

Boot Camp Program Planning and Facility Design

**Residential & Community
Program Components**

by

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Lesson Plan: An Overview of Boot Camp
Program Design and Implementation

You are here this week because your jurisdiction has been awarded a federal boot camp planning grant. That award requires each jurisdiction to complete a boot camp planning process. You are at different stages in that planning process--some of you have just started, while others are well along.

In this opening session we will present a framework of boot camp planning that will give us a common denominator, a similar way of referencing the tasks that must be performed. We will examine nine steps in the planning process, discuss critical issues that boot camp planners need to address at each step, and review the experience of early boot camps and the findings of initial boot camp evaluations so as to shed light on the choices that must be made.

The nine steps are: (OVERHEAD #1)

- O **Establish planning committee representing stakeholders and policy-makers**
- O **Define your goal(s)** -- why are you doing a boot camp?
- O **Analyze offender flow and identify target population** - describe (clearly and in detail) who the boot camp is intended to serve.
 - What is the flow?
 - Is it sufficient to keep a boot camp full?
 - What are the characteristics of the target population?
 - durations of confinement
 - needs
 - problems
- O **Describe recruitment and screening processes.**
 - Who will identify eligible offenders?
 - Where will initial screening occur?
 - What criteria will be used to screen out unsuitable candidates?
 - Who will screen out candidates?
 - Will participation be voluntary or mandatory for those who survive

screening?

O Identify the program elements -- in order to achieve the goal(s) for this population.

-- what functions and services must be provided?

-- who will provide them?

-- where will they come from?

-- what skills and training will they need?

O Specify desired and expected outcomes.

Relative to program completion

-- % eligible who participate

-- % graduating who participate

-- % completing aftercare successfully.

Relative to Offender improvements

-- average increase in education levels

-- average time to failure

etc.

Relative to costs

O Develop evaluation capacity

Process -- was the program implemented as intended? If not, how was it changed? What effects did changes have on outcomes?

Periodic reports to managers--aimed at helping them make mid-course corrections.

Outcome -- were the intermediate and long-term objectives achieved?

Cost -- what did the program cost. Was it cost effective? Were actual costs higher or lower than anticipated?

O Finalize design decisions about

Conduct simulations

Is it probable that the program, as designed can succeed? If not,

revise earlier policies, as required.

- who operates
 - the facility phase?
 - the aftercare phase?.
- where the facility will be located?

O Develop detailed budgets -- including

- operating costs
 - for the facility phase
 - for aftercare
- for other parts of the criminal justice system
(e.g., revocation proceedings)

1. Establish Planning Committee

Officials should appoint a planning committee whose members represent all stakeholders--individuals who control resources or services needed for successful boot camp operation, or whose operations will be affected by the boot camp. This probably will include persons in institutional corrections and parole, including persons who represent treatment, custody, community supervision, community-based service providers, central agency administration, and research and planning. The committee should be fully empowered to plan how the boot camp should be designed and implemented. The planning committee should have an orientation period, during which its members receive and read a broad background of information on boot camps. The committee should have adequate staff support from the agency's research and planning unit.

2. Preliminary definition of goals

Each member of a boot camp planning committee may come to the table with different sets of reasons for wanting to establish a boot camp. Some reasons may reflect organizational objectives or values. Others may represent personal preferences.

Some reasons may be **inconsistent with others**, so that if we were to achieve A we can not also achieve B or C. Some may be **mutually supportive**, so that if we achieve D we are more likely to achieve E and F. Others may be **neutral** -- so that whether or not we achieve G has no bearing on whether we can achieve H or I.

Boot camps could be developed that seek to

- deter offenders
- incapacitate offenders
- punish offenders
- rehabilitate offenders
- reduce correctional costs
- achieve political or personal goals of particular individuals

In selecting goals, you need to be aware of (a) research results and (b) requirements of the 1994 Crime Bill.

Research Results re Goals: (OVERHEAD #2, Possible goals for boot camps)

- No evidence that boot camps deter**
 - similar programs for youth were counterproductive
- Boot camps are an inefficient way to incapacitate.**
 - generally target low risk offenders
 - generally shorten confinement terms
- Boot camps do not punish in a systematic way** -- that is, as a proportional sanction for a narrowly defined offender population.

(While some offenders may find boot camps unpleasant, that is not a systematic use of punishment as a sentencing goal.)

- O **Boot camps**, if properly designed and operated, **may have rehabilitative effects** (limited, suggestive evidence).
- O **Boot camps may cut corrections costs if they:**
 - target confinement bound offenders,
 - give big discounts in time served;
 - limit in-program and post-release failures, and
 - operate on a big scale.

1994 Crime Bill funding provides support for boot camps that

- O **rehabilitate offenders, or**
- O **free confinement space**, thereby permitting more extended confinement of violent offenders.

Boot camps funded under the Crime Bill must target non-violent offenders.

Thus, the purposes articulated in the 1994 Crime Bill, and research results converge. This fairly well directs your attention to two basic goals--(a) rehabilitation, and (b) freeing confinement space. But, because confinement durations are limited to begin with for juveniles and for adults sentenced to jails, it is very difficult to give big reductions in time served to boot camp graduates, and hence, it may not be possible to develop boot camps that reduce costs (or free bedspace) for these populations.

Get Stakeholders to agree on goal(s)

As noted above, you boot camp try to rehabilitate offenders and/or free up confinement space in order to comply with the requirements of the 1994 Crime Bill. The planning committee could adopt other formal goals that either support these fundamental goals, or which are not inconsistent with them.

However, formal goals that conflict with attainment of rehabilitation or with freeing confinement space

3. Analyze offender flow and define target population

The planning committee should examine the caseload of non-violent offenders in the prison system, their characteristics, their locations within the system (which institutions, what custody levels, etc.) and their durations of confinement. While such an initial examination may seem an obvious starting, because they lacked such information several jurisdictions previously seriously overestimated the size of the pool of eligible inmates, leading to boot camps that chronically operated well below their design capacity.

The planning committee should define the initial target population for the boot camp. Within the general population of non-violent offenders, they may decide to focus on a smaller sub-population, particularly if a range of other options are being developed that might target portions of the non-violent offender pool. Whatever criteria they use, they will need case level data on the distribution of that criteria in the general offender population. For example, the planning committee might decide to target young non-violent offenders who have a serious substance abuse problem. If so, it will need information on each such offender from a substance abuse screening test or instrument that accurately separates causal users from serious substance abusers.

The planning committee will need additional information in order to figure out the likely effects of targeting this group of offenders. For example, they will need to know to know (for individual offenders in the target population) how long they are likely to serve until release, their risk

level, their inventory of needs. That information is needed to determine how many person-months of confinement will be saved for each such inmate who completes a boot camp. That information is essential if the goal is to reduce populations, or to free up a given number of confinement beds to house more violent offenders). Other information needed on a case-level will include:

- a. location in system
- b. county/city of residence
- c. demographics
- d. risk levels
- e. needs
- f. duration of past confinement

4. Describe recruitment and screening procedures

The planning committee will need to determine who will identify eligible offenders, where (in the processing of cases) they will be identified, what preliminary screening criteria will be used to cull unsuitable cases from further consideration, who will screen out cases, and for those surviving screening, whether participation will be voluntary or mandatory.

These choices will have a major effect on the numbers of persons entering the program, and will go a long ways towards determining the number of beds needed in the boot camp. If the pool of eligible offenders is small to begin with, a screening process that eliminates lots of offenders, and which makes inmates volunteer, could result in too few admissions to support even a small boot camp.

5. Identify the program elements -- in order to achieve the goal(s) for this population:

- .A. what functions and services must be provided?
 - What security level is needed?

- Low? Medium?
- Fences?
- Control issues
 - Disciplinary plan
 - Responses to
 - misconduct
 - failure to progress
- What should the military regimen look like?
 - Drill and ceremony
 - Physical training
 - Military bearing and courtesy
 - Uniforms, inspections, etc.
- What type of work should be required?
 - Community service?
 - Institutional job assignments?
- What treatment programs are needed?
 - Drugs
 - Cognitive skills (value clarification, moral reconnection, etc.)
 - Anger management
 - Social skills/life skills
- What instructional programs are needed?
 - General education
 - Remedial education/special education
 - Vocational education
 - Parenting skills
 - Instruction in Human Sexuality
 - AIDS/STD education
 - Health Education
- What other services are required?

- Intake screening
- Assessments (Diagnostics)
- Health care
- Nutrition
- Reentry planning
- Visitation

How should above be delivered at the boot camp?

- Agency personnel
- Contractors

-- What should aftercare look like?

- Surveillance component
 - intensiveness
 - style
 - objectives
 - policies dealing with
 - Violations
 - Failure to Progress
- Service/case management component
 - continuity
 - continuum

What are the implications of the above decisions for the characteristics of the physical plant?

- standalone or integrated?
 - shared vs separate provision of
 - health care
 - food service

laundry
maintenance
program space
library, etc.
other services

- capacity?
- living units?
 - number
 - size
 - platoons
- security level?
- indoor and outdoor exercise areas
- ropes/confidence course?
- distance running?
- parade ground?

B. Who will provide them?

- Correctional agencies
 - Institutional
 - Community (probation/parole)
- Human Services agencies
 - **Public**
 - Private
- Volunteers

C. Where will the resources/services come from?

- Identify resources within agencies

-- Identify community-based providers

d. **What skills and training will they need?**

-- What skills should be present in staff we recruit?

-- What skills should be procure via contracts?

-- What training will new or existing staff need?

6. **Specify desired outcomes.**

The planning committee should identify the questions it will ask in the future to determine if the program is a success. They will need to build a capacity (below) to collect and analyze information over time to answer these questions.

Relative to program completions, officials probably will want to know what percent of those who are eligible are screened out. Of those remaining, what percent volunteer and enter the program? Of those who enter, what percent complete the institutional phase? Of those who fail during the institutional phase, how many (a) voluntarily withdraw, (b) or are removed for cause? When to in-program failures occur?

Of those who complete the institutional phase, what percent successfully complete aftercare? What are the reasons for failure? When do failures occur?

What are important intermediate outcomes--that is, do offenders improve educational levels, while in the program? Do they stay in employment longer in the community phase?

What does the program cost? Is it cost effective relative to other options for the same population?

7. **Develop evaluation and feedback capacity**

Planners should design evaluation in, and not add it as afterthought. This means deciding (above) what the goals are, what the intended processes are, what outcomes are expected, collecting baseline data on your offender population, and collecting data on processes and outcomes over time.

Process evaluation--answers the question: “Was the program implemented as intended?” If not, what changes were made, why were they made, and what effect did the changes have on program operations and outcomes? This information is shared with program managers during implementation--and is used to make mid-course corrections. Process evaluations are sometimes called formative evaluations, because their intention is to help programs refine and improve their operations in the mid-term.

There should be **regular reports**, at frequent intervals, written in language easily understood by program administrators, and direct collaboration between researchers and program managers in identifying and assessing emerging problems and possible remedies.

Outcome evaluations ask whether the program had its intended effects. Effects can be intermediate or long-term. Intermediate effects might be improvements in reading scores while confined, or increases in employment rates during the aftercare phase. Long-term outcomes might be changes in (a) technical violation rates, (b) new arrests rates, or (c) reduction in the severity of alleged new crimes (e.g., minimize new violent crimes by program grads).

Outcome evaluations may also focus on the costs to achieve desired outcomes, so that we look at cost-effectiveness.

8. Finalize design decisions

The planning committee should conduct simulations to determine the probable effect of its design choices (particularly with respect to failure rates, screen-out rates, withdrawal rates, etc.) on program capacity. I encourage you to obtain a copy of a simulation model (write me, I'll send it) that lets you easily determine what return to confinement rate you must target to achieve a particular population level. Even if you are not trying to reduce populations with your boot camp, this model is helpful because it can help you avoid over-building.

- Reassess policies, given projection outcomes
- Fine tune policies, as required.

9. Develop detailed budgets -- including

- construction or renovation costs
- operating costs
 - for the facility phase
 - for aftercare
- for other parts of the criminal justice system
(e.g., revocation proceedings)

DYNAMIC CRIMINOGENIC RISK FACTORS

Conning / Manipulation

Impulsivity

Low Frustration Tolerance

Danger / Thrill-Seeking

Poor Consequential

Poor Option Generation

**Alienation from Mainstream
Socialization**

Egocentrism

**Neutralization/Non-Empathy
Lack of Remorse**

Externalization / Blaming

**Hostility / Resistance
Towards Work**

**Attachment to Criminal
Activities**

Poor Use of Leisure Time

**Affiliation / Identification
with Criminals**

**Boredom/Dissatisfaction
with Conventional Activities**

Poor Family Relations

**Drug Abuse/Addiction
History**

**Unsatisfying / Conflicted
Spousal Situation**

**Conflicts with
Authority/Supervision**

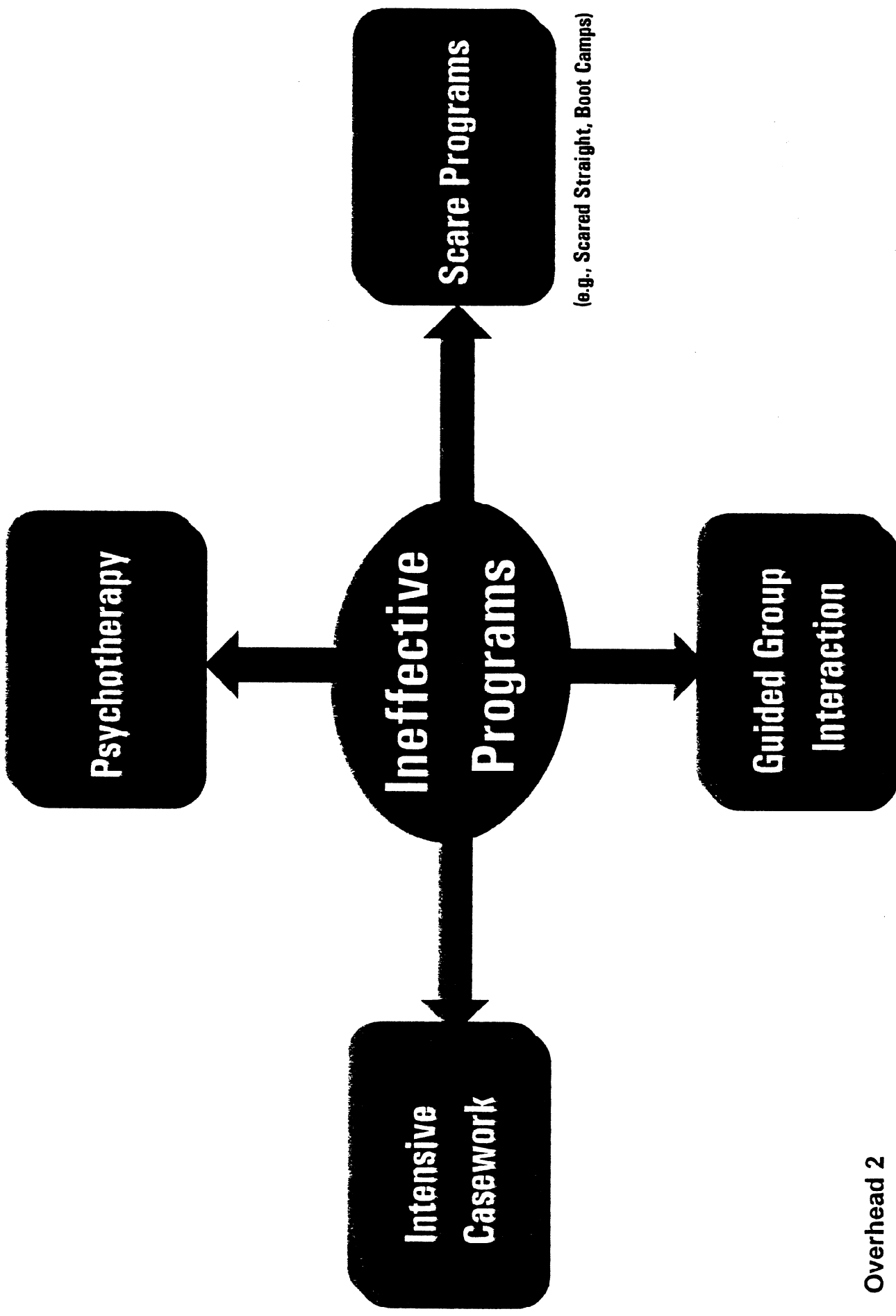
Conflicts with Peers

Instability / Excitability

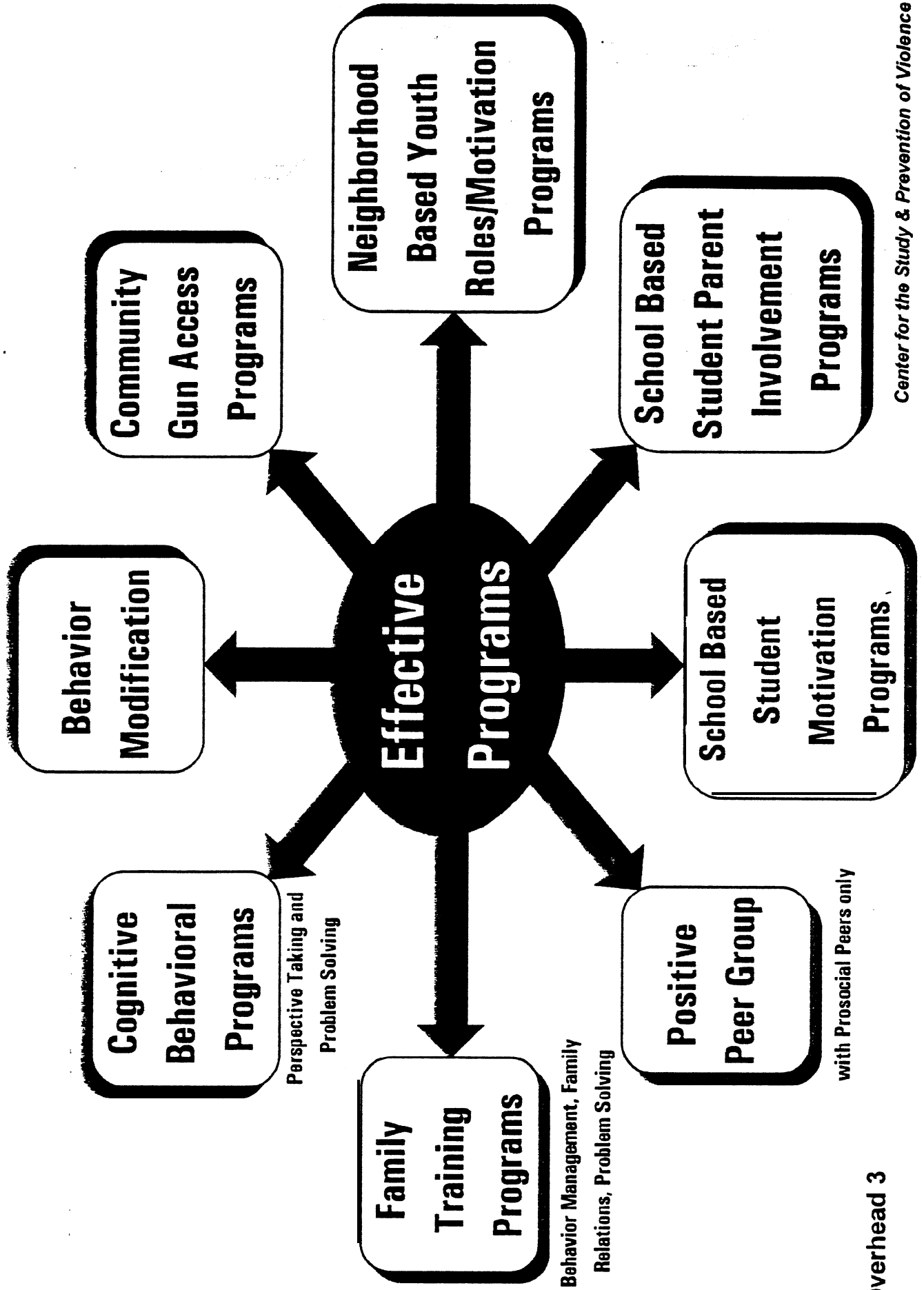
Poverty of Social Skills

**Poor Recognition of
Patterned Responses**

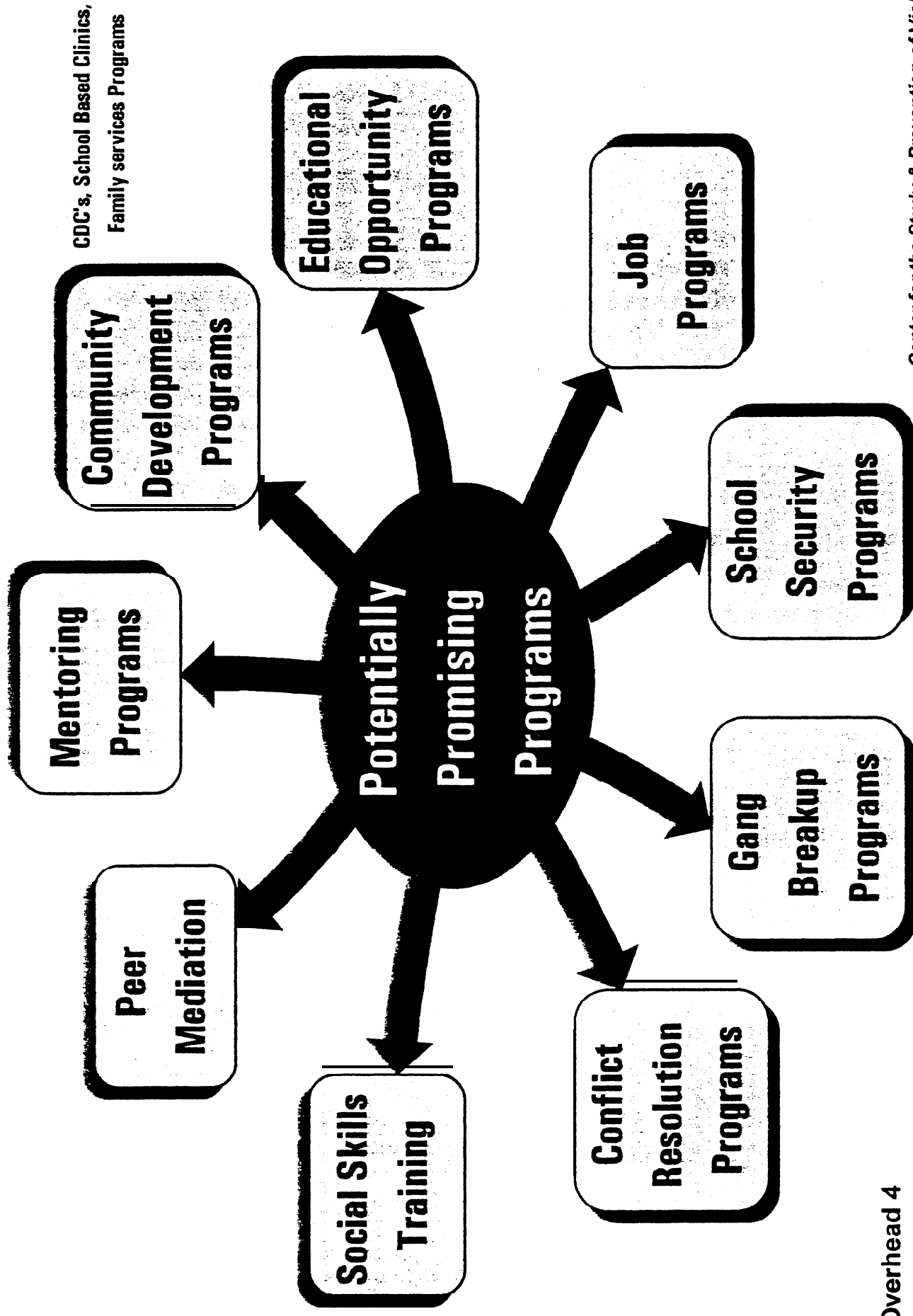
SPECIFIC PROGRAM EVALUATIONS



SPECIFIC PROGRAM EVALUATIONS



SPECIFIC PROGRAM EVALUATIONS



Core Program Interventions

CORE ACTIVITIES	Intake Regimentation	Residential	Pre Release	Aftercare
Diagnostic Assessment				
Assessment	●			
Mental & Physical Health Screening	●			
Individualized Program Plan	●			
Breakdown of Gang Affiliation	●	●	●	●
Gang Education	●	●		
Physical Regimentation	●	●	●	
Guided Group Interaction		●	●	
Relapse Prevention		●	●	
Modified Therapeutic Community (Positive Peer Culture)		●	●	
Confronting Criminal Thinking Errors		●	●	
Skills of Daily Living	●	●	●	
Leisure Skills	●	●	●	
Self-Help Groups		●	●	●
AIDS Education / Prevention		●	●	
Drug Education		●		
Individual Counseling	●	●	●	●
Relapse Prevention Support Group			●	●

Vocational & Educational Interventions

<i>Vocational & Educational Activities</i>	Intake Regimentation	Residential	Pre Release	Aftercare
Academic Program High School		●	●	●
Educational Assessment	●			
Individualized Educational	●		●	
Vocational Training				●
Pre-Vocational Training		●	●	●
Institutional Employment		●	●	
Academic Program College		●	●	●

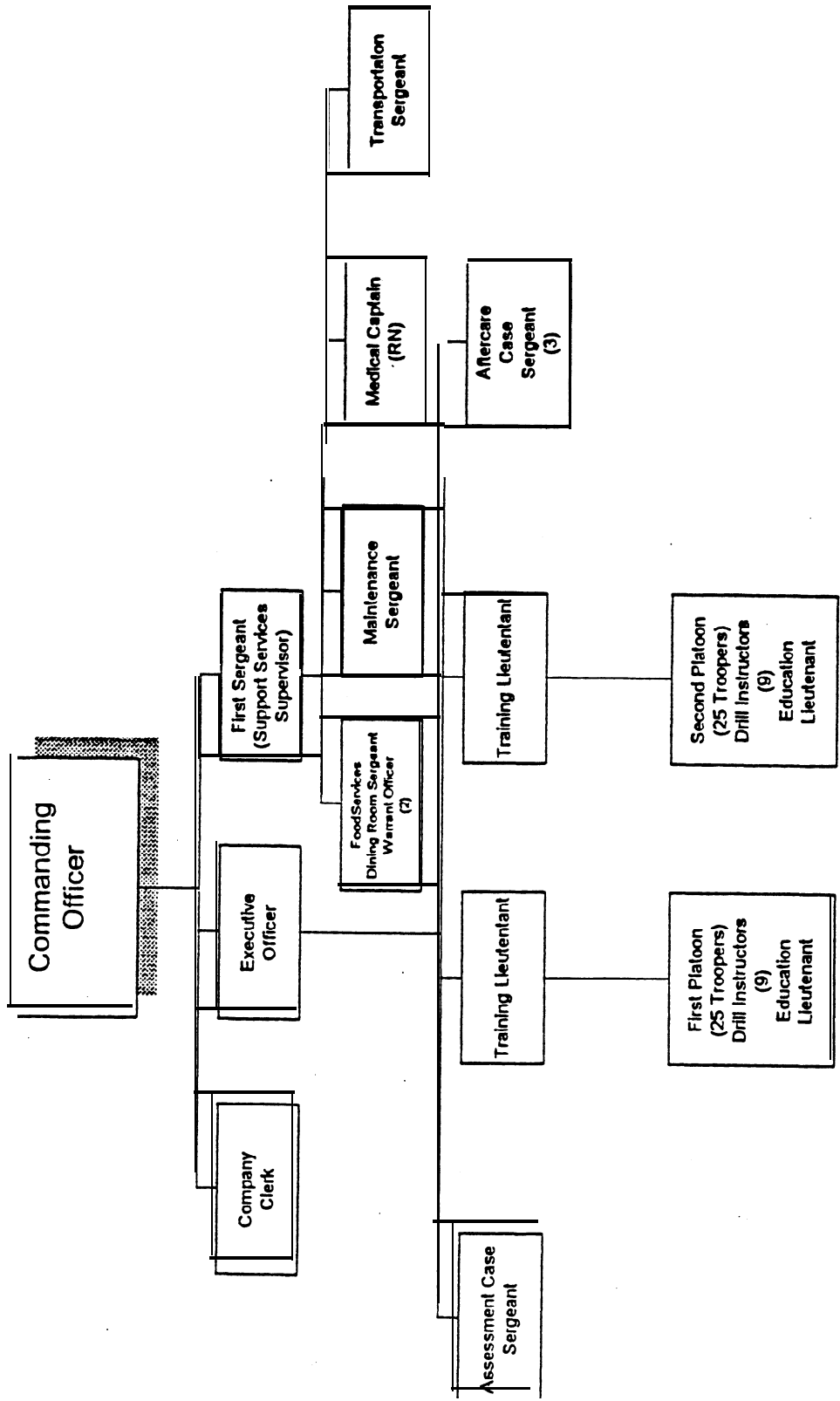
Supplementary Program Interventions

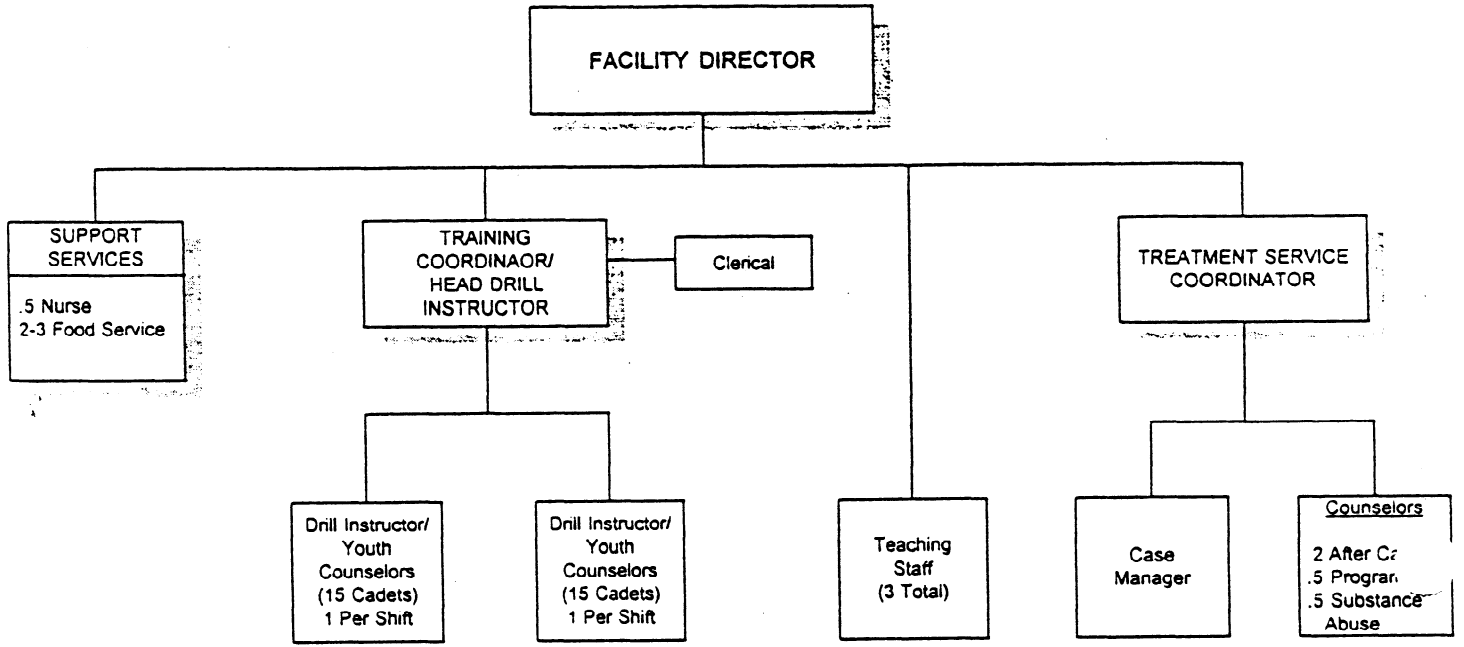
<i>Program Modules</i>	Intake Regimentation	Residential	Pre Release	Aftercare
Anger Management		●	●	
Problem-Solving Skills		●	●	
Stress Management		●	●	
Parenting Skills		●	●	
Communication Skills		●	●	
Assertiveness Skills		●	●	
Recreation	●	●	●	
Community Meetings	●	●	●	
Restitution Planning	●	●	●	
Family Reintegration	●		●	●

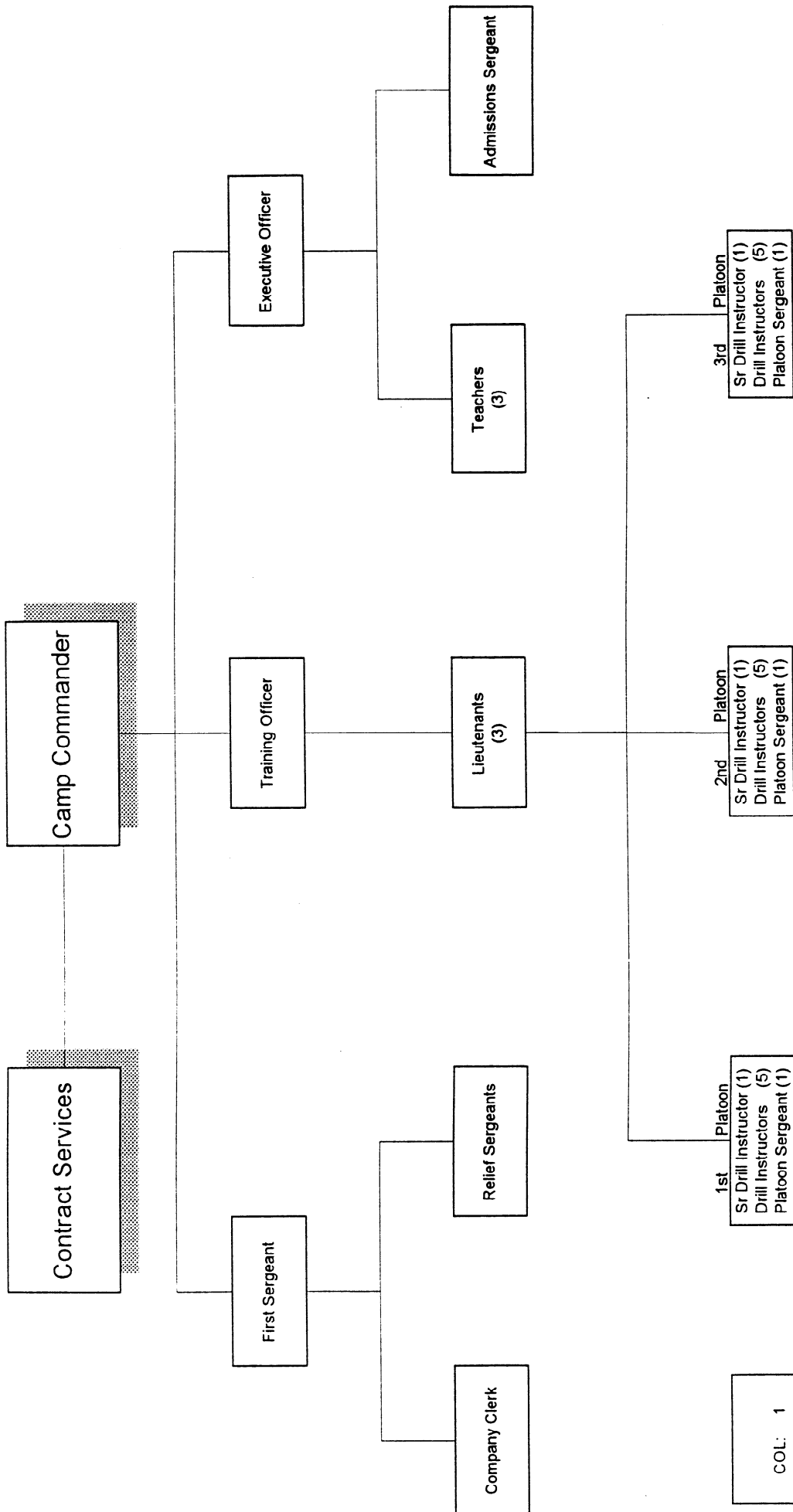
BOOT CAMP PROGRAMING PLANNING AND FACILITY DESIGN
STAFFING ISSUES

Staffing Issues

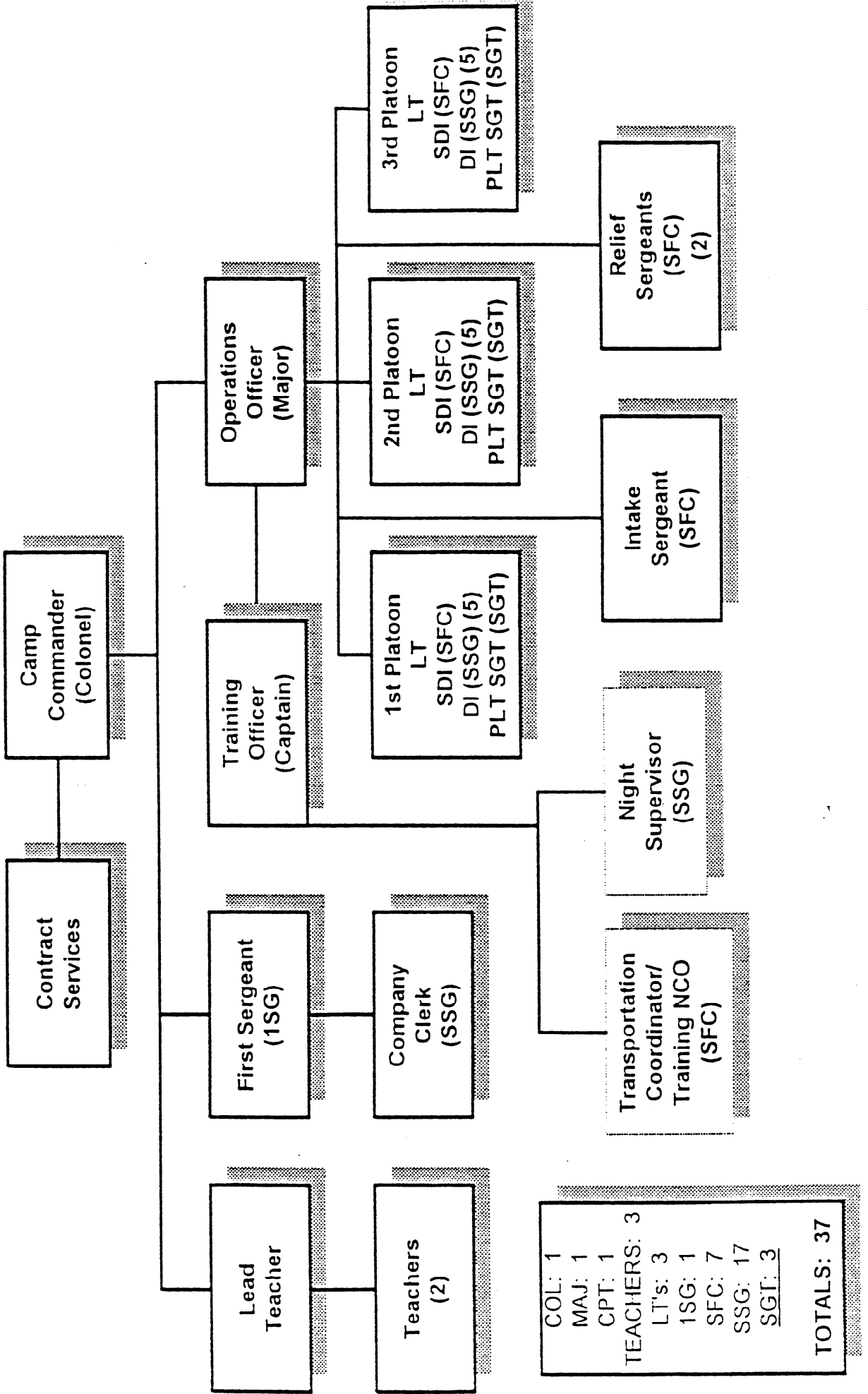
- I. Staff Positions
 - A. Organization Charts
 - B. Reporting Officials
- II. Staff Qualifications
 - A. Education
 - B. Experience
- III The Military Staff
 - A. Where to Recruit
 - B. Interview Strategies
 - 1. What to Look For
 - 2. What to Avoid
 - C. Management of a Military Staff
 - 1. Ethics and Conduct, Role Models
 - 2. Team Building
 - 3. Military Courtesies and Protocol
 - D. Promotions
 - E. Recognition Programs







COL:	1
MAJ:	1
CPT:	1
TEACHERS:	3
LT's:	3
1SG:	1
SFC:	6
SSG:	16
SGT:	3
TOTALS:	35



CAMP COMMANDER

QUALIFICATIONS: Bachelor's Degree in a behavioral science education or related field from an accredited College or University. A Master's Degree is preferred. Experience in providing residential services for a juvenile offender population may be substituted for the Master's Degree. Three years experience in residential program administration, including supervision of at least twenty employees, case management, education, rehabilitation or social development services in a group living environment. A Military background as well as demonstrated leadership, team building, written and verbal communication skills. In addition, the Camp Commander must have excellent problem solving skills, ability to work on a team at the local and Corporate levels, planning skills, supervisory skills and have the ability to implement and operate a military-styled boot camp program.

DUTIES: Under the supervision of the Director of Operations, the Camp Commander plans, directs and supervises a comprehensive boot camp type program in a residential setting. The Camp Commander is responsible for providing innovative programming to the youth in the program. In addition, the Camp Commander is responsible for personnel administration and management of all personnel assigned to the facility. Under the Camp Commander's leadership, the facility must earn the reputation as being a leader in the field of effectively treating adjudicated youth in this type of environment. The Camp Commander also acts as liaison with area, businesses, government, and news media representatives.

SUPERVISION: The Camp Commander is responsible for the management and supervision of all youth, staff, contractors, consultants and visitors to the facility. This includes the overall management and supervision of Drill Instructors, Platoon Sergeants, Lieutenants, Executive Officer, Teachers, The First Sergeant, Company Clerk and Admissions Sergeant.

TREATMENT AND EDUCATIONAL PROGRAMMING: The Camp Commander is responsible for the development, implementation, and oversight of the military boot camp program, educational programs, including case management/transition services, group counseling, life skills programs, recreation activities, and other scheduled programming determined appropriate to meet the needs of the youth admitted to the program.

ORGANIZATION: The Camp Commander is responsible for the following:

- * Supervision of the development and implementation of the boot camp model.
- * Quality of programs.
- * Safety and security of all youth, staff and visitors.
- * Directing the facility management team.
- * Formulating goals for the facility and translating goals into measurable objectives.
- * Developing, implementing, and reviewing the policy and procedures manual.
- * Assisting in the development of an annual budget.
- * Implementing [REDACTED] (corporate) policies at the facility level.
- * Ensuring compliance with the personnel policies and ensuring consistency in personnel activities.
- * Annually reviewing staff and space requirements.
- * Developing an annual staff training and development plan.
- * Acting as a liaison with placing agencies, local business, government, and community representatives.
- * Responding to Critical Incidents according to [REDACTED] policy and procedure.

EXECUTIVE OFFICER

QUALIFICATIONS: A Masters degree in a related field. A Bachelors and experience may substitute. A minimum of three years experience in juvenile offender program administration. Knowledge of the Juvenile Justice System, educational programs and clinical issues is necessary. Military experience is helpful.

DUTIES: Under the supervision of the Program Manager the Assistant Program Manager is responsible for the Educational, Life Skills and case management programs. The Assistant Program Manager is the number two Administrator.

SUPERVISION: The Assistant Program Manager is responsible for the Management and Supervision of all contract services (Medical, Food Services, Maintenance, psychological...). All program staff (Teachers and caseworkers) are supervised by the Assistant Program Manager. Other staff supervision assignments are defined by the Program Manager.

In the Program Manager's absence the Assistant Program Manager is responsible for all operations.

PROGRAMMING: Educational, vocational, life skills, transition services and other programs are the responsibility of the Assistant Program Manager. These responsibilities include curriculum development, staff training and program development. Utilization of the initiatives course is also a central responsibility of this position.

ADMISSIONS: The Assistant Program Manager is responsible for the scheduling of admissions with the sentencing courts. This responsibility includes the evaluation of placements for appropriateness.

LIAISON: Liaison with the Judicial Department is a responsibility of the Assistant Program Manager. This includes supporting the Transition/Aftercare plan and directing the [REDACTED] staff in this critical area.

CLINICAL: While the program is not clinical in nature, there is a need for some clinical oversight of the staff and program. The Assistant Program Manager will provide the necessary supervision, training and consultation to the program in this area.

TRAINING OFFICER

QUALIFICATIONS: Must have at least two years of college (degree preferred). Must have a minimum of six years of military experience. Persons with military experience will have an Honorable Discharge and be required to furnish a DD214. Must be physically fit and able to pass the Army Physical Fitness Test (sit-ups, push-ups and timed two-mile run). Must possess excellent written and verbal communication skills.

DUTIES: Under the supervision of the Camp Commander, the Training Officer supervises the Platoon Leaders (Lieutenants) and insures staff compliance of recruit training schedules and monitors platoon physical training. The Training Officer also plans and coordinates platoon graduations. He/she is the number three administrator [REDACTED] and has the rank of Captain.

STAFF TRAINING: The Training Officer schedules and arranges training for new staff which includes First Aid, CPR, and Crisis Prevention Intervention instruction. He/she also implements On-the-Job-Training (OJT) for staff. The Training Officer insures that new staff hired meet the requirements of the Army Physical Fitness Program and, when possible, conducts the test with the new employee.

LEADERSHIP/LIFESKILLS SYLLABUS: The Training Officer maintains and updates, as needed, a Leadership and Lifeskills Syllabus which contains information, lesson plans and quizzes for the recruits regarding skills needed for life and leadership. He/she insures that adequate copies are supplied to each platoon and that each platoon's staff is able to instruct the recruits following each plan.

STANDARDS COMPLIANCE: Familiarity with ACA standards for Juvenile Boot Camp Facilities is required of the Training Officer. The Training Officer works in conjunction with the-Management Team to meet or exceed these standards. Must also have working knowledge of the Colorado Division of Youth Services policies and procedures.

FACILITY SHIFT COVERAGE: At times, the Training Officer will be required to provide relief for Platoon Lieutenants which may involve working occasional evening shifts. In this capacity, the Training Officer must be capable of staff supervision. The Training Officer also functions as the facility administrator according to the established schedule.

LIAISON: At times, the Training Officer will be required to provide tours for occasional groups or visitors and establish and maintain positive rapport with state officials and the public. He/she will also, on occasion, be required to give presentations to civic groups.

LIEUTENANT

QUALIFICATIONS: Must have at least two years of college (degree preferred). Military experience as a supervisor of other Noncommissioned Officers is required along with an Honorable Discharge. Must be able to furnish a DD214. Must have excellent verbal and written communications skills. Must be familiar with and able to use a personal computer system (IBM format). Must be physically fit and able to pass the Army Physical Fitness Test (sit-ups, push-ups, and timed two-mile run).

DUTIES: Under the supervision of the Training Officer, the Lieutenant is responsible for the daily operation of his/her platoon.

STAFF SUPERVISION: Supervises platoon staff, prepares duty rosters, collects time sheets, supervises staff training, directs daily activities of the platoon staff, and insures staff compliance during the orientation process. Plans and projects vacation schedules of platoon staff.

PLATOON PERFORMANCE: Insures proper performance of drill and ceremony, physical training, platoon inspections and housekeeping. Posts recruit training schedules and insures compliance, inspects platoon area and recruits. Participates in and monitors platoon physical training. Coordinates and plans platoon graduation. Monitors and reports on all aspects of training.

FACILITY SHIFT COVERAGE: Works shifts in conjunction with platoon DIs/Platoon Sergeants, serves as the commander's representative after duty hours, insures compliance with policy and procedure during tour of duty.

EDUCATION, COUNSELING AND PROGRAMS: Responsible for coordination of educational programming with the platoon teacher. Required to conduct monthly performance counseling with each Drill Instructor and Platoon Sergeant assigned to the platoon. Schedules recruit family contacts through the platoon case manager and coordinates for recruit transition and aftercare training.

ADMISSIONS SERGEANT

QUALIFICATIONS: High school diploma or equivalent. College level degree or course-work is preferred. Must have strong communication and organizational skills. Must be computer-user qualified (IBM format PC systems). Knowledge of the Juvenile Justice System desirable.

DUTIES: Under the supervision of the Assistant Program Manager, the Admissions Sergeant is responsible for coordinating and scheduling all recruit intakes. The Admissions Sergeant is responsible for contacts with the referring Probation Departments and courts.

REFERRALS: The Admissions Sergeant is responsible for managing all referrals [REDACTED]. Working with Probation Officers to move their youth through the screening process, confirming admission dates and coordinating transportation are important responsibilities.

DATA ENTRY: Recruit referral information is presented to the platoon staff prior to intake by the Admissions Sergeant. Referral files are managed by the Admissions Sergeant. Data entry is performed on all referred and admitted youth. Regular demographic reports are generated for [REDACTED] administrators by the Admissions Sergeant.

CUSTOMER SERVICE: The nature of this position requires a high level of customer service. The Admissions Sergeant will assist with coordinating and scheduling staffings, graduations and family contacts. The Admissions Sergeant must be able to establish positive working relationships with: Probation Departments, Sheriff Departments, State Agency staff and parents of referred recruits. If required, the Admissions Sergeant will also provide computer support for [REDACTED] staff.

FIRST SERGEANT

QUALIFICATIONS: Two years of college with emphasis in accounting or mathematics (degree preferred). Two years of military experience desirable. Persons with military experience will have an Honorable Discharge and be required to furnish a DD214. Must be physically fit and able to-pass the Army Physical Fitness Test (sit-ups, push-ups and timed two-mile run). Must possess excellent written and verbal communication skills.

DUTIES: Under the supervision of the Camp Commander, the First Sergeant supervises support services personnel including medical, maintenance, dining room services and the Company Clerk. The rank for this position is First Sergeant.

PURCHASING/CONTRACTING: The First Sergeant develops contracts and initiates the purchase process and maintains inventory for [REDACTED] supplies, receives and acts on requests for supplies from the Senior Drill Instructors from each platoon. The First Sergeant also negotiates contracts to purchase supplies as needed.

BUDGET: The First Sergeant is required to maintain a log depicting budget over-time hours/funds. Keeping the Camp Commander informed when overtime hours near exceeding budget and providing the Camp Commander with a monthly budget report are all responsibilities of the First Sergeant.

LICENSING/STANDARDS COMPLIANCE: Required familiarity with ACA standards for Juvenile Boot Camp Facilities is required of the **First Sergeant**. The First Sergeant works in conjunction with the [REDACTED] Management Team to meet or exceed these standards. The First Sergeant must also have knowledge of local, state and federal health and safety guidelines. Knowledge of fire safety and applicable regulations is desirable

FACILITY SHIFT COVERAGE: At times, the First Sergeant will be required to provide relief for Platoon Lieutenants and work shifts. In this capacity, the First Sergeant must be capable of staff supervision.

SENIOR DRILL INSTRUCTOR

QUALIFICATIONS: Must have a high school diploma (2 years of college preferred). Must have a minimum of two years previous experience as a Drill Instructor or Instructor in a Branch of the Military Services. Have a minimum of three years experience in a supervisory capacity. Must possess excellent written and verbal communication skills. Honorable discharge is mandatory.

DUTIES: Under the supervision of the Platoon Lieutenant, the Senior Drill Instructor (SDI) is responsible to insure the basic daily routine (BDR) is carried out.

STAFF SUPERVISION: Provides direction for Drill Instructors and the Platoon Sergeant of assigned platoon. The SDI constantly evaluates the DIs and Platoon Sergeant in the areas of staff training and recruit schedules. Is the second most senior person in the platoon after the Lieutenant.

PLATOON PERFORMANCE: Insures proper performance of DI staff and Platoon Sergeant during physical training and Drill and Ceremony sessions. Also serves in the capacity of Drill Instructor to conduct Drill and Ceremony and physical training as needed. Directs graduation rehearsals for platoon as needed. Performs platoon inspections and monitors housekeeping.

FACILITY SHIFT COVERAGE: Works primarily day shift with the Platoon Lieutenant.

COUNSELING AND PROGRAMS: Required to conduct monthly performance counselings with each Drill Instructor and Platoon Sergeant in the platoon. Responsible for coordination of supply needs with the Company First Sergeant. Provides routine counts and status reports to the Platoon Lieutenant.

DRILL INSTRUCTOR

QUALIFICATIONS: A minimum of two years military experience with an Honorable Discharge and able to furnish a DD214. Must be proficient in Drill and Ceremonies, physically fit and able to pass the Army Physical Fitness Test (sit-ups, push-ups, and timed two-mile run). Must possess excellent written and verbal communications skills. Familiarity with personal computers (IBM format) a plus.

DUTIES: Under the supervision of the Platoon Lieutenant, the Drill Instructor supervises recruits during their daily activities

SUPERVISION: Provides daily structure for the platoon recruits, provides discipline and holds recruits accountable for their actions, responsible for the safety and security of recruits. Supervises barracks maintenance and recreational activities.

TEACHING/MODELING: Responsible for teaching (and modeling) methods of personal hygiene and cleanliness, discipline, respect, responsibility and motivation. Issues instructions and provides direction to recruits.

DRILL & CEREMONY: Provide instruction to recruits in the area of Drill and Ceremony. Requires knowledge of Army FM 22-5 or applicable drill manual of the Marine Corps or Air Force. Must exercise command presence, confidence and command voice.

COUNSELING AND REPORTS: Provide on the spot counseling and correction to recruits, and complete programmatic reports as necessary.

RELIEF SERGEANT

QUALIFICATIONS: A minimum of two years military experience with an Honorable Discharge and able to furnish a DD214. Must be proficient in Drill and Ceremonies, physically fit and able to pass the Army Physical Fitness Test (sit-ups, push-ups, and timed two-mile run). Must possess excellent written and verbal communications skills. Familiarity with personal computers (IBM format) a plus. Must be able to be flexible in any work schedule.

DUTIES: Under the supervision of the Support Services Supervisor, the Relief Sergeant will provide coverage in any platoon requiring extra staff due vacations or illness, supervise recruits during their daily activities-if required, and run errands for the Support Services Supervisor if needed.

SUPERVISION: When temporarily assigned to any of the three platoons, will provide daily structure for the platoon recruits, provide discipline and hold recruits accountable for their actions, be responsible for the safety and security of recruits. Supervise barracks maintenance and recreational activities.

TEACHING/MODELING: Responsible for teaching (and modeling) methods of personal hygiene and cleanliness, discipline, respect, responsibility and motivation. Able to issue instructions and provide direction to recruits.

DRILL & CEREMONY: Provide instruction to recruits in the area of Drill and Ceremony if required. Require knowledge of Army FM 22-5 or applicable drill manual of the Marine Corps or Air Force. Must exercise command presence, confidence and command voice.

COUNSELING AND REPORTS: Provide on the spot counseling and correction to recruits, and complete programmatic reports as necessary.

PLATOON SERGEANT

QUALIFICATIONS: Two years of military experience with an Honorable discharge. Must be able to furnish DD214. Two years of experience working with at risk youth will substitute for the military requirement. Must possess excellent written and verbal communications skills. Must be physically fit and able to pass the Army Physical Fitness Test (sit-ups, push-ups, and a timed two-mile run).

DUTIES: Under the supervision of the Platoon Lieutenant, the Platoon Sergeant provides supervision for recruits during sleeping hours.

SUPERVISION: Responsible for the safety and security of recruits during their sleeping hours. Responsible for organizing and supervision of a recruit fire guard roster, receives calls after duty hours and makes appropriate notifications in the event of an emergency. Required to **maintain a staff journal.**

FACILITY SHIFT COVERAGE: Works night shifts only.

COMPANY CLERK

QUALIFICATIONS: High School diploma or equivalent. Must have general office skills, be efficient in the use of office machines, and be computer-user qualified (IBM format PC systems). Must be well versed in telephone etiquette and procedures as well as tactful and diplomatic in person-to-person contacts. Applicants with military experience will have an Honorable Discharge and able to furnish a DD214.

DUTIES: Under the supervision of the First Sergeant, the Company Clerk is responsible for processing staff personnel matters and paperwork and serves as the point of contact for the personnel Specialist. Other duties include typing various company paperwork, writing supply requisitions and Purchase Orders, answering phones, handling all incoming and outgoing mail for both staff and recruits, and maintaining neat files.

PROCESS PERSONNEL FORMS/ISSUES: The Company Clerk is responsible for staff personnel matters, such as processing new and out-going employee paperwork and being the source of contact for employee information regarding company benefits.

TYPING/FILING: Duties that involve typing and use of the computer include typing company reports as assigned by the Camp Commander and the First Sergeant as well as letters, forms and preparing approved changes for the policy and procedures manual and database entry for certain computer programs. The Company Clerk will be familiar with filing procedures and maintain applicable company files.

PROCESS PURCHASE ORDERS: The Company Clerk is responsible for ordering office, cleaning, and clothing supplies as needed by each platoon and the headquarters office. This responsibility consists of checking for current prices, completing a requisition and a Purchase Order and faxing the order.

RECEPTION/COMMUNICATION: The Company Clerk answers the telephone in the headquarters area and receives and posts messages.

OTHER CLERICAL DUTIES: The Company Clerk will be assigned clerical duties only by the First Sergeant or the Company Commander.

CONFIDENTIALITY/TEAM CONCEPT: The Company Clerk shall respect confidentiality policy by not disclosing any confidential information.

TEACHER

QUALIFICATIONS: Bachelor's or Masters degree in Education or Special Education, and a Colorado "A" License (preferred).

DUTIES: Under the supervision of the Camp Executive Officer, the teacher instructs recruits in accordance with the curriculum outlined in each recruit's individual Education Program.

PLANNING: The teacher assesses recruit's abilities, interests and educational needs when developing the Individual Education Plan. He/she writes a plan containing lesson objectives with related teaching activities and homework assignments. Lesson materials are written at the recruit's level of understanding and are readily available and presentable.

TEACHING TECHNIQUES: The recruit's attention is focused on the teacher before the lesson begins and the teacher creates interest in the lesson. The lesson activities and homework assignments achieve the objectives stated at the beginning of each lesson. Terms and concepts used in the lesson are explained so the recruits understand them. Current lessons build on previous learning. A variety of effective teaching strategies are used: Visual, tactile, auditory; understanding is checked periodically; directions and explanations are clear; lectures, discussions, questioning, listening, explanations, students responding in writing, work groups, etc. Guided and independent practice is provided with immediate feedback and corrective re-teaching as needed. The teacher motivates all students to participate.

MEETING OBJECTIVES: The level of difficulty of classroom and homework assignments is related to the ability and needs of the recruit. Individual achievement equals or exceeds ability previously demonstrated by students. The teacher determines whether or not students have learned the material. Evaluation of completed work by the student is consistent, fair, accurate and considers the Individual Education Plan of the recruit.

INTERPERSONAL RELATIONSHIPS: The teacher has a positive attitude and positive personal values about students and their ability to change. He/she is flexible and sensitive to individual student needs and is available for extra assistance when needed. Appropriate feedback and rewards are given to students. They are treated with respect, fairly and consistently. The teacher works with all boot camp staff and keeps them informed of the recruit's progress.

CLASSROOM MANAGEMENT: Classes begin promptly and attendance is taken and tardiness reports completed efficiently. Students are aware of classroom rules and inappropriate behavior corrected in a positive and assertive manner consistent with [REDACTED] discipline. There is an orderly transition between activities. Attendance records should be maintained daily and given to the Company Clerk. The room is arranged for maximum student learning. Bulletin boards and room displays are attractive and interesting; student-made work is also displayed.

TEACHER

PROFESSIONAL CONDUCT: The teacher demonstrates knowledge of the mission and philosophy [REDACTED] and applies it to all aspects of the teaching process. He/she attends training sessions and may also be faculty in the training sessions.

TRANSPORTATION COORDINATOR/TRAINING SERGEANT

QUALIFICATIONS: Must be a High School Graduate and a minimum of 21 years of age. Persons with Military Experience will have an Honorable Discharge and be required to furnish a DD Form 214. Must be physically fit and able to pass the Army Physical Fitness Test (Push-ups, Sit-ups, and Timed Two-Mile Run). Must possess excellent written and verbal communication skills. Must possess a valid driver's license for the State of Colorado.

DUTIES: Under the supervision of the Training Officer, the Transportation Coordinator/Training Sergeant will be responsible for fleet acquisition, management, maintenance, and transporting recruits - for intake, appointments if necessary, and on graduation. When not transporting recruits, the Transportation Coordinator/Training Sergeant will assist the Training Officer with planning and coordinating training for both staff and recruits. The rank is Sergeant First Class.

YOUTH TRANSPORT: Must have a basic understanding and a working knowledge of the risk factors which warrant close supervision of youth and procedures for transporting youth outside of the facility. The Transportation Coordinator/Training Sergeant is responsible for the safety and security of the recruits and staff and must have a working knowledge of the communications system.

RECRUIT/STAFF TRAINING: The Transportation Coordinator/Training Sergeant will assist the Training Officer to ensure all training is being conducted to standard. He/She also assists in implementing On-The-Job (OJT) training to new employees, ensures the new staff hired meet the requirements of the Army Physical Fitness Program and, when possible, conducts the test with the new employees. Performs other tasks as assigned.

SECURITY/ACCOUNTABILITY: The Transportation Coordinator/Training Sergeant will ensure that a physical head-count is conducted to ensure positive control of the recruits. He/She will have custody of the recruits until turning them over to authorized adults.

TRANSPORT SCHEDULING: All recruit scheduling will be done by the Admissions Sergeant. The Transportation Coordinator/Training Sergeant is responsible for coordination with the Admissions Sergeant for the transportation schedule and be prepared to leave at the appointed time. Must ensure the Vehicle Maintenance Log and Transportation Log are properly maintained at all times.

Steps in planning a boot camp

- 1. Establish planning committee**
- 2. Define goal(s)**
- 3. Analyze offender flow and identify- target population**
- 4. Define recruitment and screening**
- 5. Identify program elements**
- 6. Specify expected outcomes**
- 7. Plan evaluation**
- 8. Finalize design decisions**
- 9. Develop budgets**

Establish planning committee

- 1. Represent all stakeholders -
people who control resources the
boot camp needs, or who make
decisions that critically affect the
boot camp.**

- 2. Empower them to decide**

- 3. Use collaborative process**

meet often
spirit of compromise

- 4. Provide adequate staffing**

Define Goal(s)

1. Possible goals

Deterrence

Incapacitation

Punishment

Rehabilitation

System management

Cut population

Cut costs

Reallocate bedspace

Reap positive publicity

Personal or political goals

2. 1994 Crime Bill goals for boot camps:

Rehabilitate offenders

Free beds to enhance confinement of violent offenders

Research findings on goals:

1. Deterrence

No evidence it works; some evidence to the contrary.

2. Rehabilitation

Limited evidence of rehabilitation effects in some sites

- longer programs**
- treatment rich**
- intensive, service-rich aftercare**

But, can't tell whether boot camps or aftercare produce the effects.

Research findings on goals (cont.)

3. Management goals

Boot camps can cut confined population and costs if they:

target confinement-bound offenders

have low failure rates

give big cut in time served

operate on a large scale.

These conditions are hard to achieve: most boot camps operate so as to increase both the number confined and total corrections costs.

Research findings on goals (cont.)

- 4. If boot camps can reduce confined populations,- any bed space saved can be reallocated to violent offenders. However, this**
- will increase total costs,**
 - may require revised general sentencing policies**

Analyze offender flow; define target population

Case-level data on:

Crimes

Criminal history

Location within system

Classification

**Durations of confinement
admission to release**

Needs and problems

Identify the target population

How large is the flow?

**This determines how big a
boot camp is needed. Fit boot
camp to flow!**

Define recruitment and screening

1. Who will identify eligibles?

2. Where will they be identified?

3. What criteria will be used to screen out offenders?

4. Who will screen out?

5. Will participation be

Voluntary?

re entrance?

re withdrawal?

Mandatory?

Identify Program Elements

- 1. Define the military regimen**
 - drill and ceremony**
 - physical training -**
 - bearing and courtesy**

- 2. Identify**
 - treatments**
 - drugs**
 - cognitive restructuring**
 - anger management**
 - life skills**
 - social skills**
 - services**
 - education/vocational ed**
 - parenting skills**
 - health education**
 - sexuality**
 - AIDS/STD**
 - healthy life choices**

Identify Program Elements (cont.)

**3. Define work component
community service
institutional job assignments**

**4. Services required
intake screening
assessment and classification
health care
nutrition
reentry planning
visitation**

**5. Aftercare
Surveillance component
intensiveness
style
dealing with violations
Services and case manage-
ment**

Identify Program Elements (cont.)

5. Implications for physical plant

Standalone vs integrated?

Capacity

Configuration of living units

Security level

Indoor and outdoor exercise

Ropes/confidence course

Running trails or tracks

Parade ground

6. Provision of above by

Correctional agency

Human services agency

public

private

Volunteers

Specify Desired Outcomes

1. Program operations

**Admissions
Completions**

2. Outcomes

**Long-term
Completion rates
Recidivism rates**

**Intermediate
Percent getting jobs
Improvements in education**

3. Costs

Plan Evaluation

- 1. Processes - was the program implemented as intended?**
Frequent reports to managers
Make mid-course corrections
- 2. Outcomes - were the intended objectives achieved?**

Finalize design decisions

- 1. Simulate operation**
- 2. Revise decisions as needed**

Develop Budgets, project costs

- 1. Construction/renovation**
- 2. Operating**
- 3. Assess impact on other agencies**