

Juvenile Justice Policy Commission

Per House Bill 2320 (2023)

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Oregon Criminal Justice Commission

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The mission of the Oregon Criminal Justice Commission is to improve the legitimacy, efficiency, and effectiveness of state and local criminal justice systems.

Executive Summary

During the 2023 Regular Legislative Session, House Bill (HB) 2320 established the Juvenile Justice Policy Commission (Commission). The Commission is housed within the Oregon Criminal Justice Commission (CJC) and provides a centralized and impartial forum for statewide juvenile justice policy development and planning. The goal of the Commission is to provide data-driven policy recommendations to strengthen public safety and improve youth outcomes in the juvenile justice system in Oregon. The Commission consists of 17 members, with 14 positions filled at the time of this writing. Between September 2024 and August 2026, the Commission held 16 public meetings, either in person or virtual, and had two site-visits.

HB 2320, codified in ORS Chapter 419A.289-292, identifies nine areas of the juvenile justice system that the Commission shall examine. Over the last two years, the Commission focused their work on community reentry. The Commission identified five topic areas to begin, which include extended detention stays, education services, legislation and rules for educational coordination, transition services, and reentry readiness. Given the intersectionality and complex nature of juvenile justice, the work involved aspects across several of the nine areas rather than focusing squarely on reentry. These include touching upon efficiency and effectiveness of data collection and reporting systems, demographic disparities in the justice system, and service delivery. Moreover, these topics were explored at the county level and the state level. It is important to recognize the differences in funding, policy, and operations between counties as well as between counties and the state; any comparisons should take these differences into account.

This report outlines the progress of the Commission and satisfies reporting requirements set forth in ORS 419A.292. Questions regarding the contents of this report can be directed to Ryan Keck, CJC's Interim Executive Director, at 503-871-1029 or Ryan.Keck@cjc.oregon.gov.

Key Findings

- For detention releases between 2023 and 2025, approximately 13% of stays were longer than 28 days, and approximately 3% were longer than 56 days. Most detention stays were pre-adjudicatory, and most detention stays were for a felony.
- For unique youth releasing from detention between 2023 and 2025, approximately 22% of youth experienced at least one stay longer than 28 days, and approximately 7% of youth experienced at least one stay longer than 56 days.
- For 2024 to 2025, the average daily Juvenile Detention Education Program (JDEP) membership was 112 students, and the average stay was approximately 18 calendar days, with most students staying three to five days.
- For 2024 to 2025, the average daily Youth Corrections Education Program (YCEP) membership was 216 students, and the average stay was approximately 130 calendar days.
- Oregon has legislation and administrative rules that outline requirements for education and training within juvenile justice facilities. In addition, there are legislation and rules relating to coordination between juvenile justice facilities and educational institutions upon release.

- Transition services are implemented differently for youth placed in detention in juvenile detention facilities and youth in longer term placement in secure youth correctional facilities. A data gap exists regarding the tracking of youth who transition directly from short-term county detention back into the community.
- The Oregon Youth Authority (OYA) is currently implementing new case management process and policies that include using current assessments to develop specific reentry readiness case planning.

Recommendations

The recommendations provided in this report are informed by the Commission's discussions over the past two years, the materials gathered for this report, and the analyses conducted. There are eleven recommendations in total, and they are intended to inform the legislature and juvenile justice partners of opportunities to improve Oregon's juvenile justice system at the state and/or local levels.

- Examine key drivers for detention lengths of stay that exceed 28 and/or 56 days as per ORS 419C.150.
- Consider legislation to amend the judicial review of detention stays for all youth held on a pre-adjudicatory status.
- Identify opportunities for, and challenges to, establishing or expanding rapid alternative-to-detention (ATD) pathways to divert youth held on pre-adjudicatory status.
- Identify gaps or barriers to information and data coordination between county juvenile departments, the Oregon Youth Authority (OYA), and the Oregon Department of Education (ODE).
- Identify an automated secure data-sharing protocol to instantly flag existing Individualized Education Plans (IEPs) and 504 plans upon a youth's intake into JDEP or YCEP.
- Implement a process to ensure educational staff request records from the youth's prior school within 24 hours, as outlined in the Oregon Juvenile Detention Facility Guidelines.
- Consider legislation that promotes educational success for youth impacted by the justice system.
- Identify metrics of compliance regarding transfer and disclosure rules and identify how these metrics are shared across juvenile justice and education departments.
- Identify what is required to efficiently extract transition services data from the Juvenile Justice Information System (JJIS).
- Identify service gaps and barriers that impact successful reentry for youth transitioning from OYA closed custody and for youth exiting OYA legal commitment.
- Explore how to uniformly define the successful reentry of youth leaving both OYA and county facilities.

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Background

During the 2023 Regular Legislative Session, House Bill (HB) 2320 established the Juvenile Justice Policy Commission (Commission).¹ The Commission is housed within the Oregon Criminal Justice Commission (CJC) and provides a centralized and impartial forum for statewide juvenile justice policy development and planning. The goal of the Commission is to provide data-driven policy recommendations to strengthen public safety and improve youth outcomes in the juvenile justice system in Oregon.

HB 2320, codified in ORS Chapter 419A.289-292, identifies nine areas of the juvenile justice system that the Commission shall examine. These areas include the following:

- (1) Key drivers of system involvement and opportunities for improved diversion and restorative justice.
- (2) Drivers of detention and residential placement and any available or needed alternatives to detention and residential placement.
- (3) Policies and practices of assessment, court process, community supervision and reentry.
- (4) Service delivery for youth under system supervision, including the provision of behavioral health, education, workforce development and other needed services, with evaluation of whether program and support resources are used efficiently and whether collaboration is efficient across service systems.
- (5) Racial, ethnic and other forms of disparities among youth impacted by the juvenile justice system.
- (6) Efficiency and effectiveness of state and county quality assurance, data collection and reporting and oversight systems.
- (7) Opportunities for better alignment with constitutional mandates, local and national best practices and research.
- (8) Public safety within the context of personal responsibility, accountability and reformation.
- (9) Victim rights.

Using the analysis of these nine areas, the JJPC may:

- Recommend legislation, appropriations and administrative policies and practices for statewide adoption.
- Assess the impact of current legislation involving juvenile justice and related initiatives.

¹ <https://olis.oregonlegislature.gov/liz/2023R1/Downloads/MeasureDocument/HB2320/Enrolled>

- Develop data-driven best practices, guidance, training and materials for state agencies, juvenile courts, county juvenile departments and practitioners.
- Oversee state and private funding for pilot projects, system innovations and other initiatives through competitive selection processes.

This report outlines the progress of the Commission and satisfies reporting requirements set forth in ORS 419A.292.

Commission Membership

The Commission consists of 17 members appointed as described in ORS 419A.289. Below is a list of the current members, their titles, and affiliations. As of this writing, there are three vacant commission seats, and these are for two members of the senate and a member of a federally recognized Indian tribe.

Kyla Armstrong-Romero, Chair

Director, Multnomah County Department of Community Justice

Pablo Rojo, Vice Chair

Public Member

Mike Tessean

Director, Oregon Youth Authority

Mary Geelan

Family First & Integrated Policy Manager, Oregon Department of Human Services

Brian Detman

Director, Youth Development Oregon

Molly Craig

Juvenile Director, Wasco County Youth Services

Tiffany Keast

Senior Deputy Public Defender, Oregon Public Defense Commission

Brendan Murphy

Senior Deputy District Attorney, Oregon District Attorneys Association

Lisa Kay Williams

Senior Juvenile Public Defender, Youth, Rights, and Justice

Emily La Brecque

Executive Director, Oregon Crime Victims Law Center

Laurie Davala

Public Member

Tom Andersen

State Representative, District 19

Rick Lewis

State Representative, District 18

Hon. Lindsay Partridge

Judge, Oregon Judicial Department

Commission Meetings

Between September 2024 and August 2026, the Juvenile Justice Policy Commission held 16 public meetings, either in-person or virtual, and had two site visits.² The first several meetings centered around the goals and objectives of the Commission. ORS 419A.292 identifies nine areas that the JJPC must examine, and the Commission needed to prioritize their efforts.

The Commission identified the need for a comprehensive inventory of the juvenile justice work being completed in Oregon, as centralized documentation of these efforts did not exist. To inform their work, the Commission procured technical assistance to conduct an inventory of juvenile justice workgroups in Oregon.³ The Commission invited several of these groups and system partners to present. These groups included the Juvenile Delinquency Improvement Program (JDIP), Systems of Care Advisory Council (SOCAC), Oregon Child Integrated Dataset (OCID), Oregon Department of Education (ODE), Higher Education Coordinating Committee (HECC), and the Oregon Youth Authority (OYA).

The JJPC identified their focus area in December 2025. The Commission voted to focus the September 2026 report on post disposition and community reentry, including the following four themes: (1) when are youth ready to be reentered, (2) supports and supervision, (3) measuring success, and (4) overall barriers identified.

Focus Areas

Research questions were developed to begin addressing post disposition and community reentry. This area is wide-ranging, and it cannot be adequately covered in one report. The remaining topics are planned to be addressed in future reports. The Commission identified

² Commission meeting recordings can be found on the Oregon Criminal Justice Commission's YouTube page: <https://www.youtube.com/@ORCriminalJusticeCommission>.

³ The inventory can be found here: https://www.oregon.gov/cjc/about/jjpc/Documents/JJPC_TA_Inventory.zip. Additionally, the technical assistance providers presented on this material at the September 2025 meeting.

five topic areas to begin which include extended detention stays, education services, legislation and rules for educational coordination, transition services, and reentry readiness.

Detention Length of Stay

One topic the Commission discussed was detention, particularly relatively long lengths of stay. Some research has demonstrated that detention length of stay is associated with negative youth outcomes, including increased likelihood of recidivism (Ogle and Turanovic 2019; Walker and Herting 2020) and increased likelihood of being removed from the home at disposition (Rodriguez 2010; Thomas et al. 2022).⁴ To begin to understand the outcomes of youth leaving detention and returning to the community, the Commission needed to know the population of youth who experience detention in Oregon, and, more specifically, those who stay in detention for a relatively longer period.

Detention may be utilized for youth pre-adjudication (ORS 419C.145), post-adjudication (ORS 419C.453), and in other limited circumstances, such as out-of-state runaways.⁵ As described in ORS 419C.150, a youth may be held in detention pre-adjudication for a maximum of 28 days except for good cause; if good cause is shown, the detention period can be extended by no more than an additional 28 days (for a total of 56 days) unless there is consent from the youth to extend.

The Commission sought information on detention stays that were longer, and they were particularly interested in the 28- and 56-day limitations from ORS 419C.145. Thus, the Commission requested information on detention stays that were longer (i.e., > 28 days and > 56 days) compared to shorter lengths of stay (i.e., ≤ 28 days and ≤ 56 days). They were also interested in comparing the composition of youth who experienced one or more extended lengths of stay to youth who did not experience one or more extended lengths of stay. In particular, the Commission was interested in how many unique youth experienced an extended length of stay, what offense led to the extended length of stay, and the demographics of these youth. They were interested in how this information compares to youth who did not experience an extended length of stay.

The comparison groups discussed in the findings section are based on length of stay as well as admitting agency.⁶ Admitting agency is determined by the most intense open disposition on the day that they were admitted to detention and can reasonably be interpreted as the entity

⁴ As noted by Gilman and colleagues (2021) there is relatively little research that focuses specifically on juvenile detention compared to research that relies on a broader definition of juvenile incarceration.

⁵ Please see the Appendix A: Oregon Revised Statutes Related to Detention for descriptions of the statutes related to detention.

⁶ Please see the Appendix B: Detention Length of Stay for relevant definitions (e.g., admitting agency and length of stay).

responsible for the youth at the time of admission to detention; it is not necessarily the agency that admits the youth to detention.⁷

The information provided is on the episode level and the youth level. In other words, the following sections focus on detention episodes as well as the youth that experience these episodes. This is a critical distinction because a single youth can experience many episodes within the three-year window examined.

Findings

CJC staff connected with research staff at Oregon Youth Authority (OYA) to receive episode level data on detention stays. OYA research staff then coordinated with the Juvenile Justice Information System (JJIS) Steering Committee to proceed with this data from the JJIS annual detention report.^{8,9} The data includes detention stays with release dates from January 1, 2023, to December 31, 2025.

Contextual information on all episodes and all youth

Table 1 provides information on the episode level (i.e., detention stays) by length of stay and admitting agency. There were a total of 8,374 detention stays between January 1, 2023, and December 31, 2025. The length of stays, in days, ranged from 0 to 937, with a median of 7 days, and a mean of 15 days. The most common length of stay was one day. 88% (7,388) of these detention stays were for youth under the jurisdiction of the county, and 12% (986) were for youth under the jurisdiction of OYA.¹⁰ Approximately 13% (947) of stays for youth under the jurisdiction of the county were longer than 28 days, and approximately 4% (264) of stays for youth under the jurisdiction of the county were longer than 56 days. Approximately 11% (110) of stays for youth under the jurisdiction of OYA were longer than 28 days, and approximately 2% (21) of stays for youth under the jurisdiction of OYA were longer than 56 days.

Table 2 provides information on the population level (i.e., youth) by length of stay and admitting agency. The 8,374 detention stays included 3,848 unique youth. The number of detention episodes per youth ranged from 1 to 23, with the median being one stay in that timeframe and the average being two stays. Approximately 22% (849) of youth had a detention stay longer than 28 days, and approximately 7% (266) of youth had a detention stay longer than 56 days. During this three-year period, youths may have been under the jurisdiction of the county as well as OYA. 92% of youth were under the jurisdiction of only one agency, and the remaining 8% were under the jurisdiction of both the county and OYA in that three-year window.

⁷ The youth may have their most intense open disposition with OYA, and they will be classified under OYA. If the most intense open disposition is with the county, then they will be classified under county.

⁸ A data use agreement was approved by JJIS on June 10, 2026, and it is held on file by OYA. The end date of this data use agreement is May 31, 2027.

⁹ Please see Appendix B: Detention Length of Stay.

¹⁰ If the most intense open disposition at the time the youth is admitted to detention is assigned to the county, then the youth is under the jurisdiction of the county. If the most intense open disposition at the time the youth is admitted to detention is assigned to OYA, then the youth is under the jurisdiction of OYA.

Table 1. Detention Episodes by Length of Stay and Admitting Agency

Admitting Agency	Detention Episodes					
	All Stays		Length of Stay > 28 Days		Length of Stay > 56 days	
	Count	Percent	Count	Percent	Count	Percent
County	7,388	88.23	947	12.82	264	3.57
OYA	986	11.77	110	11.16	21	2.13
Total Episodes	8,374	100.00	1,057	12.62	285	3.40

Table 2. Unique Youth Count by Length of Stay and Admitting Agency

Admitting Agency	Unique Youth					
	All Youth		Youth with a Stay > 28 Days		Youth with a Stay > 56 Days	
	Count	Percent	Count	Percent	Count	Percent
County	3,367	87.50	622	18.47	192	5.70
OYA	183	4.76	28	15.30	7	3.83
Multiple Agencies	298	7.74	199	66.78	67	22.48
Total Youth	3,848	100.00	849	22.06	266	6.91

The Commission wanted to explore what, if any, differences there were between detention stays that were longer (i.e., > 28 days and > 56 days) compared to shorter lengths of stay. They were also interested in comparing the composition of youth who experience one or more longer lengths of stay compared to those who do not experience one or more longer stays. The comparison groups discussed are based on length of stay as well as admitting agency. There is information on the episode level and the youth level. In other words, the following sections focus on detention episodes as well as the youth that experience these episodes. This is a critical distinction because a single youth can experience many episodes within the three-year window examined. As mentioned in the previous section, a youth, on average, experienced two detention stays in this timeframe and as many as 23 stays.

Detention stays for youth under the jurisdiction of the county at time of admission

Table 3 displays number of detention episodes and number of youths comprising these episodes broken down by length of stay. There were 7,388 stays where the county was the admitting agency. Approximately 13% of these stays lasted longer than 28 days. These stays were experienced by 805 unique youth. Put differently, approximately 22% of youth who were under the jurisdiction of the county had a stay longer than 28 days. The majority (84%) of county youth who had a stay longer than 28 days only had one stay longer than 28 days.

Approximately 4% (264) of the 7,388 stays lasted longer than 56 days. These stays were experienced by 247 unique youth. Put differently, approximately 7% of youth who were under the jurisdiction of the county had a stay longer than 56 days. The majority (94%) of county youth who had a stay longer than 56 days only had one stay longer than 56 days.

Table 4 outlines the reason for the detention stay by length of stay. For each extended detention stay group, there is a comparison group. For example, detention stays longer than 28 days are compared to detention stays less than or equal to 28 days. The majority of episodes were pre-adjudicatory, regardless of length of stay.

Table 3. Detention Episodes and Number of Youth by Length of Stay for Youth Under the Jurisdiction of the County

Detention Episodes			Unique Youth	
Length of Stay (LOS)	Number of Episodes	% of Episodes	Number of Youth	% of Youth
Any LOS	7,388	100.00	3,665	100.00
LOS > 28 days	947	12.82	805	21.96
LOS > 56 days	264	3.57	247	6.74

Table 4. Reason for Detention Stay by Length of Stay for Youth Under the Jurisdiction of the County

Location Start Reason	Length of Stay (LOS)							
	LOS > 28 days		LOS ≤ 28 days		LOS > 56 days		LOS ≤ 56 days	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Pre-Adjudicatory	690	72.86	5,071	78.73	217	82.20	5,544	77.82
Warrant and Other	188	19.85	1,068	16.58	43	16.29	1,213	17.03
Post-Adjudicatory	69	7.29	302	4.69	4	1.52	367	5.15
Total	947	100.00	6,441	100.00	264	100.00	7,124	100.00

Table 5 displays the offense type leading to that detention stay for episodes greater than 28 days and episodes less than or equal to 28 days as well as episodes greater than 56 days and less than or equal to 56 days.^{11, 12} Felonies accounted for the majority of episodes, regardless of length. Misdemeanors made up a greater proportion of stays less than or equal to 28 days (30%) compared to stays longer than 28 days (14%). Murder made up a greater proportion of episodes lasting longer than 28 days, with 14% of stays for qualifying episodes with reported offense data. A similar pattern holds true when comparing lengths of stay greater than 56 days and less than or equal to 56 days. Misdemeanors made up a greater proportion of stays less than or equal to

¹¹ The offense type information is only displayed when the location start reason is a new law violation, probation violation (law violation), and mandatory minimum sentence law violation. With this start reason filtering, there is approximately 4% missing information on the originating offense. Therefore, qualifying episodes are those that meet the location start reason conditions and have reported offense information.

¹² The offense type information is only displayed when the location start reason is a new law violation, probation violation (law violation), and mandatory minimum sentence law violation. With this start reason filtering, there is approximately 1% missing information on the originating offense for stays longer than 56 days and 4% for stays less than or equal to 56 days. Therefore, qualifying episodes are those that meet the location start reason conditions and have reported offense information.

56 days (29%) compared to stays longer than 56 days (8%). Murder made up a greater proportion of episodes lasting longer than 56 days, with 29% of stays.

Table 5. Originating Offense Type by Length of Stay for Youth Under the Jurisdiction of the County

Originating Offense Type	Length of Stay (LOS)							
	LOS > 28 days		LOS ≤ 28 days		LOS > 56 days		LOS ≤ 56 days	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Felony	321	71.81	1,907	69.07	109	63.01	2,119	69.82
Misdemeanor	64	14.32	832	30.13	14	8.09	882	29.06
Murder	61	13.65	10	0.36	50	28.90	21	0.69
Violation	1	0.22	4	0.14	0	0.00	5	0.16
Dependency Status	0	0.00	6	0.22	0	0.00	6	0.20
Other	0	0.00	1	0.04	0	0.00	1	0.03
Not Applicable	0	0.00	1	0.04	0	0.00	1	0.03
Total	447	100.00	2,761	100.00	173	100.00	3,035	100.00

Table 6 outlines the length of stay by location for those episodes longer than 28 days and less than or equal to 28 days.¹³ This table includes the median, average (i.e., mean), maximum, and total stays. Across all locations, there were 947 detention stays longer than 28 days. Of these 947 stays, the median length of stay was 43 days, the average length of stay was 67 days, and the maximum length of stay was 937 days. For illustrative purposes, one location specific example from Table 6 pertains to Douglas County Detention. Douglas County Detention had 47 total stays that were longer than 28 days, and the median length of stay was 32 days, the average was 43 days, and the maximum was 122 days. Douglas County Detention had 419 stays less than or equal to 28 days, and the median length of stay for these episodes was 6 days, the average was 8 days, and the maximum was 28 days.

Table 7 outlines the length of stay by location for those episodes longer than 56 days and less than or equal to 56 days.¹³ This table includes the median, average (i.e., mean), maximum, and total stays. Across all locations, there were 264 detention stays longer than 56 days. Of these 264 stays, the median length of stay was 85 days, the average length of stay was 139 days, and the maximum length of stay was 937 days. An illustrative example from Table 7 pertains to Marion County Detention. Marion County Detention had 43 total stays that were longer than 56 days, and the median length of stay was 94 days, the average was 132 days, and the maximum was 545 days. Marion County Detention had 1,121 stays less than or equal to 56 days, and the median length of stay for these episodes was 9 days, the average was 13 days, and the maximum was 55 days.

¹³ Location does not necessarily align with the county of jurisdiction. For example, a youth under the jurisdiction of Clackamas County might have a stay in Marion County Detention. In addition, there may be out-of-state youth (e.g., Idaho) that are in detention in an Oregon juvenile facility.

Table 6. Descriptive Statistics for Length of Stay for Stays > 28 Days and ≤ 28 Days by Detention Location for Youth Under the Jurisdiction of the County

Location Name	Length of Stay (LOS)							
	LOS > 28 days				LOS ≤ 28 days			
	Median	Mean	Max	Total	Median	Mean	Max	Total
Ada County Juvenile Detention				0	17	17	18	2
Cowlitz County Detention	60	65	99	4	6	8	27	67
Deschutes Juvenile Detention	37	44	119	32	3	6	28	327
Douglas County Detention	32	43	122	47	6	8	28	419
Jackson County Detention	44	67	612	135	7	8	28	488
Josephine County Detention	32	40	84	35	3	7	28	222
Klamath Detention	41	46	117	21	3	5	27	423
Lane County Detention	35	51	226	49	3	6	28	540
Linn / Benton Detention	47	60	228	79	6	7	28	715
Malheur County Short Term				0	2	2	2	1
Marion County Detention	43	65	545	157	8	10	28	1,007
Multnomah County Detention	52	103	937	214	7	9	28	1,037
NORCOR*	38	45	323	83	7	8	28	282
SW Idaho Juvenile Detention	42	41	52	4	5	7	25	77
Walla Walla County Detention	38	40	51	10	7	9	27	92
Yamhill Detention	47	58	288	77	3	6	28	742
Total	43	67	937	947	5	8	28	6,441

*NORCOR stands for Northern Oregon Regional Correctional facility.

Table 7. Descriptive Statistics for Length of Stay for Stays > 56 Days and ≤ 56 Days by Detention Location for Youth Under the Jurisdiction of the County

Location Name	Length of Stay (LOS)							
	LOS > 56 days				LOS ≤ 56 days			
	Median	Mean	Max	Total	Median	Mean	Max	Total
Ada County Juvenile Detention				0	17	17	18	2
Cowlitz County Detention	84	84	99	2	6	9	52	69
Deschutes Juvenile Detention	109	107	119	3	4	8	56	356
Douglas County Detention	74	80	122	8	7	10	56	458
Jackson County Detention	87	120	612	46	8	13	56	577
Josephine County Detention	64	67	84	5	5	10	51	252
Klamath Detention	77	84	117	3	3	7	52	441
Lane County Detention	74	107	226	11	4	8	52	578
Linn / Benton Detention	82	93	228	29	6	9	53	765
Malheur County Short Term				0	2	2	2	1
Marion County Detention	94	132	545	43	9	13	55	1,121
Multnomah County Detention	99	199	937	84	9	13	56	1,167
NORCOR*	77	101	323	11	9	14	54	354
SW Idaho Juvenile Detention				0	5	9	52	81

Location Name	Length of Stay (LOS)							
	LOS > 56 days				LOS ≤ 56 days			
	Median	Mean	Max	Total	Median	Mean	Max	Total
Walla Walla County Detention				0	9	12	51	102
Yamhill Detention	82	112	288	19	4	9	56	800
Total	85	139	937	264	7	11	56	7,124

*NORCOR stands for Northern Oregon Regional Correctional facility.

Table 8 outlines the demographics for those youth staying longer than 28 days, less than or equal to 28 days, longer than 56 days, and less than or equal to 56 days. This table pertains to unique youth rather than detention stays. For instance, of the 805 youth who had at least one stay longer than 28 days and were under the jurisdiction of the county when they were admitted to detention, approximately 12% of these youth were African American. It is important to note that length of stay is dependent on admission reason, so this information should be interpreted with that in mind. ¹⁴

African American and Native American youth make up greater proportions of extended detention stays compared to shorter detention stays. For example, African American youth account for approximately 15% of youth who had at least one stay longer than 56 days, while they account for roughly 10% of youth who had at least one stay less than 56 days. Similarly, Native American youth account for approximately 7% of youth who had at least one stay longer than 56 days, while they account for approximately 4% of youth who had at least one stay less than 56 days.

The population of youth was primarily male, regardless of length of stay. 80% of youth who had a stay longer than 28 days were male, while 73% of youth who had a stay less than or equal to 28 days were male. This relationship is flipped for females. A greater proportion of females stay less than or equal to 28 days (26%) compared to longer stays (19%). This same pattern is seen in lengths of stay longer than 56 days compared to lengths of stays less than or equal to 56 days.

The observed differences in gender and racial and ethnic composition of youth in detention are not unique to Oregon. These demographic differences are echoed in other contexts (Maggard 2015; Padgaonkar et al. 2021; Prison Policy Initiative 2025; Wen et al. 2023). Potential drivers of these population differences include, but are not limited to, differing levels of surveillance and contact with police (Andersen 2015; Campos-Manzo et al. 2020; Crutchfield et al. 2012), variations in judicial decision making (Abrams et al. 2021; Fader et al. 2014; Pinchevsky and Steiner 2016), and school disciplinary practices (Rocque and Paternoster 2011; Skiba et al. 2002; Skiba et al. 2011; Sorensen et al. 2025).

¹⁴ The current analysis does not include additional factors that are associated with the length of stay, such as admission reason. Future analysis may examine other factors alongside detention length of stay.

Table 8. Race and Gender of Youth by Length of Stay for Youth Under the Jurisdiction of the County

Demographic Group	Length of Stay (LOS)							
	LOS > 28 days		LOS ≤ 28 days		LOS > 56 days		LOS ≤ 56 days	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Race								
African American	96	11.93	336	9.95	37	14.98	354	9.96
Asian	10	1.24	51	1.51	^	^	55	1.55
Hispanic	208	25.84	851	25.21	59	23.89	903	25.42
Native American	50	6.21	135	4.00	18	7.29	141	3.97
Other/Unknown	40	4.97	249	7.38	^	^	265	7.46
White	401	49.81	1,754	51.95	121	48.99	1,835	51.65
Gender								
Female	156	19.38	880	26.07	31	12.55	912	25.67
Male	644	80.00	2,474	73.28	212	85.83	2,619	73.71
Other / Unknown	^	^	22	0.65	^	^	22	0.62

^ Numbers are suppressed due to small cell sizes.

Detention stays for youth under the jurisdiction of OYA at time of admission

Table 9 displays number of detention episodes and number of youths comprising these episodes broken down by length of stay. There were 986 stays for youth under the jurisdiction of OYA. Approximately 11% of these stays lasted longer than 28 days. These stays were experienced by 97 unique youth. Put differently, approximately 20% of youth who were under the jurisdiction of OYA when admitted to detention had a stay longer than 28 days. The majority (87%) of OYA youth who had a stay longer than 28 days only had one stay longer than 28 days.

Approximately 2% of the 986 stays lasted longer than 56 days. These stays were experienced by 21 unique youth. Put differently, approximately 4% of youth who were under the jurisdiction of OYA had a stay longer than 56 days. All of these unique youth only had one stay longer than 56 days.

Table 10 outlines the reason for the detention stay for episodes greater than 28 days and episodes less than or equal to 28 days. The majority of episodes were pre-adjudicatory, regardless of length.

Table 9. Detention Episodes and Number of Youths by Length of Stay for Youth Under the Jurisdiction of OYA

Detention Episodes			Unique Youth	
Length of Stay (LOS)	Number of Episodes	% of Episodes	Number of Youth	% of Youth
Any LOS	986	100.00	481	100.00
LOS > 28 days	110	11.16	97	20.17
LOS > 56 days	21	2.12	21	4.37

Table 10. Detention Start Reason by Length of Stay for Youth Under the Jurisdiction of OYA

Location Start Reason	Length of Stay (LOS)							
	LOS > 28 days		LOS ≤ 28 days		LOS > 56 days		LOS ≤ 56 days	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Pre-Adjudicatory	74	67.27	560	63.93	13	61.90	621	64.35
Warrant and Other	34	30.91	270	30.82	8	38.10	296	30.67
Post-Adjudicatory	2	1.82	46	5.25	0	0.00	48	4.97
Total	110	100.0	876	100.00	21	100.00	965	100.00

Table 11 outlines the offense type leading to the detention stay for stays greater than 28 days and stays less than or equal to 28 days as well as stays longer than 56 days and stays less than or equal to 56 days.^{15,16} When interpreting this information, it is important to note the small sample size as well as the missing data on originating offense type. With that in mind, felonies continue to account for the majority of episodes, regardless of length.

Table 11. Originating Offense Type by Length of Stay for Youth Under the Jurisdiction of OYA

Originating Offense Type	Length of Stay (LOS)							
	LOS > 28 days		LOS ≤ 28 days		LOS > 56 days		LOS ≤ 56 days	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Felony	9	69.23	57	85.07	3	50.00	63	85.14
Misdemeanor	1	7.69	10	14.93	3	50.00	11	14.86
Murder	3	23.08	0	0.00	0	0.00	0	0.00
Total	13	100.00	67	100.00	6	100.00	74	100.00

Note: Please keep in mind the small sample size when interpreting percentages.

Table 12 displays descriptive statistics on the length of stay by location for those episodes greater than 28 days and less than or equal to 28 days.¹⁷ This table includes the median, average (i.e., mean), maximum, and total stays. Across all locations, there were 110 detention stays longer than 56 days. Of these 110 stays, the median length of stay was 42 days, the average

¹⁵ The offense type information is only displayed when the location start reason is a new law violation, probation violation (law violation), and mandatory minimum sentence law violation. With this start reason filtering, there is approximately 24% missing information on the originating offense for stays greater than 28 days and approximately 25% on stays less than or equal to 28 days.

¹⁶ The offense type information is only displayed when the location start reason is a new law violation, probation violation (law violation), and mandatory minimum sentence law violation. With this start reason filtering, there is approximately 14% missing information on the originating offense for stays longer than 56 days and 25% for stays less than or equal to 56 days.

¹⁷ Location does not necessarily align with the county of jurisdiction. For example, a youth under the jurisdiction of Clackamas County might have a stay in Marion County Detention. In addition, there may be out-of-state youth (e.g., Idaho) that are in detention in an Oregon juvenile facility.

length of stay was 56 days, and the maximum length of stay was 422 days. One example from Table 12 pertains to Multnomah County Detention. Multnomah County Detention had 13 total stays that were longer than 28 days, and the median length of stay was 61 days, the average was 98 days, and the maximum was 383 days. Multnomah County Detention had 153 stays less than or equal to 28 days, and the median length of stay for these episodes was 6 days, the average was 8 days, and the maximum was 28 days.

Table 13 outlines the length of stay by location for those episodes longer than 56 days and less than or equal to 56 days.¹⁷ This table includes the median, average (i.e., mean), maximum, and total stays. Across all locations, there were 21 detention stays longer than 56 days. Of these 21 stays, the median length of stay was 72 days, the average length of stay was 127 days, and the maximum length of stay was 422 days. One illustrative example from Table 13 pertains to Jackson County Detention. Jackson County Detention had 4 total stays that were longer than 56 days, and the median length of stay was 65 days, the average was 68 days, and the maximum was 84 days. Jackson County Detention had 96 stays less than or equal to 56 days, and the median length of stay for these episodes was 17 days, the average was 20 days, and the maximum was 55 days.

Table 12. Descriptive Statistics for Length of Stay for Stays > 28 Days and ≤ 28 Days by Detention Location for Youth Under the Jurisdiction of OYA

Location Name	Length of Stay (LOS)							
	LOS > 28 days				LOS ≤ 28 days			
	Median	Mean	Max	Total	Median	Mean	Max	Total
Ada County Juvenile Detention				0				0
Cowlitz County Detention				0	7	10	28	10
Deschutes Juvenile Detention	40	39	42	4	4	6	26	75
Douglas County Detention	33	33	33	2	7	7	28	69
Jackson County Detention	42	43	84	30	8	12	28	70
Josephine County Detention	29	29	29	1	5	8	28	18
Klamath Detention	41	47	73	5	4	6	23	25
Lane County Detention	37	44	74	4	3	4	24	113
Linn / Benton Detention	38	40	64	11	7	9	28	74
Malheur County Short Term				0				0
Marion County Detention	45	71	422	29	9	10	28	144
Multnomah County Detention	61	98	383	13	6	8	28	153
NORCOR*	39	42	50	3	6	9	28	63
SW Idaho Juvenile Detention				0	20	20	23	2
Walla Walla County Detention	52	52	52	1	14	14	28	5
Yamhill Detention	34	37	44	7	4	7	28	55
Total	42	56	422	110	6	8	28	876

*NORCOR stands for Northern Oregon Regional Correctional facility.

Table 13. Descriptive Statistics for Length of Stay for Stays > 56 Days and ≤ 56 Days by Detention Location for Youth Under the Jurisdiction of OYA

Location Name	Length of Stay (LOS)							
	LOS > 56 days				LOS ≤ 56 days			
	Median	Mean	Max	Total	Median	Mean	Max	Total
Ada County Juvenile Detention				0				0
Cowlitz County Detention				0	7	10	28	10
Deschutes Juvenile Detention				0	4	8	42	79
Douglas County Detention				0	7	8	33	71
Jackson County Detention	65	68	84	4	17	20	55	96
Josephine County Detention				0	5	10	29	19
Klamath Detention	73	73	73	1	4	11	55	29
Lane County Detention	74	74	74	1	3	5	40	116
Linn / Benton Detention	64	64	64	1	8	13	46	84
Malheur County Short Term				0				0
Marion County Detention	78	185	422	6	11	15	56	167
Multnomah County Detention	70	135	383	8	6	9	51	158
NORCOR*				0	6	10	50	66
SW Idaho Juvenile Detention				0	20	20	23	2
Walla Walla County Detention				0	16	20	52	6
Yamhill Detention				0	5	11	44	62
Total	72	127	422	21	7	11	56	965

*NORCOR stands for Northern Oregon Regional Correctional facility.

Table 14 displays the demographics of those youth staying longer than 28 days, less than or equal to 28 days, longer than 56 days, and less than or equal to 56 days. This table pertains to unique youth rather than detention stays. For instance, of the 97 youth who were under the jurisdiction of OYA at the time of detention admission and had at least one stay longer than 28 days, approximately 15% of these youth were African American. It is important to note that length of stay is dependent on admission reason, so this information should be interpreted with that in mind.¹⁸

African American and Hispanic youth make up greater proportions of extended detention stays compared to shorter detention stays. When interpreting this information, it is important to note the small sample size as well as the missing data on originating offense type. With this caveat in mind, African American youth account for approximately 15% of youth who had at least one stay longer than 28 days, while they account for roughly 10% of youth who had a stay less than or equal to 28 days. Similarly, Hispanic youth account for approximately 38% of youth who had at least one stay longer than 56 days, while they account for approximately 22% of youth who had a stay less than or equal to 56 days.

¹⁸ The current analysis does not include additional factors that are associated with the length of stay, such as admission reason. Future analysis may examine other factors alongside detention length of stay.

The population of youth was predominantly male, regardless of length of stay. 90% of youth who had a stay longer than 28 days were male while 83% of youth who had a stay less than or equal to 28 days were male. There were no female youth who had a stay longer than 56 days that were admitted by OYA.

As mentioned previously, the observed differences in gender and racial and ethnic composition of youth in detention are not unique to Oregon. These demographic differences are echoed in other contexts (Maggard 2015; Padgaonkar et al. 2021; Prison Policy Initiative 2025; Wen et al. 2023). Potential drivers of these population differences include, but are not limited to, differing levels of surveillance and contact with police (Andersen 2015; Campos-Manzo et al. 2020; Crutchfield et al. 2012), variations in judicial decision making (Abrams et al. 2021; Fader et al. 2014; Pinchevsky and Steiner 2016), and school disciplinary practices (Rocque and Paternoster 2011; Skiba et al. 2002; Skiba et al. 2011; Sorensen et al. 2025).

Table 14. Race and Gender of Youth by Length of Stay for Youth Under the Jurisdiction of OYA

Demographic Group	Length of Stay (LOS)							
	LOS > 28 days		LOS ≤ 28 days		LOS > 56 days		LOS ≤ 56 days	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Race								
African American	15	15.46	44	9.80	7	33.33	46	9.75
Asian	^	^	8	1.78	0	0.00	8	1.69
Hispanic	23	23.71	97	21.6	8	38.10	103	21.82
Native American	^	^	24	5.25	0	0.00	24	5.08
Other/Unknown	^	^	21	4.68	0	0.00	24	5.08
White	46	47.42	255	56.79	6	28.57	267	56.57
Gender								
Female	10	10.31	77	17.15	0	0.00	78	16.53
Male	87	89.69	371	82.63	21	100.00	393	83.26
Other / Unknown	^	^	^	^	^	^	^	^

^ Numbers are suppressed due to small cell sizes.

Recommendations

Given these findings as well as discussion over the last two years, the Commission identified three recommendations related to detention length of stay. These recommendations focus on the drivers of long detention stays, judicial review requirements of detention stays, and alternatives to detention. These three recommendations are intended to inform the legislature and juvenile justice partners.

Recommendation 1: Examine key drivers for detention lengths of stay that exceed 28 and/or 56 days as per ORS 419C.150.

Recommendation 2: Consider legislation to amend the judicial review of detention stays for all youth held on a pre-adjudicatory status.

Recommendation 3: Identify opportunities for, and challenges to, establishing or expanding rapid alternative-to-detention (ATD) pathways to divert youth held on pre-adjudicatory status.

Education Services

After releasing from county detention or a state correctional facility, youth return to a variety of social areas, such as their families, employment, and education. The Commission was interested in the educational component, and they centered their February 2026 meeting on this topic.

Oregon law requires that youth placed in detention or youth correctional facilities be enrolled in education programs (ORS 326.695). For detention, this education program is called the Juvenile Detention Education Program (JDEP), and, for youth correction facilities, this program is called the Youth Corrections Education Program (YCEP). The Commission invited the Oregon Department of Education (ODE) to present at their February 2026 meeting.¹⁹ ODE staff presented information on JDEP and YCEP. Both programs provide educational and transitional services to youth housed in county detention facilities or OYA correctional facilities, respectively. The presentation primarily focused on statewide information for JDEP and YCEP from 2024 to 2025, and the following information was provided during the presentation.

Youth access the JDEP programs in local county juvenile facilities, and there are 11 JDEP sites with nine educational providers.²⁰ For 2024 to 2025, the average daily membership was 112 students, and the average stay was approximately 18 calendar days, with most students staying three to five days. During this time frame, there were 1,374 unique students, and approximately 76% were males, 23% were females, and 1% were non-binary. Roughly 35% of students were eligible for the Individuals with Disabilities Education Act (IDEA), and approximately 7% were limited English proficiency. Graduation rates are not reported for JDEP due to the short-term stay and relatively few students earn high school diplomas or GEDs (General Education Development) while in the program. Nonetheless, 11 JDEP diplomas were awarded for 2024 to 2025.

Youth access YCEP programs while they are in the custody of the Oregon Youth Authority and placed in a closed custody setting.²¹ There are eight YCEP sites with six educational providers, and youth in the YCEP programs are youth in the custody of the Oregon Youth Authority in closed custody settings. For 2024 to 2025, the average daily membership was 216 students, and the average stay was approximately 130 calendar days. During this time frame, there were 478 unique students, and approximately 78% were males, 22% were females, and less than 1% were non-binary. Roughly 39% of students were eligible for IDEA, and approximately 11% were limited English proficiency. For 2024 to 2025, 60 YCEP diplomas were awarded, and the YCEP five-year

¹⁹ The February 2026 meeting recording can be found here: <https://www.youtube.com/watch?v=Cto7YCx0IXo>

²⁰ County juvenile departments are authorized to place youth in detention who may be under the jurisdiction of local courts or the Oregon Youth Authority. Only youth in detention can access JDEP.

²¹ Only youth in closed custody can access YCEP.

cohort graduation rate was 81% and the four-year cohort graduation rate was 61%. Graduation rates from YCEP are increasing over time.

After providing descriptive information on JDEP and YCEP, staff at ODE turned to the topic of education transition services, which included Oregon Revised Statutes (ORS) and Oregon Administrative Rules (OAR). Specifically, they referenced sections five, six, eight, and nine of Senate Bill 1522 (ORS 336.585, ORS 336.590, and ORS 329.451). Sections eight and nine state that appropriate education includes transition services from YCEP and JDEP into school settings, workforce preparation programs, and any necessary ongoing support for a transition. Sections five and six emphasize that academic credits earned in JDEP and YCEP must be accepted by school districts and public charter schools (OAR 581-021-0210).

The presentation spurred additional discussion on education topics relating to student needs, attendance and graduation rates by location, and legislation and administrative rules regarding educational coordination (see next section).

Several questions were raised regarding the educational needs of students entering JDEP and YCEP as well as the attendance and graduation rates of these programs. First, the Commission was interested in what percentage of students entering JDEP had an individualized education plan (IEP) and/or a 504 plan. Similarly, they were interested in the percentage of students entering YCEP with an IEP and/or a 504 plan. These percentages help identify the educational needs of the programs and what services are required to meet these needs. At the time of this report writing, data was not obtained to answer these questions. Although data has yet to be available to the Commission, the line of inquiry is important, and the Commission may explore this in the future.

Additionally, the Commission sought information on the attendance and graduation rates of both JDEP and YCEP, and they asked for this information further broken down by facility and demographic group.²² As of this writing, no information has been obtained regarding YCEP attendance and graduation rates broken out by facility and demographic groups. Although data has yet to be available to the Commission, it is a valued topic, and the Commission may explore this in the future.

Recommendations

Given the information presented by staff at the Department of Education and discussion across several Commission meetings, the Commission identified three recommendations related to education services. These recommendations are intended to inform the legislature and juvenile justice partners.

Recommendation 1: Identify gaps or barriers to information and data coordination between county juvenile departments, the Oregon Youth Authority (OYA), and the Oregon Department of Education (ODE).

²² Upon further exploration, graduation rates from JDEP are not tracked or available because this program is designed for short-term detention stays.

Recommendation 2: Identify an automated secure data-sharing protocol to instantly flag existing Individualized Education Plans (IEPs) and 504 plans upon a youth's intake into JDEP or YCEP.

Recommendation 3: Implement a process to ensure educational staff request records from the youth's prior school within 24 hours, as outlined in the Oregon Juvenile Detention Facility Guidelines.

Legislation and Rules for Educational Coordination

As mentioned in the previous section, the Commission was interested in educational reentry and transition services, especially the challenges and barriers to successful reentry. There was discussion regarding legislation and rules that are in place to help facilitate a successful transition from other systems of care, such as foster care. This led to the Commission requesting information on what, if any, Oregon legislation and administrative rules are currently in place for coordination between the juvenile justice system and the education system.

The Commission relied on the expertise of their technical assistance (TA) provider, a Professor at Lewis and Clark Law School, to address these research questions. The TA provider gathered information regarding relevant Oregon Revised Statutes (ORS) and Oregon Administrative Rules (OAR).

There are several ORS that outline education and training within juvenile justice facilities. ORS 420A.010 establishes the Oregon Youth Authority's (OYA) purpose and directs OYA to "Provide adjudicated youths and others in youth authority custody with opportunities for self-improvement and work". This statute also directs OYA to measure and track academic progress. It instructs the agency to develop culturally specific programs, recognizing the overrepresentation of BIPOC (Black, Indigenous, People of Color) youth in youth correctional facilities.

Oregon law also covers juvenile detention education. ORS 169.740 and ORS 326.695 create the Oregon juvenile detention education framework by setting standards for juvenile detention facilities and defining the education programs used for youth in custody. The Department of Education (DOE) must provide education for children enrolled in the Juvenile Detention Education Program (JDEP), including transition services into school settings and workforce preparation programs, and ongoing support for that transition (ORS 336.585). The same statutory structure applies to youth in the Youth Corrections Education Program (YCEP; ORS 336.590). State School Fund grants help pay for these programs, which support delivery of the required education services (ORS 327.026).

In addition to the above legislation regarding education and training within juvenile justice facilities, there are several Oregon Administrative Rules (OAR) that pertain to the topic. OAR 581-015-2585 and OAR 581-015-2595 establish the program structure for youth in detention, youth corrections, and residential youth care centers. The Oregon Juvenile Detention Guidelines add that youth should begin education no later than the next school day after admission, that instruction should be offered at least 5.5 hours per day and 220 days per year where applicable,

and that facilities should use a written communication plan or Memorandum of Agreement (MOA) to coordinate between facility and education staff (Youth Development Oregon, 2025).²³

The rules extend to incarcerated youth and to plans for serving students in local or regional correctional facilities (OAR 581-015-2600, OAR 581-015-2605). Records transfer requirements help ensure that a youth's academic history follows the youth from one placement to another (OAR 581-021-0255). Disclosure rules limit and organize what information may be shared with juvenile justice agencies, which supports coordinated education planning while protecting confidentiality (OAR 581-021-0391).

In addition to traditional educational programming, several statutes and rules cover vocational programs. At intake, youth are given a vocational evaluation (ORS 420A.125). ORS 420A.155(2)(b) instructs OYA regional academies to "Provide year-round education, job and life skills training, vocational training and apprenticeship programs," while ORS 420.210 establishes work camps for youth.

OAR 416-415 sets the rules and standards for vocational work programs at OYA. The goal is "for Offender participants to gain the knowledge, skills, and proficiencies for employment or further education upon release from incarceration into the community" (OAR 416-415-0010). This division also sets standards for work program approval; the program's purpose must be related to the youth getting private gainful employment, an educational/vocational program, or a program to develop work skills (OAR 416-415-0030). OAR 416-415-0040 sets eligibility for youth to participate in work programs.

The above-mentioned Oregon statute and rules pertain to the requirements while youth are within juvenile justice facilities. There is also Oregon legislation and administrative rules that relate to coordination between the juvenile justice facilities and educational institutions upon release.

Oregon's release-coordination statutes require school notice, transfer planning, and communication about youth moving back into the community (ORS 336.585, ORS 336.590). When an adjudicated youth transfers to a new school or district, the receiving school must be notified so records and enrollment can be handled without delay (ORS 420.048). Notice of release or discharge of an adjudicated youth helps juvenile authorities and schools coordinate the timing of reentry and transition planning (ORS 420A.122). County juvenile departments must also send monthly reports to school administrators concerning adjudicated youths on probation, which keeps schools informed about youth returning to or remaining in school under supervision (ORS 419A.015).

Records transfer and disclosure rules create the administrative backbone for reentry coordination between juvenile justice facilities and schools (OAR 581-021-0255, OAR 581-021-0391). The guidelines explain that schools should request prior-school records, including individualized education plans (IEPs) and 504 plans, within 24 hours of admission or the next business day so the records can support quick placement when release occurs (Youth

²³https://www.oregon.gov/youthdevelopmentdivision/Lists/Announcements/Attachments/197/Oregon%20Juvenile%20Detention%20Guidelines_2025%20Edition.pdf

Development Oregon, 2025). The juvenile detention and youth corrections education rules also require transition services that prepare students for post-school activities such as employment, postsecondary education, vocational training, continuing education, and independent living (OAR 581-015-2585). The residential youth care center rule supports that same continuity by keeping education in place while the youth is confined, so release does not interrupt the student's instructional path (OAR 581-015-2595). The guidelines further say counties should collaborate with reentry and transition staff so each student leaves with a plan to reconnect with an educational institution or workforce preparation program (Youth Development Oregon, 2025).

Recommendations

After reviewing and discussing Oregon statutes and administrative rules, the Commission identified two recommendations. These recommendations are intended to inform the legislature and juvenile justice partners.

Recommendation 1: Consider legislation that promotes educational success for youth impacted by the justice system.

Recommendation 2: Identify metrics of compliance regarding transfer and disclosure rules and identify how these metrics are shared across juvenile justice and education departments.

Transition Services

The Commission's current focus includes youth reentry, and transition services are a key component of this. Youth who receive transition services encounter less barriers to reintegration (Kubek et al. 2020; Noorman and Brancale 2025; Sinclair et al. 2021). To better understand youth reentry in Oregon, it is important to understand what transition services are available and provided for youth. The Commission sought information on what transition services are offered at the county level and the state level.

CJC staff connected with several Oregon county juvenile department directors as well as Oregon Youth Authority (OYA) staff to gather information on transition services. Transition services are implemented differently for youth placed in detention in juvenile detention facilities and youth in longer term placement in secure youth correctional facilities.

County Detention

Juvenile detention centers are operated at the county level, with eleven facilities currently open in Oregon. The initial placement of youth in detention is a local decision based on statutory restrictions. These restrictions are based on the offense severity, history of court appearance, history of supervision, current conditions of release, allegations of possession of a firearm, and protection of victim(s). Within 36 hours of placement in detention, a youth is brought before the court for additional findings and a determination for a youth to remain in detention.

For youth who are determined appropriate for release prior to adjudication, the county juvenile department works with the youth's family as well as available community partners to determine supervision levels and community options. Youth are often released from detention on conditions of release. Transition services for these youth focus on supports for youth to remain in the community while awaiting any additional court hearings, adjudication, or disposition. These supports include, but are not limited to, education, enhanced supervision, and supervision

rules. During this time, youth are not offered services such as substance use disorder (SUD) treatment or mental health interventions due to legal processes.

In 2025, the median length of stay for youth releasing from detention was approximately seven days.²⁴ If a youth remains in detention, they must have a court review every 10 judicial days to ensure detention is still in the best interest of the youth and the least restrictive placement appropriate for the circumstances. Assessments may be completed while youth are in detention, and these assessments assist the county juvenile departments in determining next steps following the disposition, including possible placement with OYA.

The Oregon Juvenile Detention Guidelines and Oregon Revised Statutes indicate that youth placed in detention receive an educational assessment and a plan to transition back to the school district the youth most recently attended.²⁵ The Oregon Department of Education contracts for education services in each of the detention facilities and provides educational transition services.

Juvenile detention facilities do not provide ongoing outreach or community-based services, those services are provided through the local juvenile departments. Thus, a partnership between placing county juvenile departments and local community agencies is required for youth transition back to communities from detention facilities.

Oregon Youth Authority Facilities

OYA secure facilities have youth for approximately 424 days, and the needs of these youth differ from the needs of youth in detention; therefore, the services provided are often different.²⁶ OYA's transition plan unfolds across a longer period of time, and this allows for the inclusion of more long-term transition goals. The youth and the family are engaged collaboratively in this process, with the family receiving a transition guide and the youth receiving a transition guide.²⁷ These guides help inform the youth and their family about what to expect, and they incorporate reflective exercises.

The youth works with the Juvenile Parole/Probation Officer (JPPO) to complete a transition plan.²⁸ The transition plan begins with the youth identifying goals within several areas, which include education/vocational training, employment, relationships and support, treatment and counseling, interests and activities, family supports, and other. The youth describes the goal or status of that goal area as well as next steps to complete the goal. These are required areas for all youth to complete.

²⁴ <https://www.oregon.gov/oia/jjis/Reports/2025StatewideDetention.pdf>

²⁵ https://www.oregon.gov/youthdevelopmentdivision/Lists/Announcements/Attachments/197/Oregon%20Juvenile%20Detention%20Guidelines_2025%20Edition.pdf

²⁶ <https://www.oregon.gov/oia/Publications/QuickFacts.pdf>

²⁷ The youth transition guide and the transition family guide can be found in the appendix.

²⁸ An example of a completed transition plan can be found in Appendix D: Transition Services.

After each goal is defined and there is a plan for achieving it, the youth works with the JPPO to identify what services and supports are needed to achieve these goals. These services and supports are identified in the transition checklist portion of the transition plan. These services and supports are grouped into broad categories. Within each category, the JPPO and youth can select pre-populated services as well as write-in other options in the provided empty spaces. Although there are pre-populated services on this document, each service may not be available at each location.

The broad categories in the transition checklist include documents, family support, relationships/support, cultural resources/community connections, education/vocational training, employment, treatment/counseling, benefits/assistance, medical, housing, interests/activities, life skills, tattoo removal, transportation, tribal, and supervision/safety planning. There are activities and services listed within each broad category, and the JPPO indicates the responsible party, the completion timeframe, and when the activity is completed.

Upon transitioning, the youth often receive a Transition Juvenile Parole/Probation Officer (T-JPPO).²⁹ This is an OYA staff member who “assists and supports youth transitioning to the community from either OYA Youth Correctional Facility (OYA-YCF) or sub-care (residential program or foster care) placement.”

The transition services and supports information is recorded in the Juvenile Justice Information System (JJIS). This document is entered into the system as a form rather than an assessment, which limits the ability to analyze the information at a statewide level. There is currently no efficient way to extract information from these forms; obtaining statewide data would require manual review of individual files.

Discussion

A data gap exists regarding the tracking of youth who transition directly from short-term county detention back into the community. Currently, while the OYA transition checklist monitors state-level youth across sixteen categories, no parallel, aggregated data structure exists to monitor youth who transition from county detention. Recognizing that county juvenile departments operate under distinct local jurisdictions, the Commission acknowledges the operational variances and potential challenges surrounding state-standardized mandates at the local level.

Any effort to develop state-wide metrics for transitional services should take into consideration the operational variances across the 36 jurisdictions, including administrative burdens and systemic independence of county-based systems, and prioritize working with local county juvenile departments.

The Commission recognizes the importance of the juvenile departments within the local juvenile justice systems, while simultaneously acknowledging other partners and agencies providing direct services to justice involved youth along the continuum. The transition

²⁹ A summary of this position can be found in Appendix D: Transition Services.

services should take into consideration these perspectives within the overall juvenile justice system.

Recommendations

Given the information provided on transition services and subsequent discussion, the Commission identified two recommendations. These recommendations are intended to inform the legislature and juvenile justice partners.

Recommendation 1: Identify what is required to efficiently extract transition services data from the Juvenile Justice Information System (JJIS).

Recommendation 2: Identify service gaps and barriers that impact successful reentry for youth transitioning from OYA closed custody and for youth exiting OYA legal commitment.

Reentry Readiness

The Commission was interested in determinations about when youth are ready to be reentered, and this can be assessed in a variety of ways (Baglivio and Wolff 2019; Godfrey 2019; Noorman and Brancale 2025). There is some overlap between transition services and reentry readiness, but this line of inquiry focused explicitly on determining when a youth is ready to transition. The Commission was interested in what reentry readiness information is collected in Oregon at both the state and county level.

As mentioned previously, Oregon county juvenile detention centers are on the front end of the system, and the youth remain at these centers for a relatively short period of time. The first 36 hours of detention provide critical insights on the public safety risk as well as the youth's needs, such as substance use and mental health treatment. Staff determine whether or not the recommendations from assessments and evaluations can be implemented in the community. This is where it is determined if the youth is ready to reenter a community setting or if they need additional supervision and support at a secure facility.

OYA secure facilities require a different approach to reentry readiness. Their current case management approach does not focus on evaluating whether or not a youth is ready to reenter. There is some relevant reentry readiness information collected in transition planning, but that transition planning typically does not begin until after a determination of reentry readiness is found. OYA is implementing new case management processes and policies in the summer of 2026 that include using current assessments to develop specific reentry readiness case planning.

This new approach focuses on measuring reentry/transition readiness, and training staff to more consistently evaluate this readiness. The reentry readiness plan begins within 60 days of arriving

at an OYA facility, with the youth receiving a baseline Risk Needs Assessment 2.0 (RNA).^{30, 31} After this baseline assessment, staff choose target areas based on scores, and they develop short-term goals within these areas. These target area goals become the focus for assessing transition readiness; score improvement and progress in these areas helps determine reentry readiness. The youth will receive the assessment every 90 days, and progress is evaluated based on the change in score of each target area. If progress is met within the area, the youth's transition criteria is complete at that moment. The progress towards each area is discussed when evaluating reentry readiness.

Reentry readiness will also be evaluated using the Healthy Youth Development Assessment (HYD) every 90 days.³² This assessment helps track and support a youth's progress across 12 psychosocial skills. The ratings of each of these skills inform decision-making, including whether or not a youth is ready to reenter the community.

In addition to these assessments, there is some information on youth reported reentry readiness available from the Improving Youth Justice youth surveys.³³ However, the youth participation rate for these surveys is low.

Recommendations

Given the information provided on reentry readiness and subsequent discussion, the Commission identified one recommendation, which is intended to inform the legislature and juvenile justice partners.

Recommendation: Explore how to uniformly define the successful reentry of youth leaving both OYA and county facilities.

Conclusion

The Commission is tasked with examining nine areas of the juvenile justice system. For this report, they identified community reentry as their primary area of focus. This was further broken down into five topic areas: detention length of stay, education services, legislation and rules for educational coordination, transition services, and reentry readiness. These topics were explored at the county level and the state level. It is important to recognize the differences in funding, policy, and operations between counties as well as between counties and the state; any comparisons should take these differences into account.

³⁰ The RNA full assessment and summary example can be found in the appendix.

³¹ This assessment has already been in place, but this is the first time it will be used to develop specific reentry target goals.

³² The HYD assessment guide and summary document can be found in the appendix.

³³ <https://improvingyouthjustice.org/reentry/>

The recommendations provided in this report are informed by the Commission's discussions over the past two years, the materials gathered for this report, and the analyses conducted. There are eleven recommendations in total, and they are intended to inform the legislature and juvenile justice partners of opportunities to improve Oregon's juvenile justice system at the state and/or local levels:

- Examine key drivers for detention lengths of stay that exceed 28 and/or 56 days as per ORS 419C.150.
- Consider legislation to amend the judicial review of detention stays for all youth held on a pre-adjudicatory status.
- Identify opportunities for, and challenges to, establishing or expanding rapid alternative-to-detention (ATD) pathways to divert youth held on pre-adjudicatory status.
- Identify gaps or barriers to information and data coordination between county juvenile departments, the Oregon Youth Authority (OYA), and the Oregon Department of Education (ODE).
- Identify an automated secure data-sharing protocol to instantly flag existing Individualized Education Plans (IEPs) and 504 plans upon a youth's intake into JDEP or YCEP.
- Implement a process to ensure educational staff request records from the youth's prior school within 24 hours, as outlined in the Oregon Juvenile Detention Facility Guidelines.
- Consider legislation that promotes educational success for youth impacted by the justice system.
- Identify metrics of compliance regarding transfer and disclosure rules and identify how these metrics are shared across juvenile justice and education departments.
- Identify what is required to efficiently extract transition services data from the Juvenile Justice Information System (JJIS).
- Identify service gaps and barriers that impact successful reentry for youth transitioning from OYA closed custody and for youth exiting OYA legal commitment.
- Explore how to uniformly define the successful reentry of youth leaving both OYA and county facilities.

This report provides critical descriptive context for juvenile justice in Oregon. Further analysis is needed to dive deeper into these areas, and the Commission may explore these avenues in the future. The Commission will continue building relationships with state and local partners, with an emphasis on organizations that provide direct services to justice involved youth. These organizations include, but are not limited to, county juvenile departments, the Oregon Youth Authority, and the Oregon Department of Education.

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Appendix A: Oregon Revised Statutes Related to Detention

DETENTION

419C.125 Detention in place where adults are detained of certain persons alleged to be within court's jurisdiction

419C.130 Youth or adjudicated youth may not be detained where adults are detained; exceptions

419C.133 Detention of youth under 12 years of age; judicial review required

419C.136 Temporary hold to develop release plan; duration

419C.139 Speedy hearing on detention cases

419C.142 Notice of detention hearing

419C.145 Preadjudication detention; grounds

419C.150 Time limitations on detention; exceptions

419C.153 Detention review or release hearing

419C.156 Detention of runaway from another state

419C.159 Escape; punishment

DETENTION

419C.125 Detention in place where adults are detained of certain persons alleged to be within court's jurisdiction. (1) A juvenile court may order a person who is 18 years of age or older and alleged to be within the jurisdiction of the juvenile court under ORS 419C.005 to be detained in a jail or other place where adults are detained only in those circumstances in which the juvenile court could detain a youth before adjudication on the merits in a detention facility.

(2) In order to detain a person under subsection (1) of this section, the court shall make case-specific findings at a hearing under ORS 419C.145 that placement in a jail or other place where adults are detained meets the specific needs of the person alleged to be within the jurisdiction of the court.

(3) The court may not detain a person under subsection (1) of this section unless, except for the person's age, the court would detain the person under ORS 419C.145 (2).

(4) The provisions of ORS 419C.153 apply to a person detained under subsection (1) of this section except that a person detained under subsection (1) of this section has the right to appear in person at any hearing held under ORS 419C.153.

(5) The provisions of ORS 419C.150 apply to a person detained under subsection (1) of this section.

(6) As used in this section, "adult" does not include a person who is 18 years of age or older and is alleged to be, or has been found to be, within the jurisdiction of the juvenile court under ORS 419C.005. [2003 c.442 §2]

419C.130 Youth or adjudicated youth may not be detained where adults are detained; exceptions. (1) A youth or adjudicated youth may not be detained at any time in a police station, jail, prison or other place where adults are detained, except as follows:

(a) A youth or adjudicated youth may be detained in a police station for up to five hours when necessary to obtain the youth or adjudicated youth's name, age, residence and other identifying information.

(b) A youth waived under ORS 419C.349 or 419C.364 to the court handling criminal actions or to municipal court may be detained in a jail or other place where adults are detained if:

(A) The youth is at least 16 years of age; and

(B) The director of the county juvenile department and the sheriff, or other official responsible for the jail or other place, agree to detain the youth in a jail or other place where adults are detained.

(c) When detention is authorized by ORS 419C.453, an adjudicated youth may be detained in a jail or other place where adults are detained.

(2) A youth waived to the court handling criminal actions or to municipal court pursuant to a standing order of the juvenile court under ORS 419C.370, including a youth accused of nonpayment of fines, may not be detained in a jail or other place where adults are detained.

(3) As used in this section, “adult” does not include a person who is 18 years of age or older and is alleged to be, or has been found to be, within the jurisdiction of the juvenile court under ORS 419C.005. [1993 c.33 §167; 1993 c.546 §115; 2003 c.442 §4; 2011 c.122 §2; 2021 c.489 §62]

419C.133 Detention of youth under 12 years of age; judicial review required. No youth under 12 years of age shall be placed in detention except pursuant to judicial review and written findings describing why it is in the best interests of the youth to be placed in detention. Such review may be ex parte, and the youth does not need to be present. However, a juvenile court judge or referee must determine that the youth is eligible for detention under ORS 419C.145 or 419C.156 and that appropriate alternative methods of controlling the youth’s behavior are unavailable. A youth detained under this section shall have the right to a hearing as provided in ORS 419C.153. [1993 c.33 §168; 2001 c.686 §9]

419C.136 Temporary hold to develop release plan; duration. If a parent, guardian or other person responsible for the youth cannot be found or will not take responsibility for the youth, no appropriate shelter care space is available and the youth cannot be released safely on recognizance or conditionally, a youth who is accused of an act which would be a crime if committed by an adult may be detained for a period of time not exceeding 36 hours from the time the youth first is taken into custody to allow the juvenile department counselor or other person designated by the juvenile court to develop a release plan to insure the youth’s safety and appearance in court. Such detention shall conform to the limitations of ORS 419C.130. [1993 c.33 §170; 1995 c.422 §73e]

419C.139 Speedy hearing on detention cases. No youth shall be held in detention or shelter care more than 36 hours, excluding Saturdays, Sundays and judicial holidays, except on order of the court made pursuant to a hearing under ORS 419C.109 (3), 419C.145, 419C.150, 419C.153, 419C.156 and 419C.159. [1993 c.33 §171; 1995 c.422 §73f; 1999 c.577 §7]

419C.142 Notice of detention hearing. (1) Whenever a hearing concerning the detention of a youth under this chapter is held, notice of the hearing shall be given to:

(a) The youth;

(b) If any can be found, to a parent or guardian of the youth or to any other person responsible for the youth; and

(c) If the victim requests notice, the victim.

(2) The notice shall state the time, place and purpose of the hearing. If a parent, guardian or other person cannot be found and personally notified prior to the hearing, a written notice of the hearing shall be left at the residence, if known, of a parent, guardian or other person. [1993 c.33 §172; 2007 c.609 §14]

419C.145 Preadjudication detention; grounds. (1) A youth may be held or placed in detention before adjudication on the merits if one or more of the following circumstances exists:

(a) The youth is a fugitive from another jurisdiction;

(b) The youth is alleged to be within the jurisdiction of the court under ORS 419C.005, by having committed or attempted to commit an offense which, if committed by an adult, would be chargeable as:

(A) A crime involving infliction of physical injury to another person;

(B) A misdemeanor under ORS 166.023; or

(C) Any felony crime;

(c) The youth has willfully failed to appear at one or more juvenile court proceedings by having disobeyed a proper summons, citation or subpoena;

(d) The youth is currently on probation imposed as a consequence of the youth previously having been found to be within the jurisdiction of the court under ORS 419C.005, and there is probable cause to believe the youth has violated one or more of the conditions of that probation;

(e) The youth is subject to conditions of release pending or following adjudication of a petition alleging that the youth is within the jurisdiction of the court pursuant to ORS 419C.005 and there is probable cause to believe the youth has violated a condition of release;

(f) The youth is alleged to be in possession of a firearm in violation of ORS 166.250; or

(g) The youth is required to be held or placed in detention for the reasonable protection of the victim.

(2) A youth detained under subsection (1) of this section must be released to the custody of a parent or other responsible person, released upon the youth's own recognizance or placed in shelter care unless the court or its authorized representative makes written findings that there is probable cause to believe that the youth may be detained under subsection (1) of this section, that describe why it is in the best interests of the youth to be placed in detention and that one or more of the following circumstances are present:

(a) No means less restrictive of the youth's liberty gives reasonable assurance that the youth will attend the adjudicative hearing; or

(b) The youth's behavior endangers the physical welfare of the youth, the victim or another person, or endangers the community.

(3) When a youth is ordered held or placed in detention, the court or its authorized representative shall state in writing the basis for its detention decision and a finding describing why it is in the best interests of the youth to be placed in detention. The youth shall have the opportunity to rebut evidence received by the court and to present evidence at the hearing.

(4) In determining whether release is appropriate under subsection (2) of this section, the court or its authorized representative shall consider the following:

(a) The nature and extent of the youth's family relationships and the youth's relationships with other responsible adults in the community;

(b) The youth's previous record of referrals to juvenile court and recent demonstrable conduct;

(c) The youth's past and present residence;

(d) The youth's education status and school attendance record;

(e) The youth's past and present employment;

(f) The youth's previous record regarding appearance in court;

(g) The nature of the charges against the youth and any mitigating or aggravating factors;

(h) The youth's mental health;

(i) The reasonable protection of the victim; and

(j) Any other facts relevant to the likelihood of the youth's appearance in court or likelihood that the youth will comply with the law and other conditions of release.

(5) Notwithstanding subsection (2) of this section, the court may not release a youth when:

(a) There is probable cause to believe the youth committed an offense that, if committed by an adult, would constitute a violent felony; and

(b) There is clear and convincing evidence that the youth poses a danger of serious physical injury to or sexual victimization of the victim or members of the public while the youth is on release. [1993 c.33 §173; 1993 c.546 §130; 1995 c.422 §73g; 1999 c.577 §10; 2001 c.686 §10; 2005 c.631 §5; 2007 c.609 §15]

419C.150 Time limitations on detention; exceptions. (1) Except as otherwise provided in this section, a youth may be held in detention under this section and ORS 419C.145, 419C.153 and 419C.156 for a maximum of 28 days except for good cause shown prior to the expiration of the 28-day period. If good cause for continued detention is shown, the period of detention may be extended for no more than an additional 28 days unless the adjudication is continued with the express consent of the youth.

(2) Subsection (1) of this section does not apply to a youth alleged to be within the jurisdiction of the juvenile court for having committed an act that would be murder, attempted murder, conspiracy to commit murder or treason if committed by an adult and if proof of the act is evident or the presumption strong that the youth committed the act. The juvenile court may conduct such hearing as the court considers necessary to determine whether the proof is evident or the presumption strong.

(3)(a) The time limits described in subsection (1) of this section do not apply if:

(A) The court has stayed the proceedings on the petition alleging jurisdiction under ORS 419C.005 pursuant to ORS 419C.378;

(B) The court has not entered an order determining the youth's fitness to proceed pursuant to a motion made under ORS 419C.378 or the motion has not otherwise been resolved; and

(C) The court holds the review hearings required by ORS 419C.153 and determines that detention of the youth under ORS 419C.145 should continue.

(b)(A) Except as provided in subparagraph (B) of this paragraph, the detention of the youth whose detention has been continued under paragraph (a) of this subsection may be extended for no more than 28 days upon entry of an order determining the youth's fitness to proceed pursuant to a motion made under ORS 419C.378 or upon other resolution of the motion, and if the court holds the review hearings required by ORS 419C.153 and determines that detention of the youth under ORS 419C.145 should continue.

(B) The detention of the youth may be extended for more than 28 days under this paragraph if expressly agreed to by the youth, and if the court holds the review hearings required by ORS 419C.153 and determines that detention of the youth under ORS 419C.145 should continue.

(4)(a) The time limits described in subsection (1) of this section do not apply if:

(A) The state has filed a motion requesting waiver under ORS 419C.349;

(B) The motion has not been resolved; and

(C) The court holds the review hearings required by ORS 419C.153 and determines that detention of the youth should continue.

(b)(A) Except as provided in subparagraph (B) of this paragraph, the detention of the youth whose detention has been continued under paragraph (a) of this subsection may be extended for no more than 28 days upon entry of an order denying a motion for waiver hearing or an order denying waiver, and if the court holds the review hearings required by ORS 419C.153 and determines that detention of the youth should continue.

(B) The detention of the youth may be extended for more than 28 days under this paragraph if expressly agreed to by the youth, and if the court holds the review hearings required by ORS 419C.153 and determines that detention of the youth should continue. [1993 c.33 §174; 2013 c.709 §12; 2021 c.241 §1]

419C.153 Detention review or release hearing. (1) Except as provided in subsection (2) of this section, any youth ordered detained under ORS 419C.145, 419C.150 and 419C.156 shall have a review hearing at least every 10 days, excluding Saturdays, Sundays and judicial holidays. At the review hearing the court shall determine whether sufficient cause exists to require continued detention of the youth. In addition, the court may review and may confirm, revoke or modify any order for the detention or release of the youth under this section or ORS 419C.109, 419C.136, 419C.139, 419C.145, 419C.150 or 419C.156 and, in the event that the youth is alleged to have committed an offense which if committed by an adult would be a misdemeanor or Class C felony, may do so ex parte. Release of a youth may not be revoked, however, except upon a finding that the youth may be detained under this section or ORS 419C.145, 419C.150 and 419C.156, and after a hearing is held in accordance with ORS 419C.109, 419C.136 and 419C.139.

(2)(a) Any youth detained under ORS 419C.145, 419C.150 and 419C.156 in whose case the state has filed a request for a waiver hearing under ORS 419C.349 (1) shall have a review hearing every 30 days at which:

(A) The court shall require the parties to describe the efforts made toward expeditious case resolution, considering public safety and the youth's continued placement in detention as paramount concerns, and the court shall identify opportunities for judicial intervention to assist the parties with resolution of any outstanding issues; and

(B) The court may, upon the request of the youth or at the discretion of the court, determine whether sufficient cause exists to require continued detention of the youth. In addition, the court may review and may confirm, revoke or modify any order for the detention or release of the youth under this subsection or ORS 419C.109, 419C.136, 419C.139, 419C.145, 419C.150 or 419C.156. Release of a youth may not be revoked, however, except upon a finding that the youth may be detained under this section or ORS 419C.145, 419C.150 or 419C.156, and after a hearing is held in accordance with ORS 419C.109, 419C.136 and 419C.139.

(b) Upon filing with the court of a written waiver signed by the youth and the youth's counsel, the court may waive the youth's presence at a review hearing under this subsection.

(3) If a youth intends to request release at a review hearing under subsection (1) or (2) of this section, the youth's counsel must notify the district attorney of the youth's intent to request release at least five days prior to the date of the review hearing.

(4) If a victim requests, the district attorney or juvenile department shall notify the victim of a review hearing under subsection (1) or (2) of this section. [1993 c.33 §175; 2003 c.687 §12; 2007 c.609 §16; 2021 c.241 §2]

419C.156 Detention of runaway from another state. (1) As used in this section:

(a) “Home state” means any other state, territory or outlying possession of the United States where an out-of-state runaway’s parent, legal guardian or custodial agency is located.

(b) “Out-of-state runaway” means a person who is younger than the juvenile jurisdictional age limit established by the person’s home state, who has voluntarily left the home state without the permission of the person’s parent, legal guardian or custodial agency and who may or may not have been adjudicated in the home state.

(2) Notwithstanding any provisions in ORS chapter 419A, 419B or 419C prohibiting the detention of youths, if the court determines that a youth is an out-of-state runaway, the court may place the out-of-state runaway in a placement that the court determines to be the least restrictive setting, including detention, necessary to ensure that the out-of-state runaway is not a danger to self or others pending the return of the out-of-state runaway to the out-of-state runaway’s home state.

(3) Nothing in ORS chapter 419A, 419B or 419C limits or affects the ability of a court to place an out-of-state runaway in detention in accordance with the Interstate Compact for Juveniles as set forth in ORS 417.030. [1993 c.33 §176; 2001 c.686 §11; 2019 c.382 §17]

419C.159 Escape; punishment. Any youth 12 years of age or older, alleged to be within the jurisdiction of the juvenile court by reason of having committed an act which would be a crime if committed by an adult, who escapes from a juvenile detention facility as defined in ORS 419A.004 after having been placed in the facility pursuant to the filing of a petition alleging that the youth has committed an act which would be a crime if committed by an adult commits a violation punishable by placement in a detention facility for youths for a specific period of time not to exceed eight days, in addition to time already spent in the facility, when such punishment is ordered by the juvenile court pursuant to ORS 419C.453. [1993 c.33 §177]

Appendix B: Detention Length of Stay



Juvenile Justice Information System

Data & Evaluation Report

Detention Admissions and Releases Statewide (2025)

JJIS Steering Committee
JJIS Data & Evaluation Sub-Committee

JJIS – A Shared Information System

Oregon Youth Authority



Oregon Juvenile Department Directors' Association





Juvenile Justice Information System Steering Committee

Mission ♦ Vision ♦ Goals ♦ Values

JJIS Mission

To promote public safety and youth accountability, and to offer opportunities for rehabilitation to youth, through the development and sustainability of a statewide juvenile justice information system.

JJIS Vision Statement

Goals in Support of Vision Statement

♦ Provides a comprehensive view of information about youth across Oregon's state and county juvenile justice agencies.	♦ Sustain JJIS as a statewide juvenile justice information system that supports the partnership of the OYA, the 36 county juvenile departments, and approved external partners; ♦ Sustain JJIS as the primary information system used by the OYA and county juvenile departments to manage and report information about youth in their agency; and ♦ Enhance electronic access to data among users, partners and stakeholders.
♦ Provides comprehensive support for managing individual youth cases and tracking youth through the justice process.	♦ Support the assessment of risks and needs of youth; ♦ Support individual case plans; ♦ Track youth through the entire justice process so that individual status, program involvement, progress, and outcomes can be determined; and ♦ Expand provider/partner access to individual youth records.
♦ Provides the capacity for and aids in the overall planning, development, and evaluation of programs designed to reduce youth crime.	♦ Provide data and information to evaluate the benefit of programs aimed at reducing youth crime; ♦ Expand the capacity of JJIS for efficient data collection, analysis, and dissemination; ♦ Provide data to researchers and incorporate new research and evidence into policy and practice; and ♦ Identify and implement standardized outcome indicators that measure investment return, including recidivism, positive youth outcomes and other appropriate indicators tied to specific criminogenic risk factors.
♦ Recognizes and supports the common business needs of juvenile justice partnership agencies.	♦ Provide a statewide standard for entry of information into JJIS; ♦ Maintain confidentiality and protection of information contained in JJIS; ♦ Maintain the energy and enthusiasm of the Steering Committee and the partner agencies needed to keep JJIS vital; ♦ Seek opportunities to support business practice changes and respond to emerging business requirements; ♦ Cultivate innovative and forward thinking solutions to improve JJIS; ♦ Continue to prioritize and manage JJIS resources efficiently; ♦ Ensure consistent data integrity; ♦ Ensure consistent training of JJIS users; ♦ Ensure continuity of knowledge of both OYA and county juvenile department business practices within OYA's Information System Department to support leadership and data integrity; and ♦ Create and implement a JJIS Steering Committee Communication Plan.

Revisions adopted 9/20/2017

JJIS Partnership Values

Representatives of the OYA and OJDDA serve on the JJIS Steering Committee and form the JJIS partnership. The JJIS partnership:

- ♦ Represents the best interests of Oregon's juvenile justice system as a whole;
- ♦ Is entered into in good faith by all parties with integrity and honesty, and in the spirit of mutual support and collaboration;
- ♦ Promotes the ethical use of JJIS information and uses the data with respect, professionalism, and sensitivity toward the partners whose data is represented in the information;
- ♦ Adopts and maintains the JJIS Vision and Goals, keeping them current with juvenile justice needs;
- ♦ Uses the Vision and Goals as guiding principles for JJIS decision making.



JJIS Steering Committee

The JJIS Steering Committee is the governance body providing guidance to oversight of JJIS activities. The committee represents Oregon's 36 counties, the Oregon Youth Authority, and other statewide partners.

Oversight responsibilities include monitoring appropriate use of JJIS and its data, prioritizing development of software features, making policy decisions, and authorizing access to statewide data for research and program evaluation.

The committee meets monthly to ensure that JJIS is on task to accomplish the vision and goals of the JJIS partnership.

Members (March 2026)

Molly Rogers, Director

Wasco County Youth Services
JJIS Steering Committee Co-Chair

Deborah Martin, Interim Government Relations Manager

Oregon Youth Authority
JJIS Steering Committee Co-Chair

Jennifer Cearley, Director

Washington County Juvenile Department

Denessa Martin, Interim Assistant Director

Oregon Youth Authority, Facility Services

Ted Martinez, Director

Malheur County Juvenile Department

Patti Robb, Director

Lane County Juvenile Department

Sandra Santos, Assistant Director

Oregon Youth Authority, Community Services

Matthew Thenell, Director

Tillamook County Juvenile Department

External partners and other interested parties frequently attend meetings and participate in discussions, but do not have voting rights on committee recommendations.

OYA Staff

Aparna Thomas, Chief Information Officer

Oregon Youth Authority Information Services

Sachin Prajapati, Manager

JJIS Development & Reports, OYA Information Services

Douglas Thomas, Manager

JJIS Policy & Implementation, OYA Information Services

JJIS Data and Evaluation Subcommittee

The JJIS Data and Evaluation Subcommittee is a standing committee of the JJIS Steering Committee, contributing to local and statewide research initiatives, program and system evaluations, and policy recommendations regarding the use of data. The subcommittee supports the juvenile justice system by ensuring consistency, accuracy and appropriateness of the data, guiding the development of routine and annual reports and statistics, and interpreting relevant data analyses.

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Introduction

Oregon's juvenile justice community is committed to providing effective and efficient services to promote public safety, ensure justice for victims, and prevent youth from repeating criminal behavior.

This document contains statewide and county-specific reports describing youth admissions to and releases from juvenile detention facilities.

Contents of this report

There are four tables within this report:

Detention Admissions Overview

The total count of unique admissions to a detention facility during the year by Admitting Agency (County or OYA) and the demographic characteristics (age, sex, and race/ethnicity) of the youth being admitted.

Detention Admissions by Demographics

This table expands upon the Detention Admissions Overview table by providing a count of unique admissions by Admission Reason in addition to the Admitting Agency (County or OYA) and the demographic characteristics of the youth.

Detention Releases Overview

The total count of unique releases from a detention facility during the year by Admitting Agency (County or OYA) and the number of days the youth spent in the detention facility (length of stay).

Detention Releases by Length of Stay*

This table expands upon the Detention Releases Overview table by providing a count of unique releases by Admission Reason in addition to the Admitting Agency (County or OYA) and length of stay.

*As of the 2023 reporting year, length of stay is no longer presented by youth demographics because length of stay is highly dependent on the admission reason (e.g., New Law Violation vs Probation Violation). Without additional context, length of stay by youth demographics could easily be misinterpreted.

Counties needing more information should contact the JJIS Service Desk (JJISServiceDesk@oya.oregon.gov).

Notes about the information

Admitting Agency: Admitting agency (County or OYA) is determined by the youth's most intense open disposition on the day they were admitted to detention.

Admissions: Admission is an entry into a detention facility during the reporting year. It is possible for a youth to have more than one admission in the reporting year. Some county

juvenile detention facilities operate Detention Based Youth Care Centers within their detention facilities. Admissions to Detention Based Youth Care Centers are not included.

Length of Stay: Length of Stay is computed by subtracting the admission date from the release date. If a youth is admitted and released on the same day, the Length of Stay is one day. Length of Stay is only computed for youth who have been released from a detention facility. The admission may have occurred in a prior reporting year.

Reporting Year: The calendar year is used for the reporting period.

County: This is a youth-based report, not a facility report. Starting with the 2023 reporting year, each admission is assigned to the county that was supervising the youth at the time of the detention admission. This is a change from prior reports, in which admissions were assigned to the county that had jurisdiction over the youth at the time the detention reports were produced.

Demographics: The JJIS Steering Committee recognizes that reporting race, ethnicity, sex, and gender in JJIS may not accurately represent everyone, due in part to a need to comply with federal reporting requirements. We respect all individuals, but also acknowledge and regret we cannot capture how individuals may self-identify in these areas.

- **Race and Ethnicity:** The JJIS Steering Committee defines Race/Ethnicity reporting categories based on available data. Race is recorded by the juvenile department based on police reports and youths' self-reporting. These reports categorize youth by the race that is recorded in JJIS unless the recorded ethnicity is Hispanic. When the recorded ethnicity is Hispanic, the youth is categorized as Hispanic, regardless of race.
- **Sex:** The options for reporting sex currently include Male, Female, or Unknown. There are current state and national discussions about new ways to document sex that are respectful and inclusive of all. The JJIS Steering Committee will continue to engage in those discussions and make updates in this area as available.

Cautions regarding detention data

Comparing reports: It is not possible to compare the admissions report to the releases report. The Admissions by Demographics report is based on youth admissions during the current reporting year; however, the Releases by Length of Stay report reflects releases of youth who may have been admitted in a prior reporting year.

March 2026

2025 Detention Admissions Overview

Admitting Agency	Total	Female	Male	Unknown	Average Age	Under 12	12-14	15-17	18 and Over	African American	Asian	Hispanic	Native American	Other/Unknown	White
County Admissions															
Count	2,239	554	1,667	18	15.0	3	642	1,532	62	250	43	486	115	124	1,221
%		25%	74%	1%		0%	29%	68%	3%	11%	2%	22%	5%	6%	55%
OYA/DOC Admissior															
Count	319	56	263	0	16.6	0	39	253	27	39	3	59	13	12	193
%		18%	82%	0%		0%	12%	79%	8%	12%	1%	18%	4%	4%	61%
ALL															
Count	2,558	610	1,930	18	15.8	3	681	1,785	89	289	46	545	128	136	1,414
%		24%	75%	1%		0%	27%	70%	3%	11%	2%	21%	5%	5%	55%

2025 Detention Admissions by Demographics

OYA/DOC Admissions	Total	Female	Male	Un-known	Avg Age	Under 12	12-14	15-17	18 and Older	African American	Asian	Hispanic	Native American	Other/ Un-known	White
Total OYA/DOC Admissions:	319	56	263	0	16.1	0	39	253	27	39.0	3	59	13	12	193
% of Total OYA/DOC Admissions:		18%	82%	0%		0%	12%	79%	8%	12%	1%	18%	4%	4%	61%
Pre-Adjudicatory Total	204	32	172	0	15.6	0	29	165	10	20	2	41	8	8	125
New Law Violation - 419C.145	22	1	21	0	16.2	0	2	19	1	0	1	4	1	0	16
Parole Violation - 420.910	35	7	28	0	16.0	0	4	27	4	2	1	7	1	1	23
Probation Violation (Law Violation) - 419C.145	10	2	8	0	15.5	0	1	9	0	1	0	2	1	1	5
Probation Violation (Technical) - 419C.145	132	22	110	0	15.0	0	20	107	5	15	0	27	5	5	80
Temporary Hold for Release Planning (36 hour) - 419C.136	1	0	1	0	15.0	0	0	1	0	0	0	0	0	1	0
Violation of Conditional Release - 419C.145	4	0	4	0	15.7	0	2	2	0	2	0	1	0	0	1
Post-Adjudicatory Total	9	1	8	0	16.25	0	0	9	0	1	0	3	0	0	5
Court Ordered (1-8 Day) Sanction - 419C.453	8	0	8	0	16.0	0	0	8	0	1	0	3	0	0	4
Court Ordered Extended Detention Program - 419C.453	1	1	0	0	17.0	0	0	1	0	0	0	0	0	0	1
Warrant and Other Total	106	23	83	0	17.25	0	10	79	17	18	1	15	5	4	63
OYA Housing	2	0	2	0	15.0	0	0	2	0	0	0	1	0	1	0
Secure Custody Transport	3	0	3	0	17.0	0	1	0	2	0	0	1	0	0	2
Warrant - 419C.100	101	23	78	0	17.6	0	9	77	15	18	1	13	5	3	61

2025 Detention Releases Overview

		Number of Releases	Average LOS	Median LOS	Maximum LOS	1-3 Days	4-8 Days	9-29 Days	30-59 Days	60-89 Days	90+ Days
County Releases	Count	2,246	17.5	7	937	836	475	655	196	31	53
	%					37%	21%	29%	9%	1%	2%
OYA/DOC Releases	Count	320	14.4	7	422	105	75	101	31	7	1
	%					33%	23%	32%	10%	2%	0%
ALL	Count	2,566	17.1	7	937	941	550	756	227	38	54
	%					37%	21%	29%	9%	1%	2%

2025 Detention Releases, Detail by Length of Stay

	Total	Average LOS	Median LOS	Maximum LOS	1-3 Days	4-8 Days	9-29 Days	30-59 Days	60-89 Days	90+ Days
Total Releases	2,566	14.9	7	937	941	550	756	227	38	54
Total County Releases:	2,246	18.1	7	937	836	475	655	196	31	53
% of Total County Releases:					37%	21%	29%	9%	1%	2%
Pre-Adjudicatory Total	1,725	17.87	6	937	677	379	466	130	26	47
Mandatory Minimum Sentence Law Violation (BM11) - 137.705(3)	1	112.0	112	112	0	0	0	0	0	1
New Law Violation - 419C.145	923	23.6	5	937	421	143	229	69	18	43
Parole Violation - 420.910	12	7.0	5	25	5	4	3	0	0	0
Probation Violation (Law Violation) - 419C.145	76	13.8	9	83	27	10	26	12	1	0
Probation Violation (Technical) - 419C.145	497	11.1	6	175	156	167	129	37	5	3
Runaway from Another State - 419C.156	25	6.2	4	29	11	7	7	0	0	0
Temporary Hold for Release Planning (36 hour) - 419C.136	10	6.5	1	44	6	3	0	1	0	0
Violation of Conditional Release - 419C.145	181	11.7	8	80	51	45	72	11	2	0
Post-Adjudicatory Total	104	15.7	7	236	32	26	32	13	0	1
Court Ordered (1-8 Day) Sanction - 419C.453	76	11.7	5	236	32	24	15	4	0	1
Court Ordered Extended Detention Program - 419C.453	28	26.6	29	38	0	2	17	9	0	0
Warrant and Other Total	417	16.54	9	748	127	70	157	53	5	5
Out of State Housing	39	9.2	7	45	14	8	16	1	0	0
OYA Housing	1	1.0	1	1	1	0	0	0	0	0
Sanction for Contempt - 33.105(1)b	1	1.0	1	1	1	0	0	0	0	0
Tribal Housing	7	12.0	1	48	5	0	1	1	0	0
Warrant - 419C.100	369	17.5	10	748	106	62	140	51	5	5
Total OYA/DOC Releases:	320	10.7	7	422	105	75	101	31	7	1

2025 Detention Releases, Detail by Length of Stay

	Total	Average LOS	Median LOS	Maximum LOS	1-3 Days	4-8 Days	9-29 Days	30-59 Days	60-89 Days	90+ Days
Total Releases	2,566	14.9	7	937	941	550	756	227	38	54
% of Total OYA/DOC Releases:					33%	23%	32%	10%	2%	0%
Pre-Adjudicatory Total	205	14.32	8	84	50	53	76	22	4	0
New Law Violation - 419C.145	20	17.3	11	64	6	4	6	2	2	0
Parole Violation - 420.910	34	3.9	3	15	21	10	3	0	0	0
Probation Violation (Law Violation) - 419C.145	10	6.0	4	16	5	2	3	0	0	0
Probation Violation (Technical) - 419C.145	136	17.2	14	84	16	37	61	20	2	0
Temporary Hold for Release Planning (36 hour) - 419C.136	1	1.0	1	1	1	0	0	0	0	0
Violation of Conditional Release - 419C.145	4	13.8	12	28	1	0	3	0	0	0
Post-Adjudicatory Total	9	8.11	3	32	5	2	1	1	0	0
Court Ordered (1-8 Day) Sanction - 419C.453	8	5.1	3	19	5	2	1	0	0	0
Court Ordered Extended Detention Program - 419C.453	1	32.0	32	32	0	0	0	1	0	0
Warrant and Other Total	106	15.12	4	422	50	20	24	8	3	1
OYA Housing	2	3.0	3	5	1	1	0	0	0	0
Secure Custody Transport	3	2.7	1	6	2	1	0	0	0	0
Warrant - 419C.100	101	15.7	4	422	47	18	24	8	3	1

Appendix C: Legislation and Rules for Educational Coordination

Topic area 5: Oregon legislation for educational requirements and coordination

What, if any, Oregon legislation outlines requirements for education and training within juvenile facilities?

[ORS 420A.010](#) establishes OYA's purpose and directs OYA to "Provide adjudicated youths and others in youth authority custody with opportunities for self-improvement and work;" (1)(f). The statute also directs OYA to measure and track academic progress (2)(b)(A). (10) instructs the agency to develop culturally specific programs, recognizing the overrepresentations of BIPOC youth.

Oregon law creates the juvenile detention education framework by setting standards for juvenile detention facilities and defining the education programs used for youth in custody ([ORS 169.740](#), [ORS 326.695](#)). The Department of Education must provide education for children enrolled in the Juvenile Detention Education Program, including transition services into school settings and workforce preparation programs, plus ongoing support for that transition ([ORS 336.585](#)). The same statutory structure applies to youth in the Youth Corrections Education Program ([ORS 336.590](#)). State School Fund grants help pay for these programs, which supports delivery of the required education services ([ORS 327.026](#)).

Several statutes cover vocational programs: [ORS 420A.155\(2\)\(b\)](#) instructs OYA regional academies to "Provide year-round education, job and life skills training, vocational training and apprenticeship programs," while [ORS 420.210](#) establishes work camps for youth. At intake, youth are given a vocational evaluation ([ORS 420A.125](#)).

Relevant sources: [ORS 169.740, Standards for juvenile detention facilities](#); [ORS 326.695, Definitions for ORS 326.700 and 326.712](#); [ORS 336.585, Education for children enrolled in Juvenile Detention Education Program](#); [ORS 336.590, Education for children enrolled in Youth Corrections Education Program](#); [ORS 327.026, State School Fund grant for programs](#); [Oregon Juvenile Detention Guidelines, 2025 Edition](#).

What, if any, Oregon administrative rules are in place relating to education and training within juvenile facilities?

The education rules for juvenile facilities establish the program structure for youth in detention, youth corrections, and residential youth care centers ([OAR 581-015-2585](#), [OAR 581-015-2595](#)). The guidelines add that youth should begin education no later than the next school day after admission, that instruction should be offered at least 5.5 hours per day and 220 days per year where applicable, and that facilities should use a written communication plan or MOU to coordinate between facility and education staff ([Oregon Juvenile Detention Guidelines, 2025 Edition](#)). The rules also extend to incarcerated youth and to plans for serving students in local or regional correctional facilities ([OAR 581-015-2600](#), [OAR 581-015-2605](#)). Records transfer requirements help ensure that a youth's academic history follows the youth from one placement to another ([OAR 581-021-0255](#)). Disclosure rules limit and organize what information may be shared with juvenile justice agencies, which supports coordinated education planning while protecting confidentiality ([OAR 581-021-0391](#)).

[OAR 416-415](#) sets the rules and standards for vocational work programs at OYA. The goal is "for Offender participants to gain the knowledge, skills, and proficiencies for employment or further education upon release from incarceration into the community," ([416-415-0010](#)). This division also sets standards for work program approval: ie, the program's purpose must be related to the youth getting private gainful employment, an educational/vocational program, or a program to develop work skills. ([416-415-0030](#)). [OAR 416-415-0040](#) sets eligibility for youth to participate in work programs (ie. 16 years old; there are different requirements for DOC youth).

Relevant sources: [OAR 581-015-2585, Youth \(Juvenile\) Corrections Education and Juvenile Detention Education Programs](#); [OAR 581-015-2595, Education Programs for Children at Residential Youth Care Centers](#); [OAR 581-015-2600, Incarcerated Youth](#); [OAR 581-015-2605, Plans to Serve Students in Local or Regional Correctional Facilities](#); [OAR 581-021-0255, Transfer of Student Education Records](#); [OAR 581-021-0391, Conditions for the Disclosure of Information to Juvenile Justice Agencies](#); [Oregon Juvenile Detention Guidelines, 2025 Edition](#).

What, if any, Oregon legislation outlines requirements for juvenile justice facilities to coordinate with educational institutions upon release?

Oregon's release-coordination statutes require school notice, transfer planning, and communication about youth moving back into the community ([ORS 336.585](#), [ORS 336.590](#)). When an adjudicated youth transfers to a new school or district, the receiving school must be notified so records and enrollment can be handled without delay ([ORS 420.048](#)). Notice of release or discharge of an adjudicated youth helps juvenile authorities and schools coordinate the timing of reentry and transition planning ([ORS 420A.122](#)). County juvenile departments must also send monthly reports to school administrators concerning adjudicated youths on probation, which keeps schools informed about youth returning to or remaining in school under supervision ([ORS 419A.015](#)).

Relevant sources: [ORS 336.585, Education for children enrolled in Juvenile Detention Education Program](#); [ORS 336.590, Education for children enrolled in Youth Corrections Education Program](#); [ORS 420.048, Notice required when adjudicated youth transfers to new school or school district](#); [ORS 420A.122, Notice of release or discharge of adjudicated youth](#); [ORS 419A.015, Reports to school administrators concerning adjudicated youths on probation](#); [Oregon Juvenile Detention Guidelines, 2025 Edition](#).

What, if any, Oregon administrative rules are in place regarding coordination between juvenile justice facilities and educational institutions upon release?

Records transfer and disclosure rules create the administrative backbone for reentry coordination between juvenile justice facilities and schools ([OAR 581-021-0255](#), [OAR 581-021-0391](#)). The guidelines explain that schools should request prior-school records, including IEPs and 504 plans, within 24 hours of admission or the next business day so the records can support quick placement when release occurs ([Oregon Juvenile Detention Guidelines, 2025 Edition](#)). The juvenile detention and youth corrections education rules also require transition services that prepare students for post-school activities such as employment, postsecondary education, vocational training, continuing education, and independent living ([OAR 581-015-2585](#)). The residential youth care center rule supports that same continuity by keeping education in place while the youth is confined, so release does not interrupt the student's instructional path ([OAR 581-015-2595](#)). The guidelines further say counties should collaborate with reentry and transition staff so each student leaves with a plan to reconnect with an

Answers to JJPC Qs June 9, 2026

Professor Aliza Kaplan, Lewis & Clark Law School

educational institution or workforce preparation program ([Oregon Juvenile Detention Guidelines, 2025 Edition](#)).

Relevant sources: [OAR 581-021-0255, Transfer of Student Education Records](#); [OAR 581-021-0391, Conditions for the Disclosure of Information to Juvenile Justice Agencies](#); [OAR 581-015-2585, Youth \(Juvenile\) Corrections Education and Juvenile Detention Education Programs](#); [OAR 581-015-2595, Education Programs for Children at Residential Youth Care Centers](#); [Oregon Juvenile Detention Guidelines, 2025 Edition](#).

What, if any, county rules are in place regarding coordination between juvenile justice facilities and educational institutions upon release?

I did not identify county rules governing school coordination upon release, besides what is required under Oregon Statute/Regulations.

For additional information, see: Oregon Juvenile Detention Facility Guidelines 6th Edition 2025 ([PDF](#))

Appendix D: Transition Services

OYA Transition Planning Process

Purpose

The Transition Plan, Youth Transition Guide, and Family Transition Guide are intended to support the active engagement of the youth and family, and provide a collaborative, clear, and consistent transition planning process.

The transition planning process offers various opportunities for the youth to actively participate in the process, emphasizing the importance of empowering them to advocate for their own goals and have ownership in the transition plan.

When to Use this Process

This process will be used with all youth who are transitioning from an OYA close custody facility to the community or an OYA camp, which includes those who have returned to a facility due to a parole revocation.

Begin Transition Planning Early On

It's important to prioritize and plan for the youth's transition early on. The transition planning process should start early in case plan development, so everyone is working toward the same end goal.

Youth and Family Transition Guides

The Youth and Family Transition Guides provide information about the transition process and help the youth and family thoughtfully prepare for meaningful transition planning discussions.

Youth Transition Guide

The Youth Transition Guide is intended to provide youth with opportunities for self-reflection, to think about their interests, future goals, and prepare for the meetings that relate to transition.

JPPPO: Provide the youth with the Youth Transition Guide and explain its purpose.

- Provide the guide early enough to allow thoughtful completion before the Transition Plan is developed.
- The Case Coordinator, QMHP, or Youth must not complete the Transition Plan, though they contribute to its development.

Case Coordinator: Ensure that someone checks in with the youth to offer support, answer questions, and encourage them to complete the guide.

- Case Coordinators may ask other support people such as a primary contact staff, QMHP, SDC, or Multicultural Services Coordinator, to ensure someone checks in with the youth. It is the CC's responsibility to ensure this practice occurs.

The Youth Transition Guide can be used in different ways depending on the individual skills of the youth.

- Youth is provided the guide and works on it independently.
- Youth is provided the guide, and the JPPPO or Case Coordinator provide support as needed.
- Youth and JPPPO work on the guide during their monthly check-ins.
- Youth is provided one or two pages at a time and completes them with support from the JPPPO or Case Coordinator as needed.

OYA Transition Planning Process

Family Transition Guide

The Family Transition Guide is designed to empower the family by providing a clear understanding of the process and what to expect. It also encourages the family to reflect on questions or thoughts they may have about their youth's transition out of the youth correctional facility.

JPPPO: Provide the Family Transition Guide to the family during a 90-day MDT, or through other means that accommodate the family.

Collaborative Process

Transition planning should provide the youth opportunities to identify their goals, clarify expectations, and identify services and support systems available during this critical period.

The JPPPO may want to begin talking about transition planning with the youth at a monthly check-in; however, this process is most effective when all the individuals supporting the youth (family, JPPPO, Case Coordinator, Multicultural Services Coordinator, etc.) are part of the goals conversation.

To ensure a collaborative process, time will be set aside at the Transition MDT to allow for any needed updates, additional input, and finalizing the Transition Plan.

Transition Plan

The Transition Plan includes the goals the youth will work on during the transition to their next placement and a transition checklist, which identifies the services and supports the youth will need to achieve their identified goals.

JPPPO: Responsible for completing the Transition Plan and importing it into JJIS prior to the Parole Review Committee (PRC).

- JPPPO is solely responsible for completion of the Transition Plan. The Case Coordinator, QMHP, and youth provide input to its development but do not complete it.
- Ensure all individuals supporting the youth, such as family members, Case Coordinator, Multicultural Services Coordinator, etc., participate in the transition planning process.
- Discuss progress on the transition plan and the youth's progress at subsequent monthly JPPPO check-ins and MDTs.

Documentation Requirements – Goals

JPPPO: Facilitate the discussion about the youth's goals based on the areas listed in the transition plan document, ensuring that the youth, family, CC, Multicultural Services Coordinator and other MDT members can provide input during the conversation.

- Review each goal area with the youth, using the youth's input and Youth Transition Guide to collaboratively create goals.
- All areas, except 'other', must be completed.
- A goal that is 'not applicable', must have an explanation.

OYA Transition Planning Process

Documentation Requirements – Checklist

Jppo: Facilitate the discussion about the checklist ensuring that the youth, family, CC, Multicultural Services Coordinator and other MDT members can provide input during the conversation.

- Select the supports and services needed to support the youth's completion of their transition goals.
- "Responsible Party" column will be used to clarify who is taking the lead on each task. There may be instances where the youth or family has items on the list.
- Timeframe options will vary, spanning from (e.g. pre-parole, week of parole, within 30 days of parole, or a specific date, etc.).
- Not all sections of the checklist will apply to every youth. Select sections that match the youth's specific needs and upcoming placement.
- The completed column is used to document when each task has been completed.

Transition Plan Follow Up

Jppo: Revise the Transition Plan as circumstances change.

- Updated versions must be imported into JJIS to ensure changes are documented.

Importing Transition Plan into JJIS

Jppo: Import the youth's Transition Plan into JJIS prior to PRC. This document will be used by both PRC and ACR when considering recommendations for parole.

- The categories and naming convention below will be used when importing the documents to JJIS.
 - Category: Case Management,
 - Subcategory: General Case Plan
 - Name: Transition Plan

Completing a JJIS Note

Jppo: Monitor and ensure the checklist items are completed. Within 30 days of parole, the checklist items must be completed, and a note must be entered into JJIS using the following categories.

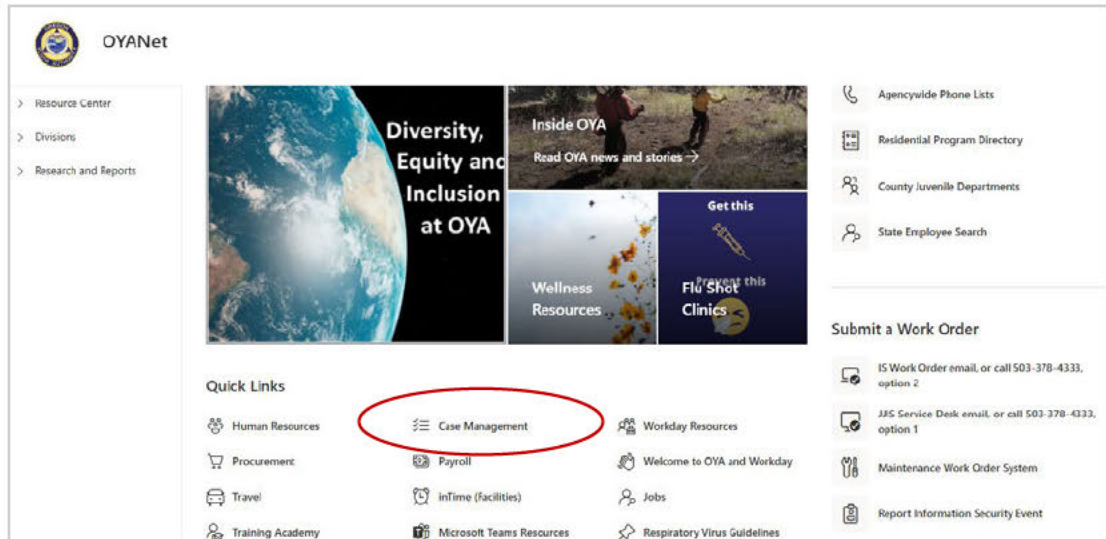
Example JJIS Entry

OYA Transition Planning Process

Documents Location

All transition planning documents can be found on OYA.sharepoint.com (aka: [OYA.Net](#))

OYA.Net



Required Actions by Field Supervisor

Case Audits

Field Supervisor: Ask about the status of the Transition Plan and confirm the Youth and Family Guides were provided early enough to allow thoughtful completion before the Transition Plan was developed.

Before Parole Approval

Field Supervisor: Verify that the Transition Plan has been imported into JJIS. Parole cannot be approved without a completed Transition Plan in JJIS.



TRANSITION

OREGON YOUTH AUTHORITY

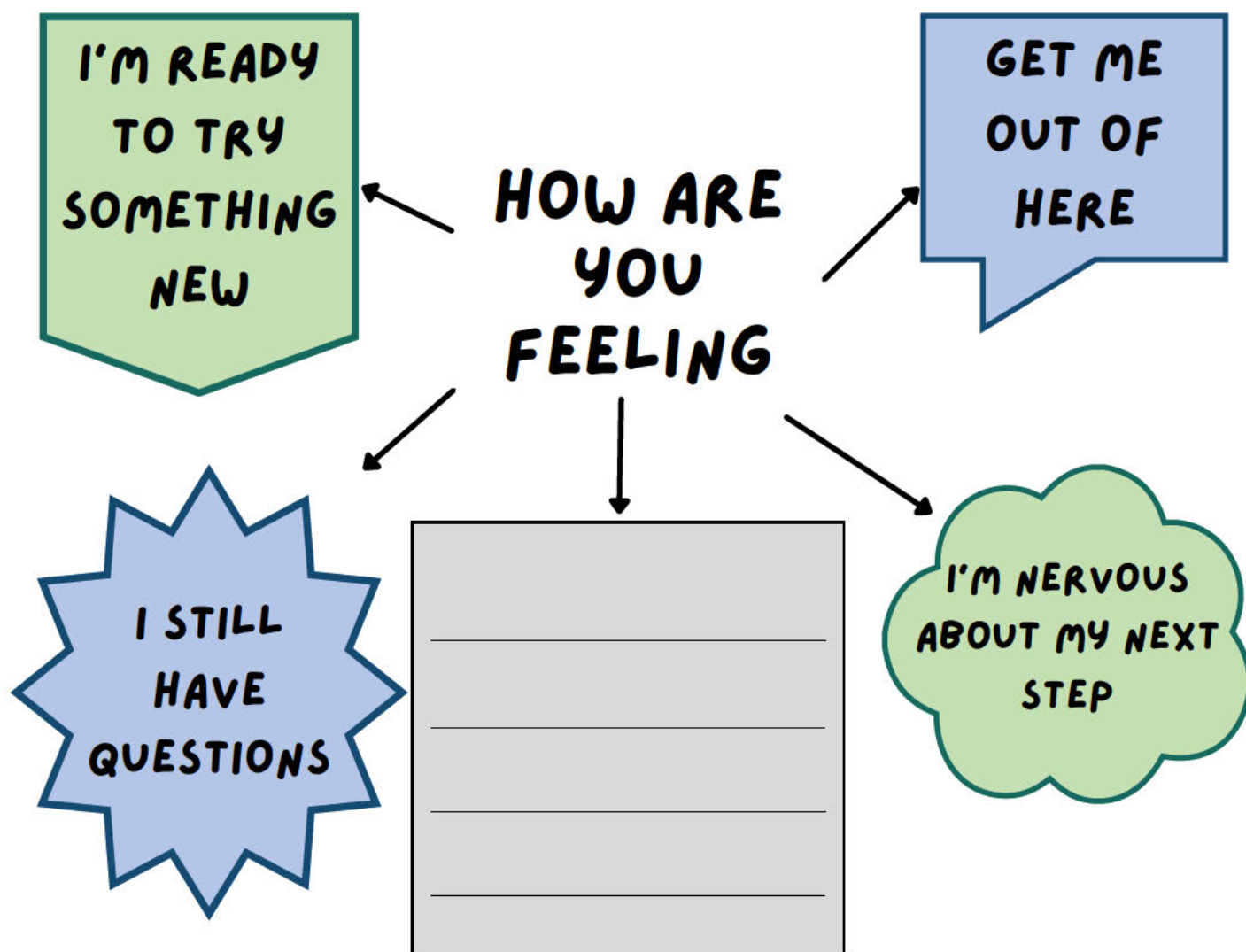
Whether you're moving to a community program or back home, there are many supports and services available to help you succeed.

Your MDT will work with you to create a solid plan using this guide.

This section of the guide is all about helping you create a transition plan that reflects your thoughts, feelings, and what matters most to you.

How you feel about your transition to the community:

Read through the statements and highlight the ones that best describe how you are feeling. You can also write your own statement:



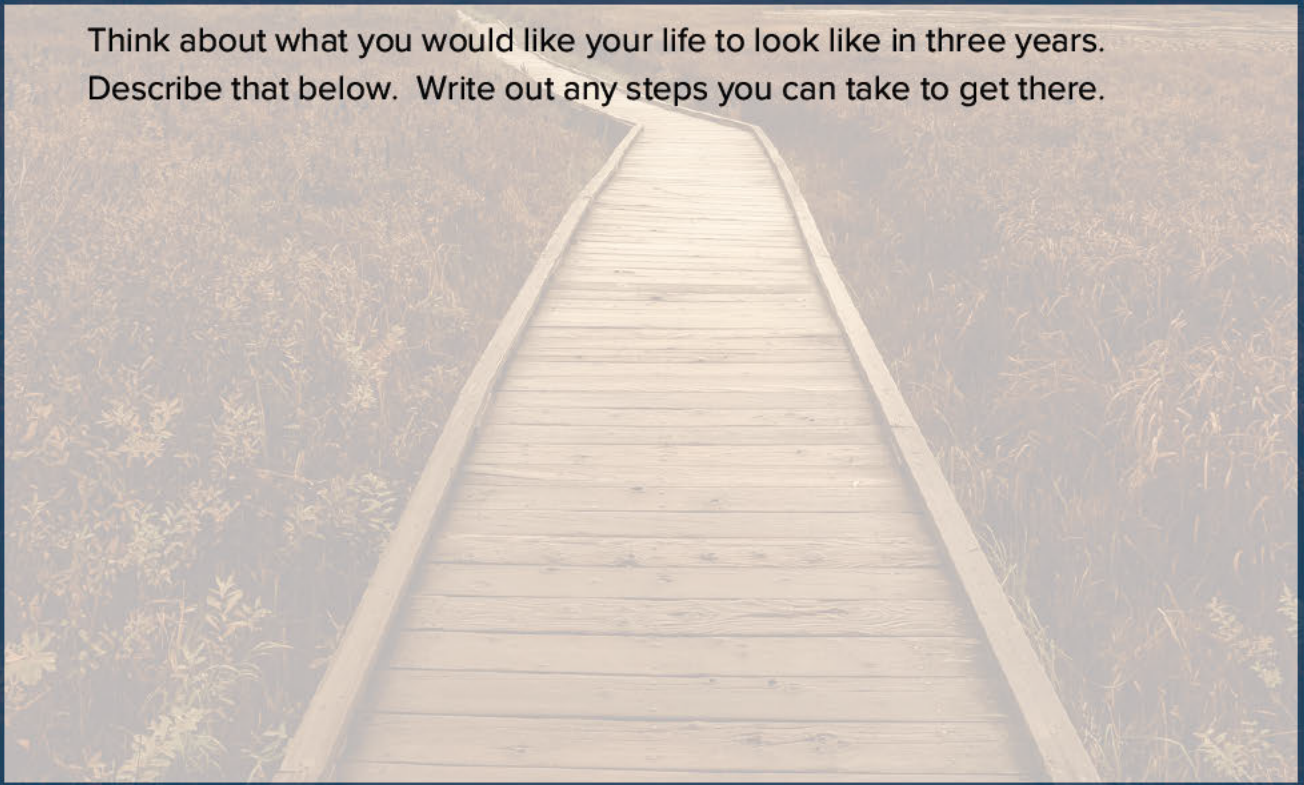
About Me

As you prepare to transition, think about your short and long-term future. What are your goals and what do you know about yourself that can help you achieve them?

Have you made any plans for the next 90 days? Write them below.
Or, if you're more of a visual person, go ahead and draw them out!



Think about what you would like your life to look like in three years.
Describe that below. Write out any steps you can take to get there.



What are your core values? What are the things most important to you?
(Examples: honesty, family, respect.)

How will you reflect your core values in your day-to-day life?

What is one thing that could improve your life? How will it help you? (Example: getting a scholarship for college because it would help me achieve my dream career.)

List what you'd like to accomplish in the next 90 days

Make a list of things and actions you want to avoid in the future

By now you should probably have an idea of where you're going next and who you'll live with. Go ahead and write where this is in the space below. If you don't know exactly where you are going, it is okay to write in things like a residential program, independent living program, home, etc.

Next Placement:

What do you know about your next placement? If it is a home, what house rules will you have? If it is a placement, what are some of the basic rules?

(Examples: Lights out at 10pm, no swearing, etc.)

If you're not sure about your next placement or it's rules, talk to your JPPO and make a plan to learn more.

What has helped you make progress here that you want to keep doing in the community? *(Examples: working out, drawing, drum circle, spiritual practices, playing music.)*

What do you want to work on at your next placement?

(Examples: learn job skills, build a resume, manage your triggers, get good grades.)

What are you looking forward to at your next placement?

(Examples: home visits, learning new things, being in the community.)

What challenges may you face at your next placement? *(Example: new expectations, feeling connected to others, not knowing what to expect.)* How can you deal with them?

(Example: I can join the gym and stay open minded.)

Any questions about your next placement? Write them down and ask someone who can help you answer them. *(Examples: Can I go into the community on my own? Can I get a job?)*

Planning Ahead

Let's look more closely at areas in your life that most youth focus on such as education, vocation, employment, activities, and other areas that may interest you. You don't need to wait to get out to start making a plan.

Education and Vocational Training

Education is often the key to getting a good job and a better future. The more knowledge you gain, the more likely that opportunities might open up for better possibilities in career and personal growth.

Most career paths start with getting a high school diploma or GED. You might consider enrolling in college or trade school if your career goals involve further education.

Your education or vocational goal is... *(Examples: High school diploma, GED, improving writing/reading skills, electrician, nail tech, college graduate, bachelor's degree in business.)*

What do you need during your transition to support your goal?



- | | |
|---|---|
| ☐ School supplies | ☐ Educational advocate |
| ☐ Tutoring | ☐ Assistance enrolling in a vocational program |
| ☐ Transportation | ☐ Clothing or equipment for vocational program |
| ☐ School counselor or mentor | ☐ Other _____ |
| ☐ Financial aid | |

Employment

For young people, getting a job is one of the best paths to success. A job can be an opportunity for youth to develop a sense of belonging, self-esteem, and confidence. With a job, you can earn money to pay your bills, restitution, if you have it, as well as have money for things you want to do or buy.

Are you expected to get a job at your next placement? _____

What kinds of jobs are you interested in and able to do?

What kind of work do you want to be doing in 5 years?

What support do you need at your transition?

- ☐ Job search assistance
- ☐ Job coaching
- ☐ Help building a resume
- ☐ Interview skills
- ☐ Transportation
- ☐ Clothing
- ☐ Internship opportunities
- ☐ Coaching around talking/not talking about juvenile criminal record
- ☐ Other _____



Activities

Community activities are a great foundation for your overall well-being. They can often lead to an increase in self-esteem, positive social opportunities, and essential life skills.

What activities are you interested in? *(Examples: gaming, drawing, working out, joining a sports team, spiritual or religious practices.)*

Life Skills

Learning life skills helps you manage everyday tasks like school, work, and relationships.

What would you like to know more about? *(Examples: grocery shopping, cooking, nutrition, how to do laundry, registering to vote, completing taxes.)*

Family Connection and Community Support

Having a strong support system can improve your physical and mental health and strengthen your transition back into the community.

What does community mean to you, and why is it important to feel connected to your community?

How can you strengthen your connections with family and friends?
(Examples: Regular phone calls, family game nights, meeting up with friends for activities.)

Are there other supports that would help during your transition? How can we help you build that connection?

Value of Cultural Connection

Finding opportunities for cultural connections in the community can be an essential part of your success. Understanding your own and other's identities, values, and attitudes can help you adjust to a different living situation, be resilient, and support a positive transition.

Identify below what kind of cultural supports, connection, or activities that you might be interested in.

Counseling/Treatment

Keep building on your progress and make sure you have ongoing support. It is okay to ask for help.

What specific counseling and treatment is needed to help you in the community? Who will support you?

Benefits and Assistance

Being able to recognize when you need help is an essential skill. Asking for help shows maturity and confidence. It shows that you know what you need and can advocate for yourself. Here are some areas that young people sometimes need additional help in. Check the box next to the areas that you think you might need support in and would like to learn more about.

- ☐ Food assistance (food banks) ☐ Other _____
- ☐ Rental assistance
- ☐ Financial assistance
- ☐ Utility assistance
- ☐ Phone assistance
- ☐ Women, Infant, & Children (WIC) nutrition assistance
- ☐ Oregon Trail Card nutrition assistance
- ☐ Supplemental Nutrition Assistance Program (SNAP)

Transportation

How will you get around? *(Examples: program vehicle, bus, ride share, TriMet or city bus, support person.)*

Rules and Expectations

Before your transition, make sure you understand what your parole officer expects of you. Once you leave the facility, you will more than likely have to follow a parole agreement and may have additional rules or restrictions. This may include being required to attend school, perform community service, pay restitution, participate in treatment, not engage in certain behaviors, etc.

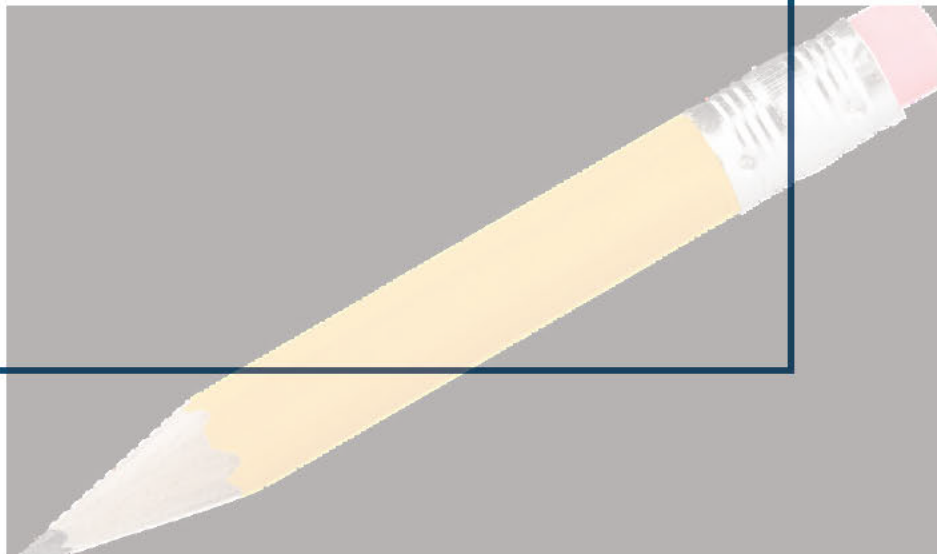
It is important that you understand the rules and the expectations of your parole agreement and any additional rules or restrictions.

Which of these apply to you:

- ☐ Parole agreement
- ☐ Offense specific safety plan
- ☐ Community safety plan
- ☐ Restrictions such as internet use, phone, video games, etc
- ☐ Restitution



Do you have any questions about the rules and expectations that you will have in place?



• Documents •

Now is the time to begin organizing important documents so that you can easily access them in the community.

Create a binder of documents that you already have and come up with a plan for what documents that you might need to assist you in accessing services in the community and obtaining your goals in areas such as education, vocation, and employment.

Put a check mark in the box for items that you will take with you and circle the items that you want to make a plan to obtain.

☐ Education certificates

☐ Vocational certificates

☐ Letters of completion

☐ Food handlers card

☐ Letters of recommendation

☐ State Identification

☐ Birth Certificate

☐ Social Security Card

☐ Log-in usernames and passwords

☐ Drivers permit



What's Next

Be sure to ask your JPPO what happens next and use this space to capture the next steps (Screening, transport, etc.)

Things you need to do or continue to work on before you transition:

- ☐
- ☐
- ☐
- ☐
- ☐

Important Contacts

It is important to have a network of people and organizations you can count on for help. Keep their contact information handy, so you can easily connect with those who can support you as you transition to your next placement or back into your community.

People you can talk to for support (Examples: family members, counselor, youth service coordinator, mentor, etc.)

<i>Name</i>	<i>Phone Number</i>
Parole Officer	
Counselor	

Help Hotlines:

National Suicide Prevention Lifeline: 1-800-273-8255

National Drug and Alcohol Treatment Referral
Routing Service: 1-800-662-HELP (4357)

National Domestic Violence Hotline: 1-800-799-SAFE (7233)

Runaway Safeline: 1-800-RUNAWAY (786-2929)

Human Trafficking Hotline: 1-888-373-7888

Notes

[illegible]

Notes

[illegible]

FAMILY GUIDE



TRANSITION

OREGON YOUTH AUTHORITY

Family and Support People

IMPORTANT RESPONSIBILITIES FOR FAMILIES AND SUPPORT PEOPLE IN THE TRANSITION PROCESS



Play an active role in transition planning to ensure the best outcomes for your young person.



Maintain high expectations while offering support and encouragement.



Gather up important documents such as a birth certificate, social security card, ID, insurance cards, etc., to facilitate a smooth transition.



Support your young person in developing their goals.



Continue to stay actively involved through the entire transition journey.

Family includes any person identified by the young person as important and who provides formal or informal support.

Transition planning is important

When a young person comes back home to the community, family involvement is important to help them maintain the progress they made while they were away. Transitioning to life outside the facility requires careful planning and lots of support.

We recognize such a transition can be challenging and a source of anxiety for both the youth and family. This is why it is important for you and your young person to be active participants in the transition planning process.

When we plan for transition, we want to make sure the young person has chances to think about their goals and what they want to achieve. We'll work together to set clear expectations and figure out the support and services they may need. You are an essential part of this process, and we want you to share your thoughts and ideas as we create a plan together.

What can you expect

It's important to prioritize and plan for your young person's transition from the beginning. You may have already been a part of meetings that included conversations around your young person's transition to the community.

At least 90 days before your young person's planned transition, we will start having detailed conversations about the transition process. During this phase, your young person's Juvenile Parole and Probation Officer (JPPO) will work together with them to complete a transition planning packet. The packet contains four steps to ensure the process is intentional, collaborative, and well communicated.

While some of that work happens during individual check-ins, all the information gathered is shared with the young person's support team at a Multi-disciplinary team (MDT) meeting before the actual transition.

Preparing for the MDT

We value family input and want you to have the opportunity to share your thoughts, concerns, and provide input on your young person's transition.

This family transition guide can help you gather your thoughts related to the transition before the MDT. We encourage you to think about these conversations in advance and make notes on the guide. It should assist you in collecting your thoughts about your young person's strengths, needs, interests, and other relevant information.

Keep in mind that you are a valuable member of the MDT and you have the right to offer suggestions, input, and feedback.





Placement and Future Planning

How are you feeling about your young person's transition to the community?

What do you hope they keep doing?

What is something you are proud that they have accomplished while in the facility?



Placement and Future Planning

The placement options conversation may happen early on in the overall case planning process, often at the initial MDT. The goal is for the young person, family, support system, and OYA staff to all be part of planning what the next placement might look like.

This conversation will include a discussion about the various placement options and the factors considered when selecting the next placement. Use this space to review what you know about your young person's next placement.

Do you know where their next placement is?

What do you know about the next placement? Do you have any questions about the next placement?



Placement and Future Planning

What are you looking forward to at their next placement?

What potential challenges do you think your young person might encounter at their next placement?

In what areas do you think they will excel?



Goals

Your young person will be able to explore and define their goals across many areas of life. You can support them by working together on setting their goals before they transition to the next stage. Here are some areas for them to consider and explore:

- **Education and Vocational Training** - help them to consider and identify their passions for a well-rounded learning experience.
- **Employment** - assist them in finding their strengths and setting achievable goals.
- **Activities** - encourage them to explore different interests and hobbies.
- **Life Skills** - guide them in identifying essential life skills like communication, problem-solving, and time management to thrive in any situation.
- **Counseling/Treatment** - ensure they know how they get help if they need someone to talk to or treatment for any issue they face.

By encouraging them to follow their dreams, focus on their future, and helping them think carefully about these areas, you can give them the confidence to navigate the transition successfully.



Transition Checklist

When your youth exits the facility, they will have access to supports and services based on their needs and identified goals. Our ultimate aim is to empower your young person with the tools and resources they need to navigate the challenges of moving into the community and to foster their personal growth. The purpose of the transition checklist is to provide your young person with the services and supports they need to make a successful move into the community.



STEP 4 – Complete Transition Checklist

The transition checklist is a tool to identify the supports, services, and documents needed to support the transition goals identified in step 3.

- JPPOs will lead the transition checklist conversation at the YDT meeting.
- Intentional space will be made for all YDT members, including the youth and family, to engage in the conversation.
- The conversation should refer back to the transition goals as you work to identify what supports and services are needed.

Activity	Responsible Party	Complete By Date	Completed
Documents			
☐ State Identification			
☐ Birth certificate			
☐ Social security card			
☐ Initiate Oregon Health Plan			
☐ Check for Social Security Income eligibility			
☐ Apply for Developmental Disabilities service eligibility			
☐ Log-in credentials/email			
☐ Portfolio (certificates, letters of recommendation)			
☐ Permit/Driver's License			
Support Systems			
☐ Determine if a youth needs a Transition JPPO or Youth Services Coordinator for additional support			
☐ Mentor/peer support/youth advocate			
☐ Youth groups/support groups			
Cultural Resources/Community Connections			
☐ Cultural Questionnaire			
☐ Community activities			
☐ Consulate services			
☐ Cultural exploration and connection			
☐ Religious services			

Activity	Responsible Party	Complete By Date	Completed
Educational/Vocational			
☐ Identifying educational options (diploma, modified diploma, GED)			
☐ Financial aid			
☐ School enrollment			
☐ Request unofficial transcript/IEP records			
☐ Request immunization records			
☐ Identify GED testing progress			
☐ Pre-meeting with a school/counselor			
☐ Discuss attendance tracking plan			
☐ Who youth wants at the Individualized Educational Plan meetings			
☐ Educational advocate (metro area)			
☐ Clothing/equipment for vocational programs			
☐ Academic support/tutoring			
☐ Transportation			
☐ Setting expectations (attendance, grades)			
Employment			
☐ List of jobs /list of employers, addresses, contact info prior to parole			
☐ Login to INDEED and start an account prior to parole			
☐ Job search/applications			
☐ Connect youth with Work Source			
☐ Resume building			
☐ Job coaching			
☐ Job readiness skills			
☐ Interviewing skills			
☐ Transportation needs			
☐ Clothing needs			
☐ Internships/volunteering			
☐ How to file taxes (where to access free assistance, type of information)			

Activity	Responsible Party	Complete By Date	Completed
Counseling/Treatment			
☐ Establishing treatment/counseling – allowing enough time			
☐ Transportation			
☐ Expectations			
☐ OYA contracted providers – can set up prior to parole			
☐ Identify AA or NA groups in the area			
☐ Connect youth with a peer recovery sponsor			
☐ Releases of Information			
Benefits/Assistance			
☐ Food assistance (food banks)			
☐ Rental assistance			
☐ Financial assistance			
☐ Utility assistance/Phone assistance			
☐ Women, Infant, & Children (WIC) nutrition assistance			
☐ Temporary assistance for needy families (TANF) financial assistance			
☐ Oregon Trail Card/EBT nutrition assistance			
☐ Supplemental Nutrition Assistance (SNAP) nutrition assistance			
Medical			
☐ List of medication/dosage/understanding of medications/what each is for			
☐ Place to store medication			
☐ Refill medication			
☐ Set up medical appointments			
☐ Can they self-administer medication			
☐ Prescriber, name, number, fax, etc.			
☐ Understand how med card works			
☐ What medical/dental appointments are needed			
☐ Releases of Information			



Meeting Reflection

We encourage you to complete this section after the MDT meeting to reflect on the process and plan for any next steps, questions, or concerns that you might have.

Based on the conversation at the MDT, what is one thing you would like to commit to doing to support your young person during this transition period?

Use this space to list anything that you would like to express or bring up at the next meeting.

Use this space to list any questions or concerns that you might have. Also, what is the next step for you to take to have those addressed.



What's next

Transition planning is important and may begin early on in your young person's stay. Your young person's actual parole date will depend on a variety of factors including their efforts to show positive skills and behavior, their ability to hold themselves accountable and demonstrate that they won't commit new crimes, and how serious their crime was. There will be other factors considered as well. You can ask for a parole readiness document for further information.

1

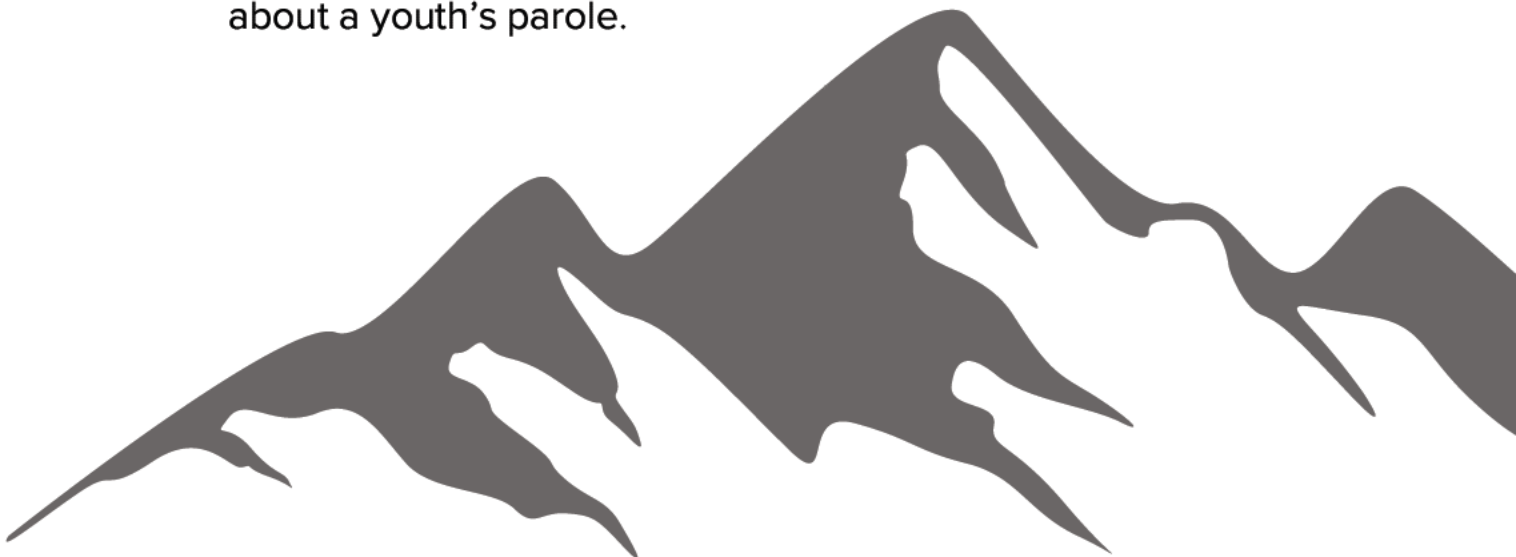
Once the MDT thinks that your young person is ready for parole, they recommend it to the Parole Review Committee (PRC).

2

The Parole Review Committee includes the superintendent of the facility and the parole and probation supervisor from the county where your person was adjudicated. They look at the MDT recommendations and make a decision.

3

The Agency Case Review (ACR) will also review the recommendations for youth who have committed serious person-to-person crimes. This group makes a final decision about a youth's parole.



This image shows a full page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, typical of notebook or legal stationery. There are no margins, text, or other markings present.

Notes

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Transition Plan

1. **The JPPO is responsible for completing the transition plan and importing it into JJIS prior to the Parole Review Committee (PRC).**
2. **The JPPO will provide the youth with the Youth Transition Guide and explain its purpose.** The youth will receive the guide **early enough to allow thoughtful completion before the transition plan is developed.** The **Case Coordinator will ensure that someone checks in with the youth** to offer support, answer questions, and encourage them to complete the guide.
3. **Transition planning is most effective when all individuals supporting the youth**—such as family members, the JPPO, Case Coordinator, and Multicultural Services Coordinator—**participate in the transition planning discussion.**
4. **The JPPO will review each goal area with the youth, using the youth's input and Youth Guide to collaboratively create goals.**
5. **All areas except "other" must be completed. A goal that is not applicable must have an explanation.**
6. **The checklist is a collaborative conversation** that references the **transition goals** to identify the **services and supports needed** to achieve them.
7. The "Responsible Party" column will be **used to clarify who is taking the lead on each task.** There may be instances where the youth or family has items on the list. **Timeframe options will vary,** spanning from (e.g., pre-parole, week of parole, within 30 days of parole, or a specific date, etc.).
8. **Not all sections of the checklist will apply to every youth.** Select sections that match the **youth's specific needs and upcoming placement.**
9. The completed column is used to demonstrate **when each task has been completed.**

Youth Name:

[REDACTED]

JPPO Name:

[REDACTED]

Date:

1/30/2026

Goal Areas	Describe the youth's goal (or status)	Describe the next step(s):
Education/Vocational Training	High school graduate. [REDACTED] would like to go to college of the Arts. Studying music, art, and modeling. Wants to do what she is passionate about.	[REDACTED] will complete [REDACTED] FAFSA and identify continuing education opportunities near her final placement.
Employment	Wants to work full-time and save up money.	[REDACTED] will look for employment opportunities in [REDACTED] after transitioning to residential.
Relationships and Support	Siblings and other non-familial supports.	[REDACTED] will continue to have supportive conversations and visits with family and supportive adults. [REDACTED] will start practicing home visit once earned as residential.

Youth: [REDACTED]

JPPO: [REDACTED]

Date: 1/30/2026

Treatment and Counseling	[REDACTED] would like to use [REDACTED] mental health providers to work through [REDACTED] feelings and medication management.	[REDACTED] will establish care with a mental health provider at residential treatment and doctor for medication management.
Interests and Activities	Music, arts, modeling, crafting.	[REDACTED] will explore prosocial ways to express herself that do not expose [REDACTED] to high-risk situations or exploitation.
Family Supports (Services or supports the family needs)	[REDACTED] has limited support system. [REDACTED] has no contact with [REDACTED] adoptive parents. [REDACTED] has strong support from her [REDACTED] siblings and their support systems.	[REDACTED] will continue to have supportive conversations and visits with family and supportive adults. [REDACTED] will start practicing home visits once [REDACTED] has earned them in residential
Other		

Work Together to Complete the Transition Checklist

The transition checklist is a tool to identify the supports services and documents needed to support the youth's transition goals identified above.

Documents

Activity	Responsible Party	Completion Timeframe	Completed
☒ State identification	At [REDACTED] Office		☒
☒ Birth certificate	At [REDACTED] Office		☒
☒ Social security card/I-94	At [REDACTED] Office		☒
☒ Initiate Oregon Health Plan	JPPO	At time of parole	☒
☐ Check for Social Security Income eligibility			☐
☐ Apply for Developmental Disabilities service eligibility			☐
☐ Email/Log-in credentials			☐
☐ Portfolio (certificates, letters of recommendation)			☐
☐ Permit/Driver's License			☐
☒ Diploma	JPPO	Family will bring to [REDACTED] Office.	☒
☐			☐

Family Support

Activity	Responsible Party	Completion Timeframe	Completed
☐ Share resources (family support group, Family Advisory Council, etc.)			☐
☐ Hotel/gas vouchers			☐
☐ Invites to the MDT and reviews			☐
☐ Invitations to cultural events			☐
☒ Talk to the families about transition, connecting with youth	JPPO	Prior to parole.	☐
☐ Is a family assessment needed?			☐
☐ Determine if counseling is needed			☐
☐ Interpretation services			☐
☒ Family support related to youth returning to the same friends, environment, etc.	JPPO	During residential placement.	☐
☒ Review parole agreement and expectations and check for understanding	JPPO	At the time of parole or just prior.	☐
☐ Establish household expectations			☐
☒ Make sure family has contact numbers	JPPO	At the time of parole or just prior.	☐
☐ Support family/youth with applying for OHP			☐
☐ Establish connection to other community programs/resources			☐
☒ Safety planning	JPPO	Will be developed with residential program.	☐
☒ Setting expectations, checking for understanding	JPPO	Continuously	☐
☐			☐

Youth: [REDACTED]

JPPO: [REDACTED]

Date: 1/30/2026

Activity	Responsible Party	Completion Timeframe	Completed
☐			☐

Relationships/ Support

Activity	Responsible Party	Completion Timeframe	Completed
☒ Determine if a youth needs a Transition JPPO or Multicultural Services Coordinator for additional support	Primary PO is TJPPO		☒
☐ Mentor/peer support/youth advocate			☐
☐ Youth groups/support groups			☐
☐			☐
☐			☐

Cultural Resources/Community Connections

Activity	Responsible Party	Completion Timeframe	Completed
☐ Cultural questionnaire			☐
☐ Community activities			☐
☐ Consulate services			☐
☐ Cultural exploration and connection			☐
☐ Religious services			☐
☐			☐
☐			☐

Education/Vocational Training

Activity	Responsible Party	Completion Timeframe	Completed
☐ Identifying educational options (diploma, modified diploma, GED)			☐
☒ Financial aid	OCYCF	At the time of parole or just prior.	☐

Youth: [REDACTED]

JPPO: [REDACTED]

Date: 1/30/2026

Activity	Responsible Party	Completion Timeframe	Completed
☒ School enrollment	JPPO	During residential treatment for Sept 2026	☐
☒ Request unofficial transcript/IEP records	OCYCF	At the time of parole or just prior.	☐
☒ Request immunization records	OCYCF	At the time of parole or just prior.	☐
☐ Identify GED testing progress			☐
☐ Pre-meeting with a school/counselor			☐
☐ Discuss attendance tracking plan			☐
☐ Who youth wants at the Individualized Educational Plan meetings			☐
☐ Educational advocate (metro area)			☐
☐ Clothing/equipment for vocational programs			☐
☐ Academic support/tutoring			☐
☐ Transportation			☐
☐ Setting expectations (attendance, grades)			☐
☐			☐
☐			☐

Employment

Activity	Responsible Party	Completion Timeframe	Completed
☐ List of jobs /list of employers, addresses, contact info prior to parole			☐
☐ Log in to INDEED and start an account prior to parole			☐
☒ Job search/applications/interviewing skills	Youth	Will work with residential program providers.	☐

Youth: [REDACTED]

JPPO: [REDACTED]

Date: 1/30/2026

Activity	Responsible Party	Completion Timeframe	Completed
☐ Connect youth with Work Source			☐
☒ Resume building	OCYF if possible		☐
☐ Job coaching/job readiness skills			☐
☐ Transportation needs			☐
☒ Clothing needs	JPPO	Will determine need after property is received from the family.	☐
☒ Internships/volunteering	JPPO	Will work with residential program.	☐
☐ How to file taxes (where to access free assistance, type of information)			☐
☐			☐
☐			☐

Treatment/Counseling

Activity	Responsible Party	Completion Timeframe	Completed
☐ Establishing treatment/counseling – allowing enough time	JPPO	Will be established through residential treatment.	☐
☐ Transportation			☐
☒ Expectations	JPPO	Detailed in parole agreement.	☐
☐ OYA contracted providers – can set up prior to parole			☐
☐ Identify AA or NA groups in the area			☐
☐ Connect youth with a peer recovery sponsor			☐
☐ Releases of Information			☐
☐			☐
☐			☐

Benefits/Assistance

Activity	Responsible Party	Completion Timeframe	Completed
☐ Food assistance (food banks)			☐
☐ Rental assistance			☐
☐ Financial assistance			☐
☐ Utility assistance/Phone assistance			☐
☐ Women, Infant, & Children (WIC) nutrition assistance			☐
☐ Temporary assistance for needy families (TANF) financial assistance			☐
☒ Supplemental Nutrition Assistance (SNAP) nutrition assistance using Oregon Trail Card/EBT	JPPO	Will be done prior to OYA termination.	☐
☐			☐
☐			☐

Medical

Activity	Responsible Party	Completion Timeframe	Completed
☒ Schedule medical/dental appointments	JPPO		☐
☐ Prescriber, name, number, fax, etc.			☐
☐ Understand how med card works			☐
☐ Can they self-administer medication			☐
☒ List of medication/dosage/understanding /what each medication is treating	OCYCF	At the time of parole or just prior.	☐
☐ How to get medication refills			☐
☐ Release of Information			☐

Youth: [REDACTED]

JPPO: [REDACTED]

Date: 1/30/2026

Activity	Responsible Party	Completion Timeframe	Completed
☐			☐
☐			☐

Housing

Activity	Responsible Party	Completion Timeframe	Completed
☐ Attending Rent Well (tenant education)			☐
☐ Locating housing options			☐
☐ Does youth qualify for a housing voucher			☐
☐ Identify a co-signer, if needed			☐
☐ Selecting appropriate roommates			☐
☐			☐
☐			☐

Interests/Activities

Activity	Responsible Party	Completion Timeframe	Completed
☐ Identifying and connecting to prosocial activities			☐
☐ Gym membership			☐
☐ Athletic teams			☐
☐ Toastmasters, Financial literacy, volunteering			☐
☐ Interest in school clubs			☐
☐			☐
☐			☐

Life Skills

Activity	Responsible Party	Completion Timeframe	Completed
☒ Life skills (problem solving, time management, boundaries)	Youth	Skills will be developed through residential treatment.	☐
☒ Managing destructive affiliations	[REDACTED]	Skills will be developed through residential treatment.	☐
☐ Locating basic supplies, bedding, furniture, etc. (independent living)			☐
☒ Financial skills (budgeting, bank accounts, paying bills, etc.)	[REDACTED]	Skills will be developed through residential treatment. Will pay back money owed to [REDACTED]	☒
☐ Self-care			☐
☐ Establishing boundaries			☐
☐ Grocery shopping, planning, etc.			☐
☐ Cooking class/nutrition			☐
☐ Household skills (laundry, cleaning, etc.)			☐
☐ Independent living checklist (household items, etc.)			☐
☐ Helping youth move			☐
☐ Community safety planning			☐
☐ Change of address/notification			☐
☐ Registering to vote			☐
☐ How to transfer information when move			☐
☐			☐
☐			☐

Tattoo Removal

Activity	Responsible Party	Completion Timeframe	Completed
☐ Ongoing access to tattoo removal (facility/community)			☐
☐ Does youth need follow appointments for tattoo removal?			☐
☐			☐
☐			☐

Transportation

Activity	Responsible Party	Completion Timeframe	Completed
☐ Using buses			☐
☐ Ride share			☐
☐ Honored Citizen bus pass (Tri-Met)			☐
☐ Ride assistance/youth or family			☐
☐			☐
☐			☐

Tribal

Activity	Responsible Party	Completion Timeframe	Completed
☐ Tribal ID			☐
☐ Tribal contacts			☐
☐ Tribal notifications			☐
☐			☐
☐			☐

Supervision/Safety Planning

Activity	Responsible Party	Completion Timeframe	Completed
☒ Review parole agreement	JPPO	At the time of parole or just prior.	☐

Youth: [REDACTED]

JPPO: [REDACTED]

Date: 1/30/2026

Activity		Responsible Party	Completion Timeframe	Completed
☐	Supervision plan			☐
☐	Offense specific safety plan			☐
☐	Community safety plan			☐
☐	Expectations related to internet use, smart phone use, video games, etc.			☐
☐	Paying restitution, set up payment plan			☐
☐				☐
☐				☐

JPPO Signature: [REDACTED] _____

Date: _____

Transition Juvenile Parole/Probation Officer **(TJPPO)**

The Transition Juvenile Parole/Probation Officer (T-JPPO) assists and supports youth transitioning to the community from either OYA Youth Correctional Facility (OYA-YCF) or a sub-care (residential program or foster care) placement. The interventions are designed to provide youth with opportunities for skill development in areas that support transition and community re-entry success such as work/vocation skills, educational engagement and family/community connection enhancement. The specific services needed for each youth will be specified by the referring Juvenile Parole/Probation Officer (JPPO) and outlined in the youth's OYA case plan.

The majority of services will be provided by the T-JPPO to youth and their families within the community, with some initial services designed to support transition provided at the OYA-YCF or sub-care placement. It is anticipated that transition planning services may be required during hours outside the standard business day.

These services are not site based; instead the services will be provided one-on-one in the actual living, learning and/or work environments of the youth. The goal is connecting youth with appropriate services existing in the community. T-JPPOs will support youth in developing appropriate social, living, education and vocation/career skills.

Employment Assistance

- Provides, develops and enhances youth re-entry/employment opportunities (job development, job coaching, education and community re-entry services).
- Develops, fosters and supports relationships with local workforce development agency (Workforce Investment Board) staff, programs and employers which specifically focus on people with histories of delinquency/criminality.
- Assesses youth for job readiness (reviewing youth work related activities, experience, certificates, diplomas, etc., with assigned JPPO/Treatment Manager).
- Coach youth on soft skills necessary to be 'job ready' (professionalism, ability to collaborate, managing conflicts at work, communication techniques, interviewing skills).
- Connects youth with an employment program, job or work opportunity. Assisting in resume and interview preparation, etc.
- Assists youth in obtaining necessary documentation for employment, i.e. Social Security Card, other documents required for vocational training or employment. This does not include obtaining immigration status documentation.
- Assists youth in gaining skills to complete job applications, cover letters, resumes, and thank you notes.
- Provides job readiness and retention training: appearance, work attire, communication skills for the work place. Assist youth in conducting job searches for employment opportunities including newspapers, online and employment department resources, and follow up contact with potential employers.
- Provides skill training on interpersonal relationships and collaboration.
- Trains on interviewing and preparation for interviewing (practice interviewing, dressing for success, conduct during interviews, etc.).

Education Assistance

- Supports youth in accessing school resources and participating in curricular and extra-curricular activities.
- Assists youth in navigating educational resources through skill development.
- Assists youth in developing study skills.
- Provides basic computer skills training.
- Assists youth (through skill building/role playing) in developing a career plan.
- Assists youth (through skill building/role playing) in maintaining positive relationships with other students and faculty.
- Provide individualized or group sessions on applying for college, FAFSA applications.
- Arrange for group or individual visits to college career fairs.
- Arrange for college campus visits/tours.
- Take youth to college campus to speak with financial aid, admissions, disability services or minority services office.
- Take youth to education placement testing.

Housing Assistance

- Become familiar with local housing resources outside of mainstream OYA placement.
- Develop, foster and maintain relationships with community housing partners.
- Create ways to reduce barriers that youth face when seeking housing options such as rent well classes, assisting with rental applications, signing up for housing benefits.
- Effectively communicate and develop resources based on the individual needs of the youth's living situation.
- Assist youth in maintaining housing resources.
- Have regular and ongoing contact with youth in their housing option.
- Continue to outreach with community resources through collaboration and community partnership.

Community Program Liaison

- Develop and monitor ways to engage youth in OYA residential programs.
- Provide additional interventions to empower the program and be creative in ways to stabilize and enhance the program success.
- Provide case management for youth in the program that need immediate attention by having face to face contact with youth and staff.
- Help coordinate and facilitate skill groups within the program.

Facility Liaison

- Provide a field presence at local facilities to help assist with transition options for youth
- Build rapport with youth and role model positive relationships.
- Create opportunities for community partnerships within the facility for vocational skill development.

Skill Training and Acquisition-Assist youth in gaining the following skills:

- Accountability to OYA supervision and case plan goals.
- Daily living skills; e.g. nutrition, menu planning, grocery shopping, home management, home safety, etc.
- Self-care skills; e.g. hygiene, health, parenting skills, etc.
- Money management skills; e.g. budgeting, saving, managing credit, etc.
- Pro-social skills and activities; e.g. relationship building, appropriate language, appropriate dress attire, positive attitudes, etc.
- Anger management skills and conflict resolution.
- Provide family, individual, peer support as needed to support skills training.

Service Coordination

- Multi-disciplinary Treatment Team: As requested, actively participates in regularly scheduled multi-disciplinary treatment team meetings. The focus of these meetings will be to present outcomes and responses to treatment provided and to review and make recommendations for revisions to youth case plans.
- Transition Planning Meetings: As requested, participates in transition planning meetings with youth and with Agency staff and treatment providers prior to youth's release from OYA-YCF or sub-care placement.

Appendix E: Reentry Readiness

Oregon Youth Authority

Risk Needs Assessment 2.0 (2022)

Questions, Prompts, and Answer Options

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1.0 – INTRODUCTION AND OVERVIEW

1.1 General information about the RNA

The OYA Risk Needs Assessment is a broad survey of youth strengths and needs. The primary purpose is to assess the youth's current strengths and needs and to guide planning and intervention toward reducing needs and maintaining or enhancing strengths. Unless otherwise noted, consider the past 3 months when answering questions about the youth's current needs and strengths.

There are a few areas where historical information is gathered. This is primarily for reporting purposes (for example, to describe the populations of youth being served by OYA), but also provides context that may be relevant for working with the youth (for example, Trauma History or Family History).

With respect to current needs and strengths, the RNA measures 9 domains:

- Education
- Vocation
- Non-Family Relationships
- Current Caregivers
- Substance Use
- Mental Health
- Attitudes
- Aggression
- Skills

Each of these domains is scored on a scale from -100 to +100, with negative scores indicating more needs than strengths, and positive scores indicating more strengths than needs within the domain. The domains with the lowest scores (highest need) should be carefully reviewed when prioritizing treatment goals.

After an RNA is completed, a document can be retrieved within JJIS that summarizes the overall level of need in each domain and ranks domains according to need. This information can be used to inform case planning and prioritize goals for the youth. The document also summarizes the responses to each question within each of these 9 domains, so specific needs can be readily identified.

RNA reassessments will be conducted at least every 6 months for every youth. Ideally, youth needs will improve over the course of the youth's commitment. One way this can be accomplished is to review the specific items that indicate need within the youth's high-need domains, and to focus on building strengths in one or more of those areas.

1.2 General Information for Assessor

Please familiarize yourself with the assessment before starting a youth interview.

In most cases, it is preferable to conduct a file review and/or gather information from staff before starting the youth interview.

When conducting the file review, be sure to look for information that can be used to answer the Trauma History questions.

1.0 – INTRODUCTION AND OVERVIEW

When possible, avoid re-asking questions that can be fully answered using file information, especially if the topic might be sensitive (e.g., Trauma History).

Caregiver(s) should be contacted before finalizing the assessment. It is especially important to review the "Current Family or Other Caregivers" section with the current caregiver(s). Caregiver(s) may also be the best source for historical information regarding trauma, education, mental health, and the youth's family history.

Be mindful of your rapport with the youth and the youth's emotional state throughout the assessment. Some topics may be difficult for the youth to think about. Try to make the experience comfortable and collaborative. Give the youth breaks if needed.

Be mindful of your reactions to the youth's responses. Try to convey openness, respect, and support. The youth should not feel judged or belittled.

Each Domain begins with an "Instructions" item that contains any specific instructions for that domain.

Question Help is used throughout the assessment to provide additional information about items, offer sample interview questions, etc.

Please read all Question Help until you are fully familiar with the assessment.

Unless otherwise noted, consider the past 3 months when answering questions about the youth's current needs and strengths.

1.3 General Information for Youth

Assessors should take a moment to explain the assessment to the youth. Below are some suggestions for explaining the RNA to youth being assessed for the first time:

- I'm going to check in with you about how things are going in a bunch of different areas of your life
- Youth who come to OYA are often struggling in one or more of these areas. And those struggles can put them at higher risk for getting in trouble again in the future.
- During your commitment, we want to work with you to make improvements in the areas where you're struggling.
- The information we're going to cover will help me get to know you, and will also help us see what areas you could use some extra help with.
- Sometimes I'll be asking about things that happened in the past, but mostly I'm going to be asking about where you're at today.
- I want to get an honest picture of where you're at today. There are no right or wrong answers and you will not in any way be penalized or judged by what you tell me. I just want to see where you're at today so we can work with you to map out the road ahead.
- Also, I want to let you know ahead of time that I can add your comments to the assessment at the end. So if there's something important that wasn't captured in the questions, or you have other thoughts or comments, let me know and I'll take notes while we're talking and then we can put them into that comment section at the end.

2.0 – DEMOGRAPHICS

2.1 Instructions for Demographics section

This section is used to gather basic information about a youth's identity and background.

2.2 Youth sex

Enter legal sex; as on birth certificate or other government documentation

Male
Female
Other (specify in notes)

2.3 Youth's pronouns

He/him/his
She/her/hers
They/them/theirs
Other (specify in notes)

2.4 Youth's preferred language

English
Spanish
Chinese (including Mandarin or Cantonese)
Vietnamese
Russian
German
French (including Cajun)
Korean
Japanese
Sign language (specify in notes)
Other (specify in notes)

2.5 Youth's self-described understanding of English

Ask youth to describe their understanding of English but choose the answer that fits best with youth description AND interviewer impression.

Native English speaker and/or excellent fluency and understanding
Adequate understanding of English in most situations
Has difficulty understanding English

2.6 Preferred language of the youth's parents/guardians

English
Spanish

2.0 – DEMOGRAPHICS

Chinese (including Mandarin or Cantonese)
Vietnamese
Russian
German
French (including Cajun)
Korean
Japanese
Sign language (specify in notes)
Other (specify in notes)

2.7 Youth's self-described race/ethnicity/cultural heritage. Check all that apply.

White or Caucasian
Mexican
Other Hispanic, Latinx, or Spanish Origin
Black or African American
Chinese
Vietnamese
Japanese
Korean
South Asian
Other Asian (specify in notes)
American Indian or Alaska Native
Native Hawaiian or Pacific Islander
Other (specify in notes)
Prefer not to answer

2.8 Does youth have any biological children?

Yes
No

3.0 – CURRENT STATUS

3.1 Instructions for the Current Status section

This section is used to record the reason for the assessment and provide an overview of any recent safety concerns involving the youth. Concerns that may impact placement or supervision decisions are especially important.

3.2 Reason for assessment (check all that apply)

Anticipating possible first-time OYA commitment (e.g., preparing for Placement Committee review)

Initial (first-time) OYA Commitment (e.g., intake assessment)

Routine OYA re-assessment (e.g., tracking of youth progress, updating information)

OYA location change

Parole revocation to YCF

Change in OYA Disposition (e.g., from OYA Probation to YCF)

Anticipating release from YCF or OYA Residential Placement

Anticipating completion of OYA Commitment (Termination)

County use for county supervision purposes

Other (please specify in notes)

3.3 In the past 90 days, has youth's behavior physically harmed others or put others in physical danger?

Yes

No

3.4 In the past 90 days, has youth physically hurt themselves or put themselves in physical danger?

Yes

No

3.5 In the past 90 days, has youth run away for at least one 24-hour period?

Yes

No

3.0 – CURRENT STATUS

3.6 Recent safety concerns not captured above (see Question Help)

The previous questions addressed physical danger to self, harm to others, and running away. Other safety concerns might include threats of harm by or toward the youth, the youth being hurt by others, etc.

Be sure to note any safety concerns that will impact placement decisions.

Yes (specify in notes)

No

3.7 Runaways while on supervision (ever)

Has the youth ever run away while under supervision by the juvenile justice system?

No

Yes, ran away once

Yes, ran away more than once

3.8 Has the youth lived in the community at any time in the past 90 days?

Answer “Yes” if the youth was living in a private home (e.g., with family, friends, or independently) for all or part of the past 90 days.

Yes

Answer “No” if youth was in a residential program, detention center, YCF, or other staff-supervised setting throughout the past 90 days.

No

3.9 Who has youth lived with in the past 90 days? (check all that apply)

Autofills: “Youth was not living in the community”, if “No” selected above.

Youth was not living in the community

Biological Mother

Biological Father

Non-biological mother or stepmother

Non-biological father or stepfather

Older sibling(s)

Younger sibling(s)

Grandparent(s)

Other relative(s)

Youth's romantic partner

Youth's child

Foster Home/Group Home

Youth's friends

Living alone

Transient (moving around)

Other (specify in notes)

3.0 – CURRENT STATUS

3.10 Caregiver supervision in the community (past 90 days, choose one)

Autofills: “Youth was not living with caregivers in the community”, if “No” selected above.

Youth was not living with caregivers in the community.

Caregiver supervision was worse than average.

Caregiver supervision was about average.

Caregiver supervision was better than average.

3.11 Youth compliance with caregiver supervision (past 90 days, choose one)

Autofills: “Youth was not living with caregivers in the community”, if “No” selected above.

Youth was not living with caregivers in the community.

Caregivers did not try to supervise youth.

Youth was mostly non-compliant with caregiver supervision.

Youth was mostly compliant with caregiver supervision.

4.0 – EDUCATION

4.1 Instructions for Education section

The Education section gathers some historical information along with information about the youth's current academic progress and engagement. Questions 4.2 through 4.7 are historical and ask about the youth's experiences in community schools.

4.2 Youth ever received special education or had a formally diagnosed special education need while enrolled in community school (check all that apply)

"Community school" means any school open to the general population. Can include public schools, private schools, alternative schools, home school (if formally enrolled), etc.

Do not count schools located in detention, youth correctional facilities, or other juvenile justice settings.

Special education refers to accommodations under federal IDEA qualifications. Services are provided in accordance with an Individualized Education Plan (IEP).

No special education needs were identified while enrolled in community school

Behavioral or Emotional

Learning Disability

Intellectual Disability

Other qualifying condition (e.g., autism, brain injury, visual impairment)

4.3 Grade level at time of first known special education qualification

Autofills: "No history of special education ", based on previous question.

No history of special education

Elementary school

Middle school or Junior High School

High School

4.4 Number of expulsions and suspensions since the First Grade

No expulsions/suspensions

1 expulsion/suspension

2 - 3 expulsions/suspensions

4 -7 expulsions/suspensions

More than 7 expulsions/suspensions

4.5 Age at first expulsion or suspension

Autofills: "No expulsions or suspensions ", based on previous question.

No expulsions or suspensions

5-9 years old

10-13 years old

14-15 years old

16-18 years old

4.0 – EDUCATION

4.6 Attendance in most recent term of community school (prior to any OYA commitment)

Most recent term = last term in which the youth was enrolled in community school prior to any OYA commitment

Good attendance
Multiple unexcused absences
Dropped out, suspended, or expelled in most recent term
Had already graduated or obtained GED

4.7 Academic performance in most recent term of community school (prior to any OYA commitment)

Most recent term = last term in which the youth was enrolled in community school prior to any OYA commitment

Mostly As and Bs
Mostly Bs and Cs
Mostly Cs and Ds
Mostly Ds and Fs
Had already graduated or obtained GED

4.8 Current enrollment status (check all that apply)

Note: Youth are considered enrolled during summer vacation and other school breaks, provided that they will be attending school when classes resume.

Not enrolled in academic classes
Middle School or Junior High School
High School
GED Prep
College Coursework

4.9 Current educational setting

Autofills: "Not enrolled in academic classes", based on previous question.

Not enrolled in academic classes
Secure Custody (YCF or Detention)
Residential Placement with on-site school
Day Treatment (youth commutes to a treatment-related school)
Community (public or private, including alternative schools)
Homeschool (must be officially enrolled)

4.10 Youth is currently receiving special education and/or is currently eligible for special education (check all that apply)

Special education refers to accommodations under federal IDEA qualifications. Services are provided in accordance with an Individualized Education Plan (IEP).

No current special education qualifications
Behavioral or Emotional
Learning Disability
Intellectual Disability
Other qualifying condition (specify in notes)

4.0 – EDUCATION

4.11 Current academic performance

Autofills: “Graduated/GED and is not taking academic classes “, based on previous question.

Graduated/GED and is not taking academic classes
Has not graduated but is not taking academic classes
Mostly As and Bs
Mostly Bs and Cs
Mostly Cs and Ds
Mostly Ds and Fs

4.12 Interviewer's assessment of support needed for youth to stay in school and graduate

Autofills: “Already graduated/GED “, based on previous question.

Sample questions:

- *How would you describe your progress in school?*
- *Are you able to keep up in your classes?*
- *When do you think you will graduate? If you're behind in credits, how do you plan to catch up?*

Already graduated/GED
Needs less support than most youth; rarely needs extra help
Average support; youth needs help in a few areas
Needs more support than most youth; needs help in many areas

4.13 Academic credentials/degrees youth has received (check all that apply)

None
GED
High School Diploma
Associate’s Degree
Bachelor’s Degree or Higher

4.14 Youth’s interest in continuing their education

Sample questions:

- *Do you think that a high school diploma or GED will be helpful for you in the future?*
- *Do you have any plans to take college classes?*

Very interested
Somewhat interested
Not interested

4.15 Progress toward education-related case plan goals

Assessment of progress toward education-related goals in the youth's case plan.

If a case plan has not yet been created, choose "Need has not yet been determined; no goals assigned".

If education-related goals have been assigned in the case plan, rate the youth's progress as minimal, adequate, excellent or complete.

If no education-related goals have been assigned in the case plan, choose one of the first 3 options (need not yet determined, not a risk factor, or goals needed but not yet assigned).

Need has not yet been determined; no goals assigned
Not a risk factor; no goals needed or assigned
Goals needed but not yet assigned
Minimal progress toward goals
Adequate progress toward goals
Excellent progress toward goals
Youth has completed all goals in this domain

5.0 – VOCATION

5.1 Instructions for Vocation section

The Vocation section provides an overview of the youth's interest, engagement, and progress toward developing skills for long-term gainful employment.

5.2 Youth's interest in gaining employment skills and qualifications

Sample questions:

- *Have you thought about what kind of work you might want to do?*
- *Do you think that job training or technical certifications would be helpful to you?*

Very interested
Somewhat interested
Not interested

5.3 Understanding of what is required to maintain a job

Sample questions:

- *What do you think it takes to get and keep a job?*
- *What do you think employers are looking for?*
- *If you've had a job, what's the longest you've worked at any one place? How did it go?*

Lacks knowledge
Has knowledge
Has demonstrated the ability to maintain a job

5.4 Current interest in employment

Sample questions:

- *Do you have a job right now?*
- *If so, how's it going?*
- *If not, are you interested in getting a job?*
- *What kinds of jobs would you find interesting?*

Employed
Highly interested
Somewhat interested
Not interested

5.5 Interviewer's assessment of support needed to prepare youth for gainful long-term employment

Things to consider:

Is the youth interested in employment?
Have they shown the basic skills needed to get or keep a job (interview skills, communication, reliability)?
Is the youth developing skills that will make them more competitive in the job market?
If a youth is too young for formal employment, consider their development of basic skills that will eventually help them get or keep a job.

Less than most youth; youth is nearly or already prepared
Average support; youth needs help in a few areas
More than most youth; youth needs help in many areas

5.0 – VOCATION

5.6 Likelihood that youth will obtain vocational or professional certification(s) in next 12 months

This question is based on the interviewer's impression. Vocational certification is broadly defined and may include software certificates, equipment operator licenses, trade certifications, etc.

Has already received certification(s)
Very likely
Uncertain
Not very likely

5.7 Youth's near-term employment plans (e.g., in the next year or shortly after returning to the community)

For youth with long commitments, include plans for employment during OYA custody.

No near-term employment plans
Plans are impractical or will be very hard to achieve
Plans are practical and achievable

5.8 Vocational credentials/certifications youth has received

Vocational certification is broadly defined and may include software certificates, equipment operator licenses, trade certifications, etc.

1 Professional/Trade Certification
2 or more Professional/Trade Certifications
None

5.9 Progress toward vocation-related case plan goals

Assessment of progress toward vocation-related goals in the youth's case plan.
If a case plan has not yet been created, choose "Need has not yet been determined; no goals assigned".
If vocation-related goals have been assigned in the case plan, rate the youth's progress as minimal, adequate, excellent or complete.
If no vocation-related goals have been assigned in the case plan, choose one of the first 3 options (need not yet determined, not a risk factor, or goals needed but not yet assigned).

Need has not yet been determined; no goals assigned
Not a risk factor; no goals needed or assigned
Goals needed but not yet assigned
Minimal progress toward goals
Adequate progress toward goals
Excellent progress toward goals
Youth has completed all goals in this domain

6.0 – NON-FAMILY RELATIONSHIPS

6.1 Instructions for Non-Family Relationships Section

The Non-Family Relationships section gathers information about any positive and supportive relationships with peers and adults in the community, along with information about the youth's current interactions with peers and adults.

6.2 History of positive relationships with adults outside of their household (do not include adults they met through school or employment)

History = in last year or two before first OYA commitment

Sample questions:

- *Besides your family, were there adults that you liked to spend time with? How did you meet them?*
- *What were they like?*
- *How did they treat you?*
- *Would you go to them for help if you needed it?*

Had no positive relationships

Had 1 positive relationship

Had 2 positive relationships

Had 3 or more positive relationships

6.3 History of positive relationships with adults connected to school or employment (such as teachers, managers, adult co-workers)

History = in last year or two before first OYA commitment

Sample questions (if not already determined in response to 7.2)

- *Did you like to spend time with any adults from school (teachers, coaches, counselors, etc.)?*
- *How did they treat you?*
- *Would you go to them for help if you needed it?*

Never had any positive relationships

Had 1 positive relationship

Had 2 positive relationships

Had 3 or more positive relationships

6.4 History of antisocial friends/companions

History = in last year or two before first OYA commitment

antisocial friends = friends or companions who engage in criminal/law-breaking behavior such as underage drinking, theft, running away, etc. and/or get in trouble at school or with police (don't count breaking parental rules).

prosocial friends = friends who follow rules, stay out of trouble at school and in community

Sample questions:

- *Who did you usually hang out with in the community?*
- *What were they like?*
- *How did you spend your time together?*
- *Did your friends get into trouble?*

Never had consistent friends or companions

Had only prosocial friends

Had mostly prosocial friends

Had mostly antisocial friends

Had only antisocial friends

6.0 – NON-FAMILY RELATIONSHIPS

6.5 Self-reported gang involvement

Answer based entirely on the youth's self-report. If the youth says they weren't involved in a gang, answer no even if other evidence suggests that they were.

Sample questions:

- *Did any of your friends belong to a gang? (this is just a way to introduce the topic)*
- *Did you belong to a gang?*
- *Do you still belong to a gang?*

Youth reports no history of gang involvement

Youth reports former but not current gang involvement

Youth reports current gang involvement

6.6 Current positive relationships with adults in the community (do not include family members)

Sample questions:

- *Besides your family, are there adults that you like to spend time with?*
- *Tell me about them.*
- *What are they like?*
- *Do they try to help you?*
- *Are you still in contact with them?*
- *Do you feel like you could reach out to them if you needed support?*

No positive relationships with adults

1 positive relationship

2 positive relationships

3 or more positive relationships

6.7 Positive relationships with staff, volunteers, or other adults at current placement

"Placement" includes detention, residential programs, YCFs, and other supervised settings. If the youth has been living at a private residence for all or most of the past 90 days, choose "not in a residential placement."

Sample questions:

- *How do you feel about the staff here? How do they treat you?*
- *Are there any staff or other adults here that try to help you?*
- *Are there any staff or other adults here that you feel comfortable talking to?*

Not in a residential placement

No positive relationships

1 positive relationship

2 positive relationships

3 or more positive relationships

6.8 Current connection with prosocial community groups (sports, religious groups, clubs, support groups, etc.)

Note: for youth in placements, this would normally be limited to groups who are doing some kind of reach-in but could also include groups they were previously involved in and have maintained a relationship with

Sample questions:

Not connected to any prosocial groups

Some connection(s) with prosocial groups

Strong connection(s) with prosocial groups

6.0 – NON-FAMILY RELATIONSHIPS

- Did you participate in any groups or clubs in the community (sports, clubs, support groups, etc.)? What about church or other religious groups?
- Are you still involved with those groups now? If so, how do you stay connected?
- Are there any other community groups that you're involved with?
- What do you like about the group(s) you're connected to?

6.9 Current friends in the community

antisocial friends = friends who break rules, get in trouble at school, in community, or with police

prosocial friends = friends who follow rules, stay out of trouble at school and in community

Sample questions:

- Do you have some friends in the community? What are they like? How do you stay connected?
- Do any of your friends help to keep you out of trouble?
- Have any of your current friends been in trouble with the law?

No consistent friends
Only prosocial friends
Prosocial and antisocial friends
Only antisocial friends

6.10 Currently in a romantic, intimate, or sexual relationship

Sample questions:

- Are you in a romantic relationship with anyone?
- If so, tell me about them. What are they like? How are you staying connected? Are they a good support person for you?
- Have they ever been in trouble themselves?

Unknown; youth has not disclosed
Not romantically involved with anyone
Romantically involved with a prosocial person
Romantically involved with an antisocial/criminal person

6.11 Currently admires/emulates antisocial peers

antisocial peers = peers who break rules, get in trouble with authority figures at school, in the community, or at a residential/YCF placement

Sample questions:

- What do you think of the other youth here?
- Are there any youth that you like to spend time with? What do you like about them?
- What's it like for you when you see youth misbehaving here? Do you think there are sometimes good reasons for breaking the rules?

Does not admire/emulate antisocial peers
Somewhat admires/emulates antisocial peers
Admires/emulates antisocial peers

6.0 – NON-FAMILY RELATIONSHIPS

6.12 Current resistance to negative peer influence

This question is best answered based on observation, when possible.

Sample questions:

- *Can you think of a time when other youth here have been misbehaving? What did you do when that happened?*
- *Are there times when you join in with misbehavior? Why or why not?*
- *Are there times when you're the first one to misbehave, or when you encourage others to misbehave? Why or why not?*
- *Are there times when you try to stop others from misbehaving? Why or why not?*

Always or usually resists joining in when peers are misbehaving

Sometimes resists joining in when peers are misbehaving

Rarely resists joining in when peers are misbehaving

Starts or leads misbehavior among peers

6.13 Peer relationships

Answer based on observation when possible.

Sample questions:

- *What's it like spending time with the other youth here (or in school/neighborhood/etc. if youth is not in a placement)?*
- *Do you feel safe around the other youth? Why or why not?*
- *Are there any youth that you like spending time with? Would you be willing to help any of them? Do you think they'd be willing to help you? Why or why not?*
- *Are there any youth here who get on your nerves? How do you handle that?*

Youth is often bullied, manipulated, or rejected by peers

Often forms equal/mutual relationships with peers

Often bullies, manipulates, or rejects peers

6.14 Progress toward case plan goals related to non-family relationships

Assessment of progress toward case plan goals related to non-family relationships.

If a case plan has not yet been created, choose "Need has not yet been determined; no goals assigned".

If goals related to non-family relationships have been assigned in the case plan, rate the youth's progress as minimal, adequate, excellent or complete.

If no goals related to non-family relationships have been assigned in the case plan, choose one of the first 3 options (need not yet determined, not a risk factor, or goals needed but not yet assigned).

Need has not yet been determined; no goals assigned

Not a risk factor; no goals needed or assigned

Goals needed but not yet assigned

Minimal progress toward goals

Adequate progress toward goals

Excellent progress toward goals

Youth has completed all goals in this domain

7.0 – FAMILY HISTORY

7.1 Instructions for Family History section

The Family History section provides an overview of disruptions or stressors the youth may have experienced in their household in the past. Most of this information is gathered for documentation/reporting reasons (so OYA can answer questions about the youth we serve, such as "What percentage of youth served by OYA had a family history of jail/imprisonment?"). However, in some cases family history may be taken into account in case planning (for example a strong family history of substance abuse may indicate higher risk of substance abuse for the youth).

For this section, "Home" includes any caregiver household. "Caregiver" includes parents, guardians, and any other adults with whom the youth lived and who played a primary role in caring for the youth for a considerable period of time.

Use Notes section if desired to explain family situation for this youth.

7.2 History of running away from home (ever)

Running away = away from home without permission for at least 24 hours

Sample questions:

- *Have you ever run away from home? Were you gone overnight? How many times?*

No history of running away from home

1 instance of running away from home

2-3 instances of running away from home

4-5 instances of running away from home

More than 5 instances of running away from home

7.3 History of getting kicked out of home (ever)

Kicked out = Caregiver(s) required youth to leave or to live with someone else due to the youth's behavior.

Sample questions:

- *Did your parents/caregivers ever kick you out of the house, or make you go live with someone else?*
- *How many times?*

No history of being kicked out

1 instance of being kicked out

2-3 instances of being kicked out

4-5 instances of being kicked out

More than 5 instances of being kicked out

7.4 History of non-OYA out-of-home placements (do not include detention); check all that apply

Sample questions:

- *Have you ever had to live with someone other than your parents? Where did you go? What were the circumstances?*
- *Before OYA, did a court ever decide where you had to live? Have you ever been in foster care? What about a group home or other residential placement?*

No history of non-OYA out-of-home placements

Relative Placement (including voluntary)

Foster Care

Shelter Care

Group or Residential

7.0 – FAMILY HISTORY

7.5 History of jail/imprisonment among any caregivers (check all that apply)

Sample questions:

- Have your parents or any other caregivers ever gone to jail or prison? If so, who? Tell me about that.

Be sure to ask specifically about biological parents (this is a statistic tracked by OYA).

No history of jail/imprisonment among caregivers

Biological mother

Biological father

Non-biological mother or stepmother

Non-biological father or stepfather

Other caregiver(s)

7.6 History of substance abuse among any caregivers (check all that apply)

Sample questions:

- Have your parents or any other caregivers had problems with drugs or alcohol? If so, who?

Be sure to ask specifically about biological parents.

No history of substance use problems among caregivers

Biological mother

Biological father

Non-biological mother or stepmother

Non-biological father or stepfather

Other caregiver(s)

7.7 History of mental health problems among any caregivers (check all that apply)

Sample questions:

- Have your parents or any other caregivers struggled with mental or emotional health (depression, anxiety, etc.)? If so, who?

Be sure to ask specifically about biological parents.

No history of mental health problems among caregivers

Biological mother

Biological father

Non-biological mother or stepmother

Non-biological father or stepfather

Other caregiver(s)

7.8 Problem history of non-parental household members (anyone other than caregivers who is or was living in their household); check all that apply

Sample questions:

- We've been talking about your parents and other caregivers. This question is about everyone else who lived in your household (siblings, other relatives, etc.)
- Did other people you lived with ever go to jail or prison?
- Did other people you lived with have problems with drugs or alcohol?
- Did other people you lived with have mental health problems?

Never lived with any non-caregiver household members

Jail/imprisonment history

Substance use problems

Mental health problems

None of the above

8.0 – CURRENT CAREGIVERS

8.1 Instructions for Current Caregivers section

The Current Caregivers section gathers information about the youth's family or other caregivers in the community, including the quality of their relationship with the youth and their current ability to support the youth's progress.

This section begins with a question about the youth's relationship with their family members, who may or may not be the youth's caregiver(s).

For the remaining questions, "caregiver" refers to the adult(s) with whom the youth is expected to live upon returning to the community; or, if the youth is expected to live independently, then "caregiver" refers to the adult(s) in the community who are or will be most involved in supporting the youth's progress. It is ok if the designated "caregiver" changes over time; answer the questions with the current caregiver in mind.

8.2 Family member(s) youth feels close to or has a good relationship with (check all that apply)

Sample questions:

- *Do you feel close to any of your relatives, or are there relatives you can go to if you need support? If so, who?*
- *How about other members of your family, whether they're biological relatives or not? Who do you feel close to?*

Does not feel close to any family member
Biological mother
Biological father
Non-biological mother or stepmother
Non-biological father or stepfather
Sibling(s)
Grandparent(s)
Other relative(s)
Other non-relative caregiver(s)

8.3 At present, who are the youth's primary caregivers in the community?

"Caregiver" refers to the adult(s) with whom the youth is expected to live after returning to the community; or, if the youth is expected to live independently, then "caregiver" refers to the adult(s) in the community who are most involved in supporting the youth's progress. It is ok if the designated "caregiver" changes over time; answer the questions with the current caregiver in mind.

Sample questions:

- *Who do you expect to live with when you return to the community?*
- *If you expect to live on your own, then who in community do you rely on most for support? Who*

Biological mother
Biological father
Non-biological mother or stepmother
Non-biological father or stepfather
Adult Sibling(s)
Grandparent(s)
Other relatives
Adult friend or mentor
Other non-relative caregiver
None

8.0 – CURRENT CAREGIVERS

do you talk to if you need something or have a problem?

8.4 Youth feels included in caregiver's household

This and the following questions in this section refer to the main caregiver(s) identified in Question 8.3.

Sample questions:

- What kind of contact do you have with (caregiver)?
- Do they share what's going on with them at home?
- How do they try to help you out or support you?
- How do they let you know they care about you?
- Do you feel involved in family life with the caregiver?

Rarely or Never

Sometimes

Often or Usually

Not applicable; no caregiver has been identified

8.5 Caregiver opinion of youth's law-breaking behavior

Sample questions:

- How do (caregivers) feel about your offenses?
- How do they feel about how the police and courts handled your case?
- How do you think they'd react if you got into trouble again?

Caregivers disapprove

Caregivers minimize, deny, or excuse youth's law-breaking behavior

Caregivers contribute to youth's law-breaking behavior

Not applicable; no caregiver has been identified

8.6 Interviewer's assessment of caregiver's ability to support youth's progress

Answer this question based on your own impressions from getting to know the youth and their caregiver(s).

Are the caregiver(s) a good support system for the youth? Are they prepared to help the youth succeed? Are they prepared to set appropriate boundaries and limits when the youth returns? Do they have the support and resources that they need to help the youth?

Caregiver(s) ability to support youth should be developed and supported throughout the youth's commitment.

Not yet able to support youth (see notes)

Providing some support but needs improvement

Providing adequate support

Providing excellent support

Not applicable; no caregiver has been identified

8.7 Youth has run away from current caregiver(s) (ever)

Running away = away from home without permission for at least 24 hours

If yes, be sure to select the correct "Yes" option (yes in past year OR yes but more than a year ago). Answer based on how much time has gone by since the youth last ran away from the caregiver, regardless of where the youth has been living since then.

No, youth has never run away from current caregiver

Yes, but more than a year ago

Yes, within the past year

Not applicable; no caregiver has been identified

8.0 – CURRENT CAREGIVERS

If the youth has never lived with the current caregiver(s), answer No.

8.8 Youth has been kicked out of home by current caregiver (ever)

Kicked out = Caregiver(s) required youth to leave or to live with someone else due to the youth's behavior.

If yes, be sure to select the correct "Yes" option (yes in past year OR yes but more than a year ago). Answer based on how much time has gone by since the youth was last kicked out by the caregiver, regardless of where the youth has been living since then.

No, youth has never been kicked out by current caregiver

Yes, but more than a year ago

Yes, within the past year

Not applicable; no caregiver has been identified

8.9 Level of conflict in caregiver household (NOT including the youth); check all that apply

If youth has never lived with the caregiver(s), then this information is gathered from the caregiver(s) themselves.

Sample questions:

- *How do the people in their household get along?*
- *How are conflicts handled?*
- *Are there sometimes heated arguments or major conflicts? What does that look like?*

Conflict is rare or well-managed

Verbal intimidation or frequent heated arguments

Threats of physical violence

Physical abuse or domestic violence

Not applicable; no caregiver has been identified

8.10 Level of conflict between the youth and caregiver(s); check all that apply

Sample questions:

- *What happens when you and (caregivers) disagree, or get on each others' nerves?*
- *What does it look like?*
- *How do you resolve it?*
- *Have either/any of you called each other names, made threats, or thrown things when mad at each other?*
- *How often do you get upset with each other?*

Conflict is rare or well-managed

Verbal intimidation or frequent heated arguments

Threats of physical violence

Physical abuse or domestic violence

Not applicable; no caregiver has been identified

8.11 Housing stability of current caregiver(s)

If youth has not yet lived with the current caregiver(s), gather this information from the caregiver(s) themselves.

Sample questions:

- *Tell me about (caregiver's) home. What's the neighborhood like? Do you feel safe there?*
- *Have they been there a long time? If not, where were they before and why did they move?*
- *Have (caregivers) ever had to move because they ran out of money?*

No history of housing instability

Stable housing for at least the last 3 years

Unstable housing within the last 3 years

Not applicable; no caregiver has been identified

8.0 – CURRENT CAREGIVERS

8.12 Progress toward caregiver-related case plan goals

Assessment of progress toward caregiver-related goals in the youth's case plan.

If a case plan has not yet been created, choose "Need has not yet been determined; no goals assigned",

If caregiver-related goals have been assigned in the case plan, rate progress as minimal, adequate, excellent or complete.

If no caregiver-related goals have been assigned in the case plan, choose one of the first 3 options (need not yet determined, not a risk factor, or goals needed but not yet assigned).

Need has not yet been determined; no goals assigned

Not a risk factor; no goals needed or assigned

Goals needed but not yet assigned

Minimal progress toward goals

Adequate progress toward goals

Excellent progress toward goals

Youth has completed all goals in this domain

9.0 – SUBSTANCE USE

9.1 Instructions for the Substance Use section

The Substance Use section provides an overview of the youth's substance use history as well as past and current intervention(s).

9.2 History of tobacco/nicotine use

Guideline for regular/frequent use = used most days for a month or more

None or infrequent/occasional

History of regular/frequent use but not in past 90 days

Regular/frequent use in the past 90 days

9.3 History of alcohol use

Guideline for regular/frequent use = consumed at least one drink per week for a month or more

No history of alcohol use

Only infrequent/occasional alcohol use and no use in past 90 days

History of regular/frequent alcohol use but no use in past 90 days

Has used alcohol in the past 90 days

9.4 History of drug use (check all that apply)

Guideline for regular/frequent use = used at least once per week for a month or more

No history of drug use

Only infrequent/occasional drug use and no use in past 90 days

History of regular/frequent drug use but no use in past 90 days

Has used drugs in the past 90 days

9.5 Age at first regular/frequent use of alcohol, tobacco, or other drugs

No history of regular/frequent use

Age 13 or younger

Age 14 or 15

Age 16 or older

9.6 Attitude toward alcohol use

Sample questions:

- *How do you feel about drinking alcohol?*
- *If it were allowed, do you think that you could drink without it causing problems for you? Why or why not?*

Youth believes they must never use

Youth believes they can handle occasional use

Youth believes they can handle regular use

9.0 – SUBSTANCE USE

9.7 Attitude toward drug use

Sample questions:

- How do you feel about drug use (marijuana, street drugs, etc.)?
- If it were allowed, do you think that you could use drugs without it causing problems for you? Why or why not?

Youth believes they must never use

Youth believes they can handle occasional use

Youth believes they can handle regular use

9.8 Substance use treatment history

Sample questions:

- Have you ever had to take a drug or alcohol education class?
- Have you ever had to participate in treatment for drugs or alcohol?
- Have you completed any treatment programs or classes?

No history of substance use problems

Has never participated in treatment programs or classes

Has participated but has not completed any programs or classes

Has satisfactorily completed 1 or more programs or classes

9.9 Progress toward substance-related case plan goals

Assessment of progress toward substance-related goals in the youth's case plan.

If a case plan has not yet been created, choose "Need has not yet been determined; no goals assigned".

If substance-related goals have been assigned in the case plan, rate the youth's progress as minimal, adequate, excellent or complete.

If no substance-related goals have been assigned in the case plan, choose one of the first 3 options (need not yet determined, not a risk factor, or goals needed but not yet assigned).

Need has not yet been determined; no goals assigned

Not a risk factor; no goals needed or assigned

Goals needed but not yet assigned

Minimal progress toward goals

Adequate progress toward goals

Excellent progress toward goals

Youth has completed all goals in this domain

10.0 – TRAUMA HISTORY

10.1 Instructions for Trauma section

Whenever possible, the Trauma History section should be filled out using collateral information (file information, caregiver-report, etc.) rather than direct questioning of youth. Be aware of the potential for re-traumatization.

10.2 History of witnessing violence (check all that apply)

Violence is defined as "behavior which is intended to hurt, injure, or kill another person."

Note: if a close friend/relative was killed as a result of violence, check that answer regardless of whether the youth personally witnessed the event.

Has not witnessed violence

Has witnessed violence at home or placement

Has witnessed violence in the community

Close friend/relative killed as a result of violence

10.3 History of physical abuse (check all that apply)

The original Adverse Childhood Experiences (ACE) studies described physical abuse as "frequently pushed, grabbed, slapped, having things thrown at you, or being hit so hard that you had marks or were injured."

Include suspected incidents of abuse, whether substantiated or not, but exclude reports proven to be false.

No history of physical abuse

Physically abused by a household member

Physically abused by someone outside the household

10.4 History of sexual abuse (check all that apply)

Sexual abuse is described by the ACE studies as "an adult or person at least 5 years older than you touching or fondling you in a sexual way, having you touch them in a sexual way, or trying to actually have oral, anal, or vaginal sex with you."

This question also includes using sex to obtain things of material value.

Include suspected incidents of abuse, whether substantiated or not, but exclude reports proven to be false.

No history of sexual abuse

Sexually abused by household member

Sexually abused by someone outside the household

History of providing sex to obtain things of material value

10.5 History of emotional abuse (check all that apply)

The original ACE studies defined emotional abuse as "a parent or other adult often swearing at you, insulting you, putting you down, humiliating you, or acting in a way that made you afraid you might be physically hurt."

Include suspected incidents of abuse, whether substantiated or not, but exclude reports proven to be false.

No history of emotional abuse

Emotionally abused by a household member

Emotionally abused by someone outside the household

10.0 – TRAUMA HISTORY

10.6 History of physical neglect

The original ACE studies describe physical neglect as "often feeling that you didn't have enough to eat, had to wear dirty clothes, or had no one to protect you or take care of you."

Child protective services will often define physical neglect as a caregiver "not providing food, clothing, shelter, medical care or education for a child when they have the means to do so."

Include suspected incidents of abuse, whether substantiated or not, but exclude reports proven to be false.

No

Yes

10.7 History of formal investigations of child abuse/neglect or domestic violence (e.g., DHS reports)

This question refers to allegations that were investigated by DHS (a caseworker talked to the caregiver(s)).

No

Yes

10.8 Youth lost a biological parent to separation, divorce, abandonment, or death

No

Yes

10.9 Known trauma history not captured above (e.g., serious accidents, assaults, or other life-threatening events)

No

Yes (specify in notes)

11.0 – MENTAL HEALTH

11.1 Instructions for Mental Health section

The Mental Health section provides an overview of both past and current mental health concerns. Current status is assessed with respect to engagement in treatment (if indicated), safety concerns, and whether mental health symptoms are making it difficult for the youth to fully engage in other services or interventions (school, daily activities, skills groups, etc.).

11.2 Mental health symptoms or diagnoses

Review psychological reports when possible. Look for any current or prior mental health diagnoses.

Exclude any diagnoses of Conduct Disorder when answering this question.

If the youth has current symptoms or diagnoses (other than Conduct Disorder), choose "Current mental health symptoms and/or diagnoses."

If the youth has NO current symptoms or diagnoses (other than Conduct Disorder), look for any prior mental health diagnoses (do not consider prior symptoms, only prior diagnoses).

If a prior diagnosis exists (other than Conduct Disorder), choose "Diagnosed in the past, but no current symptoms or diagnoses."

If NO prior diagnosis exists, or their ONLY prior diagnosis is Conduct Disorder, choose "No known history of mental health diagnoses."

Sample questions:

- *Have you ever been diagnosed with depression, anxiety, ADHD, or other mental health conditions?*
- *Do you have any current concerns about your mental health? Do you think you have a current diagnosis?*
- *Are you currently receiving treatment (including medication) for any mental health conditions?*

No known history of mental health diagnoses (ever)

Diagnosed in the past, but no current symptoms or diagnoses

Current mental health symptoms and/or diagnoses

11.3 Suicidal thoughts or behaviors (check all that apply)

Review psychological reports whenever possible.

Sample questions (can be used to gather info for both this question and the following question on self-injurious behavior):

- *Have you ever had thoughts about hurting yourself or killing yourself?*
- *Have you ever made a suicide attempt? What about a plan, even if you didn't act on it?*
- *When was the last time you had serious thoughts about hurting or killing yourself?*
- *Do you have a safety plan?*

Has never had serious thoughts about suicide

History of serious thoughts or plans but no attempts

History of suicide attempt(s) but not in the past 90 days

Thoughts, plans or attempts in the past 90 days

Has a current safety plan around suicidality

11.0 – MENTAL HEALTH

Note: A safety plan is a plan that the youth has created with a care provider to help the youth stay safe when they experience thoughts of suicide or self-harm.

If the youth has a history of serious thoughts or attempts, be sure to determine whether the youth has a current safety plan.

11.4 Self-injurious behavior (check all that apply)

Review psychological reports whenever possible.

See sample questions in previous question.

If the youth has a history of self-harm, be sure to determine whether the youth has a current safety plan.

No history of self-injurious behavior

History of self-injury but not in the past 90 days

Recent self-injurious behavior (past 90 days)

Has a current safety plan around self-harm

11.5 Mental health hinders engagement in other services or interventions

This question assesses whether current symptoms are interfering with daily activities and/or progress in other areas.

Answer can be based partly or entirely on observation, but can also be answered based on youth report.

Sample questions:

- *Do your feelings, thoughts, or other mental-health concerns make it hard for you to participate in other activities?*
- *Do you think they make it harder for you to stay on track (follow rules, meet goals, etc.)?*

Rarely or Never

Sometimes

Often

No current mental health symptoms or diagnoses

11.6 Types of mental health treatment youth is participating in (check all that apply):

For youth in custody, this question can usually be answered based on case notes/JJIS, but it is ok to gather information from the youth as well.

Sample questions:

- *How are you managing your mental health?*
- *Is there anyone that you're talking to? Are you receiving counseling?*
- *Are you prescribed any medication to manage your symptoms?*

Note: Psychotropic medications include any prescription medication used to manage thoughts, emotions, or behaviors. Psychotropic medications include antidepressants, ADHD medication, anti-anxiety medications, prescribed sleep aids, etc. Do not include over-the-counter supplements or medications.

No mental health treatment needs.

Needs but is not currently receiving treatment.

Group counseling/therapy

Individual counseling/therapy

Family counseling/therapy

Psychotropic medication(s)

Other (specify in notes)

11.0 – MENTAL HEALTH

11.7 Progress toward case plan goals related to mental health

Assessment of progress toward case plan goals related to mental health.

If a case plan has not yet been created, choose "Need has not yet been determined; no goals assigned".

If goals related to mental health have been assigned in the case plan, rate the youth's progress as minimal, adequate, excellent or complete.

If no goals related to mental health have been assigned in the case plan, choose one of the first 3 options (need not yet determined, not a risk factor, or goals needed but not yet assigned).

Need has not yet been determined; no goals assigned

Not a risk factor; no goals needed or assigned

Goals needed but not yet assigned

Minimal progress toward goals

Adequate progress toward goals

Excellent progress toward goals

Youth has completed all goals in this domain

12.0 – ATTITUDES

12.1 Instructions for Attitudes section

This section gathers information about attitudes and beliefs that tend to promote antisocial behaviors (lack of respect for others, lack of empathy, etc.). Answers should be based on the youth's attitudes/beliefs/behaviors in the past 90 days.

When possible, gather information from observation, staff report, and parent/caregiver report in addition to the youth interview.

12.2 Empathy

Where possible, base answer on observation and reports from others, in addition to the youth interview.

Sample questions:

- *If someone else is struggling, how does that make you feel? Like if you see another youth is sad about something, or hear that something bad happened in their lives.*
- *Can you think of a time when you've seen someone being teased or picked on? What was that like for you?*

Has a lot of empathy for others

Has some empathy for others

Little or no empathy for others

12.3 Empathy for crime victim(s)

Sample questions:

- *I want to ask about your past crimes. Who were the victims of your crimes?*
- *How do you think your crimes affected the victims? What are your thoughts or feelings about the victims?*
- *Who else was affected by your crimes? In what ways were they affected?*

Has a lot of empathy for their victim(s)

Has some empathy for their victim(s)

Little or no empathy for their victim(s)

12.4 Respects others' property

Sample questions:

- *Have you ever wanted to mess with another youth's stuff (for example, if they leave something lying around)?*
- *Have you ever actually messed with another youth's stuff? Why or why not?*
- *What about stuff that belongs to staff or the program/facility?*

Usually or always respects others' property

Sometimes respects others' property

Rarely respects others' property

12.0 – ATTITUDES

12.5 Respects authority figures

Sample questions:

- *How do you feel when staff tell you to do something? Does it depend on who it is?*
- *Have you gotten mad at staff who are asking you to do something? Tell me about that.*
- *How do you handle it if you don't agree with what staff are saying or doing?*

Usually or always respects authority figures
Sometimes respects authority figures
Rarely respects authority figures
Defies or is hostile toward most authority figures

12.6 Attitude toward rules of current placement (including home)

Sample questions:

- *What do you think of the rules here? Are they fair?*
- *Are there some rules that don't make sense to you, or seem pointless?*
- *How do you handle it if you disagree with a rule?*

Not applicable; youth is living independently
Tries to comply with all rules
Tries to comply with some rules but not others
Hostile or defiant toward rules

12.7 Accepts responsibility for antisocial behavior

antisocial behavior = criminal, law-breaking, or rule-breaking behavior

Sample questions:

- *What was your role in the crime(s) that got you here?*
- *Did someone else play a role too?*
- *Who is most to blame?*
- *Could you have prevented the crime(s)? How? Why was that hard to do?*

Fully accepts responsibility
Accepts some responsibility
Does not accept responsibility

12.8 Understands the impact of their antisocial behaviors

This question may partly be answered when gathering information about empathy for victims (above).

Sample questions:

- *How do you feel about your past criminal behavior (all law-breaking behaviors, not just what got them here)?*
- *How do you feel about how the police and courts have handled things?*
- *Who do you think has been most impacted by your crime(s)? In what ways?*

Fully understands the impact
Somewhat understands
Does not understand

12.0 – ATTITUDES

12.9 Belief in control over criminal behavior

Sample questions:

- *When you think about the future, do you think it will be hard to avoid getting in trouble again? Why or why not?*
- *What changes have you made, or thought about making, to stay out of trouble?*

Believes they can stop or avoid criminal behavior

Somewhat believes they can stop or avoid criminal behavior

Believes criminal behavior is out of their control

12.10 Youth's belief in ability to succeed at current placement (or under current conditions, if not in a placement)

Sample questions:

- *What would it mean to "succeed" here? What do you need to do?*
- *Do you think that will be hard for you to accomplish? Why or why not?*
- *Do you feel like you can get help if you're having a hard time?*

Believes they can succeed

Not sure if they can succeed

Does not believe they can succeed

12.11 Progress toward attitude-related case plan goals

Assessment of progress toward attitude-related goals in the youth's case plan.

If a case plan has not yet been created, choose "Need has not yet been determined; no goals assigned".

If attitude-related goals have been assigned in the case plan, rate the youth's progress as minimal, adequate, excellent or complete.

If no attitude-related goals have been assigned in the case plan, choose one of the first 3 options (need not yet determined, not a risk factor, or goals needed but not yet assigned).

Need has not yet been determined; no goals assigned

Not a risk factor; no goals needed or assigned

Goals needed but not yet assigned

Minimal progress toward goals

Adequate progress toward goals

Excellent progress toward goals

Youth has completed all goals in this domain

13.0 – AGGRESSION

13.1 Instructions for Aggression section

The Aggression section gathers information about aggressive behaviors as well as attitudes that contribute to aggression.

Answers should be based on the youth's attitudes/beliefs/behaviors in the past 90 days.

When possible, gather information from observation, staff report, and parent/caregiver report in addition to the youth interview.

13.2 Tolerance for frustration

Guidelines:

- *Low tolerance – often becomes upset and/or gives up when faced with obstacles or challenges*
- *Average tolerance – is usually able to manage emotions when frustrated and/or usually does not give up when faced with obstacles or challenges*
- *High tolerance – rarely becomes upset and/or rarely gives up when faced with obstacles or challenges*

Sample questions:

- *What kinds of things frustrate you? How do you handle being frustrated?*
- *Are there times that you feel impatient? How do you handle having to wait to get things you want?*
- *Do you ever get in trouble because you're feeling frustrated or impatient? How often?*
- *Do you ever lose your temper because you're feeling frustrated or impatient? How often?*

Low tolerance for frustration

Average tolerance for frustration

High tolerance for frustration

13.3 Interpretation of others' intentions

Sample questions:

- *Think about a time recently when someone has said something nice to you, or tried to do you a favor. Did you trust them? Did you think they meant it?*
- *In general, if someone does something nice for you, do you feel a little suspicious, like they don't mean it or are trying to get something from you?*
- *Are most people trustworthy? Or are they mostly looking out for themselves?*
- *Has anyone been trying to get under your skin or make you mad lately? How can you tell?*

Rarely assumes others' intentions are negative or hostile

Sometimes assumes others' intentions are negative or hostile

Often assumes others' intentions are negative or hostile

13.0 – AGGRESSION

13.4 Attitude toward verbal aggression

Verbal aggression can include shouting, swearing, insults, and other cruel and unkind remarks intended to cause pain and distress.

Sample questions:

- *Do you ever feel like you need to yell at someone?*
- *Is yelling sometimes the only way to be heard, or to get what you need? What's an example?*
- *Does yelling ever help you get what you want? How often?*
- *Does yelling at someone ever make you feel better? How often?*

Believes verbal aggression is rarely appropriate

Believes verbal aggression is sometimes appropriate

Believes verbal aggression is often appropriate

13.5 Attitude toward physical aggression

Physical aggression is behavior causing or threatening physical harm towards others. It includes hitting, kicking, biting, using weapons, and throwing objects.

Sample questions:

- *Do you ever feel like you need to physically hurt someone (hit, punch, etc.)?*
- *Is hurting others (or threatening to hurt) sometimes the only way to be heard, or to get what you need? What's an example?*
- *Does hurting others (or threatening to hurt them) ever help you get what you want? How often?*
- *Does hurting others (or threatening to hurt them) ever make you feel better? How often?*

Believes physical aggression is rarely appropriate

Believes physical aggression is sometimes appropriate

Believes physical aggression is often appropriate

13.6 Verbal aggression

This question should be based on observation and staff report in addition to the youth interview.

In the last few months, how many times have you yelled at someone else?

What were the circumstances?

How did things get resolved?

Rarely or never uses verbal aggression

Sometimes uses verbal aggression

Often uses verbal aggression

13.7 Physical aggression

This question should be based on observation and staff report in addition to the youth interview.

In the last few months, have you ever hit, pushed, punched, or kicked anyone? How many times?

In the last few months, have you threatened to hit, push, punch, or kick anyone? How many times?

What were the circumstances?

How did things get resolved?

Rarely or never uses physical aggression

Sometimes uses physical aggression

Often uses physical aggression

13.0 – AGGRESSION

13.8 Reports or evidence of violence not included in criminal history (check all that apply)

This is a historical item (not limited to the past 90 days) and is not scored. If the youth engaged in any of the listed behaviors in the past 90 days, those behaviors must also be noted in the response to Question 13.9.

No reports or evidence of violence

Violent outbursts indicating potential for harm

Deliberately inflicting physical pain

Using or threatening with a weapon

Fire starting

Violent destruction of property

Animal cruelty

13.9 Aggressive behaviors in the past 90 days

Destroyed property

Threatened to harm others

Threatened to harm property

Encouraged others to fight

Hit, punched, shoved, or kicked someone

Teased or taunted to make others angry

Other (specify in notes)

No aggressive behaviors

13.10 Progress toward aggression-related case plan goals

Assessment of progress toward aggression-related goals in the youth's case plan.

If a case plan has not yet been created, choose "Need has not yet been determined; no goals assigned".

If aggression-related goals have been assigned in the case plan, rate the youth's progress as minimal, adequate, excellent or complete.

If no aggression-related goals have been assigned in the case plan, choose one of the first 3 options (need not yet determined, not a risk factor, or goals needed but not yet assigned).

Need has not yet been determined; no goals assigned

Not a risk factor; no goals needed or assigned

Goals needed but not yet assigned

Minimal progress toward goals

Adequate progress toward goals

Excellent progress toward goals

Youth has completed all goals in this domain

14.0 – SKILLS

14.1 Instructions for Skills section

The Skills section provides an overview of a range of skills/behaviors/abilities that are associated with positive outcomes for youth and adults, including social skills, planning, emotion regulation, and impulse control.

Answers should be based on the youth's skills/behaviors/abilities in the past 90 days.

Most items in this section should be answered based on direct observation, staff report, and parent/caregiver report in addition to the youth interview.

14.2 Consequential thinking

This question concerns the extent to which the youth's behavior aligns with their intentions or goals. Does the youth's behavior usually align with their stated goals? Or is it more likely to interfere with their goals?

If you have an example you can use, ask youth about a recent goal and how their behavior helped or hurt their progress.

Actions often interfere with goals or desired outcomes

Actions sometimes interfere with goals or desired outcomes

Usually aligns actions with goals or desired outcomes

14.3 Goal setting

This question is interested in how goal-oriented the youth is (do they set goals?) and how effective they are at reaching the goals that they set.

Sample questions:

- *Can you think of a recent goal that you had? Something you wanted to get or achieve? Did you get it? How?*
- *Is there something you're working toward right now? Something you want to get or achieve?*
- *If so, do you have a plan for how you'll get it? Tell me about it.*
- *How confident are you that you'll get what you're working toward?*

Rarely sets goals

Sets but rarely achieves goals

Sometimes achieves goals

Usually achieves goals

14.0 – SKILLS

14.4 Understanding of problem behaviors that contributed to offense(s)

This question is similar to "Accepts responsibility for antisocial behavior" but is most concerned with how well the youth understands the chain of events that led to their crimes, and what they can do to prevent similar situations from happening again.

Sample questions:

- *Looking back on your offense(s), are there certain things that stand out as things you could have done differently?*
- *What are some of the decisions you made that could have changed the outcome?*
- *Are there things you can do now that will help you avoid similar offense(s) in the future? What kinds of things?*
- *Have you started making changes? Tell me about that.*

Cannot identify problem behaviors

Identifies problem behaviors but not solutions

Thinks of solutions for problem behaviors

Applies appropriate solutions to problem behaviors

14.5 14.5 Demonstrates understanding of what others are thinking or feeling

Sample questions:

- *What's the mood been like here (at the unit or placement) today? Is anyone struggling? If so, how are they feeling? Do you know why?*
- *(or try to find some other recent example to use)*

Rarely shows understanding of others' perspectives

Sometimes shows understanding of others' perspectives

Usually shows understanding of others' perspectives

14.6 14.6 Demonstrates understanding of how own behavior impacts others

If possible, use a recent event or situation as an example.

Sample questions:

- *Can you think of anyone who's irritated you today? How about anyone who made you feel good? What'd they do?*
- *Do you think you've irritated anyone lately? Why or why not?*
- *Do you think you've made someone feel good lately? Why or why not?*

Rarely aware of how their behavior impacts others

Sometimes aware of how their behavior impacts others

Usually aware of how their behavior impacts others

14.0 – SKILLS

14.7 Self-awareness

This question is about the youth's ability to recognize their own strengths and weaknesses, and/or see themselves from others' perspectives.

Sample questions:

- *What are some of your strengths and weaknesses, in your own opinion?*
- *How do you think the staff would describe you? What are some of their favorite things about you? Least favorite?*
- *How do you think the other youth would describe you? Why?*

Below average self-awareness

Average self-awareness

Excellent self-awareness

14.8 Social skills

Social skills include the ability to accurately read social situations, communicate clearly, avoid offending others, etc.

Guidelines:

- *Below average: misreads social situations, does not communicate clearly, easily offended or offends others, etc.;*
- *Average: interacts effectively in most situations, some difficulty in difficult situations or under stress;*
- *Excellent: interacts effectively with both peers and adults; expresses self clearly and effectively even in stressful situations, etc.*

Sample questions:

- *In general, how have you been getting along with the other youth? How about the staff?*
- *Do you feel like they usually understand where you're coming from?*
- *Can you think of a recent time that you hurt someone's feelings or offended them? How did you deal with that?*
- *When you have a disagreement, how do you resolve it? Do things get heated? Do feelings get hurt?*

Below average social skills

Average social skills

Excellent social skills

14.0 – SKILLS

14.9 Ability to cope with routine stressors

Routine stressors may include changes of plans, delays, mistakes, disagreements, criticism, etc.

Guidelines:

- *Below average = youth's reactions often derail progress or lead to negative consequences*
- *Average = youth may be briefly derailed but gets back on track with support from adults*
- *Excellent = youth manages most stressors appropriately and independently*

Sample questions:

- *Most of us feel a little irritated or frustrated at some point during the day. Maybe there was a change of plans, or we lost something, or we made a mistake. Do you know what I'm talking about? What kinds of daily things might frustrate or irritate you?*
- *When that happens, is it sometimes hard to keep your feelings under control? Is it often hard to manage your feelings?*
- *Does this kind of frustration ever make you get in trouble (for example, you yell at somebody or break rules)? Does it often cause you to get in trouble?*

Below average

Average

Excellent

14.0 – SKILLS

14.10 Ability to manage emotions

Guidelines:

- *Below average = emotions often interfere with youth's progress and/or result in negative behaviors*
- *Average = emotions sometimes interfere with youth's progress or result in negative behaviors*
- *Excellent = emotions rarely interfere with youth's goals or result in negative behaviors*

Sample questions:

- *Think about a recent time when you've been sad, or angry, or even excited. Do you think you feel things more strongly than most people? Less strongly? About the same?*
- *When you feel strong emotions, do they make it hard to pay attention or do what you're supposed to do?*
- *In the past few months, have you ever gotten in trouble partly because your emotions were making it hard to stay on track? How often?*
- *What do you do to manage your emotions when they feel too strong?*

Below average (emotions often interfere with progress)

Average (emotions sometimes interfere)

Excellent (emotions rarely interfere with progress)

14.11 Monitoring of internal triggers

Sample questions:

- *Have you learned about "internal triggers" yet? If so, can you tell me what that means to you?*
- *(If not, explain that internal triggers are the thoughts or feelings we have that make us more likely to do things we shouldn't.)*
- *Can you think of any internal triggers for you? Any thoughts or feelings that tend to happen before you do something you shouldn't (e.g., feeling bored)?*
- *If the youth can identify some triggers, do they notice those triggers happening in the moment?*
- *How do they cope with their triggers? Can they prevent the triggers from leading to trouble?*

Cannot identify internal triggers

Identifies but struggles to manage internal triggers

Actively manages internal triggers

14.0 – SKILLS

14.12 Monitoring of external triggers

Sample questions:

- Have you learned about "external triggers" yet? If so, can you tell me what that means to you?
- (If not, explain that external triggers are people or situations that make us more likely to do things we shouldn't.)
- Can you think of any external triggers for you? Any places or people that make you more likely to do something you shouldn't?
- If the youth can identify some triggers, do they notice those triggers happening in the moment?
- How do they cope with their triggers? Can they prevent the triggers from leading to trouble?

Cannot identify external triggers

Identifies but struggles to manage external triggers

Actively manages external triggers

14.13 Impulsivity

Sample questions:

- Do you think of yourself as impulsive? Do you often act before you think?
- In the last few months, can you think of any impulsive decisions or actions that you made? A lot? A few? What's an example?
- In the last few months, did an impulsive decision or action ever cause problems for you? If so, how many times?

Not impulsive; almost always thinks before acting

Sometimes impulsive

Often impulsive; often acts before thinking

Very impulsive; usually acts before thinking

14.14 Dealing with conflict

Guidelines:

- Below Average = youth often escalates conflicts or uses counterproductive strategies
- Average skills = youth often responds effectively but may have trouble in some situations
- Excellent skills = youth almost always resolves conflicts appropriately and effectively

Sample questions:

- Think of a recent disagreement you've had with someone -
- How did you feel?
- How did you manage the disagreement?
- Did things get heated?
- What was the resolution?
- Do you have hard feelings about it? Do they?
- Is this pretty typical for you, or do you usually handle disagreements differently? Tell me more.

Below average; often escalates conflict

Average; often responds effectively

Excellent; almost always responds effectively

14.0 – SKILLS

14.15 Optimism for their future

Guidelines:

- Above average: has a clear vision for a positive future, and believes they can achieve it
- Average: has some vision of a positive future but isn't sure they will achieve it
- Below average: does not see a positive future and/or does not think they will achieve it

Sample questions:

- What do you think your life will be like a few years from now?
- What would you like your life to be like in a few years?
- Do you feel like you have a good chance of getting there? Why or why not?
- How do you think you'll be feeling about your life a few years from now?
- It's ok to modify the time frame as desired, so that it makes sense for a particular youth.

Above average

Average

Below average

14.16 Current use of unstructured/leisure time

Sample questions:

- When you have free time here, what's it like? What do you do in your free time?
- Do you enjoy your free time?
- Do you ever get bored in your free time? How do you handle it?
- Given the chance, how would you like to spend your free time?

Mostly positive use of unstructured time

Mix of positive and negative

Mostly negative use of unstructured time

14.17 Progress toward skills-related case plan goals

Assessment of progress toward skills-related goals in the youth's case plan.

If a case plan has not yet been created, choose "Need has not yet been determined; no goals assigned".

If skills-related goals have been assigned in the case plan, rate the youth's progress as minimal, adequate, excellent or complete.

If no skills-related goals have been assigned in the case plan, choose one of the first 3 options (need not yet determined, not a risk factor, or goals needed but not yet assigned).

Need has not yet been determined; no goals assigned

Not a risk factor; no goals needed or assigned

Goals needed but not yet assigned

Minimal progress toward goals

Adequate progress toward goals

Excellent progress toward goals

Youth has completed all goals in this domain

15.0 – INTERESTS

15.1 Instructions for Interests section

The Interests section is just one question. It provides a chance to talk with the youth about what they're interested in and end on a positive note.

Sample questions:

- *How do you like to spend your free time?*
- *What kinds of things do you enjoy doing on your own?*
- *Given the chance, how would you spend your free time?*

15.2 Activities youth enjoys or participates in (select all that apply)

Sample questions:

- *What are some activities that you currently participate in, or that you used to enjoy before your commitment?*
- *What did you like about them?*
- *Is there a way to stay connected to those activities while you're here?*

Organized sports
Community/cultural group
Recovery group/support group
Hobby group or club
Religious group or church
Volunteer organization
Music
Art
Reading
Other hobbies
Recreational sports
Employment
Video games
Computers/Technology
None

16.0 – COMMENTS

16.1 Instructions for Comments section

The Comments section allows for free-text responses where you can include anything that you or the youth want to communicate that wasn't captured above. You can add answers to these items throughout the interview process, or save them until the end.

Comments might include circumstances that made it hard to answer some of the questions, youth strengths or weaknesses that weren't directly addressed by the questions, additional information about the youth's goals, considerations or recommendations for case planning, etc.

16.2 Youth Comments for the Summary Report document

Use this space for any comments that the youth would like to give regarding themselves or the assessment

NOTE: These comments will appear in the summary report document.

16.3 Assessor Comments for the Summary Report document

Use this space for any comments the assessor would like to provide about the youth or the assessment

Note: These comments will appear in the Summary Report document.

16.4 Other comments -- will not appear in Summary Report document

This space is for any comments that should only be visible to other staff. These comments WILL NOT appear in the Summary Report document.

17.0 – CRIMINAL HISTORY

17.1 Instructions for Criminal History section

Nearly all of the youth's criminal history is recorded in JJIS and does not need to be gathered here. However, JJIS does NOT record convictions or adjudications in other states. This information is being gathered here for reporting purposes (so OYA can describe how many youth had convictions or adjudications in other states).

Please indicate, based upon FILE REVIEW, whether the youth has prior convictions or adjudications in other states.

17.2 Does the youth have prior convictions or adjudications in other states (select all that apply)

This question should be answered based upon FILE REVIEW. If there is no documentation of an out-of-state criminal adjudication or conviction, choose "No known out-of-state convictions or adjudications."

Confirmed misdemeanor(s)

Confirmed felony(s)

No known out-of-state convictions or adjudications

18.0 – INFORMATION GATHERING

18.1 Instructions for the Information Gathering section

The Information Gathering section was created to help OYA administrators better understand what sources of information are being used to complete RNAs, and to gauge the assessor's confidence in the accuracy of the information they received.

Additional comments about information sources and/or confidence in the assessment can be recorded in Section 17.0 Comments.

18.2 Sources of information contacted for this assessment (check all that apply)

Youth
Caregiver(s) in person
Caregiver(s) by phone or video
Psychological evaluations/reports
JJIS Records
OYA JPPO
Treatment or Case Managers at current placement
Direct care staff at current placement
County Juvenile Counselor/Probation Officer
School personnel
School records
Medical providers
Mental Health providers
Other (please specify in notes)

18.3 Interviewer's confidence in the accuracy of the information reported in this assessment

Not at all confident (please explain in notes)
Somewhat confident
Very confident

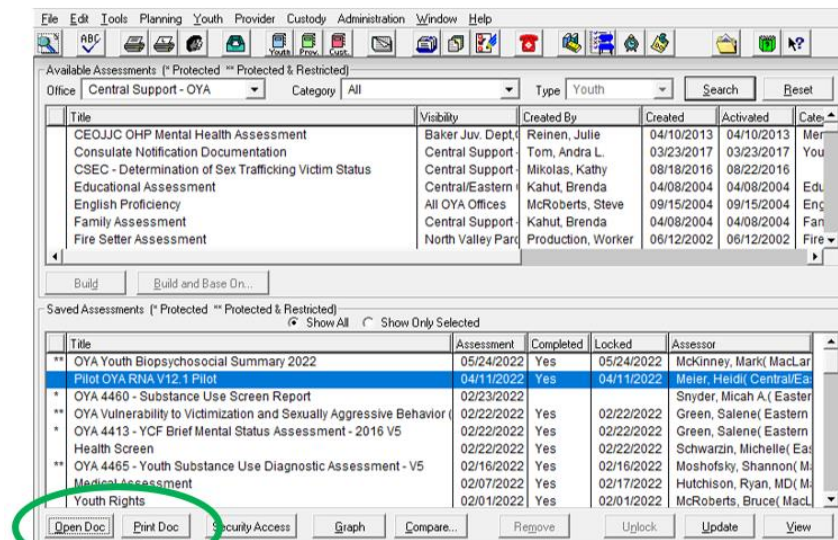
19.0 – ASSESSMENT SUMMARY

19.1 Instructions for viewing the assessment results

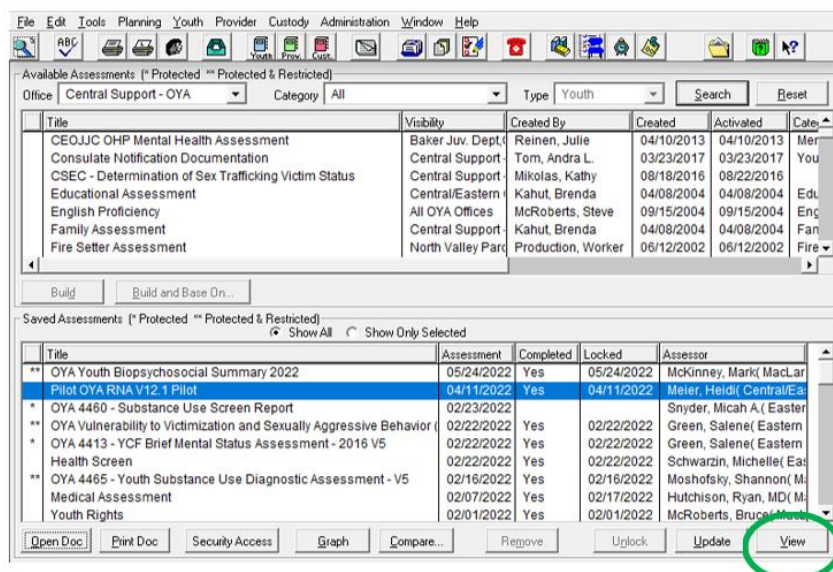
There are multiple ways to view the results of the RNA assessment.

Open the JJIS Application, select a youth, and navigate to Youth Menu -> Assessments. Then follow the instructions below.

- (Option 1) Highlight the RNA assessment and click on the "Open Doc" or "Print Doc" button to view the RNA Summary Document. The Summary Document includes the questions and answers that are most relevant for case planning, summarizes the youth's current needs and strengths, tracks change over time, and ranks domains according to the level of current need.



- (Option 2) To view responses to all items (including notes), follow the steps above but select the "View" button. This will open the assessment in JJIS. Every question, answer, and note will be visible.





OYA RNA SUMMARY

State of Oregon
OREGON YOUTH AUTHORITY

Youth Name: Sam Edward Oxern		RNA Locked Date: 07/30/2025	
JJIS #:	00004452	ORRA:	35
Pronouns:	He/him/his	ORRA-V:	20
Race/Ethnicity:	White or Caucasian, Mexican	Preferred Language:	English
		RNA Completed By:	OYA - QA, Case Coordinator
		Age on Locked Date:	21
		Loc on Locked Date:	MacLaren YCF
		Days at Location on Locked Date:	221

Results Summary for RNA Completed on 07/30/2025

Safety Concerns in the Past 90 Days		Youth History Notes	
Put others in physical danger	Yes	Youth is a biological parent	No
Put self in physical danger	Yes	History of runaways while on supervision	Yes
Runaway	Yes	Youth reports current or former gang involvement	Yes
Alcohol use	Yes	Special Education history	Yes
Drug use	Yes	Biological parent has a history of substance abuse	Yes
Suicidality	Yes	Biological parent has a history of mental health concerns	No
Self-harm	No	Biological parent has a history of jail or imprisonment	No
Other safety concerns	No	Known trauma history	Yes
		History of mental health diagnoses	Yes
		Currently taking psychotropic medication	Yes
		History of suicide attempt(s)	No

RNA Domain Scores		Range: -100 (max need) to +100 (max strength)		
Locked Date:	Initial RNA	Last RNA	Current RNA	Trend Over Time
	08/26/2024	02/09/2025	07/30/2025	
Substance Use	-20	-6	-60	
Aggression	-6	-6	-50	
Non-Family Relationships	0	0	5	
Mental Health	-35	9	12	
Current Caregivers	-34	-23	15	
Vocation	30	30	31	
Skills	6	6	54	
Attitudes	-5	-5	55	
Education	-68	-43	76	

Youth Name: Sam Edward Oxern

RNA Locked Date: 07/30/2025

JJIS #: 00004452

RNA Completed By: OYA - QA, JJIS Sec Coord

Youth Comments: None

Assessor Comments: Youth relapsed and ran during a recent home visit but is sober now

Current RNA Assessment

Education (76)

Question	Needs	Neutral	Strengths	Notes*
4.8 Current enrollment status		High School		
4.10 Currently receiving or eligible for special education		Yes (Behavioral/Emotional)		
4.11 Current academic performance			Mostly As and Bs	
4.12 Support needed to stay in school and graduate			Needs less support than most youth	
4.13 Academic credentials/degrees youth has received			High School diploma	
4.14 Youth's interest in continuing their education			Very interested	
4.15 Progress toward goals			Excellent progress	

Vocation (31)

Question	Needs	Neutral	Strengths	Notes*
5.2 Youth's interest in gaining employment skills			Very interested	
5.3 Understanding of what is required to maintain a job			Has demonstrated the ability to maintain a job	
5.4 Current interest in employment		Somewhat interested		
5.5 Support needed to prepare youth for gainful long-term employment		Average support		

Youth Name: Sam Edward Oxern

RNA Locked Date: 07/30/2025

JJIS #: 00004452

RNA Completed By: OYA - QA, JJIS Sec Coord

5.6 Likelihood of certification(s) in next 12 months			Very likely	
5.7 Youth's near-term employment plans	No employment plans			
5.8 Vocational credentials/certifications youth has received	No certifications			
5.9 Progress toward goals			Excellent progress	

Non-Family Relationships (5)

Question	Needs	Neutral	Strengths	Notes*
6.5 Self-reported history of gang involvement		Youth reports former gang involvement		
6.6 Current positive relationships with adults in the community		One positive relationship		
6.7 Positive relationships with adults at current placement		One positive relationship		
6.8 Current connection with prosocial community groups		Some connection(s)		
6.9 Current friends in the community			Only prosocial friends	
6.10 Currently in a romantic relationship		Not in a relationship		
6.11 Admires anti-social peers		Somewhat		
6.12 Current resistance to negative peer influence	Starts misbehavior among peers			
6.13 Peer relationships			Mostly good relationships with peers	
6.14 Progress toward goals	Minimal progress			

Current Caregivers (15)

Question	Needs	Neutral	Strengths	Notes*
8.2 Family member(s) youth feels close to			Biological mother, Biological father, Non-biological mother	
8.3 Current primary caregivers		Adult friend or mentor		

Youth Name: Sam Edward Oxern

RNA Locked Date: 07/30/2025

JJIS #: 00004452

RNA Completed By: OYA - QA, JJIS Sec Coord

8.4 Youth feels included in family life		Sometimes		
8.5 Caregiver opinion of youth's law-breaking behavior			Caregivers disapprove	
8.6 Interviewer's assessment of caregiver's ability to support youth's progress	Needs improvement			
8.7 Youth has run away from caregiver			No	
8.8 Youth has been kicked out by caregiver			No	
8.9 Conflict in caregiver household	Verbal intimidation or frequent heated arguments			
8.10 Conflict between youth and caregiver(s)	Verbal intimidation or frequent heated arguments			
8.11 Caregiver housing stability			Stable for last 3 years or more	
8.12 Progress toward goals		Adequate progress		

Substance Use (-60)

Question	Needs	Neutral	Strengths	Notes*
9.2 History of tobacco/nicotine use	Frequent use in the past 90 days			
9.3 History of alcohol use	Has used alcohol in the past 90 days			
9.4 History of drug use	Has used drugs in the past 90 days			
9.5 Age at first regular/frequent substance use		Age 13 or younger		
9.6 Attitude toward alcohol use	Youth believes they can handle regular use			
9.7 Attitude toward drug use		Youth believes they can handle occasional use		
9.8 Substance use treatment history			Satisfactorily completed 1 or more programs or classes	
9.9 Progress toward goals	Minimal progress			Yes

Mental Health (12)

Question	Needs	Neutral	Strengths	Notes*
11.2 Mental health symptoms or diagnoses		Diagnosed in the past, but no current symptoms or diagnoses		
11.3 Suicidal thoughts or behaviors	Thoughts, plans, or attempts in the past 90 days			
11.4 Self-injurious behavior		History of self-harm but not in the past 90 days	Has a current safety plan	
11.5 Mental health hinders engagement in other services or interventions			Rarely or never	
11.6 Current mental health treatment			Group counseling, Family counseling, Medication	
11.7 Progress toward goals		Adequate progress		

Attitudes (55)

Question	Needs	Neutral	Strengths	Notes*
12.2 Empathy			Strong empathy for others	
12.3 Empathy for crime victim(s)			Strong empathy for victim(s)	
12.4 Respects others' property			Usually or Always	
12.5 Respects authority figures			Usually or Always	
12.6 Attitude toward rules of current placement			Tries to comply with all rules	
12.7 Accepts responsibility for criminal behavior		Accepts some responsibility		
12.8 Understands impact of criminal behavior		Somewhat understands impact		
12.9 Belief in control over criminal behavior			Believes they can stop or avoid criminal behavior	
12.10 Youth's belief in ability to succeed at current placement		Not sure if they can succeed		

12.11 Progress toward goals			Excellent progress	
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Aggression (-50)

Question	Needs	Neutral	Strengths	Notes*
13.2 Tolerance for frustration		Average		
13.3 Interpretation of others' intentions		Sometimes assumes others' intentions are negative		
13.4 Attitude toward verbal aggression		Believes verbal aggression is sometimes appropriate		
13.5 Attitude toward physical aggression		Believes physical aggression is sometimes appropriate		
13.6 Verbal aggression		Sometimes uses verbal aggression		
13.7 Physical aggression		Sometimes uses physical aggression		
13.9 Aggressive behaviors in the past 90 days	Teased or taunted others			
13.10 Progress toward goals	Minimal progress			

Skills (54)

Question	Needs	Neutral	Strengths	Notes*
14.2 Consequential thinking			Usually aligns actions with goals or desired outcomes	
14.3 Goal setting		Sometimes achieves goals		
14.4 Understanding of behaviors that contributed to offense(s)		Identifies problem behaviors but not solutions		
14.5 Demonstrates understanding of what others are thinking or feeling		Sometimes		
14.6 Demonstrates understanding of how own behavior impacts others		Sometimes		
14.7 Self-awareness		Average		

Youth Name: Sam Edward Oxern**RNA Locked Date:** 07/30/2025**JJIS #:** 00004452**RNA Completed By:** OYA - QA, JJIS Sec Coord

14.8 Social skills		Average		
14.9 Ability to cope with routine stressors		Average		
14.10 Ability to manage emotions		Average		
14.11 Monitoring of internal triggers		Identifies but struggles to manage internal triggers		
14.12 Monitoring of external triggers		Identifies but struggles to manage external triggers		
14.13 Impulsivity		Often thinks before acting		
14.14 Dealing with conflict			Excellent	
14.15 Optimism for their future		Average		
14.16 Current use of unstructured/leisure time		Mix of positive and negative		
14.17 Progress toward goals			Excellent progress	

*“Yes” indicates that notes were entered for this item. Notes can be accessed by opening the full assessment in JJIS.

FULL ASSESSMENT GUIDE



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Introduction and Overview

General information about Healthy Youth Development (HYD)

The Healthy Youth Development (HYD) Assessment helps case managers track and support a youth's progress across 12 skills linked to psychosocial maturity. Each skill is rated every 90 days while a youth is in OYA custody. These ratings are part of OYA's decision-making framework to help assess growth, set individualized goals, and support the transition back to their community.

Research shows that increased psychosocial maturity reduces the likelihood of criminal behavior. However, there should be consideration of brain development and cognitive changes which occur at different rates depending on factors such as supportive environments, trauma history, and mental health.

Key indicators of psychosocial maturity associated with a decreased likelihood of criminal behavior include:

- **Emotion management and impulse control**
- **Suppression of aggressive behavior**
- **Consideration of others**
- **Future orientation**
- **Ability to take personal responsibility**
 - Commitment offense impact on community and victim
 - Current and future conduct
- **Resisting peer influences**

Cultural Awareness

Skills and behaviors can look different across cultures due to varying values, expectations, and social norms. Factors such as communication styles, views on authority, emotional expression, and approaches to decision-making all influence how youth develop and demonstrate these skills. Some cultures emphasize restraint and group harmony, while others prioritize directness and individual autonomy. When assessing and engaging with youth, it is important to recognize these differences and avoid making assumptions based on a single cultural perspective. Being aware of these influences can lead to more meaningful conversations, fair assessments, and better support for each youth's unique needs.

Introduction and Overview

Proficiency Ratings

The **HYD assessment** utilizes a proficiency rating scale from **1 (Beginning)** to **5 (Leading)** to evaluate a youth's progress across 12 skills. Each rating level reflects how a youth has developed and applied a skill. Observing the youth's behavior across multiple situations helps to ensure an accurate assessment of strengths, needs, and required support.

These ratings also help inform transition planning by assessing a youth's readiness for the next least restrictive placement and identifying areas where additional supports or services may be needed.

- 1. Beginning** – Cannot describe or use the skill. The youth is not yet aware of their lack of skill development in this area.
- 2. Learning** – Can describe the skill but requires explicit direction from staff or others to use it. The youth recognizes the value of the skill but may not understand what to do differently.
- 3. Developing** – Can use the skill independently on occasion, and often with support from staff or others. The youth is gaining greater awareness, understanding, and consistency.
- 4. Applying** – Can use the skill independently with consistency in low-stress situations. The youth recognizes the value of the skill, understands how to apply it, and uses the skill with some conscious effort.
- 5. Leading** – Can use the skill independently, even in high stress moments. The youth has integrated the skill into their behavior to the point of applying it as a first response. They may act as a role model for peers and encourage others to demonstrate the skill.

Rating Notes

When selecting a rating, assessors are encouraged to leave a brief note to document specific examples or observations that illustrate the youth's proficiency level. This additional detail helps provide context for the rating and offers valuable insights for tailoring support and interventions.

Introduction and Overview

Rating Process

The rating process is structured to ensure that observations and documentation play a key role in evaluating and supporting skill development within the HYD framework. The steps below outline how ratings are determined, discussed, and used to guide the process.

The case manager responsible for completing the HYD assessment varies based on the youth's placement. For youth placed in a facility, the Case Coordinator (CC) is the party responsible. For youth placed in the community, the Juvenile Parole and Probation Officer (JPPO) assumes this responsibility.

- 1. Pre-Meeting Preparation:** The responsible case manager will review all relevant documentation, including case notes, incident reports, observed behavior, the most recent Risk Needs Assessment, and previous HYD ratings. They may meet with the youth to gather their input and ensure their perspective is considered. These insights are used to complete the assessment in advance of the **Progress Review Meeting**.
- 2. Meeting Facilitation:** The case manager leads a collaborative discussion during the meeting to review assessment highlights, including the youth's strengths, needs, and areas where progress has been made.
- 3. Skill Focus and Planning:** Participants are encouraged to actively seek feedback from youth about their experiences in school, work, relationships, and living situations. This feedback, along with insights and challenges shared by the youth, helps to identify skills to prioritize in the case plan. These selected focus areas are tailored to support the youth's current needs and development goals.
- 4. Ongoing Review:** HYD ratings are reviewed every 90 days throughout the youth's time in OYA custody, with the process repeated to track progress and refine the plan as needed.

Rate all 12 Skills

Each of the 12 HYD skills must be rated every 90 days. Providing a rating for all skills ensures a complete picture of the youth's development, helps track progress over time, and supports accurate documentation in JJIS and case planning tools.

Introduction and Overview

How We Use the HYD Assessment

The HYD assessment plays an important role in transition planning and decision-making. Some youth need targeted support in developing HYD skills before they are ready to transition to a less restrictive placement.

Rather than requiring youth to achieve a specific rating, we set expectations that are both reasonable and tailored to each youth's developmental stage and growth potential.

Here are some examples to illustrate how HYD ratings guide decision-making:

- **Example 1:** A youth achieving a rating of 3 in certain skills may be ready to transition to a residential program, where they will receive ongoing staff support and additional treatment to continue their development.
- **Example 2:** A youth with a significant trauma history or intellectual disabilities may have difficulty progressing beyond a rating of 3 in many areas. Even so, their readiness to move to a less restrictive placement can be assessed based on their demonstrated growth, ability to manage key challenges, and the supports available in the next environment.
- **Example 3:** A youth nearing termination from OYA custody may show a mix of ratings, with stronger skills in some areas and emerging skills in others. Their transition plan would focus on aligning their strengths with available community resources to support continued development after release.

Special Consideration

Some youth require more targeted support in developing psychosocial maturity before they are ready to transition to a less restrictive setting. This is especially true for youth adjudicated for serious person to person crimes, or those designated as Public Safety Reserve (PSR). In these cases, the HYD assessment places greater emphasis on the need for meaningful progress and demonstrated skill development while in close custody. For youth with PSR-designated offenses, the expectation is typically a HYD rating of 4 or 5. If a youth is being considered for transition with a rating below 4, the rationale must be clearly documented, including an explanation of the circumstances and supports in place to ensure continued growth. This approach helps ensure youth are adequately prepared for a safe and successful transition.

1. Handling Frustration

Understanding and Impact

Frustration is an emotional response often triggered by feelings of anger, disappointment, or annoyance. It arises when individuals encounter obstacles in achieving their goals or when they are faced with ongoing daily stressors in areas like work, school, or personal relationships. While frustration can be temporary, it has the potential to affect one's well-being in both the short and long term. When not effectively managed, frustration can lead to emotional outbursts, heightened stress, or even aggressive behavior, which may have negative consequences for the individual and those around them.

Sample Discussion Questions

- How would you define frustration in your own words?
- Can you recall a recent situation where you felt frustrated? How did you cope with it?
- What personal strategies do you use to manage your frustration?
- Have you noticed specific situations or triggers that tend to cause frustration for you?
- What kind of support would help you build stronger skills for managing frustration?

Support Recommendations for Youth Struggling with Frustration:

If a youth is facing difficulties in managing frustration, it may be beneficial to consider additional support services to help them develop coping strategies. These could include:

- **Emotional Regulation:** Teaching how to manage emotions effectively, especially in high-stress situations, to prevent emotional outbursts and reduce the risk of aggressive behavior.
- **Coping Mechanisms:** Developing constructive techniques to deal with frustration in healthy ways, such as mindfulness, relaxation, or rethinking the problem.
- **Communication Skills:** Building the ability to express frustrations clearly and respectfully, and seeking support from others when needed to address challenges.
- **Self-Awareness:** Encouraging individuals to recognize their emotions, thoughts, and behaviors, and understand their impact on themselves and others.
- **Problem-Solving:** Strengthening skills to approach challenges by breaking them down into manageable parts, and finding effective, constructive solutions.

2. Avoiding Rule Violations

Understanding and Impact

Avoiding rule violations involves making thoughtful and proactive choices to adhere to established rules, regulations, and expectations in various settings, including workplaces, schools, communities, and personal environments. This requires a clear understanding of the significance of rules and taking full responsibility for one's actions and their impact on others.

Sample Discussion Questions

- What do you believe is the purpose of rules, and why do you think it's important to follow them?
- How does rule-breaking impact you and others?
- How do you cope with following a rule that you personally don't think is important?

Support Recommendations for Youth Struggling with Rule Violations:

If a youth is struggling to avoid rule violations, it may be helpful to consider additional support services to help them develop a better understanding of responsibility and ethical behavior. These could include:

- **Ethical Development:** Encouraging the importance of doing the right thing, even when it may be difficult, and helping individuals understand the consequences of their actions.
- **Responsibility:** Teaching how to take ownership of one's actions and make informed decisions. Building a sense of responsibility and accountability for choices and behavior.
- **Problem-Solving:** Strengthening the ability to approach challenges by breaking them down into manageable parts and finding constructive solutions to potential conflicts with rules.
- **Decision-Making:** Helping individuals consider the potential outcomes of their choices, evaluate the pros and cons, and choose actions that align with their values and goals.
- **Respect:** Promoting the development of mutual respect, earning trust from others (such as parents, teachers, and peers), and establishing a positive reputation that opens up opportunities for greater responsibilities and trust.

3. Controlling Impulsive Behavior

Understanding and Impact

Impulsive behavior occurs when an individual acts without thinking through the potential consequences. This can involve risk-taking, self-harm, property damage, aggression, or outbursts that escalate into physical confrontations. Impulsivity often leads to actions that may harm oneself or others, and learning to manage it is key to making thoughtful decisions and maintaining healthy relationships.

Sample Discussion Questions

- Can you recall a time when you almost acted impulsively? What strategies or techniques did you use to prevent it and achieve a positive outcome?
- Have you noticed any patterns or scenarios that lead to impulsive behavior? What steps have you taken to address these patterns?
- How do you feel about your progress in developing better impulse control?
- What support would help address any challenges you experience with impulse control?

Support Recommendations for Youth Struggling with Impulsive Behavior:

If a youth is finding it difficult to control impulsive behavior, consider providing additional support services to assist them in managing their impulses more effectively. These might include:

- **Self-Awareness:** Helping individuals recognize their thoughts, emotions, and behaviors and how these impact their actions and interactions with others.
- **Relaxation Techniques:** Teaching coping strategies, such as deep breathing or mindfulness, to calm the mind and reduce the urge to act impulsively.
- **Decision-Making:** Encouraging individuals to consider the pros and cons of their choices, evaluate potential outcomes, and select options that align with their values and long-term goals.
- **Emotional Regulation:** Providing tools such as grounding techniques or other methods for regulating intense emotions (e.g., anger, frustration, excitement) that may trigger impulsive behavior.
- **Problem-Solving Skills:** Helping individuals break down challenges into smaller, manageable parts and find thoughtful, constructive ways to address issues without resorting to impulsivity.

4. Avoiding Self-Destructive Behavior

Understanding and Impact

Making decisions that protect oneself from harm, whether physically, emotionally, or socially, involves recognizing harmful actions, such as substance abuse, negative thinking, or reckless behavior, and choosing healthier ways to cope with stress, challenges, and difficult emotions instead of engaging in behaviors that could damage personal growth.

Sample Discussion Questions

- How do you define self-destructive behavior, and what impact has it had on your life?
- Do your actions align with your personal goals and values?
- Can you share an example of when you used your skills to avoid self-destructive behavior?

Support Strategies for Youth Struggling with Self-Destructive Behavior:

If a youth is struggling with controlling impulsive behaviors or overcoming self-destructive patterns, consider offering additional support in these areas:

- **Emotional Regulation:** Teaching strategies to manage emotions and reduce impulsive actions.
- **Coping Mechanisms:** Helping youth use healthy techniques, such as physical activity, journaling, or breathing exercises, to calm the mind and reduce anxiety.
- **Seeking Support:** Encouraging the development of positive relationships and the importance of seeking help during challenging moments.
- **Practicing Resilience:** Supporting youth in building resilience by navigating challenges without resorting to self-destructive behaviors.
- **Problem-Solving:** Assisting youth in breaking down problems into manageable steps and finding constructive solutions.

5. Respecting Others' Needs and Feelings

Understanding and Impact

Respecting others' needs and feelings involves recognizing that people have their own emotions, opinions, and perspectives, which may differ from yours. It requires empathy, open-mindedness, and the ability to engage with others in a way that values their experiences. By respecting these differences, youth foster stronger relationships, increase mutual understanding, and promote a positive, inclusive environment.

Sample Discussion Questions

- How do you define respect when it comes to understanding others' feelings and needs?
- Why is it important to acknowledge and respect the emotions and needs of others?
- Can you share an experience where you actively listened to someone's needs without judgment?
- How can you communicate with others in a way that demonstrates respect for their emotions and perspectives?

Support Strategies for Youth Struggling with Respecting Others' Needs and Feelings:

If a youth is having difficulty respecting others' needs and feelings, consider providing additional support in the following areas:

- **Empathy:** Teaching youth to recognize and understand the emotions and perspectives of others, fostering deeper connections.
- **Listening to Learn:** Promoting active listening skills, such as reflecting, asking clarifying questions, and offering non-verbal cues to demonstrate attentiveness.
- **Setting Boundaries:** Helping youth understand the importance of establishing and respecting personal boundaries and communicating them clearly.
- **Avoiding Judgment:** Encouraging non-judgmental approaches, refraining from criticism or demeaning others based on their feelings, thoughts, or choices.
- **Emotional Vocabulary:** Supporting youth in building an emotional vocabulary to accurately express and recognize emotions.
- **Self-Awareness:** Encouraging reflection on personal emotions, thoughts, and behaviors, and understanding how they impact interactions with others.

6. Understanding the Consequences of Personal Behavior

Understanding and Impact

Behavior refers to how we conduct ourselves, particularly in relation to others. It's important for youth to recognize that every action and decision has both immediate and long-term consequences. Developing the ability to make choices that align with personal values and goals can lead to more responsible behavior and positive outcomes in life.

Sample Discussion Questions

- How have you noticed your behaviors affecting others?
- What are some short-term and long-term consequences of your behavior?
- How does your behavior align with your personal goals and aspirations?

Support Strategies for Youth Struggling with Understanding the Consequences of Their Behavior:

If a youth is having difficulty understanding the consequences of their behavior, consider providing additional support in these areas:

- **Self-Awareness:** Encouraging reflection on thoughts, feelings, and behaviors, helping youth understand their impact on others and the world around them.
- **Empathy:** Developing an understanding of how actions affect others, fostering consideration of other perspectives and the emotional impact of behavior.
- **Problem-Solving:** Teaching youth to break down challenges and consider the consequences of different courses of action.
- **Consideration of Others:** Encouraging a focus on the feelings, needs, and well-being of others when making decisions.
- **Values:** Helping youth establish values that guide their choices and behaviors, and align with their personal goals.
- **Taking Responsibility:** Teaching accountability for one's actions, including accepting the outcomes—whether positive or negative—and learning from them.

7. Being Accountable for Personal Shortcomings and Mistakes

Understanding and Impact

When we take responsibility for our mistakes, we are more likely to reflect on our actions, identify what went wrong, and make adjustments to avoid repeating those errors in the future.

Accountability also involves recognizing the impact our actions have on others and showing empathy toward those affected by our mistakes.

Sample Discussion Questions

- What does accountability look like to you?
- Can you share a time when you didn't let a mistake stop you from reaching a goal?
- How has taking accountability for your actions helped resolve conflicts or repair relationships?

Support Strategies for Youth Struggling with Accountability:

If a youth is having difficulty being accountable for their shortcomings or mistakes, consider providing additional support in these areas:

- **Self-Awareness:** Encouraging reflection on thoughts, behaviors, and their impact on others, promoting better understanding and personal growth.
- **Openness to Feedback:** Fostering a willingness to accept constructive criticism, learn from it, and make necessary adjustments.
- **Problem-Solving:** Helping youth break down challenges and find solutions, encouraging them to take responsibility in resolving issues.
- **Empathy:** Building an understanding of how one's actions affect others and considering the perspectives of those impacted.
- **Accountability:** Emphasizing personal responsibility without shifting blame, fostering a mindset of growth and learning from mistakes.

8. Establishing and Maintaining Pro-social Relationships

Understanding and Impact

Positive social interactions are essential for cognitive, emotional, and social well-being. Healthy relationships provide support, reduce risk-taking behaviors, and help youth navigate social situations. Strong bonds with peers, family, mentors, and community members shape a youth's sense of identity and contribute to their personal development.

Sample Discussion Questions

- What strategies do you use to maintain positive relationships with others?
- Who has been a positive influence in your life, and why?
- In your opinion, what makes a relationship healthy and supportive?
- What behaviors help you form new positive relationships?

Support Strategies for Youth Struggling with Pro-Social Relationships:

If a youth is facing challenges in establishing or maintaining pro-social relationships, consider providing additional support in these areas:

- **Self-Awareness:** Helping youth reflect on their thoughts, feelings, and behaviors and understand their impact on others.
- **Emotional Regulation:** Supporting youth in managing emotions to build connections with peers, mentors, and family members, fostering a sense of belonging.
- **Problem-Solving:** Encouraging youth to address challenges constructively by breaking them into manageable parts and finding positive solutions.
- **Peer Selection:** Helping youth surround themselves with positive role models and friends who engage in healthy behaviors and support their growth.
- **Conflict Resolution:** Guiding youth in resolving conflicts constructively and mending relationships.
- **Empathy:** Encouraging an understanding of others' feelings, perspectives, and the impact of one's actions on others.
- **Communication:** Teaching youth to express themselves respectfully and listen actively to others in their relationships.

9. Dealing with Negative Peer Pressure

Understanding and Impact

Negative peer pressure is the influence from peers encouraging behaviors, attitudes, or values that harm an individual's well-being, safety, or personal growth. It can involve persuasion to adopt harmful behaviors, discourage positive activities, or encourage bullying and violence. Learning how to identify and resist negative peer pressure helps youth maintain their integrity and make choices aligned with their values.

Sample Discussion Questions

- Tell me in your own words what is negative peer pressure is
- How can you resist negative peer pressure and stand behind your own values and core beliefs?
- Provide an example of a time when you overcame negative peer pressure?
- What are some strategies or skills that can help you cope with negative peer pressure?

Support Strategies for Youth Struggling with Negative Peer Pressure:

If a youth is struggling to resist negative peer pressure, consider providing additional support in the following areas:

- **Values:** Helping youth understand and establish core values that guide their decisions and actions.
- **Emotional Regulation:** Supporting emotional resilience through self-esteem, confidence, and a positive self-image to resist negative influences.
- **Peer Selection:** Encouraging youth to surround themselves with supportive, positive peers and to establish healthy boundaries.
- **Problem-Solving Skills:** Teaching youth to break down challenges and find constructive solutions to resist peer pressure.
- **Seeking Support:** Encouraging youth to reach out for guidance from trusted adults or peers to build a support network that helps them resist harmful pressures.

10. Expressing Remorse

Understanding and Impact

Expressing remorse involves recognizing the negative impact of one's actions and feeling deep regret or sorrow for the harm caused. It is a sincere desire to make amends and a commitment to change. Genuine remorse is rooted in empathy, accountability, and an understanding of how one's behavior affected others.

Sample Discussion Questions

- What does remorse mean to you? How do you express remorse?
- Share about a time you felt genuine regret or sorrow for harm you caused with your actions.
- Do you have an obligation to make things right when you cause harm? Why or why not?
- How can you demonstrate your willingness to repair the harm to the best of your ability and your commitment to change for the future?

Support Strategies for Youth Struggling with Expressing Remorse:

If a youth is struggling with expressing remorse, consider offering support in the following areas:

- **Empathy:** Encouraging youth to understand the feelings of others and recognize the impact of their actions on others.
- **Accountability:** Helping youth take responsibility for their actions without excuses or blaming others.
- **Vulnerability:** Supporting youth in expressing genuine emotions of regret and being honest about their mistakes.
- **Self-Awareness:** Helping youth recognize their emotions and behaviors and understand their effects on others.
- **Active Listening:** Encouraging youth to listen carefully and reflect on others' feelings and perspectives.
- **Commitment to Change:** Supporting youth in making a commitment to improve, prevent future harm, and work towards personal growth.

11. Setting and Achieving Goals

Understanding and Impact

Setting and achieving goals involves defining clear objectives, creating a plan, and working toward accomplishing them. Goal setting provides direction, motivation, and focus, while achieving goals fosters a sense of accomplishment and success.

Sample Discussion Questions

- Are there any goals you would like to set and achieve?
- What steps do you need to achieve your goal(s)?
- Is there a goal you had in mind that you could accomplish in 90 days?
- How can staff support you in achieving your goals?

Support Strategies for Youth Struggling with Setting and Achieving Goals:

If a youth is struggling to make progress in goal setting and achievement, consider offering support in the following areas:

- **Purpose and Vision:** Helping youth identify what they want to achieve and channeling their efforts toward activities that align with their values and goals.
- **Practicing Resilience:** Teaching youth how to navigate setbacks and adversity and bounce back stronger from challenges.
- **Accountability:** Encouraging youth to take responsibility for their actions and progress toward their goals.
- **Problem-Solving:** Assisting youth in breaking down challenges into manageable steps and finding constructive solutions.
- **Time Management:** Supporting youth in prioritizing their goals, managing time effectively, and staying on track with their objectives.

12. Resolving Conflicts

Understanding and Impact

Conflict is a natural part of life, influenced by experiences with family, friends, media, and culture. Youth who lack conflict resolution skills may respond impulsively or aggressively. It is crucial for youth to learn constructive approaches to conflict, such as effective communication, empathy, active listening, collaboration, and emotional regulation. Developing these skills helps resolve disagreements, strengthens relationships, and promotes personal growth.

Sample Discussion Questions

- Can you share a recent conflict you experienced and what you learned from it?
- What is your natural conflict style (e.g., collaborating, accommodating, competing, compromising, avoiding)?
- What strengths and challenges do you notice with this style?
- What are some common sources of conflict for you, and how do you typically handle them?
- Which conflict resolution skills would you like to strengthen, and why?

Support Strategies for Youth Struggling with Conflict Resolution:

If a youth is struggling to make progress in resolving conflicts, consider offering additional support services to address the following areas:

- **Emotional Regulation:** Teaching the skills to manage emotions, stay calm under pressure, and respond to conflicts in a thoughtful and composed way.
- **Problem-Solving Skills:** Encouraging youth to break down challenges into smaller, manageable steps and find constructive solutions.
- **Conflict Resolution Skills:** Helping youth communicate effectively, share perspectives, and identify when to seek outside support in resolving conflicts.
- **Empathy:** Encouraging youth to understand and acknowledge the feelings of others, fostering a deeper sense of connection and mutual respect.
- **Listening to Learn:** Promoting active listening by encouraging youth to fully engage with others' perspectives and show empathy through non-verbal cues and reflective responses.
- **Collaboration:** Teaching the value of working together to find a solution that benefits everyone involved, emphasizing compromise and mutual respect. Have you experienced any setbacks when working toward your goals? If yes, how did you respond to it?



OYA HEALTHY YOUTH DEVELOPMENT SUMMARY

State of Oregon
OREGON YOUTH AUTHORITY

Youth Name:	Sam Edward Oxern	HYD Completed By:	Worker OYA, QA.
JJIS Number:	00004452	HYD Locked Date:	06/17/2025
Age:	24	Assessment Date Location:	MacLaren YCF
Race/Ethnicity:	White Other/None	Days at Location:	393
ORRA Score:	20	ORRA-V Score:	9

HYD Scale	
Rating	Definition
1. Beginning	Cannot describe or use the skill. The youth is not yet aware of their lack of skill development in this area.
2. Learning	Can describe the skill but requires explicit direction from staff or others to use it. The youth recognizes the value of the skill but may not understand what to do differently.
3. Developing	Can use the skill independently on occasion, and often with support from staff or others. The youth is gaining greater awareness, understanding, and consistency.
4. Applying	Can use the skill independently with consistency in low-stress situations. The youth recognizes the value of the skill, understands how to apply it, and uses the skill with some conscious effort.
5. Leading	Can use the skill independently, even in high stress moments. The youth has integrated the skill into their behavior to the point of applying it as a first response. They may act as a role model for peers and encourage others to demonstrate the skill.

HYD Progress Scores					
Skill/Behavior	Range: 1 (max need) to 5 (max strength)				
	Initial Rating	Previous Rating	Previous Rating	Current Rating	Progress
Rating Date:	03/13/2025	03/17/2025	04/22/2025	06/17/2025	(all dates)
2.1 Handling Frustration	2	3	3	4	
2.2 Avoiding Rule Violations	4	1	4	5	
2.3 Controlling Impulsive Behavior	4	1	4	4	
2.4 Avoiding Self-destructive Behavior	2	1	3	3	
2.5 Respecting Others' Needs and Feelings	2	1	2	3	
2.6 Understanding the Consequences of Personal Behavior	3	1	4	4	
2.7 Being Accountable for Personal Shortcomings and Mistakes	3	1	3	3	
2.8 Establishing and Maintaining Pro-social Relationships	2	1	2	5	
2.9 Dealing with Negative Peer Pressure	3	1	3	3	
2.10 Expressing Remorse	4	1	4	4	
2.11 Setting and Achieving Goals	2	1	2	5	
2.12 Resolving Conflicts	3	1	3	3	

Youth Name: Sam Edward Oxern **JJIS#:** 00004452 **DOB:** 04/13/2001
HYD Locked Date: 06/17/2025 **HYD Completed By:** Worker OYA, QA (SchemaOwner) J.

HYD Answers (Previous 90 Days)	
Question	Answer
2.1 Handling Frustration	4. Applying
2.2 Avoiding Rule Violations	5. Leading
2.3 Controlling Impulsive Behavior	4. Applying
2.4 Avoiding Self-destructive Behavior	3. Developing
2.5 Respecting Others' Needs and Feelings	3. Developing
2.6 Understanding the Consequences of Personal Behavior	4. Applying
2.7 Being Accountable for Personal Shortcomings and Mistakes	3. Developing
2.8 Establishing and Maintaining Pro-social Relationships	5. Leading
2.9 Dealing with Negative Peer Pressure	3. Developing
2.10 Expressing Remorse	4. Applying
2.11 Setting and Achieving Goals	5. Leading
2.12 Resolving Conflicts	3. Developing

HYD Notes (Previous 90 Days)
2.1 Handling Frustration
Sam struggled with handling frustration with peers at school.
2.2 Avoiding Rule Violations
Sam is showing great leadership avoiding rule violations
2.3 Controlling Impulsive Behavior
Sam is much improved controlling his impulsive behavior
2.6 Understanding the Consequences of Personal Behavior
Sam has grown in this area of understanding consequences