



July 1, 2022

The Honorable Alec Garnett
Speaker, Colorado House of Representatives

The Honorable Stephen Fenberg
President, Colorado Senate

Speaker Garnett and President Fenberg:

The Colorado Department of Human Services, in response to reporting requirements set forth in Section 19-2.5-1501 (4), C.R.S., respectfully submits the attached Division of Youth Services Recidivism and Education Report.

“On or before July 1, 2018, and on or before each July 1 thereafter, the department of human services shall collect recidivism data and calculate the recidivism rates and the educational outcomes for juveniles committed to the custody of the department of human services who complete their parole sentences and discharge from department supervision. In collecting the recidivism data, the department of human services shall include any juvenile adjudication or adult conviction of a criminal offense within three years after parole discharge. Notwithstanding section 24-1-136 (11)(a)(I), the department of human services shall report the recidivism data, recidivism rates, and educational outcomes to the general assembly annually. The report must denote the demographic characteristics of the population considered in the report. In reporting on recidivism rates, the report must denote the types of criminal offenses committed, delineating between felonies and misdemeanors and between crimes that are included as a “crime” pursuant to section 24-4.1-302 (1) and other crimes.”

If you have any questions, please contact Kevin Neimond, CDHS’ Director of Policy and Legislative Affairs, at 303-620-6450.

Sincerely,

Minna Castillo Cohen

Minna Castillo Cohen
Director, Office of Children, Youth, and Families



5th Annual

Educational Outcomes Evaluation of the Colorado Division of Youth Services

Regarding Committed Youth
Discharged in Fiscal Year 2020-21

July 1, 2022



COLORADO
Division of Youth Services
Office of Children, Youth & Families

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Executive Summary of Educational Outcomes

In summary, educational outcomes presented in this report were measured in two ways: academic achievement and academic growth. Importantly, results shared in this report represent the statewide aggregate of a discharge cohort of students.

Academic Achievement Results

- 64.5% of youth discharged from the Division with either a High School Diploma (HSD) or General Education Diploma (GED) in-hand. For the 35.5% that did not achieve a HSD/GED, a vast majority of students (89% or 117 of 132) had circumstances that provided valid reasoning for non-attainment (e.g., were too young, were actively enrolled in school, etc.).
- One-third (33%, or 124 of 372 youth) of cohort students obtained a certification or participated in various CTE classes while committed to the Division. Of the 124 youth that participated in CTE programming, a total of 175 certifications were achieved; some youth attained between 7-10 various certifications. These vocational skills give students an opportunity to prepare for college and careers; provides students who have already attained a High School Diploma or GED with additional skills, knowledge and training to be successful in future careers; and also widens career choices for individuals that participate in programming.
- The Division had fifteen (15) students in the cohort of interest who pursued post-secondary education opportunities, specifically enrolling in college courses. Of the fifteen students:
 - Seven (7) students were enrolled at Adams State University (ASU);
 - Five (5) students were enrolled at Colorado State University - Pueblo (CSU-P);
 - Two (2) students were enrolled at both ASU and CSU-P; and
 - One (1) student was accepted into Northeastern Junior College, in Sterling, Colorado.
- Adding context to achievement results:
 - Over one-quarter of youth (27.2%) were involved in Special Education programming and had an Individualized Education Program (IEP). This is double the percentage of students requiring special education supports and services in public schools across the nation (14%) and in Colorado (12%).

- Complex and multifaceted needs were exhibited by the DYS committed cohort studied for this report, and include: special education programming (27%), substance abuse (89%), mental/behavioral health (66%), co-occurring substance abuse and mental health needs (60%), and high risk to recidivate (over 97%). These complex treatment needs play a central role in the ability of youth to achieve academically. In fact, the obstacles associated with high need youth are consistent and well-documented in the research and literature, dating back more than two decades (Krezmien, et al., 2008).

Academic Growth Results

- Measures of growth associated with the cohort's exams show continued strong growth in the subject of Reading (63rd percentile), consistent with findings presented in the 4th Annual Report (63rd percentile). Growth in Reading is primarily distributed across the top three growth quintiles (80.4% of matched exams showing growth in the top three quintiles), indicating average to exceptional growth for a large proportion of the cohort.
- Growth in Math was above average, in the 58th percentile. This represents an increase in growth from the 54th percentile reported in the 4th Annual Report. Similar to the prior cohort, this growth is primarily distributed across the top three quintiles, and fewer matched exams showed growth in the lower quintiles; when compared to the prior cohort.
- These outcomes align with Alternative Education Campus growth results and norms, indicating growth for this cohort of students met or exceeded typical growth in both Math and Reading.

Introduction

This report serves as the fifth annual report on educational outcomes for committed youth served, and subsequently discharged from the Division of Youth Services. The inaugural report was released in July 2018.

Statutory Reporting Requirements

Section 19-2.5-1501(4), C.R.S.

The Colorado Department of Human Services (CDHS or Department), Office of Children, Youth and Families (OCYF or Office), Division of Youth Services (DYS or Division) has prepared a report on educational outcomes for discharged youth in response to Section 19-2.5-1501(4), C.R.S.. Associated legislation (House Bill 18-1010) was signed into law on March 7, 2018.

“On or before July 1, 2018, and on or before each July 1 thereafter, the department of human services shall collect recidivism data and calculate the recidivism rates and the educational outcomes for juveniles committed to the custody of the department of human services who complete their parole sentences and discharge from department supervision.”

Educational Programming in Juvenile Justice Settings

In 2015, the United States Department of Education and United States Department of Justice collaboratively published “Guiding Principles for Providing High-Quality Education in Juvenile Justice Secure Care Facilities” which indicates:

“...on any given day in 2011 there were still more than 60,000 young people detained or committed to juvenile justice residential and secure care youth centers. Many of these youths have experienced abuse or neglect, unsafe neighborhood environments, homelessness, and/ or involvement in the child welfare system. A large percentage of committed youths exhibit mental health conditions and have, historically, failed to receive mental health services. In addition, there are three to four times more students with disabilities who require special education and related services—such as those identified with emotional disturbance or specific learning disabilities—in the adjudicated youth population than among students in community schools.” (p. 1)

Furthermore, it is estimated that over half of justice-involved youth are below grade level in reading and math, that sixty percent (60%) have repeated a grade, and (as quoted above) one-third (33.3%) require special education services. Another complicating factor was found in a 2008 study by Krezmien, Mulcahy, and Leone that cited eighty percent (80%) of incarcerated youth had been, prior to their incarceration, suspended from school, and 50% of youth had been expelled.

As these figures demonstrate, it is probable that incarcerated youth have experienced several negative school encounters prior to reaching the DYS school doors.

DYS Educational Programming

The Division of Youth Services (DYS or Division) is responsible for the care and supervision of detained youth, committed youth and paroled youth. At each youth services center, youth are provided access to educational services; however, the oversight and implementation of the educational services is differentiated based on the specific population that is served by the youth center. The Division operates three general youth center types: detention-only, commitment-only, and multi-purpose youth centers.¹

YOUTH CENTERS SERVING DETAINED YOUTH

Per the Children’s Code, “the school district in which the facility is located [will] cooperate to ensure that each juvenile who is in **detention** is offered educational services at the grade level identified for the juvenile” (Section 19-2.5-1511, C.R.S. 2016). [bold font added for emphasis]

Detention education is managed and staffed by the school district which works in cooperation with the Division of Youth Services youth center administration. The youth are enrolled in the school district until their release from the detention youth center. The detention youth at each youth services center are provided education services as follows:

- Gilliam Youth Services Center: Denver Public Schools
- Grand Mesa Youth Services Center: Mesa County School District 51
- Marvin Foote Youth Services Center: Cherry Creek School District
- Rocky Mountain Youth Services Center: Jefferson County School District
(on the Campus at Mount View)
- Platte Valley Youth Services Center: Weld County 6 School District
- Prairie Vista Youth Services Center: Brighton 27J School District
- Pueblo Youth Services Center: Pueblo 60 School District
- Zebulon Pike Youth Services Center: Cheyenne Mountain School District

¹ Assessment centers are included in the “multi-purpose” youth center category.

YOUTH CENTERS SERVING COMMITTED YOUTH

Committed youth are also provided access to educational services. The oversight and implementation of those services is the responsibility of the Division of Youth Services, as opposed to local school districts. DYS either contracts with educational providers or hires state teachers and staff at the following secure, state-owned and operated youth centers serving committed youth:

- Campus at Lookout Mountain (CALM):
 - Aspire Youth Services Center
 - Clear Creek Youth Services Center
 - Golden Peak Youth Services Center
 - Summit Youth Services Center
- Grand Mesa Youth Services Center
- Campus at Mount View (CAMV²):
 - Betty Marler Youth Services Center
 - Rocky Mountain Youth Services Center
 - Willow Point Youth Services Center
- Platte Valley Youth Services Center
- Spring Creek Youth Services Center

Once youth are committed to the Division of Youth Services, they undergo a battery of assessments at a DYS assessment center. Following the assessment period (on average, less than a month), most youth are placed in a secure, state-owned and operated commitment youth center, which is overseen by DYS; a smaller percentage of youth are placed in a contract program and enrolled in a Facility School overseen by the Colorado Department of Education (CDE). CDE Facility Schools are overseen by the Office of Facility Schools, which is one of three offices under the Exceptional Student Services Unit at CDE. These schools are licensed by the CDHS Office of Early Childhood as Residential Child Care Facilities (RCCFs) and during the 2020-2021 year, were adopting regulations related to the Family First Act that impact licensing for such facilities. Currently, there are thirty-five (35) Facility Schools within the state of Colorado, a number that represents a decline from the previous year. Three of the 35 facility schools were not taking students as of November 2021.

During Fiscal Year 2020-21, following assessment, seventy-eight percent (94%) of newly committed youth were placed directly into a secure, state-operated youth center for their first treatment program, while 6% were placed directly into a contract program.

² Formerly Mount View Youth Services Center (MVYSC), the campus at Mount View opened May 4, 2022, housing three separate youth centers.



IMPORTANT NOTE: The remainder of this report pertains to the educational outcomes of committed youth served by the Division. To provide a complete and clear picture of Division-wide educational programming, detention education services were briefly summarized on previous pages.

THE PANDEMIC AND IMPACTS OF COVID-19 ON EDUCATION

The 2020-2021 school year continued to experience impacts from the COVID-19 pandemic.

During the 2019-2020 academic year, the Governor's Executive Order relating to pausing in-person schooling specifically excluded facility schools and education services provided by CDHS. This meant that school districts which operated within a detention facility and all education providers in commitment facilities would provide traditional in-person education to youth in these facilities. Most school districts opted to continue virtual learning and/or provide paper-and-pencil work to youth in the detention centers without an in-person instructor.

These teaching practices continued during the 2020-2021 school year, changing based on new COVID protocols and school district responses; in DYS commitment programs, all education personnel continued to be on campus, even if teaching virtually. When the 2020-2021 academic year began, school districts across the nation were wrestling with impacts from COVID to include staffing shortages, adoption of varied teaching and learning platforms, new regulations, and new needs in almost every facet of school-based processes and expectations as well as the continued learning curve for administrators, parents, and staff required to navigate best-practice for a pandemic and actively mitigating transmission.

These same impacts were felt by The Department and the juvenile justice system overall. The risk of exposure in youth facilities was continuously reviewed and processes were updated as necessary to keep staff and youth safe. The adopted COVID phase system and required response to COVID testing results would ultimately dictate how youth were educated. As such, protocols and available personnel resulted in impacted services. Timelines for GED testing, for example continued to vary and be inconsistent due to adherence to social distancing, cohorting of youth, and other unusual factors related to the COVID-19 pandemic.

Arguably the most impactful COVID-19 protocol impacting youth education was the need to continue with the "cohort" model of education; this refers to grouping youth based on their living unit. In this model, youth living in the same unit or pod would attend all of their classes together to reduce exposure to the virus and to allow for reduced spread of COVID-19 if or when staff or students were to contract it. Because placement within living units is not based on education needs, students have course and credit needs that require a teacher to teach multiple different courses and content during the same class period using a hybrid model of online courses, in-person tutoring, in-person instruction, and paper/pencil work designed for each of those individual courses. With each cohort representing varied age groups, academic needs and academic levels were also varied; the complexity of planning for and delivering instruction in these circumstances was further complicated by the composition of the cohort--and thus the classroom--regularly and without warning, changing.

Teachers were placed in a teaching scenario unlike any encountered by them before and unlike any of their peers in public school.

The teaching and learning obstacles were complex and included the lack of ability to work on whole-class projects or content, the need for complex planning and delivery of multiple content in one classroom period from teachers, and ongoing youth fatigue with cohorting and instructional style changes. Additionally, there were various times again during this academic year that, due to extreme caution, the post-secondary youth were required to attend the same courses as their secondary living unit peers or were placed in a CTE course not of their choosing. This addressed safety but created engagement challenges in classrooms, even with the use of online post-secondary course availability, college correspondence course offerings from CSU Pueblo, and career readiness activities.

While in-person teaching and learning was the preference and was maintained during periods of time youth were not in quarantine or there was not a requirement related to “outbreak status,” the need to pivot to other modalities was frequent. Specifically, the access to in-person learning was impacted when a particular living unit or cohort was required to quarantine, when the larger youth center was placed on “outbreak status”, and/or teachers contracted COVID. Online options, virtual and remote options, access to textbooks, and access to associated work were available, in addition to continued virtual and in-person special education services. Throughout this time period, special education supports and services were provided throughout the school year, to include but not limited to Child Find and evaluations. Also, at various points during the year, teachers, when feeling the risk of contracting COVID was low even during outbreak status, would opt to don their PPE and teach on the pods. Ultimately, the education services and teachers providing them continued to require frequent adjustments based upon the evolving challenges and landscape. This period of time was also marked by the development of the COVID-19 vaccination and the roll out of policy related to employee vaccination which was met with both relief and anxiety.

OVERLAPPING EDUCATION SYSTEMS, INFORMATION SYSTEMS, REPORTING REQUIREMENTS, PRIVACY LAWS, AND DATA SHARING LIMITATIONS

The overlap between public (or traditional) education, alternative school education, and DYS education in serving justice-involved youth is evident; however, the systems are trifurcated in their student information systems and reporting requirements, while also being bound by data and education privacy laws prohibiting some information sharing. These are just a few of the many challenges faced by the juvenile justice education systems nationwide, including those within Colorado.

TRANSIENT YOUTH

An added complexity is the inherently (highly) mobile nature of DYS youth; specific to this report's cohort, the average number of residential placements is 5.5 placements. This means that youth in this group experienced five placements, on average, while committed to the Division. On-going research continues to indicate that mobility impacts learning and education outcomes. A 2017 report released by CDE, titled "High Mobility Youth," indicates that students who change high schools *only once* are less than half as likely to graduate as their peers.

COMPLEX POPULATION

The DYS committed population mimics national trends as it relates to the youth served in commitment youth centers. These youth are, in general, committed at older ages, and are under-credited upon arrival, when compared to their similar-aged peers attending traditional public/private schools. Generally, a secondary student earns five to six credits per school year, with students earning less considered under-credited and at-risk of not graduating in a four-year time frame. Those same traditional schools serve approximately 14% of their students who have Individual Education Programs (IEPs) necessitating special education services, whereas **27% of the youth in DYS schools have IEPs** and require special education services and supports. The demonstrated complexities of this population only continue when examining mental health and substance abuse treatment needs. For instance, when examining youth newly committed to DYS during fiscal year 2020-21, **sixty-seven percent (66.9%) had mental health treatment needs** requiring professional health intervention (as measured by the Colorado Client Assessment Record or CCAR), and **eighty-nine percent (88.7%) were assessed as having substance abuse needs** that required treatment (as measured by the Juvenile Automated Substance Abuse Evaluation or JASAE).

HIRING AND RETAINING QUALITY STAFF

The gaps in youth education and learning that create the need for additional supports to learn effectively and access to content, coupled with the need to address social emotional learning within the classroom, requires highly qualified teachers and preferably teachers with experience with unique populations and experience in education overall. DYS hiring practices include assuring core content teachers are content experts and are Highly Qualified as defined by the No Child Left Behind Act of 2001 (NCLB) and/or considered In-Field, as defined by the Colorado Every Student Succeeds Act (ESSA) plan. However, there is a noted teaching shortage in Colorado, which has created ongoing challenges impacting the Division's ability to both hire in a timely fashion and retain teachers in highly competitive geographic areas and contents; vacancies take an average of three months to fill. For the duration of Fiscal Year 2020-2021, Mount View Youth Services Center (MVYSC), located in Lakewood, CO and near multiple urban school districts, experienced the loss of secondary teachers in the following content areas: math, science, life skills, language arts, social studies, and special

teachers remained for the duration of that year. Current data shows continuity in this trend of vacancies. **As of March 2022, the vacancy rates for the teaching positions were as follows: State Teacher I - 50%; State Teacher II - 29%; and State Teacher Aide - 38%.**

MVYSC, presently recognized as the Campus at Mount View (CAMV), continues to highlight the challenges of hiring for State Teachers in a highly competitive market where State Teachers do not earn the same rate of pay as teachers at most school districts and do not have the same calendar or schedule as most school districts.

This ongoing state-wide teaching shortage prompted CDE to collaborate with the Colorado Department of Higher Education (CDHE) to respond to legislation (Colorado House Bill 17-2003), concerning a strategic action plan to address teacher shortages in Colorado. Part of this work results in annual surveys and accompanying data, such as:

- *Approximately 8,000 teaching and SSP positions needed to be hired for in 2020-21, representing 12% of all teaching and 15% of all SSP positions in the state. As with 2019-20, the number of open positions was slightly lower than in the preceding school year for both teachers and SSPs in 2020-21. Nearly 300 principal/ assistant principal positions and over 1,200 paraprofessional positions needed to be hired for in 2020-2021.*
- ***Of the 6,910 total teaching positions to hire, 235 (3%) remained unfilled for the school year and 893 (13%) were filled through a shortage mechanism. Reversing the trend observed last year, this represents a slight increase in the percentage of positions that remained unfilled and a slight decrease in the percentage of positions filled through a shortage mechanism from the prior year.***
- *In the “other” category, comprised of the Division of Youth Services, Charter School Institute, Colorado School for the Deaf and Blind and CMHI Pueblo, business/ marketing and early childhood education had the highest percentage of positions unfilled or filled through a shortage mechanism in elementary and secondary subject areas.*

DYS Educational Reporting - Challenges

EDUCATIONAL COHORTS VS. DISCHARGE COHORTS

A cohort, by definition, is a group of people who have something in common. In the field of education, the term more explicitly describes a group of students that progress through an academic program together; start together, end together, and look to achieve a similar end-result. In the research field, however, the term “cohort” often reverts back to the more basic sense of simply sharing a commonality. The cohort studied for this report is not an educational cohort, but rather a group of youth that were discharged from the Division of Youth Services during the same fiscal year

(FY 2020-21). The cohort is defined by having discharge dates in a common time frame. Table 1 outlines the factors that differentiate an educational cohort from a discharge cohort.

Table 1: Educational Cohorts vs. Discharge Cohorts

Factors that Differentiate	Educational Cohort	Discharge Cohort (used in this report)
Cohort Formulation	Dependent upon start date and grade entered	Dependent upon end date (discharge date)
Age	Largest differential is 1 year	Varies drastically
Expected Graduation Year	Same for all students in cohort	Varies drastically
Cohort Meaning	A group of students that progress through an academic program together, sharing a similar end goal.	A group of youth that merely share the same discharge date (1-year time frame)
Time Spent Progressing Towards Goal	Same/similar for all students; most often aligning with academic calendar year	Varies drastically

When educational outcomes are calculated and reported (i.e., progress, growth, achievement), the most common approach utilizes educational cohorts. The literature, norms, and resources available to conduct a study using an educational cohort is vast; and very much to the contrary when using a discharge cohort. Due to many factors and complexities that make DYS educational outcomes reporting different than traditional public/private schools and districts, the Division must report outcomes using a discharge cohort approach. The committed youth served by DYS, and their case circumstances, do not allow for an educational cohort study design.

Specific challenges to educational outcomes reporting by discharge cohort include, but are not limited to, the following:

- Youth age varies drastically at start date (youngest was 13.0 years old; oldest was 20.4);
- Youth age varies drastically at end date (youngest was 14.8 years old; oldest was 21.0);
- Many youth reached DYS already multiple grade levels (or credits) behind, with expected graduation years varying drastically--even within the same age groups;
- Time spent progressing towards an educational goal varies drastically (minimum time spent with DYS was 6 months for a youth in the cohort; maximum time spent with DYS being over six years for a youth in the cohort).

In addition to these four examples, justice system-involved youth pose additional and unique challenges which not only impact educational reporting (record tracking, data collection, analyses, comparisons), but also have a real impact on programming and learning. As the youth demographics are conveyed in the following section, the connection between serving a complex population and reporting issues is apparent.

In summary, three main topics contribute to the challenges related to reporting on the educational outcomes of committed youth:

- Discharge cohort complexities;
- Youth-level complexities; and
- System-level complexities (as cited in the previous section) including various student information systems that do not interface, privacy laws, and inter-agency data sharing limitations.

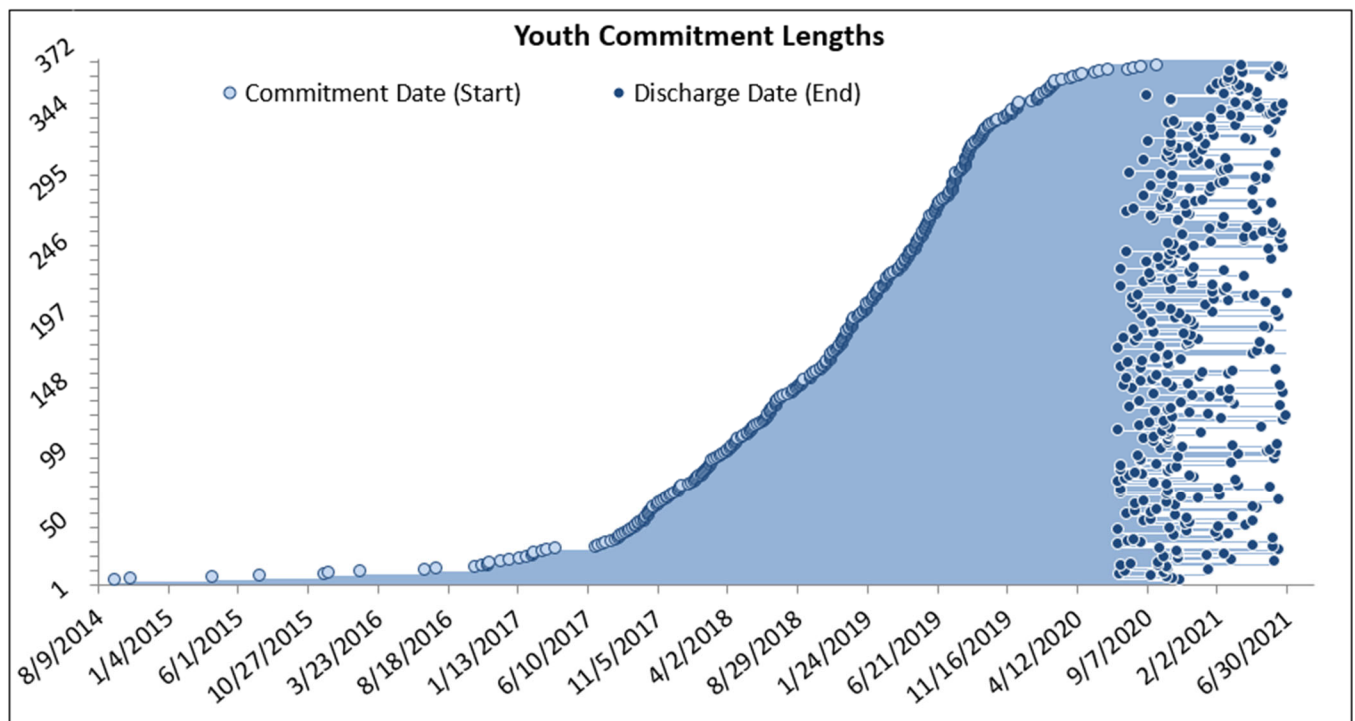
Knowing and understanding these reporting difficulties prompted the Division to seek and obtain expert advice for recommended reporting options. The experts, the adopted advice, and outcomes are described fully, starting in the MAP Assessments: Methodology & Analysis section of this report.

Cohort Summary

The Division of Youth Services serves three general population types: detained youth, committed youth, and paroled youth. This report focuses on three hundred seventy-two (372) unique committed and paroled youth who were discharged from the Division’s supervision during Fiscal Year 2020-21 (July 1, 2020 - June 30, 2021). These 372 youth most likely³ completed two separate court sentences: their commitment sentence and their parole sentence.

While this group of youth ended their supervision in the same one-year timeframe, the start dates for these youth vary drastically. For instance, one youth was committed (i.e., start date) in September 2014 while another youth was committed in September 2020; however, since both youth were discharged (i.e., end date) in FY 2020-21, they are part of the same discharge cohort. Figure 1 helps to illustrate the variation in cohort youth start dates, end dates, and length of time spent under DYS supervision.

Figure 1: Youth in Cohort and Corresponding Commitment Lengths



³ Some cohort youth discharged without completing their commitment or parole sentences. Examples include: youth that were discharged to adult corrections mid-sentence; youth who had their sentences reconsidered/terminated by the court; and youth who turned 21 years of age mid-sentence.

When the youth start dates (light blue circles) and end dates (dark blue circles) are shown in the aggregate, the Length of Service (LOS) variations are apparent, as well as the commonality that defines this cohort; all the dark blue circles occur within the FY 2020-21 time span. Figure 1 shows that some cohort youth were committed to the Division in late-2014, while some cohort youth were not committed until late-2020. This creates a marked difference in youth start dates, which in turn creates extensive variation in LOS. To reiterate from the previous section, one youth spent six *months* with DYS (cohort minimum), while another youth spent over six *years* with DYS (cohort maximum).

While it is clear that time spent under DYS supervision varies immensely within the cohort, total LOS does not easily translate into the amount of time youth received DYS educational services. As summarized in earlier sections, the Division is directly responsible for educational services provided to committed youth residing in secure, state-operated youth centers. The amount of time a youth spends in a secure, state-operated youth center does not equate to his/her total LOS as shown in Figure 1. In fact, these youth (on average) spent 49% of their total LOS in secure, state-operated care⁴. The remaining time was spent in less secure, residential placements operated by contractors (5.2 months, on average) and in the community on parole (6.7 months, on average).

YOUTH DEMOGRAPHICS

Of the youth in this reporting cohort, the vast majority were male (79.8%), with females representing twenty percent (20.2%). In terms of ethnicity and race, 37.9% were Caucasian youth, while 62.1% were minority youth (Hispanic 38.2%, African American 21.5%, Asian 1.3%, Native American/Alaskan Native 0.8%, Native Hawaiian/Other Pacific Islander 0.3%⁵). On average, youth were 16.9 years old at time of DYS commitment, and 19.0 years old at the time of discharge. Tables 2 and 3 contain a summary of this demographic information.

⁴ Forty-nine percent (49%) equates to 12.4 months out of 25.5 total months.

⁵ Due to rounding, totals may not sum to 100% throughout the report.

Table 2: Cohort Demographics (N=372)

Demographic	Percentage of Cohort (or Average for Age)	Number of Youth
Gender	Male: 79.8% Female: 20.2%	297 75
Minority Status	Minority: 62.1% Caucasian: 37.9%	231 141
Ethnicity/Race	Hispanic: 38.2% White: 37.9% African American: 21.5% Asian: 1.3% Native American/Alaskan Native: 0.8% Native Hawaiian/Other Pacific Islander 0.3%	142 141 80 5 3 1
Age at Commitment	16.9 years (youngest 13.0 years; oldest 20.4 years)	See Table 3
Age at Discharge	19.0 years (youngest 14.8 years; oldest 21.0 years)	

Table 3: Cohort Age at Commitment

Age at Commitment (Years Old)	Percentage of Cohort	Number of Youth
13	1.6%	6
14	7.3%	27
15	15.1%	56
16	27.4%	102
17	31.5 %	117
18	14.5%	54
19	2.4%	9
20	0.3%	1
Total	100%	372
Average Age at Commitment: 16.9 Years		

YOUTH TREATMENT NEEDS

Youth committed to the Division arrive with an array of unique treatment needs. Often times, these treatment needs are complex, co-occurring, and relate to mental health, substance abuse, offense(s) committed, and specific risk factors of re-offending. Table 4 provides a summary of these treatment needs, for youth in the cohort examined.

Table 4: Cohort Treatment Need Summary

Area of Treatment Need	Percentage of Cohort		Number of Youth
Mental Health*	Formal Intervention Required:	66.3%	242
	Formal Intervention not Required:	33.7%	123
Substance Abuse*	Treatment Required:	88.9%	330
	Treatment Not Required:	11.1%	41
Co-Occurring Treatment Needs (Mental Health and Substance Abuse)*	Co-Occurring Treatment Needs:	59.7%	218
	Non Co-Occurring Treatment Needs:	40.3%	147
Sex Offense (SO) Specific Treatment	Youth Requiring SO-specific Treatment:	7.8%	29
	Youth not Requiring specific treatment:	92.2%	342
Commitment Offense Type	Person:	42.2%	157
	Property:	27.4%	102
	Weapon:	14.8%	55
	Drug:	4.8%	18
	Other:	10.8%	40
Commitment Offense Category	Felony:	59.4%	221
	Misdemeanor:	40.6%	151
High Criminogenic Risk**	High Risk:	97.2%	345
	Moderate Risk:	2.8%	10
	Low Risk:	0.0%	0

* Valid percentages shown.

**Criminogenic risk is measured at time of commitment; valid percentages shown.

YOUTH SYSTEM INVOLVEMENT AND PLACEMENT HISTORY

In addition to demographics and treatment needs, another defining factor of youth served by the Division is prior “system” involvement and out-of-home placement history. System involvement, for purposes of this report, includes juvenile justice system involvement (e.g., probation, diversion, detention and commitment) and child welfare system involvement (e.g., social services). For this

cohort of youth that were discharged from DYS in FY 2020-21, a majority had previous child welfare out-of-home placements (68.0% or 253 of 372 youth). Of the 253 with prior placements, the average number of placements was three (3.8).

In terms of juvenile justice system involvement, nearly all cohort youth (99.4%) had prior DYS detention admissions, with the number ranging from 0 to 20 admissions, and an average of 5.8 prior detention admissions per youth. A majority of youth also experienced probation (75%) prior to their commitment, with an additional 5% having experienced some form of diversion. Lastly, relatively few cohort youth (7%) had served a prior DYS commitment sentence (26 youth).

During their commitment, youth are served at various residential programs with varying security levels, depending on their individual treatment needs, case circumstances, and treatment progression. As such, most youth experience several placements and programs while serving their commitment sentence. In fact, for this group of youth, the **average number of residential placements experienced was 5.5** (maximum was 21 placements; minimum was zero⁶). This 5.5 average is conservative, as it excludes stays in jail, parole placements, and escapes that may have landed a youth in another state or country.

Within each placement, all youth receive a free and appropriate education. Educational services are provided at all residential programs, regardless of security level. The commitment continuum consists of state-operated and privately-operated youth centers (maximum security), staff-supervised programs (medium security, run by contractors), and community programs (minimum security, run by contractors). Ideally, as a youth progresses through his/her commitment sentence, they “step down” to residential programs that are less secure than the previous program level. While stepping down may be beneficial to youth in some ways (community re-integration, parole transition, behavioral benefits), it’s problematic when it comes to ensuring that educational records are transferred and shared appropriately. As cited earlier in the report, mobility has been shown to negatively impact learning and education outcomes, with youth who change schools being less likely to graduate, when compared to their peers who have not changed schools.

Students with an Individualized Education Program (IEP)

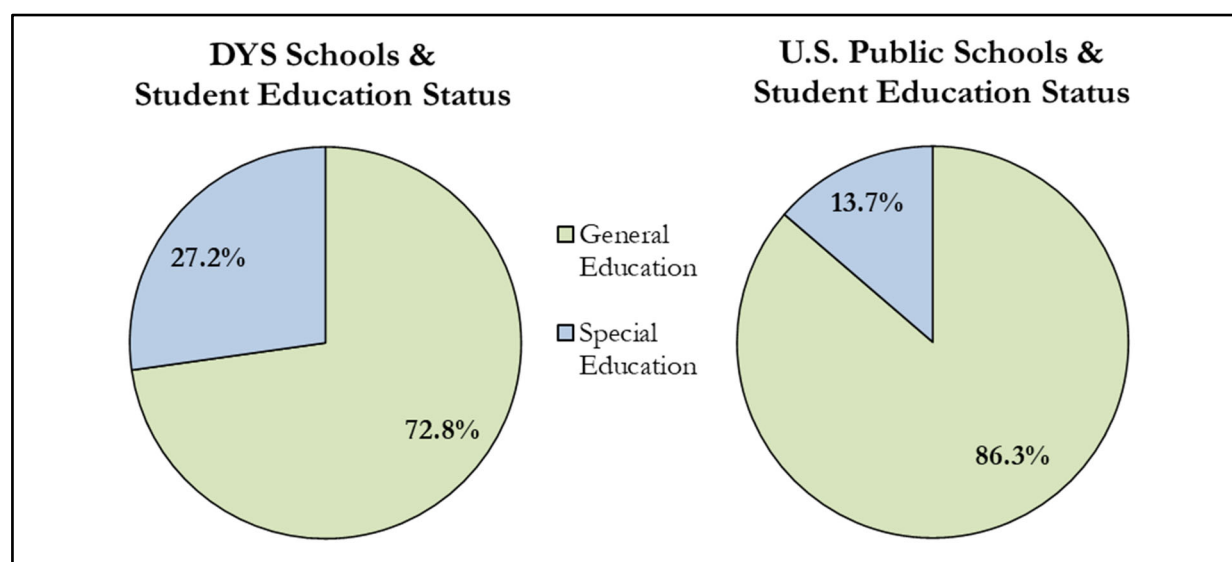
The vision of the Division of Youth Services Special Education Team is to provide individualized support and rigorous education opportunities, utilizing a holistic approach, in order to develop resilient, independent, lifelong learners achieving their best personal outcomes. The Individuals with Disabilities Education Act (IDEA) and Colorado’s Exceptional Children’s Education Act (ECEA) have established the Individualized Education Program (IEP) as the structure for planning and implementing goals and objectives for children with disabilities.

⁶ Youth was initially committed to DYS, but court terminated DYS sentence and youth went directly from Jail to the Department of Corrections. Youth never experienced a DYS residential placement while committed.

Each IEP indicates a primary disability that is impacting the youth’s ability to access general education, and the IEP may include a secondary disability. The Colorado Department of Education (CDE) recognizes fourteen disabilities that have been identified under the Exceptional Children’s Education Act.

Of the 372 cohort youth, 101 were involved in Special Education programming (27.2%) and had an Individualized Education Program (IEP). For context, the National Center for Educational Statistics reports 13.7% of all public school youth as being provided special education supports and services. Additionally, according to the Colorado Department of Education (CDE) enrollment data for 2021-22, 11.9% of public school students received special education supports/services. This means that DYS schools have double the percentage of students requiring special education programming in public schools. This comparison is illustrated in Figure 2 that follows.

Figure 2: Youth Receiving Special Education Services



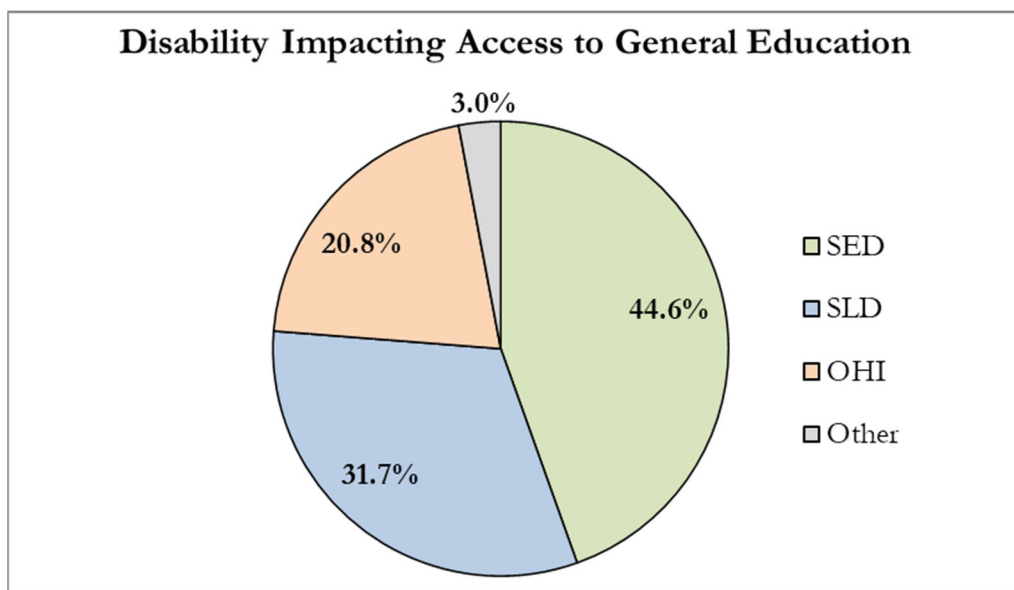
Among those receiving special education services nationally in public schools, the most predominant disability category is specific learning disability (SLD). However, among this specific cohort of DYS youth (N=101 with an IEP), the data show that serious emotional disability (SED) is the predominant disability, with forty-five (45) youth or 44.6% having this listed as the primary disability on their IEP. Thirty-two (32) youth or 31.7% had a specific learning disability (SLD), nineteen (21) youth or 20.8% had an other health impairment (OHI), and five (5) youth or 4.9% had another type of disability. In addition to these primary disabilities, many youth had a secondary disability listed on their IEP.

For a count of cohort youth, listed by the primary disability found on individual IEPs, see Table 5. To view a more general breakdown of primary disabilities within the cohort, refer to Figure 3.

Table 5: Disabilities Recognized by the Exceptional Children’s Education Act

Disability Category	Number of DYS Special Education Youth with Primary Disability	Percent of DYS Special Education Youth with Primary Disability
Autism Spectrum Disorder (ASD)	0	0.0%
Deaf-Blindness	0	0.0%
Developmental Delay (DD)	0	0.0%
Hearing Impairment, Including Deafness	0	0.0%
Infant/Toddler with a Disability	N/A	N/A
Intellectual Disability (ID)	1	1.0%
Multiple Disabilities (MD)	1	1.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	21	20.8%
Serious Emotional Disability (SED)	45	44.6%
Specific Learning Disability (SLD)	32	31.7%
Speech or Language Impairment (SLI)	1	1.0%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment, Including Blindness	0	0.0%
TOTAL	101	100%

Figure 3: Primary Disability Listed on Individualized Education Program (N=101)



Average Age at Commitment and Expected Grade-by-Age

As described in the demographic section, the average age for this cohort of students, at the time of their DYS commitment (start date), was 16.9 years old (youngest 13.0 years old; oldest 20.4 years old). For a youth of that average age, the corresponding expected grade-by-age was 11th grade. Generally speaking, the expected grade-by-age can be thought of as the grade level at which a student would typically be expected to perform, based *solely* upon age. In general terms, this usually amounts to a youth’s age minus five. Thus, a 16-year-old would be expected to be in the 11th grade.

Educational Pathways for DYS Committed Youth

An array of assessment data are synthesized to understand each youth’s unique circumstances upon DYS entry (or commitment), and those circumstances guide the development of their education plans. One tool utilized by DYS educational staff is the “DYS Educational Pathways” flowchart. Please refer to Appendix A for a visual depiction of this tool.

The goal of the DYS Educational Pathways tool is to help standardize and determine appropriate educational paths for youth newly committed to the Division of Youth Services. The resulting pathway is based on previous educational attainment, applicable IEP plans, scores on national standardized educational tests, and a youth’s age at commitment. The pathway is specifically designed for youth committed to secure placement, but is considered best practice for all youth committed to the Division. The educational pathway that best fits a youth’s circumstances upon

commitment is used *only* as a guideline; individual needs of youth are always considered, and youth may (and do) change paths as they progress through the commitment continuum. The three (3) educational paths available to DYS youth are the Post-Secondary Path, the High School Diploma Path, and the GED Path.

EDUCATIONAL OUTCOMES

The mission of DYS educational programming is to assure students have the skills and aptitudes to access the lives they dream of having, while concurrently supporting DYS' vision to achieve youth success and safer Colorado communities. In order to meaningfully measure the educational outcomes of committed youth, two indicators are presented in the following pages: one measure of academic achievement, and one measure of academic growth.

Academic achievement and growth are both important in the education realm, but each provides different information. Achievement shows a student's point-in-time accomplishment, measured against a specific standard, while growth shows student progress made over time. When achievement and growth are measured and reported together, it lends deeper insight into the impact educational programming has on student learning (2013; Emily Douglas).

The data used to determine the educational outcomes for youth, who have been committed to the Division, complete their parole sentences, and discharge from department supervision, includes two quantifiable measures:

(1) Academic Achievement:

Academic Achievement in the form of a High School Diploma (HSD) signifying that high school requirements have been completed; or in the form of high school equivalency tests, such as the General Education Diploma (GED⁷) or the High School Equivalency Test (HSET), signifying the successful completion of the tests. Meeting this end-result promotes access to the workforce and access to college for youth.

(2) Academic Growth:

Academic Growth in the form of standardized test score results acquired from the Measures of Academic Progress (MAP) assessments. The DYS Education Program uses these standardized test scores from the MAP assessments to better understand student strengths, and areas of need in the classroom, while also monitoring for educational growth.

⁷GED is the most common form of high school equivalency achieved by DYS youth; therefore, this report refers to only High School Diplomas and GEDs achieved in subsequent pages, for ease of reporting.

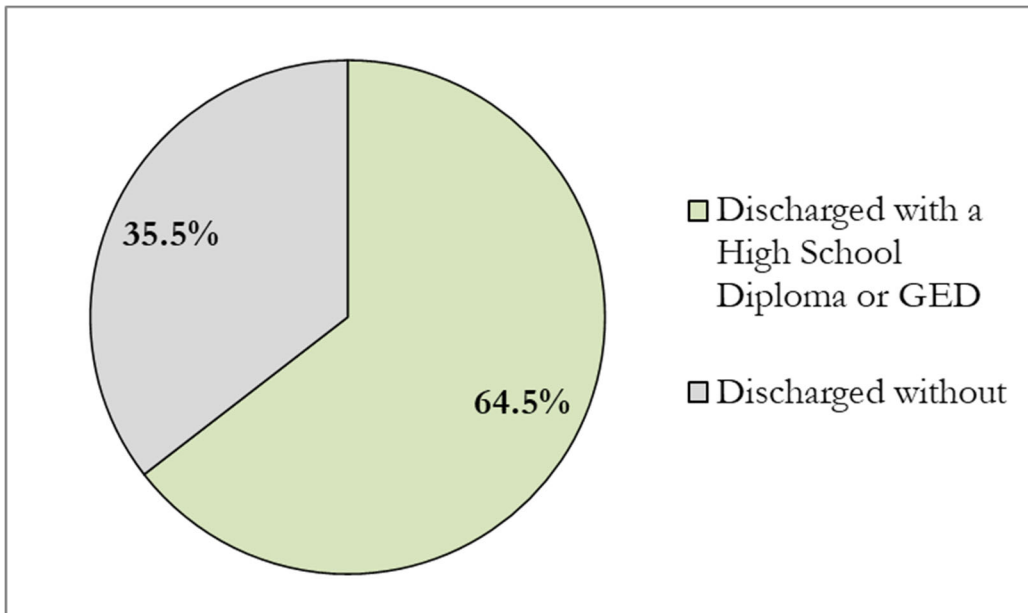
While all DYS commitment schools prepare students for and offer students state-mandated testing (e.g., the SAT; the PSAT; and the CMAS), the refusal rate for these tests is high, and the high mobility of students often prevents the testing results from being used in meaningful ways.

**ACADEMIC ACHIEVEMENT:
Attainment of a High School Diploma (HSD) or General Education Diploma (GED)**

For the 372 youth that were discharged in fiscal year 2020-21, the following results emerged in regard to educational attainment.

- Sixty-five percent (64.5%) discharged with a High School Diploma or a General Education Diploma (240 in total; 137 with a HSD and 103 with a GED)
- Thirty-five percent (35.5%) discharged without a High School Diploma or a General Education Diploma (132 in total)

Figure 4: Youth Achieving a High School Diploma or GED (N=372)



Of the 132 youth that did not attain a HSD or GED prior to Division discharge, one hundred seventeen (117) met circumstances to be considered and discussed. These circumstances pertain to age at discharge, school/class enrollment upon discharge, and discharge placement.

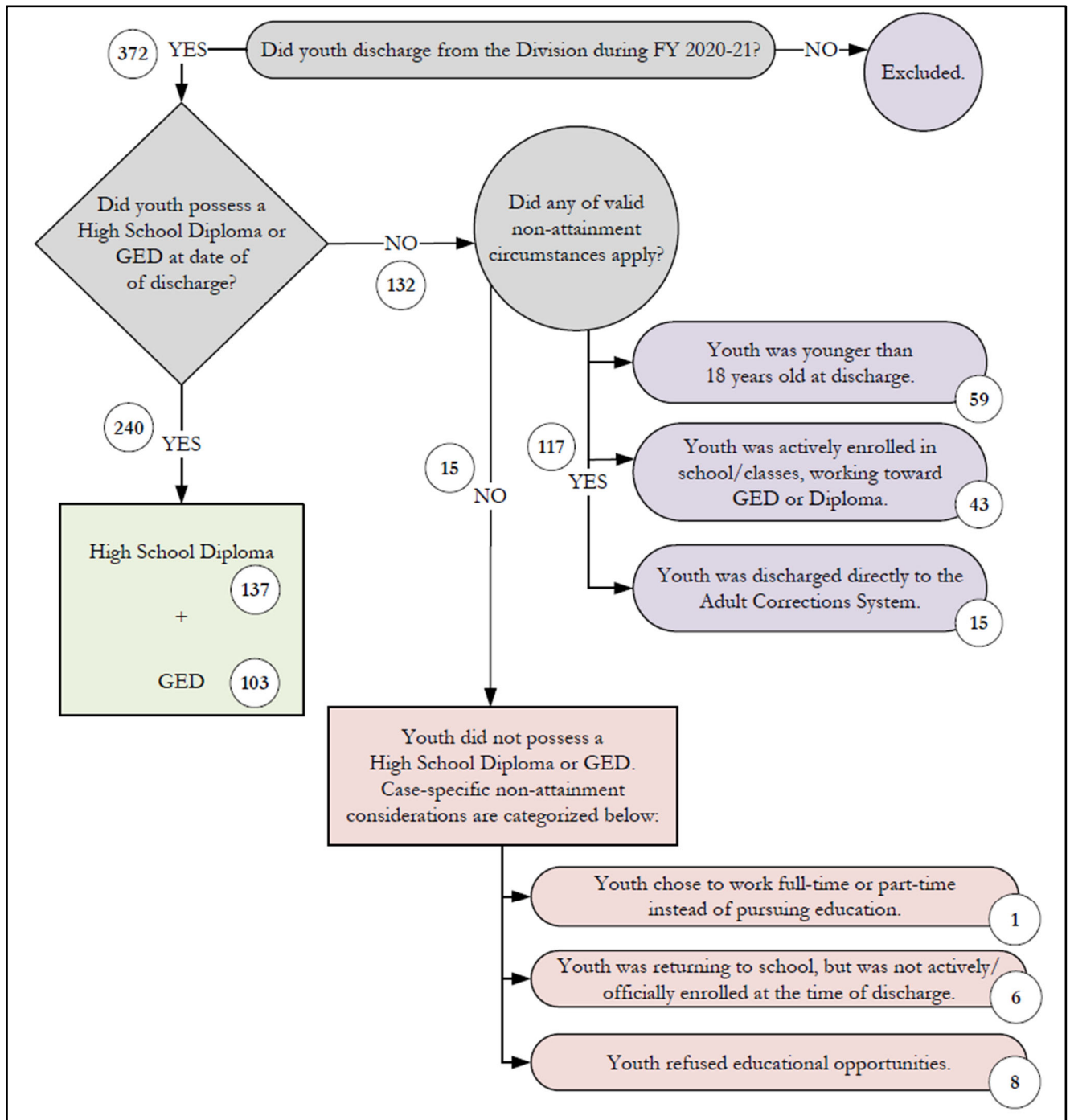
- **Age:** a youth would generally be too young to possess a High School Diploma or GED if younger than 18 years of age. In the U.S. public school system, the majority of students are age 18 at time of high school graduation. On average, youth in this cohort were 19.0 years old at the time of discharge (youngest in cohort was 14.8 years old; the oldest in cohort was 21.0 years old).
 - 59 (of 117) youth were under the age of 18;
- **School or Class Enrollment:** many youth are actively working towards their High School Diploma or GED at the time of discharge. Youth often discharge back into traditional schools, alternative schools, or are enrolled in college courses.
 - 43 (of 117) youth were actively enrolled in school or classes, working towards HSD/GED attainment;
- **Discharge Placement:** in the days and months leading up to either an adult system transfer (e.g., DYS discharge) or deportation, youth often reside in detention or jail placements awaiting movement. In these circumstances, the Division has reduced opportunity and access to youth to provide educational services that would meaningfully impact educational attainment. Furthermore, youth who discharged directly into the adult corrections system (Department of Corrections, or DOC), are not released back into the community; where educational attainment directly influences successful reintegration.
 - 15 (of 117) youth were discharged directly to the adult corrections system.

Taking these circumstances into account, one hundred seventeen (117 of 132; 88.6%) youth had valid reasons for non-attainment. The remaining fifteen (15; 11.4%) youth that were discharged without a HSD or GED did not fall under the same aforementioned circumstances. Their case-specific considerations, in relation to non-attainment, are as follows:

- One (1) youth chose to work full-time or part-time instead of pursuing an education;
- Six (6) youth were returning to school, but were not actively enrolled at the time of discharge; and
- Eight (8) youth refused educational opportunities.

Figure 5 provides a visual flowchart of educational attainment results and non-attainment considerations.

Figure 5: Academic Achievement Flowchart



Career and Technical Education Opportunities

In addition to the three educational paths available to DYS youth, the Division also offers an array of Career and Technical Education (CTE) opportunities. Career and technical education programming gives students an opportunity to prepare for college and careers; it provides the students who have already attained a High School Diploma or GED with additional skills, knowledge and training to be successful in future careers; and it also widens career choices for individuals that participate in programming.

In total, a third (33%, or 124 of 372 youth) of cohort students obtained a certification or participated in various CTE classes while committed to the Division. Of the 124 youth that participated in CTE programming, a total of 175 certifications were achieved; some youth attained between 7-10 various certifications.

An inclusive list of CTE offerings available to this cohort of DYS youth, with variations in terms of staff available to facilitate, included:

- TestOut - A+/Computer Technician Certification
- American Hotel and Lodging Educational Institute (AHLEI) Certifications
 - Breakfast Attendant
 - Front Desk Representative
 - Guest Room Attendant
 - Guest Services Professional
 - Guest Services Gold
 - Kitchen Cook
 - Maintenance Employee
 - Restaurant Server
- American Meat Science Association Certifications
 - Culinary Meat Selection and Cookery
 - Food Safety and Science
 - Meat Evaluation
- American Screen Printers Association Certification
- BASF - Plant Science Certification
- Benz School of Floral Design - Principles of Floral Design Certification
- Bring Your "A" Game Workplace Skill Builder Work Ethic Proficiency Certification
- Bicycle Technology Program
- Business Principles and Management course
- Career Exploration course
- Center for Financial Responsibility - Personal Financial Literacy Certification
- Character Leadership Development course
- Colorado Department of Regulatory Agencies
 - Barbering License
 - Hairstylist License
- Colorado Department of Transportation - Flagger Traffic Safety Certification
- American Red Cross - CPR / First Aid Certification
- Computer Applications with Google Apps Program
- Construction Trades Program
- CTECH Certifications
 - Home Entertainment Technology
 - Introduction to Telecommunications
 - Telecommunications Technician - Copper Network Cabling
 - Telecommunications Technician - Fiber Optic Network Cabling
- Culinary Arts Program
- Driver's Education with Simulator course
- Ducks Unlimited - Ecology Conservation Management Certification
- ELANCO - Veterinary Medical Applications Certification
- Electrical Trades Program
- Employability Skills course
- Equipment and Engine Training Council - Principles of Small Engine Technology Certification
- Express Employment Professionals Certifications
 - Business Office Technology

- Career Preparedness
- Family / Life Skills course
- Financial Literacy course
- Graphic Design Program
- Home Builders Association of Alabama - Residential Construction Skills Certification
- Horticulture Program
- Life Choices course
- National Horse Judging Team Coaches Association - Equine Management and Evaluation Certification
- National Collegiate Livestock Coaches Association - Principles of Livestock Selection and Evaluation Certification
- On-Campus Work Experience / Food Services
- OSHA Certifications
 - General Industry Certification
 - General Industry Agriculture
 - General Industry Automotive
 - General Industry Construction
 - General Industry Cosmetology
 - General Industry Culinary
 - General Industry Healthcare
 - General Industry Manufacturing
 - General Industry Veterinary
- Principles of Management
- Rosetta Stone Language Training Program
- ServSafe Certification
- Southwest Airlines - Professional Communications Certification
- Virtual Welding Technology Program
- WorkKeys Career Readiness Certification

Please refer to Appendix B for a complete list of certifications earned during Fiscal Year 2020-21, as well as the total number of post-secondary enrollments in Fiscal Year 2020-21.

Post-Secondary Enrollments

The Division had fifteen (15) students in the cohort of interest who pursued post-secondary education opportunities, specifically enrolling in college courses. Of the fifteen students:

- Seven (7) students were enrolled at Adams State University (ASU);
- Five (5) students were enrolled at Colorado State University - Pueblo (CSU-P);
- Two (2) students were enrolled at both ASU and CSU-P; and
- One (1) student was accepted into Northeastern Junior College, in Sterling, Colorado.

ACADEMIC GROWTH: MAP Growth Assessment Results

MAP Overview

Academic growth for students served by the Division is measured using the Measures of Academic Progress (MAP) Growth assessments from NWEA™. These assessments “offer educators efficient and very accurate estimates of student achievement status within a subject.” The test results “compare achievement status—and changes in achievement status between test occasions—to students’ performance in the same grade at a comparable stage of the school year.”

In concert with the Division’s decision to centralize assessment centers in the spring of 2013, the Woodcock Johnson (WJ III or WJ) educational assessment was retired from use and the MAP was adopted and implemented in its place. The decision to replace the WJ with the MAP assessment was based on data correlation and continuity. The WJ data, which was collected during a youth’s initial assessment phase, did not directly correlate to the MAP data, which was collected at various intervals throughout a youth’s commitment. With any assessment, continuity allows for correlation and comparison between initial and subsequent re-assessments, which in turn, allows for academic growth to be measured appropriately.

The Division chose the NWEA MAP product for a variety of reasons, chief among them being that the tool is recognized by CDE for Colorado-identified Alternative Education Campuses (AECs) as a means of reporting student growth (Ernst, July 2012, p.1). Additionally, NWEA MAP assessments are widely used and understood by education providers. Lastly, DYS schools and the education system overall must provide annual data to CDE for Title 1 Delinquency funding received. This federal funding comes to DYS through CDE and is used to “improve educational services for children and youth who are neglected (N) or delinquent (D) so that they have the opportunity to meet challenging State academic content and achievement standards.” Annual Title 1 reporting requirements include grade-level improvements for youth who are in the facility for 90 days or more, as determined by a pre- and post-test in both reading and mathematics. Utilizing NWEA MAP assessments fulfills this reporting need.

While DYS has been using NWEA MAP assessments since 2013, other education providers throughout the state do not use the same interim measures. CDE Facility Schools began mandating the use of the iReady assessment suite in 2017 for interim monitoring at their schools, in addition to the state-mandated testing required of all Colorado public schools. Ultimately, as Colorado schools have local control and their own budgetary considerations influencing tools purchased and implemented, the choice of assessments varies and creates a disconnect in the ability to compare student growth, in and between systems.

To assure connection and continuity at DYS, the MAP assessment (subsequently referred to as “test” or “exam”) is administered to all newly committed youth at the youth centers which provide initial assessment services, as required by the Colorado Children’s Code and the Child Find process. The tests

given have traditionally included three subject areas: (1) Reading, (2) Language Usage, and (3) Mathematics. Beginning in Fiscal Year 2019-20, the Division transitioned away from the use of the MAP exam to gauge growth in Language Usage, narrowing the scope of subjects to Reading and Math. In contrast to prior Annual Educational Outcomes Reports, the outcomes included in this report include only Reading and Math. When compared to CMAS and other tools used by DYS Education to measure student academic growth, staff found the Language Usage exam to be less engaging, less rigorous, and moved away from the use of the exam in an effort to avoid contributing to testing fatigue.

Expert Consultation

For purposes of this report, coupled with the agency's overall ability to relay student academic growth outcomes to various audiences, DYS sought the expert advice of several entities. These entities included NWEA (MAP tool authors); leading researchers at New America Schools in Denver, CO; the Colorado League of Charter Schools; Momentum Strategies and Research; and the Colorado Department of Education. In consultation with these experts, the Division received advice in regard to recommended MAP data usage, analysis approach, methodology, comparative data sets, and results presentation.

In terms of placing DYS student MAP growth in context with other student populations, one primary comparison is included in this report:

- 1) Student growth comparisons using norms generated from national Alternative Education Campuses (AEC norms).

In general terms, the DYS committed population most closely mirrors the "high risk students" or alternative school population (i.e., AEC), which allows for a valid and defensible comparison. Following consultation with AEC evaluators in 2019, DYS obtained and utilized national growth norms for AEC students. This year's report incorporates growth norms developed in 2017⁸ by Alternative Education Campus evaluators and NWEA.

Student growth calculations normed on the Alternative Education Campus have increased rigor, setting higher growth expectations while accounting for a broader array of achievement levels. Therefore, the Division presents AEC growth comparisons within this report. The Division will continue to use NWEA achievement percentiles until more rigorous options applicable to a population with diverse academic needs for gauging achievement are available.

⁸ DYS transitioned from 2009 norms utilized in the 2nd annual report to 2017 norms to ensure accurate comparisons, aligning with analyses conducted by Colorado AEC schools. Publicly-available AEC norms distributed by CDE via the AEC accountability site (https://www.cde.state.co.us/accountability/revised-nwea_map_growth_norms).

MAP Assessments: Methodology & Analysis

This section provides the methodology used by the Division of Youth Services to prepare the academic growth results presented in this report. MAP calculations and comparisons require a variety of statistical techniques (see: J. Ernst, 2012; J.L. Ernst, n.d.; NWEA, December, 2018). Therefore, a detailed Technical Methods section is available in the report appendices (Appendix D).

The DYS educational services programming conducts ongoing testing of students using the MAP. All MAP assessments completed by DYS youth are stored in the online MAP Administration and Reporting Center (MARC) system, maintained by NWEA. The MARC system represents the central exam administration and collection site for all DYS student exams. DYS staff conduct regularly scheduled downloads of all data from the MARC system, and transfer data to an intra-organizational database to support internal data tracking, and reporting.

Academic achievement and growth calculations shared in this report include data stored in the NWEA MARC system, extracted following the end of the traditional school year (July 24th). Summer term 2021 data were extracted from the MARC system on October 28th, 2021. As previously described, the select population for this report cohort includes 372 committed youth discharged from the Division during Fiscal Year 2020-21. DYS Education collected 21,093 exams from academic years 2013-14 to 2020-21, of which 2,450 exams were specifically associated with the cohort. These exams were completed in six (6) Youth Services Centers (YSC) and/or campuses:

- Grand Mesa YSC
- Campus at Lookout Mountain⁹
- Mount View YSC¹⁰
- Platte Valley YSC
- Spring Creek YSC¹¹
- Zebulon Pike YSC¹¹

⁹ Previously referred to as Lookout Mountain YSC, the Campus at Lookout Mountain (CALM) converted to a campus comprised of committed youth served by Aspire YSC, Golden Peak YSC, and Summit YSC beginning November 2020.

¹⁰ As of May 4, 2022, the Campus at Mount View (CAMV) became operational and is comprised of three youth centers serving committed youth.

¹¹ Beginning June 2020, Zebulon Pike initiated transition to a detention-only youth center, ending the collection of commitment educational outcomes data at that center, and Spring Creek began serving a commitment-only population.

RIT NORMS

How are RIT scale norm scores calculated?

MAP exams are comprised of several concepts. For example, when completing a Math MAP exam, a student may be required to demonstrate knowledge in concepts like algebraic methods, data analysis, and probability, along with other concepts. RIT student status scale scores are the foundation of MAP Growth exams, and they are available for grades K-11 in Reading Information (Reading), Mathematics, and Language Usage. MAP Growth National Achievement Norms are not available for 12th graders and DYS coded all RIT scores exceeding 11th grade proficiency to indicate the RIT score projected proficiency at or above the 12th grade.

How are RIT scale norm scores used by DYS educators?

DYS educational staff members use academic proficiency references to determine the appropriate curriculum for youth, a standard method utilized by Alternative Education Campuses.

When is the initial MAP exam given to students?

Per statute, the initial educational assessment (i.e., MAP exam) must take place within 45 days of commitment. To standardize and expedite the MAP assessment administration process for all newly committed youth, administrators assign an *initial* designation of school grade, utilizing birthdate and academic year. Student grade level is essential to the process of determining the MAP Growth achievement norm for each student upon commitment, as well as categorizing growth within a national context for each youth during their time in Division of Youth Services custody. Without an accurate baseline grade level, it is impossible to place student growth in a national context. School transcripts are not universally-available at the time of the initial MAP assessment.

As outlined in Table 6 that follows, and using academic year 2020-21 as a reference point, DYS educational staff would indicate all youth born on or after August 15th, 2006, but before August 15th, 2007, as 9th graders in the MARC data system.

Quality Assurance Indicators

An evaluation of the Division's education processes, coupled with technical support provided by Northwest Evaluation Association in 2013, generated a series of data quality assurance recommendations employed by DYS. The Division incorporated a series of data quality assurance recommendations into the cleaning, coding, and review process, which are available in Appendix D.

Table 6: Initial Grade Assignment by Dates and Age

Grade	Grade Start Date	Grade End Date	Age
K*	8/15/2015	8/14/2016	5
1*	8/15/2014	8/14/2015	6
2*	8/15/2013	8/14/2014	7
3*	8/15/2012	8/14/2013	8
4*	8/15/2011	8/14/2012	9
5	8/15/2010	8/14/2011	10
6	8/15/2009	8/14/2010	11
7	8/15/2008	8/14/2009	12
8	8/15/2007	8/14/2008	13
9	8/15/2006	8/14/2007	14
10	8/15/2005	8/14/2006	15
11	8/15/2004	8/14/2005	16
12	8/15/2003	8/14/2004	17

*Grade assignments are not applicable to DYS committed youth, per the age of the population served.

ADDITIONAL DATA CONSIDERATIONS

Commitment Date & Discharge Date

Only those MAP exams associated with youth discharged in FY 2020-21 are included in this report. Additionally, exam data beyond the range of the DYS commitment and parole window were excluded from analysis.

Academic Terms Defined

The Division's Data Management & Analysis staff re-coded all MAP exams according to the following academic timeline (i.e., terms):

- Fall term: August 15th - November 30th
- Winter term: December 1st - February 28/29th
- Spring term: March 1st - June 15th
- Summer term: June 16th - August 14th

Standardized Adaptations to Annual Calculation Methods

Matched exams crossing academic years, comprising annual academic growth measurements including Fall-to-Fall, Winter-to-Winter, and Spring-to-Spring term designations are incorporated into these analyses. The Division of Youth Services schools operate year-round, including during the Summer. However, this represents a non-traditional academic schedule and comparative statistics to gauge academic growth using the Summer term are not available. When annual and quarterly growth were available for the same exam (i.e., Fall-to-Winter growth was available, and Winter-to-Winter growth was available), in accordance with recommendations available from AECs to utilize the longest academic period of growth available, DYS utilized *annual* academic growth (Ernst, July 2012, p.4). For comparison, academic growth within a school year provides context regarding periodic growth. However, aggregate growth for the cohort, incorporating all available measurements of growth, is also included in this report.

MAP RESULTS

Of the 372 discharged students, 354 students completed a valid initial exam (95.2%). Exams for seven of these 354 students were valid, but did not meet the strict criteria for evaluation/analysis and as such, were excluded from matched analysis.

Data Consideration: Defining the Initial Exam

Outcome analysis involves the use of data collected across two time points, and includes students with (at least) two valid exams: an initial valid exam and a subsequent valid follow-up exam. Importantly, the earliest *valid* exam completed by each student, whether it represents the initial MAP exam (completed during the assessment process, when first committed to the Division of Youth Services), or a subsequent exam completed when students were admitted to a Youth Services Center, may represent a valid initial exam. When possible, the initial MAP exam administered *during assessment* was deemed the "initial" exam and used as such for analysis. However, if invalid, the next valid MAP exam was deemed the initial exam.

The students without a valid initial exam included those who:

- had a verified HSD or GED;
- had scored at a 12th grade equivalency or above;
- had consistently refused testing;
- were transferred from DYS to the Youthful Offender System (YOS), operated by the Department of Corrections (DOC).

Six percent (5.9%) of students (or 22 of 372) had already attained a High School Diploma (HSD) or General Equivalency Diploma (GED) at the time of DYS commitment. As of the 2020-21 fiscal year, students that tested into the 12th grade or higher were technically considered exempt from additional MAP exam testing. However, students currently falling under these circumstances are still offered additional testing and are included on exam rosters; ultimately though, it is the student's decision to participate or refuse.

AEC Growth Calculations (National Alternative School Norms for Comparison Purposes)

The Division used student growth norms developed by administrators supporting Alternative Education Campuses to understand growth relative to typical academic growth for youth in a non-traditional setting. Student growth norm scores were measured from the beginning of the academic year (Fall term) to the second term of the school year (Winter term), and subsequently, to the third term (Spring term).

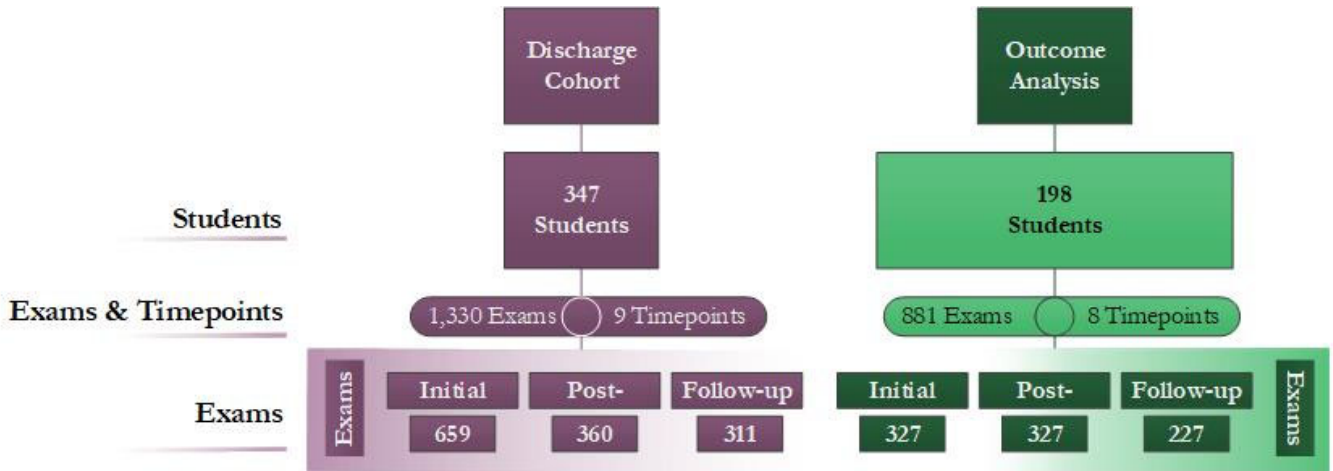
To ensure uniformity in comparisons with standardized norm calculations (NWEA), student growth norms and growth targets were calculated on the current grade-level of the student, rather than the demonstrated grade-level proficiency. This concept is important to the interpretation of the following findings, DYS holds students demonstrating academic deficiencies who are grade-levels behind youth of the same age to the same standards of their grade-level appropriate peers. Each exam score that does not yet reflect the amount of growth expected of youth of the same age is presented in this report as 'Did Not Yet Meet Expectations.'

Of all youth included in the FY 2020-21 discharge cohort, the initial and follow-up exams of 198 students (53.2% of the cohort; increased from 44.3% of the prior cohort) met sufficient validity standards for inclusion in calculations of student academic growth. Paired exams collected across invalid academic terms (Spring-to-Fall, Winter-to-Fall, etc.) were removed from analysis. The norms used to calculate academic growth follow a traditional school setting (Fall-to-Winter, Winter-to-Spring), and comparison statistics are not available to gauge growth across invalid academic terms. The number

of exams completed over the course of academic years 2014-15 through 2020-21 ranged from two paired exams to a total of eight valid MAP exams.

Of the 881 MAP exams included in the matched sample (654 matched across two time points, and 227 follow-up exams), 327 exams collected across school subjects (37.1%) included an initial MAP exam and subsequent post-, or follow-up exam(s) sufficient for inclusion in this report’s outcome analysis.

Table 7: MAP Results Presentation and Interpretation Guidance

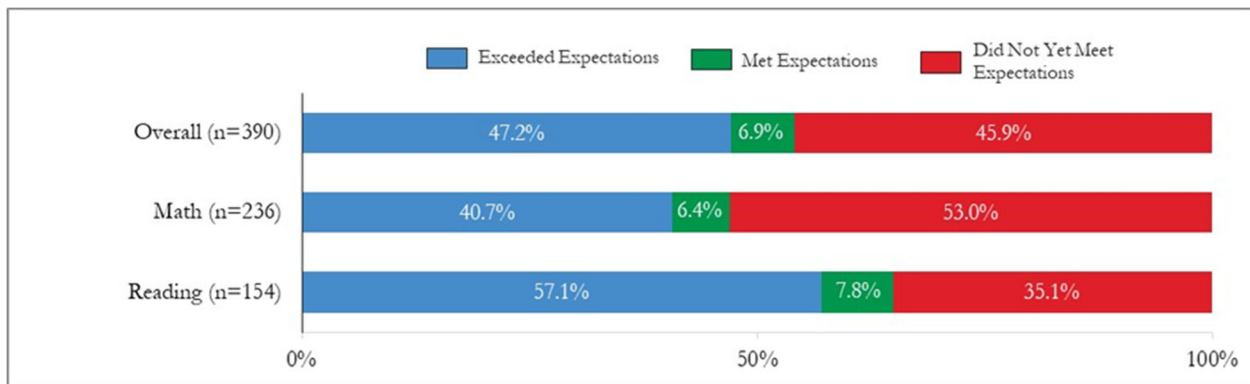


DYS ACADEMIC GROWTH

COMPARISON RESULTS

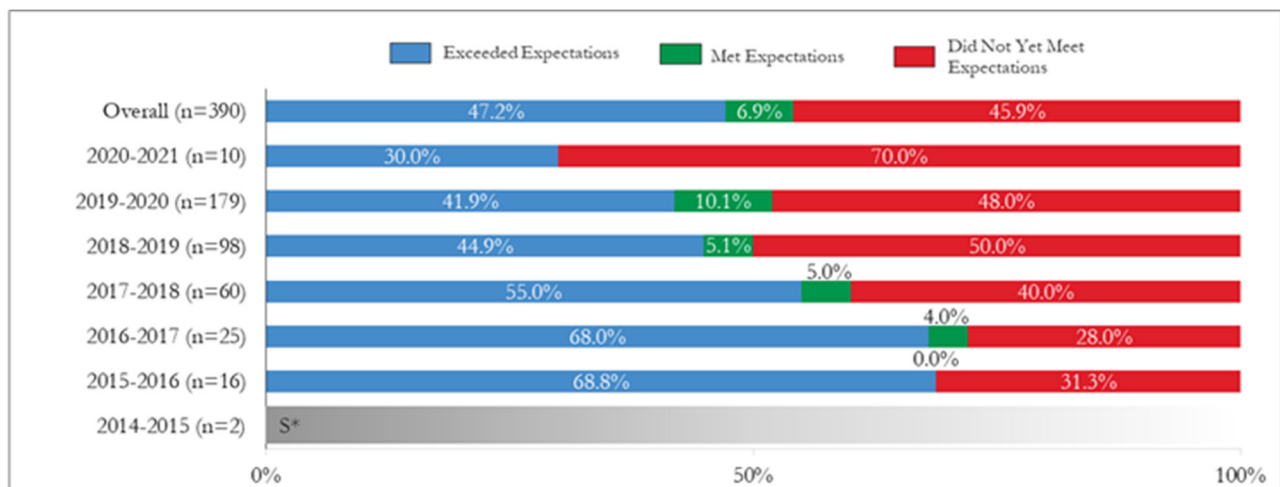
Across subjects, students demonstrated the strongest growth in Reading. Overall, across all exams and academic years, 54.1% of exams met or exceeded expectations, including 47.2% of exams which exceeded expectations, and 6.9% that met expected growth. This varied across exams completed in each subject, with 64.9% of exams meeting or exceeding typical growth in Reading (see Figure 6).

Figure 6: Student Growth Across Academic Subjects



Students showed the strongest growth in Reading, 57.1% of exams exceeded expected growth, and 7.8% met the AEC growth standard. While exams met or exceeded AEC expected growth targets in Reading, Math growth was less likely to meet or exceed growth targets for students in the current cohort. More than half of Math exams (53.0%) did not yet meet expectations, unchanged from findings reported in the 4th Annual Report.

Figure 7: Student Growth by Academic Year



* Data suppressed due to lack of generalizability attributable to small sample size, and to protect youth confidentiality.

As shown in Figure 7, and looking across academic years, the number of matched exams increases as the number of youth in the discharge cohort increases, and then declines as more youth discharge from the cohort. This aligns closely with trends in matched exam data collection described in previous reports.

For instance, as the number of youth absorbed into the commitment population increased from academic years 2015-16 to 2019-20 the number of exams reflecting typical growth ranged by 22% (50%

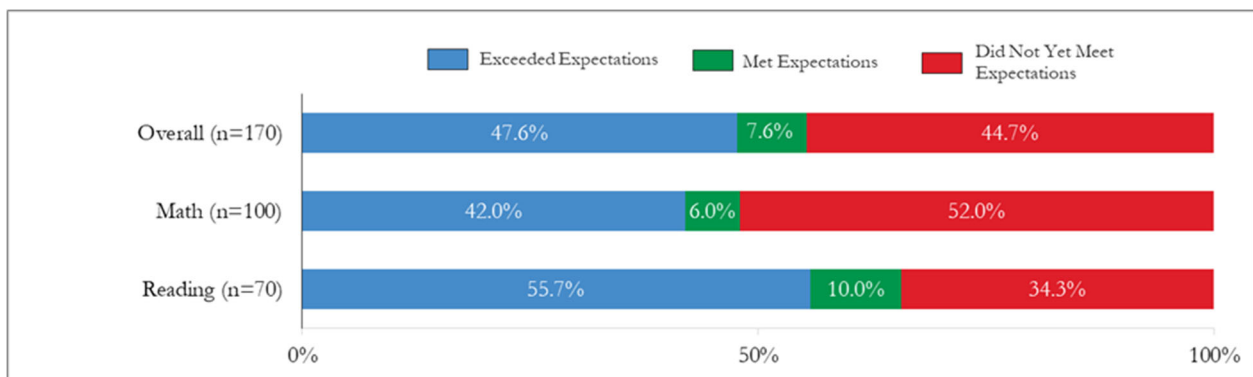
to 72%), a much more broad distribution in outcomes when compared to the range of 4.8% associated with the prior cohort (see 4th Annual Report). The strongest growth was demonstrated in 2016-17, a year in which 72% of exams met or exceeded typical academic growth. Notably, while it is important to exercise caution in drawing conclusions when comparing these results to prior reports due to differences in sample size, the strongest year of academic growth for the prior cohort was identified as the same school year.

The number of exams collected across fiscal years reflects a common trend associated with youth transitioning out of DYS care, with fewer exams completed towards the year of cohort discharge (FY 2020-21). Importantly, the decline in the number of exams completed from FY 2018-19 to FY 2020-21 should not be considered a representation of a shift in testing strategies in response to COVID-19. This declining pattern is common and generally reflects the transition of students away from the traditional DYS academic setting into traditional settings.

As illustrated in Figure 8, isolating annual measures of growth collected over the span of one academic year (i.e., Fall-to-Spring, Spring-to-Spring, etc.), and calculating growth across all subjects, 55.2% of exams met or exceeding typical growth (n=170).

When measured over the course of an academic year, students were more likely to approach typical growth without meeting or exceeding Math standards. Within the Math subject area, 48.0% of exams met or exceeded typical growth (42.0% exceeding, and 6.0% meeting expectations). This represents an increase from the prior reporting period, when 46.8% of exams met or exceeded typical growth.

Figure 8: Student Growth | Annual Growth Only



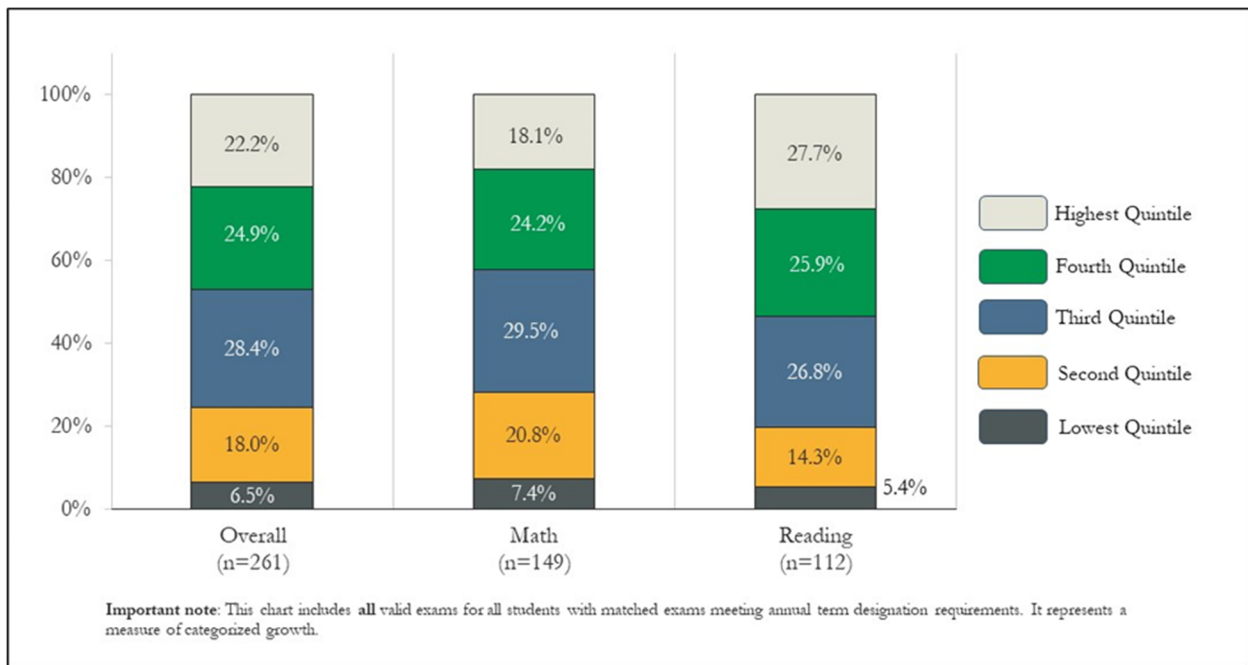
Student Growth, Using AEC Growth Percentile

Overall, academic growth exhibited by students is best examined through shifts in percentile growth. To paraphrase the Colorado Department of Education, “A student growth percentile defines how much relative growth a student made. [It] compares each student’s current achievement to students in the same grade...It is **not** about how that recent test score compares to all the other test scores. Even students with test scores that are very low can receive high **growth** scores” (Colorado Department of Education, 2016). Similar to other data points presented for comparative purposes, growth percentiles denote the magnitude of change in RIT scale score. In contrast, growth percentiles expound growth according to traditional growth.

In an effort to expand the scope of analysis, the Division of Youth Services incorporated AEC MAP growth percentiles distributed by AECs via the Colorado Department of Education website (Colorado Department of Education, May 2017). AEC growth percentiles provide insight into each student's level of growth relative to students served by Alternative Education Campuses; exhibiting comparable levels of academic need.

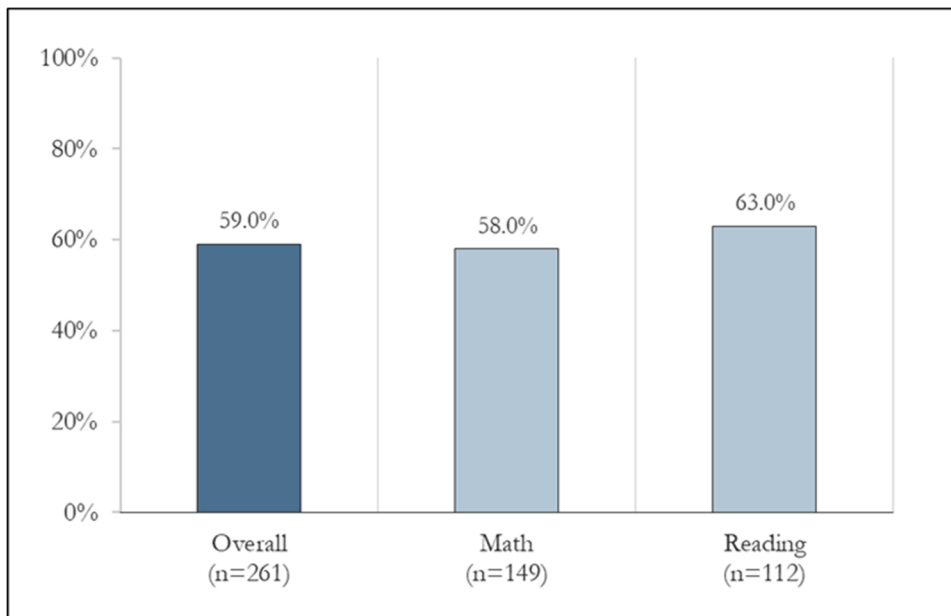
The following results represent the aggregate median growth percentile of students, grouped across quintiles, and presented here as simple aggregate statistics. The Division of Youth Services calculated percentile growth medians across valid terms of measurement (Fall-to-Winter, Winter-to-Spring, etc.) by each student, within each subject (Math and Reading). All median percentiles were aggregated across subjects, comprising indicators of growth for 198 students across 261 data points. Across subjects, 149 students completed matched Math exams (40.1%), and matched Reading exams were available for 112 students (30.1%).

Figure 9: Academic Growth Quintiles by Subject



Overall, 47.1% of DYS student exams demonstrated above average growth, in the 60th to the 99th percentile (22.2% in the highest quintile and 24.9% in the fourth quintile, respectively; see Figure 9). Of these exams, approximately one-fifth of exams (22.8%) represented growth in the highest quintile (80th to 99th percentile). Reading growth continued to show movement in the desired direction of change, with 53.6% of youth demonstrating growth in the highest and second quintile (a slight decrease from the 4th Annual Report). Growth in Math, which comprises a majority of matched exams (149 of 261 exams; 57.1%), demonstrated strong growth with 71.8% of youth ranging from normal growth (third quintile) to exceptional growth (fifth quintile). Prior reporting periods have pointed to growth in Math exceeding growth in Language Usage. Importantly, Math exams completed by this cohort exhibited an important shift in growth from the prior report, with 4.8% more youth demonstrating growth in the highest three quintiles in comparison to the prior cohort. Further, the trend reported in the prior fiscal year, which noted the number of youth showing growth in the third quintile (41st to 60th percentile) exceeding the number of youth demonstrating growth in the second quintile (20th to 39th percentile). This shift was more pronounced in this reporting period, representing an increase in the extent of growth demonstrated by students in the current discharge cohort.

Figure 10: Academic Growth Percentile by Subject



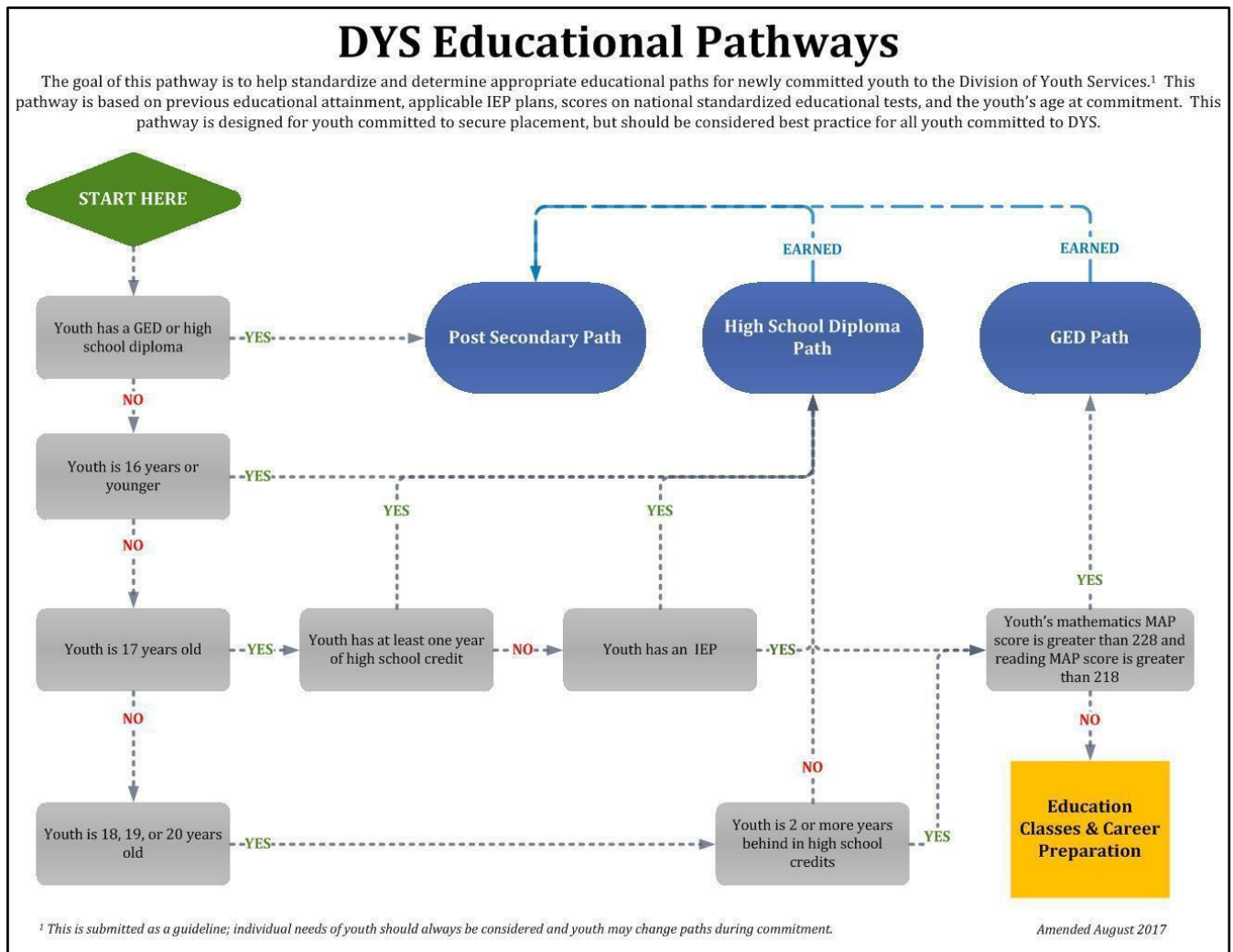
Incorporating all levels of growth into one statistic, the aforementioned trends reflect stronger growth in Math, and sustained growth in Reading. Following patterns demonstrated by prior cohorts, growth in Reading was strong for this cohort, reflecting the high percentage of youth demonstrating above average to exceptional growth (63rd percentile; unchanged from the prior reporting period). Math growth outcomes moved towards the desired direction of change, to the 58th percentile, approaching above average growth. Overall, students demonstrated growth approaching above average growth (third quintile; 41st to 60th percentile), presented in Figure 10 as the 59th percentile.

2022 Spotlights on Educational Programming

- DYS Education sought and achieved system accreditation with COGNIA. The education office, principals and multiple teachers collaborated to identify the data, systems, and outcomes related to the identified quality standards created and maintained by COGNIA, formerly AdvancEd, for system-wide accreditation. After virtual focus groups, conversations with youth and staff, and a review of data and processes, DYS Education was accredited by COGNIA, allowing the Division to grant diplomas for all youth in a systemic and unified manner across the state youth centers while also promoting system-wide focus areas for development and growth.
- The COVID-19 pandemic coupled with the ongoing lack of space for the development of CTE programming at most youth centers resulted in the vetting and implementation of the online iCEV curriculum. This online program offers over 100 online courses and content for seven (7) CTE subject areas. Courses include assessments that can lead to certifications based on real-world industry standards. Certifications are available in: Agricultural Science; Architecture, Construction, Transportation & Manufacturing; Business, Marketing, Finance, IT & Media; Career Exploration; Family and Consumer Sciences; Health Science; and Law, Public Safety, Corrections & Security.
- DYS Education was recognized with CSU-Pueblo for their collaboration to create a tailored experience for DYS youth with CSU-Pueblo coursework for college credit, presenting challenges and successes at the National Center for Higher Education in Prison (NCHEP) annual conference.

Appendix A: DYS Educational Pathways Flowchart

Figure A: DYS Educational Pathways Flowchart



Appendix B: Vocational Certificates Earned & Post-Secondary Enrollments in FY 2020-21

Table A: DYS Student Certificates Earned in Fiscal Year 2020-21

DYS Student Certificates Earned FY 2020-21	
Certificate Earned	Number of Certifications
A+ Computer Technician	0
AHLEI Certificates Earned - includes the following certifications: AHLEI Breakfast Attendant AHLEI Front Desk Representative AHLEI Guest Service Professional AHLEI Guestroom Attendant AHLEI Kitchen Cook AHLEI Maintenance Employee AHLEI Restaurant Server	162
American Screen Printers Certification	5
Bring Your "A" Game Work Ethic Proficiency Certification	0
Colorado Department of Regulatory Agencies - Barbering	1
Colorado Department of Transportation Flagger Certification	0
CPR/First Aid Certification	14
CTECH Home Entertainment Technology	0
CTECH Introduction to Telecommunications	0
CTECH Telecommunications Technician - Copper Network Cabling	0
CTECH Telecommunications Technician - Fiber Optic Network Cabling	0
iCEV Online	48
OSHA Certification	160
ServSafe	5
WorkKeys Career Readiness Certificates Earned - includes the following: WorkKeys Career Readiness Certificate - Bronze WorkKeys Career Readiness Certificate - Silver WorkKeys Career Readiness Certificate - Gold WorkKeys Career Readiness Certificate - Platinum	44
Total Certifications Earned	439

Table B: DYS Student Post-Secondary Enrollments in Fiscal Year 2020-21

DYS Student Post-Secondary Enrollments FY 2020-21	Total Enrollments
CSU Pueblo	39

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Appendix D: Technical Methods

As recommended by the Office of the State Auditor (OSA), this appendix provides technical guidance detailing the data considerations, data parameters, and to inform external parties on the steps necessary to replicate calculations performed and resulting outcomes presented in this report.

Exam Types and Rasch Unit (RIT)

The MAP assessment consists of testing in three primary academic subjects: Reading, Math, and Language Usage. Traditionally, student growth norm scores, which provide projections to assess student growth in comparison to a nationally-normed sample, have been available for grades K-10 in Reading, Math, and Language Usage. Historically, NWEA has released new RIT norms on a fluctuating triennial and quadrennial schedule, beginning with the first release in 1996 (NWEA, 2011). The most recent release of publicly-available norms is 2020. Following the release of 2020 norms, DYS incorporated the NWEA release into the analysis of FY 2020-21 cohort data. In contrast to prior releases, norms released in 2020 are available for grades K-12 in Reading and Math, and grades K-11 in Language Usage.

2015 RIT Norms

Past reports on educational outcomes supplied by the Division of Youth Services have relied on RIT status scores to assess the grade level proficiency of students received by the Division. RIT status scores released by NWEA in 2008, and 2011 were central to assessing current grade for exams completed previous to August 2015. Per recommendation received from NWEA in 2019, and as described in the 2015 NWEA Measures of Academic Progress Normative Data release, “Slight differences between 2008, 2011, and 2015 RIT norms; each potentially attributable to student demographics, methodological improvements, and the adoption of the Common Core State Standards, solicit the use of one set of norms for all exams” (NWEA, 2015, p. 1). In addition, due to limitations associated with previous 2015 RIT scale norms extrapolated by the Division of Youth Services, RIT scale norm calculations utilizing the 2015 RIT scale norms reference table are not included in this report. DYS staff members use grade level proficiency in practice to determine the appropriate curriculum for youth by translating RIT scale norm scores to an estimated grade proficiency.

Initial MAP Exam

Students are tested in one of four regional assessment centers. Following screening, and completion of the first MAP assessment, students tested in a regional assessment center may transfer to another Youth Services Center or YSC. Therefore, almost all subsequent exams, following the initial admission exam, are completed at a Youth Services Center other than the original assessment center. This process presents challenges, for some students, as it relates to both (a) the quality of academic

data collected during a challenging and stressful time of transition; and (b) potential assessment fatigue. Both factors may impact initial MAP exam results.

Low Performance

MAP exams are adaptive; meaning each correct item response is followed by a more difficult item, while each incorrect response is followed by an easier item (Northwest Evaluation Association, 2013, p. 6). Recommendations shared by NWEA specify it is appropriate to assume that students will answer at least 50% of the questions correctly. All exams, including initial and follow-up exams with fewer than 40% correct responses are used as a measure of low engagement. Students may test and retest more than once. Each flagged exam is retained in the NWEA MARC system, as well as the DYS Data Management Database.

Brief Duration

While it is possible to obtain a valid score in less than 20 minutes on Language Usage exams, and less than 25 minutes on Reading and Math exams, data reviewed by NWEA show validity is unlikely (see NWEA, August 2018).

Additional Data Considerations

11th and 12th Grade Norms

NWEA provides student growth norms for students up to, and including, the 10th grade. As described by NWEA (2013),

Since MAP measures student's achievement levels in General Reading, Mathematics, Language Usage, and Science, the content assessed does not align well to typical high school junior and senior-level content-based courses (e.g., English literature, Pre-calculus). Since this population is not representative of the overall population across the country, 11th and 12th grades are not included in the NWEA norming studies. (p. 4)

Time Periods

Student growth norms employed by AECs are dependent on the time period during which the student completes the initial and follow-up exams. In a traditional school setting, growth is calculated from the initial exam of the school year to the end of the first academic period (Fall-to-Winter). If a student score is expected to increase by five RIT points in the first academic period, and five in the second academic period (Winter-to-Spring), total expected academic growth for the

year would be ten RIT points (Fall to Spring). This model evaluates academic growth according to the highest level of academic achievement, rather than current grade targets specific to initial achievement within an academic period. This differs from traditional methods and requires a more intensive demonstration of academic growth to meet AEC student status growth targets.

To ensure uniformity across all data points, the Division calculated academic quarter and academic year terms using exam dates retained in the MARC data system.

NWEA normative data are designed to support traditional school settings. The Division of Youth Services schools operate year-round, including during the Summer.

NWEA Median Percentile

Developed from extensive analyses of nationally-normed samples in traditional schools, exams completed by students within the defined testing windows generate a percentile score designed to support peer comparison. The median of all achievement scores generated by the MARC system, across all academic subjects, and school years provides valuable insight into the academic achievement level of students in the cohort. Students in traditional schools are expected to fall in the 50th percentile, or more accurately, normed data extend across a normal distribution and 68% will fall between the 40th and 60th percentile, which represents one standard deviation from mean scores collected across students completing the MAP.

Importantly, percentiles are not available for all valid MAP exams. MAP percentiles also represent the widely-preferred measure of student growth. As required by NWEA, testing windows must parallel standard testing schedules utilized by traditional schools. In other words, students must complete MAP tests on a regular schedule defined by school instruction periods (e.g., trimester, quarter, or a comparable schedule defined by each school). As discussed previously, DYS conducts testing on a quarterly schedule following defined periods of instruction. Currently, while a majority of exams are completed on this schedule, it is not feasible for all students to test on this schedule, including students received into assessment centers, and students in private secure facilities.

DYS administrative staff members collaborate with each Youth Services Center to define a testing week, and assign the weeks of instruction in the MARC system. Exams completed two weeks before the selected testing window, and two weeks after the window are considered valid and include a computed percentile.

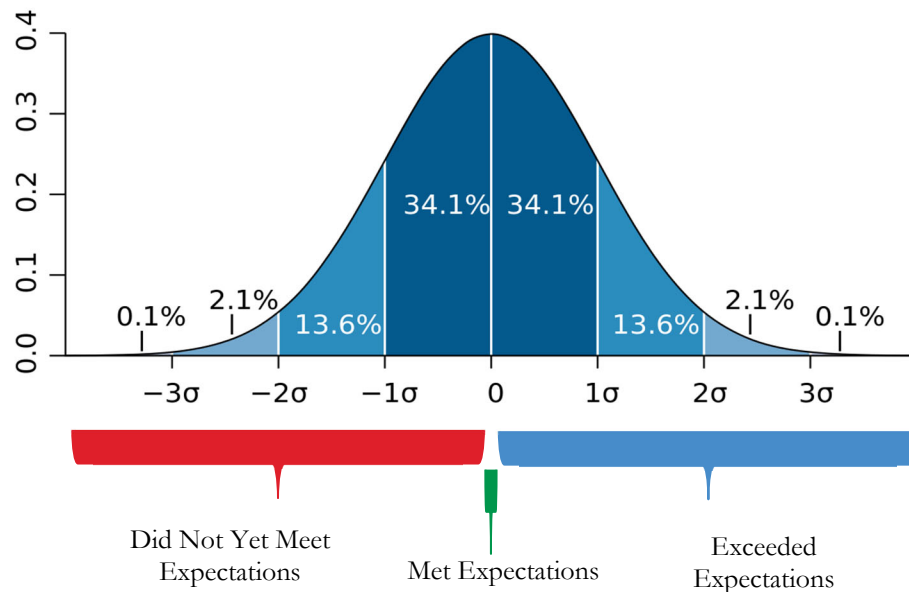
AEC Growth Calculations (National Alternative School Norms for Comparison Purposes)

Paired exams completed in Spring followed by Fall, Winter followed by Fall, and other combinations spanning more than one year between initial and follow-up exam were not included in analyses. All

available norms were combined and indexed in SPSS 27.0, according to RIT scale norm scores, academic term, and current grade. Importantly, as shown in the following table, expected growth differs by academic subject, academic period, and the RIT score of the student's initial exam. For example, typical growth for a student presenting a 175 on the initial MAP exam is seven RIT points over the course of the Fall-to-Winter academic quarter. If the youth meets this growth target (182 points), expected growth of the student is particular to grade-level and the youth has not changed grades in the second academic term (Winter-to-Spring), so the growth target will be four (4) RIT points in the second academic quarter.

NWEA Growth Targets for AEC Students in Reading				
Fall RIT Range	Fall RIT Grade Equivalent	Fall to Winter Growth Target	Winter to Spring Growth Target	Fall to Spring Growth Target
up to 146	K	5 RIT	4 RIT	9 RIT
147-160	1 st	7 RIT	6 RIT	13 RIT
161-179	2 nd	7 RIT	4 RIT	11 RIT
180-192	3 rd	5 RIT	3 RIT	8 RIT
193-201	4 th	4 RIT	2 RIT	6 RIT
202-208	5 th	3 RIT	1 RIT	4 RIT
209-213	6 th	2 RIT	1 RIT	3 RIT
214-217	7 th	2 RIT	1 RIT	3 RIT
218-220	8 th	2 RIT	1 RIT	3 RIT
221-222	9 th	1 RIT	1 RIT	2 RIT
223-226	10 th	1 RIT	1 RIT	2 RIT
227	11 th	1 RIT	1 RIT	2 RIT
228 and above	Above 11 th	0.5 RIT	0.5 RIT	1 RIT

These academic *targets*, developed by AECs under the guidance of the Colorado Department of Education, provide a set of norms to guide the interpretation of growth patterns of students with needs best served outside of a traditional school setting. As described by Dr. Ernst (2012), “These targets were determined using the differences between medians in the 2008 NWEA Norm Placement document, which also maps onto the average growth...but do not allow for negative growth in target setting” (p. 8). This is an important difference, and as detailed in the following graphic, there is less variance in what is considered ‘typical growth’, and students must surpass a single data point to demonstrate growth in line with typical student growth.



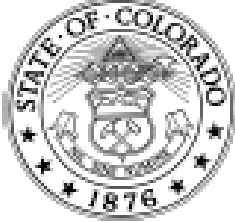

The AEC growth *calculations* were developed through determining the percentile ranks of observed MAP growth in AECs across the country.

DYS utilized percentile growth developed by AECs to explore academic growth. The tool for assigning and evaluating growth percentiles included a series of percentiles designed to categorize the magnitude of change in RIT scale score from an initial exam to a subsequent exam. DYS aligned the categorization of all calculations prepared by AECs, indexed standard growth calculations, and assigned growth percentiles according to the shift in RIT scores across all matched exams, according to school subject, academic term, and current grade in SPSS 27.0.

Grade Application

For the purpose of this report, student status growth norms and growth targets were calculated on the current grade of the student, rather than the grade proficiency demonstrated by the student. Stated differently, an 11th grade student performing at a seventh-grade level was expected to demonstrate growth commensurate with other 11th graders, rather than the growth of 7th graders. Importantly, RIT scores maintained by AECs decrease uniformly as students age. This means students initially exhibiting deficits at later stages in life (e.g., a 19-year-old student presenting 6th grade proficiency) have significantly lower growth thresholds to demonstrate successful academic growth.

Appendix E: DYS Policy C 17.8

<p style="text-align: center;">COLORADO DEPARTMENT OF HUMAN SERVICES DIVISION OF YOUTH SERVICES</p> 	POLICY C 17.8	PAGE NUMBER 1 OF 9
	CHAPTER: Programs and Services	
	SUBJECT: Educational Programs	
	<p>EFFECTIVE DATE: October 1, 2019</p> <p>REVIEW DATE: N/A</p>	
<p>THIS POLICY RELATES TO:</p> <p>Residential Contract Programs</p>	 Anders Jacobson, Director	

I. POLICY:

Each Division of Youth Services' residential contract program shall have a comprehensive educational program which includes opportunities for each youth to earn a high school diploma or General Equivalency Diploma (GED), AND OPPORTUNITIES TO enroll in a post-secondary education program, REMEDIAL SKILLS COURSEWORK, AND CAREER AND POSTSECONDARY WORKFORCE READINESS PROGRAMMING. Special education and all federally funded programs shall be in compliance with Federal Laws and State Statutes. Special education students shall have a current Individual Education Program (IEP) WHICH FOLLOWS ALL FEDERAL AND STATE LAWS IN ADDITION TO THE DISTRICT OR OVERSIGHT AND GOVERNING BODY COMPREHENSIVE PLAN.

II. KEY TERMS:

- A. Career and Technical Education (CTE): A program which prepares youth for careers by using manual, automated, or practical activities related to a specific trade, vocation or occupation.
- B. Education Program: A broad CREDIT EARNING educational program which meets all requirements set forth by the Colorado Department of Education that is suited to the participating youths' needs and abilities.
- C. Teacher: A person responsible for the instructional content, ENGAGEMENT, BEHAVIORAL management AND TEACHING of the ASSIGNED YOUTH IN THE classroom. All teachers assigned to a classroom instructing Division of Youth Services' youth shall be licensed by the Colorado Department of Education and assigned classroom duties commensurate with their license, OR HAVE EVIDENCE OF WAIVERS SOUGHT AND APPROVED FOR TEACHER LICENSING THROUGH CDE.
- D. Transitional Services: Educational transitional services provide assistance to youth in locating community services including education, employment preparation, and employment.

CHAPTER	SUBJECT	POLICY	PAGE 2 of 9
Programs and Services	Educational PROGRAMS	C 17.8	1/1/06, 11/30/08, 5/12/17, 11/23/18, 10/1/19

III. ASSOCIATED FORMS:

1. None

IV. PROCEDURES:

A. Educational Program Requirements:

1. THE RESIDENTIAL CONTRACT PROGRAM WILL HAVE AN OVERSIGHT AND/OR GOVERNING STRUCTURE WHICH MONITORS AND AUDITS THE PROGRAM AND WILL REPORT AUDIT, COMPLIANCE, AND LICENSING PERFORMANCE INFORMATION AND FINDINGS ANNUALLY TO THE DIVISION OF YOUTH SERVICES PROGRAM MANAGEMENT. RESIDENTIAL CONTRACT PROGRAMS MUST STAY IN COMPLIANCE WITH ALL OVERSIGHT AND GOVERNING STRUCTURE EXPECTATIONS AND LICENSING RULES.
2. All education classes shall have no less than one (1) teacher for every fifteen (15) youths assigned to a classroom.
3. Based on the information obtained through assessments, evaluations and documented observations youth are placed in Educational or Career and Technical Education Programs as appropriate. The special education process shall be initiated when necessary.
4. Provisions shall be made IN ACCORDANCE TO STATE AND FEDERAL LAW for youth who require special services because of physical, cognitive, emotional or learning disabilities.
5. WHEN THERE IS A CHANGE OF PLACEMENT FOR A YOUTH, ALL STATE AND FEDERAL REQUIREMENTS AND DOCUMENTATION MUST BE FOLLOWED TO INCLUDE A BEST INTEREST DETERMINATION MEETING.
6. Programs up to the completion of high school and/or GED preparation shall be available at no cost to the youth.
7. There shall be incentives for educational participation and provisions for the formal recognition of specific educational accomplishments through credits, certificates and diplomas. Graduation ceremonies should also be conducted or made available, as appropriate.

CHAPTER	SUBJECT	POLICY	PAGE 3 of 9
Programs and Services	Educational PROGRAMS	C 17.8	1/1/06, 11/30/08, 5/12/17, 11/23/18, 10/1/19

B. Comprehensive Education Program:

A Comprehensive Education Program shall be available to all youths. Counseling and other non-educational activities shall not conflict with a youth's participation in the education program. The Comprehensive Education Program shall include the following at minimum, WHICH WILL BE DOCUMENTED AND AVAILABLE FOR REVIEW:

1. Program description, and
2. Education services as population dictates shall be provided that MAY include:
 - a. Middle School Education.
 - b. Secondary Education.
 - c. Post-Secondary Education.
 - d. Special Education.
 - e. Career and Technical Education.
 - f. English as a Second Language (ESL) and English Language Learner (ELL).
 - g. Transition services AND/OR PREPARATION FOR TRANSITION TO NEW EDUCATION SETTING OR EMPLOYMENT.
 - h. Title I FUNDED INTERVENTIONS.
3. Open entry/open exit courses, and
4. Written description of the Special Education Process and Service Delivery Model, and
5. Brief descriptions for courses offered in academic, Career and Technical Education and technology areas, and
6. The process for establishing youth and program schedules WHICH ARE documented in Colorado Trails Database where available AND A DIGITAL STUDENT INFORMATION SYSTEM WHERE AVAILABLE.

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C. Program Assessment/Evaluation:

1. The education program shall establish annual and long-range performance objectives THAT SHALL BE MEASURED AND MONITORED ANNUALLY. OBJECTIVES SHALL BE SHARED WITH THE EDUCATIONAL PROGRAM'S OVERSIGHT AND GOVERNING BODY AND THE DIVISION OF YOUTH SERVICES DIRECTOR OF EDUCATION.
2. ON A QUARTERLY AND ANNUAL BASIS, THE RESIDENTIAL CONTRACT EDUCATION PROGRAM SHALL SUBMIT TO THE DIVISION'S DIRECTOR OF EDUCATION A REPORT ON THE EDUCATION OUTCOMES RELATED TO THOSE DIVISION OF YOUTH SERVICES' YOUTH SERVED BY THE RESIDENTIAL CONTRACT EDUCATION PROGRAM.
3. THE RESIDENTIAL CONTRACT EDUCATION PROGRAM SHALL ELECTRONICALLY SUBMIT THE REPORT USING THE "QUARTERLY AND ANNUAL RESIDENTIAL CONTRACT EDUCATION PROGRAM OUTCOME REPORT" TEMPLATE PROVIDED BY THE DIVISION OF YOUTH SERVICES.
 - a. THE ANNUAL RESIDENTIAL CONTRACT EDUCATION PROGRAM OUTCOME REPORT SHALL BE DUE TO THE DIVISION OF YOUTH SERVICES' DIRECTOR OF EDUCATION ON OR BEFORE JULY 16TH OF EACH FISCAL YEAR.
 - b. THE QUARTERLY RESIDENTIAL CONTRACT EDUCATION PROGRAM OUTCOME REPORT SHALL BE SUBMITTED TO THE DIVISION OF YOUTH SERVICES' DIRECTOR OF EDUCATION NO LATER THAN TWO WEEKS FOLLOWING THE END OF EACH QUARTER OF THE STATE FISCAL YEAR.
4. THE ANNUAL RESIDENTIAL CONTRACT EDUCATION PROGRAM OUTCOME REPORT SHALL INCLUDE THE FOLLOWING INFORMATION ON DIVISION OF YOUTH SERVICES' YOUTH WHO RECEIVED EDUCATIONAL SERVICES DURING THE FISCAL YEAR:
 - a. ANNUAL CENSUS OF YOUTH SERVED, AND
 - b. THE AVERAGE LENGTH OF STAY, AND
 - c. YOUTH INDIVIDUAL SASID AND TRAILS ID IF AVAILABLE, AND

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- d. TOTAL GED ATTEMPTS BY CONTENT AND GEDS EARNED BY CONTENT WITH DATE RECEIVED, AND
- e. TOTAL NUMBER OF DIPLOMAS EARNED CATEGORIZED BY THE ACCREDITED SCHOOL DISTRICT OR ORGANIZATION, AND
- f. PERCENTAGE OF ALL DIVISION OF YOUTH SERVICES' YOUTH SERVED WHO EARNED A DIPLOMA AND PERCENTAGE OF THE SAME POPULATION WHO EARNED A GED, AND
- g. LIST OF EACH YOUTH WHO EARNED A GED OR DIPLOMA BY SASID AND TRAILS ID IF AVAILABLE, AND
- h. TOTAL NUMBER OF YOUTH WHO HAD AN IEP AND PERCENTAGE OF TOTAL DIVISION OF YOUTH SERVICES' POPULATION, AND
- i. TOTAL NUMBER OF YOUTH WITHIN EACH PRIMARY DISABILITY CATEGORY, AND
- j. THE PERCENTAGE OF YOUTH WITH AN IEP WHO GRADUATED WITH A DIPLOMA, AND
- k. THE PERCENTAGE OF YOUTH WITH AN IEP WHO ATTEMPTED OR EARNED THEIR GED, AND
- l. TOTAL NUMBER OF YOUTH ENROLLED IN CTE COURSES, AND
- m. TOTAL NUMBER OF YOUTH WHO EARNED A CERTIFICATION BY CONTENT OR COURSE, AND
- n. NUMBER OF YOUTH WHO ATTENDED OR EARNED COLLEGE CREDITS, AND
- o. PERCENTAGE OF YOUTH WHO WERE POST-SECONDARY, AND
- p. ANNUAL GROWTH AND ACHIEVEMENT REPORTS IN THE AREAS OF READING AND MATH, AND
- q. INDIVIDUAL YOUTH ACHIEVEMENT REPORTS OR ACHIEVEMENT INFORMATION FROM INITIAL TEST TO LAST TEST WITHIN THE FISCAL YEAR AS MEASURED ON STANDARDIZED AND VALIDATED ASSESSMENT TOOLS. ACHIEVEMENT SHOULD BE REPORTED ON ALL ASSESSMENT

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TOOLS USED WHICH MAY INCLUDE BUT ARE NOT LIMITED TO STAR 360, NWEA MAP, AND COLORADO MEASURES OF ACADEMIC PROGRESS (CMAS), AND

- r. INDIVIDUAL YOUTH GROWTH REPORTS FOR THOSE WHO HAVE A LENGTH OF STAY OF NINETY (90) DAYS OR MORE AND FOR EVERY NINETY (90) DAYS THEREAFTER ON STANDARDIZED AND VALIDATED ASSESSMENTS OR PROGRESS MONITORING TOOLS, AND
 - s. TITLE I ANNUAL REPORT, IF APPLICABLE, AND
 - t. GROWTH AND ACHIEVEMENT REPORTS MAY, BUT ARE NOT REQUIRED TO, INCLUDE INFORMAL ASSESSMENT DATA, ANNUAL RATE OF GRADES EARNED, AND ANNUAL END-OF-GRADING TERM GRADE POINT AVERAGES.
5. THE QUARTERLY RESIDENTIAL CONTRACT EDUCATION PROGRAM OUTCOME REPORT SHALL INCLUDE THE FOLLOWING INFORMATION ON DIVISION OF YOUTH SERVICES' YOUTH WHO RECEIVED EDUCATIONAL SERVICES DURING THE QUARTER:
- a. CENSUS OF YOUTH SERVED, AND
 - b. LENGTH OF STAY OF YOUTH SERVED, AND
 - c. YOUTH INDIVIDUAL SASID AND TRAILS ID IF AVAILABLE, AND
 - d. GED ATTEMPTS BY CONTENT AND GED EARNED BY CONTENT WITH DATE RECEIVED, AND
 - e. NUMBER OF DIPLOMAS EARNED CATEGORIZED BY THE ACCREDITED SCHOOL DISTRICT OR ORGANIZATION, AND
 - f. THE PERCENTAGE OF THE DIVISION OF YOUTH SERVICES POPULATION WHO EARNED A DIPLOMA AND THE PERCENTAGE OF THE SAME POPULATION WHO EARNED A GED, AND
 - g. IDENTIFICATION OF YOUTH BY NAME, SASID AND TRAILS ID WHO EARNED A GED OR DIPLOMA, AND

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- h. NUMBER OF YOUTH, WHO HAD AN IEP AND PERCENTAGE OF TOTAL DIVISION OF YOUTH SERVICES' POPULATION TO INCLUDE,
 - i. NUMBER OF YOUTH WITHIN EACH PRIMARY DISABILITY CATEGORY.
 - ii. THE PERCENTAGE OF YOUTH WITH IEPs WHO GRADUATED WITH A DIPLOMA.
 - iii. THE PERCENTAGE OF YOUTH WITH IEPs WHO ATTEMPTED/EARNED GED.
- i. NUMBER OF YOUTH ENROLLED IN CTE COURSES, AND
- j. NUMBER OF YOUTH WHO EARNED A CERTIFICATION BY CONTENT OR COURSE, AND
- k. QUARTERLY NUMBER OF YOUTH TAKING WORK KEYS TESTS AND SCORES FOR EACH TEST, IF APPLICABLE, AND
- l. NUMBER OF YOUTH WHO ATTENDED OR EARNED COLLEGE CREDITS, AND
- m. GROWTH AND ACHIEVEMENT REPORTS IN THE AREAS OF READING AND MATH, AND
- n. ACHIEVEMENT REPORTS OR INFORMATION FOR YOUTH TO INCLUDE INITIAL TESTS ON STANDARDIZED AND VALIDATED ASSESSMENT TOOLS FOR YOUTH WHO HAVE BEEN ENROLLED DURING THE SCHOOL TESTING WINDOW, OR FOR 90 DAYS, WHICHEVER COMES FIRST, AND
- o. GROWTH REPORTS FOR YOUTH WHO HAVE A LENGTH OF STAY OF NINETY (90) DAYS OR MORE AND FOR EVERY NINETY (90) DAYS THEREAFTER ON STANDARDIZED AND VALIDATED ASSESSMENT TOOLS WHICH MEASURE GROWTH, AND
- p. QUARTERLY GROWTH AND ACHIEVEMENT REPORTS MAY, BUT ARE NOT REQUIRED TO, INCLUDE INFORMAL ASSESSMENT DATA, GRADE DISTRIBUTION OF GRADES EARNED, AND END-OF-GRADING TERM GRADE POINT AVERAGES.

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6. EACH CONTRACT SITE THAT PROVIDES ON-SITE SCHOOL PROGRAMMING SHALL ALSO PROVIDE AN ANNUAL HUMAN RESOURCES REPORT THAT SHALL INCLUDE THE FOLLOWING INFORMATION:
 - a. TOTAL NUMBER OF LICENSED SCHOOL PERSONNEL, AND
 - b. TOTAL NUMBER OF PARAPROFESSIONALS, AND
 - c. TOTAL NUMBER OF OFFICE AND ADMINISTRATION STAFF, AND
 - d. TOTAL NUMBER OF NEW HIRES WITHIN THE YEAR AND PERCENTAGE, AND
 - e. TOTAL NUMBER OF TEACHERS WHO ARE CONSIDERED IN-FIELD BY CDE AND THE PERCENTAGE, AND
 - f. TOTAL NUMBER OF TEACHERS WHO ARE CONSIDERED OUT-OF-FIELD BY CDE AND THE PERCENTAGE, AND
 - g. TOTAL NUMBER OF CDE WAIVERS SOUGHT FOR TEACHING STAFF AND PERCENTAGE OF TEACHING STAFF, AND
 - h. EACH TEACHING STAFF CONTENT AREA AND YEARS OF EXPERIENCE, AND
 - i. NUMBER OF TEACHING VACANCIES FOR OVER NINETY (90) DAYS THROUGHOUT THE FISCAL YEAR.

7. DIVISION OF YOUTH SERVICES WILL BE ALLOWED TO PERFORM A SCHEDULED ANNUAL PROGRAM EVALUATION ON SITE USING THE GOVERNING BODY CRITERIA IF REQUESTED. THE RESIDENTIAL CONTRACT PROGRAM SHALL HAVE A DESIGNATED PERSON TO MAINTAIN A GENERAL EDUCATION AND A SEPARATE SPECIAL EDUCATION FILE, AS NECESSARY, FOR EACH INDIVIDUAL ENROLLED IN THE RESIDENTIAL EDUCATION CONTRACT PROGRAM. THE GENERAL EDUCATION FILE SHOULD CONTAIN CURRENT AND PAST TRANSCRIPTS IF IN CREDIT EARNING COURSES, CERTIFICATES, COURSE SCHEDULE, GED OR DIPLOMA EVIDENCE, AND ASSESSMENT INFORMATION. SPECIAL EDUCATION FILES SHALL CONTAIN SIGNATURE PAGES AND REQUIRED DOCUMENTATION. EACH FILE SHALL UTILIZE AN ACCESS SIGNATURE PAGE.

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8. In accordance with applicable State and Federal laws, students' rights to privacy and confidentiality shall be maintained.
9. THE CONTRACT PROVIDER SHALL PROVIDE YOUTH TRANSCRIPTS AND GRADE REPORTS TO THE YOUTH'S CLIENT MANAGER ON A QUARTERLY BASIS. COPIES OF COMPLETED TRANSCRIPTS SHALL BE INCLUDED WITH DISCHARGE REPORTS FOR YOUTH THAT ARE RELEASED AND SUBMITTED TO THE CLIENT MANAGER WITHIN 10 DAYS.
10. FINAL EDUCATION TRANSCRIPTS, GED DOCUMENTATION, AND DIPLOMA DOCUMENTATION MUST BE SENT TO THE DIVISION OF YOUTH SERVICES PROGRAM MANAGER AND DIVISION OF YOUTH SERVICES EDUCATION OFFICE WITHIN TEN (10) BUSINESS DAYS OF WHEN STUDENT DISCHARGES FROM THE RESIDENTIAL CONTRACT EDUCATION PROGRAM.

Any questions concerning this report may be directed to:

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COLORADO

Division of Youth Services

Office of Children, Youth & Families

30th Annual

Recidivism Evaluation of the Colorado Division of Youth Services

Regarding Committed Youth

Discharged in Fiscal Years

2017-18,

2018-19,

&

2019-20

July 1, 2022



COLORADO

Division of Youth Services

Office of Children, Youth & Families

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BRIEF OVERVIEW

How Does Colorado Define Juvenile Recidivism?

- Recidivism is defined as a new adjudication or conviction for a misdemeanor or felony offense that occurs after youth are discharged from all DYS supervision, *including parole services*. **Please see page 11 for a more detailed description.**

What is the Scope of this Study?

- Recidivism rates were calculated at one-, two-, and three-years post-discharge (after all DYS supervision ended). **Please see pages 15-17 for details on these rates.**

Who is Included in this Study?

- Every committed youth who was discharged from all DYS supervision during Fiscal Years (FY) 2017-18, 2018-19, and 2019-20 were included in the calculation of the one-, two-, and three-year recidivism rates.
- An Analysis Cohort of the total 1,146 youth in each of these three discharge years (cohorts) was also followed for one-year post discharge. This Analysis Cohort was used to examine any significant differences between recidivists and non-recidivists in terms of observable characteristics or other factors. **Please see pages 11-12 for a more detailed description.**

Were Any Youth Excluded from this Study?

- Nine (9) youth were excluded from the Analysis Cohort (0.8% of the total population). Each of these nine youth had multiple commitments to DYS that resulted in a recidivist act within one-year of discharge for one commitment, and no recidivist acts within one-year of discharge for another commitment. One of the required assumptions of the tests of statistical significance used in the analyses in this report requires that there be an *independence of observations between groups*. In other words, the same youth cannot be simultaneously placed in both the recidivist and the non-recidivist groups. Thus, scientifically rigorous adherence to best practices in research methodology dictated the removal of these nine youth. **Please see pages 11-12 for a more detailed description of youth excluded from the study.**
- No youth were excluded for unsuccessful program completion, unsatisfactory discharge from DYS, or for any other reason.
- All youth who are committed to DYS will eventually discharge, without exception. Thus, all youth who discharged during FYs 2017-18, 2018-19, and 2019-20 (barring the nine dual-status recidivist/non-recidivist youth) were included in the Analysis Cohort.

EXECUTIVE SUMMARY

Annually, on July 1st, the Colorado Department of Human Services (CDHS or Department) publishes the results of a comprehensive analysis and review of juvenile recidivism for youth discharged from the Division of Youth Services (DYS or Division) in the preceding fiscal years. The current publication marks the 30th edition of the annual recidivism report.

The Division defines recidivism as the adjudication or conviction of a new misdemeanor or felony offense within a specified time period.

YOUTH STUDIED

Recidivism rates were calculated for three unique cohorts of committed youth who discharged from all DHS supervision, including parole services. These discharged youth were followed for one, two, and three years post-discharge from DHS. These three cohorts include every youth who discharged from DHS. As every youth who is committed to DHS will eventually be discharged without exception, no youth were excluded from the three cohorts used to calculate the one-, two-, and three-year recidivism rates. As has been observed nationally among juvenile justice-involved youth, the DHS population is overwhelmingly male, and has averaged an approximate 85% male to 15% female ratio for many years.

- **Fiscal Year 2019-20:** Three hundred ninety-eight (398) youth discharged from DHS. Among these discharged youth, 87% were male, and 13% were female. This cohort was used to determine a one-year recidivism rate.
- **Fiscal Year 2018-19:** Three hundred ninety-five (395) youth discharged from DHS.ⁱ Among these discharged youth, 85% were male, and 15% were female. This cohort was used to determine a two-year recidivism rate.

ⁱ This number ($n = 395$ discharged youth) differs by one youth from the total cited in the report published on July 1, 2021 ($n = 396$). During FY 2018-19, a single youth was simultaneously sentenced as an adult to the Colorado Department of Corrections (DOC), and DHS on multiple charges in separate court cases. This youth was already serving a lengthy DOC sentence when committed to DHS on the second court case, and was never in DHS custody. The court was petitioned to discharge this youth from DHS records for the second commitment as DHS never held custody of nor had the opportunity to offer any treatment or services to this youth. The court granted this petition, and DHS records currently reflect a single commitment to and discharge from DHS custody for this youth, thus bringing the total number of youth discharged during FY 2018-19 to 395.

- **Fiscal Year 2017-18:** Three hundred seventy-seven (377) youth discharged from DYS. Among these discharged youth, 84% were male, and 16% were female. This cohort was used to determine a three-year recidivism rate.

ANALYSIS COHORT

The number of committed youth who have discharged from DYS has declined dramatically over the past thirteen years, from a high of 950 in FY 2007-08 to the current number of 398 discharged youth in FY 2019-20. This represents a 58% decrease in population size over time. The notable decline in population size has directly impacted the type and quality of analyses that can be conducted in the attempt to better understand and serve youth committed to DYS.

The number of committed youth who discharged from DYS annually declined by 58% between FY 2007-08 and FY 2019-20.

In an effort to combat the challenges associated with a shrinking population of youth who discharge from DYS annually, three years of data were combined to create a single, larger one-year post-discharge cohort. Specifically, each of the youth in the one-year post-discharge cohort for Fiscal Years 2017-18, 2018-19, and 2019-20 were combined to form a single Analysis Cohort of 1,146 unique discharged youth.ⁱⁱ By combining these three cohorts into a single, larger cohort, some of the challenges presented by a shrinking population size were ameliorated and sufficient statistical power was generated in the analyses to detect significant between-groups differences.

- **Analysis Cohort:** One thousand one hundred and forty-six (1,146) unique youth discharged from DYS between FY 2017-18 and FY 2019-20. Among these unique discharged youth, 85% were male and 15% were female. This cohort was followed for one year post-discharge and was used for the majority of the analyses discussed throughout the report.

The Division began measuring and reporting two- and three-year post discharge recidivism rates for youth who discharged during FY 2010-11. Please see Figure 1 that follows.

ⁱⁱ For a more detailed description of the Analysis Cohort and how it was comprised, please see the Study Population section on pages 11-12 and Recent Methodology Changes section on page 14.

RECIDIVISM RATES

One-year recidivism rate

For youth who discharged in FY 2019-20, **22.1%** (88 of 398 youth) were guilty of one or more recidivist acts within one year of discharge from DYS.

Two-year recidivism rate

For youth who discharged in FY 2018-19, **44.1%** (174 of 395 youth) were guilty of one or more recidivist acts within two years of discharge from DYS.

Three-year recidivism rate

For youth who discharged in FY 2017-18, **59.4%** (224 of 377 youth) were guilty of one or more recidivist acts within three years of discharge from DYS.

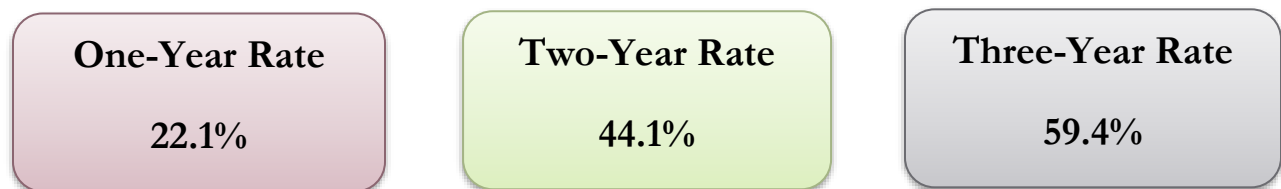
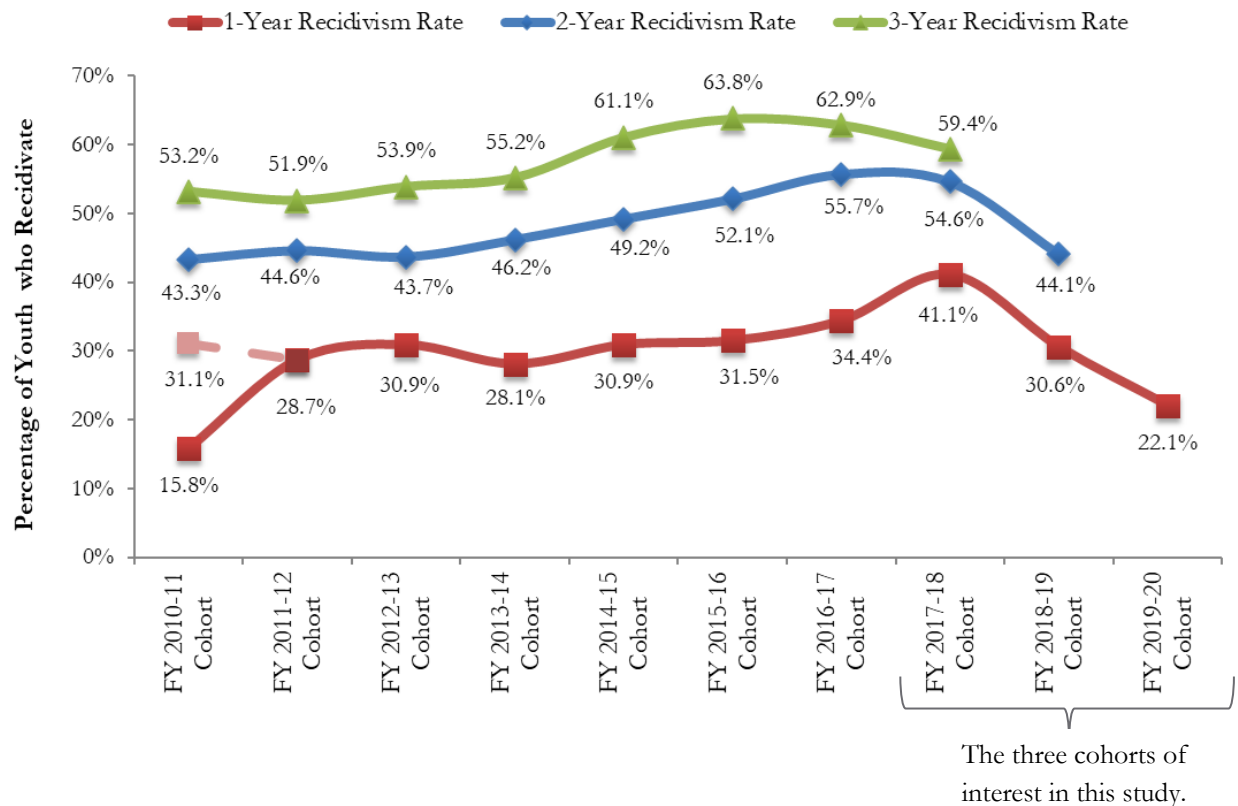


Figure 1: Recidivism Trends Over Time (One-, Two-, and Three-Years Post-Discharge)



Analysis Cohort recidivism rate

For youth in the combined one-year post-discharge Analysis Cohort, **32.9%** (377 of 1,146 total youth) were guilty of one or more recidivist acts within one year of discharge from DYS.

Analysis Cohort One-Year Rate

32.9%

CHARACTERISTICS OF RECIDIVISTS

Compared to non-recidivist youth, recidivists in the Analysis Cohort were statistically more likely to be:

- Male
- Have a history of one or more prior escapes
- Younger at the time of the first adjudication
- Have one or more prior adjudications
- Earn a parole rating of Poor to Unsatisfactory at discharge
- Originally committed for a non-Victim Rights Act (VRA) offense
- Originally committed for a non-violent offense
- Have an assessed substance abuse treatment need
- Have an assessed mental health treatment need
- Lack of involvement in a pro-social program (i.e.: work or school) at discharge

The characteristics that were the most predictive of being a recidivist were earning a poor to unsatisfactory parole rating at discharge, being male, having a history of one or more escapes, being committed for an offense that did not fall under the VRA, and being younger at the time of first adjudication (see pages 23-26 for details).

In addition, the majority of recidivist youth were initially committed for a felony offense that did not fall under the Victim Rights Act, and committed an average of 2.7 total recidivist acts. The majority of recidivist acts observed in the three discharge cohorts were misdemeanor offenses that did not fall under the VRA, illustrating a general reduction in the severity of criminal acts from commitment to the end of the follow-up period.

TYPES OF RECIDIVIST ACTS COMMITTED

Colorado Statute C.R.S., 19-2.5-1501(4) was signed into law on March 7, 2018, and states that the annually mandated recidivism report "...must denote the types of criminal offenses committed, delineating between felonies and misdemeanors and between crimes that are included as a 'crime' pursuant to Section 24-4.1-302(1) and other crimes." In addition to the analysis of the types of recidivist acts (felony or misdemeanor) that has long been included in the recidivism report, 2019 marked the initiation of including an analysis of crimes pursuant to Section 24-4.1-302(1), which are recidivist acts that fall under the Victim Rights Act (VRA). Of the recidivists in the three discharge cohorts, the majority were originally sentenced to DYS on felony adjudications (57.9% felony vs. 42.1% misdemeanor). Of these original commitment offenses, 42.7% were crimes that fell under the VRA. This finding is consistent with the findings described in previous reports, where property crimes (which do not fall under the VRA) were consistently found to be the most common commitment offense. The majority of all recidivist acts committed over each of the follow-up time periods were misdemeanors (53.6%) compared to felonies (46.4%). Relatively few recidivist acts were crimes that fell under the VRA (27.5%).

The majority of recidivists were committed for a felony offense that did not fall under the Victim Rights Act (VRA), while the majority of recidivist acts were misdemeanors. Only 27.5% of all recidivist acts fell under the VRA (see pages 27 – 31 for details).

NATIONAL COMPARISON

Most states do not measure or report on juvenile recidivism regularly, if at all. In addition, states that do sporadically report recidivism rates frequently use a different definition of recidivism as well as research methods that do not match those used in Colorado. Many states are limited in their ability to produce recidivism rates due to a lack of centralized juvenile and adult criminal records, the composition of state vs. local supervision for juvenile justice-involved youth, a lack of available staff resources to conduct a rigorous study, or other complications.

Colorado remains one of the few states to produce an annual report that measures recidivism at one-, two-, and three-years post-discharge using a rigorous definition. Currently, four states and the District of Columbia define, measure, and report juvenile recidivism utilizing a research methodology similar to Colorado, thus providing five data points for a between-states comparison of recidivism rates in years when these data are available at the time this report is published. When comparing the one-year post-discharge recidivism rates between comparable states, Colorado's rate (22.1%) is in the top half of the performance range (18.4% - 50.7%). Maryland (18.4%) reported a recidivism rate that was lower than Colorado. Three additional comparable states that produce annual recidivism rates, Idaho, Florida, and Virginia reported one-year post discharge recidivism rates of 24.0%, 38.0%, and 50.7%, respectively. The

District of Columbia did not have a one-year recidivism rate available for comparison at the time this report was published.

C.R.S., 19-2.5-1501(4) Details

The Colorado Department of Human Services (CDHS or Department), Office of Children, Youth and Families (OCYF or Office), Division of Youth Services (DYS or Division) prepares an annual recidivism report on committed youth. The current report marks the 30th year of investigating juvenile recidivism in Colorado, and is submitted in response to C.R.S., 19-2.5-1501(4) (formerly House Bill 18-1010). The educational outcomes requirement is submitted in a separate report.

“On or before July 1, 2018, and on or before each July 1 thereafter, the department of human services shall collect recidivism data and calculate the recidivism rates and the educational outcomes for juveniles committed to the custody of the department of human services who complete their parole sentences and discharge from department supervision. In collecting the recidivism data, the department of human services shall include any juvenile adjudication or adult conviction of a criminal offense within three years after parole discharge.”

Statute C.R.S., 19-2.5-1501(4) specifies that:

“The report must denote the demographic characteristics of the population considered in the report. In reporting on recidivism rates, the report must denote the types of criminal offenses committed, delineating between felonies and misdemeanors and between crimes that are included as a “crime” pursuant to Section 24-4.1-302(1) and other crimes.”

Specific elements can be found on the following pages:

- Demographic characteristics of the population considered in the report: Table 2, page 22; and Appendices C and D, pages 43-44.
- Criminal offenses committed (felonies, misdemeanors, and crimes pursuant to Section 24-4.1-302(1), C.R.S): pages 27-31.

DEFINITION OF RECIDIVISMⁱⁱⁱ

The Division defines recidivism as a new adjudication or conviction resulting from a misdemeanor or felony offense at any point within the prescribed follow-up time period(s). This definition allows for a limited between-states comparison of recidivism data, and conforms to the definition endorsed and recommended by the Council of Juvenile Justice Administrators (CJJA, formerly known as the Council of Juvenile Corrections Administrators, or CJCA) [1].

POST-DISCHARGE RECIDIVISM^{iv}

Post-discharge recidivism refers to new misdemeanor or felony adjudications and convictions that occur within the prescribed follow-up time period(s) *after* a youth has completed all treatment and services and is fully discharged from DYS supervision. DYS supervision includes time spent on parole; thus, the post-discharge follow-up time clock starts after all time on parole has ended. Every youth who is committed to DYS will eventually discharge from all DYS supervision without exception. Post-discharge recidivism is the primary outcome measure utilized by juvenile justice agencies across the nation. It serves as a proxy measure for how well youth are able to re-integrate back into the community and remain crime-free upon discharge. Nationally, juvenile justice agencies are using recidivism rates as one tool of many outcome measures to objectively determine whether treatment and services provided to youth were appropriate and effective, and also as a tool to inform policy and practice.

MULTI-YEAR RECIDIVISM RATES

The majority of states currently engaged in measuring and reporting juvenile recidivism typically only report a one-year recidivism rate, and utilize significantly different research methods when capturing and measuring juvenile recidivism compared to Colorado. In contrast, DYS tracks youth for three years post-discharge in order to determine whether they have remained crime-free. Tracking youth for three years

ⁱⁱⁱ Please see Appendix F on pages 46 - 47 for a list of DYS Terms and Definitions.

^{iv} The Division also measures rates of pre-discharge recidivism. Pre-discharge recidivism rates refer to new deferred agreements, adjudications, or convictions for a felony or misdemeanor offense that occurs between the date of commitment to and the date of discharge from the Division. Pre-Discharge recidivism can occur while a youth is still in residential placement, or while a youth is serving a parole sentence. Please see Appendix E on page 45 for ten years of pre-discharge recidivism rates.

post-discharge provides a more rigorous and comprehensive longitudinal analysis of the overall paradigm of juvenile recidivism in Colorado, as well as the trajectory of outcomes over time.

METHODOLOGY

RECIDIVIST ACT DEFINED

A recidivist act is defined as a new adjudication or conviction for a misdemeanor or felony offense that occurs after a youth has discharged from the supervision of the Division. Within the Criminal Justice System, an *adjudication* refers to a finding of guilt for a delinquent offense involving a defendant under the age of 18, and is analogous to a *conviction* of an adult defendant found guilty of a criminal offense. Youth are deemed to be recidivists if they commit a new offense that results in a guilty finding for a misdemeanor or felony class charge (adjudication/conviction). Petty offenses are not considered to be recidivist acts, and traffic violations (not to be confused with traffic infractions), are only included in the analyses if they result in a misdemeanor or felony adjudication or conviction. The unit of analysis for this study is youth discharged from the Division (rather than the number of recidivist acts), and all information is reported in the aggregate.

STUDY POPULATION

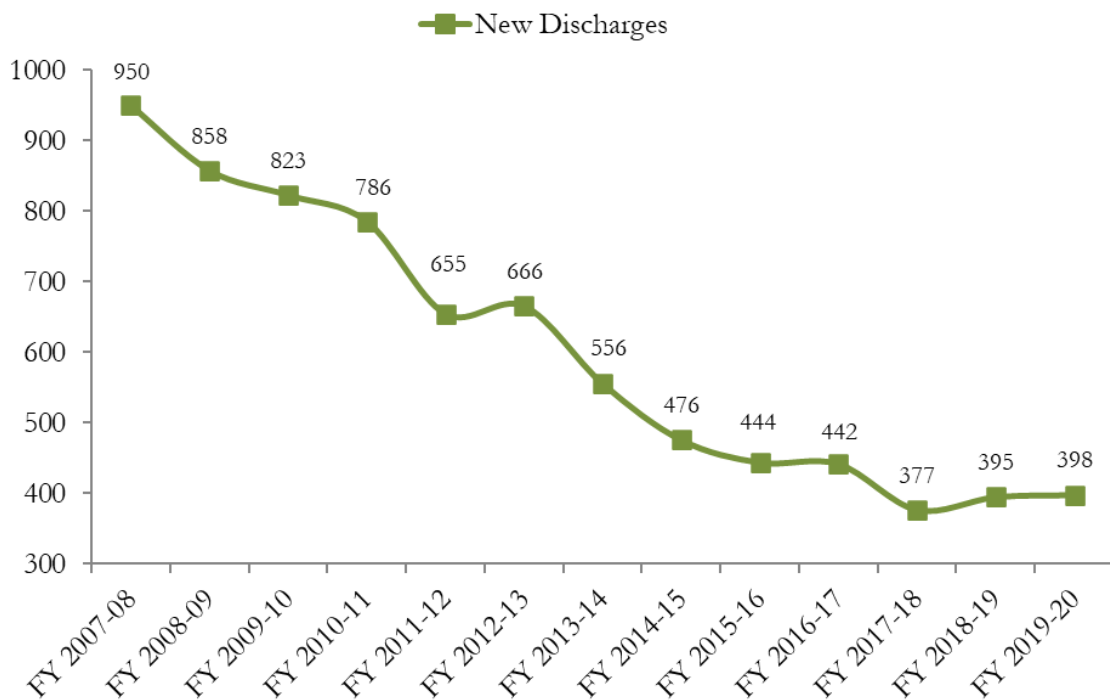
In FY 2019-20, three hundred ninety-eight (398) youth discharged from DYS. These youth were observed for one year after discharge, and a one-year post-discharge recidivism rate was calculated. In FY 2018-19, three hundred ninety-five (395) youth discharged from DYS. These youth were observed for two years after their discharge, and a two-year post-discharge recidivism rate was calculated. In FY 2017-18, three hundred seventy-seven (377) youth discharged from DYS. These youth were observed for three years following their discharge, and a three-year post-discharge recidivism rate was calculated. Official court records from the Judicial Department and Denver County Court were used to identify misdemeanor and felony filings with a finding of guilt for all three discharge cohorts.

The number of committed youth who have discharged from DYS has declined dramatically over the past thirteen years, from a high of 950 in FY 2007-08 to the current low of 398 discharged youth in FY 2019-20 (see Figure 2). This represents a 58% decrease in population size over time. The notable decline in population size has directly impacted the Division's ability to detect significant differences between groups, particularly when examined in smaller sub-populations (e.g.: males vs. females, by ethnicity, or among DYS special populations). Increasing the sample size is one accepted means of minimizing these challenges.

An Analysis Cohort was created by first combining each of the *one-year post-discharge cohorts* from three Fiscal Years (FYs 2017-18, 2018-19, 2019-20) into a single, larger cohort ($n = 1,170$ total youth), that is further narrowed down as dictated by the tests of statistical significance and requirements of rigorous scientific research methodology. The specifics of these further reductions in the larger Analysis Cohort follow. A total of 15 youth discharged in more than one FY contained within the Analysis Cohort due to consecutive or concurrent DYS commitments, bringing the total of unique youth present in the Analysis Cohort down to 1,155. Of these 15 youth with multiple commitments and discharges from DYS, nine were excluded

from the Analysis Cohort due to their dual recidivist and non-recidivist status (0.8% of the total population). Specifically, these nine youth committed a recidivist act within the one-year follow-up period for one of their discharges, but did not commit a recidivist act within the one-year post-discharge follow-up for another discharge from DYS. As these nine youth can be simultaneously categorized as both recidivists and non-recidivists, their presence in statistical analyses would violate the assumptions of the tests performed to identify significant relationships. For the purposes of the demographic analyses, the remaining six youth who discharged in more than one fiscal year but were exclusively either recidivists or non-recidivists in both one-year post-discharge follow-up periods were retained in the Analysis Cohort, and were only counted once to avoid "double-counting" individual static characteristics (e.g.: sex, race/ethnicity, and age at first adjudication). Thus, the final total of unique youth included in the Analysis Cohort was 1,146. The majority of the analyses that follow (excluding the one-, two-, and three-year recidivism rates and the Offense Types analysis on pages 27-31) were conducted on this Analysis Cohort as a means of minimizing the effects of a substantially shrinking population size.

Figure 2: Thirteen-Year Discharge Population Trends



As Figure 3 illustrates, the average total length of DYS supervision for committed youth was 27.3 months in FY 2019-20. This total commitment Length of Service (LOS-C&P) begins at the time of commitment to DYS and continues through the end of the parole period, when a youth is officially discharged and all DYS supervision ends. Although youth spent an average of 19.7 months in residential placement (the sum of all residential placements while committed), the average length of time spent in state secure youth centers is much shorter (11.5 months).

Due to several safeguards related to confidentiality and data-sharing, the Division developed a Memorandum of Understanding (MOU) specifically related to this annual study with both the Office of the State Court Administrator and the Denver County Court. These MOUs serve as a data-sharing agreement that grant DYS permission to utilize the adjudication/conviction information provided for purposes of identifying youth who recidivate.

RECORD MATCHING

Please see Appendix B on page 42 for a detailed description of the methods used to match DYS data to data provided by the Judicial Department and by Denver County Court.

RECENT METHODOLOGY CHANGES

All discharged youth in the one-, two-, and three-year post-discharge cohorts were re-matched to the filings data provided by the Judicial Department in September of 2021 to ensure that every filing with a finding of guilt was captured for the current report. One limitation of this approach is that it is no longer possible to re-create the recidivism rates from prior years using the current data, as *the filings data provided in September of 2021 are more current and thus contain information that was not yet available in prior years*. In addition, recidivism rates will necessarily be higher using the more recent data than those reported in prior years, as more recidivist acts are detected using these new methods. For example, many filings that were “open” at the time the discharge cohorts were originally matched to the filings data in prior years (an arrest was made, charges were filed, but a formal finding of guilt or innocence was yet to be determined) will now have “closed” with a finding of guilt, and are considered to be recidivist acts. In this way, youth who were correctly identified as non-recidivists in the one-, two-, and three-year cohorts using the most current data available in prior years will now be correctly identified as recidivists within these same cohorts as a result of re-matching with more recent data. Re-matching discharged youth to Judicial filings each year provides the most current and accurate data on juvenile recidivism in Colorado available for analysis.

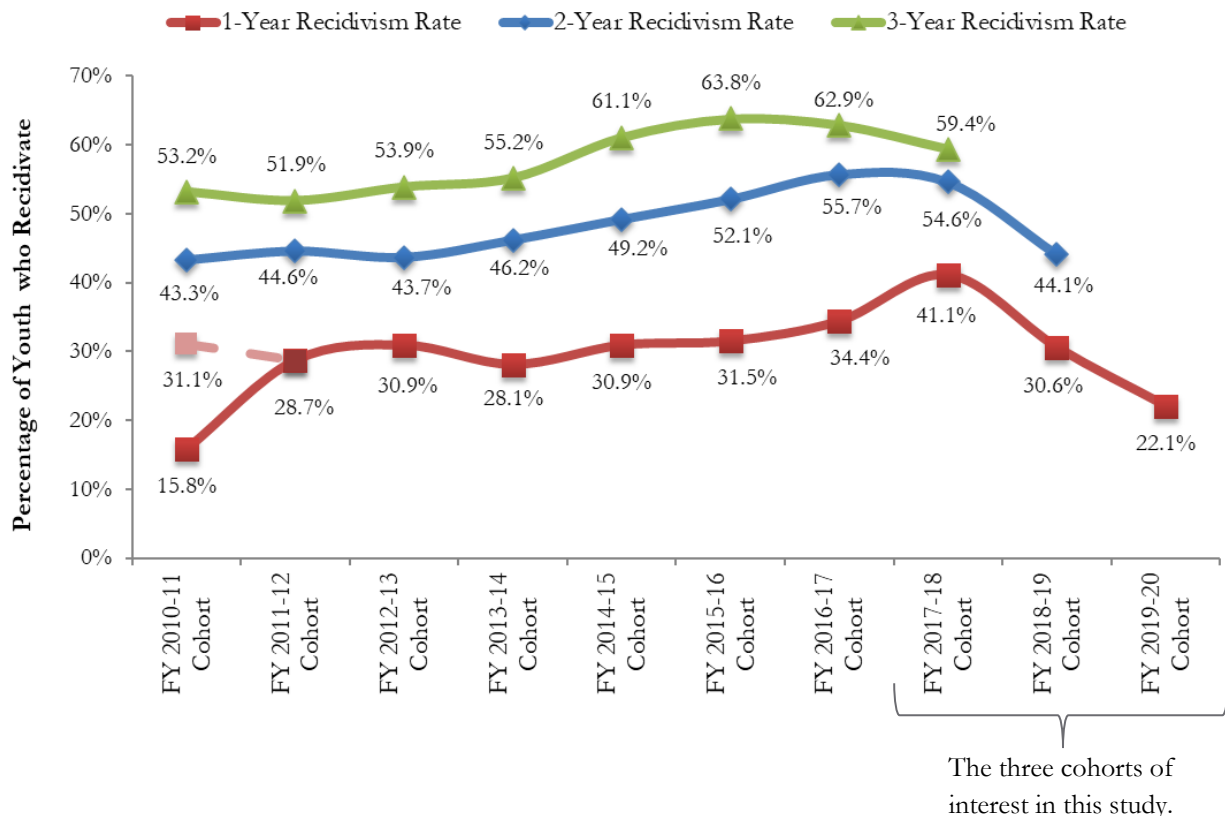
Finally, the current report marks the third year that *adult misdemeanors* filed in the Denver County Court System (DCC) were included in the analyses. DCC is the only county court system in the State whose data is not captured by the Judicial Department’s data system, the source of the data used annually to measure juvenile recidivism in Colorado. Denver County adult *felony* convictions are processed by the Denver District Court, which is a part of the Judicial Department’s data system, and *these convictions have always been included in the analyses*. Similarly, Denver Juvenile Court processes juvenile misdemeanor and felony adjudications, therefore *all juvenile adjudications from Denver have always been included in the analyses*. Many former DYS youth included in the multi-year follow-up periods are 18 years of age or older, and thus could have been convicted of a misdemeanor in DCC. In March of 2019, a Memorandum of Understanding (MOU) was reached with DCC regarding the sharing of adult misdemeanor conviction data with the Division. The adult misdemeanor convictions filed in DCC were matched by DCC staff to the list of youth in the Analysis Cohort and these matched data were provided to the Division for use in the analyses that follow. The inclusion of adult misdemeanors filed in DCC allows for a more complete analysis of juvenile recidivism in Colorado, and eliminates a long-standing limitation to reports produced in previous years.

RECIDIVISM RATES

A decade (ten years) of recidivism rates are displayed in Figure 1. The one-year post-discharge rate decreased from 30.6% for youth discharged in FY 2018-19 to 22.1% in the current study (an 8.5 percentage point decrease). This decrease marks the lowest rate observed since FY 2013-14 (28.1%). Similarly, the two-year post-discharge recidivism rate declined from 54.6% for youth who discharged in FY 2017-18, to 44.1% in the current year, while the three-year post-discharge recidivism rate decreased from 62.9% to 59.4%.

The current one-year post-discharge rate of 22.1% falls below the 10-year average rate of 30.9%. For over a decade, the one-year post-discharge recidivism rate has consistently averaged around 31%, with the exception of the data initially reported in FY 2010-11. The recidivism rate of 15.8% originally reported in FY 2010-11 was investigated and found to be a result of a data coding and retrieval error from the newly implemented court database. The data were subsequently re-pulled from the Judicial system, and the actual one-year post-discharge recidivism rate of 31.1% was revealed. In the spirit of transparency, the rate originally published is preserved in Figure 1.

Figure 1: Recidivism Trends Over Time (One-, Two-, and Three-Years Post-Discharge)



Two- and three-year post-discharge recidivism rates were initially introduced to the reports published in FY 2014 and FY 2015, respectively, for youth who discharged in FY 2010-11. The two-year post-discharge recidivism rate has averaged 48.2% over nine years of measurement, with a range of 43.3% to 55.7%. The three-year post-discharge recidivism rate averaged 57.7% over eight years of measurement, with a range of 51.9% to 63.8%. In summary, over half of committed youth are convicted or adjudicated on a new felony or misdemeanor offense within three years of discharging from the Division.

MULTI-YEAR RECIDIVISM RESULTS

Table 1 reports the recidivism rates across all three cohorts of interest in this study. The three unique cohorts of discharged youth were examined by follow-up period to see how many youth recidivated after one, two, and three years post-discharge.

Table 1: Recidivism Rates by Discharge Cohort

Youth Discharge Cohort	One-Year Recidivism Rate	Two-Year Recidivism Rate	Three-Year Recidivism Rate
FY 2019-20 cohort (N = 398)	22.1%	TBD*	TBD*
FY 2018-19 cohort (N = 395)	30.6%	44.1%	TBD*
FY 2017-18 cohort (N = 377)	41.1%	54.6%	59.4%

*Rates TBD; available in forthcoming reports

FY 2019-20 Cohort

The FY 2019-20 discharge cohort (N = 398) has currently been tracked for one year following discharge from DYS. The one-year recidivism rate for this cohort was 22.1%. The two- and three-year rates will be reported once the allotted two- and three-year time periods have concluded.

FY 2018-19 Cohort

The FY 2018-19 discharge cohort (N = 395) has been tracked for two years following discharge from DYS. The one- and two-year recidivism rates for this cohort were 30.6% and 44.1%, respectively. The three-year recidivism rate will be reported once the allotted three-year time period has concluded.

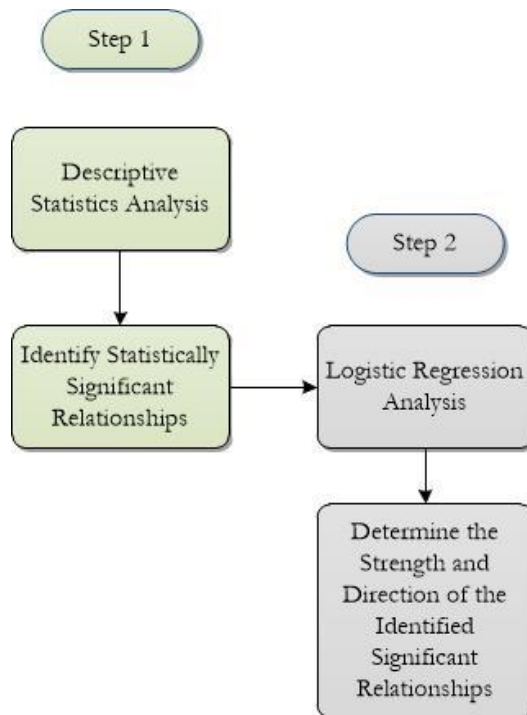
FY 2017-18 Cohort

The FY 2017-18 discharge cohort ($N = 377$) has been tracked for three years following discharge from DYS. The one-, two-, and three-year recidivism rates for this cohort were 41.1%, 54.6%, and 59.4%, respectively.

RECIDIVISM ANALYSIS COHORT

Conducting statistical analysis is a scientific process that must, like all science, adhere to a series of procedures or steps and rules. Each of these steps is guided by the data, and the results of the analyses conducted within each step dictate what additional analyses can be conducted. Simply put, the analysis begins with basic tests of the relationships between a number of independent variables identified by the literature and larger body of juvenile justice research as contributing to recidivism (the dependent variable in this case: being a recidivist). Any variables found to have a significant relationship are thought to be a part of a “model” for accurately predicting an outcome (being a recidivist) based on the data. Next, this model is evaluated and subjected to more sophisticated analyses in order to test the strength and direction of any relationships previously identified as being statistically significant, based on the rules governing the variables (See Figure 4).

Figure 4: Statistical Analysis Steps



Step 1: Descriptive Statistics Analysis: Summary of Descriptive Analyses

Demographic Differences Found between Recidivists & Non-Recidivists

An extensive analysis of potentially differential demographic characteristics (variables) was conducted in order to determine which traits best characterized youth who recidivated. In other words, the analysis that follows attempts to define, in very general terms, significant differences between characteristics identified by the literature to be linked to youth who recidivate when compared to youth who did not recidivate. The 10 characteristics that generated significant findings and did not share collinearity to other characteristics (were not found to measure the same variance in recidivist status) are shown in Table 2 on page 22 and are summarized below.

1. Sex

The overwhelming majority of youth in the Analysis Cohort were male (85%), and males have consistently remained around 85% of the DYS population for many years. When examined by sex, the recidivism rate was higher among males (34.1%; $n = 332$) than females (26.3%; $n = 45$). The relationship between sex and recidivism was statistically significant ($p = 0.047$). The recidivism rates for both males and females declined from FY 2018-19 (40.4% and 29.2%, respectively). It should be noted that the number of female recidivists in the analysis sample remained very small, despite aggregating three years of one-year cohort data ($n = 45$). This very small sample size excluded the possibility of performing additional within-groups analyses comparing female recidivists to their male counterparts.

2. Number of Escapes

An escape, for the purposes of this study, is defined as a period of time when a youth absconds from a commitment youth center, a community placement, or from parole for four hours or longer without permission. More than half (59.0%) of all youth in the Analysis Cohort had an escape at some point prior to discharge. A larger percentage of recidivists (70.3%) had one or more escapes compared to non-recidivists (53.4%). The relationship between having a history of escapes while committed to DYS and recidivism was statistically significant ($p < 0.000$).

3. Average Age at First Adjudication

The average age at which youth in the Analysis Cohort were first adjudicated for a delinquent offense was 15.0 years. On average, recidivists were younger (14.8 years) than their non-recidivist counterparts (15.2 years), and this difference was statistically significant ($p = 0.017$). This finding is consistent with the literature on juvenile delinquency, which finds that the likelihood of becoming an adult offender is greater among youth who demonstrate an early onset of criminality, are chronic delinquents, and commit violent offenses [2] [3] [4].

4. Prior Number of Adjudications

The majority of youth in the Analysis Cohort had one or more prior adjudications (72.9%). There were fewer recidivists with zero prior adjudications (21.8%) compared to non-recidivists (29.6%), and a larger number of recidivists with one or more prior adjudications (78.2%) compared to non-recidivists (70.4%). This difference was statistically significant ($p = 0.005$). Generally speaking, youth with multiple prior adjudications may possess a tolerance or acceptance for a deviant life course or trajectory, which would be consistent with behaviors associated with recidivism, and prior justice system involvement has been found to be predictive of future involvement [2] [3]. In addition, youth who have a longer history of adjudications or failed probation or deferred sentences may be more likely to receive a commitment sentence from the court than youth with no history of juvenile justice involvement.

5. Parole Rating at Discharge

Juvenile offenders in Colorado have a mandatory minimum parole length of six months. Parole refers to the status of an offender conditionally released from a residential placement at the discretion of the Juvenile Parole Board (JPB). The Colorado JPB is established as a Type-1 transfer board and requires gubernatorial appointment. All rendering of findings during juvenile parole hearings are formed independently from the Executive Director of the Department of Human Services. While on parole, each youth is under the supervision of a parole officer (formerly the youth's client manager) and is required to observe the conditions of release set by the Juvenile Parole Board. The Parole Rating at discharge is the level at which the client manager determines the youth to be in regard to parole compliance at discharge (based on pre-determined criteria), with a "Satisfactory" or "Excellent" rating indicating a smooth and successful transition back into the community while on parole. The goal of the Division is that each youth earns either a Satisfactory or Excellent parole rating at discharge. Unfortunately, some youth ultimately discharge from parole with a Poor or Unsatisfactory rating (50.3% in the Analysis Cohort). A Poor or Unsatisfactory parole rating at discharge indicates a high level of non-compliance while on parole; however, the Division relinquishes all supervision and authority over youth once the parole sentence has been served and youth are discharged from the Division. A total of 103 youth did not go on parole prior to discharge and were excluded from the analyses. Some youth may discharge directly to adult corrections, turn 21 prior to parole being granted, be deported, have their sentence terminated by the court, etc.

A closer look at the youth with a Poor to Unsatisfactory rating revealed that recidivists comprised a larger percentage (63.6%) compared to non-recidivists (43.2%), and this difference was statistically significant ($p < 0.000$). Conversely, recidivists represented a smaller percentage of youth earning either a Satisfactory or Excellent rating compared to non-recidivists. While 56.8% of non-recidivists earned a Satisfactory or Excellent parole rating, only 36.4% of recidivists earned this same rating.

6. VRA Commitment Offense

Crimes that fall under Colorado's Victim Rights Act (VRA) can generally be thought of as crimes committed against persons, and that typically include specific victims. Examples of these types of crimes include but are not limited to: Homicide, assault, sexual assault, kidnapping, and robbery. Please see Appendix G for a complete list of crimes that fall under the Victim Rights Act. The majority of youth in the Analysis Cohort were not committed to DYS for a VRA crime (52.2%), with 47.8% committed for a VRA crime. A smaller percentage of recidivists were committed to DYS for VRA crime (41.4%) compared to non-recidivists (51.0%), and this difference was statistically significant ($p = 0.002$). This finding aligns with the literature on offenders who commit property crimes (which do not fall under the VRA) being more likely to recidivate, when compared to offenders who commit crimes against persons [5] [6]. This finding may be counterintuitive to some readers.

7. Violent Offense

Violent offenses are generally those that result in personal injury or trauma to the victim(s), and frequently involve the use of weapons and/or the threat of force in the course of a criminal act. In the Federal Bureau of Investigation's (FBI) Uniform Crime Reporting Program (UCR), violent crime is defined as four specific offenses: Murder and nonnegligent manslaughter, rape, robbery, and aggravated assault [7]. Using the FBI's UCR definition of violent crime, the majority of youth in the Analysis Cohort were not committed for a violent offense (70.6%). Fewer recidivists were committed for a violent offense (24.4%) compared to non-recidivists (31.9%), and this difference was statistically significant ($p = 0.009$). This finding is consistent with criminological research that has found that adults convicted on violent offenses had lower recidivism rates upon release compared to other released offenders [7].

8. Assessed Substance Abuse Treatment Need

All youth under DYS supervision undergo a battery of assessments and evaluations immediately after commitment in order to develop individualized and offense-specific treatment and education plans, as well as to identify risks and protective factors associated with juvenile delinquency and the risk for recidivism. As a part of this process, committed youth are assessed for substance abuse treatment needs. Generally speaking, youth fall under one of two categories from this assessment: They are either assessed to have an identifiable substance abuse treatment need, or they are not assessed to have an identifiable substance abuse treatment need. Due to dual sentences by the court (to the Youthful Offender System or the Department of Corrections), a small number of youth are never in DYS custody to be assessed for treatment needs and case planning. A total of 11 youth in the Analysis Cohort did not have a valid assessed substance abuse treatment need score, and were omitted from the analyses. As was the case with the number of secure need factors, the vast majority of youth in the Analysis Cohort were assessed to have a substance abuse treatment need at the time of commitment (86.2%). A larger percentage of recidivists in the Analysis Cohort were assessed to have a substance abuse treatment need at commitment (89.1%) compared to non-recidivists (84.7%), and this relationship was statistically significant ($p = 0.042$).

9. Assessed Mental Health Treatment Need











Along with substance abuse treatment needs, all youth who are committed to DYS are assessed for mental health treatment needs as a part of the larger assessment and treatment planning process. Youth mental health treatment need scores are derived from the Colorado Client Assessment Record (CCAR) administered during the assessment process. Only youth with valid assessment CCAR scores were included in the analysis ($n = 1,126$; 98.3% of the Analysis Cohort). As was observed with substance abuse treatment needs, the majority of youth in the Analysis Cohort were assessed to have a mental health treatment need at the time of commitment (59.9%). While most youth arrive at DYS with an assessed mental health treatment need, fewer recidivists were assessed to have a mental health treatment need (55.8%), compared to non-recidivists (62.0%), and this relationship was statistically significant ($p = 0.044$).

10. Program at Discharge

It is the Division's goal to have every youth engaged in either a full- or part-time program at discharge. A youth is considered to have a program in place at discharge if they are either employed, enrolled in school or vocational training, performing community service, parenting, or have other consistent pro-social responsibilities in place at least part-time. Nearly two-thirds of the youth in the Analysis Cohort had a program in place at discharge (61.2%). A smaller percentage of recidivists had a program in place at discharge (56.8%) compared to non-recidivists (63.3%), and this difference was statistically significant ($p = 0.032$).

The table that follows (Table 2) illustrates some basic descriptive differences between youth who recidivated and youth who did not recidivate within one year of discharge (FYs 2017-18, 2018-19, and 2019-20 discharge cohorts combined into one, larger Analysis Cohort). All differences between recidivists and non-recidivists displayed in Table 2 were determined to be statistically significant, meaning the observed differences cannot be attributed to chance. **Only those youth demographics which demonstrated differences that were statistically significant are displayed in Table 2.** For more detailed information on these significant differences, including p values as well as information on some of the non-significant demographics examined, please refer to Appendices C and D. Taken together, these demographic differences help to describe the various characteristics that are more prevalent among recidivists and non-recidivists. Please note that due to rounding, data presented in tables and figures may not sum to 100% throughout the report.

Table 2: Demographic Differences between Non-Recidivists and Recidivists (Analysis Cohort N= 1,146)

Significant Differences				
Variables	Recidivists	Non-Recidivists	Compared to Non-Recidivists	Direction of Trend
1. Sex				
Male	34.1%	65.9%	More Recidivists Were Male	
Female	26.3%	73.7%		
2. Number of Escapes ¹				
Zero Escapes	29.7%	46.6%	More Recidivists Had One or More Escapes	
One or More Escapes	70.3%	53.4%		
3. Average Age at 1st Adjudication				
Age in Years	14.8	15.2	More Recidivists Were Younger at the Time of First Adjudication	
4. Prior Number of Adjudications				
Zero Prior Adjudications	21.8%	29.6%	More Recidivists Had One or More Prior Adjudications	
One or More Prior Adjudications	78.2%	70.4%		
5. Parole Rating at Discharge ²				
Poor to Unsatisfactory	63.3%	43.2%	More Recidivists Earned a Poor to Unsatisfactory Parole Rating at Discharge	
Satisfactory to Excellent	36.4%	56.8%		
6. VRA Commitment Offense				
Non-VRA Commitment Offense	58.6%	49.0%	Fewer Recidivists Were Committed for a VRA Offense	
VRA Commitment Offense	41.1%	51.0%		
7. Violent Commitment Offense				
Non-Violent	75.6%	68.1%	Fewer Recidivists Were Committed for a Violent Offense	
Violent	24.4%	31.9%		
8. Assessed Substance Abuse Treatment Need ³				
No Assessed Need	10.9%	15.3%	More Recidivists Had an Assessed Substance Abuse Treatment Need	
Assessed Need	89.1%	84.7%		
9. Assessed Mental Health Treatment Need ⁴				
No Assessed Need	44.2%	38.0%	Fewer Recidivists Had an Assessed Mental Health Treatment Need	
Assessed Need	55.8%	62.0%		
10. Program in Place at Discharge				
No Program in Place	43.2%	36.7%	Fewer Recidivists Had a Program in Place at Discharge	
Program in Place	56.8%	63.3%		

¹An escape, for the purposes of this study, is defined as a period of time when a youth absconds from a commitment youth center, a community placement, or from parole for four hours or longer without permission.

²The Parole Rating at Discharge is the level at which the client manager determines the youth to be at discharge in regard to parole compliance, which is based on pre-determined criteria. Only includes youth who actually went on parole. A total of 103 youth did not go on parole and were excluded from the analysis.

³Only youth who completed a substance abuse treatment needs assessment at the time of commitment were included in the analysis. A total of 11 youth did not complete a substance abuse treatment needs assessment and were excluded from the analysis.

⁴Only youth with valid CCAR Overall Problem Severity scores administered at assessment are included in the analysis. A total of 20 youth did not have a valid CCAR Overall Problem Severity score and were excluded from the analysis.

While Table 2 provides detailed information regarding those demographics found to have a significant relationship with recidivist status, it does not represent the total number of demographics examined. Each year, a wide variety of demographic variables are examined for possible significant relationships, including those of interest to current policies, initiatives, etc. In the current report, these additional variables included

but were not limited to: the total amount of time spent committed, the length of time spent on parole, the commitment offense type (felony or misdemeanor), average age at commitment, average age at discharge, sex offender status, where youth was placed at discharge, and whether or not a youth was assessed to have a co-occurring disorder at commitment (co-occurring disorder indicates the presence of both a mental health and a substance abuse treatment need). The results of the analysis of these variables indicated either a non-significant relationship with recidivist status, the variables shared a collinear relationship to one another, or the distribution between groups was too unequal to continue. Please see Appendix D for details on the non-significant differences between recidivists and non-recidivists.

Step 2: Logistic Regression Analysis

Which Characteristics Were MOST Predictive of Recidivism? (Presented as Odds Ratios)

There were 1,146 youth in the Analysis Cohort, with 337 re-offending (recidivating) within the one-year follow-up period (32.9%). In the analyses that follow, one variable in the model that were found to have a significant relationship with being a recidivist included *only those youth who actually went on parole: Parole rating at discharge*. Two additional variables in the model were found to be significant, and included *only those youth who had valid assessed substance abuse and mental health treatment needs scores at the time of commitment*:

Excluding youth who did not ever go on parole and youth without valid substance abuse or mental health treatment needs scores was necessary to avoid falsely attributing values of “0” to these youth for inclusion in the equations. Please see the Summary of Descriptive Analyses section for details on why some youth might not go on parole or how valid assessed substance abuse or mental health treatment needs scores are determined. Thus, the sample size for the analyses that follow was 1,031, or roughly 90.0% of the total number of unique youth in the Analysis Cohort. A binomial logistic regression model was created that included seven of the ten individual-level characteristics that were found to have a significant relationship with being a recidivists described in the previous section: Sex, average age at first adjudication, parole rating at discharge, being committed for a VRA offense, having an assessed substance abuse treatment need, having an assessed mental health treatment need, and the number of prior escapes^{v,vi}. The remaining 3 variables (prior number of adjudications, being committed for a violent offense, and having a program in place at discharge) were omitted from the logistic regression, as they were found to be collinearly related to other variables in the equation. In other words, the three variables excluded from the model were tested

^v There were three studentized residuals with values greater than two standard deviations kept in the analysis.

^{vi} Linearity of the continuous variable with respect to the logit of the dependent variable was assessed via the Box-Tidwell procedure. A Bonferroni correction was applied using all 9 terms in the model resulting in statistical significance being accepted when $p < 0.00556$. Based on this assessment, the continuous independent variable was found to be linearly related to the logit of the dependent variable.

and found to violate one of the required assumptions of the binary logistic regression: That independent variables in the model are not correlated to one another. As these variables were highly correlated to additional variables in the model and measured much of the same variation in recidivist status, they not only failed to add any incremental predictive power to the model, but they were also found to be too closely related to one another to provide any new information.

The seven-variable model sought to further examine the relationship between these variables and being a recidivist, with the goal of better understanding the factors that contribute to recidivism based on the observed values of the independent variables. In this model, five of the seven variables included in the model (sex, age at first adjudication, parole rating at discharge, being committed for a VRA offense, and escapes) were found to be predictive of recidivism (see Table 3). A sixth variable, having an assessed mental health need at the time of commitment, approached significance ($p = 0.076$). The significant findings are reported in the pages that follow.

Table 3: Characteristics Predictive of Recidivism (Presented as Odds Ratios)

Characteristics Predictive of Recidivism		
	Recidivists	Odds Ratio*
Parole Rating at Discharge	Satisfactory to Excellent	-2.0
Sex	Male	1.6
Escapes	1 or More Escapes	1.4
VRA Commitment Offense	VRA Offense	-1.3
Average Age at First Adjudication	Younger at First Adjudication	-1.1

*The Odds Ratio represents the odds that an outcome (being a recidivist) will occur given the presence of certain characteristics.

PAROLE RATING AT DISCHARGE

Earning a Satisfactory to Excellent parole rating at discharge has been consistently predictive of post-discharge success in terms of remaining crime-free for youth committed to DYS. The odds of being a recidivist for youth who discharged with a Satisfactory to Excellent parole rating were 2.0 times *lower*

compared to youth with a Poor to Unsatisfactory rating, controlling for all other variables.^{vii} This measure includes adherence to the stipulations of parole as determined by the Juvenile Parole Board, and also includes many measures of prosocial behaviors and attitudes that have been identified as protective factors for juvenile delinquency, such as regular school attendance, avoiding antisocial or criminally involved peers, abstaining from alcohol and other illicit substances, regular employment, adhering to scheduled meetings and curfews, and participation in pro-social activities [4]. A Satisfactory or Excellent parole rating also indicates a more successful reintegration and transition back into the community. Generally speaking, the degree to which youth are able to demonstrate successful compliance with the supervision and structure of their parole has translated to their larger success in avoiding recidivism after discharge.

SEX

In the Analysis Cohort, the odds of being a recidivist were 1.6 times *greater* for males compared to females, controlling for all other variables. This finding has been supported year after year in Colorado, and is consistent with national studies which have repeatedly indicated that males are more at risk for delinquency and criminality than are females, controlling for all other variables [8] [9] [10].^{viii}

ESCAPES

For youth who had a history of one or more escapes while committed, the odds of being a recidivist were 1.4 times *greater* than youth who did not have a history of escapes. Generally speaking, committed youth who do escape from supervision for four hours or longer may be demonstrating a greater degree of tolerance for deviance, a less prosocial attitude toward supervision, or poor impulse control. Each of these factors has been tied to juvenile delinquency in the literature [2] [3].^{ix}

VRA COMMITMENT OFFENSE TYPE

The odds of being a recidivist for youth who were committed for an offense that fell under the VRA were 1.3 times *lower* compared to youth who were not committed for a VRA offense., holding all other variables constant. Although this finding may be counterintuitive to some readers, it does align with the literature, which has found that offenders who commit property crimes (which generally do not fall under offenses included in the VRA) are more likely to recidivate, when compared to offenders who commit crimes against persons [7].^x

^{vii} Satisfactory or Excellent parole rating at discharge compared to Poor or Unsatisfactory: OR = -2.0, 95% Confidence Interval (CI): 1.5-2.7, $p < 0.000$.

^{viii} Males: OR = 1.6, 95% Confidence Interval (CI): 1.1-2.3, $p = 0.022$.

^{ix} Escapes: OR = 1.4, 95% Confidence Interval (CI): 1.0-1.9, $p = 0.027$.

^x VRA Commitment Offense: OR = -1.3, 95% Confidence Interval (CI): 1.0-1.7, $p = 0.033$.

AGE AT FIRST ADJUDICATION

Youth in the Analysis Cohort were, on average, 15.0 years old at the time of their first adjudication. As noted in the previous section, recidivists were significantly younger than non-recidivists, averaging 14.8 years old at the time of their first adjudication. The odds of being a recidivist were 1.1 times *greater* for each one-year reduction in age at the time of adjudication among youth in the Analysis Cohort. In other words, youth who were younger at the time of their first adjudication were at greater risk of being a recidivist as compared to youth who were older. This finding is also consistent with the literature that indicates that youth who engage in delinquent or deviant activities at a younger age are at higher risk for future juvenile justice involvement compared to older youth [2] [54] [5].^{xi}

Which Characteristics Were Non-Predictive?

When controlling for all other variables, the following characteristics were non-predictive of being a recidivist:

- Assessed Substance Abuse Treatment Need ($p = 0.25$)
- Assessed Mental Health Treatment Need ($p = 0.076$)

A Note on Males vs. Females

Given the small number of females ($n = 171$ total, $n = 45$ recidivists) in the Analysis Cohort, it was not possible to draw additional meaningful predictive comparisons between male and female recidivists and other variables (such as offense type or class, race, or ethnicity, etc.), even after aggregating three years of the one-year post-discharge cohorts into one, larger cohort. In general, descriptive terms, females comprised roughly 15% of the total one-year post-discharge population (males = 85%), and had a recidivism rate of 26.3% compared to males who had a recidivism rate of 34.1%.

^{xi} Age at First Adjudication: OR = -1.1, 95% Confidence Interval (CI): 1.0-1.2, $p = 0.047$.

OFFENSE TYPES

VRA AND OTHER CRIMES

This section of the analysis focuses exclusively on recidivists, and examines both the commitment offense (the offense that resulted in a DYS sentence) as well as the associated recidivist act(s). All recidivists in the one-, two-, and three-year cohorts were included in the analysis, for a total of 473 unique recidivists.^{xiii} Collectively, the 473 unique recidivists in the three discharge cohorts were either adjudicated or convicted for 1,293 recidivist acts over the follow-up periods, or roughly 3 recidivist acts per recidivist ($\mu = 2.7$). Among recidivists, nearly three-quarters, 74.4% ($n = 352$) committed three or fewer recidivist acts, while a handful of outliers ($n = 7$) committed 10 or more recidivist acts. Further investigation into those recidivists with the largest number of recidivist acts revealed a pattern in which each of these youth committed offenses that resulted in multiple same-day filings for a single court case number. In addition, most of these youth committed more severe offenses (e.g.: felonies, aggravated offenses, violent assaults, controlled substance offenses, aggravated felonies and weapons offenses, etc.) which resulted in a large number of same-day filings for a single court case number (eight same-day filings is the largest outlier). Fortunately, these seven (7) outliers represent just 1.5% of recidivists, and fewer than 1% of all youth who discharged from DYS between FY 2017-18 and FY 2019-20.

Type of Commitment Offenses vs. Recidivist Offenses

The following analysis examines the type of offense for which a youth was committed to DYS and compares it to the recidivist offense(s) that occurred during the follow-up periods. The types of offenses examined delineate between those that fall under the VRA, and other felonies and misdemeanors.

Of the 473 *recidivists* in the three discharge cohorts followed for one, two, and three years post-discharge, the majority were originally sentenced to DYS on felony adjudications: 57.9% felony vs. 42.1% misdemeanor adjudications (see Figure 5). Of these same commitment offenses, the majority were crimes that did not fall under the VRA (57.3%; $n = 271$), while 42.7% ($n = 202$) were VRA offenses (see Figure

^{xiii} The recidivists analyzed in this section are not the same as those in the Analysis Cohort presented in previous sections. The analysis in this section includes all youth identified as recidivists in the one-, two-, and three-year post discharge cohorts, and follows them for *one, two, and three years post-discharge*, respectively. The Analysis Cohort follows all youth who discharged from the Division over three Fiscal Years for *one year post-discharge*, and does not follow youth out to three years post discharge. Thus, data presented in this section will not match previously presented data as it was drawn from a different data set and covers a different period of time. There were four recidivist youth who discharged in more than one year. For these youth, only their most recent commitment and subsequent discharge were included in the analysis.

6). This finding is consistent with those described in previous reports, where property crimes (which do not fall under the VRA) were consistently found to be the most common commitment offense.

Figure 5: Commitment Offense for Recidivists: Felonies and Misdemeanors (N= 473)

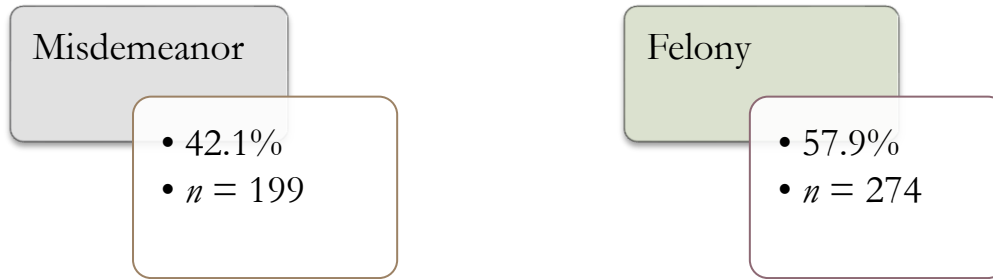
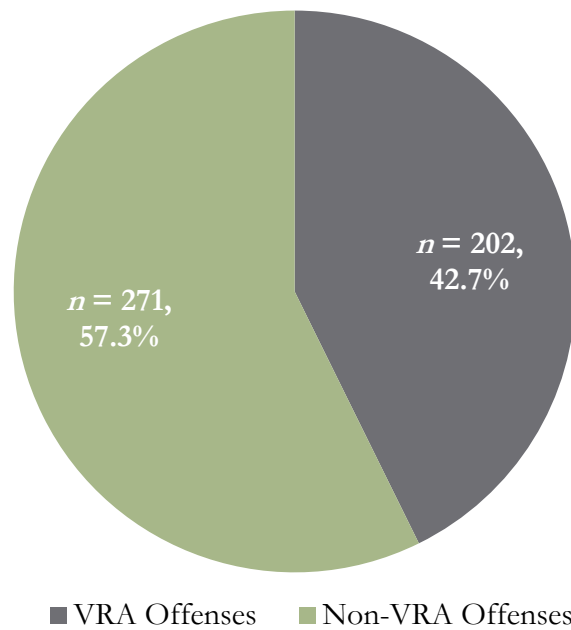


Figure 6: Commitment Offense for Recidivists: VRA and Other Offenses (N= 473)



A further examination of non-VRA commitment offenses ($n = 271$) revealed that the majority (59.8%, $n = 162$) were felony offenses (see Figure 7). Looking specifically at those 202 commitment offenses that fell under the VRA, the majority (55.4%) were felonies compared to misdemeanors (44.6%) (see Figure 8).

Figure 7: Commitment Offense for Recidivists: Non-VRA Offenses ($N = 271$)

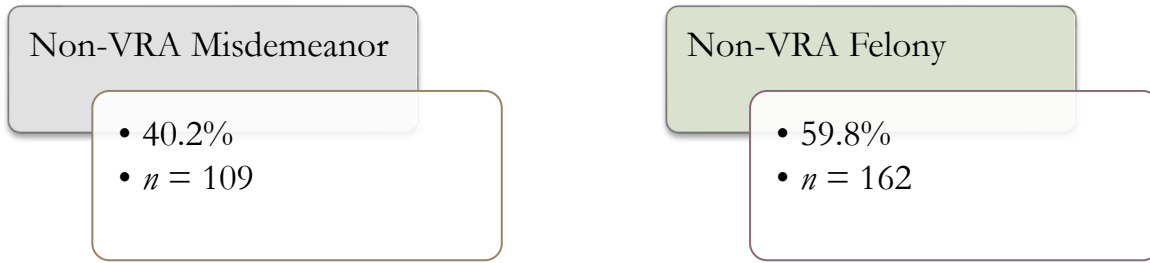
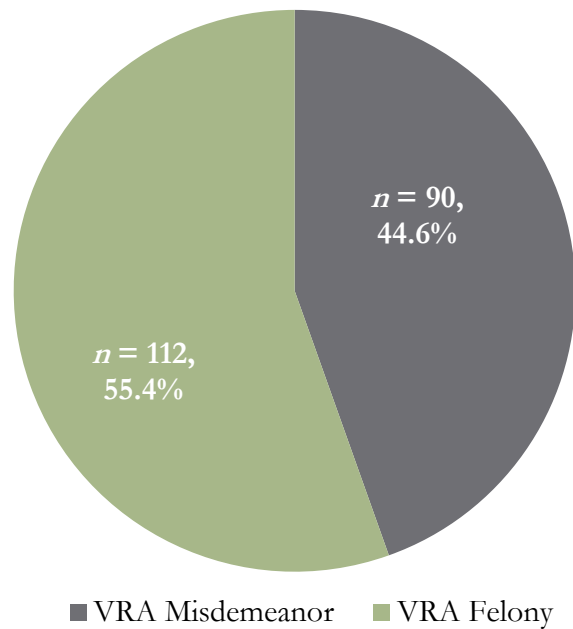


Figure 8: VRA Commitment Offense for Recidivists ($N = 202$)



A single commitment offense was examined for all youth in this report, while recidivists can and do commit multiple recidivist acts. Thus, the number of recidivist acts reported in this section ($n = 1,293$) will naturally be greater than the number of commitment offenses in each category examined. Contrary to what was observed with commitment offenses, the majority of recidivist acts committed over each of the follow-up time periods were misdemeanors (53.6%) compared to felonies (46.4%) (see Figure 9). This finding represents a positive outcome for the Division; among youth who recidivate, the majority reoffend with less serious crimes than their commitment offenses. Generally speaking, misdemeanors are considered to be less serious offenses than felonies.

Among youth who reoffend, the majority of recidivist acts were less serious than commitment offenses (53.6% misdemeanors vs. 57.9% felonies, respectively).

Relatively few recidivist acts were crimes that fell under the VRA (27.5%), with nearly three-quarters (72.5%) of all recidivist acts being non-VRA offenses (see Figure 10). Looking at those 938 recidivist acts that did not fall under the VRA, the majority were misdemeanors (57.0%) compared to felonies (43.0%) (see Figure 11).

Figure 9: Recidivist Acts (N= 1,293)

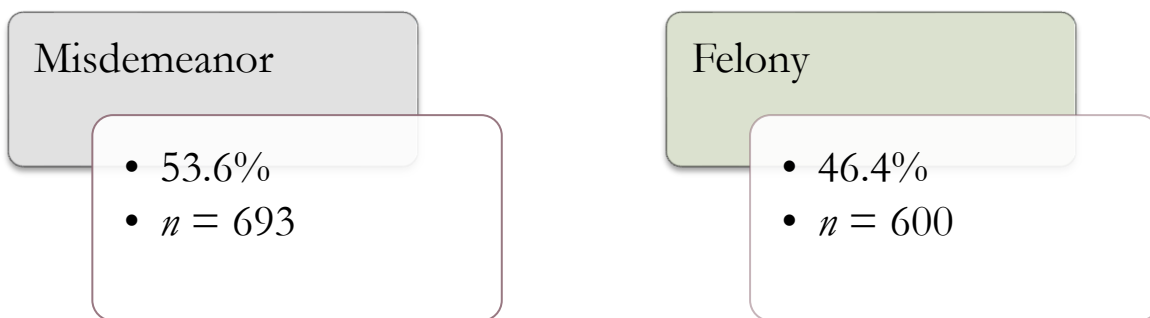


Figure 10: Recidivist Acts: VRA and Other Offenses (N= 1,293)

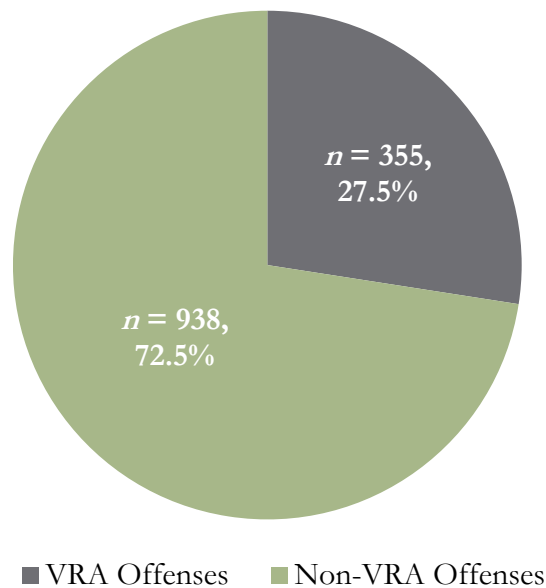
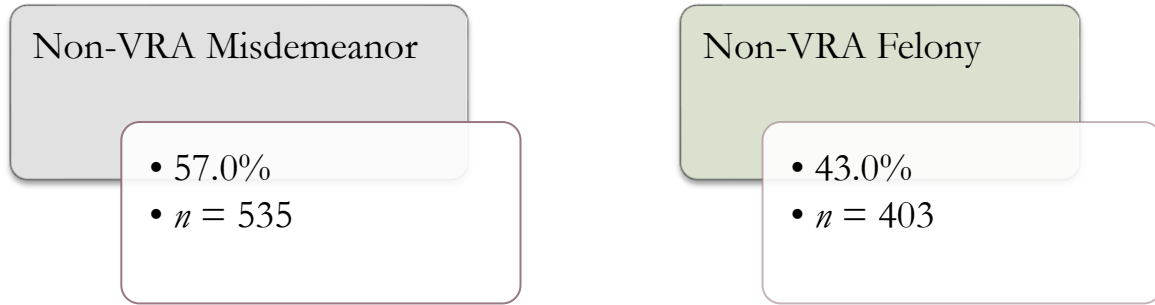
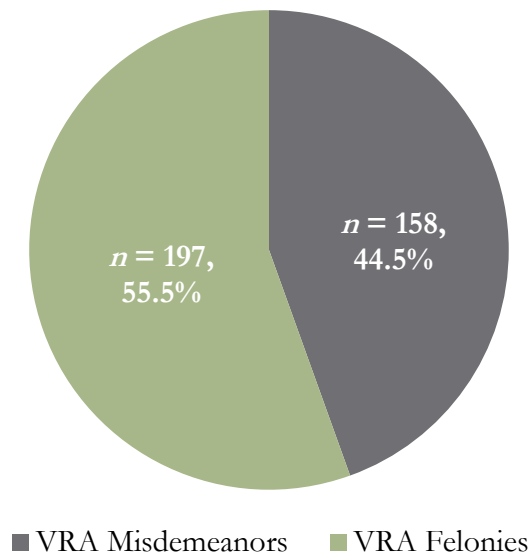


Figure 11: Non-VRA Recidivist Acts (N= 938)



Looking exclusively at those 355 recidivist acts that fell under the VRA, the majority were felonies (55.5%) compared to misdemeanors (44.5%) (see Figure 12).

Figure 12: VRA Recidivist Acts (N= 355)



NATIONAL COMPARISON

The following section provides a comparison of Colorado’s one-, two-, and three-year post-discharge juvenile recidivism rates to other states that utilize the same definition of recidivism and employ a similar research methodology in order to achieve a better understanding of how Colorado compares nationally. Specific examples of some of the different definitions of recidivism used in other states include, but are not limited to: a return to secure custody for a new juvenile commitment (excludes all offenses that result in any alternatives to juvenile incarceration and all adult offenses), new criminal filings (includes those where charges were dismissed or an individual is acquitted of charges), new adjudications (excludes any adult convictions), etc. Similarly, other states frequently utilize a different research methodology for their recidivism studies, such as restricting the population to only youth who discharged with a “successful” rating (thus excluding “unsuccessful” completers, who may be at increased risk for recidivism), excluding those who discharge to adult jail or corrections, using a follow-up period that includes community-based supervision or parole services, including only individuals charged with felony offenses, or those charged in certain courts. None of these, or other, types of research methods are comparable to those used in Colorado.

One in Four states does not regularly collect or report juvenile recidivism data, and fewer than 50% provide a comprehensive picture of juvenile reoffending. *Colorado is among the minority of states that does both.*

A 2013 study of how juvenile recidivism is measured and reported in the United States conducted by the Pew Charitable Trusts surveyed executive branch agencies responsible for juvenile state commitment facilities in each of the 50 states and the District of Columbia.^{xiii} The extensive Pew study examined current practices in the data collection, measurement, performance, and reporting of juvenile recidivism data. The results found that executive branch agencies within individual states utilize very different definitions and methods to study juvenile recidivism, and revealed a need for more policy-relevant data collection and reporting practices. [12] Approximately one in four states does not regularly collect and

^{xiii} It should be noted that states may have more than one executive branch agency reporting juvenile recidivism data, such as municipalities that serve youth exclusively in their communities, individual youth centers or programs within a larger juvenile justice system, etc. In this way, the term “executive branch agencies” is not equivalent to individual states, nor are these terms mutually exclusive.

report juvenile recidivism data, and fewer than half use measures that provide a comprehensive picture of youth reoffending. In this context, a comprehensive measure of youth reoffending refers to comparing youth to previous cohorts, following youth through adult corrections and probation, and tracking youth beyond the juvenile parole period (e.g.: utilizing a longitudinal research design). Using these terms as defined by the Pew study, Colorado is one of the few states conducting regular research with rigorous data collection, measurement, performance evaluation, and reporting of juvenile recidivism information.

More recently, the bipartisan Juvenile Justice Reform Act (JJRA) of 2018 was signed into law in December 2018. This bill reauthorized the Juvenile Justice and Delinquency Prevention Act (JJDP) for the first time since 2002, and included a requirement that the federal Office of Juvenile Justice and Delinquency Prevention (OJJDP) develop a comprehensive national system for measuring recidivism [13]. This forthcoming national system may include a universal definition and uniform method for data collection; however, individual states currently differ in a number of key factors in terms of defining, measuring, and reporting juvenile recidivism [12]. These differences can complicate between-states comparisons, as outlined in Table 4.

Table 4: Recidivism Data Collection and Reporting Practices in Juvenile Corrections

Defining Recidivism	
Measures of Reoffending	Number of Agencies ^{1,2}
Arrest	16
Adjudication or Conviction	28 ³
Commitment (juvenile or adult)	25
Length of Follow-Up	
12 months	21 ³
24 months	15 ³
36 months	19 ³
Follow Offenders into the Adult System	
	30 ³
Measuring Performance	
Compare to the Previous Year Release Cohorts	32 ³
Compare Rates by Offender Risk	21 ³
Reporting	
At Least Annually	33 ³
Results Released to All Three Branches of Government	21 ³

¹Executive branch agencies should not be confused with individual states

²Sub-categories are not mutually exclusive

³Indicates methods currently used in Colorado

Methods of National Comparison

The comparison process involved an extensive review of currently available juvenile recidivism reports or publications that conveyed each state’s juvenile recidivism rates and research methodology. A state was considered ideal for comparison if it met the following conditions: 1) utilized a similar methodology to those used in Colorado, 2) had a similar definition of a recidivist act, 3) reported on multiple years of recidivism, and 4) maintained consistency in how recidivism measures were reported in the most recent years. Data from youth who discharged in FY 2017-18 through FY 2019-20 were used in the national comparison.

Results of National Comparison

Each state identified as a possibility for comparison varied in its definition of recidivism, the time period used to capture recidivism, and in the overall availability of data on recidivism rates. It is important to acknowledge that for the purposes of this analysis, definitions of recidivism were matched as closely as possible rather than exactly. Each juvenile correctional system, however, may be structured differently or have population-specific considerations which make it unique.

Table 5 represents the five other states that were identified as methodologically comparable to Colorado in terms of defining and measuring juvenile recidivism. The District of Columbia is not a state, but it regularly reports juvenile recidivism rates that were deemed to be comparable to those used in Colorado and was included with state-level data. Respective recidivism rates are reported for each state in ascending order. Several states, including the District of Columbia, Florida, and Idaho, do not regularly release two- and three-year recidivism rates.

Table 5: National Comparison of Recidivism Rates over Time by Year of Discharge

States with Comparable Juvenile Recidivism Measures			
State	One-Year Recidivism Rate	Two-Year Recidivism Rate	Three-Year Recidivism Rate
Maryland ¹	18.4%	23.9%	N/A
Colorado	22.1%	44.1%	59.3%
Idaho ^{2,3}	24.0%	N/A	N/A
Florida ²	38.0%	N/A	N/A
Virginia ⁴	50.7%	67.1%	72.9%
District of Columbia ²	TBD ⁵	N/A	N/A

¹Maryland reports reconvictions/adjudications with a two-year lag, thus the reported one-year rate corresponds to committed youth who were released from programs in FY18-19. A three-year rate is not yet available.

²State tracks youth for a one-year follow-up time period.

³Idaho defines "discharge" as the start of parole; the recidivism measurement period includes parole.

⁴Virginia reported reconviction rates for parole releases between 2017 - 2019. More recent data was not available.

⁵The one-year recidivism rate was not available at the time this report was published.

When comparing the one-year post-discharge recidivism rates between comparable states, Colorado's rate (22.1%) resides in the top half of the performance range (18.4% - 50.7%). Maryland had a rate lower than Colorado (18.4%). The District of Columbia did not have a recidivism rate available for comparison at the time this report was published.

It is important to note that Idaho currently defines "discharge" as the start of parole, as their juvenile parole services are handled at the county level rather than by the Idaho Department of Juvenile Corrections. Thus, youth on parole are considered "discharged" from their agency and are currently included in their recidivism data collection process. While this difference in when the one-year post-discharge recidivism follow-up period begins clearly differs from Colorado's, it was determined that there were sufficient similarities and adequate rigorous design elements to warrant keeping Idaho among the pool of states with similar research methodologies. Both Maryland and Virginia have a two-year lag period for their respective recidivism rates. While the rates reported in Table 5 are updated with the most current data available from these states, the data represents youth data compiled from FY 2018-19 (Maryland) and FY 2017-19 (Virginia).

In addition, many states re-extract filings and adjudication or conviction records each year and re-match them to their list of youth who have discharged in a given FY. Re-matching records increases the accuracy of capturing any youth who had an open case without a finding of guilt at the time the original data was extracted, but has since been adjudicated or convicted, and correctly identifying these youth as recidivists in the appropriate FY. While this method is more accurate, it effectively re-calculates the one-, two-, and three-year rates produced in prior years. Thus, individual state data presented in Table 5 may not always match data reported in prior years, as they are obtained directly from each state's official data released and reported in the most recent year.


Data from all other states (not shown in Table 5) were sought out and examined when available, but were ultimately excluded because they could not be found; did not report a recidivism rate; or due to significant differences in their population, definition, or measurement of recidivism. For instance, Ohio defines a recidivist act as a "return to the Department of Youth Services (DYS) or incarcerated in the Ohio Department of Rehabilitation and Correction within one, two, and three years of release from a DYS correctional facility." Using this definition might result in a misinterpretation of the true comparability of this state's recidivism rate and Colorado's. Similarly, other states may serve a very different population than those served in Colorado. For example, some states may only serve youth until they reach the age of majority (17 to 19 years of age, depending on the state), may only serve a specific sub-set of offenders, or may include probation or diversion youth.

RECOMMENDATIONS

Recommendations Resulting from the Current Study

The results derived from this current study indicated that five characteristics were the most predictive of recidivism, for committed youth in Colorado. These five predictive characteristics are listed in order of their respective influence in Table 6 that follows.

Table 6: The Five Most Predictive Characteristics of Juvenile Recidivists

Recidivist Characteristic	Predictive Influence	Odds Ratio	Static or Dynamic
Satisfactory to Excellent Parole Rating at Discharge		-2.0	Dynamic
Male Sex		1.6	Static
One or More Escapes		1.4	Dynamic
VRA Commitment Offense		-1.3	Static
Age at First Adjudication		-1.1	Static

Three of the five characteristics that were most predictive of recidivism were static, and as such, are not subject to impact, change or improvement by the Division’s efforts (male sex, having a VRA commitment offense, and age at first adjudication). Conversely, the remaining two factors were dynamic and held the potential for improvement, if targeted by Division services, programming, and initiatives (parole rating at discharge and number of escapes while committed). These characteristics directly measure a youth’s success or compliance while on parole and, generally speaking, while committed. Earning a Poor or Unsatisfactory parole rating at discharge place youth at greater risk for recidivism, and is a variable that can be addressed with transitional services and treatment. Parole supervision and a subsequent successful transition back to the community holds great potential for impacting recidivism rates and deserves special attention. Similarly, supporting and encouraging youth to engage with treatment and services rather than “walking away” from a youth center, community placement, or while on parole can reduce subsequent risk for recidivism.

What can the Division do, or what is already being done, in relation to these areas?

Where can the greatest “bang for the buck” be made as it relates to potential recidivism reduction?

Poor or Unsatisfactory Parole Rating at Discharge

The results of this study indicated that youth with a Poor or Unsatisfactory parole rating at time of discharge were twice as likely to recidivate as youth with a satisfactory to excellent parole rating. This factor clearly points to the importance of the parole transition period and the overall community re-integration process. Successful and smooth community re-entry is key to preventing recidivism. The Division already operates under the notion that “Transition planning begins at Assessment,” and strives to identify, invite, and maintain the participation of a multi-disciplinary team of professionals and other important members in the parole planning process: the youth, their family, clinical staff, education staff, client manager/parole officer, parole board, community ties, mentors, program staff, etc. This proactive approach puts parole planning front and center, as a priority for all parties involved.

Another important element to highlight is the Division’s efforts over the last five fiscal years to implement a more advanced Parole Practice Framework that allows for targeted responses (e.g.: services, interventions, incentives, and privileges) to youth behavior exhibited while on parole. This framework allows for monitoring youth success and compliance while on parole, and includes a menu of responses that coincide with both violation behavior and positive behavior. To guide parole officers in the use of graduated responses during community supervision, examples of potential behaviors and responses have been created. Behaviors and responses are categorized together, with positive behavior eliciting positive responses and violation behavior eliciting violation responses. The Parole Practice framework standardizes the expectations of parolee behavior and conforms to best practices for long-term behavior change.

How a youth adjusts to living in the community has been a consistent predictor of recidivism for nearly two decades. The results of many years of analyses, including the current analysis, have pointed to the importance of this parole adjustment period (and rating thereof) in predicting future recidivism. Currently, the Division’s client managers/parole officers assign this rating to youth upon discharge. If a similar rating system could be implemented earlier in the parole process (perhaps mid-way through parole, or even 30-60 days into parole), youth flagged as “adjusting” Poor or Unsatisfactorily to the parole period could potentially have certain services bolstered or new services put in place to improve the re-entry process. These additional services or interventions may impact future discharge ratings and ultimately, the likelihood of future offending.

One or More Escapes during Commitment

Youth in the Analysis Cohort who had a history of one or more escapes during their commitment were 1.4 times more likely to recidivate compared to youth without a history of escapes. Youth who abscond from a youth center, community placement, or from parole for four or more hours may simply be demonstrating a lack of impulse control or poor judgement skills that are frequently present among both committed and non-juvenile justice-involved youth. Conversely, a history of escapes may indicate a larger issue of program refusal, failure, or unwillingness to engage in meaningful treatment. In general, youth who escape are more likely to “walk away” from a community placement or be absent for a period of time while on parole. Some youth who “walk away” from community placements or from parole actively

choose to return on their own without reoffending or being apprehended by law enforcement. Alternatively, some youth who escape from supervision remain at large for extended periods of time.

The Division strives to develop individualized treatment plans and to place youth in the least restrictive placement possible based on the specific needs and associated risk present for individual youth as well as to the community at large. Each youth committed to the Division is assessed for specific treatment and/or offense-specific needs, as well as for risk and protective factors associated with the risk for recidivism. For the current cohorts of youth discharged during FY 2017-18 through 2019-20, the Colorado Juvenile Risk Assessment (CJRA) was used to assess both overall risk for recidivism and domain-specific risks and protective factors over time (typically at assessment, parole, and at discharge). In addition, the CJRA was also used as a tool in the development of the individualized treatment plan for each committed youth. More recently, the Division has moved toward using the YASI (Youth Assessment and Screening Instrument) to assess risk and to assist in targeted, individualized treatment planning. Future recidivism reports will include outcome measures specific to the YASI assessment, as these data become available for youth in future discharge cohorts.

Ultimately, placements and treatment plans are determined giving weight to the proximity to family and prosocial community support (among other factors), with the ultimate goal of successful reintegration back into the community in mind. These considerations in terms of youth placement attempt to increase the likelihood of family and community support engagement in treatment, including maintaining regular visits and contacts, with the hope of a smooth transition from the residential care offered by DYS to a return to the home community. By actively engaging each youth's available support network from family to community members, coaches, teachers, etc., DYS strives to engage youth in their treatment and thus ensure a more active investment. It is hoped that by fostering an investment in their treatment and providing supportive assets both within DYS and in the community, youth will be less likely to disengage with treatment by escaping or "walking away" from community placements or parole.

The True Recidivism Rate is Unknown

Recidivism is defined by Colorado’s youth services system as a new felony or misdemeanor conviction or adjudication for an offense committed within a specified follow-up time period. Given this definition, recidivism rates are close estimates. The rates reported are as close to the true rate as is currently possible; however, they are still an underestimate. Several challenges exist that reduce the accuracy of these estimates.

1) Offenses Committed in Other States Not Captured

This study only uses data for offenses committed within the state of Colorado; therefore, if a youth commits an offense in another state, it remains undetected and is not included in the analysis. While it would be ideal to include offenses committed in other states, obtaining highly confidential data annually from 49 states, most of which do not measure juvenile recidivism regularly, is simply not possible.

2) Time-at-Risk (actual increases)

Time-at-risk increases when follow-up periods are extended (such as the two- and three-year follow-up periods). Increased time-at-risk results in “net widening,” during which more re-offending behavior is detected, and results in increased recidivism rates. For example, in a one-year follow-up period, a youth has 365 days at-risk, or one year’s opportunity to re-offend. Similarly, in a two-year follow-up period, that same youth has twice as much time-at-risk, thus doubling the opportunity to re-offend (730 days). It has been demonstrated that with increased time-at-risk, an increased number of youth recidivate. Further, as time passes and youth gain a longer distance from the services and treatment they received during their commitment to DYS, the less of an impact those protective factors have compared to more current and potentially negative peer or social influences.

3) Judicial Process Delays Affect Recidivism Rates

A recidivist act, as described in the methodology section of this analysis, is determined by a guilty finding leading to a new adjudication or conviction. The Judicial process involved in obtaining a guilty finding includes committing an offense, being arrested, having the offense filed in court, various court proceedings (hearings, trials, etc.) and then being found guilty by the court. This process can take a substantial amount

^{xiv} Please refer to reports published in prior years for a list of long-standing limitations and recommendations.

of time, and due to several possible delays, many filings remain open when the data used to create this report is extracted from the Judicial database.

4) Impact of the Global COVID-19 Pandemic

The impact of the pandemic on recidivism is largely unknown at this point in time. Future evaluations and analyses may lend insight as more data is collected and reviewed in the coming years. Criminologists around the nation and the world will undoubtedly be studying the impact of the COVID-19 pandemic on offending behavior and public safety metrics for years to come. As the post-pandemic era unfolds, additional insights and observations will be possible as states and agencies are able to contextualize and analyze data collected during the pandemic.

APPENDIX A – Works Cited

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RECORD MATCHING BETWEEN DYS AND JUDICIAL

Matching records provided by the Judicial Department to youth discharged from DYS is a complex and labor-intensive process that is challenged by an inability of data systems across State agencies to “talk” to one another using a common identifier, such as an identification number. In addition, typical matching techniques used in identifying adult offenders are simply not applicable to a juvenile population. Specifically, the typical forms of identification commonly present in the adult population (e.g.: driver’s license, social security number, etc.), are often rare or nonexistent for system-involved juveniles. Although DYS client managers ensure that the vast majority of youth discharge with these critical documents in-hand (state issued photo identification or driver’s license, social security number, birth certificate, etc.), these forms of identification are frequently absent from Judicial records. Thus, youth discharged from DYS must be matched to a multitude of Judicial filings using less straightforward means. For this study, youth were matched between these two data systems through a two-step process. This process is both automated and manual, utilizing DYS data for discharged youth during the time period of interest, and seven FYs of filings data provided to DYS by Judicial Department staff. Initially, youth are matched by DYS staff through an algorithm that compares elements of a youth’s name and date of birth. Next, any remaining youth who do not match are identified by hand until all discharged DYS youth are accounted for in the Judicial dataset. This hand-matching process is hindered by the vast number of aliases; misspellings; hyphenated names; attempts at intentional misrepresentation of identity; and data entry errors for dates of birth, social security numbers, etc. present in both data sets. Finally, all cases in the analysis data are reviewed to ensure the automated portion of the match did not result in any “false matches” in which two separate youth with similar names and identical dates of birth are incorrectly matched together. As a fidelity measure, each youth’s commitment case is identified in the Judicial dataset, thus providing great confidence that all youth are being appropriately matched across systems.

RECORD MATCHING BETWEEN DYS AND DENVER COUNTY COURT

The annual recidivism report also includes DCC data in order to identify adult misdemeanor recidivist acts that are processed through Denver County Court. As a part of the data sharing MOU developed to include these records, DCC performs all records matching between filings data and youth who have discharged from DYS. Upon completion of the matching process, DCC provides a completed list of discharged DYS youth with adult misdemeanor convictions in Denver County Court for inclusion in the analysis. Any questions regarding the methods used to perform this matching process should be directed toward DCC.

APPENDIX C – Significant Findings – Analysis Cohort

	Non-Recidivists		Recidivists		<i>p</i> -value ¹	% of Total
	<i>n</i>	%	<i>n</i>	%		
Total (<i>N</i> = 1,146)²	769	100%	377	100%		100%
1. Sex						
Male	643	65.9%	332	34.1%	0.047	85.1%
Female	126	73.7%	45	26.3%		14.9%
2. Number of Escapes³						
None	358	46.6%	112	29.7%	< 0.000	41.0%
One or more	411	53.4%	265	70.3%		59.0%
3. Mean Age at First Adjudication						
	15.2		14.8		0.017	15.0
4. Prior Number of Adjudications						
None	228	29.6%	82	21.8%	0.005	27.1%
One or more	541	70.4%	295	78.2%		72.9%
5. Parole Rating at Discharge^{4,5}						
Poor to Unsatisfactory	294	43.2%	231	63.6%	< 0.000	50.3%
Satisfactory to Excellent	386	56.8%	132	36.4%		49.7%
6. VRA Commitment Offense						
Non-VRA Offense	377	49.0%	221	58.6%	0.002	52.2%
VRA Offense	392	51.0%	156	41.4%		47.8%
7. Violent Commitment Offense						
Non-Violent	524	68.1%	285	75.6%	0.009	70.6%
Violent	245	31.9%	92	24.4%		29.4%
8. Assessed Substance Abuse Treatment Need⁶						
No Assessed Need	116	15.3%	41	10.9%	0.042	13.8%
Assessed Need	642	84.7%	336	89.1%		86.2%
9. Assessed Mental Health Treatment Need⁷						
No Assessed Need	286	38.0%	165	44.2%	0.044	40.1%
Assessed Need	467	62.0%	208	55.8%		59.9%
10. Program in Place at Discharge						
No Program in Place	282	36.7%	163	43.2%	0.032	38.8%
Program in Place	487	63.3%	214	56.8%		61.2%

¹*p* < 0.05 indicates a statistically significant difference.

²Fifteen youth had more than one discharge during the follow-up periods. Of these 15 youth, six were found to be exclusively identified as either a recidivist or a non-recidivist in both discharge years, and were included in the analyses. These six youth were only counted once within the demographics analyses. The remaining nine "dual status" youth were excluded as they could be simultaneously described as both recidivists and non recidivists.

³An escape is defined as a period of time when a youth absconds from a commitment facility, a community placement, or from parole for four hours or longer without permission.

⁴The Parole Discharge Rating is the level at which the dient manager determines the youth to be at discharge in regard to parole compliance, which is based on pre-determined criteria.

⁵Includes youth who went on parole. A total of 103 youth did not go on parole and were excluded from the analyses.

⁶Includes only those youth with a valid substance abuse treatment needs assessment at commitment. Eleven youth were excluded from the analysis.

⁷Includes only those youth with valid CCAR Overall Problem Severity scores administered at assesment. Twenty youth were excluded from the analysis.

APPENDIX D – Non-Significant Findings – Analysis Cohort

	Non-Recidivists		Recidivists		<i>p</i> -value ¹	Total	
	<i>n</i>	%	<i>n</i>	%			
Total (N= 1,146)	769	100%	377	100%		100%	
Age at Discharge	19.2		19.0		0.96	19.2	
Age at Commitment	16.9		16.8		0.92	16.9	
Length of Service Total Commitment²	27.5		26.7		0.64	27.3	
Length of Service Parole³	7.2		6.8		0.51	7.1	
Commitment Offense Type							
	Felony	467	60.7%	215	57.0%	0.23	59.5%
	Misdemeanor	302	39.3%	162	43.0%		40.5%
CJRA Overall Risk Level at Discharge⁴							
	Not High	198	29.4%	94	28.0%	0.63	28.9%
	High	475	66.2%	242	72.0%		71.1%
Minority/Non-Minority Ethnicity							
	White	290	37.7%	139	36.9%	0.78	37.4%
	Non-White	479	62.3%	238	63.1%		62.6%
Discharge Placement							
	Parents/Guardian or Independent Living	321	41.7%	168	44.6%	0.37	42.7%
	Other Placement	448	58.3%	209	55.4%		57.3%
Co-Occurring Disorder⁵							
	No co-occurring disorder at commitment	356	47.0%	190	50.4%	0.28	48.1%
	Co-occurring disorder at commitment	402	53.0%	187	49.6%		59.9%

¹*p* < 0.05 indicates a statistically significant difference.

²Length of Service Total Commitment includes all time spent under DYS supervision from the date of commitment, including time spent in community placements, through the end of parole (discharge).

³Includes youth who went on parole. A total of 103 youth did not go on parole and were excluded from the analyses.

⁴Only valid CJRAs administered at discharge were included in the analysis. A discharge CJRA is considered to be valid if it is both complete and was administered within 90 days of discharge. A total of 1,009 youth in the Analysis Cohort had a valid discharge CJRA (88%).

⁵Includes youth with both a valid substance abuse treatment and mental health needs assessments administered at commitment.

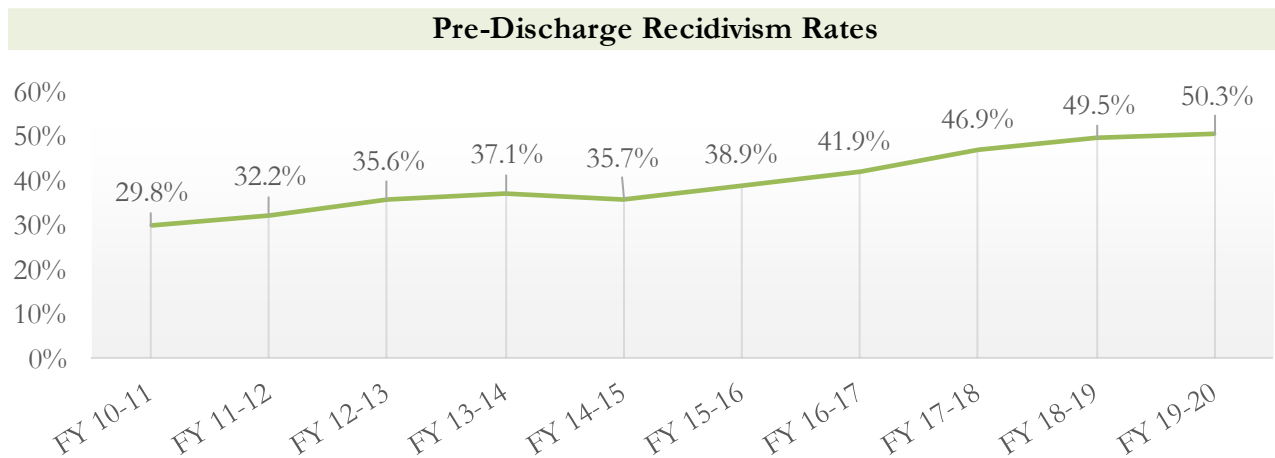
Additional variables were examined for analysis, but were not tested as the distribution of data between groups was either nonlinear, too unequal to continue, or the variables were closely correlated to one another and, in essence, measured the same variance in the dependent variable (recidivist status). These variables included, *but were not limited to*: number of secure need factors, sex offender status, commitment offense type (person or other), commitment type (special or not special sentence), number of recommitments, number of parole suspensions, and number of parole revocations.

APPENDIX E – Pre-Discharge Recidivism Rates

In May 2019, Senate Bill 19-108 was signed into Colorado law, creating a Juvenile Justice Reform Committee (JJRC) that was responsible for implementing reforms to state agencies serving juvenile justice-involved youth populations. As a part of this bill, a common definition of recidivism was required among agencies, along with requirements for shared outcome measures for youth served by Diversion, Juvenile Probation, and the Division of Youth Services. The shared definition of recidivism that was adopted remained consistent with the Division’s existing definition of pre- and post-discharge recidivism.

Pre-discharge recidivism is defined as a new deferred agreement, adjudication, or conviction for a felony or misdemeanor offense that occurs between the date of commitment to and the date of discharge from the Division of Youth Services.

Ten years of pre-discharge recidivism rates are presented below.



APPENDIX F – Terms and Definitions

Disclaimer: *These definitions are provided for quick reference purposes only. Please refer to the Colorado Revised Statutes for more complete definitions of legal categories and conditions.*

Adjudication - The result of an adjudicatory hearing in which the court determines that it has been proven beyond a reasonable doubt that a juvenile has committed a delinquent act, or that a juvenile has pleaded guilty to committing a delinquent act.

Assessment - Youth committed to DYS are assessed to determine a youth's classification and risk level, as well as needs for appropriate services, placement, and program referral.

Colorado Juvenile Risk Assessment (CJRA) - An assessment tool used to determine risk of recidivism. The comprehensive, empirically validated risk assessment allows the Division to identify and respond to the criminogenic factors directly contributing to youth offending behavior.

Commitment - Commitments are dispositions of juvenile cases resulting in the transfer of legal custody to the Department of Human Services by the court as a result of an adjudicatory hearing on charges of delinquent acts committed by the youth.

Community Residential Placement - DYS contracts with a number of private vendors to provide community-based programs to youth presenting the lowest risk of re-offending and youth transitioning from more secure programs.

Discharge - Time at which youth have completed their commitment and are no longer under the supervision and custody of the Division; most often directly following the completion of the parole period.

Length of Service: Commitment (LOS-C) - All commitment LOS figures are measured in months and are calculated for those discharged youth who spent time in the residential program for which LOS is reported (e.g., assessment, secure, staff secure, and community programs). LOS-C figures should be interpreted with caution. LOS-C is the sum of all residential placement time youth experience over the course of their commitment, but does not equate to time spent in state secure youth centers. LOS-C is the aggregate of time spent in all program types and levels.

Length of Service: Commitment & Parole (LOS-C&P) - The average amount of time in DYS custody and under DYS supervision (sentence start date to discharge date, including parole time), for all youth discharged from DYS during the reporting period, not including escape time.

Length of Service: Parole (LOS-P) - The average amount of time spent on parole status. Parole LOS is measured in months and is based on discharged youth.

Length of Service: State Secure (LOS-SS) - The amount of time spent in a state secure commitment youth center during the reporting period. All commitment LOS figures are measured in months and are based on discharged youth.

New Commitment - Commitment of youth who were not previously committed, or who were previously committed but had been discharged from DYS.

Other Residential - Placements include Job Corps, Group Homes, Hospitalization, etc.

Parole - The status of an offender conditionally released from a residential setting by discretion of the Juvenile Parole Board. Colorado juvenile offenders have a mandatory minimum parole length of 6 months. While on parole a youth is placed under the supervision of a parole officer and is required to observe conditions of release set by the parole officer and the Juvenile Parole Board.

Parole Revocation - The administrative action of the Juvenile Parole Board, which removes a youth from parole status in response to a violation of lawfully required conditions of parole, including the prohibition against commission of a new offense.

Parole Suspension - The administrative action of the Juvenile Parole Board, which removes a youth from parole status in response to a violation of lawfully required conditions of parole, including the prohibition against commission of a new offense. Reconsideration of parole must occur within 90 days on a date determined by the Juvenile Parole Board.

Pre-Discharge Recidivism – A new adjudication, or conviction for a felony or misdemeanor offense that occurred between the date of commitment and the date of discharge from the Division of Youth Services.

Prior Adjudications - Adjudications that occurred prior to the current detention or current commitment sentence.

Recidivism - An adjudication or conviction for a new felony or misdemeanor offense that occurred within one, two, or three years following discharge from the Division of Youth Services.

Regional Management Structure - Decentralized DYS management structure comprised of four geographic regions in the state.

Residential Programs - Programs that provide 24-hour care.

Secure Residential Youth Center - A youth center with physical security features such as locked doors, sally-ports, and correctional fencing.

Staff-Supervised Residential Program - Privately owned and operated, staff-supervised programs provide 24-hour line of sight supervision of youth.

Youthful Offender System (YOS) - a maximum security prison in Pueblo, Colorado, that houses male and female offenders between ages 14–25. Inmates at YOS have all been convicted of a felony (for crimes committed when youth were between 14 – 19 years old) and sentenced as adults (prior to their 21st birthday) to the state's Department of Corrections system.

YTD - Year to Date

CRIMES THAT FALL UNDER COLORADO'S VICTIM RIGHTS ACT

- Murder in the first degree, in violation of section 18-3-102;
- Murder in the second degree, in violation of section 18-3-103;
- Manslaughter, in violation of section 18-3-104;
- Criminally negligent homicide, in violation of section 18-3-105;
- Vehicular homicide, in violation of section 18-3-106;
- Assault in the first degree, in violation of section 18-3-202;
- Assault in the second degree, in violation of section 18-3-203;
- Assault in the third degree, in violation of section 18-3-204;
- Vehicular assault, in violation of section 18-3-205;
- Menacing, in violation of section 18-3-206;
- First degree kidnapping, in violation of section 18-3-301;
- Second degree kidnapping, in violation of section 18-3-302;
- (I) Sexual assault, in violation of section 18-3-402;
- (II) Sexual assault in the first degree, in violation of section 18-3-402, as it existed prior to July 1, 2000;
- Sexual assault in the second degree, in violation of section 18-3-403, as it existed prior to July 1, 2000;
- (I) Unlawful sexual contact, in violation of section 18-3-404; or
- (II) Sexual assault in the third degree, in violation of section 18-3-404, as it existed prior to July 1, 2000;
- Sexual assault on a child, in violation of section 18-3-405;
- Sexual assault on a child by one in a position of trust, in violation of section 18-3-405.3;
- Sexual assault on a client by a psychotherapist, in violation of section 18-3-405.5;
- Invasion of privacy for sexual gratification, in violation of section 18-3-405.6;
- Robbery, in violation of section 18-4-301;
- Aggravated robbery, in violation of section 18-4-302;
- Aggravated robbery of controlled substances, in violation of section 18-4-303;
- Incest, in violation of section 18-6-301;
- Aggravated incest, in violation of section 18-6-302;
- Child abuse, in violation of section 18-6-401;
- Sexual exploitation of children, in violation of section 18-6-403;
- Crimes against at-risk adults or at-risk juveniles, in violation of section 18-6.5-103;

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- Any crime identified by law enforcement prior to the filing of charges as domestic violence, as defined in section 18-6-800.3;
- An act identified by a district attorney in a formal criminal charge as domestic violence, as defined in section 18-6-800.3;
- Any crime, the underlying factual basis of which has been found by the court on the record to include an act of domestic violence, as defined in section 18-6-800.3, pursuant to section 18-6-801;
- Stalking, in violation of section 18-3-602 or 18-9-111;
- A bias-motivated crime, in violation of section 18-9-121;
- Careless driving, in violation of section 42-4-1402, that results in the death of another person;
- Failure to stop at the scene of an accident, in violation of section 42-4-1601, where the accident results in the death or serious bodily injury of another person;
- Any criminal attempt, as described in section 18-2-101, any conspiracy, as described in section 18-2-201, any criminal solicitation, as described in section 18-2-301, and any accessory to a crime, as described in section 18-8-105, involving any of the crimes specified in 24-4.1-302(1);
- Intimidating a witness or a victim, in violation of section 18-8-704;
- Retaliation against a witness or victim, in violation of section 18-8-706, Retaliation against a judge, in violation of section 18-8-615, Retaliation against a juror, in violation of section 18-8-706.5;
- Retaliation against a prosecutor, in violation of section 18-8-616;
- Aggravated intimidation of a witness or a victim, in violation of section 18-8-705;
- Tampering with a witness or victim, in violation of section 18-8-707;
- Indecent exposure, in violation of section 18-7-302; or
- Violation of a protection order issued under section 18-1-1001, against a person charged with committing sexual assault, in violation of section 18-3-402, sexual assault on a child, in violation of section 18-3-405, sexual assault on a child by one in a position of trust, in violation of section 18-3-405.3, sexual assault on a client by a psychotherapist, in violation of section 18-3-405.5, or stalking in violation of section 18-3-602;
- Human trafficking, in violation of section 18-3-503 or 18-3-504;
- First degree burglary, in violation of section 18-4-202;
- Child prostitution, in violation of section 18-7-40; Soliciting for child prostitution, in violation of section 18-7-402; Procurement of a child for sexual exploitation, in violation of section 18-6-404; Pimping of a child, in violation of section 18-7-405; Inducement of child prostitution, in violation of section 18-7-405.5; or Patronizing a prostituted child, in violation of section 18-7-406.
- Posting a private image for harassment in violation of section 18-7-107 or posting a private image for pecuniary gain in violation of section 18-7-108;

Last Updated: January 2018

Any questions concerning the data presented in this report may be directed to:

Data Management & Analysis
Division of Youth Services
4141 South Julian Way
Denver, CO 80236
(303) 866-7956

Colorado Department of Human Services
Office of Children, Youth & Families

Division of Youth Services

<https://cdhs.colorado.gov/about-cdhs/news/cdhs-publications-and-reports>