



Washington Office of Superintendent of
PUBLIC INSTRUCTION

REPORT TO THE LEGISLATURE

UPDATE: Substitute House Bill (SHB) 1701: Institutional Education

2024

Authorizing Legislation: RCW 28A.300.850

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EXECUTIVE SUMMARY

Washington students in Juvenile Rehabilitation (JR) facilities have had limited opportunities to access the education necessary for making life-changing academic progress and to receive the supports needed to successfully reenter their community and connect with education and employment opportunities following incarceration. Students in Institutional Education (IE) are among Washington's most vulnerable. The state's obligation to provide basic education services to youth in secure settings is codified in law, and is significant because the courts have placed these youth in the state's custody and care. Washington must not only provide for the safety and overall well-being of youth in the state's care but ensure that youth succeed educationally.

The Office of Superintendent of Public Instruction (OSPI) is the agency responsible for overseeing all public education in Washington State, including the nearly 2,000 students enrolled in Institutional Education each year. Institutional Education is delivered in 21 school settings, including county-operated juvenile detention centers and Department of Children, Youth, and Families (DCYF) Juvenile Rehabilitation facilities, which include two long-term facilities, Echo Glen and Green Hill, and eight community facilities.

Efforts to improve IE in Washington have been underway for more than a decade. This includes the important prior legislation [Engrossed Second Substitute House Bill \(E2SHB\) 1646 \(2019\)](#), [Engrossed Substitute House Bill \(ESHB\) 2116](#), and [Engrossed Second Substitute House Bill 1295 \(E2SHB 1295\)](#), which was passed by the legislature in 2021 (Section 14 of E2SHB 1295) and directed OSPI and the Department of Children, Youth, and Families to jointly develop recommendations for the establishment, implementation, and funding of a reformed Institutional Education system.

In 2023, [Substitute House Bill \(SHB\) 1701](#) was passed by the legislature in response to E2SHB 1295 recommendations, with the intent of focusing attention on the Institutional Education governance structure and funding model. Specifically, SHB 1701:

- Assigns OSPI responsibility for the delivery and oversight of basic education services to justice-involved youth through the Institutional Education programs in facilities that are not under the jurisdiction of the Department of Social and Health Services by September 1, 2027; and
- Establishes a Joint Select Committee (JSC) on governance and funding for Institutional Education. The committee will report findings and recommendations to the governor, the superintendent of public instruction, the chair of the State Board of Education, and appropriate committees of the legislature by December 1, 2024.

Under SHB 1701, OSPI is responsible for the development of a timeline and plan for assuming the above responsibilities of SHB 1701 as well as annual interim reports. This report is the required second annual interim progress report, detailing the progress OSPI has made in meeting its obligations under SHB 1701.

Key progress OSPI has made to date:

- OSPI has developed a draft timeline and plan for assuming responsibilities in SHB 1701 between now and 2027.
- OSPI and staff from DCYF have met regularly over the last year to support the JSC in its work.
- The OSPI leadership has conducted listening sessions across the state to consult with IE education staff and other stakeholders to garner feedback for a reformed Institutional Education system.
- OSPI has conducted site visits to several secure facilities around the state to better understand the student population and needs and to consider the impacts of various changes to governance and practice models.
- OSPI made a recommendation for a governance and funding model to the JSC as follows:
 - 1. A regionally deployed delivery model through Educational Service Districts that still allows for local flexibility.**
 - 2. Sufficient, flexible, and accurate funding to cover the cost of providing education through a prototypical funding model.**
- OSPI has also made progress on eight of the 10 recommendations outlined in E2HB 1295 for improving educational practices in IE settings.

The following are OSPI's next steps for 2025 under SHB 1701:

- Continue to support the JSC's work plan and implement its directives.
- Provide budget and policy recommendations in partnership with the JSC to make timely progress in implementing Institutional Education funding and governance reforms.
- Finalize practice, governance, and accountability models.
- Continue collaboration across OSPI, DCYF, and local IE partners to support students and staff as they work toward improving IE education delivery, including the policy and practice work under E2SHB 1295.
- Provide an annual report to the legislature by December 1, 2025.

INTRODUCTION

Washington students in Juvenile Rehabilitation (JR) facilities across the state have had limited opportunities to access the education necessary for making life-changing academic progress that will help ensure successful reentry back into their community after incarceration. The current system for Institutional Education is under-resourced, fragmented, and not student centered. As a result, IE students, who are some of the most vulnerable young people in our state, are likely to experience poor outcomes in reentry (e.g., educational achievement and other thriving measures) that put them at further risk for recidivism.

The Office of Superintendent of Public Instruction (OSPI) is responsible for overseeing all public education in Washington State, including all students enrolled in Institutional Education each year. Institutional Education is carried out in a wide variety of facility settings that include 19 public school districts and nine Educational Service Districts (ESDs) across the state. These facilities are composed of county-operated juvenile detention centers and Department of Children, Youth, and Families (DCYF) Juvenile Rehabilitation facilities, which include two long-term facilities, Echo Glen and Green Hill, and eight community facilities.¹

Addressing the needs of IE students in the differing facility types given the wide age range of students and the varied educational supports needed adds to the complexity of developing a state model to deliver high-quality, inclusive education. In addition, a contributing factor is the state's funding model, which has not been updated since the 1995–1997 biennium ([Engrossed Substitute Senate Bill \[ESHB\] 5187](#)). Only interim fixes have been funded, with no long-term sustainable model to support the reforms necessary. Washington State's 21 detention centers continue to face a high-level deficit funding situation.

Legislative History

Efforts to reform IE in Washington State have been underway for more than a decade. This includes the important prior legislation: [Engrossed Second Substitute House Bill \(E2SHB\) 1646](#) and [ESHB 2116](#). In addition, [E2SHB 1295](#) was passed by the legislature in 2021 (Section 14 of E2SHB 1295) and directed OSPI and the Department of Children, Youth, and Families (DCYF) to jointly develop recommendations for the establishment, implementation, and funding of a reformed Institutional Education system. More than 50 advisory group members, IE education and administrative staff, community stakeholders, and IE students met over 14 months to develop detailed recommendations, including practice delivery reforms, and develop a recommended prototypical funding model. The recommendations were provided to the legislature in the [2022 Improving Institutional Outcomes Final Report](#). In particular, the report recognized that education delivery must consider the continuum of needs young people in the justice system may experience.

Youth who are system involved in Washington experience many interruptions in their education as they transition between facilities and into their communities. As a result, youth need a system that

¹ OSPI also oversees IE in in-patient treatment centers. SHB 107 narrows the definition to include only the 21 detention centers and the two long-term facilities and eight community schools administered by the Department of Children, Youth and Families.

assigns educators, coaches, advocates, and mentors to each individual to provide support to students in this process.

SHB 1701

In 2023, [Substitute House Bill \(SHB\) 1701](#) was passed by the legislature in response to E2SHB 1295 recommendations, with the intent of focusing attention on the Institutional Education governance structure and funding model. Specifically, SHB 1701:

- Assigns OSPI responsibility for the delivery and oversight of basic education services to justice-involved youth through the Institutional Education programs in facilities that are not under the jurisdiction of the Department of Social and Health Services by September 1, 2027; and
- Establishes a Joint Select Committee (JSC) on governance and funding for Institutional Education. The committee will report findings and recommendations to the governor, the superintendent of public instruction, the chair of the State Board of Education, and appropriate committees of the legislature by December 1, 2024.

OSPI is responsible for the development of a timeline and plan for assuming the above responsibilities of SHB 1701 as well as annual interim reports.

Report Purpose and Organization

This is the second SHB 1701 interim report detailing OSPI's progress in meeting its obligations under SHB 1701. The report is structured as follows: First, OSPI provides a background section describing the students served by the various Institutional Education facilities in the state as well as a description of key players involved in the reform efforts. This is followed by an update on the status of OSPI's progress and recommendations. The report finishes with a section that provides conclusions and next steps. There are three appendices: A. Student Data; B. Funding Model Data; and C. Decision Package.

BACKGROUND

Students Served by Institutional Education

Institutional Education in Washington State serves young people under the age of 21 who are involved in the justice system. Compared to the rest of the state, these students are significantly more likely to:²

- Be eligible for special education services
- Have experienced homelessness
- Identify as Black, Indigenous, or a Person of Color (BIPOC)
- Come from a low-income household
- Have one or more mental health disorders
- Be predominantly male

Students in Institutional Education are served in a number of different institutions, as shown in Exhibit 1. SHB 1701 focuses current efforts on DCYF facilities and the Juvenile Detention Centers (green highlighted boxes in Exhibit 1).

Exhibit 1. Institutional Education Facilities in Washington State



Student Length of Time in Institutional Education

Students' length of time in Institutional Education varies by facility type and county, due in large part to a student's status in the criminal justice system. In Juvenile Detention Centers (JDCs), students generally have shorter lengths of stay (and therefore more limited time in IE) relative to students in the Juvenile Rehabilitation Centers before they are either released back to the community or moved to another facility. Two thirds of students are in JDCs for 15 days or less. However, state data show that students in the JDCs are staying longer now than in the past.³ In addition, IE staff report that while some students are enrolled in school at the time they enter a JDC, many have inconsistent connections to local

² Sources: Burrell & Warboys, 2000; Puzanchera et al., 2022; Task Force 2.0, 2021.

³ Source: OSPI Cedars data.

school districts (e.g., though enrolled, they may not have attended school for some significant period of time).⁴ This lack of connection to school means that students are generally behind academically relative to their peers and are in need of re-engagement supports to reconnect them with learning. In contrast, state data indicate that in the Juvenile Rehabilitation centers, student experience longer stays in the facilities.⁵ Students in JR centers have had their cases adjudicated. As a result, students in JR have more time to receive educational services through IE.

The Landscape: Key Players

It is important to understand that there are a number of entities that play a key role either directly or indirectly in Institutional Education. These include state-level agencies, regional-level entities, local school districts, and community organizations. Exhibit 2 below describes each of these key players and their role.

Exhibit 2. Key Players

Level	Entity and Charge
State	<p><i>Office of Superintendent of Public Instruction (OSPI)</i></p> <ul style="list-style-type: none"> Separately elected agency responsible for public K–12 education <p><i>Department of Children, Youth, and Families (DCYF)</i></p> <ul style="list-style-type: none"> Cabinet-level agency focused on the well-being of children <p><i>Department of Corrections (DOC)</i></p> <ul style="list-style-type: none"> Cabinet-level agency administering adult corrections programs operated by the state
Regional	<p><i>Educational Service Districts</i></p> <ul style="list-style-type: none"> Nine regional public agencies that support school districts and OSPI programming <p><i>Juvenile Detention Centers</i></p> <ul style="list-style-type: none"> County operated secure facilities that house students <p><i>Juvenile Courts</i></p> <ul style="list-style-type: none"> Part of the Superior court system, in 30 court districts across the state <p><i>Community and Technical Colleges</i></p> <ul style="list-style-type: none"> 2-year higher education institutions
Local	<p><i>School Districts</i></p> <ul style="list-style-type: none"> Local education agency that provides education to students within a specific district, governed by locally elected board of directors <p><i>Community organizations</i></p> <ul style="list-style-type: none"> Provide various supports and programming to students and families

UPDATE STATUS

This section describes OSPI’s progress in meeting SHB 1701 responsibilities in three areas:

⁴ Source: OSPI Listening Sessions with Institutional Education staff.

⁵ Source: OSPI Cedars data.

1. Recommending a governance and accountability system for Institutional Education
2. Recommending a funding model
3. E2SHB 1295 implementation update

1. Governance and Accountability System

As described in the [2023 interim report on SHB 1701](#), OSPI has implemented a number of activities to guide its recommendations, including conducting a national governance scan to evaluate the range of structures and options for Institutional Education used in other states. In addition, over the last year, OSPI has continued to engage stakeholders as well as conduct site visits to various facilities to interview staff and observe the student learning environment.

Through these various activities, OSPI developed several key considerations for the new model, as follows:

- First, students should have access to the full program of basic education through a model that is student-centered and asset-based.
- To help ensure educational continuity, the model should support students as they move through multiple transition points in the justice system.
- It is important that the model be funded in a way that provides predictable, appropriate, and stable funding to support the delivery of basic education.
- The model and its associated practices should include clear and uniform expectations, policies, and procedures across all facilities (e.g., credit attainment, records transfers, professional learning, enrollment practices, and collaboration with facility staff).
- It will be important to have relevant data that may be consistently collected and shared appropriately across partners. Educational decisions should be data-informed and based on measurable metrics.
- Highly trained and qualified educators and other support staff are critical to student achievement.
- The model should help provide support for more centralized delivery and oversight in order to support accountability, continuity, systems improvements, and stability for staff and students.

OSPI's process for developing its final recommendations was based on identifying a wide range of options, and then narrowing the options to maximize the key considerations described above. This was done in tandem with meetings with the JSC to understand legislative expectations as well as partner input (i.e., DCYF, county facilities, current staff, Educational Service Districts, school districts, advocacy organizations). In addition, selection focused on models that can better coordinate and facilitate student transition, are cost effective, and will lead to effective and supportive student learning environments.

OSPI has also considered data on students to guide the model. Data may be found in Appendix A.

OSPI considered three approaches to a governance model:

- Local-school-district run

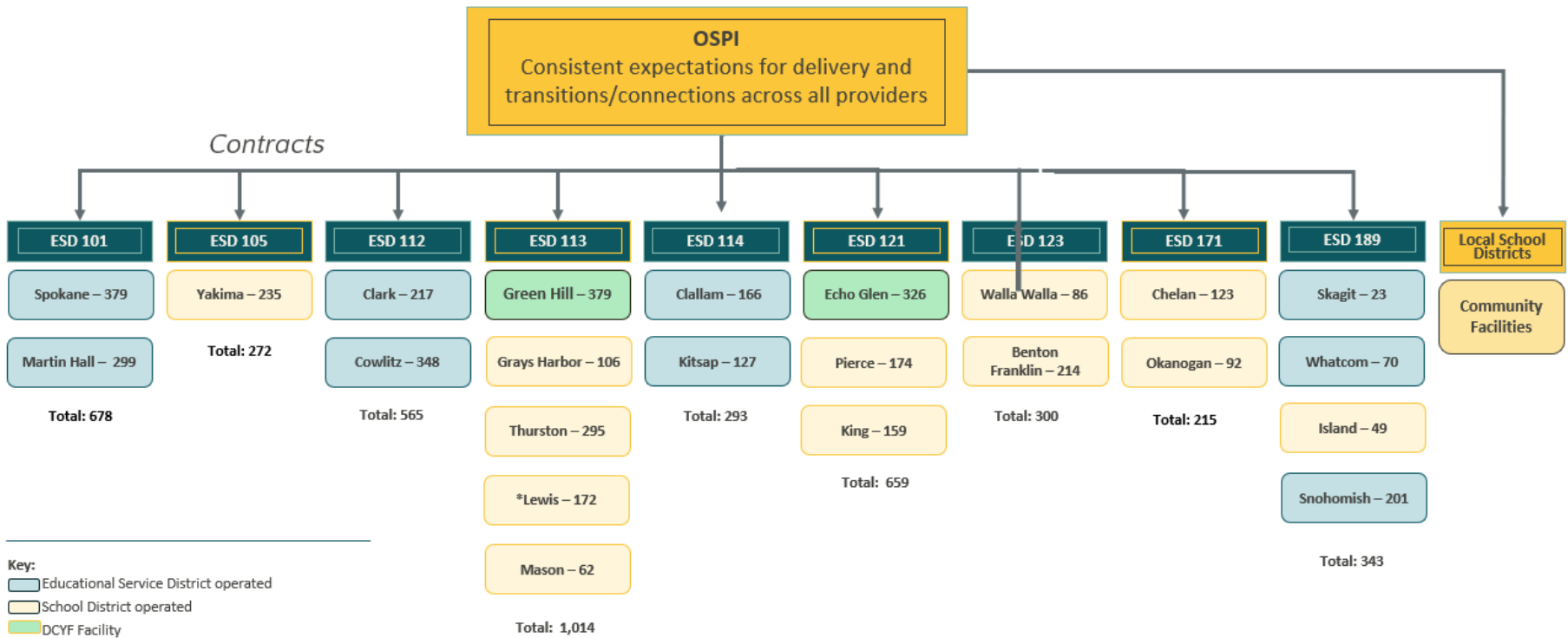
- Regional partnerships through ESDs
- Single statewide system

Recommendations

OSPI has three recommendations for the governance and system for IE for the JSC.

- First, *stronger statewide governance*. This recommendation is to ensure explicit and consistent statewide expectations for student learning and outcomes. It also recommends development of a robust credit transfer policy, adequate funding, graduation requirements, data reporting, progress monitoring, and continuous improvement. In addition, through this recommendation, OSPI aims to strengthen the partnership and expectations between OSPI and DCYF. See Exhibit 3.
- Second, a *regionally deployed delivery model*. The recommendation is for regional continuity through ESDs that still allows for local flexibility. Exhibit 3 shows the regional ESD delivery model proposed.
- Third, *sufficient, flexible, and accurate funding* to cover the cost of providing education. Additional details on the funding recommendation are provided below.

Exhibit 3. Regional ESD Delivery Model



School year 2022–23. Data extract from February 2024.
 All student counts are duplicated
 Students with no end date are removed



Statewide Coordination and Regional Delivery Responsibilities

Under the recommended regional ESD delivery model, OSPI would be responsible for:

- Contract development and implementation
- Statewide data reporting
- Accountability
- Easy-to-navigate complaint resolution process
- Coordination with state and regional transition teams—including shared professional learning opportunities

The ESDs would provide:

- Education delivery
- Staffing
- Administration
- Regional support through the Association of Educational Service Districts
- The school districts would:
 - Ensure smooth transitions as students go in and out
 - Be responsible for education of students in community facilities

State Agency Roles

Under the recommended regional ESD delivery model, OSPI would provide:

- Basic education
- Transition support services, including:
 - High School and Beyond planning
 - Transcripts and school records
 - Seamless transitions to/from/across school settings
 - Special education
 - Education advocates⁶

The Department of Children, Youth, and Families would provide:

- Safety and security
- After-school programming
- Enrichment activities
- Postsecondary education
- Rehabilitation
- Transitions (facility and rehabilitation)

⁶ Education advocates provide counseling support, case management, academic and vocational coaching, and referral to youth who have been previously incarcerated or diverted from the juvenile justice system.

ESDs as Regional Partners in Institutional Education

The value that ESDs bring to strengthen student outcomes in Institutional Education includes:

- Strong regional connections with school districts and communities
- Established partnerships with OSPI building on existing contracts and consolidated service agreements
- Existing governance structures
- AESD collaboration
- Connection to other programs: special education, school safety, mental/behavioral health, math and ELA

What This Model Brings

- Educational continuity—ESDs provide education across the IE landscape with common systems
- Clear expectations, roles, and accountability
- Highly trained and qualified educators who have the capacity and specialized training to better support students
- Improved transitions between IE facilities and back into society

Implementation Considerations

OSPI recognizes that there are still significant aspects to work through with the recommended model, particularly around:

- Staffing—moving to a regional model will impact staff
- Local variability (geographic, capacity, cultural)
- Other systems impacting the education setting (e.g., JR, county policies)
- Student population change over time
- System ability to adapt to changing needs

OSPI recommends leaving some flexibility for an ESD to partner with a local district to implement the educational program, even if that flexibility is temporary.

OSPI expects that the largest changes that will require planning will be the long-term facilities, which have historically been run by local school districts.

2. Initial Proposed Funding Model

Building on the work done in the HB 1295 report, OSPI recommends a prototypical funding model for Institutional Education.

The funding model described below is an initial attempt at improving the funding formula but is not a final proposal. That said, this funding model represents significant improvements over the current one, including:

- Regionalization for ESDs
- Funding the ESD level for administration and support
- Additional staff capacity in the ESDs (e.g., certificated teachers at each site)
- Flexibility and responsiveness designed to meet student needs

Like other school funding systems, the proposed prototypical model for Institutional Education is based on student enrollment. In addition to driving funding for certificated teachers at each site, this model provides funding for:

- Certificated administrative and teachers at the ESD level to support JDCs in their region
- Classified (paraeducator) support, certificated administration (principal)
- Maintenance, supplies, and operating costs

Exhibit 4 below summarizes the 2025 legislative requests for the JDCs to add resources to fund an additional certified teacher (\$2,695,000 for FY26 [ongoing]), to support additional education advocates at each JDC (\$3,148,000 for FY26 [ongoing]), and for transition support to provide the infrastructure necessary for ESDs that are newly implementing the model and for pilot testing (dollar amount to be determined).

Exhibit 5 shows the JDC funding model comparison (based on 317 AAFTE). As shown under the new proposed model, the total per year is \$10,300,266, compared to the current model (\$6,833,612), for an increase of \$3,466,654. Additional information on the funding model assumptions may be found in Appendix B. Appendix B provides data on the staffing assumptions for the new model and provides information on the staffing assumptions and funding allocation for a sample current school district and for an ESD.

Exhibit 4. 2025 Legislative Funding Requests

Funding Area	Description	Request
JDCs	Current funding is inadequate, which results in a lack of staffing, reducing students’ educational opportunities. Funding would provide each JDC with the resources to fund an additional certified teacher.	\$2,695,000 for FY26 (ongoing)
Additional education advocates	Funding one education advocate at each JDC, with staffing factor. Education advocates would support student transitions ad work in collaboration with current education advocates at the ESD level.	\$3,148,000 for FY26 (ongoing)
Transition support	For some ESDs, this will be a new body of work. OSPI recommends including funding for pilots, planning, and startup costs to start building out the infrastructure needed to implement the changes.	\$ to be determined

Source: OSPI.

Exhibit 5. JCD Funding Model Comparison (based on 317 AAFTE)

Funding Model	Total per Year	Per Pupil Amount
Current funding model	\$6,833,612	\$21,533
New proposed model	\$10,300,266	\$32,457

Source: OSPI.

3. E2SHB 1295 Implementation Update

Below is an update on OSPI’s progress in implementing the recommendations put forward under E2SHB 1295, which are foundational and connected to the SBH 1701 recommendations and represent some of the agency’s ongoing activities to improve the learning environment and increase coordination with key partners.

Recommendation 1: Increase resources and structures at OSPI and DCYF to support state-level collaboration, oversight, data collection, and reporting.

- **Status Update:** With funding provided by the legislature to implement HB 1295 and HB 1701, OSPI and DCYF have both begun hiring to support this work.

Recommendation 2: Establish a state-level, joint OSPI/DCYF Institutional Education Oversight Team to oversee all aspects of education delivery in secure facilities and to provide oversight, accountability, technical assistance, and implementation support.

- **Status Update:** Ongoing. OSPI and DCYF meet biweekly to implement a portion of the 1295 recommendations and collaboration to support implementation of HB 1701.

Recommendation 3: Echo Glen School and Green Hill School must engage Student Council members in the implementation of E2SHB 1295 recommendations; these Student Council members will serve as the Youth Advisory Group for Institutional Education.

- **Status Update:** JR is collaborating with Echo Glen and Green Hill School’s Student Councils to support efforts in K–12, and to ensure residents who have graduated from high school or earned their GED are being engaged.

Recommendation 4: Require the Project Education Impact (PEI) workgroup to add to its mandate students in and exiting from Institutional Education settings.

- **Status Update:** The PEI Relaunch was held on October 26 with Institutional Education included in the vision and planning.

Recommendation 5: The state must implement a prototypical school-funding model during the 2023–25 biennium, including funding for special education services and categorical program funding for eligible students.

- **Status Update:** Report recommendation included a proposed funding model that addresses the unique needs and institutional settings, including funding for administration/oversight and education advocates. The JSC will consider and recommend a funding model under SHB 1701.

Recommendation 6: Expand and fully fund the Institutional Education Advocates Program.

- **Status Update:** No additional resources provided. OSPI has requested additional funding for Education Advocate program in the 2025-27 biennial budget.

Recommendation 7: Juvenile Rehabilitation state residential institutions, community facilities, and regional detention centers must be directed to create facility-based Institutional Education implementation teams responsible for the development of a written facility education plan.

- **Status Update:** DCYF/JR is onboarding the new statewide education team members that will serve as the JR implementation team, and lead policy and practice changes.

Recommendation 8: Juvenile Rehabilitation state residential institutions, community facilities, and regional detention centers must be directed to develop and implement student- and caregiver-centered education policy, practices, and procedures.

- **Status Update:** The new JR Associate Directors of Education at Green Hill and Echo Glen will collaborate with OSPI to begin planning and implementing this recommendation.

Recommendation 9: Require OSPI to recommend new or modified dropout re-engagement requirements and practices that will promote credit earning and high school completion by youth and post-resident youth.

- **Status Update:** The legislature provided funding in FY24 and FY25 for an Open Doors Institutional Education pilot project beginning in summer of 2023.

Recommendation 10 A: Modify state statutes extending provisions (as they relate to highly mobile populations) to students entering or exiting state institutions to community facilities or returning to a local education agency (LEA).

Recommendation 10 B: Develop a new statute requiring that, unless there is a court order that the student cannot return to the school, the student must be granted entry to their school of origin or resident public school in their home district.

- **Status Update:** No action taken. OSPI and DCYF anticipate the need for additional changes to state statutes as HB 1295/HB 1701 reforms are implemented over the next 5 years.

CONCLUSION AND NEXT STEPS

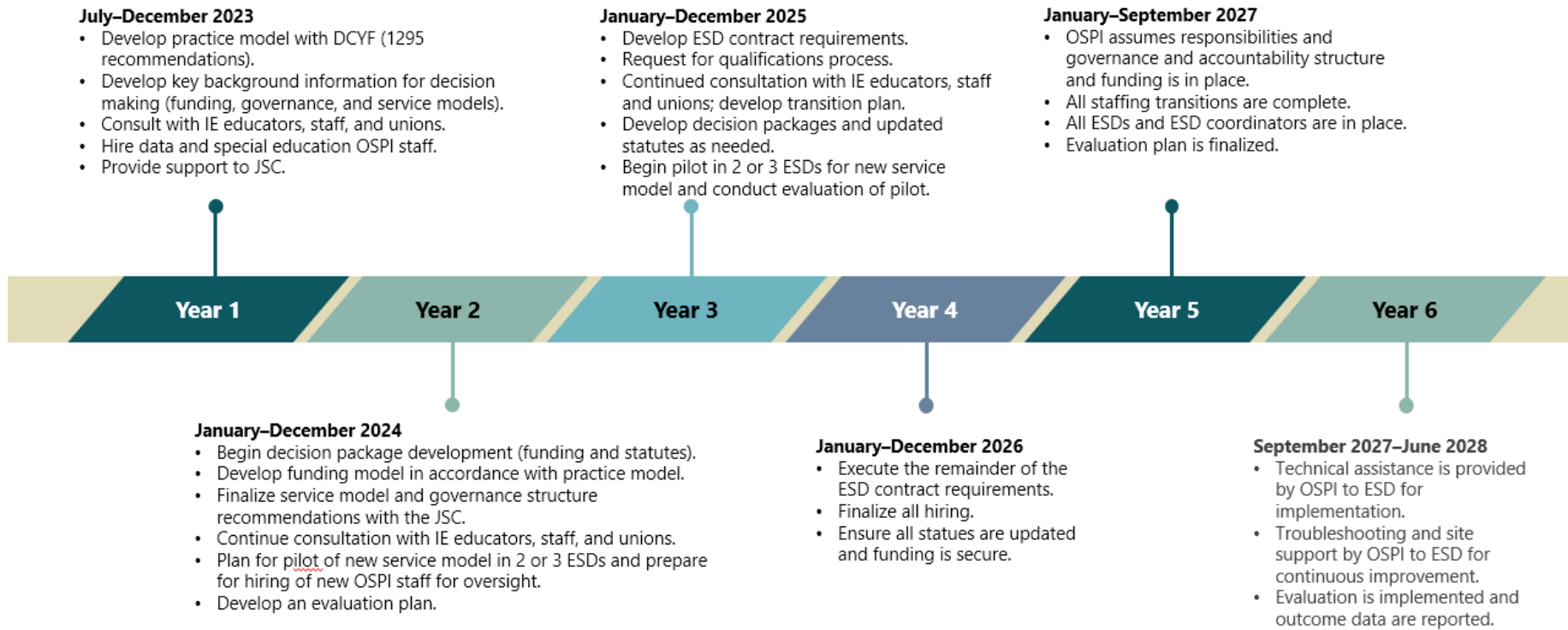
SBH 1701 provides an opportunity to continue a decade of reform efforts for IE and to implement the JSC's recommendation on a new governance model and system of accountability as well as funding to support urgently needed transformation.

OSPI has taken the necessary steps to meet its obligations under SHB 1701 to consider and assist the JSC in recommending governance and funding models for Institutional Education. OSPI's next steps for 2025 under SHB 1701 include the following in alignment with the proposed schedule/timeline in Exhibit 6:

- Continue to support the JSC's work plan to implement its directives.
- Make budget and policy recommendations in partnership with the JSC to make timely progress in implementing Institutional Education funding and governance reforms.
- Finalize practice, governance, and accountability models.
- Continue consultations with stakeholders, including IE educators, staff, and unions, about the best path forward for students and for governance and accountability model.
- Continue collaboration across OSPI, DCYF, and local IE partners to support students and staff now to work toward improving IE education delivery.
- Continue implementation of the 12 E2SHB 1295 recommendations and development of associated policies.
- Provide a report to the legislature with recommendations by December 1, 2025.

Exhibit 6. Timeline/Schedule for Implementation

1701 Timeline/Implementation Plan



Legislative reports are due annually (2023–2026).

REFERENCES

- Burrell, S., & Warboys, L. (2000). *Special education and the juvenile justice system: 2000 Bulletin*. Office of Justice Programs. <https://www.ojp.gov/pdffiles1/ojjdp/179359.pdf>
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ACKNOWLEDGMENTS

The Office of the Superintendent for Public Instruction (OSPI) wishes to acknowledge the time and efforts of the Washington State 1701 Joint Select Committee members:⁷ Co-chairs Representative Lisa Callan (5th District, member of the Human Services Committee and the Early Learning and K–12 Education Committee) and Senator Claire Wilson (30th District, chair of the Human Services Committee and vice chair of the Early Learning and K–12 Committee in the Senate) as well as JSC member Representative Joel McEntire (19th District, assistant ranking member on the House Education Committee). The authors of this report are grateful for the legislators’ leadership and look forward to working with them in meeting our obligations under SHB 1701. In addition, many OSPI and Department of Children, Youth, and Families staff (principals, teachers, and administrators) have contributed their time in thinking through the recommendations for reforms and made themselves available for site visits and meetings with OSPI. The authors of this report are extremely grateful for the OSPI and DCYF staff and their passion and dedication to this important work.

⁷ The Senate Republican JSC position is unfilled at the time of this publication.

APPENDICES

Appendix A. Institutional Education Data

Exhibit A.1 Juvenile Facilities in Washington state

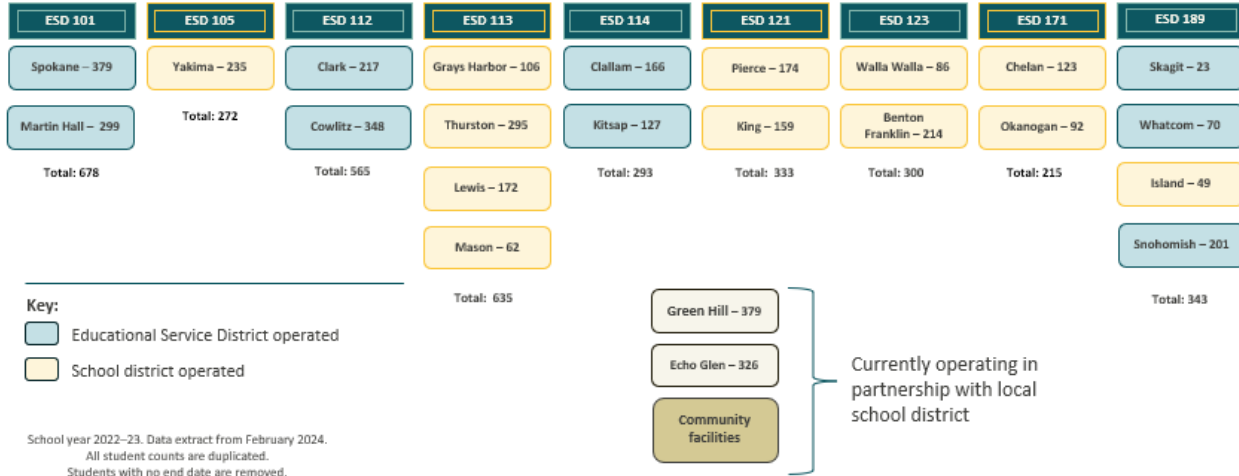


Exhibit A.2 Juvenile Detention Center Student Counts by Facility 2022–23: Education Service District Run

Education Service District Run	Duplicated	Unduplicated
Clallam County Juvenile Detention Center – ESD 114	166	72
Clark Juvenile Detention – ESD 112	217	140
Cowlitz County Youth Services Center – ESD 112	348	171
Kitsap Juvenile Detention Center School – ESD 114	127	84
Martin Hall Juvenile Detention School – ESD 101	299	210
Skagit County Detention – ESD 189	23	18
Snohomish Detention Center – ESD 189	201	151
Spokane Juvenile Detention School – ESD 101	379	218
Whatcom Juvenile Detention School – ESD 189	70	47

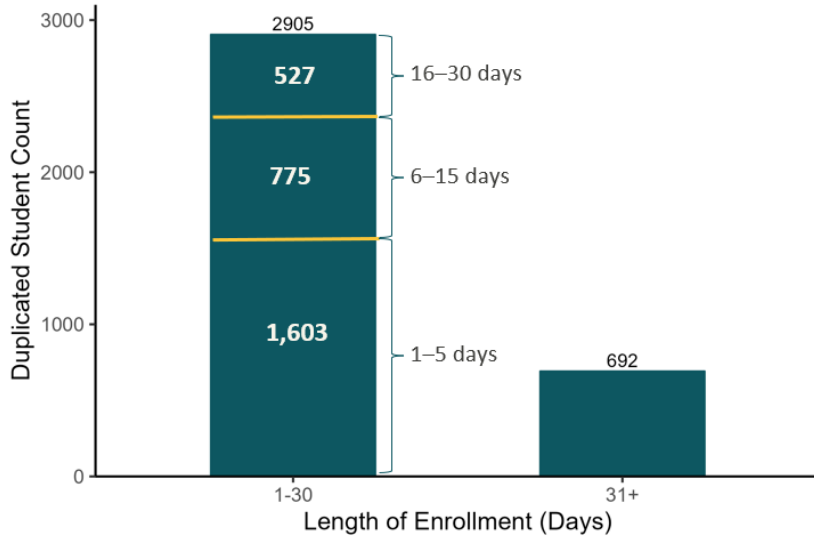
Exhibit A.3 Juvenile Detention Center Student Counts by Facility 2022–23: School District Run

School District Run	Duplicated	Unduplicated
Benton Franklin Juvenile Justice Center – Kennewick School District	214	154
Chelan County Juvenile Justice Center – Wenatchee School District	123	69
Grays Harbor Juvenile Detention Center – Aberdeen School District	106	65
Island Juvenile Detention – Coupeville School District	49	27
King County Juvenile Detention – Seattle Public Schools	159	134
Lewis County Juvenile Justice Center – Chehalis School District	172	99
Mason County Juvenile Detention School – Shelton School District	62	35
Okanogan Detention School – Okanogan School District	92	54
Pierce County – Ramann Hall Juvenile Detention Center – Tacoma School District	174	135
Thurston County Juvenile Detention Center – Tumwater School District	295	166
Walla Walla County Juvenile Detention Center – Walla Walla School District	86	60
Yakima County Juvenile Justice – Yakima School District	235	151

Exhibit A.4 Juvenile Rehabilitation Student Counts: School District Run

School District Run	Count
Green Hill School – Chehalis School District	214
Echo Glen – Issaquah School District	112

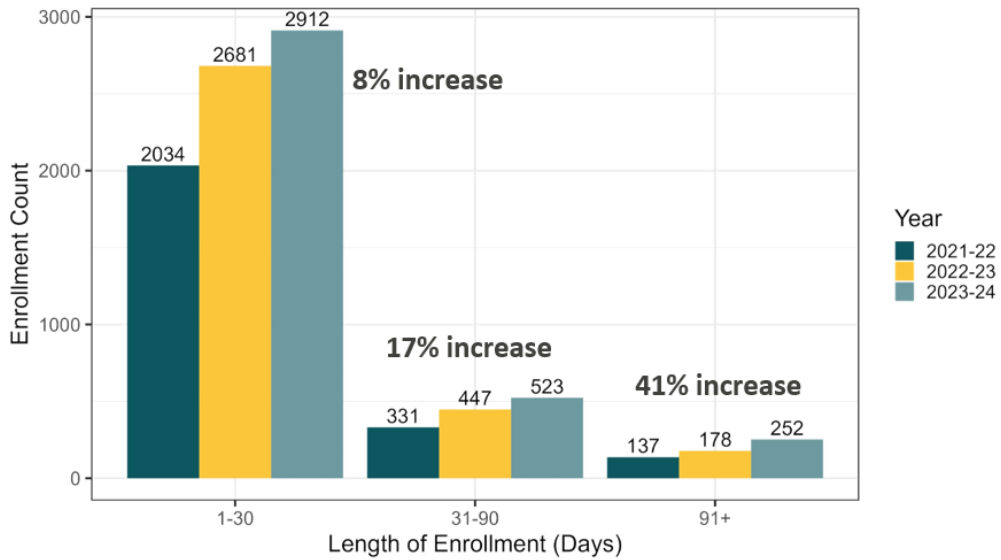
Exhibit A.5 How Long Are Students Staying in Juvenile Detention Centers?



Duplicated Student Count by Length of Enrollment Across All Juvenile Detention Centers in 2022-23
 Data source: CEDARS
 Date accessed: 1/29/24



Exhibit A.6 Length of Enrollment in Juvenile Detention Centers by Year: Duplicated Counts



Each year is September 1st - July 31st
 Data source: CEDARS
 Date accessed: 08/21/24



Appendix B. Funding Data

Exhibit B.1 Proposed Funding Model – Staffing Drivers

	Ratio	Floor	At ESD
Certificated admin	0.25		CAS – 0.25 at each ESD
Certificated instructor	10.00		CIS – 0.50:10 for 30+ days students
Classified			CLS – none
	Ratio	Floor	At IE program site
Certificated admin	30.00	0.25	Guaranteed 0.25 CAS & additional when FTE > 30. 0.25:30
Certificated instructor	15.00	1.00	Guaranteed 1.0 CIS & additional when FTE > 15. 1.00:15
Classified	15.00	0.50	Guaranteed .50 CLS. .50 staff for 15 FTE. 1:15

Exhibit B.2 Proposed Funding Model Example: Current School District

Entity	AAFTE	CIS Units	CAS Units	CLS Units	Total Allocation
Existing Funding Model					
Okanogan/Ferry Detention Center	3.20	1.00			\$ 154,423
Chelan Detention Center	11.30	1.13			\$ 215,840
Total	14.50	2.13			\$ 370,263
Proposed Funding Model					
ESD 171 Program		0.309	0.25	-	\$ 90,717
Okanogan/Ferry Detention Center	3.20	1.000	0.25	0.50	\$ 237,711
Chelan Detention Center	11.30	1.000	0.25	0.50	\$ 282,035
ESD 171 Total		2.309	0.75	1.00	\$ 610,463

Exhibit B.3 Proposed Funding Model Example: Current ESD

Entity	AAFTE	CIS Units	CAS Units	CLS Units	Total Allocation
Existing Funding Model					
Clallam Detention Center	8.70	1.00			\$ 182,022
Kitsap Detention Center	4.20	1.00			\$ 157,397
Total	12.90	2.00			\$ 339,417
Proposed Funding Model					
ESD 114 Program		0.207	0.25	-	\$ 86,722
Clallam Detention Center	8.70	1.000	0.25	0.50	\$ 301,988
Kitsap Detention Center	4.20	1.000	0.25	0.50	\$ 277,363
ESD 114 Total		2.207	0.75	1.00	\$ 666,073

Appendix C. Decision Package

Please see the following link: <https://ospi.k12.wa.us/sites/default/files/2024-09/p20-2025-funding-successful-implementation-statewide-high-school-and-beyond-plan-platform.pdf>

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