacy because of their race.

In addition, Black officers may be making things worse by being stricter with their own race. For instance, Wilkins and Williams (2005) found that Black police officers were more involved in racial profiling with their own race. Their study was built on representative bureaucracy and initially their assumption was that Black officers would conduct fewer incidences of racial profiling. However, the findings posed a difficult challenge to sustain representative bureaucracy when organizational socialization is present. Therefore, they found a significant relationship, but in the opposite direction. Wilkins and Williams (2005) suggest Black officers are pressured to conform to the organization, which affects their attitudes and behaviors to be accepted as part of the team. The police officer culture resembles a fraternity, which creates group cohesiveness and facilitates an "us vs. them" structure that causes minority officers to deviate from helping minority citizens (Ibid 2005). For instance, if an officer sees another officer engaging in racial profiling they will be more than likely to look the other way. This type of behavior is condoned through officers partaking in organizational socialization.

Furthermore, Weitzer (2000) also concluded that Black officers in general treat Black citizens more harshly than White officers. According to Jacobs and Kraft (1978) Black officers were less likely to decrease tensions with inmates. Black officers displayed

less empathy toward Black inmates. In this study, Black officers were less likely to display advocacy for Black inmates, and violence levels were higher for this group.

In addition, the environment of the criminal justice system can make it difficult for an officer to display an advocate role. According to Johnson and Price (1981), inmates who consider officers to be soft equate it with weakness, which leads inmates to run amok within the institution. Inmates that feel an officer is weak may try to take advantage of the officer, and inmates can form stronger coalitions within the facilities to protect themselves. Minors can lack trust for people within authority and will not rely on officers to help them with their problems. This lack of insecurity can cause minors to become victims of youth violence.

Incarcerated minors may have been more likely exposed to abuse, poverty, lower levels of education and drugs (Harper and MacLanahan 2004). These environmental factors that surround minors can cause mental health problems, which they may try to alleviate by drug abuse. The results displayed that minors that committed violent offenses were more likely to be associated with higher levels of violence. Minors who committed lower-level offenses such as property and drug offenses were not associated with high levels of violence. Unfortunately, the data does not depict which minors are causing the violence.

Policy Implications

Some policy implications to improve staff and inmate relationships within juvenile detention facilities is that juvenile facilities need to continuously screen minors with mental health problems. If minors have this problem they need to consistently meet with a mental health professional. Minors should have the ability to request to speak with

a counselor as needed or be placed in a unit with other minors who have special needs. In addition, officers who work in a unit that is highly populated with minors with special illnesses should be trained for additional counseling skills and how to respond to crisis situations.

Educational programs or extracurricular activities are also needed to keep inmates' minds positively occupied. This study found that volunteers who participated in the interviews indicated education is important for minors to attain within the juvenile facilities. There should be a strong emphasis on educational programs. For instance, a volunteer indicated that they had book club where books were donated by the local church and volunteers would come into the institutions to read with youth.

Other types of programs that are suggested to help alleviate youth violence are mentoring programs with community leaders, one-on-one therapy with minors and professional counselors, exercise programs for youth, and events and programs suggested by youth. Minors should have input on what type of programs they should participate in. This can help motivate youth to improve their behavior. It is also important for trade schools, adult schools, and community colleges to visit these institutions and give presentations on programs available. These presentations should be given to the minors who are at least 17 years old in order to give them the option to consider some type of training when exiting the facility. Some of these programs do exist in the facilities, such as exercise programs and counseling, but they need to be consistent. Programs catered to youth and in their development such as in physical, mental, and social fulfillment can help improve their behavior and reduce youth violence.

Juvenile facilities should partner with local non-profit organizations that can provide literacy or general educational programming to at-risk youth. Volunteer programs can fill in this void by having these individuals interact with youth and motivate them to improve their lives. This is due to the fact that minors lack trust in authority figures and may find it hard to follow officers' guidance on educational programs (Anderson 2000).

Minors who have committed violent offenses should attend anger management programs, and officers should also be aware if they are working with violent youth. Youth who enter facilities come with cases that detail their criminal history. Officers should be familiar with this information when working with inmates.

Besides offering facility programs, these services also need to be available when minors are released back into the community. Often times these minors go back to the same problems, whether it is home and/or street problems. The majorities of these minors return to the criminal justice system like a revolving door and come back with harsher offenses. There needs to be collaboration among juvenile facilities, non-profit organizations, community leaders, and elected officials to provide services to at-risk youth such as job training, after-school programs, and educational programming to help youth get on the right track. If not, at-risk youth will continue to get into trouble, which will cost more tax dollars in the end.

Staff working in facilities with inmates should continue to be integrated by race so that there isn't all-White staff or all-Black staff. Staff members should be integrated per unit by race and gender. As well, inmates should be integrated within the facilities by roommates, school, and extracurricular functions.

Juvenile detention facilities should also consider hiring more female officers. The majority of the juvenile detention facilities employ more male officers than female officers. Future studies can focus on the relationship between female officers and inmates to determine if female officers can have an effect on reducing youth violence.

Statistical Limitations and Future Research

Initially, this dissertation was going to study and collect primary data on the Los Angeles County Probation Department since the department has been under scrutiny by the media for the past several years due to violent incidents and staffing. Los Angeles County Probation Department has made significant efforts to reduce the problem of violence within juvenile halls by hiring more officers to ensure adequate staffing. However, major occurrences of violence still happen inside the juvenile system and end up in the media (Levey 2006; Bloomekatz 2009). The Los Angeles County Probation Department differs from other probation departments because it is one of the largest departments in the nation. In 2011, the department laid off at least 300 officers and was unable to provide data for this study.

Fortunately, secondary data were available to complete this research. The U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention, initiated the Performance Based Standards (PbS) project to create a national database on juvenile facilities. The purpose of the Performance Based Standards Dataset is to improve the conditions and quality of life of incarcerated youth and working staff (CJCA 2010). The Performance Based Standards is the only dataset that collects national information from 162 facilities in 27 states. The facilities that participated are located in both urban and rural areas across the country. The PbS dataset collects information from training schools,

detention facilities, assessment facilities, and privately run secure facilities, which contain anywhere from 20 to 500 incarcerated youth. It is important to note that the Los Angeles County Probation Department does not participate in the Performance Based Standards (PbS) project (Personal Communication, Administrative Director 1, November 2010). Besides the Los Angeles County Probation Department being omitted from this study, other facilities are also not part of the PbS dataset. The Department of Justice indicates there are a total of 2,458 juvenile facilities in the United States, and only 15% of those facilities participate in the PbS project (OJJDP 2011).

The Performance Based Standards Project (PbS) does not release the names of the facilities nor the cities that they are located in due to non-disclosure. PbS only releases the states that participate in the project that have at least one detention facility participating in the dataset. This can lead to potential biases of data from urban vs. non-urban facilities because urban facilities can be more likely to house more minority inmates and employ more minority officers than non-urban facilities. For instance, the Los Angeles County Probation Department has three juvenile detention facilities that do not participate in PbS (Personal Communication, Administrative Director 1, November 2011). Facilities in urban cities may be less inclined to contribute data since they can be more likely to experience factors such as higher levels of violence. In addition, the composition and population of the inmates can vary between the urban vs. non-urban facilities. This can leave out a significant population for the dataset.

In addition, not every facility that participates in PbS submits reports each year. Each year new facilities are added to the sample and some facilities drop out due to not turning their information for that year. There is the possibility of missing items or

missing records that has incomplete records from facilities. Therefore, the results may not generalize to facilities outside of those included in the sample nor to other officers and inmates.

The results indicated that facilities varied in terms of the measured characteristics. For instance, a majority of the officers in some facilities were male whereas other facilities were comprised of mostly female officers. A majority of the models controlled for facility-level differences by including facility-level predictors in the models. In addition, the multilevel models examining non-facility level outcomes (i.e., staff advocacy, perceptions of youth programs, youth-level violence) included random effects to allow for the effects of unobserved facility-level variables. Thus, these models adjust for facility-level measures that were not included in the model in order to provide information on the amount of variance in the outcome due to facility differences.

A typical goal in an analysis is to determine causality, that is, to determine whether the model represents a causal relationship between the predictor, or independent variable, and the outcome. In other words, we want to establish whether or not differing levels of perceptions of advocacy and youth programs "caused" violence at the facility. However, it is possible that violence at the facility influences, or "causes", differing levels of perceptions of advocacy and youth programs. This is a situation called reverse causality, such that causality goes in both directions. This situation often occurs in observational data in situations where data is gathered simultaneously on all measures. The preferred method for inferring causality is a randomized experimental design, where individuals are randomly assigned to groups in which the treatment is manipulated and the outcome measured. However, it is not possible to manipulate perceptions of advocacy

and youth programs among officers at a facility nor is it possible to randomly assign individuals to perform violent behaviors at a facility.

One way to make observational data mimic that of a randomized setting is through the use of propensity scores. Propensity scores can be used to imitate a randomized setting by controlling for differences between groups. However, it is not clear how to use propensity scores with nested data. In this case, the "treatment" would be the facility, and there is no agreed upon method for creating a score that would model the propensity of an individual to be in one of 300 facilities. The instrumental variable (IV) approach is another way to deal with endogeneity. A suitable IV is one that is associated with the treatment variable, but is not correlated with the outcome, except for a possible indirect effect through the treatment. In the current analysis, such a variable would have to be associated with violence, but not correlated with perception of advocacy and youth programs. This type of instrument is not easily identified.

Therefore, the current models are limited in terms of the ability to assess causal relationships. However, the analysis has revealed significant relationships and associations between measures. These relationships need to be explored in future research in order to better understand the associations. In addition, the relationships need to be explored using rigorous research design and analysis in order to attempt to assess causal relationships between staff perceptions and violence.

The data that were used for this dissertation study is secondary data which were not collected for examining violence. The data were collected for another reason such as to identify, monitor, and improve the conditions and services to incarcerated youth. The PbS dataset is created to help in areas such as self-improvement, accountability, safety,

health, and education in juvenile facilities. These factors are all measured for effectiveness with subsequent data collection since its implementation in 2004 (OJJDP 2011). My interest in variables such as officers' ages, years of experience, education level, and political affiliation were not part of these data. PbS should consider these variables in future surveys to expand research in this area and understand the relationship between staff and minors.

Finally, future research can observe if officers' advocacy levels change when officers work in lower-level offenses units/facilities versus working in high-level offense units/facilities. Officers may display advocacy roles when working with minors who have committed minor crimes rather than felonies. Future research should also compare advocacy levels between minors and officers to determine if minors view officers as advocates. The results found that facilities that had 50%+ White officers with White inmates had lower levels of violence than Black officers and Black inmates. Studies should focus on this relationship between White officers and Black officers and how it relates to youth violence. Qualitative research can also be implemented by observing focus groups of White inmates versus Black inmates and their reactions to White and Black officers. It is also especially important not to only focus on Black and White officers but to also consider other racial groups. There can be many predictors that influence youth violence and not necessarily stem from officers that work directly with these youth. This relationship needs to be studied since officers have an impact on youth and it can be negative or positive.

Conclusion

The challenge for officers in assisting minors could be the notion of having to portray various roles. This may or may not constrain their abilities to actively be efficient in their other expected role of being a public safety officer, teacher, or counselor. Johnson and Price (1981) note, "All officers, in other words, are accountable for the human environments they as officials help create and maintain." Officers obtain the capability to cultivate an environment where minors feel protected and can achieve rehabilitation. If minors feel safe, they would more readily rely on officers for their safety. Minors may not want to engage in youth violence inside juvenile facilities but are motivated and encouraged to do so for gang and/or safety reasons.

Juveniles often lack positive role models in their lives, which exacerbates their likelihood of committing criminal offenses. Their interaction with officers in juvenile detention facilities becomes important since it is one of their only contacts with the outside world (Jackson and Ammen 1996). Peterson-Badali and Koegl (2002) point out, "Inmate violence needs to be considered in the context of the social interactions between guards and inmates, and suggest that interventions designed to reduce inmate violence must address the behavior of correctional staff toward inmates." This study was created to shed light on the youth correctional system and to provoke interest in studying the relationship between officers and minors.

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APPENDIX A
OPERATIONALIZATION OF VARIABLES

Dependent Variables

There are three dependent variables, which are the advocacy role, youth violence and officers' perceptions on youth programs. Secondary survey data obtained from PbS was collected to measure these variables. An index of questions is created to measure the advocacy and youth programs variables by using a factor analysis. The variables that are retained are used for regression analysis for each variable.

Independent Variables

The independent variables in this model are based on race and gender. Minority staff and minority youth in facilities are observed as well as the gender of officers and inmates. Minority officers' perception on youth programs is also included as key independent variable, which is used to test hypothesis 3.2. Table 1 below contains a summary of the key variables used in this study.

Table 1. Summary of Key Explanatory Variables

Dependent Variables	<ol style="list-style-type: none">1. Advocacy2. Youth Violence3. Youth Programs
Independent Variables	<ul style="list-style-type: none">• Minority Staff• Minority Youth• Gender• Youth Programs

APPENDIX B

THE DATA: DEPENDENT VARIABLES

Advocacy Role: The extent to which officers perceive themselves as representatives of minors or advocates were questioned in the PbS survey. Two indicators out of the 10 variables from the factor analysis indicated that Role Models and the variable Care for Youth are best used to conduct the analysis with. Therefore two regression analyses are run on both dependent variables. The advocacy variable is obtained from the Staff Climate Survey (Question 28-37).

Youth Violence: One of the most salient policies for staff within juvenile facilities is to prevent youth. Officers that are in favor of maintaining the safety of the unit will help reduce youth violence. Youth violence is composed of fights, sexual assaults, assaults on staff, and assaults on youth. The dependent variable for violence is depicted as a logistic regression whereas 0= violence was not encountered and 1 = violence did occur. The youth violence variable is obtained from the Incident Report.

Youth Programs: Officers' perceptions on youth programs are subjected to a factor analysis based on 7 survey questions. The retained variable/variables are used for the model specification and are implemented with regression analysis. The youth programs variable is obtained from the Staff Climate Survey.

APPENDIX C

THE DATA: INDEPENDENT VARIABLES

Minority Staff: Staff members that represent minors by race could aid in adopting the advocacy role. Hispanic and Black officers are combined for the minority staff variable. The minority staff variable is obtained from the Administrative Form file.

Minority Youth: The majority of juveniles incarcerated are either Hispanic or Black. Hispanic and Black youth are combined for the minority youth variable. Race/ethnicity of youth is obtained from the Youth Record file.

Gender: A dichotomous variable is implemented for gender. Men are coded as zero and women are coded as one. Gender could have an impact on the adoption of the minority representative role. The gender variable is obtained from the Staff Climate Survey.

APPENDIX D

CONTROL VARIABLES

Variable	Description	File
Male Only Facility	Collapsing Facilities by Gender	Staff Climate Survey
Female Only Facility	Collapsing Facilities by Gender	Staff Climate Survey
Co-Ed Facility	Collapsing Facilities by Gender	Staff Climate Survey
# Youth Incarcerated For A Violent Offense	Amount of youth incarcerated for a violent offense (Includes Assault, Robbery and Arson)	Youth Record
# Restraint Incidents	Amount of restraint incidents used. Restraint types includes: chemical restraint, mechanical restraint, peer assisted restraint, physical restraints, restraint bed, restraint chair, other restraint	Incident Report
# Isolation Incidents	The Amount of times a youth was separated from the rest of the population; confined into a room to modify behavior.	Incident Report Coded (0 or 1) 1 if it occurred 0 if it didn't
# Youth Who Understand Rules	Amount of youth who answered yes to understanding facility rules.	Youth Climate Survey One Question (q.5)
Youth Violence- Fights	Amount of youth who mutually engage into a physical confrontation	Incident Report Coded (0 or 1) 1 if it occurred 0 if it didn't
Youth Violence-Sexual Assaults	Amount of youth who have been assaulted sexually through unwanted force.	Incident Report Coded (0 or 1) 1 if it occurred 0 if it didn't
Youth Violence- Assault on Youth	Amount of youth who have been assaulted by another youth by unwanted force.	Incident Report Coded (0 or 1) 1 if it occurred 0 if it didn't
Perceptions on Youth Programs	Staff perceptions if they positively support youth programs.	Staff Climate Survey 7 questions (21-27) 5-1 Scale Excellent to N/A

Training Received	If staff members received the appropriate training.	Staff Climate Survey (1 Question (q. 10) (4-1) Scale Agree to Strongly Disagree
Improvement in Skills	If staff members felt their skills improved through training.	Staff Climate Survey 1 Question (q. 11) (4-1) Scale Agree to Strongly Disagree
Perceptions on Management	If staff members perceived that management was helpful to their role as officers.	Staff Climate Survey 8 questions (q. 14-20a) 4-1 Scale Agree to Strongly Agree
# Alcohol or Drug Contraband Incidents	Amount of Drug or Alcohol seized: Property offense	Incident Report Coded (0 or 1) 1 if it occurred 0 if it didnt
Weapons Contraband	Amount of Weapons seized: Property offense	Incident Report Coded (0 or 1) 1 if it occurred 0 if it didnt
Failure to Comply With Program	Amount of youth that fail to follow rules: Misconduct offense	Incident Report Coded (0 or 1) 1 if it occurred 0 if it didnt
Horseplay	Amount of youth that engage in horseplay: Misconduct offense	Incident Report Coded (0 or 1) 1 if it occurred 0 if it didnt
Gang Activity	Amount of youth that engage in gang activity: Misconduct offense	Incident Report Coded (0 or 1) 1 if it occurred 0 if it didnt

APPENDIX E

APPROVAL OF DATASET FROM PBS

----- Forwarded message -----

From: **Kim Godfrey** <kim.godfrey@pbstandards.org>

Date: Wed, Feb 1, 2012 at 8:03 AM

Subject: Application to Analyze the PbS Dataset

To: "Ginger Silvera (ginger.silvera@gmail.com)" <ginger.silvera@gmail.com>

Cc: Brendan Donahue <bdonahue@pbstandards.org>, Ned Loughran
<ned.loughran@cjca.net>

PbS Learning Institute

*Committed to treating youths in
custody as one of our own*

Dear Ginger,

Thank you for your interest in researching the Performance-based Standards (PbS) dataset. Your application to analyze the dataset has been approved. We wish you luck in your research.

Please contact our IT Coordinator, Brendan Donahue, to receive the datasets and documentation.

Thank you,

Kim Godfrey | Executive Director
PbS Learning Institute



170 Forbes Road, Suite 106, Braintree, MA 02184
Phone: (781) 843-2663; Fax: (781) 843-1688

APPENDIX F

ADMINISTRATIVE FORM

PbS Administrative Form

Youth Population

1. PbS form ID:

2. Enter the number of residents staying in your facility for each day during the data collection period.

October, 2011

01 Sat

02 Sun

03 Mon

04 Tue

05 Wed

06 Thu

07 Fri

08 Sat

09 Sun

10 Mon

11 Tue

12 Wed

13 Thu

14 Fri

15 Sat

16 Sun

17 Mon

18 Tue

19 Wed

20 Thu

21 Fri

22 Sat

23 Sun

24 Mon

25 Tue

26 Wed

27 Thu

28 Fri

29 Sat

30 Sun

31 Mon

3. Enter the number of direct care staff and individual youths for each ethnicity category below.

Each person is counted once. For example, if there were two Asian males in your population at the beginning of the data collection period, and one Asian male left and another entered during the month, then you would report three Asian males.

	Female staff	Male staff	Female youth	Male youth
White, non-Hispanic				
Black, non-Hispanic				
White, Hispanic				
Black, Hispanic				
Other, Hispanic				
American Indian or Alaskan Native				
Asian				
Native Hawaiian or Other Pacific Islander				
Other				

4. How many youths were released since the end of the previous data collection period?

From May 1, 2011 through October 31, 2011

4a. Of the youths released since the end of the previous data collection period, how many were lateral transfers?

From May 1, 2011 through October 31, 2011

5. How many youths were released during the current data collection period?

From October 1, 2011 through October 31, 2011

6. How many youths were released during the month prior to the current data collection period?

From September 1, 2011 through September 30, 2011

7. What is the average length of stay, in days, for youths released since the previous data collection period?

From May 1, 2011 through October 31, 2011

8. How many idle waking hours do youths spend in rooms or dormitories during an average 24 hour period, not including 8 hours for sleeping?

9. What is the gender of your facility's population?

- ☐ Male
- ☐ Female
- ☐ Both male and female

Justice

1. How many attorney visits occurred during the data collection period?

From October 1, 2011 through October 31, 2011

2. How many grievance reports or complaints were filed by youths during the data collection period?

From October 1, 2011 through October 31, 2011

3. How many community volunteers were providing programming in the facility during the data collection period?

Each volunteer should be counted for each visit during the data collection period, from October 1, 2011 through October 31, 2011.

4. How many facility programs were using community volunteers during the data collection period?

From October 1, 2011 through October 31, 2011

5. What is the total number of existing programs at the facility?

From October 1, 2011 through October 31, 2011

6. How many visits were received from family and community members during the data collection period?

From October 1, 2011 through October 31, 2011. Count each visitor who enters the facility as a single visitation. Do not count visits from attorneys or state agency personnel (e.g., caseworkers).

7. What is the total number of possible visitation hours per week for an average youth?

From October 1, 2011 through October 31, 2011

8. If the facility has a level, phase or points system, what is the total number of levels that can be achieved by youths?

Staff Data

1. For each day of the data collection period, enter the total number of hours worked by individual direct care staff.

For example, if you had two staff members each working for eight hours, you would enter 16 hours worked.

October, 2011

01 Sat 02 Sun 03 Mon 04 Tue

05 Wed 06 Thu 07 Fri 08 Sat

09 Sun 10 Mon 11 Tue 12 Wed

13 Thu 14 Fri 15 Sat 16 Sun

17 Mon 18 Tue 19 Wed 20 Thu

21 Fri 22 Sat 23 Sun 24 Mon

25 Tue 26 Wed 27 Thu 28 Fri

29 Sat 30 Sun 31 Mon

2. How many new staff began work in the facility during the last six months?

From May 1, 2011 through October 31, 2011

3. How many staff left the facility (e.g., transferred, quit, laid off, fired) in the last six months?

From May 1, 2011 through October 31, 2011

4. How many total grievance reports or complaints were filed by staff during the data collection period?

From October 1, 2011 through October 31, 2011

5. What is the total number of confirmed cases of abuse or neglect of youths by facility staff in the last six months?

From May 1, 2011 through October 31, 2011

8. Are staff sanctioned to utilize stun guns?

☐ Yes

☐ No

7. What is the total number of incidents of staff subjected to administrative sanction (e.g., suspension, demotion, letter of reprimand) directly related to the treatment of youths in the last six months?
Count each incident of administrative sanction, from May 1, 2011 through October 31, 2011.

Locations

What is the facility's design capacity?

This is the number of residents the facility is designed to hold without overcrowding. NOT the rated capacity.

Enter each non-living unit (e.g., gymnasium, cafeteria, classroom) location at the facility in the table below.

Location Name

Enter each living unit (e.g., dormitory, living hall) location at the facility in the table below.

Location Name	Design Capacity	Population Type	Special Population Type

Assessments

Enter each assessment type used by the facility in the table below.

Assessment Type	Name

Team Members

Enter each facility team member in the table below.

Name	Position	Email

APPENDIX G
INCIDENT REPORT

PbS Incident Report

Description of Unusual Incident

1. Facility Incident report identifier:

2a. Date Incident occurred:

____ / ____ / _____

2b. Time:

____ : ____ AM or PM

3. Date Incident logged:

____ / ____ / _____

4. Did the Incident occur in a living unit?

☐ Yes

☐ No

4a. Incident location (non-living units):

4a. Incident location (living units):

5. Number of youths involved:

6. Number of staff involved:

7. Incident characteristics:

Check all that apply

Assault

☐ Assault

☐ Fight

Suicidal behavior

☐ Suicide

☐ Suicidal behavior

Property

- | | |
|---|---|
| <input type="checkbox"/> Damage to property | <input type="checkbox"/> Illegal drug and/or alcohol seized |
| <input type="checkbox"/> Theft | <input type="checkbox"/> Other contraband seized |
| <input type="checkbox"/> Weapon(s) seized | |

Misconduct

- | | | |
|--|--|--|
| <input type="checkbox"/> Escape | <input type="checkbox"/> Inappropriate sexual behavior | <input type="checkbox"/> Group disturbance |
| <input type="checkbox"/> Attempted escape | <input type="checkbox"/> Inappropriate language | <input type="checkbox"/> Gang activity/unauthorized group activity |
| <input type="checkbox"/> Failure to comply/program | <input type="checkbox"/> Horseplay | <input type="checkbox"/> Other misconduct |

Miscellaneous

- | | |
|------------------------------------|-------------------------------------|
| <input type="checkbox"/> Fire | <input type="checkbox"/> Lost tools |
| <input type="checkbox"/> Lost keys | |

Restraint

- ☐ Youth(s) restrained

Injury

- ☐ Injury

Seen by medical

- ☐ Youth(s) seen by medical staff

Confinement

- ☐ Isolation or room confinement
- ☐ Segregation dorm or special management unit

You indicated that you had a suicide in this incident. Is this correct?

If this is not accurate, please update the incident characteristics at this time.

- ☐ Yes, there was a suicide in our facility

Youths Involved

1. Add each youth involved in the incident to the table below.

You will reference these youths by the Youth ID assigned here later in this form.

Youth ID

Gender	
Age	
Ethnicity	
Living Unit	

Youth ID	
Gender	
Age	
Ethnicity	
Living Unit	

Youth ID	
Gender	
Age	
Ethnicity	
Living Unit	

Youth ID	
Gender	
Age	
Ethnicity	
Living Unit	

Youth ID	
Gender	
Age	

Ethnicity

Living Unit

Assaults / Fights

1. Add each assault that occurred during the incident to the table below.

Indicate the person who initiated the assault and the victim of the assault as either a youth or a staff member. Assault types include: staff assaulted by youth, Staff assaulted by youth during the application of restraint, youth assaulted by youth, youth assaulted by staff, staff sexually assaulted by youth, youth sexually assaulted by youth, youth sexually assaulted by staff, group assault, other assault

Person Who Initiated Assault

Youth ID (Initiated Assault)

Victim of Assault

Youth ID (Victim)

Assault Type

Person Who Initiated Assault

Youth ID (Initiated Assault)

Victim of Assault

Youth ID (Victim)

Assault Type

Person Who Initiated Assault

Youth ID (Initiated Assault)

Victim of Assault

Youth ID (Victim)

Assault Type

Person Who Initiated Assault

Youth ID (Initiated Assault)

Victim of Assault

Youth ID (Victim)

Assault Type

Person Who Initiated Assault

Youth ID (Initiated Assault)

Victim of Assault

Youth ID (Victim)

Assault Type

2. Add each youth that was involved in the fight.

Youth ID

Restraints

1. Add each restraint used in the incident to the table below.

Restraint types include: chemical restraints, mechanical restraints, peer assisted restraints, physical restraints, restraint bed, restraint chair, other restraint.

Youth ID	Restraint Type

Injuries

1. Add each injury that occurred during the incident to the table below.

Indicate the person who was injured as either a youth, staff member, volunteer or visitor. Injury sources include: horseplay, recreation, other accidental, assaulted by staff, assaulted by youth, sexual assault, fight, initiated assault, self-harm, suicidal behavior, tattooing, chemical restraints, mechanical restraints, peer assisted restraints, physical restraints, restraint chair, other restraint, other.

Injured Person	Youth ID	Injury Source

Seen by Medical

1. Add each medical visit or examination that occurred as a result of the incident to the table below.

Reasons for youth examination include: Horseplay, Recreation, Other Accidental, Assaulted by staff, Assaulted by youth, Sexual Assault, Fight, Initiated assault, Self-harm, Suicidal behavior, Tattooing, Chemical restraints, Mechanical restraints, Peer assisted restraints, Physical restraints, Restraint chair, Other restraint, Other.

Youth ID	Reason	Off-Site?	Exam Date

Isolation

1. Add each isolation action taken as a result of the incident to the table below.

Youth ID
Type
Date In
Time In
Date Out
Time Out

Youth ID
Type
Date In
Time In
Date Out
Time Out

Youth ID
Type

Date In	
Time In	
Date Out	
Time Out	
Youth ID	
Type	
Date In	
Time In	
Date Out	
Time Out	
Youth ID	
Type	
Date In	
Time In	
Date Out	
Time Out	

Segregation

1. Add each segregation action taken as a result of the incident to the table below.

Youth ID	
Date In	
Time In	
Date Out	

Time Out

Recreation Hours

Programming Hours

Youth ID

Date In

Time In

Date Out

Time Out

Recreation Hours

Programming Hours

Youth ID

Date In

Time In

Date Out

Time Out

Recreation Hours

Programming Hours

Youth ID

Date In

Time In

Date Out

Time Out

Recreation Hours

Programming Hours

Youth ID

Date In

Time In

Date Out

Time Out

Recreation Hours

Programming Hours

APPENDIX H

STAFF CLIMATE SURVEY

PbS Staff Climate Survey

For online use only

These first questions are for PbS data entry only.

PbS form ID:

Date survey administered:

____ / ____ / ____

Was this survey returned blank?

- ☐ Yes
- ☐ No

PbS Staff Climate Survey

Staff gender:

- ☐ Male
- ☐ Female
- ☐ Refuse to answer

Safety & Security

1. How would you rate the security policies and procedures at this facility?

- ☐ Excellent
- ☐ Good
- ☐ Somewhat good
- ☐ Poor

2. How adequately does staff follow security procedures in this facility?

- ☐ Excellent
- ☐ Good
- ☐ Somewhat good
- ☐ Poor

3. How would you rate the safety policies and procedures at this facility?

- ☐ Excellent
- ☐ Good
- ☐ Somewhat good
- ☐ Poor

4. How adequately does staff follow safety procedures in this facility?

- ☐ Excellent
- ☐ Good
- ☐ Somewhat good
- ☐ Poor

5. Within the last six months, have you feared for your safety in this facility?

- ☐ Yes
- ☐ No

6. How safe or dangerous do you feel this facility is for staff?

- ☐ Very safe
- ☐ Safe
- ☐ Unsafe
- ☐ Very dangerous

7. How safe or dangerous do you feel this facility is for the youths?

- ☐ Very safe
- ☐ Safe
- ☐ Unsafe
- ☐ Very dangerous

8. Have you been at this facility for at least six full months?

- ☐ Yes
- ☐ No

If so,

8a. How many times have you been injured by a youth or youths during the last six months?

8b. Have you practiced a fire drill at this facility in the last six months?

☐ Yes ☐ No

9. In your opinion, what would make this facility safer?

Check all that apply

- ☐ More staff
- ☐ Training
- ☐ Safety equipment
- ☐ Less overcrowding
- ☐ Other

9a. If other, please specify:

Training

10. I receive(d) the training I need to perform my job.

☐ Agree ☐ Somewhat agree ☐ Somewhat disagree ☐ Strongly disagree

11. The training I have received while in this facility has improved my job skills.

☐ Agree ☐ Somewhat agree ☐ Somewhat disagree ☐ Strongly disagree

12. What training would you like to see?

Please check all that apply

- | | | | |
|---|--|--|---|
| <input type="checkbox"/> Adolescent development | <input type="checkbox"/> Incident reporting | <input type="checkbox"/> General behavior management | <input type="checkbox"/> Aggression Replacement Therapy (ART) |
| <input type="checkbox"/> Suicide prevention | <input type="checkbox"/> Appropriate staff/youth relationships | <input type="checkbox"/> Use of isolation | <input type="checkbox"/> Cognitive behavior programs |
| <input type="checkbox"/> Agency policies and procedures | <input type="checkbox"/> Verbal de-escalation | <input type="checkbox"/> Gang training | <input type="checkbox"/> Functional Family Therapy (FFT) |
| <input type="checkbox"/> Fire safety | <input type="checkbox"/> Appropriate use of restraints | <input type="checkbox"/> Safety and security | <input type="checkbox"/> Reporting, documenting and investigating allegations of sexual abuse/victimization |
| <input type="checkbox"/> First aid, CPR, AED | <input type="checkbox"/> Cultural diversity and awareness | <input type="checkbox"/> Communication | <input type="checkbox"/> Other |
| <input type="checkbox"/> Ethics | <input type="checkbox"/> Juvenile rights | <input type="checkbox"/> Sexual assault prevention | |

12a. If other, please specify:

Living and Working Conditions/Climate

13. Which of the following statements are true about this facility?

	This statement is true *
13a. The facility is clean	<input type="radio"/> Yes <input type="radio"/> No
13b. The food is good	<input type="radio"/> Yes <input type="radio"/> No
13c. The facility has a good school program	<input type="radio"/> Yes <input type="radio"/> No
13d. The facility has a good recreational program	<input type="radio"/> Yes <input type="radio"/> No
13e. The rules here are fair for youths	<input type="radio"/> Yes <input type="radio"/> No
13f. Overall, in the housing units, everything is in working order e.g., showers, toilets, etc.	<input type="radio"/> Yes <input type="radio"/> No
13g. Youths are given the required clothing, shoes, sheets, towels and toiletries	<input type="radio"/> Yes <input type="radio"/> No
13h. The common areas are clean	<input type="radio"/> Yes <input type="radio"/> No

Below are questions that discuss how facility staff and management interact. For each question, please indicate the answer that best describes your perceptions of this interaction.

14. How would you rate the support and guidance you receive from your supervisor?

☐ Excellent ☐ Good ☐ Fair ☐ Poor

15. The opportunity I have to recommend changes in how security is done at this facility is:

☐ Excellent ☐ Good ☐ Fair ☐ Poor

16. Communications between all areas (i.e., direct care, clinical, education, administration, health, food service and maintenance) at this location are:

☐ Excellent ☐ Good ☐ Fair ☐ Poor

17. I receive the information I need to perform my job effectively.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

18. I know what my job expectations are.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

19. I am satisfied with my job.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

20. Within the last six months, have you ever filed a grievance?

☐ Yes ☐ No

20a. If you have filed a grievance in the last six months, was your grievance addressed?

☐ Yes ☐ No

Programs

21. I am able to provide input in the development and follow through of youths' individual treatment/service plans.

☐ True ☐ Mostly true ☐ Mostly untrue ☐ Not true at all ☐ Not applicable

22. The programming in this facility (school, counseling, other programs) helps residents understand what they need to do to succeed when they return home.

☐ True ☐ Mostly true ☐ Mostly untrue ☐ Not true at all ☐ Not applicable

23. How would you rate the orientation of youths when they first arrive?

☐ Excellent ☐ Good ☐ Fair ☐ Poor ☐ Not applicable

24. How would you rate the health services for youths?

☐ Excellent ☐ Good ☐ Fair ☐ Poor ☐ Not applicable

25. How would you rate educational programming for youths?

☐ Excellent ☐ Good ☐ Fair ☐ Poor ☐ Not applicable

26. How would you rate training, daily communications and follow through at this location regarding suicide prevention?

☐ Excellent ☐ Good ☐ Fair ☐ Poor ☐ Not applicable

27. The manner in which various facility areas (i.e., direct care, clinical, education, administration and health) work as a team in developing and following through on youths' treatment/service plans is:

☐ Excellent ☐ Good ☐ Fair ☐ Poor ☐ Not applicable

Staff/Youth Relations

28. Do staff members show residents respect?

☐ Yes ☐ Sometimes ☐ No

29. Are the staff good role models?

☐ Yes ☐ Sometimes ☐ No

30. Do staff seem to genuinely care about the residents?

☐ Yes ☐ Sometimes ☐ No

31. Do staff use force only when they really need to?

☐ Yes ☐ Sometimes ☐ No

32. Are incentives and rewards used to influence residents' behavior?

☐ Yes ☐ Sometimes ☐ No

33. Do staff give more positive comments than negative comments to youth?

☐ Yes ☐ Sometimes ☐ No

34. Do staff treat residents fairly?

☐ Yes ☐ Sometimes ☐ No

35. Is the behavior management system (including privileges, rules, consequences and appeals process) clear and understood by staff and youths?

☐ Yes ☐ No

36. Do staff have the authority to discipline youth appropriately?

☐ Yes ☐ No

37. Do staff have the authority to reward youth appropriately?

☐ Yes ☐ No

Thank You

Please click "Finish" to process this survey for completion.

APPENDIX I

YOUTH CLIMATE SURVEY

PbS Youth Climate Survey

For staff use only

These first questions are for staff only.

PbS form ID:

Date survey administered:

____ / ____ / ____

Was this survey returned blank?

- ☐ Yes
- ☐ No

PbS Youth Climate Survey

Begin survey here

Youth gender:

- ☐ Male
- ☐ Female
- ☐ Refuse to answer

Living Conditions/Climate

Notice: You should not fill out this interview unless a staff person has given you an assent form, the person has reviewed it with you, and you have checked a box indicating your willingness or unwillingness to participate. Once you have completed the survey, place both the last page of the assent form (that you have checked off) and the survey in the envelope provided to you. You may keep the first two pages of the assent form that has all of the information about doing this survey.

1. Which of the following statements are true about this facility?

	This statement is true *		
1a. The facility is clean	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Refuse to answer
1b. The food is good	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Refuse to answer
1c. The facility has a good school program	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Refuse to answer
1d. The facility has a good recreational program	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Refuse to answer
1e. The rules here are fair	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Refuse to answer
1f. Everything is working in the unit I live in e.g., showers, toilets, etc.	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Refuse to answer
1g. I have been given the required clothing, shoes, sheets, towels and toiletries	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Refuse to answer
1h. The common areas are clean	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Refuse to answer

2. Since you have been in this facility, have you ever been locked up because of misbehavior?

☐ Yes ☐ No ☐ Don't know ☐ Refuse to answer

2a. If yes, what was the longest time you were locked up alone, without being allowed to have contact with other youth who live here?

☐ Never ☐ Less than one day ☐ 1 - 5 days ☐ 6 - 10 days ☐ 11 days or more ☐ Refuse to answer

Understanding Rules and Rights

3. Did a staff member give you a written copy of the facility rules upon admission?

☐ Yes ☐ No ☐ Don't know ☐ Refuse to answer

4. Did a staff member discuss the facility rules with you upon admission?

☐ Yes ☐ No ☐ Don't know ☐ Refuse to answer

5. Do you understand the facility rules?

- ☐ Yes ☐ No ☐ Refuse to answer

5a. If not, why don't you understand the facility rules?

You may choose more than one answer

- ☐ The rules are hard to read
☐ The rules are confusing
☐ They keep changing the rules
☐ No one ever explained the rules to me
☐ Refuse to answer

6. When you came to this facility, did a staff member give you a written copy of your legal rights while in this facility?

For example, the right to adequate food, medical care, protection from physical harm and education

- ☐ Yes ☐ No ☐ Don't know ☐ Refuse to answer

7. Did a staff member discuss these legal rights (in this facility) with you upon admission?

- ☐ Yes ☐ No ☐ Don't know ☐ Refuse to answer

8. Do you understand these legal rights?

- ☐ Yes ☐ No ☐ Refuse to answer

Programs

9. On WEEKDAYS, do you get at least 1 HOUR of physical exercise per day?

Like aerobics, basketball, weight-lifting, running or any other large muscle exercise

- ☐ Yes ☐ No ☐ Refuse to answer

10. On WEEKENDS, do you get at least 2 HOURS of physical exercise per day?

Like aerobics, basketball, weight-lifting, running or any other large muscle exercise

- ☐ Yes ☐ No ☐ Refuse to answer

11. Since coming to this facility, have you been attending school?

- ☐ Yes
☐ Sometimes
☐ No
☐ Doesn't apply because I have a GED or high school diploma
☐ Refuse to answer

11a. If you answer "Yes" or "Sometimes", in general, how helpful has the school here been to you?

- ☐ Very helpful ☐ Helpful ☐ Somewhat helpful ☐ Not helpful at all ☐ Refuse to answer

12. Since coming to this facility, have you ever received medical care?

☐ Yes ☐ No ☐ Refuse to answer

12a. If yes, in general, how helpful was the medical care you received?

☐ Very helpful ☐ Helpful ☐ Somewhat helpful ☐ Not helpful at all ☐ Refuse to answer

13. Do you have a treatment or service plan?

☐ Yes ☐ No ☐ Don't know ☐ Refuse to answer

If yes,

13a. I was involved when people were talking about what should go in my treatment or service plan.

☐ True ☐ Mostly true ☐ Mostly untrue ☐ Not true at all ☐ Refuse to answer

13b. My treatment or service plan helps me to understand what I must do in order to reach my goals.

☐ True ☐ Mostly true ☐ Mostly untrue ☐ Not true at all ☐ Refuse to answer

14. The programming (school, counselling, other programs) I go to is helping me to understand what I need to do to succeed when I return home.

☐ True ☐ Mostly true ☐ Mostly untrue ☐ Not true at all ☐ Refuse to answer

15. Is there a level, phase or points system in this facility that ties resident behavior to rewards and responsibilities?

☐ Yes ☐ No ☐ Don't know ☐ Refuse to answer

If yes,

15a. Do you understand the level, phase or points system in this facility?

☐ Yes ☐ No ☐ Refuse to answer

15b. Do you know what level or phase you are on?

☐ Yes ☐ No ☐ Refuse to answer

15c. If yes, what level or phase are you on?

Family Contact

16. Have you talked on the phone with your parent and/or guardian?

- ☐ Yes ☐ No ☐ Don't know ☐ Refuse to answer

16a. If yes, approximately how often do you talk on the phone with your parent and/or guardian?

- ☐ Less than once a month
☐ Once a month
☐ 2 - 3 times per month
☐ 1 - 2 times per week
☐ 3 - 4 times per week
☐ 5 or more times per week

17. How fair are staff members in applying the rules about telephone calls?

- ☐ Very fair ☐ Fair ☐ Somewhat fair ☐ Not fair at all ☐ Refuse to answer

18. Have you gotten visits from your family?

- ☐ Yes ☐ No ☐ Refuse to answer

18a. If you HAVE gotten visits, approximately how often do you get visits from your family?

- ☐ Less than once a month ☐ 3 - 4 times per week
☐ Once a month ☐ 5 or more times per week
☐ 2 - 3 times per month ☐ Refuse to answer
☐ 1 - 2 times per week

18b. If you have not gotten visits from your family, or if your family cannot visit regularly, please answer whether the following statements are true:

	The statement is true *
My family doesn't have transportation	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Refuse to answer
My family lives too far away	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Refuse to answer
The visiting hours are not good for my family	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Refuse to answer
The facility doesn't allow family visits	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Refuse to answer
My family doesn't want to visit me	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Refuse to answer
I don't want to visit with my family	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Refuse to answer
The court or judge has prohibited my family from visiting me	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Refuse to answer
I have no family	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Refuse to answer

Safety & Security

19. Within the last six months at this facility, have you feared for your safety?

- ☐ Yes ☐ No ☐ Refuse to answer

20. Do you know what procedure to follow if there is a fire here?

- ☐ Yes ☐ No ☐ Refuse to answer

21. Within the last six months at this facility, have you had personal property stolen directly by force or by threat?

- ☐ Yes ☐ No ☐ Refuse to answer

22. Within the last six months at this facility, have you been beaten up or threatened with being beaten up?

- ☐ Yes ☐ No ☐ Refuse to answer

23. Within the last six months at this facility, has anyone forced you to engage in sexual activity?

- ☐ Yes ☐ No ☐ Refuse to answer

If yes,

23a. How many times did this happen?

23b. Who did this to you?

You may choose more than one answer

- ☐ Another resident that I know
☐ Another resident that I don't know
☐ A staff member of the facility
☐ Someone else
☐ Refuse to answer

23c. Was this incident reported to a staff member, counselor, teacher or someone else who could help you?

- ☐ Yes ☐ No ☐ Refuse to answer

23d. Has anything been done to stop this from happening again?

- ☐ Yes ☐ No ☐ Refuse to answer

23e. Other than the sexual assault, did you have any injuries as a result of this?

- ☐ Yes ☐ No ☐ Refuse to answer

23e-1. If you had injuries, what types of injuries did you suffer from this?

You may choose more than one answer

- | | |
|---|--|
| <input type="checkbox"/> Bruises, black eye, cuts, scratches, swelling, chipped teeth | <input type="checkbox"/> Gun shot, bullet wounds |
| <input type="checkbox"/> Knocked unconscious | <input type="checkbox"/> Knife or stab wounds |
| <input type="checkbox"/> Concussion | <input type="checkbox"/> Other |
| <input type="checkbox"/> Internal injuries | <input type="checkbox"/> Refuse to answer |
| <input type="checkbox"/> Broken bones or teeth knocked out | |

23e-2. Did you receive medical care as a result of any of these injuries?

- ☐ Yes ☐ No ☐ Refuse to answer

24. Within the last six months at this facility, have you been involved in any fights?

- ☐ Yes ☐ No ☐ Refuse to answer

25. Do you know how to find help if someone assaults or threatens you?

- ☐ Yes ☐ No ☐ Refuse to answer

Staff

26. Do staff members show residents respect?

- ☐ Yes ☐ Sometimes ☐ No ☐ Refuse to answer

27. Are the staff good role models?

- ☐ Yes ☐ Sometimes ☐ No ☐ Refuse to answer

28. Do staff seem to genuinely care about the residents?

- ☐ Yes ☐ Sometimes ☐ No ☐ Refuse to answer

29. Do staff use force only when they really need to?

- ☐ Yes ☐ Sometimes ☐ No ☐ Refuse to answer

30. Do staff make more positive comments to youth than negative comments?

- ☐ Yes ☐ Sometimes ☐ No ☐ Refuse to answer

31. Are staff members fair about discipline issues?

- ☐ Yes ☐ Sometimes ☐ No ☐ Refuse to answer

Justice

32. Do you presently have a lawyer?

- ☐ Yes ☐ No ☐ Don't know ☐ Refuse to answer

33. Since you came to this facility, have you asked TO SEE your lawyer?

☐ Yes ☐ No ☐ Refuse to answer

33a. If yes, were you allowed TO SEE your lawyer?

☐ Yes ☐ No ☐ Refuse to answer

34. Since you came to this facility, have you asked TO CALL your lawyer?

☐ Yes ☐ No ☐ Refuse to answer

34a. If yes, were you allowed TO CALL your lawyer?

☐ Yes ☐ No ☐ Refuse to answer

35. Since you came to this facility, have you asked TO WRITE to your lawyer?

☐ Yes ☐ No ☐ Refuse to answer

35a. If yes, were you allowed TO WRITE to your lawyer?

☐ Yes ☐ No ☐ Refuse to answer

36. Do you know how to file a grievance if you are being mistreated?

☐ Yes ☐ No ☐ Refuse to answer

37. How true is the following statement: Nothing bad will happen to me if I file a grievance.

☐ True ☐ Mostly true ☐ Somewhat true ☐ Not true at all ☐ Refuse to answer

38. Within the last six months at this facility, have you ever filed a grievance?

☐ Yes ☐ No ☐ Refuse to answer

38a. If you have file a grievance in the last six months at this facility, was your grievance addressed, either by a hearing or by someone talking to you about it?

☐ Yes ☐ No ☐ Refuse to answer

Thank You

Please click "Finish" to process this survey for completion.

APPENDIX J

YOUTH RECORD

PbS Youth Record

Preview Survey

October 2011

PbS Youth Record

Youth Information

1. PbS form ID:

2a. Admit date:

____ / ____ / ____

2b. Time:

____ : ____ AM or PM

3. Youth information

3a. Gender:

- ☐ Male
☐ Female

3b. Age at time of release:

In whole years

3c. Ethnicity:

- | | |
|---|---|
| <input type="radio"/> White, non-Hispanic | <input type="radio"/> American Indian or Alaskan Native |
| <input type="radio"/> Black, non-Hispanic | <input type="radio"/> Asian |
| <input type="radio"/> White, Hispanic | <input type="radio"/> Native Hawaiian or Other Pacific Islander |
| <input type="radio"/> Black, Hispanic | <input type="radio"/> Other |
| <input type="radio"/> Other, Hispanic | |

3d. Committing offense:

- | | | | |
|--|--|--|--|
| <input type="radio"/> Person:
Aggravated
assault | <input type="radio"/> Property:
Arson | <input type="radio"/> Drugs: Other drug-
related | <input type="radio"/> Status:
Incorrigible,
ungovernable |
| <input type="radio"/> Person:
Criminal
homicide | <input type="radio"/> Property: Auto
theft | <input type="radio"/> Public Order:
Alcohol or drugs,
driving under the
influence | <input type="radio"/> Status: Running
away |
| <input type="radio"/> Person:
Robbery | <input type="radio"/> Property:
Burglary | <input type="radio"/> Public Order:
Weapons | <input type="radio"/> Status: Truancy |
| <input type="radio"/> Person:
Simple assault | <input type="radio"/> Property:
Theft, non-
household
larceny | <input type="radio"/> Public Order:
Other public order | <input type="radio"/> Status:
Underage drinking |
| <input type="radio"/> Person:
Violent sexual
assault | <input type="radio"/> Property:
Other property | <input type="radio"/> Technical
Violation: All | <input type="radio"/> Status: Other
status offense |
| <input type="radio"/> Person:
Other person | <input type="radio"/> Drugs:
Trafficking | <input type="radio"/> Status: Curfew
violation | |

4. Release date:

_____ / _____ / _____

Intake: Health Risk Screening

1. Was a Health Screening completed?

- ☐ Yes
☐ No

If so,

2a. Health Screening date:

_____ / _____ / _____

2b. Health Screening time:

_____ : _____ AM or PM

3. Health Screening staff:

- | | |
|--|---|
| <input type="radio"/> Registered Nurse (RN) | <input type="radio"/> Physician's Assistant (PA) |
| <input type="radio"/> Licensed Practical Nurse (LPN) | <input type="radio"/> Trained staff |
| <input type="radio"/> Medical Doctor (MD) | <input type="radio"/> Other state qualified staff |
| <input type="radio"/> Nurse Practitioner (NP) | <input type="radio"/> Other staff |

Intake: Mental Health Risk Screening

1. Was a Mental Health Screening completed?

- ☐ Yes
☐ No

If so,

2a. Mental Health Screening date:

_____ / _____ / _____

2b. Mental Health Screening time:

_____ : _____ AM or PM

3. Mental Health Screening staff:

- | | |
|--|---|
| <input type="radio"/> Registered Nurse (RN) | <input type="radio"/> Physician's Assistant (PA) |
| <input type="radio"/> Licensed Practical Nurse (LPN) | <input type="radio"/> Trained staff |
| <input type="radio"/> Medical Doctor (MD) | <input type="radio"/> Other state qualified staff |
| <input type="radio"/> Nurse Practitioner (NP) | <input type="radio"/> Other staff |

Intake: Suicide Risk Screening

1. Was a Suicide Risk Screening completed?

- ☐ Yes
☐ No

If so,

2a. Suicide Risk Screening date:

_____ / _____ / _____

2b. Suicide Risk Screening time:

_____ : _____ AM or PM

3. Suicide Risk Screening staff:

- | | |
|--|---|
| <input type="radio"/> Registered Nurse (RN) | <input type="radio"/> Physician's Assistant (PA) |
| <input type="radio"/> Licensed Practical Nurse (LPN) | <input type="radio"/> Trained staff |
| <input type="radio"/> Medical Doctor (MD) | <input type="radio"/> Other state qualified staff |
| <input type="radio"/> Nurse Practitioner (NP) | <input type="radio"/> Other staff |

Intake: Initial Staff Contact with Parent or Guardian

- ☐ Yes
☐ No

If so,

2a. Date of contact:

____ / ____ / ____

2b. Time of contact:

____ : ____ AM or PM

Intake: Classification

1. Has the youth been classified?

- ☐ Yes
☐ No

If so,

2a. Date of classification:

____ / ____ / ____

2b. Time of classification:

____ : ____ AM or PM

Intake: Housing Unit Assignment

1. Was a housing unit assigned?

- ☐ Yes
☐ No

If so,

2. Youth's assigned housing unit:

3a. Date of housing unit assignment:

____ / ____ / ____

3b. Time of housing unit assignment:

_____ : _____ AM or PM

Intake: Initial Educational Testing

1. Was the youth tested for reading?

- ☐ Yes
☐ No

If so,

1a. First reading test date:

_____ / _____ / _____

1b. Score or grade level:

2. Was the youth tested for math?

- ☐ Yes
☐ No

If so,

2a. First math test date:

_____ / _____ / _____

2b. Score or grade level:

3. Was the youth tested for physical fitness?

- ☐ Yes
☐ No

If so,

If the physical fitness test is pass or fail, use 1 (one) for pass and 0 (zero) for fail

3a. First physical fitness test date:

_____ / _____ / _____

3b. Score or grade level:

4. Has the youth passed the GED?

- ☐ Yes
☐ No

4a. If so, date passed:

_____ / _____ / _____

5. Has the youth received a high school diploma?

- ☐ Yes
☐ No

5a. If so, date received:

____ / ____ / ____

Family Contact & Level System: Family Contact

1. Is contact between the youth and family allowed or approved by the facility?

- ☐ Yes
☐ No

If so,

2. Number of visits to youth by parent or guardian during youth's entire confinement at the facility:

3. Number of phone calls between youth and family during youth's entire confinement at the facility:

4. Number of times facility staff initiated contact with family during the last full month:

Family Contact & Level System: Level System

1. Has the youth made improvements in the facility's level system?

- ☐ Yes
☐ No

2. Has the youth ended on the highest level?

- ☐ Yes
☐ No

Assessments: General

1. Under what status did the youth enter this facility?

- ☐ Initial commitment
- ☐ Lateral transfer from like facility
- ☐ Parole violator
- ☐ Work study/transition camp program
- ☐ Other

2. Was a Health Assessment completed?

- ☐ Yes
- ☐ No

If so,

2a. Date Health Assessment completed:

_____ / _____ / _____

2b. Was the Health Assessment performed by qualified staff?

- ☐ Yes
- ☐ No

2c. Health Assessment staff role:

- | | |
|--|---|
| <input type="radio"/> Registered Nurse (RN) | <input type="radio"/> Social Worker |
| <input type="radio"/> Licensed Practical Nurse (LPN) | <input type="radio"/> Ph.D. |
| <input type="radio"/> Medical Doctor (MD) | <input type="radio"/> Substance Abuse Counselor |
| <input type="radio"/> Nurse Practitioner (NP) | <input type="radio"/> Teacher |
| <input type="radio"/> Physician's Assistant (PA) | <input type="radio"/> Psychiatrist |
| <input type="radio"/> Psychologist | <input type="radio"/> Qualified Staff |

2d. Was a treatment need identified during the Health Assessment?

- ☐ Yes
- ☐ No

3. Was a Mental Health Assessment completed?

- ☐ Yes
- ☐ No

If so,

3a. Date Mental Health Assessment completed:

_____ / _____ / _____

3b. Was the Mental Health Assessment performed by qualified staff?

- ☐ Yes
- ☐ No

3c. Mental Health Assessment staff role:

- | | |
|--|---|
| <input type="radio"/> Registered Nurse (RN) | <input type="radio"/> Social Worker |
| <input type="radio"/> Licensed Practical Nurse (LPN) | <input type="radio"/> Ph.D. |
| <input type="radio"/> Medical Doctor (MD) | <input type="radio"/> Substance Abuse Counselor |
| <input type="radio"/> Nurse Practitioner (NP) | <input type="radio"/> Teacher |
| <input type="radio"/> Physician's Assistant (PA) | <input type="radio"/> Psychiatrist |
| <input type="radio"/> Psychologist | <input type="radio"/> Qualified Staff |

3d: Was a treatment need identified during the Mental Health Assessment?

- ☐ Yes
- ☐ No

4. Was a Substance Abuse Assessment completed?

- ☐ Yes
- ☐ No

If so,

4a. Date Substance Abuse Assessment completed:

____ / ____ / ____

4b. Was the Substance Abuse Assessment performed by qualified staff?

- ☐ Yes
- ☐ No

4c. Substance Abuse Assessment staff role:

- | | |
|--|---|
| <input type="radio"/> Registered Nurse (RN) | <input type="radio"/> Social Worker |
| <input type="radio"/> Licensed Practical Nurse (LPN) | <input type="radio"/> Ph.D. |
| <input type="radio"/> Medical Doctor (MD) | <input type="radio"/> Substance Abuse Counselor |
| <input type="radio"/> Nurse Practitioner (NP) | <input type="radio"/> Teacher |
| <input type="radio"/> Physician's Assistant (PA) | <input type="radio"/> Psychiatrist |
| <input type="radio"/> Psychologist | <input type="radio"/> Qualified Staff |

4d: Was a treatment need identified during the Substance Abuse Assessment?

- ☐ Yes
- ☐ No

5. Was a Psychosocial/Social Skills Assessment completed?

- ☐ Yes
☐ No

If so,

5a. Date Psychosocial/Social Skills Assessment completed:

_____ / _____ / _____

5b. Was the Psychosocial/Social Skills Assessment performed by qualified staff?

- ☐ Yes
☐ No

5c. Psychosocial/Social Skills Assessment staff role:

- | | |
|--|---|
| <input type="radio"/> Registered Nurse (RN) | <input type="radio"/> Social Worker |
| <input type="radio"/> Licensed Practical Nurse (LPN) | <input type="radio"/> Ph.D. |
| <input type="radio"/> Medical Doctor (MD) | <input type="radio"/> Substance Abuse Counselor |
| <input type="radio"/> Nurse Practitioner (NP) | <input type="radio"/> Teacher |
| <input type="radio"/> Physician's Assistant (PA) | <input type="radio"/> Psychiatrist |
| <input type="radio"/> Psychologist | <input type="radio"/> Qualified Staff |

5d. Was a treatment need identified during the Psychosocial/Social Skills Assessment?

- ☐ Yes
☐ No

6. Was a Vocational Assessment completed?

- ☐ Yes
☐ No

If so,

6a. Date Vocational Assessment completed:

_____ / _____ / _____

6b. Was the Vocational Assessment performed by qualified staff?

- ☐ Yes
☐ No

6c. Vocational Assessment staff role:

- | | |
|--|---|
| <input type="radio"/> Registered Nurse (RN) | <input type="radio"/> Social Worker |
| <input type="radio"/> Licensed Practical Nurse (LPN) | <input type="radio"/> Ph.D. |
| <input type="radio"/> Medical Doctor (MD) | <input type="radio"/> Substance Abuse Counselor |
| <input type="radio"/> Nurse Practitioner (NP) | <input type="radio"/> Teacher |
| <input type="radio"/> Physician's Assistant (PA) | <input type="radio"/> Psychiatrist |
| <input type="radio"/> Psychologist | <input type="radio"/> Qualified Staff |

6d: Was a treatment need identified during the Vocational Assessment?

- ☐ Yes
☐ No

7. Was an Educational Assessment completed?

- ☐ Yes
☐ No

If so,

7a. Date Educational Assessment completed:

_____ / _____ / _____

7b. Was the Educational Assessment performed by qualified staff?

- ☐ Yes
☐ No

7c. Educational Assessment staff role:

- | | |
|--|---|
| <input type="radio"/> Registered Nurse (RN) | <input type="radio"/> Social Worker |
| <input type="radio"/> Licensed Practical Nurse (LPN) | <input type="radio"/> Ph.D. |
| <input type="radio"/> Medical Doctor (MD) | <input type="radio"/> Substance Abuse Counselor |
| <input type="radio"/> Nurse Practitioner (NP) | <input type="radio"/> Teacher |
| <input type="radio"/> Physician's Assistant (PA) | <input type="radio"/> Psychiatrist |
| <input type="radio"/> Psychologist | <input type="radio"/> Qualified Staff |

7d: Was a treatment need identified during the Educational Assessment?

- ☐ Yes
☐ No

Assessment: Most Recent Educational Testing

1. Was the youth tested for reading?

- ☐ Yes
☐ No

If so,

1a. Most recent reading test date:

____ / ____ / ____

1b. Score or grade level:

2. Was the youth tested for math?

☐ Yes

☐ No

If so,

2a. Most recent math test date:

____ / ____ / ____

2b. Score or grade level:

3. Was the youth tested for physical fitness?

☐ Yes

☐ No

If so,

If the physical fitness test is pass or fail, use 1 (one) for pass and 0 (zero) for fail

3a. Most recent physical fitness test date:

____ / ____ / ____

3b. Score or grade level:

Treatment Plan: General

1. Date of initial treatment plan signoff:

____ / ____ / ____

2. Does the youth have limited abilities to speak and understand English?

☐ Yes

☐ No

2a. If yes, is the treatment plan written in a language the youth can understand?

☐ Yes

☐ No

3. For each category below, indicate whether treatment programming was included in the youth's treatment plan, and whether treatment programming was received by the youth while in the facility.

	Treatment programming included in treatment plan *	Treatment programming received while in the facility *
a. Health	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
b. Mental Health	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
c. Substance Abuse	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
d. Psychosocial/Social Skills	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
e. Vocational	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
f. Educational	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

3g. Other treatment programming category, if applicable:

3g-I. Was treatment programming included in the treatment plan?

- ☐ Yes
☐ No

3g-II. Was treatment programming received while in the facility?

- ☐ Yes
☐ No

4. Does the youth's record include monthly progress notes?

- ☐ Yes
☐ No

5. Does the youth's record include an annual summary of treatment progress?

- ☐ Yes
☐ No

6. Number of treatment team meetings:

Treatment Plan: Curriculum

1. Please enter the date each curriculum category was completed below.

	Date completed *	
a. Health Education	/	/
b. Psychosocial/Social Skills	/	/
c. Vocational Skills	/	/

2. Was the youth transferred laterally, transferred to a higher classification security facility, or is the youth currently at an intake, diagnostic or orientation facility?

- ☐ Yes
☐ No

If you answered "Yes" above, PLEASE DO NOT fill out the following sections on Aftercare.

Aftercare: General

1. Was the youth discharged without aftercare?

- ☐ Yes
☐ No

2. How many successful pre-release visits to community programs did the youth go on?

3. How many successful home visits did the youth go on?

4. How many successful work release days did the youth go on?

Aftercare: Aftercare Manager

1. When was the youth's aftercare manager assigned?

____ / ____ / _____

2. How many contacts were there between the youth's parents and the youth's aftercare manager while the youth was in the facility?

3. How many contacts were there between the youth and the youth's aftercare manager while the youth was in the facility?

4. Was a home visit made?

If not applicable due to child protective issues, choose "Not applicable"

- ☐ Yes
- ☐ No
- ☐ Not applicable

4a. If yes, the visit was made by:

- ☐ Facility treatment staff
- ☐ Facility caseworker/counselor
- ☐ Aftercare manager
- ☐ Prerelease/transition liaison
- ☐ Community service provider
- ☐ Other

5. Was an assessment of the youth's home made for future placement?

If not applicable due to child protective issues, choose "Not applicable"

- ☐ Yes
- ☐ No
- ☐ Not applicable

5a. If yes, assessment made by:

- ☐ Facility treatment staff
- ☐ Facility caseworker/counselor
- ☐ Aftercare manager
- ☐ Prerelease/transition liaison
- ☐ Community service provider
- ☐ Other

6. Did the youth have in-person contact with community services/agency staff prior to release?

- ☐ Yes
- ☐ No

Aftercare: Aftercare Plan

1. When was the youth's aftercare plan completed and signed off on by an aftercare manager?

____ / ____ / ____

2. Is the aftercare plan written in a language the youth can understand?

- ☐ Yes
- ☐ No

Aftercare Treatment & Placement Plan: Substance Abuse

1. Is there a need for substance abuse treatment follow-up in the community?
 - ☐ Yes
 - ☐ No
2. Has the youth attended AA, NA or a 12 Steps program while in the facility?
 - ☐ Yes
 - ☐ No
3. Have referrals been made?
 - ☐ Yes
 - ☐ No
4. Has the youth been accepted to begin treatment/enter program upon release?
 - ☐ Yes
 - ☐ No
5. Is there a need for random urine assessments upon release?
 - ☐ Yes
 - ☐ No

Aftercare Treatment & Placement Plan: Mental Health

1. Is there a need for a mental health follow-up in the community?
 - ☐ Yes
 - ☐ No
2. Have referrals been made?
 - ☐ Yes
 - ☐ No
3. Is medication required?
This may include any need for medication for substance abuse, mental health, etc.
 - ☐ Yes
 - ☐ No
4. Was the youth accepted to begin treatment/enter program upon release?

- ☐ Yes
- ☐ No

Aftercare Treatment & Placement Plan: Medical

1. Is there a need for medical follow-up in the community?

- ☐ Yes
- ☐ No

2. Have referrals been made?

- ☐ Yes
- ☐ No

3. Is medication required?

- ☐ Yes
- ☐ No

Aftercare Treatment & Placement Plan: Social Skills

1. Is there a need for a social skills follow-up in the community?

- ☐ Yes
- ☐ No

2. Have referrals been made?

- ☐ Yes
- ☐ No

3. Has the youth been accepted into a social skills program upon release?

- ☐ Yes
- ☐ No

Aftercare Treatment & Placement Plan: Education

1. Will the youth attend school in the community?

- ☐ Yes
- ☐ No

2. Has contact been made with a school?

- ☐ Yes
- ☐ No

3. Is there any special educational programming needed?

- ☐ Yes
- ☐ No

Aftercare Treatment & Placement Plan: Vocational

1. Are there vocational/employment needs?

- ☐ Yes
- ☐ No

2. Have referrals been made?

- ☐ Yes
- ☐ No

3. Have youth work requirements been specified?

- ☐ Yes
- ☐ No

Aftercare Treatment & Placement Plan: Other Areas of Need

1. Is there a need for tracking/day treatment?

- ☐ Yes
- ☐ No

2. Are there family follow-up needs?

- ☐ Yes
- ☐ No

3. Are there cultural and language follow-up needs?

- ☐ Yes
- ☐ No

4. Are there other follow-up needs?

- ☐ Yes
- ☐ No

Aftercare Treatment & Placement Plan: Recommended Placement

1. Is the youth's home a recommended placement?

- ☐ Yes
- ☐ No

2. Is a foster home a recommended placement?

- ☐ Yes
- ☐ No

3. Is a group home a recommended placement?

- ☐ Yes
- ☐ No

4. Is independent living a recommended placement?

- ☐ Yes
- ☐ No

5. Is there another residential setting that is a recommended placement?

- ☐ Yes
- ☐ No

If a residential placement is recommended,

a. Was the referral made?

- ☐ Yes
- ☐ No

b. Was the youth accepted upon release?

- ☐ Yes
- ☐ No

Aftercare Treatment & Placement Plan: Other Actions Required

1. Is a curfew required?

- ☐ Yes
- ☐ No

2. Is restitution required?

- ☐ Yes
- ☐ No

3. Is community service required?

- ☐ Yes
- ☐ No

Aftercare Treatment & Placement Plan: Signatures

1. Did the youth sign their aftercare treatment and placement plan?

- ☐ Yes
- ☐ No

2. Did a facility representative sign the aftercare treatment and placement plan?

- ☐ Yes
- ☐ No

APPENDIX K
IRB APPROVAL LETTER



Institutional Review Board

August 9, 2011

RE: Contingent Approval of Full Board IRB# 1532

Title of Study: Can Representatives Decrease Youth on Youth Violence in Detention Facilities?
A Study of Los Angeles County Probation Department

Dear Ginger:

Thank you for submitting your research protocol to the IRB at Claremont Graduate University. Your protocol has been approved as indicated on the coversheet that you provided when you submitted the protocol. Your signed cover sheet is being returned with this letter.

Please note that no data may be collected from research participants until you provide the IRB with a copy of the final survey instrument(s); also, before data may be collected from research participants at the L.A. County Probation Department, a letter of approval from the authority for that institution must be obtained.

Your protocol is approved for a period of one year from the date on this letter. At that time you must send a brief report on your progress-to-date to the IRB and have your protocol renewed if necessary. Be sure to submit your report in time for a renewal to be issued before this one expires. Include in your report any changes that should be made to the originally approved protocol for the renewal.

If your research is completed before this protocol expires you must notify the IRB that your research has been completed and identify any problems encountered that will assist the Board in approving future research of the type you conducted.

If any injuries or unanticipated problems are encountered in the conduct of your research that are related to risks to participants or others it is your responsibility to notify the Chair of the IRB and the Office of Research and Sponsored Programs as soon as practical but in no more than five days of the occurrence (phone: 909-607-6406 or via email to: irb@cgu.edu).

If, during the conduct of your research, you discover changes that should be made to the procedures in the approved protocol you must promptly report the proposed changes to the IRB. The proposed changes must not be implemented without IRB approval except where necessary to eliminate immediate hazards to participants.

The entire Institutional Review Board of Claremont Graduate University wishes you well in the conduct of your research project.

Sincerely,

A handwritten signature in dark ink, appearing to read "Paula Farmer".

Paula Farmer, Interim Chair
Institutional Review Board

APPROVED

AUG 15 2011

CLAREMONT GRADUATE
UNIVERSITY
IRB

Harper Hall 152 • 110 East Tenth Street • Claremont, California 91711-6190
Tel: 909 607 6406 • Fax: 909 607 9655

Form Revised 5/22/2008

<p align="center">Claremont Graduate University Institutional Review Board Application for Review <small>Do not exceed character length restrictions indicated</small></p> <p align="center"><small>Please submit at Harper Hall Room 152 Attention: IRB Secretary</small></p>		<p align="center">LEAVE BLANK—FOR IRB USE ONLY.</p> <p>IRB NUMBER: _____ DATE RECEIVED: 1632</p> <p>Review Board Action: <input type="checkbox"/> Certified as Exempt from Review (By Chair) <input type="checkbox"/> Approved Under Expedited Review (By Chair) <input type="checkbox"/> Approved by the Full Board</p> <p>IRB REPRESENTATIVE SIGNATURE: _____</p>	
<p>Please submit with this form a description of the proposed project, along with other required materials, following the guidelines in <i>Procedures for the Review of Research Protocols</i>. The investigator should allow sufficient time for review before initiation of the project.</p>			
PRINCIPAL INVESTIGATOR: Ginger Silvers DEPARTMENT: Police and Policy MAILING ADDRESS: Street: 14628 Elaine Ave City: Norwalk State: Ca Zip Code: 90650		E-MAIL ADDRESS: Ginger.Silvers@cgu.edu TELEPHONE: (662) 307-1626 CO-PI: (if applicable): AFFILIATION: PhD Candidate	
PURPOSE OF RESEARCH: Ph.D. Dissertation If Other, explain: _____		IRB approval requested from other institution? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO Institution: _____ Status [Select] _____ Date: _____	
TITLE OF RESEARCH (Do not exceed 150 characters): Can Representativeness Decrease Youth-on-Youth Violence in Detention Facilities? A Study of Los Angeles County Probation Department			
Is this project a sub-study of another project? <input type="checkbox"/> YES* <input checked="" type="checkbox"/> NO Name of study: _____ *If yes, include as an appendix, all relevant information that is crucial to the approval of the primary project. However, in the description of your protocol for CGU IRB, only describe those portions that pertain to your study.		Has this project been submitted for external funding? <input type="checkbox"/> YES* <input checked="" type="checkbox"/> NO *If yes, Agency(ies): _____ Status: _____ Date: _____ (Select) _____ (Select) _____ (Select) _____	
LOCATION OF STUDY: Los Angeles County Probation Department			
PROJECT PRECIS OR SUMMARY (Two sentences): This study considers if Detention Services Officers perceive themselves as advocates for youth.			
<p>The Institutional Review Board (IRB) reviews all research projects involving human participants. Research means a systematic investigation designed to develop or contribute to generalizable knowledge. It includes research development, testing, and evaluation, but does not typically include class-related exercises or demonstrations. Human participants are living individuals alone whom an investigator obtains data through intervention or interaction with the individual or identifiable private information from some other source (e.g., a third party, medical records, etc.).</p>			
PARTICIPANTS (check all that apply): <input checked="" type="checkbox"/> Adults (18 years or older) <input type="checkbox"/> Minors (Less than 18 years) <input type="checkbox"/> Patients <input type="checkbox"/> Non-English Speaking <input type="checkbox"/> Mentally Disabled <input type="checkbox"/> Prisoners, Parolees, or Incarcerated <input type="checkbox"/> Elected or Appointed Officials or Candidates in Public Office		TYPE OF DATA (check all that apply): <input checked="" type="checkbox"/> Interviews <input checked="" type="checkbox"/> Questionnaires or Surveys <input checked="" type="checkbox"/> Existing Data Banks, Archives or Documents <input type="checkbox"/> Physiological Measurements or Blood Samples <input type="checkbox"/> Observations/Record of Public Record <input type="checkbox"/> Educational Tests (e.g. Cognitive, Aptitude, or Achievement)	

APPROVED

AUG 15 2011

CLAREMONT GRADUATE
 UNIVERSITY
 IRB SECRETARY
 DTJ

**Informed Consent Form for (Can Representativeness Decrease Youth-on-Youth
Violence in Detention Facilities? A Study of Los Angeles County Probation
Department)**

You are being asked to participate in a student-initiated dissertation research project conducted by Ginger Silvera in the School of Politics and Economics, Claremont Graduate University (CGU). You are being asked because this study is to determine how Detention Services Officers perceive their roles and what strategies they implement in dealing with violence.

PURPOSE: The purpose of this study is to determine if Detention Services Officers perceive themselves as advocates for youth.

PARTICIPATION: You will be asked to participate in completing a survey. We expect your participation to take about 20 minutes of your time. Sample questions are attached.

RISKS & BENEFITS: There are minimal risks associated with this study. We expect this research to benefit the academic community by contributing research in the field of representative bureaucracy within juvenile detention facilities to understand how DSOs perceive their roles and if they perceive themselves as advocates when working with youth. This could improve current policies and training.

COMPENSATION: You will receive no compensation for your participation.

VOLUNTARY PARTICIPATION: Please understand that participation is completely voluntary. Your decision whether or not to participate will in no way affect your current or future relationship with CGU or its faculty, students, or staff. In addition, your participation will not affect your relationship with your place of employment. You have the right to withdraw from the research at any time without penalty. You also have the right to refuse to answer any question(s) for any reason, without penalty.

CONFIDENTIALITY: Your individual privacy will be maintained in all publications or presentations resulting from this study. All responses will be kept confidential. In order to preserve the confidentiality of your responses, Participants will not be asked to give their names, and will only be assigned by number. There will be no tape recording, photographs or videotapes used in the entire project.

If you have any questions or would like additional information about this research, please contact me at Email: Ginger.Silvera@cgu.edu. You can also contact my research collaborator/advisor at

Benny Jacob (303) 315-2946 School of Public Affairs University of Colorado Denver 1380 Lawrence St. Suite 500 Denver, CO 80204 Email: benny.jacob@gmail.com The CGU Institutional Review Board, which is administered through the Office of Research and Sponsored Programs (ORSP), has approved this project. You may also contact ORSP at (909) 607-9406 with any questions.

A signed copy of this consent form will be given to you.

I understand the above information and have had all of my questions about participation on this research project answered. I voluntarily consent to participate in this research.

Signature of Participant _____

Date _____

Printed Name of Participant _____

Signature of Researcher _____

Date _____

APPROVED

AUG 15 2011

DEAN OF CLAREMONT
UNIVERSITY
CGU

Consent for Participation in Interview Research

I volunteer to participate in a student-initiated dissertation research project conducted by Ginger Silvera, PhD Candidate from Claremont Graduate University. I understand that the project is designed to explore the role of DSOs and if perceptions influence policies that advocate in favor of minors. I will be one of approximately 20 people being interviewed for this research.

1. My participation in this project is voluntary. I understand that I will not be paid for my participation. I may withdraw and discontinue participation at any time without penalty. If I decline to participate or withdraw from the study, no one at my employer will be told.

2. I understand that most interviewees in will find the discussion interesting and thought-provoking. If, however, I feel uncomfortable in any way during the interview session, I have the right to decline to answer any question or to end the interview.

3. Participation involves being interviewed by a researcher from Claremont Graduate University. The interview will last approximately 30 minutes. Notes will be written during the interview and stored confidentially.

4. I understand that the researcher will not identify me by name in any reports using information obtained from this interview, and that my confidentiality as a participant in this study will remain secure. Subsequent uses of records and data will be subject to standard data use policies which protect the anonymity of individuals and institutions.

5. My employer will neither be present at the interview nor have access to raw notes or transcripts. This precaution will prevent my individual comments from having any negative repercussions.

6. I understand that this research study has been reviewed and approved by the Institutional Review Board (IRB) at Claremont Graduate University.

7. I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.

8. I have been given a copy of this consent form.

My Signature Date

My Printed Name Signature of the Investigator

For further information, please contact:

Ginger Silvera, PhD Candidate Email: Ginger.Silvera@cgu.edu

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UNIVERSITY
IRB

APPENDIX L

CODING OF VARIABLES: STAFF CLIMATE SURVEY

Male 0, Female 1

Perceptions on Training

Agree 4, Somewhat Agree 3, Somewhat Disagree 2, Strongly Disagree 1

Yes 1, No 0

Perceptions on Management

Excellent 4, Good 3, Fair 2, Poor 1

Strongly Agree 4, Agree 3, Disagree 2, Strongly Disagree 1

Perceptions on Programs

True 5, Mostly True 4, Mostly Untrue 3, Not True At All 2, Not Applicable 1

Excellent 5, Good 4, Fair 3, Poor 2, Not Applicable 1

Staff Youth Relations

Yes 2, Sometimes 1, No 0

APPENDIX M

CODING OF VARIABLES: ADMINISTRATIVE FORM

Ethnicity

Definition

- 1 Alaskan Native
- 2 American Indian
- 3 American Indian or Alaskan Native
- 4 Asian
- 5 Black Hispanic
- 6 Black non-Hispanic
- 7 Native Hawaiian or Other Pacific Islander
- 8 Other
- 9 Other Hispanic
- 10 Pacific Islander
- 11 White Hispanic
- 12 White non-Hispanic

Black Hispanic: 1

Black Non-Hispanic: 2

White Hispanic: 3

White Non-Hispanic: 4

Other Hispanic: 5

Other: 6, Alaskan Native, American Indian, American Indian or Alaskan, Asian, Native Hawaiian or Other, Other, Pacific Islander

APPENDIX N

CODING OF VARIABLES: INCIDENT REPORT

Violent Crime= 3

Property Crime=2

Drug Offense= 1

Misdeameanors =0