



Oregon

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Oregon Youth Authority

Joint Committee On Ways and Means Subcommittee On Public Safety

HB 5541 Informational Hearings

Presentations February 20 -23, 2023

Day 2 – February 21, 2023 – Responses to Questions and Issues Raised

Please provide the research that was just noted [around the success of mentoring programs].

Here are resources our staff refer to:

<https://youth.gov/youth-topics/mentoring>

<https://ojjdp.ojp.gov/programs/mentoring>

In addition, here are some academic citations:

Kim, B., Merlo, A. V., & Benekos, P. J. (2013). Effective correctional intervention programmes for juveniles: review and synthesis of meta-analytic evidence. *International Journal of Police Science & Management*, 15(3), 169-189.

Lipsey, M. W., & Cullen, F. T. (2007). The Effectiveness of Correctional Rehabilitation: A Review of Systematic Reviews. *Annual Review of Law and Social Science*, 3(1), 297-320.

Lipsey, M. W. (2009). The Primary Factors that Characterize Effective Interventions with Juvenile Offenders: A Meta-Analytic Overview. *Victims & Offenders*, 4(2), 124-147.

Lastly, attached is information from the National Mentoring Partnership, MENTOR.

What does the \$3.8 million pass-through dollars for Multnomah Gang go to?

This request was made to our partners at the Multnomah County and information will be provided to the committee before the close of the public hearing on February 23rd.

What is the age break down for youth who have substance abuse issues? And if you have it for gang issues?

Attached are two PowerPoint Slides in response to these questions. OYA Youth with any History of Substance Abuse Diagnoses and OYA Youth with Gang Affiliation. Both are for all youth, regardless of where they are in placement with OYA.

What is the breakdown of for profit and non-profit behavioral residential services providers?

Non-profits: 13

Government entities: 3

Private companies: 2

What is the difference between an OYA youth correctional facility, OYA camp, and a behavior rehabilitation residential services program?

OYA Facility Services close custody facilities provide:

- Secure living units and campus for youth that pose an unacceptable public safety risk.
- Correctional treatment programs for youth who have committed serious person to person crimes, sex crimes, drug related crimes, and property crimes.
- Mental health stabilization.
- Medical and dental care.
- Fully accredited high school and vocational programs.

OYA transition programs (also known as camps):

- Two secure living units and campus for youth that pose an unacceptable public safety risk.
- Two secure living units and campus for youth who have shown mitigated public safety risk.

- Correctional treatment follow up programs for youth who have committed serious person to person crimes, sex crimes, drug related crimes, and property crimes.
- Mental health stabilization.
- Work experience.
- Medical and dental care.
- Fully accredited high school and vocational programs.

Contracted residential treatment programs (Behavior Rehabilitation Services - BRS):

- Staff living units and campus for youth who qualify for Medicaid behavior rehabilitated services.
- On or off-site education and vocational opportunities.
- Behavior rehabilitation services for youth who have committed person to person, drug related, and property crimes.
- Community access and outings.
- Access to other Medicaid services through the CCO.

The definition of BRS per Oregon Administrative Rule:

The purpose of the Behavior Rehabilitation Services (BRS) Program is to remediate the BRS client's debilitating psychosocial, emotional, and behavioral disorders by providing such services as behavioral intervention, counseling, and skills-training. Services are delivered in a way that integrates a gender-responsive, culturally-sensitive, trauma-informed, and age-appropriate or developmentally-appropriate approach.

BRS is a service delivery modality that provides supervision, crisis intervention and opportunities for skill building. Staff are not required to maintain licensure or certification as behavioral health therapists/clinicians. BRS as a stand-alone modality is not a form of treatment. However, some programs have access to clinicians in the community (i.e. county health department), have credentialed individuals on staff or we utilize OYA contracted outpatient providers to deliver treatment to the youth while residing in the program.

Providers ensure the youth are supervised at all times in alignment with their treatment plan but BRS providers are not allowed to prevent a youth from leaving if they so choose.

Do you have any examples of service providers in secure settings that are able to meet the community standard of care for mental health services to youth in out-of-home placements?

The community standard of care for youth in out-of-home placements is to have one mental health practitioner for every 8 to 12 youth, depending on the acuity of the youth's needs. OYA's current ratio in close custody is 1 to 25, the same as it was 25 years ago. More mental health professionals are needed to adequately meet youth needs.

The Children's Farm Home, which runs the state hospital for juveniles in Oregon, operates with a ratio of one practitioner for every 6 to 8 youth.

In Oregon's adult system, the ratio is 1:16. The Oregon State Hospital adult ratios are 1:10-20 depending on severity.

In Florida, programs comparable to OYA close custody have ratios of 1:8 or 1:16 for mental health staff, depending on specialized treatment services.

Are the vocational programs and certifications aligned to employment that is low barrier for formerly incarcerated? What are the barriers to employment that the youth face.

When developing vocational programs, we have considered fields that are known to be "second-chance" employers and open to hiring prospective employees with criminal histories. While many of our youth are actually adjudicated, not convicted, and therefore not required to disclose prior conviction, we still focus on the development of vocational programs in trades and fields that do not present an additional barrier to employment for people who have been previously incarcerated.

Common barriers to employment that our youth face include, according to our Transition Juvenile Parole/Probation Officers include:

- Lack of basic work skills due to age, lack of experience in real-life job settings, e.g. "work soft skills," motivation to maintain employment, lack of follow through with job applications, difficulty managing difficult situations in the workplace with co-workers/supervisors, lack of motivation to engage in support services related to employment. The agency has a curriculum "Bring Your A Game" that addresses many of these skills, however the highly structured and supervised environment in a facility or residential program doesn't easily replicate the actual environment

in a community-based job, and many young people struggle to make the transition.

- Reliable transportation to and from work.
- The ability to obtain birth certificates, IDs, driver's licenses in a timely manner, especially when releasing from a youth correctional facility.
- The availability of jobs in the community where they are transitioning to. OYA staff continue to develop relationships across the state with community employers, however there are still some communities where we do not have existing employer relationships and where job opportunities are sparse.

Transition JPPOs report that they do not see barriers to employment related to vocational training programs in facilities preparing youth for fields where they won't be hired. They report that depending on the job applicant pool, our youth may not be the first choice if there are other applicants with more experience or without a criminal history (for those youth that must report prior conviction), but that the industries and training programs themselves are appropriate and open to employing our youth.

Additional information on OYA vocational programs and certifications for youth, is in the attached, "Educational and Vocational Programs: Preparing Youth for Jobs and Careers."

Do youth get the ASVAB – Armed Services Vocational Aptitude Battery?

No.



MENTOR is the unifying champion for expanding quality mentoring relationships for America's young people
www.mentoring.org

SNAPSHOT: Youth Mentoring Research and Outcomes

Mentoring is a youth development strategy that is a proven foundational asset for a young person's successful path to adulthood. It is also effectively used as an intervention strategy to redirect a young person's life toward a healthy and productive future. In both cases, the results save taxpayer dollars and fuel the economy. In fact, recent research demonstrates that **for every dollar invested in effective mentoring programs, there is a return of \$2.72**. This positive return on investment reflects projected increases in lifetime earnings gained by leading at-risk youth down the path to becoming productive adult citizens, as well as dollars saved through evidence-based mentoring-related outcomes, such as reduced juvenile delinquency and crime, improved school attendance, higher graduation rates, and lowered risk of youth involvement in costly behaviors such as drug, alcohol and tobacco use.

In addition, effective mentoring programs also report significant increases among youth served in self confidence, self efficacy and a positive attitude about their futures.¹

The Dropout Crisis

Nationwide, nearly one-third of high school students fail to graduate. In total, approximately 1.3 million students drop out each year — averaging 7,200 every school day. Among minority students, the problem is even more severe with almost 50 percent of African-American and Hispanic students not completing high school on schedule.

Experts say that dropping out of high school affects not just students and their families, but also the country overall — including businesses, government and communities. The Alliance for Excellent Education estimates that high school dropouts from the class of 2006-07 will cost the U.S. more than \$329 billion in lost wages, taxes and productivity over their lifetimes. Experts also say that those who drop out are more likely to be incarcerated, rely on public programs and social services and go without health insurance than youth who graduate from high school.

In summary, high school dropouts are:

- Less likely to have a job or earn less, on average, than high school graduates;
- Less likely to have health insurance than those with more education and more likely to depend on Medicaid or Medicare for their coverage;
- More likely to depend on public assistance; and
- More likely to be incarcerated.²

¹ Anton, P., Wilder Research & Temple, Judy, Univ. of Minnesota, "Social Return on Investment in Youth Mentoring Programs," March 2007

² *Social and Fiscal Consequences of the Dropout Crisis*. (Updated, 2009). Center for Labor Market Studies, Northeastern University.



Quality Mentoring as a Solution

Study after study has shown that quality youth mentoring is associated with positive outcomes in three key areas³:

Social-emotional development (higher self-esteem, better relationships with adults and peers); Behavioral/risk-related behavior (avoiding drugs/alcohol/juvenile justice issues, bullying); and Academic performance (truancy, connection to school and adults, dropout indicators, achievement).

Conversely, **non-mentored youth often have declines in areas that predict conditions from involvement with juvenile and criminal justice to school and employment disconnection.** As an intervention strategy, mentoring has the capacity to serve prevention and promotion goals that align with a myriad of governmental objectives.

To reach evidence-based outcomes, it is essential that programs have the capacity and assistance to follow best practices.

According to MENTOR's evidence-based *Elements of Effective Practice for Mentoring*TM, **quality mentoring programs that employ the best practices:**

- Recruit appropriate mentors and mentees by realistically describing the program's goals and expected outcomes;
- Screen prospective mentors to determine whether they have the time, commitment and personal qualities to be an effective mentor;
- Train prospective mentors in the basic knowledge and skills needed to build an effective mentoring relationship;
- Match mentors and mentees along dimensions likely to increase the odds that mentoring relationships will endure;
- Monitor mentoring relationship milestones and support mentors with ongoing advice, problem-solving support and training opportunities for the duration of the relationship; and
- Facilitate bringing the match to closure in a way that affirms the contributions of the mentor and the mentee and offers both individuals the opportunity to assess the experience.

We look forward to working with our nationwide network of Mentoring Partnerships, mentoring programs, elected officials, policy makers, researchers and other youth-serving organizations to ensure that funding for youth mentoring meets policy goals by investing in quality programs that meet intended outcomes and expand the impact and number of youth in professionally-supported mentoring relationships. Additionally, support of efficient and effective training and technical assistance will help ensure return on public and private investments.

³ Dubois, D.L, Portillo, N., Rhodes, J.E., Silverthorn, N., & Valentine, J.C. (2011). *How effective are Mentoring Programs for Youth? A Systematic Assessment of the Evidence.* Association for Psychological Science, 57-58.



EDUCATIONAL AND VOCATIONAL PROGRAMS

Preparing Youth for Jobs and Careers

February 2020

Hiring formerly incarcerated youth helps them build better futures for themselves and their families — and it makes communities safer.



When youth who leave custody can find and maintain employment, they are much more likely to become crime-free, productive members of their communities.

To help them reach that goal, the Oregon Youth Authority (OYA) encourages all youth in our custody to pursue educational degrees, learn job skills, and earn professional certifications.

Each of OYA's nine close-custody facilities statewide has an accredited school where students may work toward a high school diploma, GED, or college degree.

Many of our facilities also have in-house training spaces — including woodshops, machine shops, automotive shops, barber shops, greenhouses, and food

service areas, to name a few — where youth gain hands-on experience and certifications from quality instructors, often on state-of-the-art equipment.

At our four transition facilities, youth also work in the community in areas such as landscaping, construction, and even wildland firefighting.

We also teach youth about the soft skills that employers seek, such as attendance, punctuality, and problem-solving.

Who OYA Serves

OYA provides treatment, education, and vocational training to the state's most delinquent youth ages 12 to 24 who committed crimes before age 18.

Research shows

Incarcerated people who participate in educational programs while in custody are **43 percent less likely to be arrested** for another crime than those who do not.

OYA EDUCATIONAL AND VOCATIONAL PROGRAMS

College Partnerships

OYA partners with many colleges and universities to provide higher education courses and advanced training.

Chemeketa Community College
Eastern Oregon University
Lane Community College
Linn-Benton Community College
Oregon State University
Portland Community College
Portland State University
Rogue Valley Community College
Tillamook Bay Community College
Treasure Valley Community College
University of Oregon

Programs Offered at OYA

Advanced Career & Tech Education Certificates
Advanced Machining Certificates
AutoCAD Certificates
Automotive Service Excellence (ASE) Certificates
Automotive Mechanic Training Program
Barbering Technician and Licensing Program
Barista Certificates
Bicycle Mechanic Certificates
Boat Safety Training and Certificate Program
Certified Recovery Mentor (CRM) Program
Certified Nursing Assistant (CNA) Training Program
Computer Science Training and Certificate Program
Construction Program
CPR/First Aid Training Program
C-TECH Audio/Video, Copper Wiring, Fiber Optics and Intro to Telecommunications Certificates
Culinary Arts - ProStart Level 1 and 2 Certificates
Engineering and Design Certificates
Financial Beginnings
Flagger Training and Certificate Program
Food Service Program and Food Handlers Cards
Forklift Operator Training and Certificate Program
Heavy Equipment Operator Program
Horticulture Training Program
HVAC Assistant Worker
Industrial Arts Training Program
International Sports Sciences Association (ISSA) Personal Trainer



Certificates
Lattice Shop Program
Limited Building Maintenance Electrician (LBME) Licenses
Machining - Intro Certificates
Maintenance Training Program
Master Gardener Certificates
National Career Readiness Certificates
National Center for Construction Education & Research (NCCER) Certificates
National Institute for Occupational Safety and Health (NIOSH) Certificates
Office Specialist Certificates
Occupational Safety and Health Administration (OSHA) Certificates
Painter's Assistant Program
Pet Care Technician Training Program
Plumbers Assistant Program
Project POOCH Dog Training Program
Recycling 101 Certificates
Small Engine Repair Training Program
Toastmasters Public Speaking/Leadership Program
Tree Farm Program
Waste Water Technician Certificates
Welding Training and Certificate Program
Wildland Firefighting Training and Certificate Program
Woodworking Training Program
Work Ethic - Soft Skills Certificate Program

Learn More

Contact OYA's statewide education coordinators to learn how you can partner with our programs or hire our youth.

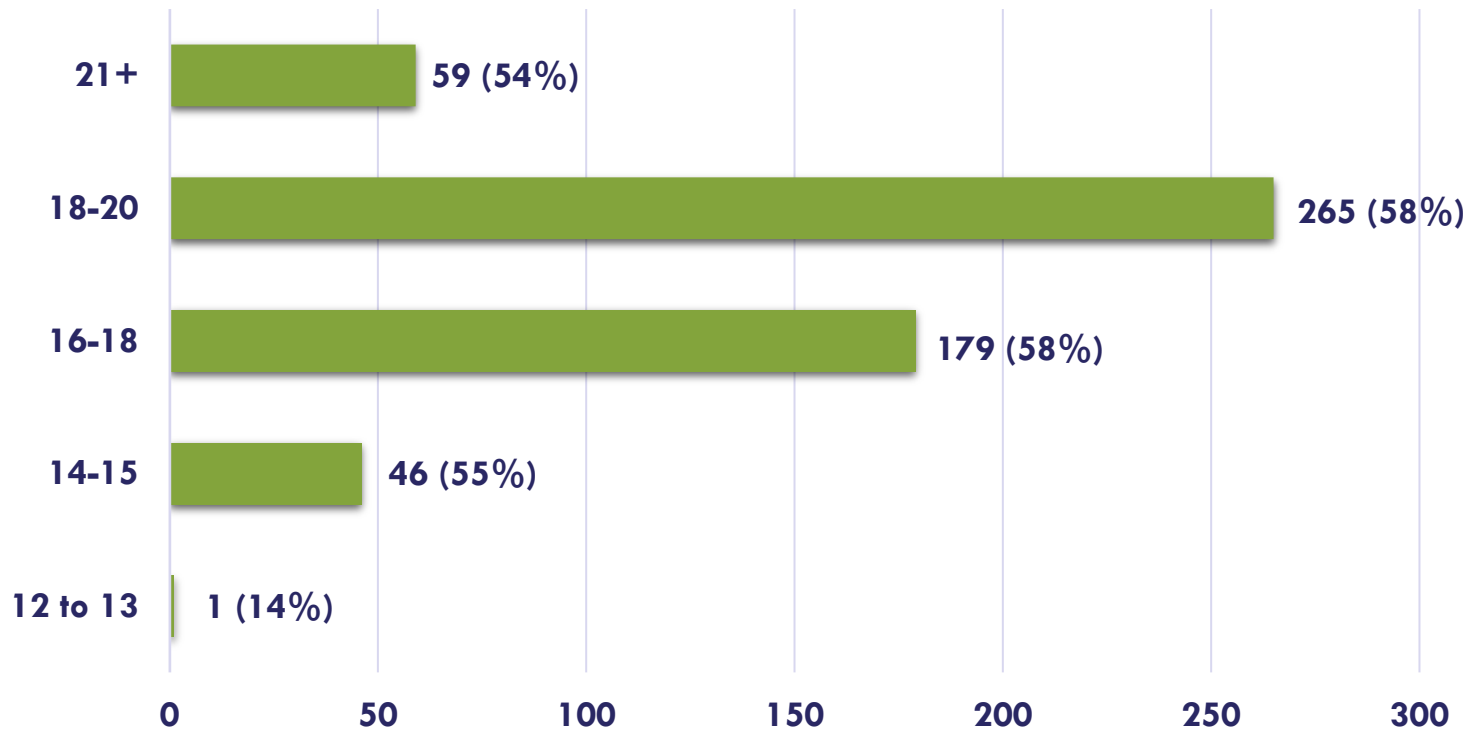
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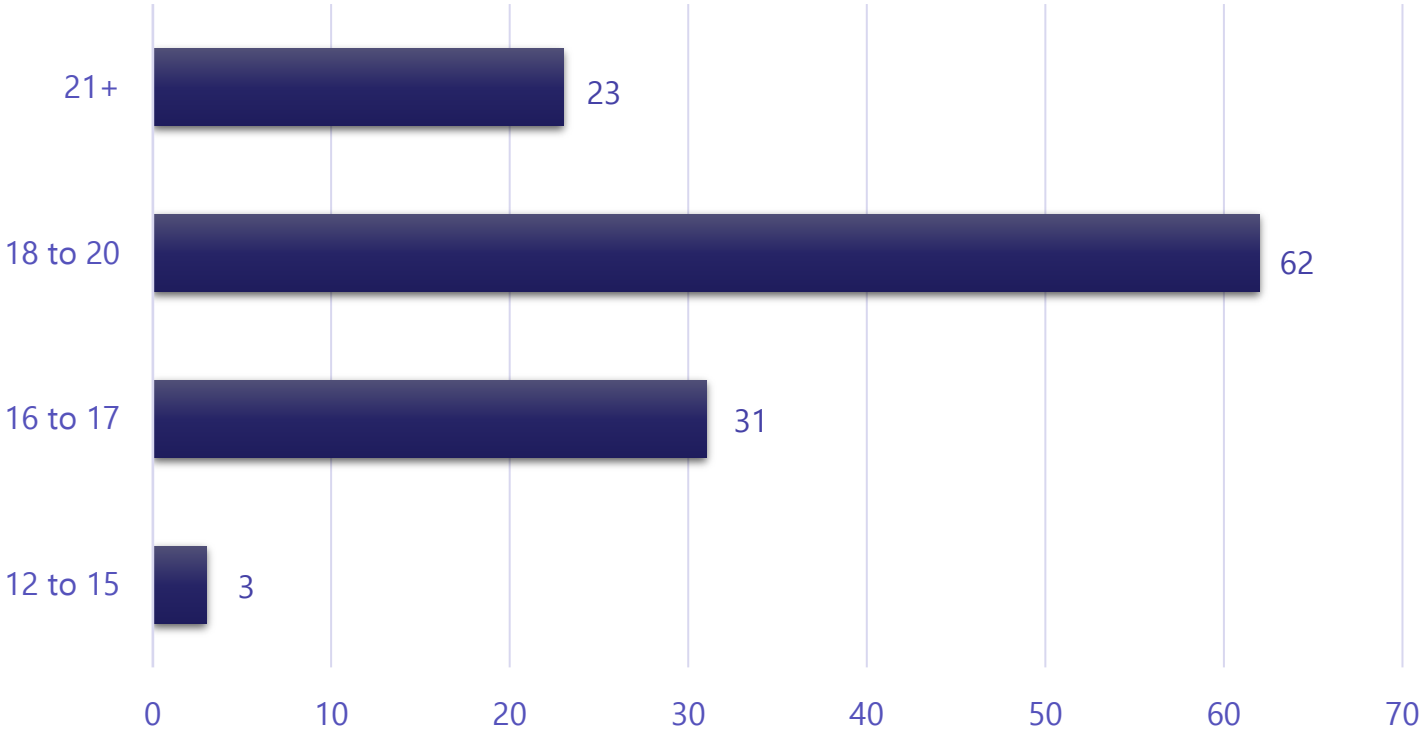
OYA Youth with any History of Substance Abuse Diagnoses



OYA Youth with Gang Affiliation



Age



Source: Adapted from JJIS Report 00007a. Youth with known gang affiliation as of 2-01-23.

OYA Living Unit and Facility Closures since 2013

Change in Living Units	Dates and Descriptions
	2013-15
-2	MacLaren YCF: closed 2 living units plus 10 additional ADP (Average Daily Population)
-2	Hillcrest YCF: closed 2 living units
-1	Oak Creek YCF: closed Corvallis House; reduced YCF living unit to house transitional program inside the fence
	2015-17
-2	MacLaren YCF: closed 2 living units
-1	Hillcrest YCF: closed 1 living unit
-1	Camp Riverbend: closed 1 living unit
	2017-19
-2	North Coast YCF: closed entire facility
	Adjusted ADP for Oak Creek to open new Jackie Winters Transition Program (JWTP) building
	2019-21
	Adjusted JWTP down by 6 beds
	Closed Hillcrest and ADP moved to MacLaren
	2021-23
-1	Rogue Valley YCF: closed 1 living unit
	Adjusted ADP to smaller living units
-12	Total Change in Living Units