

**AN EVALUATION OF RECIDIVISM RATES FOR JUVENILES
ADMITTED INTO THE HAYS COUNTY BOOT CAMP FROM
SELECTED JURISDICTIONS**

THESIS

**Presented to the Graduate Council of
Southwest Texas State University
in Partial Fulfillment of
the Requirements**

For the Degree of

**Master of Science
in Criminal Justice**

By

Georgen Guerrero, B.A.

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1999

DEDICATION

I would like to dedicate this thesis to my immediate family. I dedicate this thesis to them, for the mere fact that without them acting as forerunners it would not have been possible for me to have made it this far in my educational endeavors. I also acknowledge that the completion of this thesis is merely a result of their educational struggles.

To my mother, for we in the family all know that the brains came from her hereditary gene pool. This is evident from her old straight "A" report cards. Mom, it is not just your hereditary gene pool that has aided me in attaining this degree. It is also your endless love and support that has guided me and helped me endure the struggles that I have encountered throughout my college career. For when things started to get rough I could always hear your voice in the back of my head telling me, "Just say a little prayer and do your best and everything will be O.K."

To my father, who was the first in the entire family line and the only member of a family of fourteen to graduate from high school. Dad, your fight to stay in school broke a long and vicious cycle of "dropping out" of school. This fight that you won over 30 years ago is probably the single most significant incident that has resulted in me achieving this degree. For we in the family know that by winning this fight you were able to appreciate and fully understand the importance of attaining an education. It is this understanding that you have passed on to your children that has directed us in our own educational pursuits.

To my sister, who was the first in the family to get accepted into college. Georgia, you might not have known it then, but you need to know it now. I was very proud of you, when I was only fifteen years old and you had just started your freshman year in college. I can still remember staying up at night yearning for the day when I would attend college just like my big sister.

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All photographs were taken by Georgen Guerrero.

ABSTRACT

AN EVALUATION OF RECIDIVISM RATES FOR JUVENILES ADMITTED INTO THE HAYS COUNTY BOOT CAMP FROM SELECTED JURISDICTIONS

by

GEORGEN GUERRERO, B.A.
Southwest Texas State University
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**THESIS CHAIR:
WILLIAM STONE**

This study provides a historical review of the literature that surrounds the use of boot camps for juveniles. More specifically this study was designed to provide a quasi-experimental evaluation of the Hays County Boot Camp in San Marcos, Texas. The evaluation is an analyzation of the recidivism rates for individuals that attended the boot camp from a selected group of jurisdictions. They are being compared with a select group of individuals that were placed on intensive supervision probation from the same jurisdictions.

CHAPTER ONE

The Use of Boot Camps to Reduce Recidivism

Introduction

Statement of the Problem

The Purpose of the Study

General Hypothesis

The Significance of the Study

A Brief Overview of the Study

CHAPTER ONE

The Use of Boot Camps to Reduce Recidivism

Introduction

In the midst of a multitude of delinquent acts committed every day by juvenile offenders, authorities are desperately looking for ways to prevent these senseless acts of criminal behavior. One method that authorities have begun to use for dealing with juvenile crime is “shock incarceration,” also known as boot camp. Shock incarceration “is the one of the newest weapons in the war against crime” (Burns and Vito, 1995). This form of incarceration is the commitment of an individual for a short period of time in an attempt to “scare” that individual away from a life of criminal behavior. Juvenile shock incarceration facilities, or juvenile boot camps, are tough intermediate sanctions in which an individual is taught obedience to authority, positive self-awareness, and tough physical discipline through a military style atmosphere (Cornick, 1996). Boot camps are touted as ways to reduce prison overcrowding and recidivism of crime (Burns and Vito, 1995).

There are many reasons people believe that the use of boot camps is the answer to eliminating juvenile crime. James Austin, Michael Jones, and Melissa Bolyard state four rationales for the use of boot camps in their October 1993 article for the National Institute of Justice entitled *The Growing Use of Jail Boot Camps: The Current State of the Art*. In this article the authors state that:

(1) A substantial number of youthful first-time offenders now incarcerated will respond to a short but intensive period of confinement followed by a longer period of intensive community supervision. (2) These youthful offenders will benefit from a military-type atmosphere that instills a sense of self-discipline and physical conditioning that was lacking in their lives. (3) These same youths need exposure to relevant educational, vocational training, drug treatment, and general counseling services to develop more positive and law abiding values and become better prepared to secure legitimate future employment. (4) The costs involved will be less than a traditional criminal justice sanction that imprisons the offender for a substantially longer period of time (Austin et al., 1993, p.1)

Advocates both for and against the use of boot camps for juvenile offenders agree that these premises accurately describe the overall motivation for the implementation of boot camps. However, advocates in particular will argue that the first of these rationales is far greater in terms of importance than the other three. Indeed, it is not even the whole first rationale but only its initial part that advocates are looking at when arguing for the use of boot camps for juvenile offenders. The reduction of recidivism is of utmost importance to those individuals who believe in the notion of rehabilitation of criminal offenders.

In the criminal justice system, millions of dollars are being spent establishing, maintaining, and operating boot camp facilities. If the young criminal offenders that are being placed at these facilities are not being deterred away from crime once released, then the criminal justice system is failing to keep society free from harm's

way and rehabilitative efforts need to be re-focused toward another strategy. It is imperative that practitioners and policy makers are not wasting their time and efforts on programs that do not work.

In the overall spectrum of criminal justice, the reduction of recidivism rates has been a goal of correction facilities for an extended period of time. If boot camps are not working effectively toward that goal then the criminal justice system needs to begin to search for other possible solutions. It has been questioned if the use of boot camps are like other “shock and scare programs...[in that their]...early media and program reports are glowing” from their success (Sechrest, 1989, p. 2). Although these programs began with promising results, after further research scholars found that the results may not be as accurate as initially claimed (Sechrest, 1989).

Purpose of the Study

Modern adult boot camps for criminal offenders were first established in 1983. However, the notion of using boot camps for juveniles is a relatively new concept starting in the early 1990s. As a result, when reviewing the literature the researcher found an abundance of studies on the use of adult boot camps, while there are only a handful of studies that are found that include juvenile boot camps. This study is aimed at providing useful information about the use of private boot camps for juveniles. In particular, this study will examine the rates of recidivism of individuals from local jurisdictions attending the Hays County Boot Camp in San Marcos, Texas. As previously stated, recidivism rates are important because they have historically been one of the most determinant factors in using boot camps as alternatives to incarceration. If the reduction of recidivism is possible through the use of boot camps

then criminal justice practitioners are able to effectively make a positive impact on an enormous amount of criminal activity. However, if recidivism is not reduced by boot camps, then criminals that are returned to the streets naturally continue to threaten the welfare of society.

This study is to provide a brief historical overview of the use of boot camps as an alternative to incarceration. This overview will include the historical development of boot camps in the adult system and in the juvenile system, some of the arguments for the approval and disapproval of the use of boot camps, and some of the earliest studies using juvenile boot camps.

This study will also provide statistical evaluations of recidivism rates and group demographics of the individuals that were court ordered to attend the Hays County Boot Camp from local jurisdictions. It should be mentioned that at the beginning of this experiment the jurisdictions included for study were Hays County, Guadalupe County, and Comal County. However, upon researching the data from the three counties it was discovered that one of the counties, Comal County, only produced three subjects that had attended the boot camp since 1995. All three of these subjects were committed to the boot camp sometime in the year of 1998. To allow for proper evaluations of subjects, this study is focusing on individuals that attended the boot camp or were on intensive supervision probation during the time frame of January 1, 1995 to December 31, 1997. As a result, Comal County was dropped from the study entirely. Therefore, this study will only include the two remaining counties, Hays County and Guadalupe County.

The statistical evaluation that is being completed compares the individuals that attended the Hays County boot camp with another set of individuals that were placed on Intensive Supervision Probation from the two counties that remained in the study. The comparison will first attempt to determine the differences and similarities in rates of recidivism of the two groups. Secondly the comparison will explore the differences and similarities in individual characteristics of the members of the two groups. The statistical evaluation will therefore specifically attempt to answer two research questions, one primary and one secondary.

PRIMARY RESEARCH QUESTION:

1. Do the individuals that attend the Hays County Boot Camp from Hays or Guadalupe County have a significantly lower rate of recidivism compared to those individuals in the same counties that are placed on Intensive Supervision Probation (ISP)?

This question will be answered through an evaluation of the recidivism rates of juveniles from both Hays County and Guadalupe County that were placed into the boot camp. This evaluation will at the same time be evaluating the recidivism rates of juveniles that were placed on intensive supervision probation from the two respective counties. The differences in the two groups will be evaluated by using an Independent-Samples T Test. An Independent-Samples T Test measures whether the mean of a single variable for subjects in one group differs from that in another group. The t-test will be computed with the assistance of a statistical based computer program, known as SPSS (Statistical Procedures for the Social Sciences).

SECONDARY RESEARCH QUESTION:

2. Are the individuals that attended the Hays County Boot Camp significantly different to those that were placed on intensive supervision probation in terms of group demographics such as, biographical information, past criminal history, and individual risk need?

This secondary question will be answered by doing a statistical evaluation of the mean differences of the two samples to see if there is a significant difference in the two groups in terms of their mean biographical information, past criminal history, and their risk need. This statistical evaluation will also be done with the assistance of the SPSS computer program. The experimental group (individuals sent to the Hays County Boot Camp) will be matched to the control group (individuals placed on Intensive Supervision Probation).

The two sample groups will be matched through several independent variables. These independent variables will include gender, race, age, past referrals, and individual risk assessment. The use of individuals that were placed on intensive supervision probation from the respective counties are being used as the control group in the study in an attempt to match to two groups as closely as possible.

The use of the ISP group as the control group suggests by the researcher that the boot camp is not being used for first time offenders. In fact, it is understood that individuals that are sent to the boot camp from these two counties are not first time offenders. Most of these individuals have been on probation either previously or for quite some time and are using one of their last options before more serious sanctions are introduced for their criminal acts. This also suggests that these individuals are

slightly more serious offenders than individuals on regular probation. Simply to clarify, the use of ISP in the realm of probation is usually restricted to more serious offenders. As with the individuals attending the boot camp the intensive supervision probation sample may also be facing one of their last possible options before more serious sanctions are brought forward against them.

General Hypothesis

Since the inception of this study, many peers, associates, fellow students, and individuals assisting with the study have repeatedly inquired as to what the researcher has theorized would be its results. In response, the researcher would reply that it was not important what he theorized, but rather what the actual results declared to be important. However, many inquisitors would continue to interrogate the researcher until a theory was revealed. Therefore, the researcher has included this section for those curious individuals who feel that they have been denied a theorized hypothesis. This section is entitled general hypothesis and not hypothesis because the researcher still feels that it is not what he theorizes to be important, but rather what is actually happening with the juvenile population that is critical.

The researcher therefore hypothesizes that members of the experimental group will have a lower rate of recidivism for a brief period after their release from the boot camp. However, the researcher also theorizes that the rate of recidivism will increase itself and level out with the control group over time. More specifically for purposes of this study and to ease the curiosity of my inquisitive colleagues, the researcher hypothesizes that the recidivism rate will be “significantly” less in the experimental group, but only in the three month evaluation period. He hypothesizes

that the experimental group will not have any significant differences from the control group in the six month, one year, and over one year evaluation periods. The researcher defines the level of significance to be at the .05 alpha level of confidence.

Furthermore, for all those fanatics who feel there should be a hypothesis for each research question that is being asked, the secondary research question deals with the similarities of the two groups. Since the researcher is matching the two groups, he hypothesizes that there will not be any significant differences in the two groups. This, of course, depends on the researcher's ability to properly match.

The Significance of the Study

The significance of this study is focused in the notion of the usefulness of boot camps as a deterrent to criminal behavior. As mentioned, if boot camps are not providing adequate solutions to the reduction of recidivism then the criminal justice system needs to re-evaluate the use of boot camps for this purpose. In addition, if boot camps are not reducing recidivism, the criminal justice system needs to take the appropriate actions necessary to ensure that these offenders are not harming citizens upon their release back into society.

In addition, as a result of a minimal number of studies that have actually been conducted on juvenile boot camps this study lends itself to be significant. Scientific research in the field proves to be invaluable in heightening the awareness of possible improprieties from such facilities. In essence, by evaluating the boot camp's effectiveness in reducing recidivism this study provides meaningful knowledge for the enhancement of the field of Criminal Justice.

Overview of the Study

In order to give the reader a better understanding of the general composition of this thesis, a chapter by chapter synopsis of topics discussed is offered here. This chapter, *The Use of Boot Camps to Reduce Recidivism*, along with its introduction to boot camps and recidivism is simply a breakdown of the study. This chapter allows the reader to gain full understanding of the overall project and its objectives.

The next chapter, entitled *Review of the Literature*, is really comprised of three distinct sections. The first section opens up with a short historical overview of the development of boot camps and is followed by two of the first studies ever done on juvenile boot camps. Thereafter, the second section gives the reader some of the basic arguments for and against boot camps. This section allows the reader to understand some of the problems that are faced in deciding whether or not the continued development of boot camp programs is a good idea. This section was added in the hope of aiding readers to make up their own minds regarding whether to support or reject the notion of the use of boot camps for juveniles. This chapter closes with a section that gives a brief description of the programs that are involved in this study. The final section begins with the Hays County Boot Camp and is followed by discussion of the two probation departments that contributed to the study.

Chapter three, *Methodology*, allows the reader to see what were the actual procedures in originating the evaluations. This chapter begins with a brief overview of how authorization was established for the study. It then explains to the reader which subjects were involved in the study, what were the eligibility criteria to be involved in the study, and how were they selected for the study.

Chapter four of the thesis is entitled *Data Analysis*. It begins with a brief description of what statistical measures were used and how the evaluations were completed. It then goes on to evaluate the group demographics and displays the results of those evaluations. This chapter concludes with results of the independent samples test that was completed for the study and the independent samples test that was completed for the means.

The last chapter written, *Discussion, Conclusions, and Recommendations* is broken down into three different sections. As might be expected, the first section begins with a brief discussion of what was found in the study in terms of the effectiveness of the boot camp, significant findings, and the limitations of the study. In the second section, the results that were found in the data analysis are presented and the questions that were posed for this study are answered. The last section concludes the chapter with some recommendations for future studies.

CHAPTER TWO

Review of the Literature

Section One: Boot Camps

The Historical Development of Boot Camps

Adult Boot Camps

Juvenile Boot Camps

Three Demonstration Sites

California's LEAD Boot Camp

Section Two: The Controversy Behind the Use of Boot Camps

The Psychological Debate

The Militaristic Atmosphere of Boot Camps

Politicians and The Public

The Media's Portrayal of Boot Camps

Rates of Recidivism

Section Three: The Participants in the Current Study

The Hays County Juvenile Boot Camp

The Hays County Juvenile Probation Department

The Guadalupe County Juvenile Probation Department

CHAPTER TWO

Review of the Literature

Section One: Boot Camps

As mentioned, chapter two is broken down into three different sections. The first section is primarily focused on providing the reader with a slight historical background on the development of boot camps. In addition, this section offers an overview of two of the first studies ever completed on juvenile facilities.

The review of the literature found information to be in abundance and revealed a slightly negative bias toward boot camps. There were numerous journal articles and scholarly articles written that discussed the use of boot camps as an alternative for incarceration. The articles ranged in topics which included the reduction of recidivism rates, to the history of boot camps, to the mental change that an individual goes through during his or her boot camp experience, to the differences in male and female boot camps, and even to the different types of juvenile boot camp facilities. For every article written in favor of boot camps for juveniles there were one or more equally well written and well documented article opposing boot camps for juveniles. According to the literature, there are many advantages and disadvantages to using boot camps to incarcerate individuals. Also, there exists an enormous amount of controversy in the literature. In this chapter we will look at some of the more interesting arguments and discussions on boot camps. However, we will first

take a brief look at the historical development of boot camps, from the development of the adult system all the way to the emergence of the juvenile system in the fight against juvenile delinquency.

The Historical Development of Boot Camps

Boot camps in the criminal justice sense were traditionally established to help rehabilitate young criminal offenders. They were designed to “scare” or “shock” an individual away from criminal behavior. In a theoretical sense, boot camp evolutionists were hoping that the boot camp experience would be so physically demanding that the young criminal would rethink his or her future in crime. These evolutionists believed that these young offenders had not reached a full criminal mentality and for the most part were still reachable in the sense of attempting to reroute their future to life without crime. Most boot camps have program goals to “provide inmates a chance for reevaluation of their lives through working with others, learning to accept discipline, and improving their self respect and ability to control their behavior; in the process they learn to seek realistic goals, and are taught how to live without committing crimes” (Sechrest, 1989, p.1).

Historically boot camps were restricted to first time offenders. However, different boot camp facilities may have different restrictions. Some boot camps may restrict admittance according to the offender’s age, the kind of crime committed, or even the offender’s past criminal history (Polsky and Fast, 1993).

Boot camps can vary in the amount of time that is required by participants to attend for satisfactory completion. Boot camp programs “range anywhere from 45 days to 6 months, with a large share lasting 3 months” (Trulson, 1998, p. 11). In

exchange for completion of the boot camp program an offender may be able to reduce a lengthy sentence for time served at the boot camp (Sechrest, 1989).

The term “boot camp” was coined by the military, to identify a six-to-eight week period of intensive training designed to turn young recruits into disciplined, effective soldiers. The “boot” is the newest member of the armed forces. Like the boots they wear, they are on the lowest rung of the ladder (Clark, Moscicki, and Perry, 1996, p. 9).

Boot camps emphasize strengthening the body and the mind in their program goals (Clark, Moscicki, and Perry, 1996). They are used to break down the individuals’ body, mind, and spirit, and then build them back up into respectable members of society. Boot camps pride themselves on strict obedience to the rules and try to teach participants to take responsibility for their actions, self respect, and the respect of others. This self discipline is done through rigorous, in your face, military style discipline. Even though it has not been verified, because of the rigorous physical element in boot camps, it has been stated that “all boot camps require a medical clearance” before the individual may attend (Polsky and Fast, 1993, p. 1). Typical boot camps have “military-style drilling and quartering, ceremonies at entrance and exit, harsh verbal evaluations...and punishment for disciplinary infractions in the form of physically taxing exercises” (Simon, 1995, p. 26). Many exercises that are imposed on the young offender are for the slightest infraction of the rules. In many instances it is this military-style discipline that carries a “no-nonsense” approach that aids young offenders in organizing their lifestyles and behavior away from criminal activity.

Boot camps that have this no-nonsense approach to discipline are known as “First Generation” boot camps and came into existence in 1983 (Castellano and Plant, 1996). In the “First Generation” boot camp an individual is consistently checked for appropriateness in “dress, body language, conduct, tone of communications, and hygiene” along with this is a “regime of rigorous physical training...instituted from the first day [which] includes jogging, push-ups, sit-ups, and other body-building exercises” (Polsky and Fast, 1993, p. 2). Generally, when people think about boot camps, it is these first generation programs that come to mind. However, there are very few facilities that still operate under this style or type of approach.

“Second Generation” boot camps, which came forth in the late 80s and early 90s, emphasize drug programs, alcohol programs, and education, (Castellano and Plant, 1996). In these programs individuals are not only required to adhere to the program’s physical element, but also complete some type of alcohol or drug program. In these boot camps there is also an educational environment present. Individuals are attending either academic classes or vocational classes.

There is an argument that boot camps, however, are slowly turning toward the notion of rehabilitation and aftercare (Gransky et al., 1995). It has been argued by some that this is a “Third Generation” of boot camps that has started to come forward (Parent, 1996). These boot camps emphasize aftercare for when the individuals are ready to reenter into society (Castellano and Plant, 1996). In the third generation boot camps an individual may have attended a drug or alcohol program, and will continue to seek counseling once he or she has is released back into society.

With the emergence of third generation boot camps also came the evolvement of “Fourth Generation” boot camps (MacKenzie and Rosay, 1996; Gransky et al. 1995). In fourth generation boot camps aftercare programs deal directly with employment or housing issues. Most of the aftercare programs that deal with these types of issues (housing and employment) operate in the same fashion as when a parole board is attempting to aid a released inmate attain some type of employment or housing for residential purposes.

Adult Boot Camps

One may well inquire as to where and why boot camps were first established. As a result of the war on drugs in the early 80s, prison overcrowding in America became a serious political issue (Clark, Moscicki, and Perry, 1996). Politicians had to decide whether they wanted to be looked upon by the public as “soft on crime” by allowing serious criminals to receive early releases, or decide if they wanted to be looked upon as “tough on crime” by keeping inmates incarcerated for maximum lengths of time. For re-election purposes the answer seemed easy. Politicians knew that it would be more favorable to them in the election process to appear to be tough on crime rather than soft on crime. However, because of the prison overcrowding issue politicians were forced to either release inmates early to create some bed space for more serious criminals, or to come up with a more favorable solution. The solution that seemed most enticing was the establishment of boot camps. With the establishment of such camps politicians were able to create some bed space without appearing soft on crime.

In 1983 the first modern boot camps opened in Georgia and in Oklahoma (Cronin, 1994). These two boot camps emphasized a military style atmosphere with a strict physical regiment, hard physical labor, and an intensive focus on self-discipline. The opening of these boot camps appealed to the politicians who wanted to appear as tough on crime. In response to the media showing drill instructors yelling at young offenders these boot camps quickly gained the public's support (Clark, Moscicki, and Perry, 1996; MacKenzie and Rosay, 1996). In the political world it was a unanimous victory for both Liberals and Conservatives. Liberals who supported early releases for less serious criminals and Conservatives who demanded longer prison terms were equally satisfied (Clark, Moscicki, and Perry, 1996).

Within four years the idea of using boot camps as an alternative to prison was catching on in other states. In 1987, there were a total of eight states that had boot camps and in that year the Shock Incarceration Program was established in New York (Clark, Moscicki, and Perry, 1996). This program was like other boot camps in the sense that it had a strict physical regiment, hard physical labor, and an intensive focus on self-discipline, but it also focused on helping the residents with both substance abuse and alcohol counseling, and it also had an acquisitional education program (Aziz and Clark, 1996; Clark, Moscicki, and Perry, 1996; Clark and Aziz, 1996). Using Travis Hirschi's Control theory as the theoretical basis for its program, New York sought to strengthen or restore the bond from the individual to society. (Clark and Aziz, 1996). Travis Hirschi's believed that, "...delinquent acts result when an individual's bond to society is weak or broken" (Hirschi 1969, p. 16: as quoted in Clark and Aziz, 1996). Therefore, it was believed that if that bond was strengthened

or restored then delinquent acts would decrease or disappear completely (Clark and Aziz, 1996).

By 1994 there were 29 states in the United States that had some type of boot camp facility in operation for offenders (Cronin, 1994). In that same year thirteen states had boot camps in operation that were designed especially for women offenders (Burns and Vito, 1995). While the Clinton Administration "...proposed crime bill in Congress earmarked \$3 billion for new camps" (Goldner, 1994, p. 12). By the end of 1995, there were more than 55 states and jurisdictions with some form of boot camp facility in operation, and in that same year the Office of Justice Programs awarded \$24 million dollars for the development of 44 more facilities in various jurisdictions (Clark, Moscicki, and Perry, 1996). It is easy to believe that the use of boot camps will continue to grow and be a part of the American correctional system as long as public support does not diminish.

Juvenile Boot Camps

The use of modern boot camp facilities is a recent development in the fight against juvenile delinquency. It is known that there were a couple of boot camps that existed before the 1990s (MacKenzie and Rosay, 1996). One of these boot camps was established in 1988 and is still in existence, while the other which was established in the mid 80s has long since vanished (MacKenzie and Rosay, 1996). Since 1990 there has been an explosive boom in the establishment of boot camps (MacKenzie and Rosay, 1996). As of 1993 there were over 40 boot camp facilities established for juveniles in various jurisdictions (MacKenzie, 1993: as stated in Simon, 1995). In that same year, the Juvenile Justice and Delinquency Prevention Act of 1993 "...called

for the conversion of up to 10 closed military bases into boot camps for state youth offenders” (Simon, 1995, p. 26). In the fiscal year of 1995, the federal government appropriated over \$24 million dollars for numerous boot camp programs across the nation (Davidson, 1997). It is easy to see that the establishment of boot camps has not only become a recent trend in the fight against juvenile delinquency, but it has won overwhelming support from the federal government, including financial aid. Closer to home, here in Texas the 75th Legislature authorized over \$37 million dollars for counties to build and supply secure juvenile facilities and the Texas Juvenile Probation Commission approved 18 proposals to build these facilities (Brewer, 1998).

Since the use of boot camps for juveniles is a relatively new concept, we will now examine two boot camp studies that led the way for the implementation of facilities for young offenders. The first will be the multisite demonstration study that was performed by the Office of Juvenile Justice and Delinquency Prevention. The second study is a program that was established by California’s Youth Authority.

Three Demonstration Sites

In April of 1992, with the funds furnished by the Office of Juvenile Justice and Delinquency Prevention (OJJDP), boot camps were implemented for study in three different locations. (Bourque, Cronin, Felker, Pearson, Han, and Hill, 1996). The three designated locations were Cleveland, Ohio; Denver Colorado; and Mobile, Alabama. The purpose of this study was to find out if the same tough and rigorous military style boot camp used for adults could be used to satisfy “...the unique correctional needs of juveniles” (Bourque, Cronin, Felker, Pearson, Han, and Hill,

1996, p. 1). The evaluation of the three Demonstration sites "...is one of the most comprehensive empirical evaluations in the literature on juvenile boot camps" (Trulson, 1998, p. 25).

The three sites had for the most part all the same type of individuals attending the respective boot camps. All three sites admitted only males, in the age range of 13-18 years old, and all excluded youths with violent criminal histories (Bourque, Cronin, Felker, Pearson, Han, and Hill, 1996; Trulson, 1996; Felker and Bourque, 1995). However, there were some major differences among the three groups.

Cleveland's boot camp was of voluntary nature, Mobile's juveniles were individuals that had failed on probation, while Denver's juveniles were individuals that were being sent to the State Department of Youth Services or were on probation (Bourque, Cronin, Felker, Pearson, Han, and Hill, 1996). In terms of numbers the Cleveland and Mobile sites were relatively close to each other, Cleveland having 119 and Mobile having 122, while the Denver boot camp had the lowest of the three with only 76 individuals attending (Bourque, Cronin, Felker, Pearson, Han, and Hill, 1996).

Also, while all three programs showed some managerial similarities, there were also some significant differences in the actual managing of the boot camp programs. All three locations encompassed physical fitness, basic education, and life skills programming (Felker and Bourque, 1995). The boot camp located in Cleveland "...stressed building healthy, prosocial norms in a safe comfortable environment..." and was the only boot camp of the three that offered therapeutic counseling as part of its programming (Bourque, Cronin, Felker, Pearson, Han, and Hill, 1996, p. 4). The

Denver and Mobile programs both managed their facilities through “...the military style model that taught socially acceptable behavior while emphasizing the consequences of deviance” (Bourque, Cronin, Felker, Pearson, Han, and Hill, 1996, p. 4). Even though both of these programs adopted the same military style model, the Denver program spent a good majority of its time doing “...military drills, fitness, and hard labor and [had actually] spent the least amount of time on the education and life skills” programming (Bourque, Cronin, Felker, Pearson, Han and Hill, 1996, p. 4). While the Mobile program did spend a good amount of time doing military drills, they spent more time focusing on the program’s educational components (Bourque, Cronin, Felker, Pearson, Han, and Hill, 1996, p. 4).

The results of the study showed that there was not a significant improvement in recidivism rates for any of the three cities. The experiment did show some short-term positive results with the individuals during the residential phase (Bourque, Cronin, Felker, Pearson, Han, and Hill, 1996). They were able to improve physical fitness, increased in educational development, and found out that the same philosophy that is used for adult boot camps could be used for juveniles (Bourque, Cronin, Felker, Pearson, Han, and Hill, 1996).

California’s LEAD Boot Camp

The second study that helped pave the way to the implementation of boot camps for juvenile offenders was California’s LEAD (Leadership, Esteem, Ability, and Discipline) Boot Camp. In September of 1992, the California Youth Authority (CYA) established a program called L.E.A.D. With a legislative mandate to try and implement a cost effective alternative to incarceration, and at the same time reduce

rates of recidivism (Bottcher and Isorena, 1996; MacKenzie and Rosay, 1996; Trulson, 1998). In the experimental stage individuals were randomly selected and placed into one of two groups, either the LEAD group or the control group. The control group was not at the LEAD facility but rather it was at another CYA facility (Bottcher and Isorena, 1996). This program was a 4-month military style boot camp tied with a 6-month aftercare parole requirement, totaling 10 months all together (Trulson, 1998). The LEAD program was unique in the sense that not only did it expect its tenants to adhere to military style discipline but it also employed numerous diverse activities that were offered for the tenants (Bottcher and Isorena, 1996). Some of the programs offered to the tenants were 2-hour substance abuse training, tutoring arrangements, community service activities, and even a life skills program (Bottcher and Isorena, 1996).

The results of California's LEAD boot camp showed that there was not any significant improvement in the reduction of recidivism for those individuals who attended the boot camp. The researchers evaluated the participants at 12-month, 18-month, and 24-month intervals. The only significant difference was at the 12-month interval, where the boot camp group actually had a higher percentage of arrest than the control group (Trulson, 1998).

The other goal of the LEAD boot camp was to provide a cost effective alternative to incarceration. In reviewing the literature, it was found that the LEAD program was effective in cutting cost and saving bed space (Trulson, 1998). However, this was all the information that was found in the literature in reference to cost effectiveness.

Section Two: The Controversy Behind the Use of Boot Camps

This section is being added to the review of the literature in order to allow the reader to see some of the more controversial issues in the use of boot camps for juvenile offenders. This section is not being included in an attempt to persuade the reader in favor of or against the use of boot camps. This section is included to assist the reader in drawing his or her own conclusions on the use of boot camps for juvenile offenders.

The Psychological Debate

The physiological changes that an individual goes through during his or her stay at a boot camp is one of the most highly debated topics in the use of boot camps for young juvenile offenders. The American Correctional Association's position as taken at its 1988 Winter Conference was that boot camps help inmates "receive training in psychological methods that promote responsibility and improve decision making" (ACA, 1988). The notion of improved decision making is at the heart or center of almost every boot camp's structural philosophy. This philosophical argument is based on the idea, that it is the psychological aspect of boot camps that makes a criminal become a non-criminal. The mentality of the juvenile is sculpted through the whole notion of an individual understanding that there will be consequences for his or her error in behavior.

Advocates of boot camps are quick to state that individuals that complete boot camp programs really do benefit from the strict discipline that is offered in the boot camp programs. They argue that many individuals that come into the boot camps are missing the structure in their homes that will be provided for them during

their stay at the boot camps. They argue that the individual's mental ability to make sound and quality decisions is enhanced from the daily routine of having to take responsibility for his or her own actions.

However, in the medical community there is some debate over the psychological consequences of boot camps. The constant degradation of the spirit may have some adverse reactions. It is argued that the emotional effects may be more harmful than helpful. In Georgia a newcomer to the program is "shouted at and referred to as a maggot, scumbag, boy, a fool, or a nobody, and repeatedly threatened with [a] transfer to the main facility where he may be sexually abused, he is told, if he fails the program" (Sechrest, 1989, p. 2). This dehumanizing threat may be delivered in good moral faith to push the incarcerated individual to his or her utmost potential, but it may just simply add a negative self-image to the individual. Many psychologists argue that the possible negative effects are abundant and may not be worth the risk (MacKenzie and Rosay, 1996). The possible negative effects could range anywhere from manic depression to uncontrollable anger.

Advocates against boot camps also argue that an incarcerated juvenile at a boot camp may be receiving the wrong messages. They argue that the mental capacities of juveniles are at developmental stages and the mental development may not be exactly at the level needed in order to have a positive impact on juveniles (MacKenzie and Rosay, 1996). Advocates against boot camps further argue that these individuals that are attending boot camps may be too young and not fully capable of using the boot camp experience as a positive one. It has been stated that even though the drill sergeants are attempting to be positive role models, they may

actually be teaching negative lessons (James, 1993). Young juvenile offenders, often coming from broken homes without "father figures," may be learning by example how to push people around, demand others to do as they say, or they are simply learning how to scrutinize every little detail about an individual. Simply stated they are learning how to "bully" people.

The Militaristic Atmosphere of Boot Camps

The military shock of boot camps is another argument that receives a lot of attention in the debate on the use of boot camps for juvenile offenders. The whole notion of scaring an individual straight is greatly appealing to proponents of boot camps. There is an argument that "the military atmosphere is an effective model for changing offenders" (MacKenzie and Rosay, 1996, p.102). Proponents enjoy the whole notion of criminals having to do physical labor. They also enjoy the notion of individuals being punished by having to do numerous push-ups, multi-style sit-ups, and running for extensive periods of time.

Supporters of boot camps, therefore, advocate the use of ex-military soldiers to discipline young criminal offenders. These supporters enjoy the notion of retired soldiers having full control of these young criminal offenders and being able to unleash their full military wrath with enormous power. These advocates argue that since there is a lack of structured discipline in the homes of these individuals that they are shocked through the use of the military style boot camps into not committing future crimes. They argue that the stress from the military atmosphere makes the individuals "physically and mentally healthy" which helps them work on discontinuing criminal behavior (MacKenzie and Rosay, 1996, p.102).

Somewhat curiously, there is an argument made by actual corrections officials against boot camps. It has been said that, “shock incarceration programs appear to have less appeal to corrections officials than to the public or its representatives” (Sechrest, 1989, p. 2). Even though many other criminal justice practitioners such as judges, law enforcement officers, and even prosecutors find the notion of boot camps appealing, many correction officers that actually work with the individuals in the boot camps do not necessarily “buy into” the boot camp theory (National Institute of Justice, 1989, p. 7). These correction officers are at the heart of the boot camps working with the juveniles that are incarcerated. These officers express the lack of commitment by the individuals in making honest attempts at being rehabilitated. They witness individuals making changes in their attitudes, behaviors, and demeanors at times believing that as soon as the individual is released he or she will simply revert back into a life without structure or control.

Finally, another argument against boot camps is the actual power and authority that is given to the boot camp officer. It is argued that many boot camp officers do actually unleash their full military wrath on the incarcerated individual. The officer may have the purest intentions in attempting to properly discipline the young juvenile delinquent, but can be left having to answer serious questions once his or her patience is tested by the young offenders. Dale K. Sechrest writes in the September 1989 issue of Federal Probation that many institutions fear the release of the “darker side” of correctional officers while working at the boot camps. He states, that there is a real understanding by the institutions of the possibility of the abuse of power. As we all know the abuse of power in any agency can not be tolerated.

Politicians and the Public

Juvenile Boot Camps have been widely accepted by both the politicians and by the public. The “getting tough” appearance of boot camps appeal to the public who want tougher punishments and the politicians who are wanting to appear “tough on crime” (MacKenzie and Rosay, 1996, p. 9). It is generally difficult for a politician to support any idea that involves controversy. However, when the public strongly supports an idea, politicians quickly take advantage of the opportunity and speak up for that idea. In this case that idea would be the implementation of boot camps for criminal offenders. Many officials are able to win votes by making a vow against criminals “to lock them up and throw away the key” (Clark, Moscicki, and Perry, 1996 p. 4). To politicians boot camps are “promises of immediate savings” from the high cost of prison life without seeming soft on crime (Bourque, Mei Han, and Hill, 1996, p. 2). Politicians promote boot camps through the millions of dollars that can be saved by sending a less serious criminal to an institution where his or her stay will be shorter and less expensive. At the same time the offender’s stay will be filled with rigid punishment and tough physical labor. It is a guaranteed formula for support by the public for boot camps.

Another argument for the use of boot camps by public officials is the argument that boot camps help ease prison overcrowding (Bourque, Han, and Hill, 1996). In the current state of some prison systems individuals are having to be released early because there is not enough bed space available. The bed space deficit that is alleviated from these individuals attending boot camps will be left for the more

serious criminal offenders. In the realm of politics, a large majority of liberal politicians are in favor of early releases of inmates (Clark Moscicki, and Perry, 1996).

One of the major reasons that liberal politicians have been in favor of early release is because of prison overcrowding issue. The use of boot camps aids in this very demand. Individuals that commit less serious offense that normally would be sent to prison for substantial lengths of time are able to do a shorter sentence and still receive some type of punishment. This philosophy is embedded in the true fact that prisons are too crowded. It has been argued that because prisons are overcrowded our criminal justice officials are mistreating the individuals that are incarcerated and therefore the most ethical action is to allow the incarcerated individuals to be released from captivity through early release programs or to find an alternative to incarceration. Many politicians feel that the use of boot camps is that alternative.

The Media's Portrayal of Boot Camps

The media, as in any other aspect of our lives, plays an important role in the development and implementation of boot camps. Their continuous showing of drill instructors yelling and degrading what society sees as disrespectful and uncontrollable youths is a major advantage for those who support boot camps. The media's portrayal of drill Sergeants attempting to implement a sense of self respect and the respect of others upon criminals that seem not to care about anyone or anything is very appealing to the American public. The public's liking of boot camps is similar to that of the "Scared Straight" programs of the early 1980s (Sechrest, 1989).

However, just like the "Scared Straight" programs of the 80s, it is very questionable if the use of boot camps actually aids in the prevention of crime. When the "Scared

Straight" program first came into implementation it was warmly received by the public, however after close examination it was found to be ineffective (Sechrest, 1989). The media played an important role in the public warmly receiving these programs. It was their touting of the successfulness of these programs that helped these programs quickly win the support of the American public. With the media acting as a front runner for the use of boot camps, it is probably safe to say that these programs will never stop being appealing to the American public.

Rates of Recidivism

One of the most important questions surrounding the use of boot camps for juveniles is whether or not juveniles that are incarcerated in boot camps have significantly better or worse rates of recidivism. This question is such a focus point in the argument for or against the use of boot camps for juveniles that there are times that the support or non-support for the use of boot camps is won or lost the response to this question. There have been numerous articles written in search for the answer to this question. Scholars have questioned if boot camps "impact on return-to-prison rates" have any positive or negative effect at all (Parent, 1996). Numerous scholars have clearly stated that the use of boot camps do not reduce recidivism. For example, in one recent article it was argued that boot camps' return rates are not significantly better or worst than comparison groups in studies (Parent, 1996; MacKenzie and Souryal, 1994). Another article found that boot camps do not reduce repeat offending after completion of the program requirements (Sherman, Gottfredson, MacKenzie, Eck, Reuter, and Bushway, 1998). If the offender continues to commit criminal offenses once he or she has returned to society we are left to wonder what

we are really creating in these boot camps. Are we creating a whole new criminal, one that is more serious, more dangerous? When the juvenile first attended the boot camp he or she might have been just a juvenile delinquent that had engaged in criminal activity. Now the juvenile is not only someone who engages in criminal activity but, is without a doubt more physically fit, more than likely stronger, possibly faster, and maybe even psychologically tougher with an increase in an “I will not get caught this time” attitude.

There are several reasons why recidivism rates may not be greatly improved. One of the more fundamental arguments made by scholars is that boot camp programs may not address the risk factors of delinquency (Gottfredson, Sealock, and Koper, 1996). Without addressing the factors that actually cause delinquency an individual is inclined to continue criminal behavior. For example, the risk factor that may need to be addressed may actually be as simple as avoiding negative peers that are engaging in criminal behavior. The at risk juvenile needs to be properly informed and educated on how to avoid old associates that may lead him or her into criminal behavior. The solution could be as simple as getting the juvenile active in local community programs, after school programs, or simply finding a job. From the agency’s standpoint it could make arrangements to avoid sending the individual back to the same environment that he or she originally came from. With the help of parents the family of the juvenile could relocate to other school districts, other parts of town, or simply moving all together and given the child a chance to make a fresh start. As we all know there are many times that these juveniles are from lower income families that may not have the resources to simply relocate. If the juvenile has no other alternative

but to be placed back into the same environment then the responsibility of the boot camp to address the issue with the incarcerated individual of avoiding those negative peers upon release.

Section Three: The Participants in the Current Study

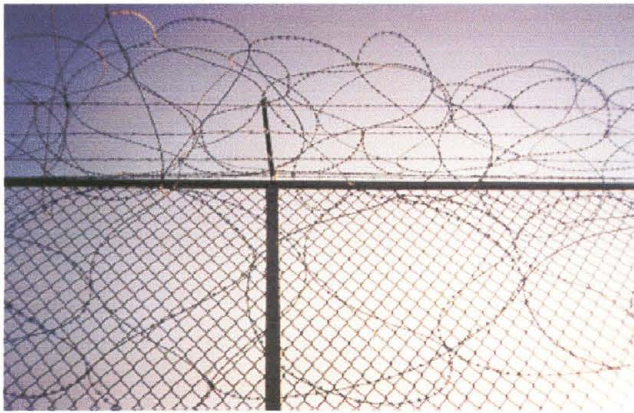
Section three entitled, *The Participants in the Current Study*, is the last section of the review of the literature. This section was included in order to allow the reader to gain an overall feel for the agencies that are participating in this study. This section was originally to include only the Hays County boot camp to give the readers an insight to the organizational structure of the boot camp and some of its programs. However, since the boot camp was being compared to individuals on intensive supervision probation, the researcher felt that it was important to present to the reader the basic outline of how each agency supervised its ISP probationers.

The Hays County Juvenile Boot Camp

The Hays County Juvenile Boot Camp is a boot camp located in San Marcos, Texas. San Marcos is geographically located approximately 30 miles south of the Texas Capital, Austin and around 35 miles north of San Antonio, Texas. The facility opened in 1995 and is currently being operated by a private corporation known as Texon Management Group Incorporated (a.k.a. Texson). However, it should be noted that during the time frame of the study (1995-1997) the Hays County Boot Camp was being operated by another private and independent corporation known as Community Corrections Incorporated (C.C.I.). Therefore, all the information and data in this study that is from the boot camp is being taken from a time when it was being operated by Community Corrections Incorporated and not Texson Management

Group Incorporated. As a result, even though the two companies are operating the boot camp in a very similar fashion, any generalizations positive or negative about the boot camp program should be made in reference to C.C.I. and not it's current company Texson Management Group Incorporated.

Community Corrections Incorporated is a secure locked down facility. The facility is completely enclosed with the use of a twenty foot chain link fence that is



topped off with razor wire.

The chain link fence is used as a protective measure to prevent escape. The boot camp and its residents are

constantly being observed with the use of high-tech video surveillance and boot camp personnel. All visitors wishing to gain access to the facility must gain access through an electronically controlled doorway.

Community Corrections Incorporated operates its boot camps under the “Second Generation” military style philosophy, which as noted earlier means that the program not only requires that the individuals adhere to the programs physical requirements but also encompasses some type of educational or drug treatment or training element in the program. As stated in its program description, The Hays County Juvenile Boot Camp incorporates “...individual and group counseling, drug and alcohol awareness and [has an] education [al]...” element in the program (Community Corrections Incorporated, 1995, p. 1). The educational requirement is established through the San Marcos Independent School District. The residents are

“kept on track” (Community Corrections Incorporated, 1995, p. 1) through the use of two teachers from the San Marcos Independent School District in morning and afternoon sessions (DeKunder, 1999). When the residents first enter the program they are placed into the appropriate grade corresponding to their own educational level. The residents “pick up” their education right where they “left off” at their original schools. The idea is to have the juvenile return to society without having missed any educational time from school. In essence, the San Marcos School District

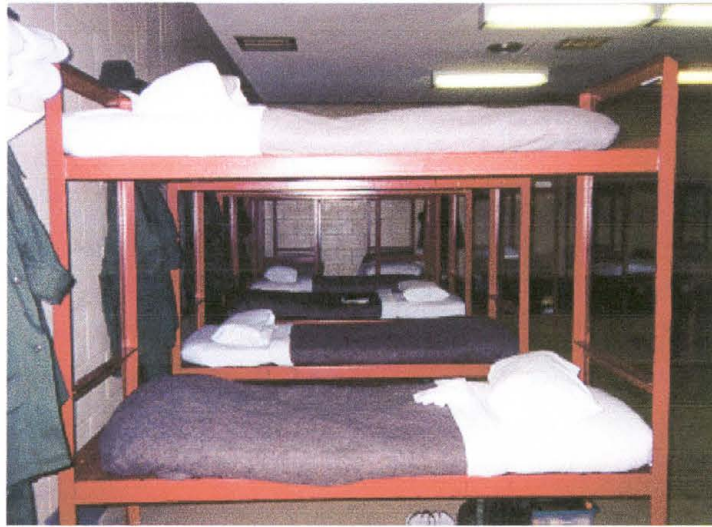
is educating all the residents in various grade levels at one time.

Community Corrections Incorporated supervises all of the classes that are being held while the



school district is providing an education to the juveniles at the boot camp (Community Corrections Incorporated, 1995). Tutors are also available for those individual juveniles that may require additional assistance while at the facility (Community Corrections Incorporated, 1995). There are two classrooms that are used for teaching the juveniles. These classrooms are relatively small, but because the schedules of the boot camp participants are split into two groups the rooms provide adequate space for all the boot camp cadets. These classrooms are fully equipped with televisions and computers for the residents to use during their stay but these are only operated for educational purposes.

The Hays County Boot Camp is a 76 bed facility in which 64 beds are for the individuals in boot camp, while 12 of those beds are for individuals being kept on a short-term detention stay (Community Corrections Incorporated, 1995). The boot camp



cadets have four separate living dorms where they are housed. Two of the dorms are made up of 8 bed multi-occupancy units while the other two dorms are made up of larger 24 bed multi-occupancy units. All boot camp participants have access to the



same personal hygiene area. There is very little individual privacy allowed for the boot camp participants. Juveniles that are being held for detention purposes are isolated away from the cadets that are attending the boot camp. The detainees are provided "...individual rooms and a separate day area..." away from the boot camp (Community Corrections Incorporated, 1995, p. 1).

The Hays County boot camp is different from other boot camps in that it has a special program that is being taught to the cadets called the "Successful Thinking Skills" program. The Successful Thinking Skills program is a program in which the

staff try and teach the cadets “rational, clear decision making skills,” through a classroom environment three days a week and continue on for four months (Community Corrections Incorporated, 1995, p. 1). All the Community Corrections Incorporated boot camp cadets are required to actively participate in the mind developing program and the program’s activities that incorporate successful thinking skills (C.C.I., 1995). “The cadets are encouraged to implement and practice the skills they have learned” in the Successful Thinking Skills program to life’s everyday situations (Community Corrections Incorporated, 1995, p. 1).

The Hays County facility is grounded in Community Correction Incorporated’s “FIRM BUT FAIR” philosophy and Cadets are expected to follow all rules at all times (Community Corrections Incorporated, 1995, p. 1). If a cadet commits some type of



infraction on those rules he or she will be punished through vigorous exercises, such as multiple push ups, sit ups, or even pull ups on the outdoor pull up bars.

Every 16-hour day at the facility starts at 4:00 am and ends at exactly 8:00 p.m. when the lights go out. Every single minute is accounted for at the facility. The four dorms spend a great deal of time on the same regimented schedule however, because of the lack of space in the classroom the four dorms are split up into two groups during school hours.

The next two pages contain the boot camp's weekday schedule in table format and the third page contains a table of the boot camp's weekend schedule. These schedules show the amount of time that the four dorms spend together and the boot camp's schedule as a whole. The reader will notice that the first schedule is printed entirely in bold while the second and third schedules are only bolded in certain areas. The first schedule is printed entirely in bold for clarity in reading. While, on the second schedule the bold face print shows the differences in the scheduling from the first schedule (dorm in school) to the second schedule (dorm not in school). The third schedule (the weekend schedule) is only printed in bold where there are differences in Saturday's schedule and Sunday's schedule.

Again, this information is being presented to allow the reader to get a full understanding of the rigorousness of the boot camp program. This is not an attempt to persuade the reader for or against the notion of boot camps, but simply to provide information. The schedules show the boot camps daily routine in its entirety.

SAN MARCOS BOOT CAMP DAILY SCHEDULE DORM GOING TO SCHOOL

{MONDAY - FRIDAY}

Time	Monday	Tuesday	Wednesday	Thursday	Friday
0400 - 0405	wake up and roll call	wake up and roll call	wake up and roll call	wake up and roll call	wake up and roll call
0405 - 0445	head calls/ prep dorms for inspection	head calls/ prep dorms for inspection	head calls/ prep dorms for inspection	head calls/ prep dorms for inspection	head calls/ prep dorms for inspection
0445 - 0500	inspection	Inspection	inspection	inspection	inspection
0500 - 0515	chow	Chow	chow	chow	chow
0515 - 0530	medication	medication	medication	medication	medication
	and oral hygiene	and oral hygiene	and oral hygiene	and oral hygiene	and oral hygiene
0530 - 0600	dorm clean-up	dorm clean-up	dorm clean-up	dorm clean-up	dorm clean-up
	and head calls	and head calls	and head calls	and head calls	and head calls
0600 - 0645	physical therapy (upper body)	physical therapy (lower body)	physical therapy (circle)	physical therapy (cardiovascular)	physical therapy (entire body)
0645 - 0700	cool down	cool down	cool down	cool down	cool down
0700 - 0750	personal hygiene (shave)	personal hygiene	personal hygiene	personal hygiene	personal hygiene (shave)
0750 - 0800	uniform inspection	Uniform inspection	uniform inspection	uniform inspection	uniform inspection
0800 - 0920	school	School	school	school	school
0920 - 0935	break	Break	break	break	break
0935 - 1050	school	School	school	school	school
1050-1100	head call and chow prep	head call and chow prep	head call and chow prep	head call and chow prep	head call and chow prep
1100-1115	chow	Chow	chow	chow	chow
1115-1130	medication and head calls	medication and head calls	medication and head calls	medication and head calls	medication and head calls
1130-1150	dorm prep and uniform change	dorm prep and uniform change	dorm prep and uniform change	dorm prep and uniform change	dorm prep and uniform change
1150-1200	inspect uniforms	inspect uniforms	inspect uniforms	inspect uniforms	inspect uniforms
1200-1320	school	School	school	school	school
1320 - 1335	break	Break	break	break	break
1335 - 1500	school	School	school	school	school
1500 - 1510	head calls and snacks	head calls and snacks	head calls and snacks	head calls and snacks	head calls and snacks
1510 - 1600	physical therapy (upper body)	physical therapy (lower body)	physical therapy (circle body)	physical therapy (cardiovascular)	physical therapy (entire body)
1600 - 1700	structured quiet time/church services	structured quiet time/church services	structured quiet time/church services	structured quiet time/church services	structured quiet time/church services
1650 - 1700	chow prep	chow prep	chow prep	chow prep	chow prep
1700 - 1715	chow	Chow	chow	chow	chow
1715 - 1730	medications and clean dorm	medications and clean dorm	medications and clean dorm	medications and clean dorm	medications and clean dorm
1730 - 1745	oral hygiene	oral hygiene	oral hygiene	oral hygiene	oral hygiene
1745 - 1845	recreation	Recreation	recreation	recreation	recreation
1845 - 1945	showers and clean dorm	showers and clean dorm	showers and clean dorm	showers and clean dorm	showers and clean dorm
1945 - 2000	snacks and inspection	snacks and inspection	snacks and inspection	snacks and inspection	snacks and inspection
2000 - 0400	lights out	lights out	lights out	lights out	lights out

SAN MARCOS BOOT CAMP DAILY SCHEDULE

DORM NOT GOING TO SCHOOL

{MONDAY - FRIDAY}

Time	Monday	Tuesday	Wednesday	Thursday	Friday
0400 - 0405	wake up and roll call	wake up and roll call	wake up and roll call	wake up and roll call	wake up and roll call
0405 - 0445	head calls/ prep dorms for inspection	head calls/ prep dorms for inspection	head calls/ prep dorms for inspection	head calls/ prep dorms for inspection	head calls/ prep dorms for inspection
0445 - 0500	inspection	inspection	inspection	inspection	inspection
0500 - 0515	chow	chow	chow	chow	chow
0515 - 0530	medication and oral hygiene	medication and oral hygiene	medication and oral hygiene	medication and oral hygiene	medication and oral hygiene
0530 - 0600	dorm clean-up and head calls	dorm clean-up and head calls	dorm clean-up and head calls	dorm clean-up and head calls	dorm clean-up and head calls
0600 - 0645	physical therapy- upper body	physical therapy- upper body	physical therapy- upper body	physical therapy- upper body	physical therapy (upper body)
0645 - 0700	cool down	cool down	cool down	cool down	cool down
0700 - 0750	personal hygiene (shave)	personal hygiene	personal hygiene	personal hygiene	personal hygiene (shave)
0730 - 0800	dorm clean up	dorm clean up	dorm clean up	dorm clean up	dorm clean up
0800 - 0830	facility clean up	facility clean up	facility clean up	facility clean up	facility clean up
0830 - 0945	letter writing drills	counseling: controlling anger drills	counseling; drug and alcohol drills	counseling: current events drills	letter writing drills
0945 - 1045	hygiene head calls	hygiene head calls	hygiene head calls	hygiene head calls	hygiene head calls
1045 - 1100	chow	chow	chow	chow	chow
1100 - 1115	medication and head calls	medication and head calls	medication and head calls	medication and head calls	medication and head calls
1115 - 1130	uniform change and read knowledge	uniform change and read knowledge	uniform change and read knowledge	uniform change and read knowledge	uniform change and read knowledge
1130 - 1200	letter writing	counseling: controlling anger	counseling: drug and alcohol	counseling: current events	letter writing
1200 - 1300	head calls drills	head calls drills	head calls drills	head calls drills	head calls drills
1300 - 1315	clean up	clean up	clean up	clean up	clean up
1315 - 1415	head calls and snacks	head calls and snacks	head calls and snacks	head calls and snacks	head calls and snacks
1415 - 1500	physical therapy (upper body)	physical therapy (lower body)	physical therapy (circle)	physical therapy (cardiovascular)	physical therapy (entire body)
1500 - 1510	structured quiet time/church services	structured quiet time church services	structured quiet time church services	structured quiet time church services	structured quiet time church services
1510 - 1600	chow prep	chow prep	chow prep	chow prep	chow prep
1600 - 1650	chow	chow	chow	chow	chow
1650 - 1700	medication and clean dorm	medication and clean dorm	medication and clean dorm	medication and clean dorm	medication and clean dorm
1700 - 1715	oral hygiene	oral hygiene	oral hygiene	oral hygiene	oral hygiene
1715 - 1730	recreation	recreation	recreation	recreation	recreation
1730 - 1745	showers and clean dorm	showers and clean dorm	showers and clean dorm	showers and clean dorm	showers and clean dorm
1745 - 1845	snacks and inspection	snacks and inspection	snacks and inspection	snacks and inspection	snacks and inspection
1845 - 1945	lights out	lights out	lights out	lights out	lights out
1945 - 2000					
2000 - 0400					

SAN MARCOS BOOT WEEKEND SCHEDULE
SATURDAY AND SUNDAY

Time	Saturday	Sunday
0400 - 0405	wake up and roll call	wake up and roll call
0405 - 0445	head calls/ prep dorms for inspection	head calls/ prep dorms for inspection
0445 - 0500	inspection with lieutenant	inspection with lieutenant
0500 - 0515	chow	chow
0515 - 0530	medication	medication
0530 - 0600	and head calls	and head calls
0600 - 0630	oral hygiene	oral hygiene
0630 - 0700	dorm clean up	dorm clean up
0700 - 0800	Facility clean up	facility clean up
0800 - 0815	physical therapy	physical therapy
0815 - 0830	cool down	cool down
0815 - 0930	showers, hygiene, and (dorm 7) shine boots	showers, hygiene, and (dorm 8) hair cuts
0930 - 1045	educational video	church services
1045 - 1100	prep for chow head call	prep for chow head call
1100 - 1115	chow	chow
1115 - 1130	medication	medication
	and head calls	and head calls
1130 - 1145	structured quiet time	structured quiet time
1145 - 1200	prep for shift change	prep for shift change
1200 - 1215	formation	formation
1215 - 1315	recreation	recreation
1315 - 1330	head calls	head calls
1330 - 1445	(dorm 7) hair cuts; and read knowledge	(dorm 8) shine boots; and read knowledge
1445 - 1500	formation	formation
1500 - 1600	drill instructor	drill instructor
1600 - 1615	head calls	head calls
1615 - 1645	mail call and snacks	quiet time and snacks
1645 - 1700	chow prep	chow prep
1700 - 1715	chow	chow
1715 - 1730	medications	medications
	and clean dorm	and clean dorm
1730 - 1800	oral hygiene	oral hygiene
1800 - 1900	static stretching	static stretching
1900 - 1945	showers and clean dorm	showers and clean dorm
1945 - 2000	snacks and inspection	snacks and inspection
2000 - 0400	lights out	lights out

The Hays County Juvenile Probation Department

The researcher will now present to the reader a slight overview of the two counties that are involved in the study. Again, the justification for the inclusion of this section is to allow the reader to receive a small understanding of the difference in the control group (the individuals on intensive supervision probation) and the experimental group (the boot camp). In establishing the study the researcher needed a control group for the study. The researcher decided to use the individuals that were placed on intensive supervision for the control group in large part because like the experimental group most of these individuals were not new to the juvenile justice system.

The Hays County Juvenile Probation Department is also located in San Marcos, Texas. San Marcos is geographically located approximately 30 miles south of the Texas Capital, Austin, and around 35 miles north of San Antonio, Texas. The juvenile probation department is a medium size department consisting of (8) juvenile officers. Each officer is responsible for approximately (30-40) juveniles. The departments most serious offenders are placed on Intensive Supervision Probation (ISP), which can last anywhere from three and twelve months. This initial "highly intensive and regimented program" (Hays County Juvenile Probation Department, 1999, p. 1) is followed by a period of regular probation that can last anywhere from six to twelve months depending on each individual case (LittleJohn, 1999). The Hays County Juvenile Probation Department is extremely regimented in that it requires all individuals that are placed on intensive supervision probation to attend or comply with any of the following (again depending on the case): life skills program, ROPES

program, individual and family counseling, community service restitution, monetary restitution for the victims, drugs treatment program, and urinalysis testing (Hays County Juvenile Probation Department, 1999). Each individual that is placed on intensive supervision probation is required to sign a contract stating that they will comply with all conditions of probation.

Each juvenile is placed on a level system and the juvenile's behavior determines the advancement from one level to the next. There are three levels that a juvenile must complete in order to be released off of intensive supervision probation. The three levels are simply known as Level 1, Level 2, and Level 3. Level 1 is the most stringent requiring at the minimal of two contacts per week for a total of (8) per month. Level two requires one contact per week for a total of (4) per month. While Level 3, only requires one contact every two weeks (see Appendix A for a better understanding of the level system). Non-compliance or violations are the justifications for not advancing from one level to the next.

The Guadalupe County Juvenile Probation Department

The Guadalupe County Juvenile Probation Department is located in Segin, Texas. Segin is geographically located approximately 35 miles east of San Antonio, Texas and 15 miles southeast of New Braunfels, Texas. The juvenile probation department is also a medium to small sized department, which employs twelve probation officers and one victim assistance personnel. Each officer has a caseload of approximately (25-30) juveniles. The mission and goal of this department is to provide a quality probation, assistance, and delinquency prevention services in accordance with the purpose and interpretation of Title 3 of the Texas Family Code,

section 51.01, see appendix B for Title 3 of the Texas Family Code, section 51.01, as taken from Guadalupe County (Guadalupe County Juvenile Probation Department, 1999). Guadalupe county is not only dedicated to the welfare of its probationers, but it is also dedicated to the protection of the community from the probationers that it seeks to rehabilitate, as evident in their mission statement that was written over 16 years ago. The statement reads “in striving for the best interest of the child, his [or her] treatment and rehabilitation, we must, however, remain cognizant of our responsibility to the community to initiate any and all proper procedures to protect the community from youthful offenders (Guadalupe County Juvenile Probation Department, 1999).

In this county only the most serious offenders are place on intensive supervision probation. The intensive supervision probation program is funded by a state grant that was designed to reduce recidivism and commitments to the Texas Youth Commission. The ISP program “is a more intensive, structured supervision of juveniles who have progressed into the juvenile justice system and [are] nearing commitment to [the] Texas Youth Commission” (Guadalupe County Programs, 1999, p. 3). The intensive supervision program is very strict and demanding in requiring that the probationer constantly inform his/her probation officer of his/her whereabouts at all times. If a probationer violates this rule he/she may be required to wear an electronic monitoring device. Just like in Hays County the probationers are required to submit to urinalysis testing and perform community service. Probationers may be required to attend one of several programs such as the ROPES program, C.A.R.E. (creative alternative resources for education) program, or even the T.R.I.P. (truancy

reduction intervention program) multi-phase program as a condition of their probation depending on the seriousness of the offense. As mentioned, in Guadalupe County the intensive supervision program is one of the last chances that a juvenile has before being committed to the Texas Youth Commission.

CHAPTER THREE

METHODOLOGY

Authorization for the Study

Participants

Eligibility Criteria

Procedure

Data Collection

CHAPTER THREE

Methodology

Authorization for the Study

Once permission had been secured to use the Hays County Juvenile Boot Camp for the purpose of study, special permission had to be obtained to use data from the respective counties. The Hays County Boot Camp authorized the study through verbal agreement and through written documentation of the study from Southwest Texas State University. The data being used in this study is being furnished by Hays County and Guadalupe County. Special arrangements had to be made in order to have the information released for use in this study. The two respective agencies also authorized this study through verbal agreement and were furnished written documentation of the study from the researcher and the Criminal Justice Department at Southwest Texas State University. Through Southwest Texas State University's policy this study was exempt from having to obtain special approval for conducting Research on Human Subjects. Even though this study is in reference to human behavior, no actual contact or experiment was ever made with an actual individual. This study is merely an evaluation of statistical data.

Procedure

This study is being conducted at Southwest Texas State University. As stated earlier, this study is an evaluation of the recidivism rates for individuals that were

court ordered to attend the Hays County Boot Camp from either Hays County or Guadalupe County. They will be compared to a control group that consist of individuals that were placed on intensive supervision probation from the two respective counties. The data that is being used was obtained from the two respective agencies. In the evaluation of recidivism rates, the researcher is measuring the amount of time that elapses from the time a subject is released from either the boot camp or from probation to the time he is adjudicated on another offense. This adjudication will include any type of criminal offense and it may also include a mere revocation of probation on technical violations. Each individual evaluation of recidivism is being examined for re-adjudication within 3 months, within 6 months, within 12 months, and any violation after 12 months of being released. The three month standard for evaluating recidivism will be 30 days, while the six month standard will be 90 days, and the twelve month standard will be one complete year from the day of release from either the boot camp or probation. Every individual is being coded for either recidivating or not recidivating during each evaluation.

Participants

This study is consistent of two groups of juveniles. The first group (the experimental group), consist of juveniles who were incarcerated at the Hays County Juvenile Boot Camp from the time frame of January 1, 1995 to December 31, 1997. The length of time spent at the facility is not a factor in this study. The only requirement is that they were required to attend through a court order from Hays or Guadalupe County. The level of individual enthusiasm or commitment to attend the boot camp is not being measured in this study. All participants will be weighed the

same regardless of their individual motivations at the boot camp. The second group (the control group) are individuals that were on Intensive Supervision Probation (ISP) from either Hays County or Guadalupe County during the same time frame of January 1, 1995 to December 31, 1997. The independent variables that are being controlled for are race, sex, age, past referral history, and the child's risk level. These independent variables will be controlled for by matching the subjects that attended the boot camp with subjects on probation as closely as possible.

Eligibility Criteria

These juveniles are having to meet certain eligibility criteria requirements to be eligible for the study. These requirements will be that no individual have been under the age of 13 or over the age of 17 during the study. It will be required that they did reside in the two respective counties during the time frame of the study. As mentioned, it will be required that the subjects have attended the boot camp or placed on intensive supervision probation during the time frame of January 1, 1995 through December 31, 1997. It will be mandatory that all individuals were court ordered to be placed on either intensive supervision probation or in the boot camp. It will be necessary that all participants in the boot camp were court ordered to attend and are not participating in the boot camp merely on a voluntary basis.

Data Collection

Data was collected by the two probation departments whenever a child had been adjudicated on a police referral in the respective county. For the purposes of this study, biographical information that is being used includes the juvenile's age, gender, and race. All this information, along with the child's past referral history,

and an individual risk assessment is kept on record and can be retained from two different locations.

First, this information is kept in the child's personal and confidential file. Each agency has a personal file on every individual that it makes contact with in the process of being adjudicated. These files are kept in secure areas that allow only authorized personnel have access to them.

Second, these two agencies operate on what is known as the "Caseworker" computer information program. This program allows the departments to file each child in a personal computer file which includes among other things the child's referral history, present standing in probation, the child's biographical information, the child's risk needs, and even which programs the child has engaged in (i.e. the Hays County Boot Camp).

In gathering the data needed for this study the researcher chose to use the Caseworker computer program as his primary source of information gathering. If there were any problems or questions that the researcher encountered, the researcher then would turn to the hard copy of the child's personal file. The child's personal file served as a back-up, which would allow the researcher to double check all information gathered. For any reason that the child's personal file was found to be incomplete or might have appeared to be inaccurate, the researcher would have used the child's actual probation officer (if still available) as a third and final point of reference for this data. However, this third point of reference was not needed for this study.

CHAPTER FOUR

DATA ANALYSIS

Group Demographics with Mean Evaluations

The Independent Samples Test for the Evaluation

The Independent Samples Test for the Means

CHAPTER FOUR

Data Analysis

Group Demographics with Mean Evaluations

In collecting the data for this study, the researcher found there to be exactly (29) twenty-nine individuals that were sent to the Hays County Boot Camp from the two selected jurisdictions during the time frame of January 1, 1995 through December 31, 1997. This collection of data showed there to be exactly (152) one hundred and fifty-two individuals on intensive supervision probation from these same counties during the same time frame. With having only (29) twenty-nine individuals that actually attended the boot camp during the two year time frame, the (152) one hundred and fifty-two individuals in the control group was found to be more than an abundance to be a control group. In not necessarily needing the entire one hundred and fifty-two individuals it was determined that there would be a matched sample from the one hundred and fifty-two individuals on intensive supervision probation to the twenty-nine subjects in the boot camp.

In matching, the researcher wanted to control for gender, race, age, risk need, and prior referral history. Each subject in the experimental sample was matched with a subject in the control sample. The most closely related demographic matched in the experiment was the gender of the two samples. The ratio of males to females in the control group was identical to the ratio in the experimental group. The experimental

group consisted of (28) twenty-eight males and only (1) one female. At the same time the control group also contained (28) twenty-eight males and only (1) one female.

The importance of controlling for gender is due to the behavior differences in males and females. Teenage males have historically committed not only more crimes, but also more serious crimes than their female counterparts. It would be unfair to conduct a study that attempt to have a control group that consisted up of only females, while the experimental group was consisted of only males, or vice-versa. The results of this study would be extremely biased toward one of the two groups (depending on what was being studied). Where historically males have committed the larger portions of the juvenile crimes females have recently started to increase their levels of criminality. This increase in criminality is not only in the number of crimes, but also in the level of seriousness of those crimes. However that increase in criminality is still not close enough to overlook the behavioral differences in the two groups. Here is a simple table to show the identical similarities in the two samples in terms of gender.

Gender Composition			
<i>Group</i>	<i>Males</i>	<i>Females</i>	<i>Totals</i>
<i>Boot Camp</i>	28	1	29
<i>Intensive Supervision</i>	28	1	29
<i>Probation</i>			
<i>Total</i>	56	2	58

In attempting to control for the subjects' racial composition in the experimental group, the researcher was nearly as perfect in matching for race as in matching the two groups for gender. As for the racial makeup of the experimental group, it was comprised up of (13) thirteen subjects coded as whites, (4) four subjects coded as black, (11) eleven subjects coded as Hispanics, and (1) one subject coded as other. As mentioned, in being matched for race the control group was almost identical to the experimental group. The control group was comprised up of (13) thirteen subjects coded as whites, (4) four subjects coded as black, and (12) twelve subjects coded as Hispanics.

Matching the two groups on the basis of race is important because of the cultural and the social-economic differences among racial groups. Culturally some whites may be taught that the police are their friends and to respect police along with their authority at a young age. While at the same time, some blacks and Hispanics may be taught that the police are here simply to harass them and that they can not be trusted.

The difference in social economic status is equally important. Most blacks and Hispanics are usually less fortunate than whites. Teenagers that come from white families may have more support in terms of financial support, family support, and even community or neighborhood support to avoid future criminal behavior. In lower economic neighborhood (where blacks and Hispanics may reside) there may not be such a strong support group to aid the teenagers to avoid future crime. Some criminal behavior may even be looked upon as favorable depending on the circumstances. For example, stealing food to provide nourishment to the body may

be accepted culturally. However, stealing for a cheap thrill may not be as equally accepted.

Here is a simple table to show the similarities in the two samples, in terms of race. In this table it is easy to see that the two groups were almost identical in terms of racial composition. There is one more Hispanic in the ISP group.

<i>Groups</i>	Racial Composition				<i>Total</i>
	<i>White</i>	<i>Black</i>	<i>Hispanic</i>	<i>Other</i>	
<i>Boot Camp</i>	13	4	11	1	29
<i>Intensive Supervision Probation</i>	13	4	12	0	29
<i>Total</i>	26	8	23	1	58

The two groups differed slightly when being matched for age. The experimental group was made up of (1) twelve year old subject, (2) thirteen year old subjects, (6) fourteen year old subjects, (12) fifteen year old subjects, and (8) sixteen year old subjects. Meanwhile, the control group consisted of (4) thirteen year old subjects, (5) fourteen year old subjects, (10) fifteen year old subjects, and (10) sixteen year old subjects. The difference in the two groups gave the control group a slightly older composition.

Matching for age is important because of the theory of aging out of crime. It is a known fact that the older one becomes the less likely he or she will be arrested for engaging in criminal activity and being a threat to society. For example a twenty-one year old male is more likely to be arrested for some type of criminal activity than a sixty-one year old male.

This same arguments apply when speaking in terms of juveniles. A sixteen year old juvenile delinquent may realize that he or she needs to avoid criminal activities because of the possibilities of more serious sanctions. A sixteen year old juvenile may have exhausted all possibilities for placement at a residential facility, boot camp, or even simply a treatment facility, therefore, may realize that any future criminal acts may result in being sent to the states youth commission (in Texas-the Texas Youth Commission) or even worse he or she may have a greater chance at being tried as an adult and sent to the states penal institution (in Texas-the Texas Department of Criminal Justice-Institute Division). A thirteen year old juvenile may not have to worry about such sanctions because he or she may be new to the judicial process.

Another reason that the effort to control the age difference in the two groups is important is that the mental capacity of a twelve year old that is almost a teenager is extremely different than that of a sixteen year old who is already a teenager. A twelve year olds criminal mentality may be just starting to develop while a sixteen year old may already know the “tricks of the trade” to avoid criminal prosecution. Here is a simple table to show the similarities and differences in the two samples in terms of age.

Mean Differences in Age at Time of Referral						
<i>Groups</i>	<i>Twelve</i>	<i>Thirteen</i>	<i>Fourteen</i>	<i>Fifteen</i>	<i>Sixteen</i>	<i>Mean Age</i>
<i>Boot Camp</i>	1	2	6	12	8	14.8276
<i>Intensive Supervision Probation</i>	0	4	5	10	10	14.8966

Even though at first glance the two groups appear vastly different, when the mean age is calculated one can easily see the closeness in the matching of the subjects. The experimental sample has a mean age of 14.82. At the same time the control sample has a mean age of 14.89.

The next independent variable that will be evaluated in this study is the subjects' past referral history. The matching of the subjects' referral history is important because to some degree it allows the researcher see if there were major differences in the matching of subjects' criminal nature. A child that has no prior record may be more likely to be rehabilitated from a boot camp experience than a child that has been in the system for an extended period of time with multiple prior referrals. A first time offender may take the program more seriously and may fear worse sanctions in the future. While an offender that has been through the juvenile system numerous times and has been referred to numerous treatment programs may take the program less serious. Here is a simple table that shows the similarities and differences in the amount of referrals that subject's had prior to this adjudication.

Mean Differences in Number of Prior Referrals														
<i>Groups</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>10</i>	<i>13</i>	<i>16</i>	<i>18</i>	<i>24</i>	<i>Mean Referrals</i>
<i>Boot Camp</i>	0	1	2	9	2	5	5	1	1	1	1	0	1	6.5517
<i>ISP</i>	1	3	7	1	7	3	2	0	2	1	0	1	1	6.0000

With the calculation of the means for past referral histories it can be seen that the two groups were almost identical. The experimental sample had a mean of 6.55 referrals per subject while the control sample had a mean of 6.00 referrals per subject.

The last independent variable that will be looked at is the subjects' risk need or risk assessment. As of 1998, every juvenile that makes contact with a probation department is given a risk assessment to evaluate that particular child's needs. This assessment is required by the Texas Juvenile Probation Commission which is the state administrative agency which regulates all juvenile probation departments. This assessment evaluates each child's risk of committing future crimes and helps probation departments determine what particular program each child needs. It also helps determine what variables are contributing to the child's delinquent behavior. The variables that are assessed include drug abuse, alcohol abuse, negative peer pressure, poor academic standing or learning disabilities, school discipline or employment problems, the child's age, past referral history, out of home placement or commitments, and even runaway or escape behavior (Appendix C).

It should be noted, that the Texas Juvenile Probation Commission did not require this assessment in the years that the juveniles were attending the boot camp or on intensive supervision probation for purposes of this study (1995-1997). However, because of the researchers desire to match the subjects according to some type of risk need or assessment this standard was used. It is important to note that this assessment when used by the probation departments is adjusted every six months in order to appropriately assist juveniles in their rehabilitative process. Therefore, it is appropriate to evaluate each juvenile using this standard prior to being placed into the boot camp or prior to being placed on intensive supervision probation for purposes of this study.

In attempts to accurately assess each individual, the researcher had to go back into the Caseworker program and the child's personal folder to evaluate each child and their individual risk need prior to being placed in either the boot camp or on intensive supervision probation. As seen in appendix C, the risk assessment is an assessment that evaluates individuals based on a numeric numbering system. The higher the number scored the higher the risk need and of course the lower the risk score the lower the risk need. The lowest possible score that can be achieved is a score of zero while the highest possible score is a score of forty-five.

In assessing the two groups the scores for both groups ranged from eleven all the way to twenty-four. No subject had a score lower than eleven or higher than twenty-four in this study. It is clear to see the importance of controlling for the subjects' risk needs because some of the subjects might have simply been at greater risk to commit future acts of criminal behavior. Here is a simple table that depicts the similarities and differences in terms of the risk assessment score that was completed to determine the risk need for the two groups.

Mean Differences in Risk Score Assessment														
<i>Group</i>	<i>11</i>	<i>13</i>	<i>14</i>	<i>15</i>	<i>16</i>	<i>17</i>	<i>18</i>	<i>19</i>	<i>20</i>	<i>21</i>	<i>22</i>	<i>23</i>	<i>24</i>	<i>Mean Risk</i>
<i>Boot Camp</i>	1	4	1	2	1	5	1	2	5	1	1	2	3	18.1034
<i>ISP</i>	2	2	0	7	4	2	4	4	2	0	0	2	0	16.7241

With the calculation of the mean for the risk assessment it can be seen that the risk needs of the subjects are almost identical. However, the mean comparison does show the subjects of the boot camp to have been at a slightly higher risk. It should be

mentioned that the differences in the two groups is greatly attributed to being the last variable matched.

In matching, the variables were matched in order from gender, race, age, past history, and then their risk score. This is to say that the researcher was willing to match two individuals that did not have identical scores in the risk assessment if all the other variables were identical or closely identical. The more variables that were being controlled for the harder it was to control all the variables equally.

As mentioned, the evaluations of recidivism are being done within a three month period, a six month period, a one year period, and an after one year period of being released from the boot camp and intensive supervision probation. To evaluate the differences in the two groups the researcher will be using a standard T-test evaluation. This T-test will be computed with the assistance of the statistical computer based program, SPSS. The researcher will also be using the SPSS computer program to evaluate the differences in the means of the two groups. First let's look at the mean differences of recidivism between the two groups.

Mean Differences of Recidivism Between Groups				
<i>Group</i>	<i>Three Months</i>	<i>Six Months</i>	<i>One Year</i>	<i>Over One Year</i>
<i>Boot Camp</i>	1.8276	1.6897	1.6897	1.8621
<i>ISP</i>	1.7586	1.6897	1.7931	1.8276

In looking at the mean differences of recidivism the reader can easily see the differences in the two groups. Within the first three months after being released the boot camp actually had a higher mean rate of recidivism, scoring 1.82 while the

control group had a mean score of 1.76. In the six month evaluation period the experimental group was identical with the control group, both groups scoring a mean score of 1.69. In the one year evaluation there was a role reversal in the scores of the two groups. For the first time the experimental group actually has a lower mean score than the control group. The boot camp scored exactly the same as in the six month period scoring a 1.69, while the ISP group scored slightly higher with a score of 1.79. Finally, in the over one year period, the mean rates of recidivism reversed back around giving the experimental group a higher score with a score of 1.86, while the control group had a score of 1.83.

This next section is a brief explanation of the group statistics. The group statistics allow the reader to see the break down of each section as a whole. The first column represents the individual evaluation periods. The second column represents the number of individuals in the study for each group. Since the experimental group was matched with the control group there are exactly 29 individuals in each evaluation period. The third column displays the mean score of each group. As explained, it shows the differences in the two groups in each reporting period. The fourth column displays the standard deviation for each group. The “standard deviation uses the mean...as a reference point and measures variability by considering the distance between each score and the mean” (Gravetter & Wallnau, 1996, p. 110). This allows the researcher to evaluate just how far on the average the scores ranged apart from the mean. The results of these deviation scores all report the average score to be between .350 to .471 deviation points away from the mean. In the last column to the far right, the table displays the Standard Error Mean. The standard

error of the mean “measures the difference (or error) between sample means and the population mean” (Gravetter & Wallnau, 1996 p. 206). With this the researcher is able to determine “the standard distance between a single sample mean and the population mean” (Gravetter & Wallnau, 1996 p. 206).

In looking at the standard error mean it can be determined that the difference in the sample means and population means were very similar. Every sample mean was between .065 and .088 points away from population mean. Here is a table with the results of the group statistics.

Group Statistics				
Group	Number	Mean	Standard Deviation	Standard Error Mean
<u>3 months</u> Boot Camp	29	1.8276	.3844	.07139
ISP	29	1.7586	.4355	.08087
<u>6 months</u> Boot Camp	29	1.6897	.4708	.08743
ISP	29	1.6897	.4708	.08743
<u>1 year</u> Boot Camp	29	1.6897	.4708	.08743
ISP	29	1.7931	.4123	.07655
<u>over 1 year</u> Boot Camp	29	1.8621	.3509	.06517
ISP	29	1.8276	.3844	.07139

After evaluation of the mean differences it clear to see that the boot camp had a higher level of recidivism than the ISP group in the first three months and in the over one year evaluation period. However, the ISP group had a higher level of recidivism in the one year evaluation period and had an equal rate of recidivism in the

six month time frame. With this information one might conclude that the boot camp had a significantly higher rate of recidivism however, this may not be the case. In order to have a “significantly” different rate of recidivism the two groups must be tested for significance using some legitimate type of hypothesis testing. In this case, we will be using a t test as the statistical procedure, for hypothesis testing. With this t test we will be able to accurately find the level of significance in difference between the two groups. The researcher will be hypothesis testing for significance with the t test at the .05 alpha level.

The Independent Samples Test for the Evaluation

In order to evaluate the significant difference between the two groups the researcher will now present to the reader the Independent Samples Test. The Independent Sample Test will be broken down into three different explanatory sections. The test is broken down into these three sections for a couple of reasons. First of all, this will allow the researcher to explain each part of the independent samples test in full detail for clarity and understanding. Secondly, the complete table is more readable when it is split into three distinct sections. The first section will explain Levene’s Test for Equality of Variances. The second section will explain the t test score and it’s level of significance. While the third section will explain the standard error difference along with the range of the 95% confidence interval of the difference with its upper and lower limits.

To begin, the first section is the results of Levene’s Test for Equality of Variances. Levene’s test is used to determine if the two sample populations are the similar or if they are different from one another in variance. It is important to find out

the differences in variance in order to decide which type of t test to use for the evaluation. “If the observed significance level for this test is low (for example, less than 0.05), [the researcher] should use the separate-variance t-test for means” and not the pooled-variance t test (SPSS, 1999, p. 28). In this evaluation the researcher did use a pooled-variance t test.

In the table the first column represents the individual evaluation periods. The second column, entitled (F) represents the actual results of Levene’s test. While the last column, entitled (Sig. level) represents the level of significance that Levene’s test is reporting. In evaluating the significance value of Levene’s Test for Equality of Variances it is noticed that the significance value is not lower than .05 in any of the evaluations and therefore Levene’s Test reinforces the use of the pooled-variance t test, and not the separate-variance t test. To allow the reader to see the evaluations here are the result of Levene’s Test for Equality of Variance.

Independent Samples Test for the Evaluation

Time Frame Of Recidivism	Levene’s Test for Equality of Variances	
	F	Sig. Level
Three Months	1.661	.203
Six Months	.000	1.000
One Year	3.204	.079
Over One Year	.512	.477

The next section that is discussed displays a table with the actual results of the t test. In the first column again are the evaluation periods. The results of the t test are present in the second column, under the column entitled (t). The t score

evaluates the significant difference between the experimental group and the control group in the study. With the assistance of the results of the significance level at the far right of the table the researcher was able to determine which evaluation period in the experimental group was significantly different to the control group. The researcher was trying to find a significant difference in the two groups with an alpha level of .05 showing a 95% confidence level. However, as the reader can easily see from the last column that the .05 significance level was not reached in any of the evaluation periods, with .37 in the one year evaluation period being the closest. Therefore concluding that the experimental group (the boot camp) was not “significantly” better or worse than the control group (the individuals on ISP) in any of the four evaluation periods.

The results of the t test exemplify the importance of hypothesis testing. As mentioned earlier, with the results of the mean score evaluations it had appeared that the experimental group had recidivated at a much worse rate than the control group. Now that the t test has been completed it is clear to see that there was not a significant difference in the rates of recidivism for the two groups. The third column entitled (df) represents the degrees of freedom that the researcher was allowed to vary in this experiment. More clearly stated, the “degrees of freedom describe the number of scores in a sample that are free to vary” (Gravetter & Wallnau, 1996, p. 269). Here is the table showing the results of the second section of the independent samples test.

Independent Samples Test for the Evaluation (Continued)

Time Frame of Recidivism	t test for Equality of Means		
	t	df	Sig. (2-tailed)
Three Months	.639	56	.525
Six Months	.000	56	1.000
One Year	-.890	56	.377
Over One Year	.357	56	.723

Finally, in the last section of the independent samples test the mean difference, standard error difference, and the confidence level in terms of the lower and upper limits are being explained. The first column is a replica of the group evaluation periods. In the second column is the mean difference in the two groups. This figure is computed by simply subtracting the mean of the control group from the mean of the experimental group giving the researcher the mean difference. In the next column the standard error for each difference is displayed. Just like the standard error for the mean the standard error for the difference measures the difference between the sample difference and the population difference (Gravetter & Wallnau, 1996). In the last column the upper and lower limits of the 95% confidence level is displayed. These results display the maximum and minimum range of the mean difference. This is computed by simply attaining the mean difference and adding or subtracting the standard error difference twice. It is added twice when trying to find the maximum and subtracted when trying to find the minimum. Here is a table displaying the last section of the independent samples test.

Independent Samples Test for the Evaluation (Continued)

Time Frame of Recidivism	t-test for Equality of Means			
	Mean Difference	Standard Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
Three Months	.06897	.1079	-.1471	.2851
Six Months	.0000	.1236	-.2477	.2477
One Year	-.1034	.1162	-.3362	.1293
Over One Year	.03448	.09666	-.1591	.2281

The Independent Samples Test for the Means

With the information presented in the Independent Samples Test and all the previous mean evaluations the reader may wonder if the differences in the independent variables effected the outcome of the study. It was clearly seen in the mean evaluations that the experimental group and the control group were slightly different. However, the reader may want to inquire if the difference in the two groups was a “significant” difference or was it that the two groups were just slightly different. Now that the reader has a clear understanding and has been able to see the general composition of Levene’s Test and the Independent Samples test, the researcher will place the two test together to show the reader the results as one. Here are the results of the evaluations for the independent variables.

Independent Samples Test for the Means

group	Levene's Test for Equality of Variances		t test for Equality of Means						
	F	Sig	t	df	sig	mean diff.	St. Error Diff.	95% Confidence Interval	
								Lower	Upper
gender	.000	1.000	.000	56	1.000	.0000	.04877	-.0977	.09769
race	.098	.755	.135	56	.893	.03448	.2554	-.4771	.5461
age	.066	.799	-.252	56	.802	-.068966	.2737	-.6172	.4793
prior history	.225	.637	.443	56	.659	.5517	1.2453	-1.943	3.0463
risk need	2.691	.107	1.553	56	.126	1.3793	.8881	-.3998	3.1584

Now with the evaluation of the independent variables it can easily be seen that the researcher did an excellent job in matching the experimental group with the control group. In all the categories, with the exception of the risk need, each independent variable matching identity was higher than 60% and three of these four were higher than 80%. The risk need was the least controlled variable of the study but as mentioned in chapter four, this was the last variable to be matched to the control group. However, not even the risk assessment showed any significant difference at the .05 alpha level.

CHAPTER FIVE

Discussions, Conclusions, and Recommendations

Section One: Discussions

Effectiveness of the Boot Camp

Significant Findings

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Section Two: Conclusions

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CHAPTER FIVE

Discussions, Conclusions, and Recommendations

Section One: Discussions

We will now look at the first of three sections in chapter five. This section will entail a brief discussion of the study in its entirety. The major issues that the author would like to address include what the result of the evaluation actually produced, significant findings in the evaluation, and some limitations to the evaluation.

Effectiveness of the Boot Camp

The results of this study seem to provide strong evidence that the effectiveness of the Hays County boot camp in reducing recidivism was not greater than that produced by intensive supervision. However, the research should warn the reader not to jump to conclusions that are not specifically stated in the study. This study did not necessarily state that the Hays County boot camp was ineffective in reducing recidivism, but more along the lines that it did not significantly reduce recidivism when compared to rates from the intensive supervision groups in the two counties. This is to say, that it is very possible that both the experimental group and control group could in fact have reduced recidivism and reduced it significantly. However, neither of the two groups reduced it significantly when being measured against each other. To clarify this point, the researcher reminds the reader that the

research question stated if the boot camp had a significantly lower rate of recidivism when being “compared” to the control group.

Significant Findings

In reviewing the results presented, the author had made an interesting discovery. The results of the mean evaluation periods suggested that the boot camp had a higher rate of recidivism in the three month and over one year time frame. However, in the one year time frame the boot camp had a lower rate of recidivism and had equaled rates to the control group in the six month evaluation period. It is the three month evaluation period that the researcher’s curiosity was aroused. The review of the literature had suggested that boot camps generally produced significantly lower rates of recidivism than control groups over short term evaluation periods. In this study the boot camp had not only failed to produce a significantly lower rate of recidivism, but it actually had a higher rate of recidivism than the control group in the three month time frame.

In trying to research what might have caused the boot camp to have a higher rate of recidivism than the intensive supervision probation group, the author discovered that a large majority of the individuals in the intensive supervision probation group were from the Hays County Juvenile Probation Department. This is important because Hays County requires that all individuals that are released from intensive supervision probation be placed on regular probation for a short period of time. This period of time can range anywhere from three months to a year. However, it is generally only for three months. Therefore, it could be suggested that this short stay on regular probation is in fact equivalent to aftercare for individuals

that are being released off of intensive supervision. These findings could be significant in helping juvenile probation departments reduce their rates of recidivism.

In addition, the researcher reminds the reader that the Hays County Boot Camp operates under the Second Generation Style of boot camp. Therefore, no aftercare is ever offered to individuals that are being released from the boot camp. The combination of the probation department having a type of short term aftercare and the boot camp not even offering, could very well have been the reason for the reversal of the recidivism rates over the three month time period.

Limitations of the Study

In all studies there are certain limitations to the results of those studies and this study is no exception. It is important to address the limitations of the study to avoid over-generalization of the results. It is also important to stress that these results are limited to select groups of individuals or subjects. In addition, these results are limited to those counties that participated in the study during the specified time frame.

The most significant limitation in this study is of course the sample sizes. In having only 29 subjects in each sample it is hard to generalize about the findings. The use of the 29 subjects is a result of two factors.

First the researcher wanted a sample population from the surrounding area. For purposes of this study it was better to have a sample from the local area as opposed to a large diverse and spread out region. The researcher wanted to use jurisdictions that were located near the research site, Southwest Texas State University in San Marcos, Texas. The counties that were actually used in this study

were adjacent jurisdictions. If funds were more abundant and available the researcher could have expanded this area to have the sample population more diverse.

In determining which jurisdictions to use the researcher contacted the Hays County Boot Camp to inquire which agencies actually used the boot camp the most frequently. In response, it was found that the Hays County Juvenile Probation Department was one of the top suppliers of juveniles. This is explained by the mere fact that the boot camp and the probation department are in the same county and city within 10 miles of each other and have established a long-standing working relationship. The next two highest suppliers of juveniles to the boot camp were the Brazos County Probation Department and the Bexar County Probation Department. It is estimated that the addition of either one of these two jurisdictions would have approximately doubled the sample size. However, as stated these jurisdictions were not in the surrounding area and with the lack of funds available the addition of these two jurisdictions was not possible. As a result, there were three jurisdictions that were originally selected for this study; they were Hays County, Comal County, and Guadalupe County. All three counties were centrally located to the research site and used the boot camp for rehabilitative purposes.

However, as mentioned, Comal County produced only three subjects for the study. The three subjects all attended the boot camp in the year of 1998, which happened to be outside of the time frame being used for the study. In order to allow for proper evaluation of recidivism, a cut off date of December 31, 1997 was implemented in the study. The three subjects from Comal County would not have supplied an adequate evaluation for this study because the last two recidivism

evaluation check points were upon one year of completion and after one year of completion of the boot camp. Up to the actual time that this thesis was being written, these three individuals had not completed one year of elapsed time since their release. As a result, Comal County was dropped from the study entirely prior to the beginning of any evaluations.

This brings us to the second reason that there is a limit on the amount of subjects that were used. The second reason deals with the fact that there was a participation time limit being used for this study. This time limit was established for two reasons. The first, as mentioned was to allow for proper evaluation of the participating subjects at the end of the study. The other reason for the time limit was a result of the establishment of the boot camp. The Hays County Boot Camp began its operation in January 1995. Ideally, the researcher would have preferred to use a much wider time frame. For example, if the boot camp had been established and in operation since 1990 the researcher would have used data from that time year forward. However, this was not possible.

The next limitation of the study is that one can not generalize to the population as a whole from the results of this study. This study was simply an evaluation of a small sample size of individuals that had attended a boot camp in a local jurisdiction and a comparison to a small sample of individuals with like characteristics. This study is concentrated to a small geographical area and is limited to local counties that are close to the research site, Southwest Texas State University. It would be hard to generalize about boot camps in other areas from this study for several reasons.

First and foremost, they did not participate in the study. Without any type of participation it is hard to speculate as to results in other counties. The boot camps from other jurisdiction areas could quite possibly be operated differently, from the Hays County Boot Camp.

Secondly, boot camps in other locations may have different environmental conditions that could effect their participants' behavior. For example, we can not generalize about the recidivism rates of juveniles from boot camps that are in the northern part of the state of Washington from a study that is being conducted in south-central Texas. The mere differences in the temperature of the weather could adversely effect the criminal behavior in certain seasons. This is the theory behind trying to keep the sample population from a centrally located region. If a researcher has the appropriate resources, then a suitable evaluation could be made and proper generalizations could accompany those findings.

Third, different boot camps have different quality of participants. There are numerous reasons to why this might happen. As mentioned at the beginning of this thesis, some boot camps may require that all participants be under a certain age, referred on a certain offense, have a specific number of referrals, etc.

Finally, each boot camp is operated differently as to style. Different boot camps may be employing the first generation style or second generation style, while others are being practicing under the third or fourth generation style of boot camps. One boot camp may have stringent hiring practices and hire only the most qualified personnel. At the same time, other boot camps may have more lenient hiring practices and always hire the next available applicant.

Section Two: Conclusions

In conclusion a brief section on the results of the evaluations of the two research questions is offered. The researcher reminds the reader that the research questions were all answered through statistical procedures. That is to say that the conclusions presented here in this section are not opinions of what the researcher wanted to find, but more along the lines of factual results actually encountered. The researcher did the evaluations without any bias or alterations on the data in attempts to produce a desired result. It is important that the reader understand that the results are presented as the researcher understands them, and they are not written in any improper configuration or false appearance so as to mislead the reader.

Research Question One

To begin this section the researcher will remind the reader of the primary research question. This question was the overall basis for this evaluation. By way of reminder, the primary research question stated:

- 1. Do the individuals that attend the Hays County Boot Camp from Hays or Guadalupe County have a significantly lower rate of recidivism compared to those individuals in the same counties that are placed on Intensive Supervision Probation (ISP)?**

With the information that was presented in the evaluations, it is easy to see the results of the entire study. The study disclosed that the use of the Hays County boot camp did not lead to a significantly lower rate of recidivism as compared to the use of intensive supervision probation. More specifically, these results represented non-significant rates of recidivism for individuals that attended the boot camp from Hays

County or Guadalupe County during the time frame of 1995-1997. Therefore, it was found that the researcher was partly correct and partly incorrect with his hypothesis. The researcher had hypothesized that the experimental group would in fact have a significantly lower rate of recidivism in the first three months after successful completion of the boot camp. This was found not to be true. However, the researcher had hypothesized that the use of the boot camp would not result in any significant differences in the six month, one year, and after one year evaluations. This was, however, found to be true.

Research Question Two

The secondary research question was established in this study to emphasize the importance of having similar groups when conducting any type of study. The secondary research question stated:

2. Are the individuals that attended the Hays County Boot Camp significantly different to those that were placed on intensive supervision probation in terms of group demographics such as, biographical information, past criminal history, and individual risk need?

After statistically evaluating the differences in the two groups using a t test it was discovered that the two did not have any significant differences between them. It was also discovered that the two groups were very similar to one another. It was important to have this research question added to the study to ensure that the differences or similarities in the two groups were not a result of these basic demographic variables. These independent variable tend to be at the very core of many critics arguments in evaluating a study with human subjects, such as this one.

Section Three: Recommendations for Future Research

First, in trying to generalize about the Hays County Boot Camp we must remember that there were many other juveniles at the boot camp that were not a part of this study. Only the individuals that attended the boot camp from the two respective counties during the specified time frame were included in the study. Therefore, it is recommended that any generalizations about the boot camp from this study be specifically applied only towards the boot camp with respect to the two counties involved in the study during the respective time frame. More specifically this is to say that the results of this study should only apply to those counties involved in the study.

More Comprehensive Evaluations

In order to be fair to not only the boot camp concept, but also to the respective agencies involved in the study, it is recommended that a more comprehensive study be completed before any generalizations are made in reference to the Hays County Boot Camp and the two counties involved in the study. It is suggest that an evaluation that would evaluate all the participants that attended the boot camp since its inception be completed. As mentioned, this study only evaluated individuals that attended the boot camp from two of it's many serving jurisdictions. If another evaluation was completed that included all of the boot camps serving jurisdictions it would not be guaranteed that the results of that evaluation would produce the same results as in this study. This fact holds true even if the evaluation was done in the same manner and with the same type of testing procedures that were conducted in this study. Neither the researcher nor the reader can generalize about

the overall effectiveness of the Hays County Boot Camp from the evaluations in this study, which involved only two of its several serving counties.

Cost Effectiveness

Another area of study that could be of interest for future research is the cost effectiveness of this particular boot camp. Many private corporations maintain that when establishing their program goals for their boot camp they try and provide a more cost effective alternative to incarceration. The researcher of the current study does not know if being cost effective was one of this boot camps objective when it was first established.

Historically, boot camps have been able to accomplish this goal by providing bed space to individuals that might have ended up in prison or in the state's juvenile correctional facility. Instead of placing offenders in locked down facilities for extended periods of time an individual could be sent to a boot camp as punishment that would usually imply a shorter sentence. Shorter sentences could possibly result in money being saved however, it should be noted that the use of some boot camps actually do result in more cost. Therefore it is recommended that an thorough evaluation be completed on the boot camps cost effectiveness.

Boot Camps in the Private Industry

In closing, there is one more point of interest presented. As stated this study is of the Hays County Boot Camp while it was under direction and management of Community Corrections Incorporated. Community Corrections Incorporated closed down its operation of the boot camp in September of 1998. At that time another private corporation, Youth Services International, began to oversee the operation and

management of the boot camp. Since the inception of this study, in May of 1999, there have been some more changes occurring at the Hays County Boot Camp facility. Earlier this year, in September, Youth Services International also closed down its operation of the Hays County Boot Camp. Another independent corporation called Texson Management Group Incorporated is now overseeing the Hays County Boot Camp. The importance of mentioning this to the reader is for the mere recommendation of future studies. These studies could be relatively simple and very interesting. One study could involve the comparing of recidivism rates of individuals that attended the boot camp while under the direction of the Community Corrections Incorporated corporation (the corporation that was operating the boot camp for the current study) with individuals that attended the Hays County boot camp while it was under the direction of Youth Services International or its present owner Texson management Group Incorporated.

Another study could evaluate the cost effectiveness of the three companies. The question could be asked if any one of the three companies had a more cost effective alternative to incarceration than the other two companies. The author does not know the exact reason or reasons this boot camp has been under contract with so many different agencies in its relatively short history, but it would be interesting to see just how different the three private companies operate the same exact facility. It would really be interesting to evaluate the three companies to see if there were indeed significant differences in their results of recidivism or their cost effectiveness.

In closing, the researcher would like to remind the readers that this evaluation was an evaluation of the Hays County Boot Camp while it was under the direction

and management of Community Corrections Incorporated. It is recommended that no generalizations be made from this study to its current management operator, Texson Management Group Incorporated or Youth Services International. The reader needs to understand that both Texson Management Group Incorporated and Youth Services International were not associated with this study.

APPENDIX A

HAYS COUNTY JUVENILE PROBATION INTENSIVE SUPERVISION LEVEL SYSTEM

Level	NUMBER OF MINIMAL CONTACTS PER MONTH
1	8 (1 month of 2 contacts per week)
2	4 (1 month of 1 contact per week)
3	2 (1 month of 1 contact every 2 weeks)

Appendix B

Title 3 of the Texas Family Code, Section 51.01

1. To provide for the care, the protection and the wholesome moral, mental and physical development of children coming within its provision;
2. To protect the welfare of the community and to control the commission of unlawful acts by children;
3. Consistent with the protection of the public interest to remove from children committing unlawful acts the taint of criminality and the consequences of criminal behavior and to substitute a program of treatment, training and rehabilitation.
4. To achieve the foregoing purposes in a family environment whenever possible, separating the child from his parents only when necessary for his welfare or in the interest of public safety and when a child is removed from his family, to give him the care that should be provided by parents; and
5. To provide a simple judicial procedure through which the provisions of this title are executed and enforced, and their constitutional and other legal rights recognized and enforced.

Appendix C

TEXAS JUVENILE PROBATION COMMISSION Standard Assessment Tool Initial Assessment of Juvenile Risk and Needs

Probation Officer Name: _____

Date: _____

Juvenile Name: _____

PID#: _____

Risk Assessment

Select the most appropriate measure from column B and enter score in column C

A. Factor	B. Scoring Measures	C. Scores
1. Prior referrals	0 - no prior referrals or request for petition 6 - Prior referral, request for petition (dismissed or filed) or deferred prosecution 10 - Prior adjudication	
2. TYC Commitment or out-of home placement for 30 days or more	0 - None 4 - One or more	
3. Age (at time of assessment)	0 - 16 or older 4 - 15 or younger	
4. Drug/chemical abuse	0 - No known use; occasional abuse - no interference with functioning 2 - Occasional excessive abuse - no immediate threat to health or safety 5 - Dependency - contributes to criminal behavior, drug sales	
5. Alcohol abuse	0 - No known use; occasional abuse - no interference with functioning 1 - Occasional excessive abuse - no immediate threat to health or safety 3 - Dependency - contributes to criminal behavior, drug sales	
6. Parental control/influence	0 - Generally effective 2 - Inconsistent and/or ineffective 4 - Little or no control - contributes to violational behavior; abuse or neglect of minor	
7. School discipline/employment problems	0 - Attending school, training and/or working 1 - School attendance or behavior problems 3 - Truancy or illegal behavior in academic or work setting 4 - Not attending school or training, and not working	
8. Learning/academic performance problems	0 - No significant problems or not applicable 2 - Poor academic performance (below C average) 5 - Diagnosed learning disability/ED or alternative setting	
9. Runaway/escape behavior	0 - None 3 - Runaway/escape risk (prior escapes or runaway pattern)	
10 Negative peer influence	0 - None 1 - Negative peer influence or loner 3 - Gang association	
Total Score:		

Initial Assessment of Risk (using the total score above, circle appropriate risk level):

Low Risk (0-5)

Medium Risk (6-14)

High Risk (15+)

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VITA

Georgen Guerrero was born in Houston, Texas on December 10, 1973, son of Mr. Zaragosa Guerrero Jr. and his wife Mrs. Anita Guerrero. In 1992, he completed the advanced high school curriculum at Waller High School, in Waller, Texas. After high school Georgen attended Sam Houston State University, in Huntsville, Texas. There at Sam Houston State University he received his Bachelor of Arts degree in Criminal Justice in 1996. While working on his Bachelors of Arts degree, Georgen gain professional work experience through several different agencies.

Upon graduating Mr. Guerrero began working as a Community Supervision Officer in the adult probation system. Later that same year, he then turned toward the juvenile probation system and worked as a Juvenile Detention/Probation Officer.

In August of 1998, Georgen entered the Graduate Program at Southwest Texas State University in San Marcos, Texas. At Southwest Texas State he began working on his Masters of Science degree with a major in Criminal Justice and a minor in Sociology. Georgen is currently employed at Southwest Texas State University as a Graduate Instructional Assistant. He has been involved in numerous research projects and has lectured several classes in statistics.

This thesis was typed by Georgen Guerrero.