



# JOINT SELECT COMMITTEE ON GOVERNANCE AND FUNDING FOR INSTITUTIONAL EDUCATION

Final Report

December 2024

# Table of Contents

Introduction.....	2
Executive Summary .....	4
Joint Select Committee Members and Staff.....	6
Summary of Governance Options Presented to the Committee.....	7
Committee Recommendations .....	10
Appendices.....	13
Appendix A: SHB 1701 .....	14
Appendix B: List of Meetings and Agendas .....	23
Appendix C: Committee Staff Presentations .....	29
Appendix D: Agency Staff Presentations .....	68

## Introduction

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The challenges of meeting the education needs of justice-involved youth are numerous and not easily resolved. Nevertheless, policymakers and stakeholders must continue their efforts to more effectively provide these students with the education and support services they need for success and to which they are rightfully entitled. Doing so will be a critical step in helping them better prepare for reuniting with families, reentering schools and communities, and becoming productive members of society.

The personal histories of justice-involved youth are multifaceted. These students, who are disproportionately male, persons of color, and eligible for special education services, often have complex educational and emotional needs. Their educational experiences also span multiple transition points, leading to fragmented instruction and delays in providing appropriate services. These factors, and the associated lack of educational attainment evidenced in unacceptably low graduation rates, require educational services that are tailored to the students' diverse and evolving needs.

Providing these educational services also requires a careful consideration of critical factors determined outside of the classroom, including governance, funding, and operational issues. Examples of these issues include: funding for a system that properly meets the needs of students and the dedicated staff; a strategic division of local and state agency responsibilities; appropriate safety and security measures; and proper system oversight and accountability.

Current Legislative efforts to examine the delivery of institutional education began in 2020 with the enactment of ESHB 2116 and were most recently exemplified in 2023 with SHB 1701, the legislation that established this Committee. Through these bills and others, the Legislature has made steady progress in improving the ways in which instructional services and supports are delivered, funded, and overseen for justice-involved youth. However, much hard work remains unfinished.

The directives of SHB 1701 represent an important step forward. The legislation established a timeline for making the Superintendent of Public Instruction responsible for the delivery and oversight of basic education services to justice-involved youth in programs in local facilities and those controlled by the Department of Children, Youth, and Families. The legislation also called for this Committee to make recommendations in support of the Superintendent's forthcoming responsibilities.

As members of the Joint Select Committee on Governance and Funding for Institutional Education, we offer this report as a step forward in the reforms required to better serve the education needs of justice-involved youth. We hope this report and its included recommendations will be a meaningful installment in an ongoing, collaborative effort by

## Introduction

policymakers and stakeholders to better the lives of justice-involved youth through improved education delivery and oversight.

Sincerely,  
Representative Lisa Callan  
Senator Claire Wilson  
Representative Joel McEntire

## Executive Summary

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### Institutional Education—Overview.

*Governance and Oversight.* Washington's program of basic education mandates that instruction and associated state funding be provided for school-aged students in institutional facilities. The institutional facilities are managed and operated by the Department of Children, Youth, and Families (DCYF), the Department of Social and Health Services (DSHS), the Department of Corrections (DOC), counties, and cities, but the basic education services are generally provided by local school districts and regionally based Educational Service Districts (ESDs).

The Office of the Superintendent of Public Instruction (OSPI) oversees school districts and ESDs that provide institutional education services. The OSPI also allocates funding to school districts and ESDs for institutional education services and has separate education duties and responsibilities for incarcerated individuals who are under the age of 18 and in adult facilities of the DOC.<sup>1</sup>

*Funding.* State institutional education funding is not calculated using the prototypical school funding model that is used for traditional public schools. Instead, other factors generate the funding amount for institutional education purposes, including student enrollment, variable staffing ratios, a 220-day school year, and the materials, supplies, and operating costs to support the program.

Institutional education allocations are distributed to school districts and ESDs to hire staff and to develop and deliver a program of education in the following six types of facilities: residential habilitation centers; state long-term juvenile institutions; state operated community facilities (group homes); county juvenile detention centers; the DOC; and county and city adult jails.

### Recent Developments in Institutional Education.

#### *2020 Task Force on Improving Institutional Education Programs and Outcomes.*

An 11-member Task Force on Improving Institutional Education Programs and Outcomes was established in 2020 and charged with examining goals and strategies for improving the coordination and delivery of education services to youth involved with the juvenile justice system. The Task Force was specifically asked to consider the transmission of student records, addressing graduation rates, professional development and nonacademic supports, and the adequacy of funding levels. The Task Force issued [a final report containing its recommendations](#) in December 2020.

#### *2021 Legislation.*

The passage of Engrossed Second Substitute House Bill 1295 established and modified duties for the OSPI, the DCYF, and the State Board of Education (SBE) related to the provision of public education to youth in or released from secure facilities.

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<sup>1</sup> At the time of writing this report there were no incarcerated individuals under the age of 18 in DOC facilities.

## Executive Summary

Among other requirements, E2SHB 1295 directed the OSPI and the DCYF to jointly develop recommendations for the establishment, implementation, and funding of a reformed institutional education system that successfully meets the education and support needs of persons in and released from secure settings not operated by DSHS. The recommendations were required to address the establishment of an organizational and accountability structure, the establishment of an equitable and long-term funding model, and the development of a regular and ongoing review of system performance and outcomes. The agency recommendations were encouraged to include a plan and a phased timeline for their implementation in different types of institutional education facilities.

The temporary Institutional Education Structure and Accountability Advisory Group was established for the purpose of providing advice, assistance, and information to the OSPI and the DCYF in developing the recommendations.

The OSPI and the DCYF submitted a report titled [Improving Institutional Education Outcomes: Final Report](#) to the Legislature in December 2022.

### **Executive Summary**

The 2023 Legislature established a temporary Joint Select Committee on Governance and Funding for Institutional Education through the passage of Substitute House Bill 1701. The Joint Select Committee is tasked with examining and evaluating revisions to statutes, funding formulae, funding sources, and operating and capital budget appropriation structures necessary for the Office of the Superintendent of Public Instruction (OSPI) to assume responsibility for the delivery and oversight of basic education to justice-involved youth by September 1, 2027. The legislation is applicable to institutional education services for youth under the age of 21 and excludes facilities under the jurisdiction of the Department of Social and Health Services and the Department of Corrections.

Between November 2023 and December 2024, the Joint Select Committee held five meetings during which members heard from a range of stakeholders and institutional education staff, including the Department of Children, Youth, and Families, the OSPI, educational service districts, school districts, facility administrators, educators, and union representatives. During the July 2024 and October 2024 meetings the committee considered proposals from the OSPI regarding potential governance options for institutional education and received feedback from stakeholders about the proposals. Meeting materials and agendas can be found in the appendices of this report.

After considering the proposals and feedback, as well as information provided by staff at the request of the co-chairs, the Joint Select Committee members developed and approved the recommendations contained within this report. This report is to be delivered to the Governor, the Superintendent of Public Instruction, the Chair of the State Board of Education, and Legislature in December 2024.

## Joint Select Committee Members and Staff

<b>Committee Member</b>	<b>Organization</b>
Representative Lisa Callan, co-chair	House of Representatives
Senator Claire Wilson, co-chair	Senate
Representative Joel McEntire	House of Representatives

The House of Representatives Office of Program Research (OPR) and Senate Committee Services (SCS) provide staff support to the Committee. For more information, please contact:

<b>Committee Staff</b>	<b>Contact Information</b>
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## Summary of Governance Options Presented to the Committee

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### Proposed Governance Options.

At the July 2024 meeting of the Joint Select Committee, the Office of the Superintendent of Public Instruction (OSPI) presented four options for modifying the existing institutional education governance structure. The options presented included the following:

1. **The OSPI contracts with local education agencies (Issaquah School District and Chehalis School District) for educational delivery in secure Department of Children, Youth, and Families (DCYF) facilities (Echo Glen Children's Center and Green Hill School).**

The OSPI noted that this option has the potential to minimize transitions for educators, staff, and students. It would also strengthen the partnership and coordination between providers and DCYF while providing an opportunity to create more consistent policies, practices, and procedures across facilities.

However, if this option was selected accountability and oversight protocols would need to be increased and clarified. There would also need to be dedicated resources and decision-making protocols that center the needs of this specific population of young people.

2. **The OSPI contracts with the Association of Educational Service Districts (AESD), or the two regional Education Service Districts (ESDs), to provide education in the long-term facilities.**

The OSPI noted that this option presents a possibility for increased alignment in delivery, oversight, and accountability across all facilities, including county juvenile detention centers (JDCs). The OSPI also noted that ESDs are already familiar with providing educational programming and partnering closely with the OSPI and school districts.

However, if this option was selected the ESDs would need to establish a relationship and protocols with DCYF and there would be a need for transition planning.

3. **A 10<sup>th</sup> ESD or Unified School District is developed to provide for the basic education of students in institutional education settings.**

The OSPI noted that this option has the potential to create additional continuity across all instructional settings.

However, if this option was selected there would be a need to reevaluate and align the JDC model. This option could have high costs and would require development of a logistics and decision-making structure, hiring of staff, and determination of location (physical or remote).



**4. The OSPI contracts with a third-party provider for all facilities.**

The OSPI noted that this option would provide only one contract to negotiate and oversee.

However, there would be different needs depending on the facility types which would create a large contractor infrastructure to oversee. There is a risk that the OSPI could not find a reliable or viable contractor. This option would also be the most disruptive to students in the short term.

Recommended Governance Option.

At the October 2024 meeting of the Joint Select Committee, the OSPI made a final recommendation for a regional ESD delivery model. Under this model, the coordination and delivery of institutional education services would be divided among three entities with the following responsibilities:

**State Level - OSPI:**

- Contract development and implementation;
- Statewide data reporting;
- Accountability;
- Complaint resolution process; and
- Coordination with state and regional transition teams, including shared professional learning.

**Regional Level - ESDs:**

- Education delivery;
- Staffing and administration; and
- Regional support through AESD.

**Local Level - School Districts:**

- Ensure smooth transitions as students arrive/depart; and
- Maintain education responsibilities for students in community facilities.

The OSPI noted that the benefits of this model include: educational continuity through the use of common systems; clear expectations, roles, and accountability; highly trained and qualified educators who have the capacity and specialized training to better support students; and improved transitions between facilities and when returning home.

The OSPI identified that the biggest transition point would occur with long-term facilities with education programs that have historically been operated by local school districts. The agency recommended leaving some flexibility for ESDs to partner with local districts when implementing these education programs, even if the flexibility is temporary. The OSPI also identified process challenges to be considered during future program development including impacts to staff, geographic and cultural variability, fluctuating student populations and capacity considerations, and external justice system policies that may impact the education setting.

## Summary of Governance Options Presented to the Committee

### Recommended Funding Option and Priorities.

In addition to recommending a new governance model, the OSPI proposed additional changes to the institutional education funding model. The recommended changes included adding regionalization amounts for ESDs, additional administrative and instructional staff at ESDs, guaranteed funding levels at education program sites with low enrollment, additional paraeducator and principal positions, and increases to materials, supplies, and operating cost allocations. It was estimated by the OSPI that this additional funding would increase the per-pupil amount from \$21,533 to \$32,457.

For the 2025 Legislative session, the OSPI identified three funding priorities: (1) an additional certificated teacher at each JDC; (2) an educational advocate at each JDC; and (3) funding to support a pilot program for the new governance system to build out necessary infrastructure at ESDs.

## Committee Recommendations

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With its constitutionally based supervisory authority over public schools, and myriad obligations under state and federal law, the Office of the Superintendent of Public Instruction (OSPI) is compelled by legal and practical reasons to have a leading role in the administration, delivery, and oversight of education services to students in secure settings.

This role was further refined with the enactment of [SHB 1701 \(2024\)](#), legislation that represents the most recent example of a multi-year reform effort by lawmakers, agencies, and dedicated stakeholders to improve Washington's institutional education systems. Policy solutions to the numerous and complex issues remain elusive, but clear progress has been made -- roles and duties have been updated, and all parties remain committed to further improving institutional educational opportunities and outcomes for students.

The assistance of the OSPI and the Department of Children, Youth, and Families (DCYF) has been especially helpful to the Committee. We recognize that the OSPI's willingness to have an expanded slate of institutional education duties bodes well for the numerous challenges and opportunities that lie ahead.

After reviewing information provided by participants in the Committee's meetings, and information provided by staff at the request of the co-chairs, the Committee has developed the following recommendations in response to the requirements of SHB 1701.

**Recommendation No. 1 - The OSPI should research and analyze two service delivery and governance options, both with possibility of expanded roles for Educational Service Districts, as well as taking into consideration the uniqueness of each education location and school district involvement.**

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While the OSPI has provided the Committee with multiple governance and service delivery options for its consideration, the Committee recommends that the OSPI direct its research and analysis efforts to the options described below, and that it undertake additional stakeholder outreach efforts for both options:

- **Option One** - Under this option, Educational Service Districts (ESDs) would deliver education services to students at county juvenile detention centers (JDCs) and the long-term juvenile institutions of the DCYF (Echo Glen Children's Center and the Green Hill School). ESDs currently providing education services to students in JDCs would continue doing so. The delivery of education services to community facilities would remain with school districts.
- **Option Two** - Under this option, ESDs would deliver (or continue delivering) education services to students at JDCs, but this option should also explore the joint delivery of education services at JDCs through ESD and school district partnerships. The delivery

of education services to long-term juvenile institutions and community facilities would remain with school districts.

In examining both options, the OSPI should investigate whether programs, supports, and services provided by ESDs can be leveraged to provide additional support for students in facilities with educational advocates.

The continued research and analysis by the OSPI should include:

- Recommendations for a governance model that employs and is guided by best practices for the delivery of education services in secure settings, as identified by previous work of the OSPI, including work directed by [E2SHB 1295 \(2021\)](#);
- The development of a more comprehensive understanding of how proposed governance and funding reforms would affect entities involved in the delivery of education services (*i.e.*, the OSPI, ESDs, school districts), the legal and other implications of transferring duties to different entities, and the associated impacts on educators and staff;
- Recommendations for a more robust institutional education funding model that accommodates fluctuating enrollments (*i.e.*, establishes base level "floor funding") and examines how changes to an institutional education funding model would interact with potential changes to the prototypical school funding model;
- A special emphasis on:
  - Clarifying transition supports for students reentering communities and those transferring to adult facilities of the Department of Corrections; and
  - Examining technology needs and associated education delivery considerations for students and educators;
- The input and considerations of educators (teachers, paraprofessionals, and administrators) and facility operators (court administrators and the DCYF). Any recommendations of the OSPI should acknowledge how those inputs and considerations were taken into account;
- The identification of systemic issues highlighted by the Task Force on Improving Institutional Education Programs and Outcomes and E2SHB 1295 (2021), including an explanation of how the OSPI's recommendations directly address these issues and what outcomes should be expected; and
- Reporting to the Legislature about institutional education actions and developments, and continuing to review relevant institutional education reports.

**Recommendation No. 2 - The Legislature should develop policy and fiscal updates for institutional education and continue monitoring efforts.**

The Legislature should develop policy and fiscal updates in the 2025 session to advance recent progress in institutional education issues. Key actions for the Legislature are described below.

- Policy actions - The Legislature should clarify expectations of, and 2027 deliverables for, the OSPI as provided in SHB 1701.

## Committee Recommendations

- Fiscal actions - The Legislature should update (or make plans to update) the institutional education funding formulae for purposes of addressing the following ongoing institutional education challenges:
  - Establishing base level "floor funding" for JDCs;
  - Establishing base level "floor funding" for long-term juvenile institutions;
  - Increasing the number of educational advocates;
  - Providing funding to the OSPI for institutional education oversight, continued implementation of SHB 1701, and implementing the recommendations of this report; and
  - Increasing and funding a modified differentiated instruction multiplier for special education and complex needs.
  
- Continued monitoring - The Legislature should continue monitoring and reviewing institutional education actions of the OSPI and the DCYF, including receiving briefings on required reports and relevant issues.



# Appendices

Appendix A: SHB 1701

CERTIFICATION OF ENROLLMENT

**SUBSTITUTE HOUSE BILL 1701**

Chapter 303, Laws of 2023

68th Legislature  
2023 Regular Session

INSTITUTIONAL EDUCATION PROGRAMS—SUPERINTENDENT OF PUBLIC INSTRUCTION

EFFECTIVE DATE: July 23, 2023

Passed by the House April 17, 2023  
Yeas 96 Nays 0

CERTIFICATE

LAURIE JINKINS  
**Speaker of the House of  
Representatives**

I, Bernard Dean, Chief Clerk of the House of Representatives of the State of Washington, do hereby certify that the attached is **SUBSTITUTE HOUSE BILL 1701** as passed by the House of Representatives and the Senate on the dates hereon set forth.

Passed by the Senate April 12, 2023  
Yeas 49 Nays 0

BERNARD DEAN

Chief Clerk

DENNY HECK  
**President of the Senate**

Approved May 4, 2023 3:32 PM

FILED  
May 5, 2023

**Secretary of State  
State of Washington**

JAY INSLEE  
**Governor of the State of Washington**

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**SUBSTITUTE HOUSE BILL 1701**

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AS AMENDED BY THE SENATE

Passed Legislature - 2023 Regular Session

**State of Washington**

**68th Legislature 2023 Regular Session**

**By** House Education (originally sponsored by Representatives Callan, Stonier, Simmons, Senn, Reed, Kloba, Pollet, Santos, Ortiz-Self, Ormsby, Macri, and Bergquist)

READ FIRST TIME 02/17/23.

AN ACT Relating to assigning the superintendent of public instruction the responsibility for the delivery and oversight of basic education services to justice-involved youth served through institutional education programs in facilities that are not under the jurisdiction of the department of social and health services; amending RCW 28A.300.040; adding a new section to chapter 28A.300 RCW; adding a new section to chapter 28A.190 RCW; creating new sections; and providing expiration dates.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

NEW SECTION. **Sec. 1.** (1) The legislature finds that students who are served through institutional education programs are constitutionally entitled to full access to the state's statutory program of basic education and its promise of an opportunity to graduate with a meaningful diploma that prepares them for postsecondary education, gainful employment, and citizenship. Ensuring full access to a foundational education for these students is unquestionably in the best interest of the youth, their families, and society at large.



(2) Legislative actions dedicated to improving the educational circumstances for students receiving services through institutional education programs have been enacted in recent years. In 2021, building upon the efforts of the task force on improving instructional education programs and outcomes established in the previous year, the legislature enacted numerous reforms intended to improve the provision of public education to youth in or released from secure juvenile justice facilities.

(3) Among other requirements, the 2021 legislation directed the office of the superintendent of public instruction and the department of children, youth, and families to jointly develop recommendations for the establishment, implementation, and funding of a reformed institutional education system that successfully meets the education and support needs of persons in and released from secure settings. The recommendations were to be directed toward meeting the educational needs of persons who are in or have been released from state long-term juvenile institutions and community facilities operated by the department of children, youth, and families, county juvenile detention centers, and facilities of the department of corrections that incarcerate juveniles committed as adults.

(4) The legislature finds that the office of the superintendent of public instruction and the department of children, youth, and families did not sufficiently address legislative directives for reform recommendations.

(5) The legislature, recognizing the ongoing need for systemic reforms to the process by which basic education services are delivered and overseen in secure juvenile justice facilities, intends to initiate the process of assigning the superintendent of public instruction responsibility for the delivery and oversight of basic education services to justice-involved youth served through institutional education programs in facilities that are not under the

jurisdiction of the department of social and health services or the department of corrections. The legislature directs that this new program must implement the state's educational duties and goals under RCW 28A.150.210 in a way that better serves the needs of these students.

(6) In centralizing both delivery and oversight of these educational services with the superintendent, the legislature intends to decisively address essential governance, oversight and accountability, and continuity of education reforms. The legislature intends these reforms to recognize, support, and fully fund the unique educational needs of youth who receive education in these settings. Most importantly, however, the legislature intends for these reforms to provide these students with the opportunity to access the education and supports needed to make life-changing, and life-improving, academic progress.

NEW SECTION. **Sec. 2.** (1)(a) A joint select committee on governance and funding for institutional education is established, with members as provided in this subsection.

(i) The president of the senate shall appoint one member from each of the two largest caucuses of the senate.

(ii) The speaker of the house of representatives shall appoint one member from each of the two largest caucuses of the house of representatives.

(b) The committee shall choose its cochairs from among its membership. The member from the majority caucus of the house of representatives shall convene the initial meeting of the committee.

(2) The committee shall examine and evaluate revisions to statutes, funding formulae, funding sources, and operating and capital budget appropriation structure as necessary to assign the superintendent of public instruction with the responsibility for the

delivery and oversight of basic education services to youth receiving education through institutional education programs in facilities that are not under the jurisdiction of the department of social and health services or the department of corrections.

(3) The office of the superintendent of public instruction, the department of children, youth, and families, and the department of social and health services shall cooperate with the committee and provide information as the cochairs may reasonably request.

(4) Staff support for the committee must be provided by the senate committee services and the house of representatives office of program research.

(5) Members of the committee are entitled to be reimbursed for travel expenses in accordance with RCW 44.04.120.

(6) The expenses of the committee must be paid jointly by the senate and the house of representatives. Committee expenditures are subject to approval by the senate facilities and operations committee and the house of representatives executive rules committee, or their successor committees.

(7) The committee shall report its findings and recommendations, which may be in the form of draft legislation, to the governor, the superintendent of public instruction, the chair of the state board of education, and the appropriate committees of the legislature by December 1, 2024.

(8) This section expires December 31, 2024.

**Sec. 3.** RCW 28A.300.040 and 2011 1st sp.s. c 43 s 302 are each amended to read as follows:

In addition to any other powers and duties as provided by law, the powers and duties of the superintendent of public instruction shall be:

(1) To have supervision over all matters pertaining to the public schools of the state;

(2) To report to the governor and the legislature such information and data as may be required for the management and improvement of the schools;

(3) To prepare and have printed such forms, registers, courses of study, rules for the government of the common schools, and such other material and books as may be necessary for the discharge of the duties of teachers and officials charged with the administration of the laws relating to the common schools, and to distribute the same to educational service district superintendents;

(4) To travel, without neglecting his or her other official duties as superintendent of public instruction, for the purpose of attending educational meetings or conventions, of visiting schools, and of consulting educational service district superintendents or other school officials;

(5) To prepare and from time to time to revise a manual of the Washington state common school code, copies of which shall be made available online and which shall be sold at approximate actual cost of publication and distribution per volume to public and nonpublic agencies or individuals, said manual to contain Titles 28A and 28C RCW, rules related to the common schools, and such other matter as the state superintendent or the state board of education shall determine;

(6) To file all papers, reports and public documents transmitted to the superintendent by the school officials of the several counties or districts of the state, each year separately. Copies of all papers filed in the superintendent's office, and the superintendent's official acts, may, or upon request, shall be certified by the superintendent and attested by the superintendent's official seal, and when so certified shall be evidence of the papers or acts so certified to;

(7) To require annually, on or before the 15th day of August, of the president, manager, or principal of every educational institution in this state, a report as required by the superintendent of public instruction; and it is the duty of every president, manager, or principal, to complete and return such forms within such time as the superintendent of public instruction shall direct;

(8) To keep in the superintendent's office a record of all teachers receiving certificates to teach in the common schools of this state;

(9) To issue certificates as provided by law;

(10) To keep in the superintendent's office at the capital of the state, all books and papers pertaining to the business of the superintendent's office, and to keep and preserve in the superintendent's office a complete record of statistics, as well as a record of the meetings of the state board of education;

(11) With the assistance of the office of the attorney general, to decide all points of law which may be submitted to the superintendent in writing by any educational service district superintendent, or that may be submitted to the superintendent by any other person, upon appeal from the decision of any educational service district superintendent; and the superintendent shall publish his or her rulings and decisions from time to time for the information of school officials and teachers; and the superintendent's decision shall be final unless set aside by a court of competent jurisdiction;

(12) To administer oaths and affirmations in the discharge of the superintendent's official duties;

(13) To deliver to his or her successor, at the expiration of the superintendent's term of office, all records, books, maps, documents and papers of whatever kind belonging to the superintendent's office or which may have been received by the superintendent's for the use of the superintendent's office;

(14) To administer family services and programs to promote the state's policy as provided in RCW 74.14A.025;

(15) To promote the adoption of school-based curricula and policies that provide quality, daily physical education for all students, and to encourage policies that provide all students with opportunities for physical activity outside of formal physical education classes;

(16) To perform all duties required by this act for the delivery and oversight of basic education services to justice-involved students under the age of 21 who are served through institutional education programs in facilities that are not under the jurisdiction of the department of social and health services or the department of corrections; and

(17) To perform such other duties as may be required by law.

NEW SECTION. **Sec. 4.** A new section is added to chapter 28A.300 RCW to read as follows:

(1) The office of the superintendent of public instruction shall develop a timeline and plan for assuming, by September 1, 2027, responsibility for the delivery of basic education services to justice-involved students who are under the age of 21 and served through institutional education programs in facilities that are not under the jurisdiction of the department of social and health services or the department of corrections. The timeline and plan shall consider: The findings and recommendations produced in accordance with section 2 of this act; recommendations provided in the December 1, 2022, improving institutional education outcomes final report of the office of the superintendent of public instruction and the department of children, youth, and families; staffing transitions for educators and staff that, as of the effective date of this section, deliver education programming and services to the justice-involved students;

and legislation enacted in 2024 and in subsequent years relating to the superintendent's requirements under section 5 of this act.

(2) Beginning December 15, 2023, and annually thereafter through 2026, the office of the superintendent of public instruction shall, in accordance with RCW 43.01.036, provide an interim report on progress made in achieving the requirements of this section to the governor and the education and fiscal committees of the legislature.

(3) In meeting the requirements of this section, the office of the superintendent of public instruction shall consult with organizations representing educators and staff that deliver education programming and services to justice-involved students who are under the age of 21 and served through institutional education programs in facilities that are not under the jurisdiction of the department of social and health services or the department of corrections.

(4) This section expires June 30, 2027.

NEW SECTION. **Sec. 5.** A new section is added to chapter 28A.190 RCW to read as follows:

Beginning September 1, 2027, the superintendent of public instruction is responsible for the delivery and oversight of basic education services to justice-involved students who are under the age of 21 and served through institutional education programs in facilities that are not under the jurisdiction of the department of social and health services or the department of corrections.

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Passed by the House April 17, 2023.

Passed by the Senate April 12, 2023.

Approved by the Governor May 4, 2023.

Filed in Office of Secretary of State May 5, 2023.



## Appendix B: List of Meetings and Agendas





## Washington State Legislature

John A. Cherberg Building  
PO Box 40466  
Olympia, WA 98504-0466  
(360) 786-7400

### Joint Select Committee on Governance and Funding for Institutional Education

John L. O'Brien Building  
PO Box 40600  
Olympia, WA 98504-0600  
(360) 786-7155

Full Committee  
November 1, 2023  
10:00 a.m.

Virtual

#### Work Session:

- Review of institutional education requirements and practices, recently enacted legislation, and previously submitted agency recommendations.
  - Introductions.
  - Review of Joint Select Committee on Governance and Funding for Institutional Education provisions in SHB 1701 (2023).  
*Ailey Kato, Senate Committee Services*
  - Nomination and Election of Committee Co-Chairs.
  - Summary of Institutional Education Requirements and Recently Enacted Legislation.  
*Ethan Moreno, Office of Program Research*
  - Summary of State Funding for Institutional Education  
*James Mackison, Office of Program Research*
  - Summary of Improving Institutional Education Outcomes: Final Report (December 1, 2022).  
*Veronica Gallardo & Mikhail Cherniske, Office of Superintendent of Public Instruction*  
*Felice Upton & Mary Sprute Garland, Department of Children, Youth, and Families*
  - Member Discussion and Review of December 6 Meeting Agenda.

Meeting is scheduled to end at 12:00 p.m.

To view committee meetings or access the committee meeting documents, visit the Legislature's committee schedules, agendas, and documents website: <https://app.leg.wa.gov/committeeschedules>



## Washington State Legislature

John A. Cherberg Building  
PO Box 40466  
Olympia, WA 98504-0466  
(360) 786-7400

### Joint Select Committee on Governance and Funding for Institutional Education

John L. O'Brien Building  
PO Box 40600  
Olympia, WA 98504-0600  
(360) 786-7155

Full Committee  
December 6, 2023  
10:30 a.m.

House Hearing Rm E and Virtual  
John L. O'Brien Building  
Olympia, WA

#### Work Session:

1. Updates regarding the delivery of basic education services to students in institutional education settings as required by SHB 1701 (2023) and possible legislative requests.  
*Mikhail Cherniske, Senior Policy Analyst, Office of the Superintendent of Public Instruction*  
*Veronica Gallardo, Assistant Superintendent, Office of the Superintendent of Public Instruction*  
*Allison Krutsinger, Director of Public Affairs, Department of Children, Youth, & Families*
2. 2024 Joint Select Committee planning.

Meeting is scheduled to end at 12:30 p.m.

To view committee meetings or access the committee meeting documents, visit the Legislature's committee schedules, agendas, and documents website: <https://app.leg.wa.gov/committeeschedules>



# Washington State Legislature

John A. Cherberg Building  
PO Box 40466  
Olympia, WA 98504-0466  
(360) 786-7400

## Joint Select Committee on Governance and Funding for Institutional Education

John L. O'Brien Building  
PO Box 40600  
Olympia, WA 98504-0600  
(360) 786-7155

Full Committee  
July 26, 2024  
10:00 a.m.

House Hearing Rm E and Virtual  
John L. O'Brien Building  
Olympia, WA

### Work Session:

1. Workplan for meeting remaining obligations under SHB 1701 (2023).  
Ethan Moreno, Office of Program Research
  
2. Briefing from the Office of the Superintendent of Public Instruction and the Department of Children, Youth, and Families.  
Mikhail Cherniske, Office of the Superintendent of Public Instruction  
Allison Krutsinger, Department of Children, Youth, and Families
  
3. Panel presentations on current institutional education challenges.
  - Educators*
  - Sean Hadaller, Educator, Green Hill School, Chehalis School District
  - Tiffany Spencer, Vice Principal, Richland School District
  - School Administrators*
  - Roy Johnson, Educator and Principal, Okanogan School District
  - Lance Noell, Principal, Eastmont School District
  - Kathi Tribby-Moore, Principal, Spokane Juvenile Detention School, Martin Hall  
Detention Center School, Success Through Academic Connections School, ESD 101
  - Anita Tromp, Special Programs and Services, Assistant Director, ESD 189
  - Jeff Allen, Director of Youth Services, ESD 114
  - Institutional Education Facility Administrators*
  - Sallyanne Hendren, Associate Director of Education, Echo Glen Children's Center
  - Paige Baldwin, Green Hill School
  - Toefuataina Taai, Community Facility Administrator, Canyon View Community Facility
  - State-Level Administrators*
  - Veronica Gallardo, Assistant Superintendent, System and School Improvement, Office of the Superintendent of Public Instruction
  - Felice Upton, Assistant Secretary of Juvenile Rehabilitation, Department of Children, Youth, and Families

Meeting is scheduled to end at 12:00 p.m.

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## Washington State Legislature

John A. Cherberg Building  
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### Joint Select Committee on Governance and Funding for Institutional Education

John L. O'Brien Building  
PO Box 40600  
Olympia, WA 98504-0600  
(360) 786-7155

Full Committee  
October 8, 2024  
10:00 a.m.

Virtual

#### Work Session:

1. Briefing from the Office of the Superintendent of Public Instruction on governance and system options for institutional education.
2. Comments regarding governance and system options from entities associated with the delivery of education in institutional settings.
3. Public comments on governance and system options (Remote Testimony Available).
4. Discussion of governance and system options among committee members and providing direction to staff for final report preparations.

Meeting is scheduled to end at 12:00 p.m.

To view committee meetings or access the committee meeting documents, visit the Legislature's committee schedules, agendas, and documents website: <https://app.leg.wa.gov/committeeschedules>  
See <https://app.leg.wa.gov/CSI/Joint> for how to register for remote public comment.



## Washington State Legislature

John A. Cherberg Building  
PO Box 40466  
Olympia, WA 98504-0466  
(360) 786-7400

### **Joint Select Committee on Governance and Funding for Institutional Education**

John L. O'Brien Building  
PO Box 40600  
Olympia, WA 98504-0600  
(360) 786-7155

Full Committee  
December 11, 2024  
10:00 a.m.

House Hearing Rm D and Virtual  
John L. O'Brien Building  
Olympia, WA

**Work Session:** Review and approval of the Joint Select Committee's final report required by SHB 1701 (2023).

Meeting is scheduled to end at 12 PM.

To view committee meetings or access the committee meeting documents, visit the Legislature's committee schedules, agendas, and documents website: <https://app.leg.wa.gov/committeeschedules>



## Appendix C: Committee Staff Presentations

A detailed line drawing of a classical government building, likely a state capitol. It features a large central dome with a smaller dome on top, surrounded by a colonnade of columns. The building is set against a background of stylized trees and a clear sky.

# Joint Select Committee on Governance and Funding for Institutional Education

*November 1, 2023*

*House of Representatives Office of  
Program Research & Senate Committee  
Services*



# SHB 1701 (2023) – Establishment of the Joint Select Committee

- ▶ **Membership:** One member from each of the two largest caucuses in both the House and Senate
- ▶ **Duties:** Examine and evaluate revisions to statutes, funding formulae, funding sources, and operating and capital budget appropriation structure as necessary to assign the Superintendent of Public Instruction (SPI) with the responsibility for the delivery and oversight of basic education services to youth receiving education through institutional education programs in facilities that are not under the jurisdiction of the Department of Social and Health Services (DSHS) or the Department of Corrections (DOC)
- ▶ **Staff:** The House of Representatives Office of Program Research and Senate Committee Services staff the Committee. OSPI, the Department of Children, Youth, and Families, and the DSHS must cooperate with the Committee and provide information as the co-chairs reasonably request
- ▶ **Report:** The Committee must report its findings and recommendations, which may be in the form of draft legislation, by December 1, 2024





# Selection of Co-Chairs

- ▶ The Committee consists of one member from each of the two largest caucuses in both the House and Senate
- ▶ The Committee member from the majority caucus of the House must convene the initial meeting of the Committee
- ▶ The Committee must choose its co-chairs from among its membership



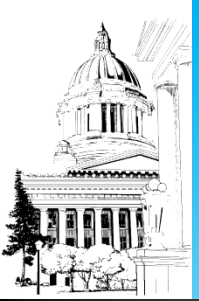
# Institutional Education is Part of Basic Education

- ▶ Instruction and associated funding must be provided by the state for school-aged children in institutional facilities
  - Is a component of Washington's program of basic education
- ▶ Several agencies are involved in the management, operation, and oversight of the institutional facilities
  - Department of Children, Youth, and Families (DCYF)
  - Department of Social and Health Services (DSHS)
  - Department of Corrections (DOC)
  - Local Governments (counties and cities)



# Education Services in Institutional Facilities

- ▶ Basic education services are provided by different local and regional entities
  - Local school districts
  - Educational Service Districts (ESDs)
  - Other entities (in limited circumstances)
- ▶ Some oversight duties by the Office of the Superintendent of Public Instruction (OSPI)
  - Modified by SHB 1701 (2023), with increased responsibilities beginning September 1, 2027



# Summary of Institutional Education Programs

## ▶ Six Programs

- Total FTE enrollment of 541 students in the 2022-23 school year, down from 846 students in the 2019-20 SY
- In comparison, statewide public school enrollment is 1.09 million students with 295 school districts and 18 public charter schools



# Summary of Institutional Education Programs

- ▶ Residential Habilitation Centers (RHC)
  - Operated by DSHS to provide 24-hour-a-day care for children with developmental deficiencies
  - Four RHCs in Washington
    - *Fircrest Residential Habilitation Center, Lakeland Village, Rainier School, Yakima Valley School*
    - *DSHS also operates the Child Study and Treatment Center in Lakewood*
  - Budgeted enrollment for the 2022-23 SY: 58.37 FTEs



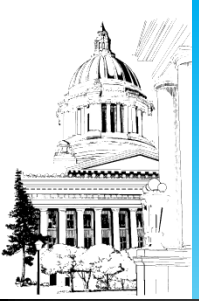
# Summary of Institutional Education Programs

- ▶ State Long-Term Juvenile Institutions (LTJI)
  - Operated by DCYF to provide 24-hour-a-day diagnosis, confinement, and rehabilitation services for juveniles committed by the courts
  - Two LTJIs in Washington
    - *Echo Glen Children's Center*
    - *Green Hill School*
  - Budgeted enrollment for the 2022-23 SY: 172.58
    - Down from 279 FTEs in the 2019-20 SY



# Summary of Institutional Education Programs

- ▶ State Operated Community Facilities (CF)
  - Operated by DCYF to provide services to youth referred through the juvenile justice system
  - Previously referred to as “Group Homes”
  - Eight CFs in Washington
    - *Canyon View, Oakridge, Parke Creek, Ridgeview, Sunrise, Touchstone, Twin Rivers, and Woodinville*
  - Budgeted enrollment for the 2022-23 SY: 34.72
    - Down from 45.88 FTEs in the 2019-20 SY



# Summary of Institutional Education Programs

- ▶ County Juvenile Detention Centers (CDC)
  - Operated and funded by counties, these facilities provide 24-hour-a-day treatment and care for juveniles who have been placed under protective custody or have committed a criminal offense
  - 21 CDCs in Washington
  - Budgeted enrollment for the 2022-23 SY: 274.32 FTEs
    - Down from 470.56 FTEs in the 2019-20 SY





# Summary of Institutional Education Programs

- ▶ Department of Corrections (DOC)
  - Operated and funded the state, DOC facilities provide 24-hour-a-day incarceration of adults and juveniles committed as adults
  - Institutional education funding is provided for the education of juveniles under the age of 18
  - Budgeted enrollment for the 2022-23 SY: .00 FTEs



# Summary of Institutional Education Programs

- ▶ County and City Adult Jails (AJL)
  - Operated and funded by counties and cities, adult jails provide 24-hour-a-day holding, detention, or incarceration of adults and juveniles committed as adults
  - Institutional education funding is provided for the education of juveniles under the age of 18
  - Budgeted enrollment for the 2022-23 SY: .89 FTEs



# Institutional Education Programs – Enacted Legislation

- ▶ E2SHB 2116 (2020)
  - Temporary 11-member Task Force on Improving Institutional Education Programs and Outcomes
  - The final report of the Task Force recommendations in 12 topics, generally centered around:
    - meeting student needs with effective education and transition services,
    - coordination and collaboration throughout the juvenile justice system; and
    - system structure and funding reforms
  - *Also recommended continuing the work of the Task Force through a working group that includes agencies and other stakeholders*



# Institutional Education Programs – Enacted Legislation

- ▶ E2SHB 1295 (2021)
  - New and modified duties for the OSPI, DCYF, and State Board of Education related to institutional education, including data, reporting, and rulemaking requirements
  - Student credit/academics and staff professional development requirements
  - OSPI and DCFY develop recommendations for reformed institutional education system
  - Institutional Education Structure and Accountability Advisory Group to assist OSPI and DCYF in making recommendations
  - Reports issued in December of 2021 (interim) and 2022 (final)



# Institutional Education Programs – Enacted Legislation

- ▶ SHB 1701 (2023)
  - Beginning September 1, 2027, the SPI is responsible for the delivery and oversight of basic education services to justice-involved students who are under the age of 21 and served in programs in facilities not under the jurisdiction of DSHS or DOC
  - OSPI must develop a timeline and plan for assuming these responsibilities with certain considerations
  - OSPI must consult with organizations representing educators and staff that deliver education programming and services to these students
  - Beginning December 15, 2023, and annually thereafter until 2026, OSPI must provide an interim report on progress in achieving the timeline and plan



# Several programs receive Institutional Education (IE) funding

- ▶ Six types of institutions receive Institutional Education funding:
  - Residential habilitation centers (RHC) – DSHS
  - Long-term juvenile institutions (LTJI) - DCYF
  - Community facilities (CF) – DCYF (Sometimes referred to as group homes)
  - County detention centers (CDC)
  - Department of Corrections (DOC)
  - County and city adult jails (ADJ)
  
- ▶ RCW [28A.150.200](#) includes several institutional programs as basic education programs:
  - (2)(b) The program of education provided by chapter [28A.190](#) RCW for students in residential schools as defined by RCW [28A.190.005](#) and for juveniles in detention facilities as identified by RCW [28A.190.010](#)
  - (c) The program of education provided by chapter [28A.193](#) RCW for individuals under the age of eighteen who are incarcerated in adult correctional facilities
  
- ▶ Allocations are distributed to school districts and Educational Service Districts to hire staff and develop and deliver a program of education in institutions
  
- ▶ IE is funded separately from general education and categorical formulas

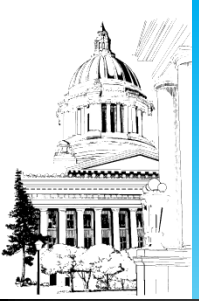


# IE Funding Formulas – Student to staff ratios and formulas are defined in operating budget

Institution Type	CIS*	CAS*	CLS*	MSOC per std 22-23	Aug 22-23 FTE Enroll
RHC	7.8 FTE	69.9 FTE	6 FTE	\$612.16 (incl. MSOC for technology, instructional materials, professional dev, plus ½ the amount for library and other supplies, \$85 enhancement)	57.91 FTE
LTJI	9.3 FTE	78.7 FTE	64.5 FTE		172.58 FTE
CF	1 per home				34.72 FTE
CDC	10 FTE				274.32 FTE
DOC	9.3 FTE	78.7 FTE	64.5 FTE		0 FTE
ADJ	9.3 FTE	78.7 FTE	64.5 FTE		0.89 FTE

- Driven largely by enrollment
- Salary and benefits follow K-12 prototypical allocations and rates, vary by institution
- Funding is increased for institutions operating on a 220-day schedule
- Minimum staffing levels are maintained if enrollments don't support at least 1 FTE CIS and minimum CAS and CLS staffing
- Most of the formulas are uncodified

\*CIS – Certificated Instructional Staff, CLS – Classified Staff, CAS – Certificated Administrative Staff



## IE Funding – Non-formula and other sources

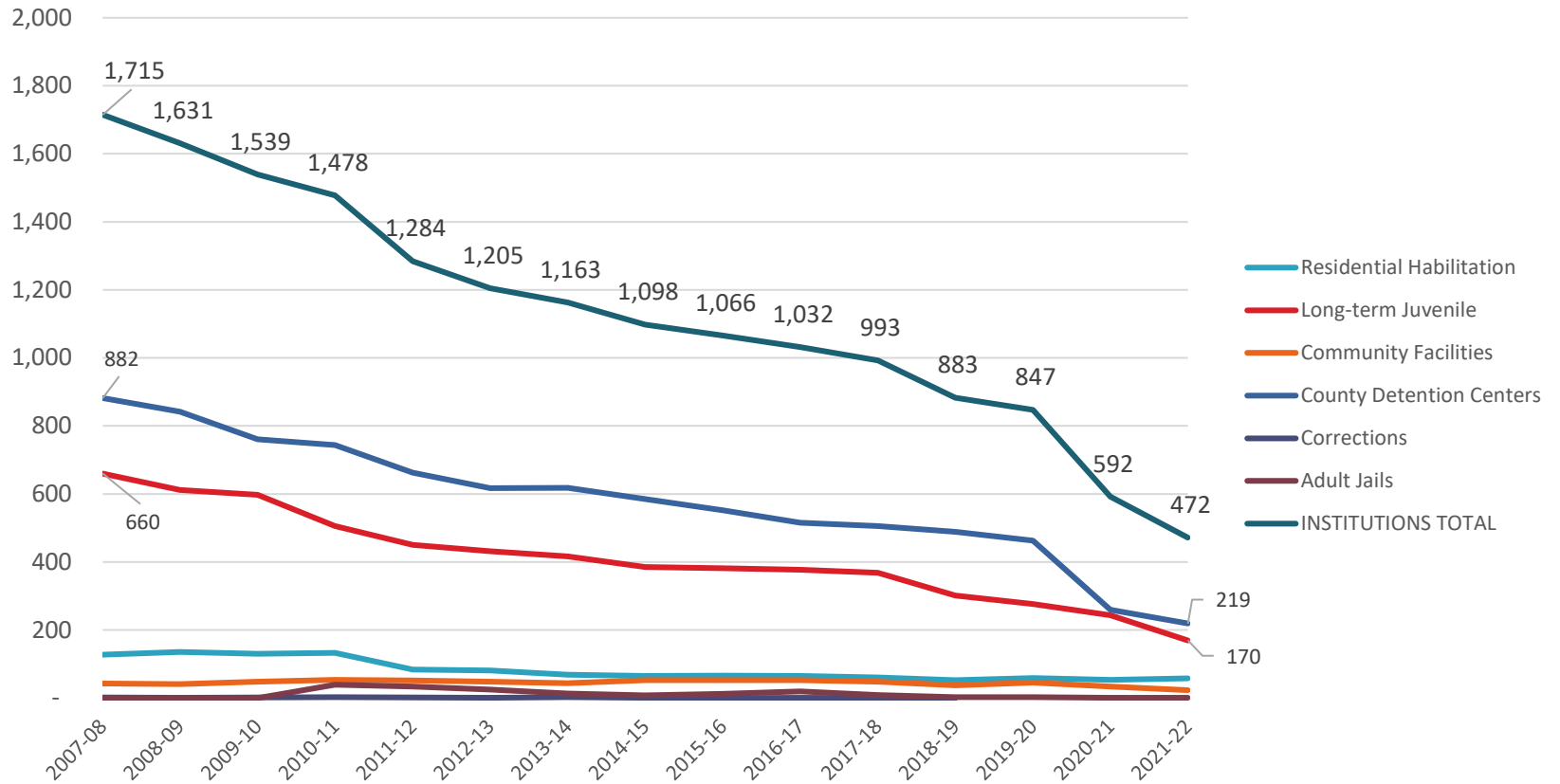
- ▶ Differentiated Instruction - 45 percent of FTE enrollment generates a multiplier of 1 times the Statewide Basic Education Allocation (BEA) for differentiated instruction “to meet students' unique educational needs, including students with [IEPs]” (Approximately 16 percent of total state IE funding)
- ▶ State Funded Educational Advocates - Institutions with enrollments greater than 40 FTE receive state funding for 1 Educational Advocate (EA) in addition to federally funded EAs
- ▶ Additional funding to Echo Glen and Green Hill for Academic Records and Cohort Supports
- ▶ IE students can count for up to 2 FTE of combined funding across Open Doors and IE programs under RCW 28A.190.070





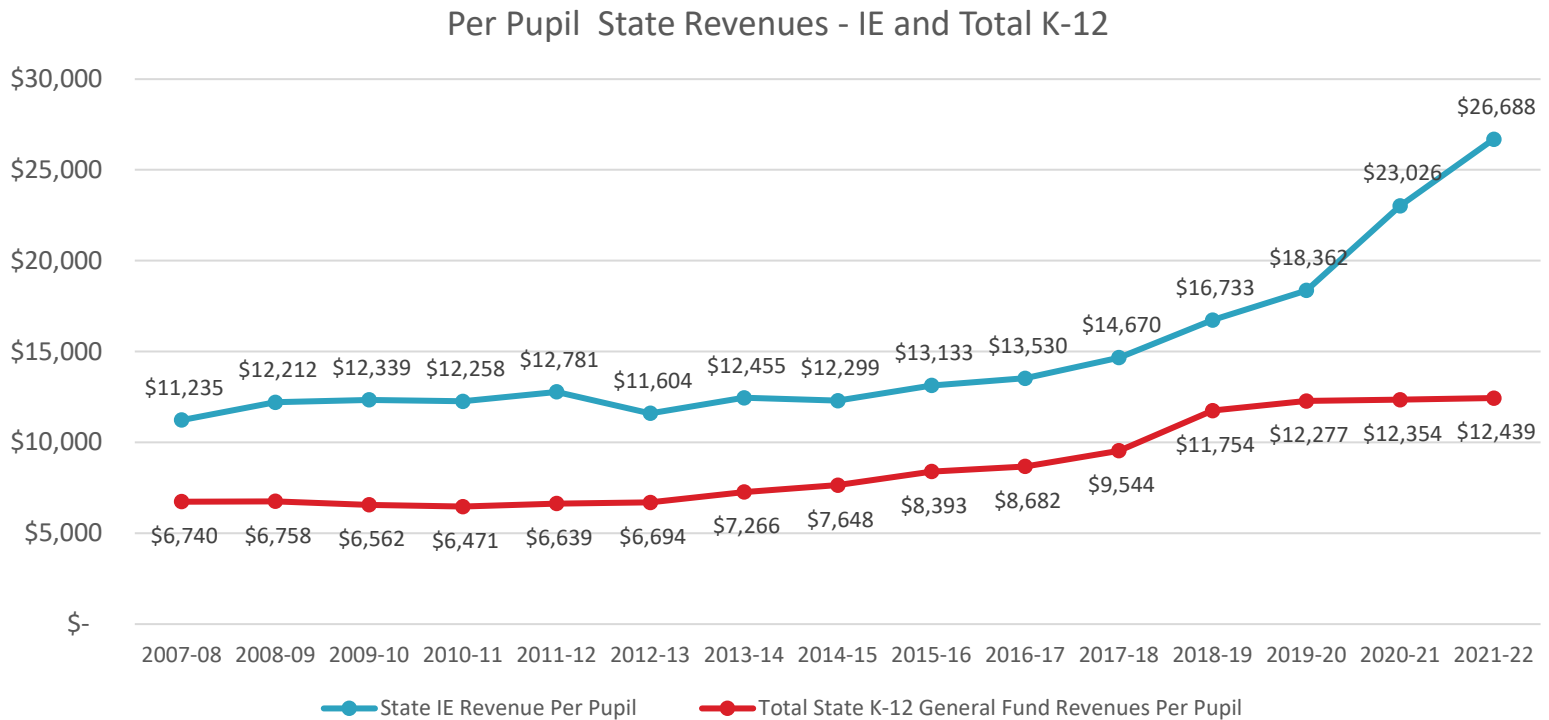
# Full-time equivalent enrollments have declined

Institutional Ed FTE Enrollment 2008-2022





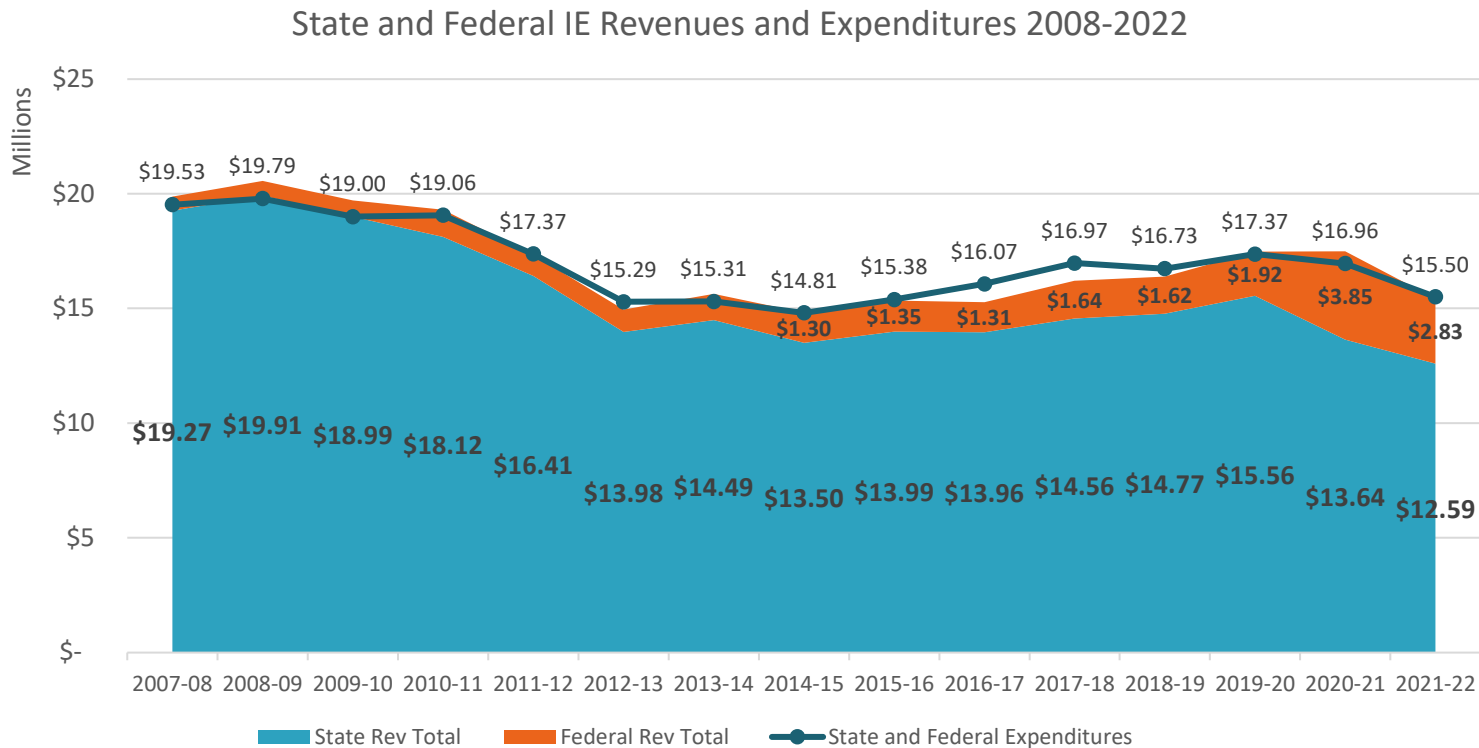
# State per pupil funding for IE has increased



Total State K-12 General Fund Revenues - Includes both State General Purpose (codes 3000s, excl. Timber Excise Tax) and State Special Purpose Revenues (codes 4000s) reported to OSPI SAFS. See <http://fiscal.wa.gov/K12.aspx> for additional details.



# Total IE funding has declined in recent years due largely to enrollment drops



Revenues and expenditures as reported to OSPI by districts and ESD's in year-end F-196 statements. State revenues (codes 4126, 4156, 4159, 4326, 4356 and 34 ESD), Federal revenues (code 6157). Expenditures (codes 26, 56,57,59,42 ESD)



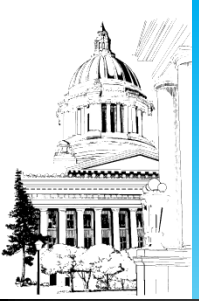
# IE Funding Reports

## ▶ 2022-23 State Summary as of August 2023

- <https://hostedreports.ospi.k12.wa.us/api/0/Document/Download/83653>
- Enrollment – 541 FTE
- State Funding – \$14.96 million

**ACTUAL 2022-23 Annual SY Institution Apportionment Calculation - Aug**

CCDDD	District	2022-23 Budget Enroll-	2022-23 Actual Enroll-	CIS Units	CAS Units	CLS Units	Maint CIS 2021-22	Incr CIS 2021-22	Maint CAS 2021-22	Incr CAS 2021-22	Maint CLS 2021-22	Incr CLS 2021-22	# of Progr Days	Indirect Maint Alloc	Total Maint Alloc	Professional Learning Days	Total Incr Alloc	Maint & Incr Alloc	Differentiated Instructional Allocation	Academic Records Support	MIQU	Total Allocation	Per Pupil Alloc	Carryover from 2021-22
<b>RESIDENTIAL HABILITATION</b>																								
17412	FIRCREST	-	0.10	1.000	0.112	1.000	82,724	85,819	122,792	127,387	59,344	61,564	180	10,157.20	226,267.83	1,749.85	15,857.52	242,125.35	446.76	-	-	242,572.11	2,425,721	-
27400	WESTERN STATE	53.00	54.36	6.969	0.778	9.060	73,073	77,092	108,467	114,432	52,420	55,303	220	78,873.41	1,757,031.08	10,954.57	154,023.52	1,911,054.60	242,858.74	-	-	2,153,913.34	39,623	203,163
27416	RAINIER SCHOOL	2.88	0.91	1.000	0.112	1.000	73,073	77,092	108,467	114,432	52,420	55,303	177	9,057.98	201,781.05	1,571.90	17,747.75	219,528.80	4,065.52	-	-	223,594.32	245,708	22,010
32326	LAKELAND VILLAGE	1.00	1.18	1.000	0.112	1.000	68,937	72,728	102,327	107,955	49,453	52,173	180	8,685.42	193,481.63	1,482.92	17,235.28	210,716.91	5,271.77	-	-	215,988.68	183,041	-
39119	YAKIMA VALLEY	-	1.82	1.000	0.112	1.000	68,937	72,728	102,327	107,955	49,453	52,173	180	8,702.30	193,857.54	1,482.92	17,268.05	211,125.59	8,131.03	-	-	219,256.62	120,471	-
999hc	RHC Subtotal	56.88	58.37	10.969	1.226	13.060	73,349	77,092	108,876	114,432	52,618	55,303		115,476.31	2,572,419.13	17,242.16	222,132.12	2,794,551.25	260,773.82	-	-	3,055,325.07	52,344	
<b>LONG-TERM JUVENILE INST</b>																								
17411	ECHO GLEN	62.00	73.55	7.909	0.935	1.140	81,346	85,819	120,746	127,387	58,355	61,564	220	63,205.50	1,408,003.38	13,839.57	97,630.68	1,505,634.06	328,591.98	150,000.00	53,818.80	2,038,044.84	27,710	115,178
21302	GREEN HILL	80.00	99.03	10.648	1.258	1.535	71,694	75,637	102,327	107,955	49,453	52,173	220	75,701.62	1,686,374.28	16,421.78	118,320.19	1,804,694.47	442,426.43	150,000.00	71,341.20	2,468,462.10	24,926	219,546
25155	NASSELLE YOUTH	-	-	-	-	-	71,694	75,637	102,327	107,955	49,453	52,173	220	-	-	-	-	-	-	-	-	-	-	-
999ad	N&D Subtotal	142.00	172.58	18.557	2.193	2.675	74,912	79,081	108,467	114,432	52,420	55,303		138,907.12	3,094,377.66	30,261.35	215,950.87	3,310,328.53	771,018.41	300,000.00	125,160.00	4,506,506.94	26,113	
<b>COMMUNITY FACILITIES</b>																								
03400	TWIN RIVER	6.45	2.55	1.000	-	-	71,694	74,910	-	-	-	-	220	5,678.05	126,487.70	1,527.41	7,408.00	133,895.70	11,392.38	-	-	145,288.08	56,976	14,031
09206	CANYON VIEW	7.06	4.18	1.000	-	-	68,937	72,728	-	-	-	-	220	5,526.23	123,105.51	1,482.92	8,307.69	131,413.20	18,674.57	-	-	150,087.77	35,906	14,224
13165	SUNRISE	-	-	-	-	-	71,694	75,637	-	-	-	-	220	-	-	-	-	-	-	-	-	-	-	-
17417	WOODINVILLE	3.73	2.09	1.000	-	-	81,346	85,819	-	-	-	-	220	6,347.73	141,405.91	1,749.85	9,487.98	150,893.89	9,337.28	-	-	160,231.17	76,666	-
19403	PARKE CREEK	9.51	11.18	1.000	-	-	68,937	72,728	-	-	-	-	220	5,710.79	127,216.86	1,482.92	8,666.02	135,882.88	49,947.77	-	-	185,830.65	16,622	15,478
27400	OAKRIDGE	1.86	2.73	1.000	-	-	73,073	77,092	-	-	-	-	220	5,780.20	128,763.19	1,571.90	8,662.56	137,425.75	12,196.55	-	-	149,622.30	54,807	13,448
34111	TOUCHSTONE	2.48	8.36	1.000	-	-	71,694	75,637	-	-	-	-	220	5,831.24	129,900.13	1,542.24	8,807.73	138,707.86	37,349.14	-	-	176,057.00	21,059	4,731
39007	RIDGEVIEW	3.83	3.63	1.000	-	-	70,143	72,728	-	-	-	-	220	5,596.95	124,681.02	1,482.92	6,475.66	131,156.68	16,217.39	-	-	147,374.07	40,599	-
999ef	CF Subtotal	34.92	34.72	7.000	-	-	72,190	75,910	-	-	-	-		40,471.19	901,560.32	10,840.16	57,815.64	959,375.96	155,115.08	-	-	1,114,491.04	32,099	
<b>COUNTY DETENTION CENTERS</b>																								
03017	BENTON FRANKLIN	24.00	22.34	2.234	-	-	68,937	72,728	-	-	-	-	220	12,688.39	282,654.19	3,312.85	19,224.95	301,879.14	99,806.18	-	-	401,685.32	17,981	203
04246	CHELAN	6.03	6.36	1.000	-	-	71,694	74,910	-	-	-	-	220	5,778.51	128,725.46	1,527.41	7,603.04	136,328.50	28,413.94	-	-	164,742.44	25,903	-



# Thank you

## ▶ Questions:

- [Ethan.Moreno@leg.wa.gov](mailto:Ethan.Moreno@leg.wa.gov)
  - (360) 786-7386
- [James.Mackison@leg.wa.gov](mailto:James.Mackison@leg.wa.gov)
  - (360) 786-7104
- [Ailey.Kato@leg.wa.gov](mailto:Ailey.Kato@leg.wa.gov)
  - (360) 786-7434

A detailed line drawing of a classical government building, likely a state capitol. It features a large central dome with a smaller dome on top, surrounded by a colonnade of columns. The building is shown from a low angle, emphasizing its grandeur. The drawing is in black lines on a white background.

# Joint Select Committee on Governance and Funding for Institutional Education

*July 26, 2024*

*House of Representatives Office of  
Program Research & Senate Committee  
Services*



# SHB 1701 (2023) – New Responsibilities for the OSPI

- Makes the Superintendent of Public Instruction, beginning September 1, 2027, responsible for the delivery and oversight of basic education services to justice-involved students who are under 21 and served through programs in facilities controlled by the Department of Children, Youth, and Families and local governments
- Prescribes supporting tasks for the OSPI:
  - Develop a timeline and plan for assuming the new responsibilities that, in part, considers findings and recommendations of this Committee
  - Consult with organizations representing educators and staff who deliver education programming and services to these students
  - Provide end-of-year annual reports through 2026 on progress in achieving the timeline and plan



# SHB 1701 (2023) – Joint Select Committee, Establishment and Duties

- ▶ Established this two-year Committee and directed it to:
  - Examine and evaluate revisions to statutes, funding formulae, funding sources, and operating and capital budget appropriation structures as necessary to assign the SPI with the responsibilities under SHB 1701
  - Report its findings and recommendations, which may be in the form of draft legislation, to executive and legislative branch recipients by December 1, 2024





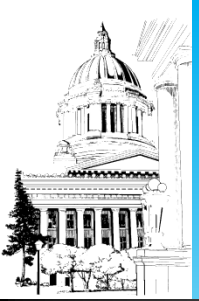
# Joint Select Committee - Previous Meetings

- ▶ November 1, 2023
  - Reviewed institutional education requirements and practices, recently enacted legislation, and previously submitted recommendations of the OSPI and the DCYF
  
- ▶ December 6, 2023
  - Received updates from the OSPI and the DCYF regarding the delivery of basic education services to students in institutional education settings as required by SHB 1701
  - Discussed 2024 meeting ideas and plans



# Joint Select Committee – Remaining Obligations

- ▶ Complete its examination and evaluation of revisions to statutes, funding formulae, funding sources, and operating and capital budget appropriation structures as necessary to assign the SPI with responsibilities under SHB 1701
- ▶ Report findings and recommendations to specified recipients by December 1, 2024
- ▶ Align Committee meetings and staff tasks with remaining obligations



# Thank you

## ▶ Questions:

- [Ethan.Moreno@leg.wa.gov](mailto:Ethan.Moreno@leg.wa.gov)
  - (360) 786-7386
- [Ailey.Kato@leg.wa.gov](mailto:Ailey.Kato@leg.wa.gov)
  - (360) 786-7434
- [Kayla.Hammer@leg.wa.gov](mailto:Kayla.Hammer@leg.wa.gov)
  - (360) 786-7305
- [James.Mackison@leg.wa.gov](mailto:James.Mackison@leg.wa.gov)
  - (360) 786-7104

A detailed line drawing of a classical government building, likely a state capitol. It features a large central dome with a smaller dome on top, surrounded by a colonnade of columns. The building is set against a background of stylized trees and a clear sky.

# Joint Select Committee on Governance and Funding for Institutional Education

*December 11, 2024*

*House of Representatives Office of  
Program Research & Senate Committee  
Services*



# SHB 1701 (2023) – New Responsibilities for the OSPI

- Makes the Superintendent of Public Instruction, beginning September 1, 2027, responsible for the delivery and oversight of basic education services to justice-involved students who are under 21 and served through programs in facilities controlled by the Department of Children, Youth, and Families and local governments
- Prescribes supporting tasks for the OSPI:
  - Develop a timeline and plan for assuming the new responsibilities that, in part, considers findings and recommendations of this Committee
  - Consult with organizations representing educators and staff who deliver education programming and services to these students
  - Provide end-of-year annual reports through 2026 on progress in achieving the timeline and plan



# SHB 1701 (2023) – Joint Select Committee, Establishment and Duties

- ▶ Established this two-year Committee and directed it to:
  - Examine and evaluate revisions to statutes, funding formulae, funding sources, and operating and capital budget appropriation structures as necessary to assign the SPI with the responsibilities under SHB 1701
  - Report its findings and recommendations, which may be in the form of draft legislation, to executive and legislative branch recipients by December 1, 2024



# Joint Select Committee - Previous Meetings

- ▶ November 1, 2023
  - Reviewed institutional education requirements and practices, recently enacted legislation, and previously submitted recommendations of the OSPI and the DCYF
  
- ▶ December 6, 2023
  - Received updates from the OSPI and the DCYF regarding the delivery of basic education services to students in institutional education settings as required by SHB 1701
  - Discussed 2024 meeting ideas and plans



# Joint Select Committee - Previous Meetings

- ▶ July 26, 2024
  - Reviewed remaining obligations under SHB 1701
  - Received a briefing from the OSPI and the DCYF
  - Received input from four panels: Educators; School Administrators; Institutional Education Facility Administrators; and State-Level Administrators
  
- ▶ October 8, 2024
  - Received briefing from the OSPI on governance and system options for institutional education
  - Received comments regarding governance and system options from entities associated with the delivery of education in institutional settings
  - Discussed governance and system options and provided direction to staff for final report preparations





# Joint Select Committee – Recommendations (Part One)

- ▶ **Recommendation No. 1** - The OSPI should research and analyze two service delivery and governance options, both with the possibility of expanded roles for Educational Service Districts, as well as taking into consideration the uniqueness of each education location and school district involvement.
  - Option 1: ESDs deliver education services to students at county juvenile detention centers (JDC) and long-term institutions.
    - School districts continue serving community facilities
  - Option 2: ESDs deliver education services to students at JDCs, potentially with school district partnerships.
    - School districts continue serving community facilities and long-term institutions.



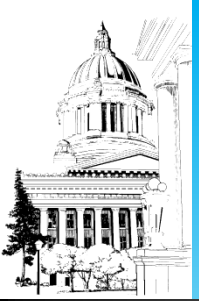
# Joint Select Committee – Recommendations (Part One, Cont.)

- ▶ **The continued research and analysis of the OSPI should include:**
  - Recommendations for a governance model guided by best practices;
  - An understanding of how reforms would affect all entities involved, including legal implications and impact on staff;
  - Recommendations for a more robust funding model;
  - Clarification of transition supports and an examination of technology needs; and
  - Reports to the Legislature about institutional education actions and developments.



# Joint Select Committee – Recommendations (Part Two)

- ▶ **Recommendation No. 2** - The Legislature should develop policy and fiscal updates for institutional education and continue monitoring efforts.
  - Policy Actions: Legislature should clarify the expectations and deliverables of the OSPI as provided under SHB 1701
  - Fiscal Actions: Legislature should plan to update the institutional education funding formula to:
    - Establish base level floor funding for JDCs and long-term facilities;
    - Increase the number of educational advocates;
    - Fund a modified differentiated instruction multiplier for special education and complex needs;
    - Provide funding to OSPI for additional oversight and implementation.
  - Continued Monitoring: Legislature should monitor IE developments.



# Thank you

## ▶ Questions:

- [Ethan.Moreno@leg.wa.gov](mailto:Ethan.Moreno@leg.wa.gov)
  - (360) 786-7386
- [Alex.Fairfortune@leg.wa.gov](mailto:Alex.Fairfortune@leg.wa.gov)
  - (360) 786-7416
- [Kayla.Hammer@leg.wa.gov](mailto:Kayla.Hammer@leg.wa.gov)
  - (360) 786-7305
- [James.Mackison@leg.wa.gov](mailto:James.Mackison@leg.wa.gov)
  - (360) 786-7104



## Appendix D: Agency Staff Presentations

# Washington State Legislature Institutional Education Joint Select Committee

**Felice Upton**, Assistant Secretary of Juvenile Rehabilitation, DCYF

**Veronica Gallardo**, Assistant Superintendent, Office of System and School Improvement, OSPI

**Mikhail Cherniske**, Senior Policy Analyst, OSPI

**Mary Sprute Garlant**, Senior Policy Advisor, DCYF

**November 1, 2023**



# Agenda

- OSPI and DCYF vision, mission, and role
- General overview of the advisory group and process
- Summary of Advisory Group Recommendations
- Questions/Discussion



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**PUBLIC INSTRUCTION**

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**Vision:** *All students prepared for post-secondary pathways, careers, and civic engagement.*



# Institutional Education

## OSPI Role

- State and federal compliance
- Funding (through ESDs and SDs)
- Technical assistance
- Data collection and reporting



DCYF

2 Secure Residential JR Facilities

8 Juvenile Rehabilitation Community Facilities



County

21 Detention Centers



OSPI

Statewide Education Advocate (EA) Program



Other Facilities



# OSPI IE Decision Packages

Request	Request (Biennium)	Summary
2019 - Institutional Funding Formula	\$38 million	<ul style="list-style-type: none"> <li>• New funding model - Prototypical staff funding</li> <li>• Enhanced per-student funding</li> <li>• Security staff</li> </ul>
2018 - Institutional Funding Formula	\$34 million	<ul style="list-style-type: none"> <li>• New funding model - Prototypical staff funding</li> <li>• Security staff</li> </ul>
2017 - Institutional Funding Formula	\$23 million	<ul style="list-style-type: none"> <li>• New funding model - Prototypical staff funding</li> <li>• Security staff</li> </ul>



## **DCYF Mission and Vision**

**Mission:** *to protect children and strengthen families so they flourish.*

**Vision:** *All Washington's children and youth grow up safe and healthy—thriving physically, emotionally, and educationally, nurtured by family and community.*

## **Juvenile Rehabilitation Facilities**

- Two Secure Residential Facilities
- Eight Community Facilities

## **JR Continuum of Care**

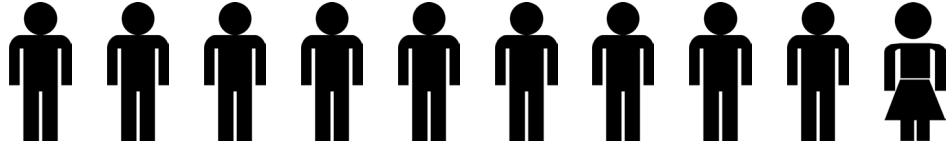
- Community Transition Services
- Parole After Care
- Community Assisted Reentry

# DCYF Role in Institutional Education

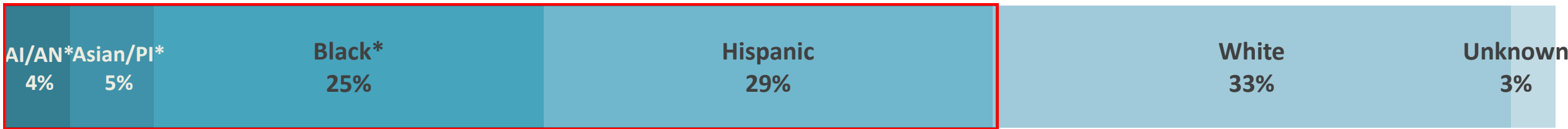
- **RCW 28A.190.040 – Duties and Authority of DCYF**
  - Provision of a safe and healthy building
  - Provision of transportation, and staff to transport students
  - Provision of furniture and equipment
  - Provision of heats, lights, telephones
  - Clinical and medical evaluation services
  - Other “support services and facilities as are reasonably necessary”
- **DCYF recognizes the need to do more**
  - Promoting a culture of supporting education with JR staff
  - Implementing restorative and trauma-informed practices
  - Collaboration with districts on school improvement

# Who is JR Serving?

Nine of ten JR young people are male (93%)



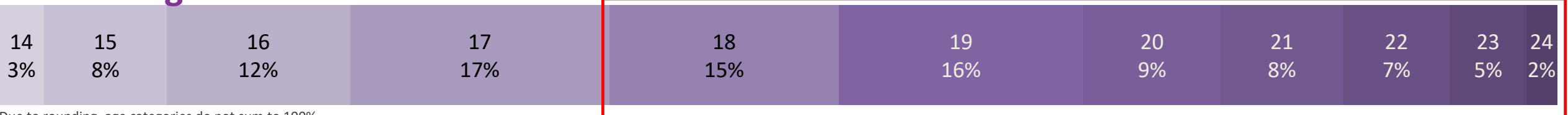
Young people of color are the majority in JR (64%)



\*American Indian/Alaska Native (AI/AN) – Multiracial, Asian/Pacific Islander –Multiracial, and Black – Multiracial categories have been combined with AI/AN. Asian/PI and Black respectively, according to the [WSRDAC M standard](#).

61% of young people in JR are age 18 or older, 21% are age 21 and over

## Current Age:



Due to rounding, age categories do not sum to 100%.

# Shared vision for the work moving forward:

- ✓ An organizational and accountability structure that is focused on meeting complex student needs and improving student outcomes.
- ✓ An equitable, long-term funding model that sustainably supports the instructional, organizational, and accountability structure.
- ✓ A regular and ongoing review of system performance and education outcomes.

# 2022 Report Recommendations



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# Development of Joint Recommendations

- Work directed by HB 1295
- OSPI and DCYF charged with developing joint recommendations for the establishment, implementation, and funding of a reformed institutional education system.
- An Institutional Education Structure and Accountability Advisory Group (Advisory Group) was created to provide advice, assistance, and information to OSPI and DCYF.
- External consultancy: OSPI/DCYF contracted with AIR to facilitate the advisory group and provide support
- Public facing webpage on the OSPI website created to notify and invite the public to attend meetings and provide public comment.



# Cross systems, collaborative IE infrastructure

## *Recommendations 1-4*

**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.

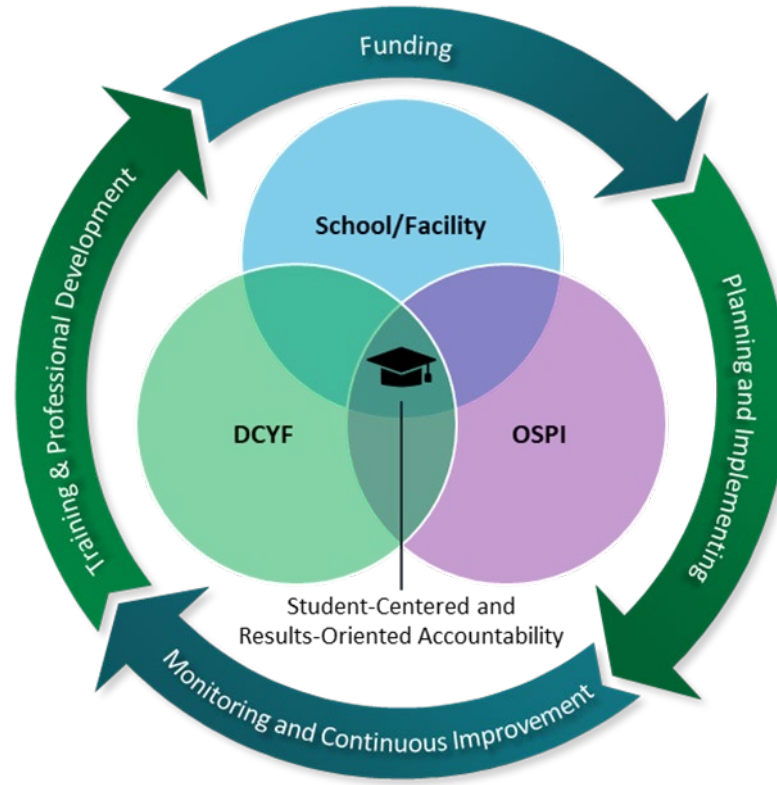
# Cross systems, collaborative IE infrastructure

## Recommendations 1-4

### 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.

NEW COLLABORATIVE MODEL  
Washington's Institutional Education  
Implementing Recommendations from HB 1295



**Status Update:**  
Pending. OSPI and DCYF working together to support implementation of HB 1701.

# Cross systems, collaborative IE infrastructure

## *Recommendations 1-4*

**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 we engage residents that have graduated high school or earned their GEDs.

# Cross systems, collaborative IE infrastructure

## *Recommendations 1-4*

**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<sup>th</sup> with Institutional Education included in the vision and planning.

# Institutional Education Funding

## *Recommendations 5 – 6*

**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. Will be considered in implementation of HB 1701.



# Institutional Education Funding

*Recommendations 5 – 6*

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

**Status Update:** No additional resources provided.

# Facility-based Practices

## *Recommendations 7 – 9*

**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.

# Facility-based Practices

## *Recommendations 7 – 9*

**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.



# Facility-based Practices

## *Recommendations 7 – 9*

**Recommendation 9:** Require OSPI to recommend new or modified dropout reengagement 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 FY 24 and FY 25 for an Open Doors Institutional Education pilot project beginning in summer of 2023.

# State Statutes

## *Recommendation 10*

**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.



# Next Steps

- Ongoing collaboration across OSPI, DCYF and local IE partners to support students and staff
- Continued Implementation of HB 1295 strategies
- Development of an Implementation plan for HB 1701 (including budget and policy considerations)
- Support Joint Select Committee's workplan

# Questions?

- **Felice Upton**, Assistant Secretary of Juvenile Rehabilitation, DCYF  
[Felice.Upton@dcyf.wa.gov](mailto:Felice.Upton@dcyf.wa.gov)
- **Mary Sprute Garlant**, Senior Policy Advisor, DCYF  
[Mary.SpruteGarlant@dcyf.wa.gov](mailto:Mary.SpruteGarlant@dcyf.wa.gov)
- **Haley Lowe**, Director of Education, DCYF  
[Haley.Lowe@dcyf.wa.gov](mailto:Haley.Lowe@dcyf.wa.gov)
- **Veronica Gallardo**, Assistant Superintendent, Office of System and School Improvement, OSPI  
[Veronica.Gallardo@k12.wa.us](mailto:Veronica.Gallardo@k12.wa.us)
- **Mikhail Cherniske**, Senior Policy Analyst, OSPI  
[Mikhail.Cherniske@k12.wa.us](mailto:Mikhail.Cherniske@k12.wa.us)
- **Ada Daniels**, Lead Institutional Schools Program Supervisor, OSPI  
[Ada.Daniels@k12.wa.us](mailto:Ada.Daniels@k12.wa.us)
- **Annie Blackledge**, Assistant Director, Policy and Equity, Office of System and School Improvement, OSPI  
[Annie.Blackledge@k12.wa.us](mailto:Annie.Blackledge@k12.wa.us)

# Washington State Legislature Institutional Education Joint Select Committee

**Mikhail Cherniske**, Senior Policy Analyst, OSPI

**Allison Krutsinger**, Director of Public Affairs, DCYF

**December 6, 2023**



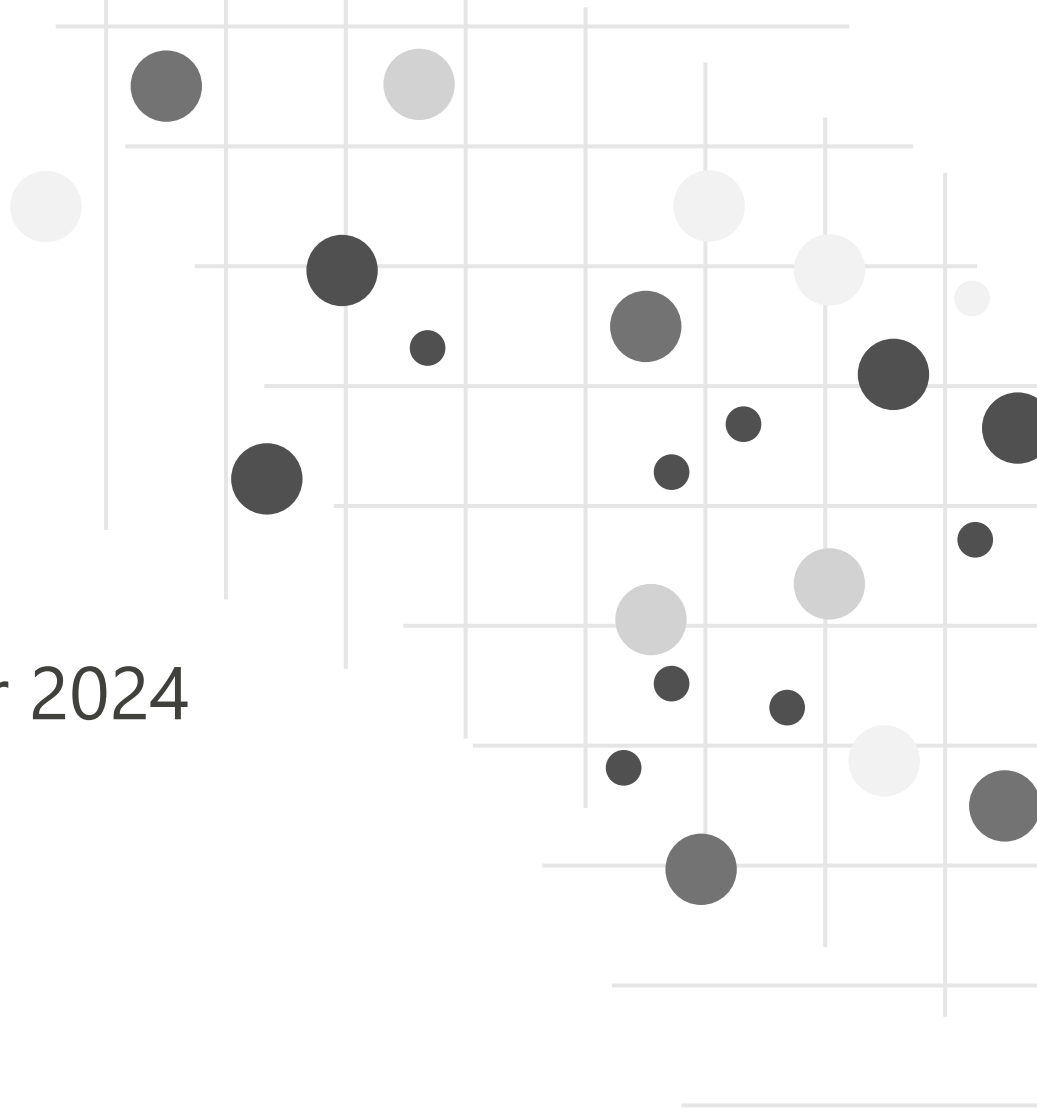
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Washington State Department of  
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# Agenda

- Institutional Education Overview
- HB 1701 Legislative Report Preview
- Legislative Policy and Budget Options for 2024
- Questions & Discussion





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# Institutional Education

## OSPI Role

- State and federal compliance
- Funding (through ESDs and SDs)
- Technical assistance
- Data collection and reporting
- Administer/Coordinate the Statewide Education Advocate (EA) Program



DCYF

2 Secure Residential JR Facilities

8 Juvenile Rehabilitation Community Facilities



County

21 Juvenile Detention Centers



Other Facilities







## **DCYF Mission and Vision**

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## **Juvenile Rehabilitation Facilities**

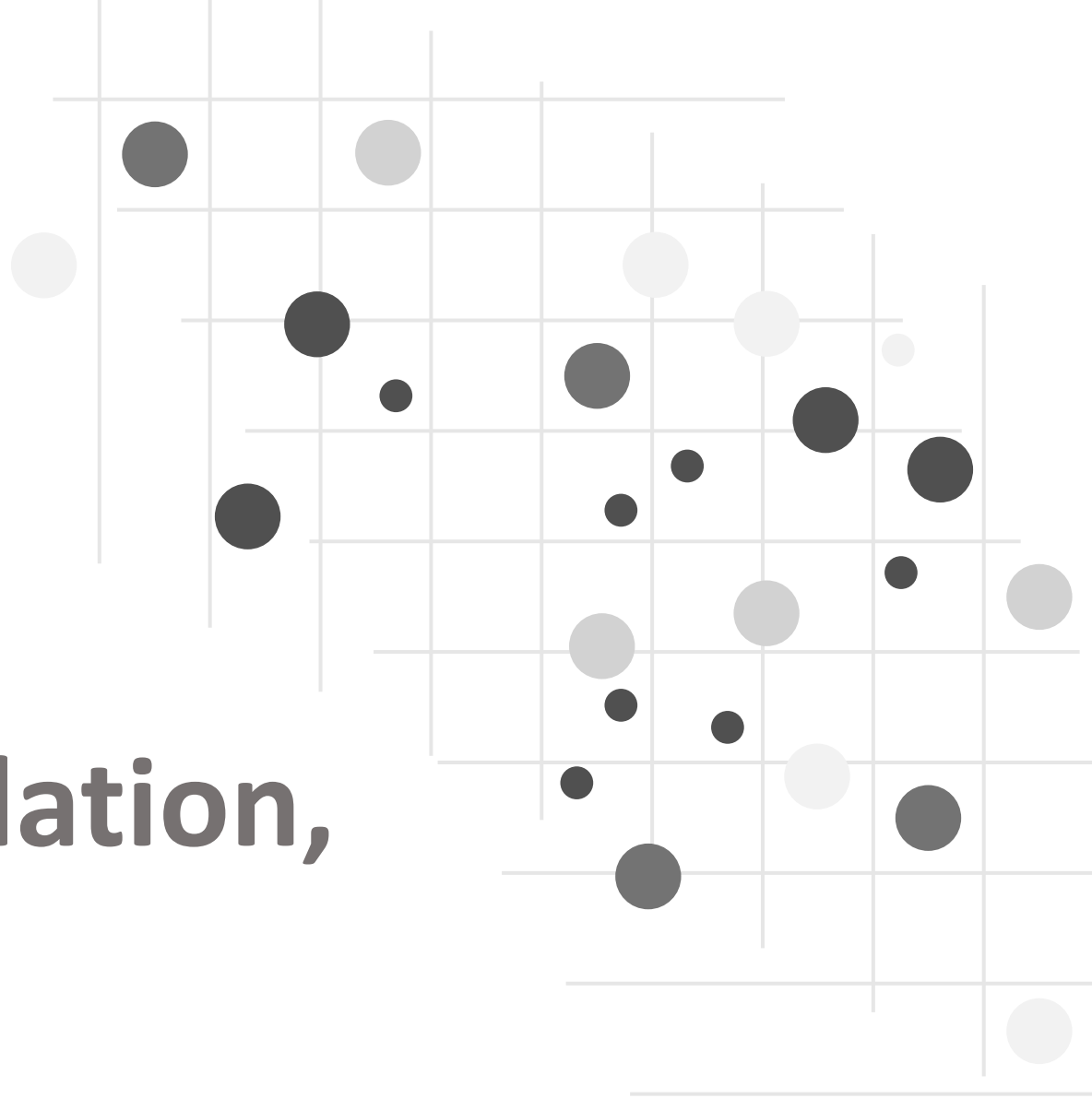
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- Parole After Care
- Community Assisted Reentry

# DCYF Role in Institutional Education

- **RCW 28A.190.040 – Duties and Authority of DCYF**
  - Provision of a safe and healthy building
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  - Promoting a culture of supporting education with JR staff
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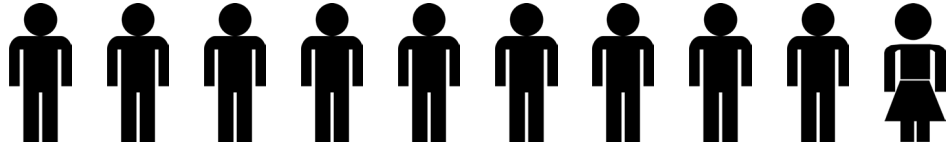


# JR Landscape, Population, and Trends



# Who is JR Serving?

Nine of ten JR young people are male (93%)



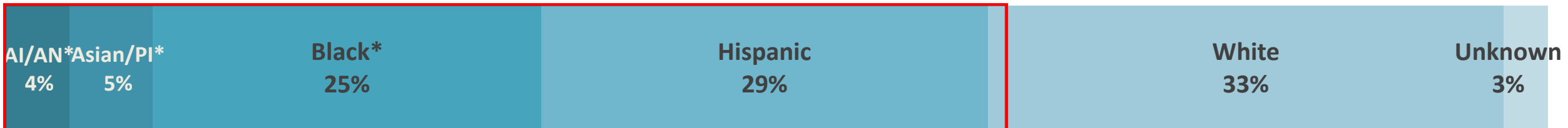
## Current Population Statistics – 11/22/2023

Institution: 293

State Community Facility: 93

Parole: 108

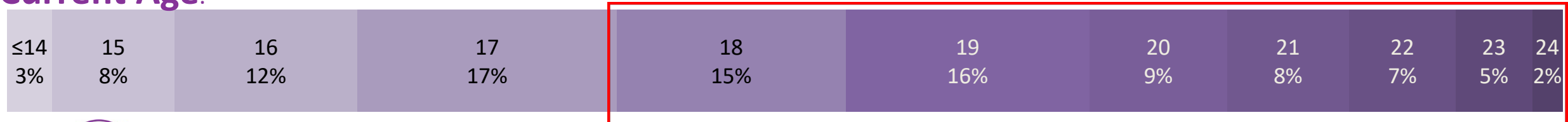
Young people of color are the majority in JR (64%)



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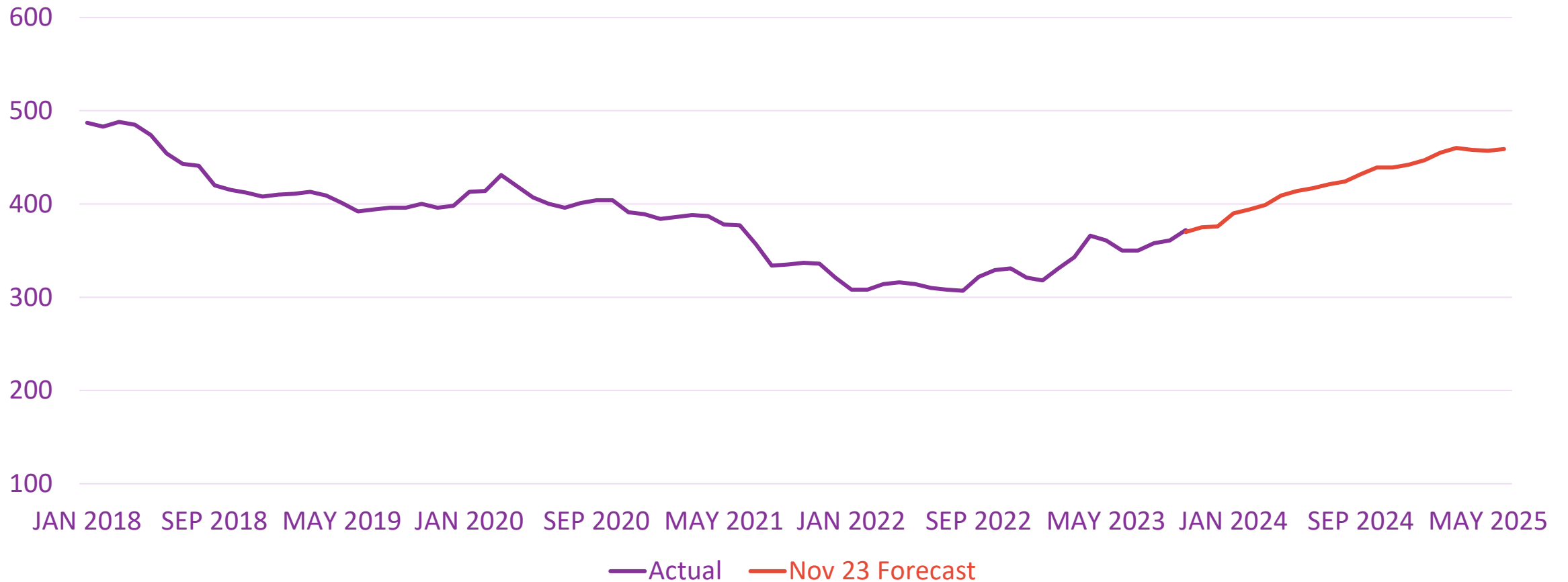
61% of young people in JR are age 18 or older, 21% are age 21 and over

## Current Age:

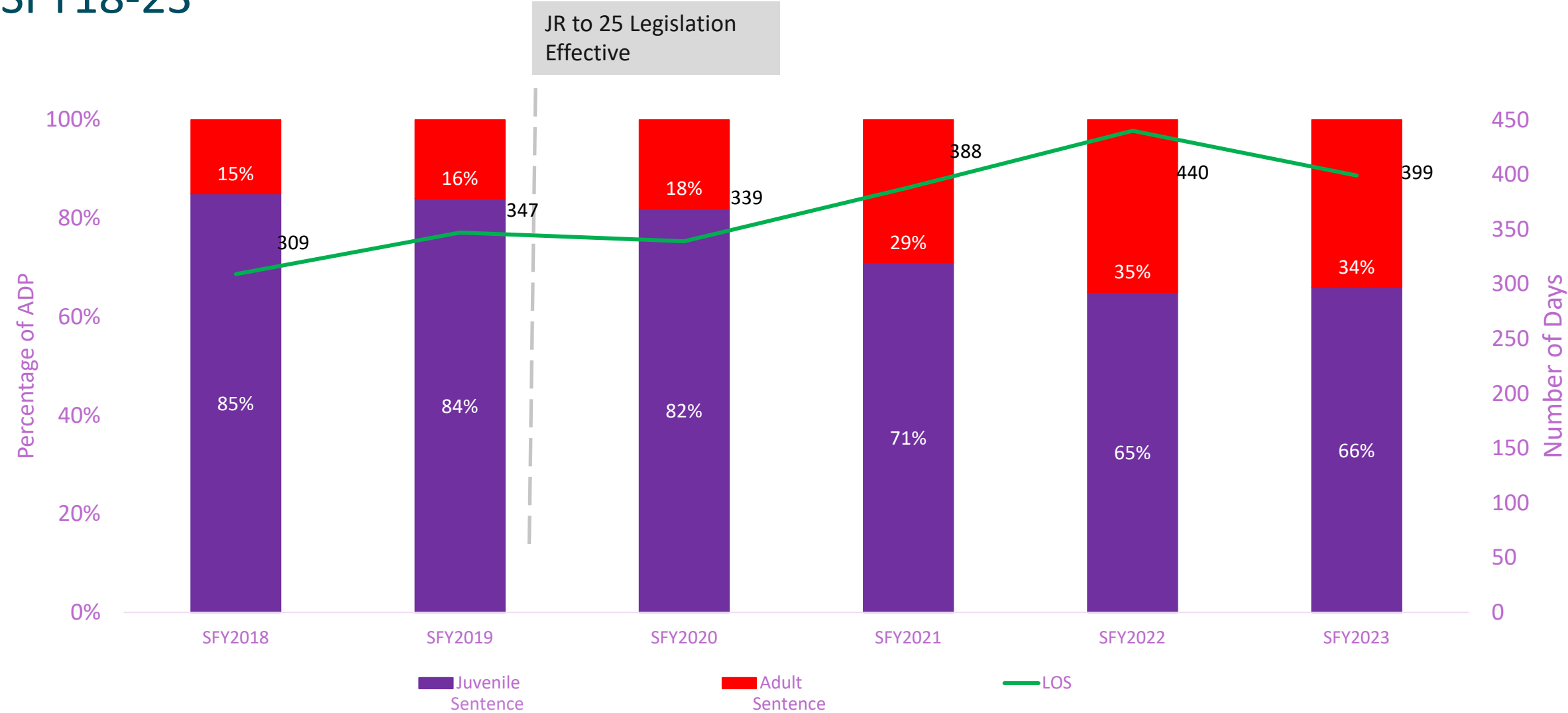


# JR Population Trends and Forecast

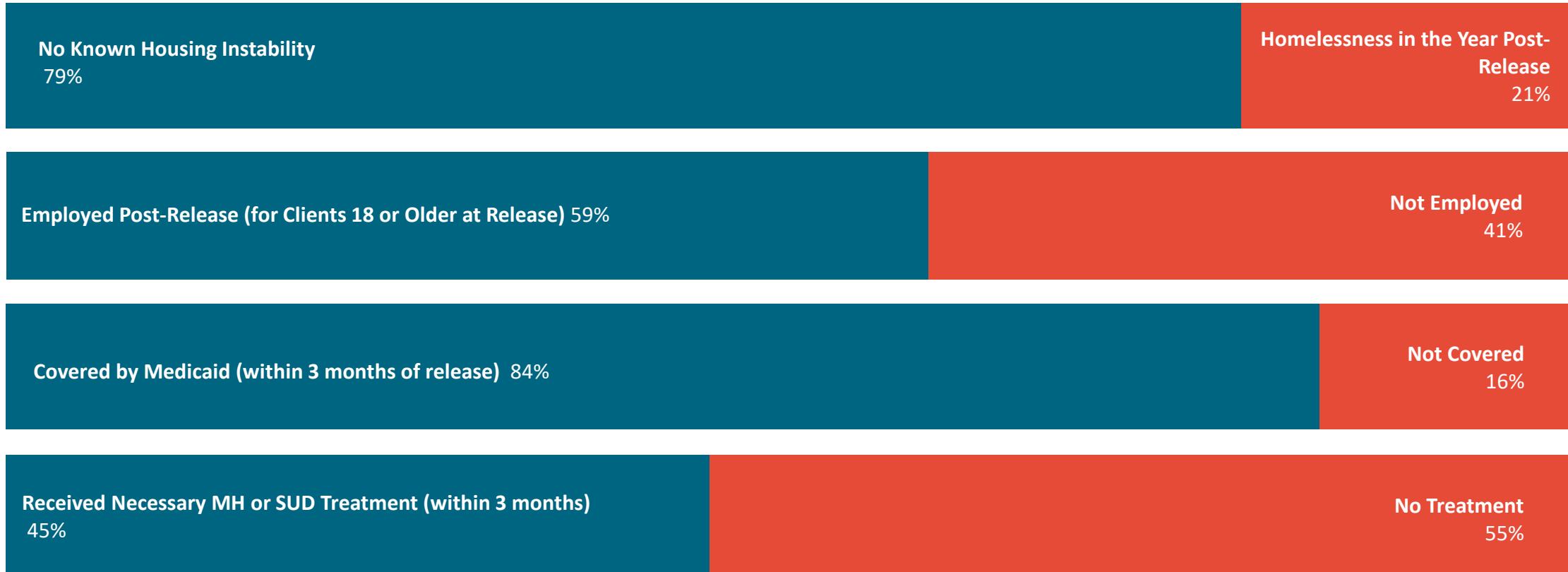
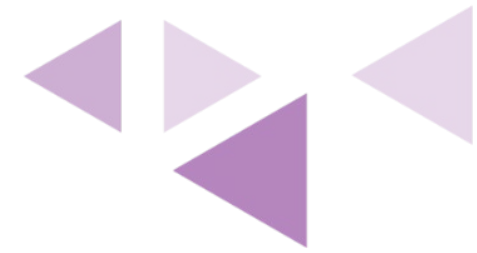
JR Average Daily Population



# Average Daily Population by Sentence Type with Average Length of Stay SFY18-23



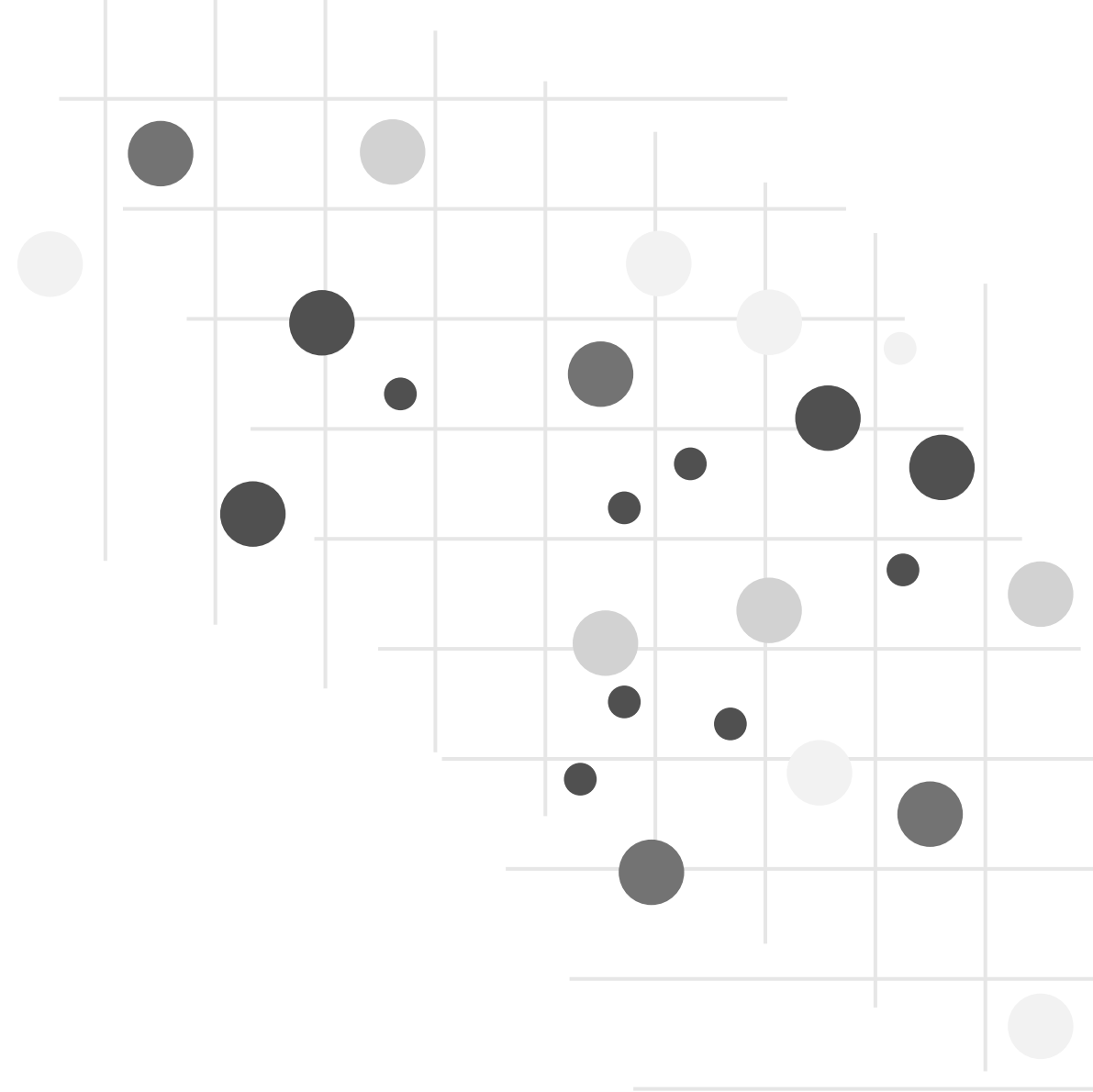
# Barriers to Success in Reentry



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Data Source: DCYF Office of Innovation, Alignment, and Accountability (OIAA) (2020). *Child Welfare and Juvenile Rehabilitation Overlap* [CY2016-2018]. <https://dcyf.wa.gov/sites/default/files/pdf/cw-jr-overlap.pdf>. DSHS Research and Analysis Division (RDA) & WA Dept. of Commerce. (2022). *Homelessness Among Youth Exiting Systems of Care in Washington State* [SFY2020]. [https://www.dshs.wa.gov/sites/default/files/rda/reports/research-11-254\\_0.pdf](https://www.dshs.wa.gov/sites/default/files/rda/reports/research-11-254_0.pdf). DCYF Office of Innovation, Alignment, and Accountability (OIAA) (2022). *Employment Rates for Clients Released from Juvenile Rehabilitation* [SFY19-20]. <https://www.dcyf.wa.gov/sites/default/files/pdf/reports/EmploymentOutcomes-ReleasedJR2022.pdf>. DSHS Research and Analysis Division (RDA). (2022). *Medicaid and Behavioral Health Status of Youth Exiting Juvenile Rehabilitation Facilities* [CY2020]. <https://www.dcyf.wa.gov/sites/default/files/pdf/BH-Medicaid-JRExiters-CY2020.pdf>.

# IE Student Data



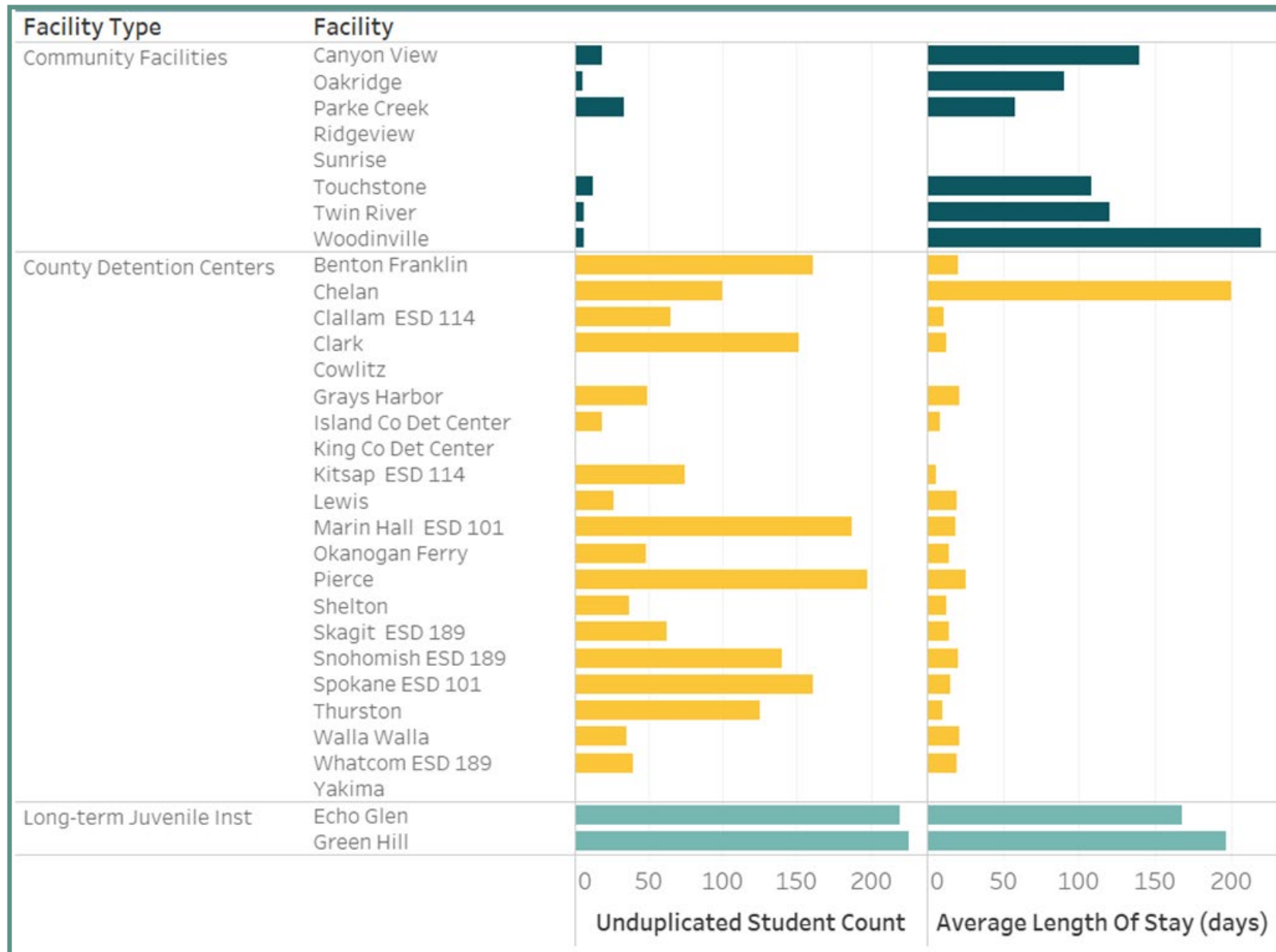


Facility Type	Facility Count	2021-22 Unduplicated Count*	Facility Names (School Districts, ESD's)
<b>DCYF</b>			
JR Large Institutions	2	446	Green Hill (Chehalis SD), Echo Glen (Issaquah SD)
JR Community Facilities	8	80	Oakridge (Clover Park SD), Canyon View (Eastmont SD), Parke Creek (Kittitas SD), Woodinville (Northshore SD), Touchstone (Olympia SD), Twin Rivers (Richland SD), Sunrise (Ephrata SD), Ridgeview (Yakima SD)^
<b>Juvenile Detention Centers (JDC's)</b>			
District Run	12	879	Benton Franklin (Kennewick SD), Chelan (Wenatchee), Grays Harbor (Aberdeen SD), Island (Coupeville SD), King (Seattle SD), Lewis (Chehalis SD), Mason (Shelton SD), Okanogan (Okanogan SD), Remann Hall (Tacoma SD), Thurston (Tumwater SD), Walla Walla (run their own ed program), Yakima (Yakima SD)
ESD Run	9	1,103	Clallam (ESD 114), Clark (ESD 112), Cowlitz (ESD 112) Kitsap (ESD 114), Martin Hall (ESD 101), Skagit DC Transition Program (ESD 189), Snohomish DC Transition Program (ESD 189), Spokane (ESD 101), Whatcom JDC Transition Program (ESD 189)

\*2021-22 Title I, D End-of-Year Report

^NOTE: 2 facilities, Ridgeview and Sunrise do not accept Title ND funding so not accounted for in total)

# IE Data – Time in IE



Data source: Capstone 2022

# IE: Student Demographics

## Percent of students in IE facilities by student group

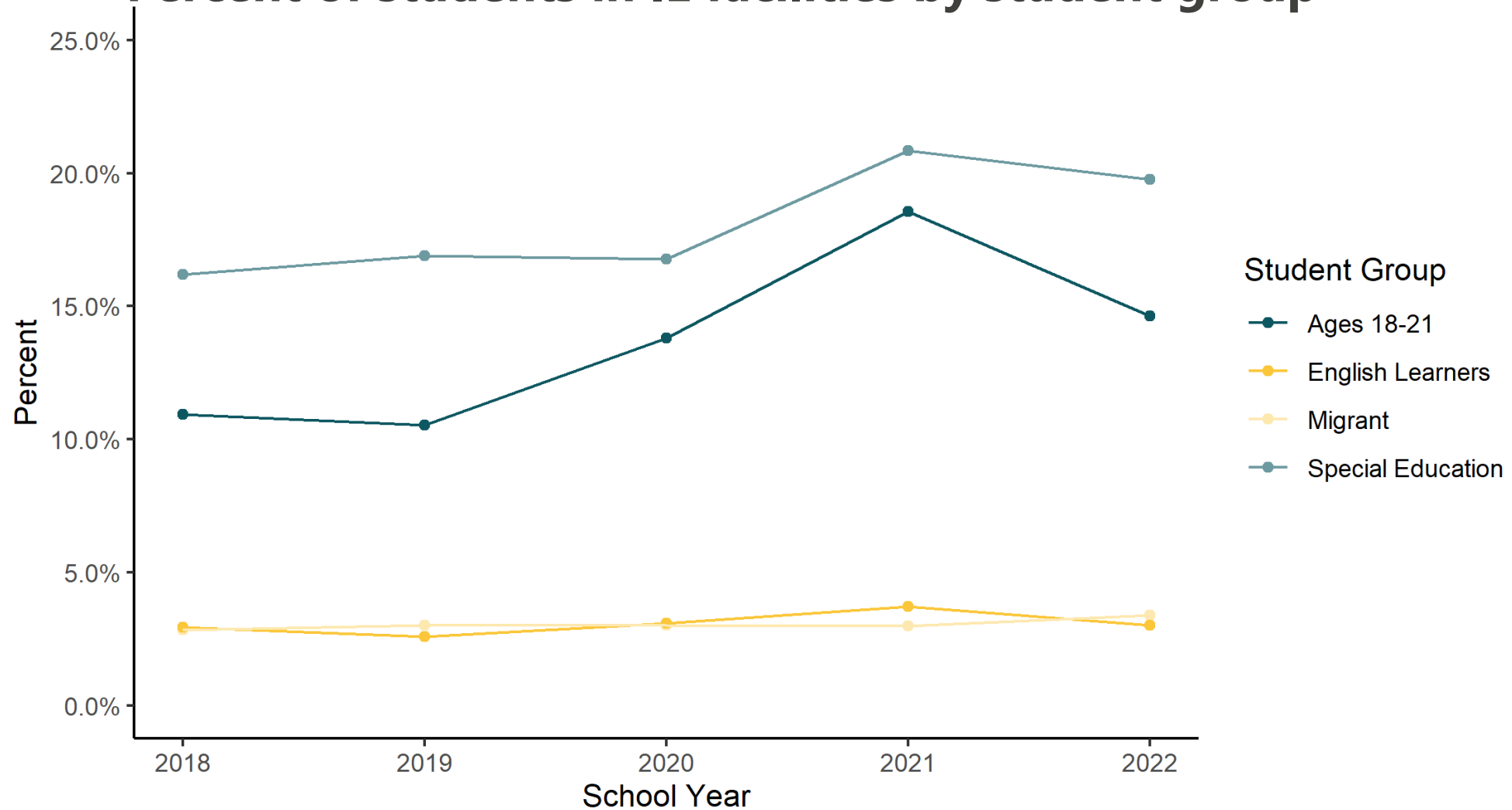
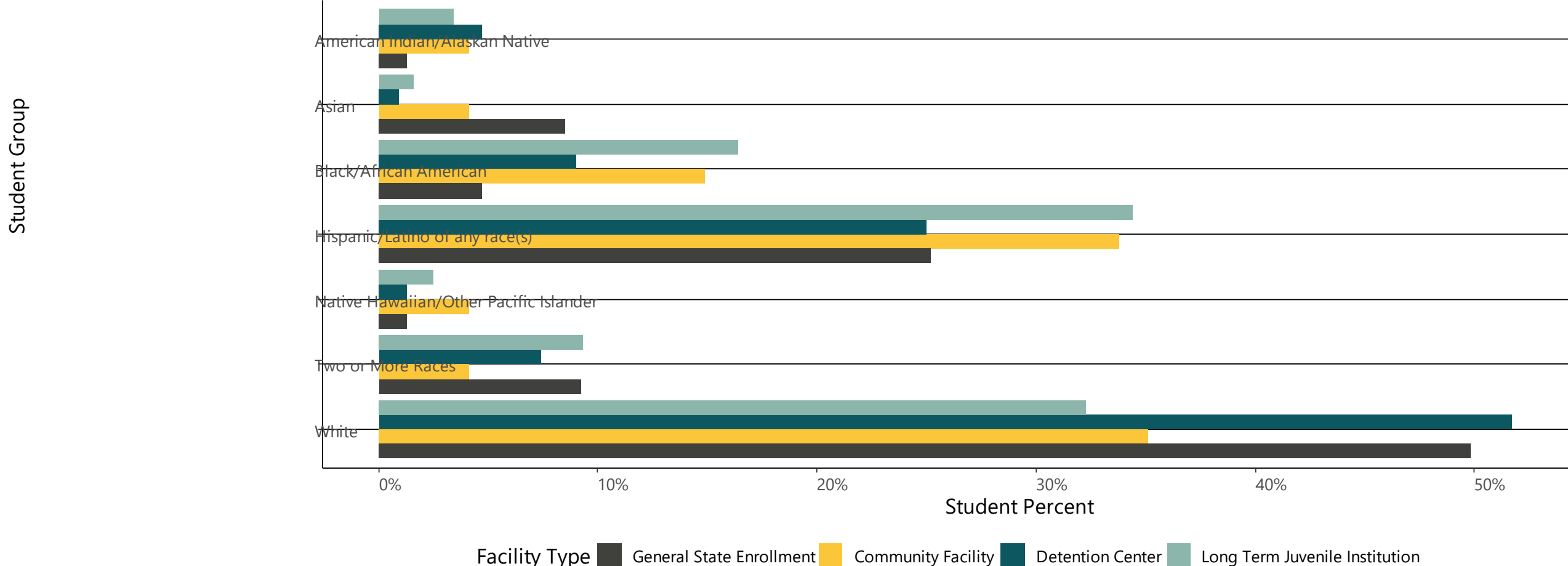


Figure reads: In 2018, 16 percent of students in IE facilities were students with disabilities. By 2022, that percentage had increased to 20 percent. Data source: CEDARS.

# IE Data – Student Demographics

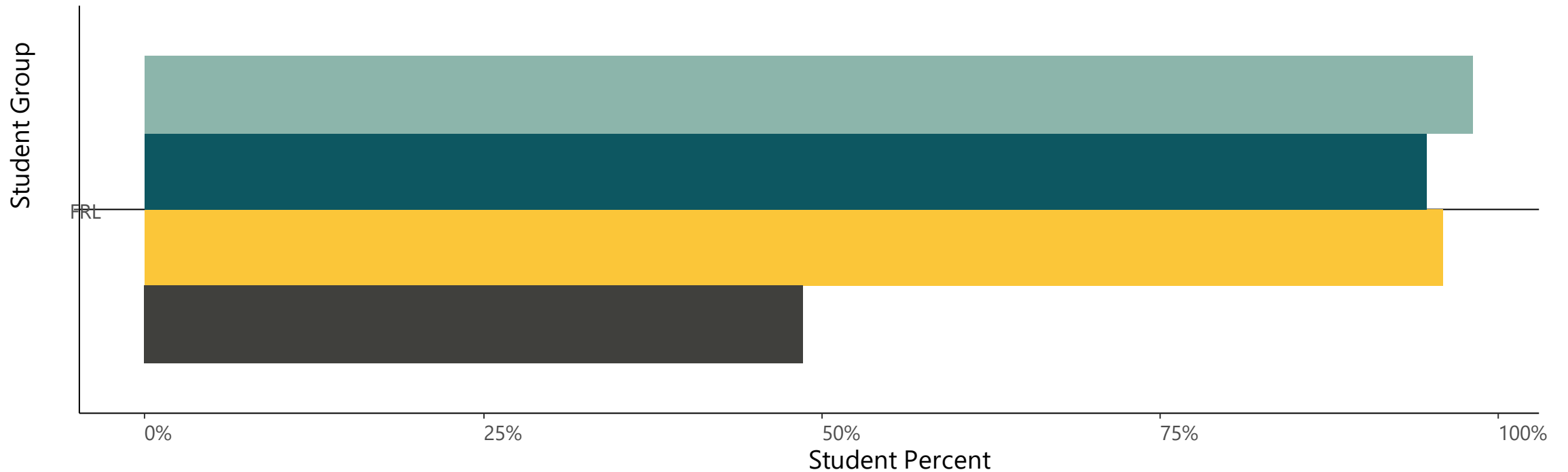
**IE Enrollment Percents by Academic Year, IE Facility Type, and Race/Ethnicity, SY 2021-2022**



In academic year 2021-2022, of the total students enrolled in public schools in Washington state, 1.3 percent identified as American Indian/Alaskan Native. That is compared to the total students enrolled in Long Term Juvenile Institutions, where 3.4 percent of those students identified as American Indian/Alaskan Native. Data Source: CEDARS

# IE Data – Student Demographics

Low Income IE Enrollment Percents by Facility Type, SY 2021-2022

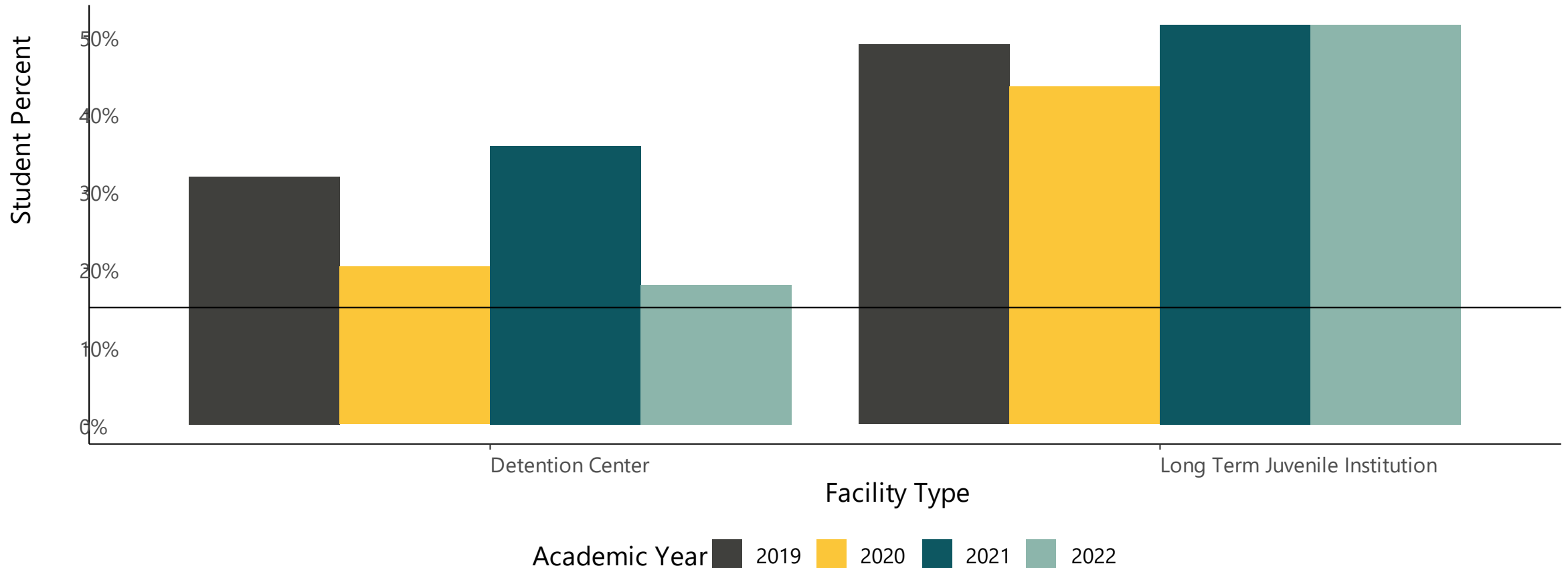


Facility Type ■ General State Enrollment ■ Community Facility ■ Detention Center ■ Long Term Juvenile Institution

In academic year 2021-2022, of the total students enrolled in public schools in Washington state, 48.6 percent were from low-income families. That is compared to the total students enrolled in Long Term Juvenile Institutions, where 98.1 percent of those students were from low-income families. Data Source: CEDARS

# IE Data – Student Demographics

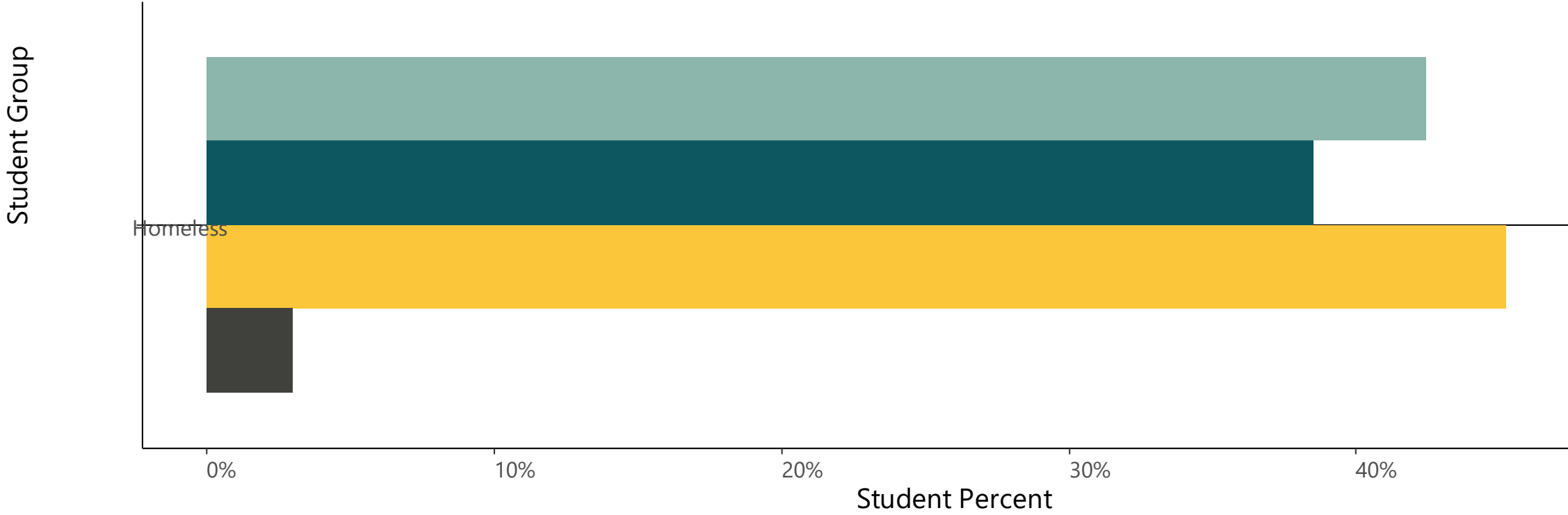
IE Percents by Academic Year, Facility Type, and IEP Status (90+ Days Enrolled)



In academic year 2019, 31.5 percent of students enrolled for 90 or more days in Detention Centers across Washington had an IEP  
 NOTE: The black line represents the average state enrollment for students with disabilities for school years 2019-2022 (~15 percent). Data Source: CEDARS

# IE Data – Student Demographics

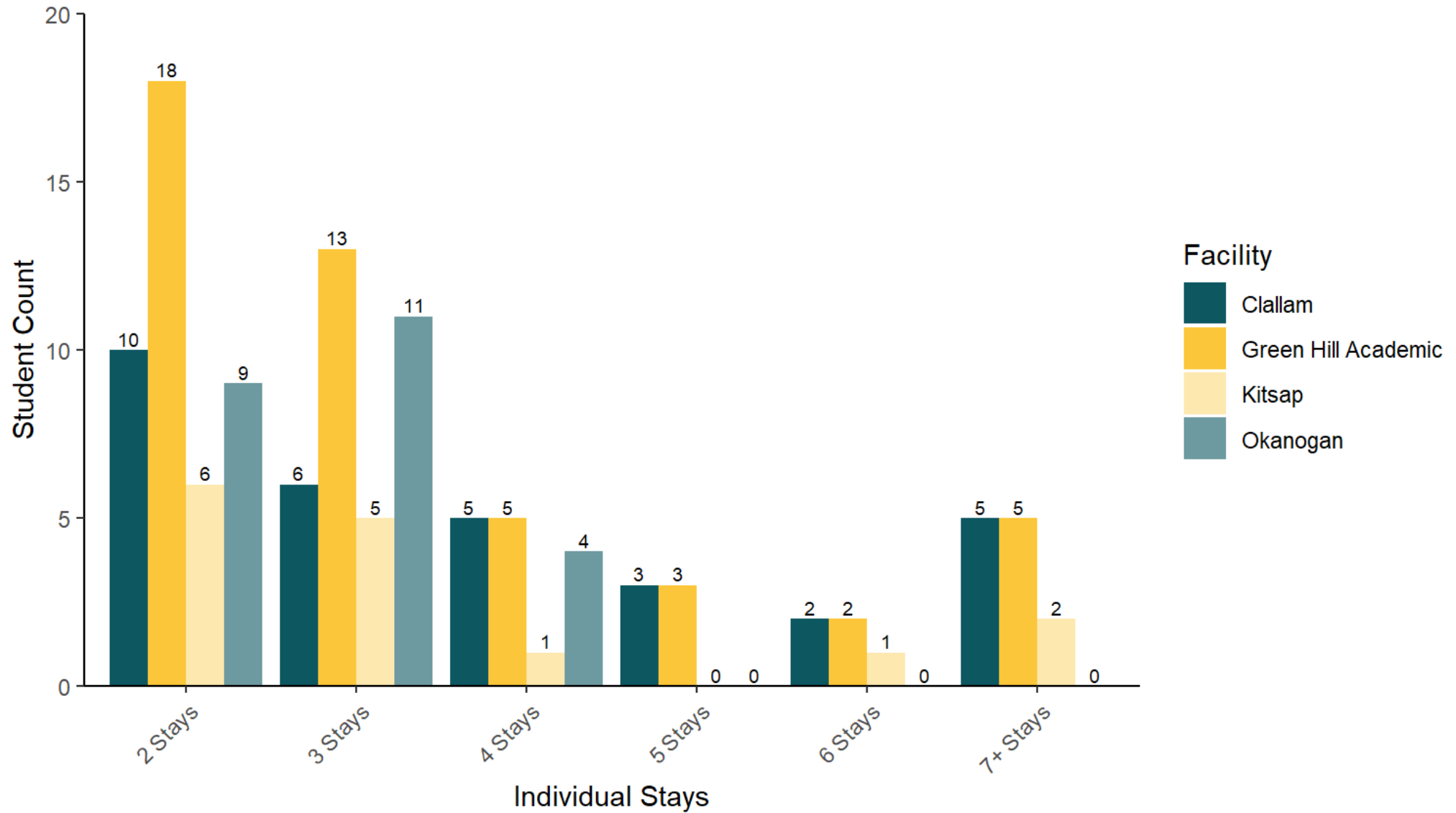
## Homeless IE Enrollment Percents by Facility Type, SY 2021-2022



Facility Type ■ General State Enrollment ■ Community Facility ■ Detention Center ■ Long Term Juvenile Institution

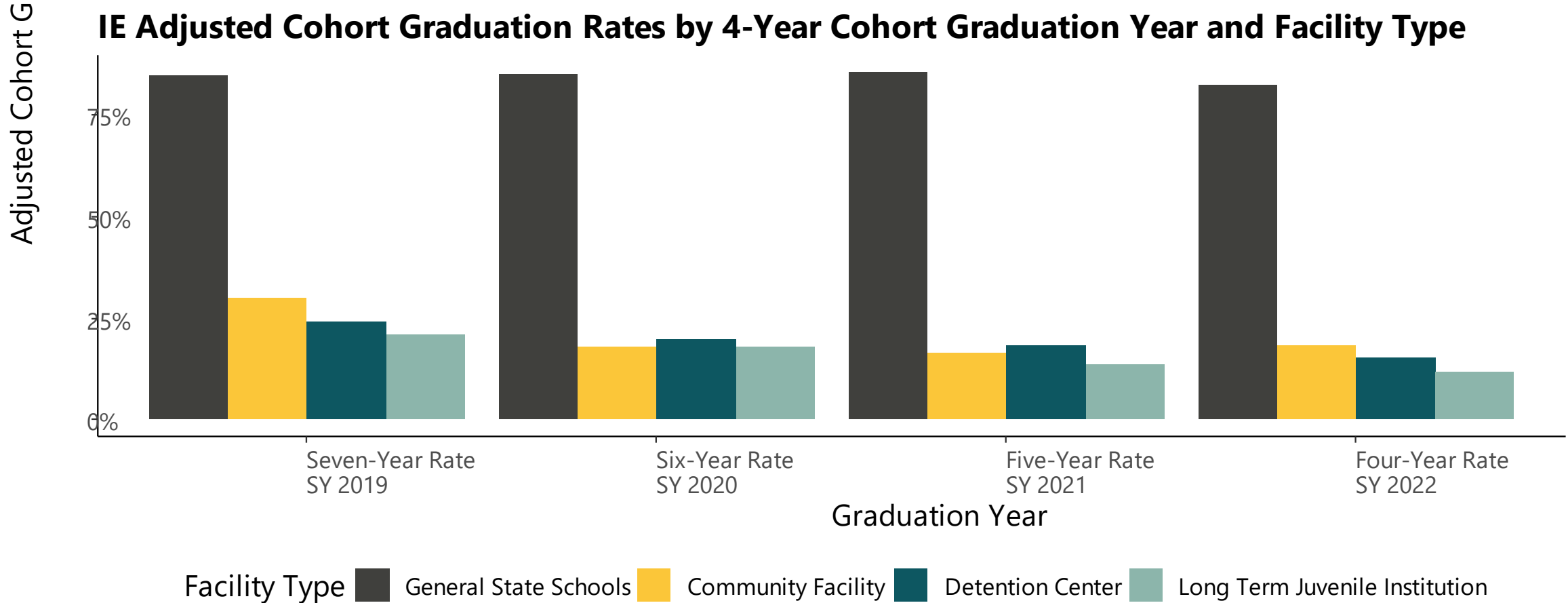
In academic year 2021-2022, of the total students enrolled in public schools in Washington state, 3.0 percent were experiencing homelessness. That is compared to the 15.7 percent of students experiencing homelessness prior to being enrolled in Long Term Juvenile Institutions  
Data Source: CEDARS

# IE Data- Time in IE





# IE Data – Educational Outcomes



For the 2019 four-year adjusted cohort in Community Facilities across Washington 60.0 percent of students graduated with their seven-year cohort.  
Data Source: CEDARS

# IE Data – 9<sup>th</sup> Grade on Track

IE 9th Grade On Track Counts by Academic Year and Facility Type (90+ Days Enrolled)

Academic Year	Facility Type	Total Count of First-Time 9th Graders	Count of Students Exiting 9th Grade on Track for Graduation
2019	Community Facility	113	Not shown
2019	Detention Center	3118	68
2019	Long Term Juvenile Institution	715	265
2020	Detention Center	2419	59
2020	Long Term Juvenile Institution	679	220
2021	Community Facility	71	25
2021	Detention Center	1378	50
2021	Long Term Juvenile Institution	522	200
2022	Detention Center	1328	59
2022	Long Term Juvenile Institution	406	134

*Table Reads*

In academic year 2019, of the 113 first-time 9th graders enrolled for 90 or more days in Community Facilities across Washington between 0 and 10 students were on track for graduation after completing 9th grade. Data Source: CEDARS





# HB 1701 Report Preview



# HB 1701 Legislative Report Overview

**The initial IE legislative report is broken into three sections:**

1. Update on Progress: HB 1701 Timeline and Plan
2. Findings: Landscape Review of Governance Structure
3. Findings: Fiscal Analysis of IE funding models

Annual interim reports on progress made are due each December through 2026

# Initial Timeline and Implementation Plan

## July - December 2023

- Planning
- Stakeholder outreach
- Best practice development

## January- December 2025

- Develop transition plan, MOUs, contracts, and other necessary transition materials
- Decision packages and policy changes

## January -September 2027

- OSPI assumes responsibilities
- Staffing transitions
- Evaluation plan finalized



## January- December 2024

- Funding model
- Outcomes and IE program standards

## January –December 2026

- Implement provider agreements
- Evaluation development
- IE transition plan finalized
- Data collection process and procedures

## September 2027-June 2028

- Technical Assistance
- Trouble shooting
- Site support
- Evaluation implemented

# Findings: Review of Governance Structures

## IE governance structures vary by state:

In 20 states one entity runs both JR and JDC facilities:

- **10 states:** Department of Education or JR
- **4 states:** LEA's
- **6 states:** DHHS or DYFS

In 27 states JDC facilities are ran by (or contracted with) LEAs and the JR facilities are run by:

- **13 states:** DHHS/DYFS
- **9 states:** JR
- **5 states:** Corrections

# Findings: Funding Models

## Funding Models

- States receive some federal funding, but the primary financial responsibility falls to states and local education agencies

## Federal Funding Sources:

- Title I, Part D of ESSA
- Various Grants by U.S. Department of Education and Office of Juvenile Justice and Delinquency Prevention with Dept. of Justice.

# Findings: Funding Models

## States generally employ 1 of 3 primary funding mechanisms to finance juvenile justice education

1. **General Fund Appropriations** - A line item in the annual budget and may remain relatively flat regardless of the number of students being served.
2. **Funding Formulas** - At least 19 states use the same funding formula for juvenile justice education as traditional K-12 education.
3. **Separate Education Funds** - Allocating funds to IE programs using a base amount and additional assistance as determined by the administering agency.



# Findings: Current WA State Funding Model

## Current Washington State Funding Model

- Uses student enrollment to allocate funds to pay staff to deliver instruction, as well as non-staff related costs necessary to operate an IE program
- Not part of the prototypical school funding formula
- Based on staff ratios from 1995-1997 and not included in McCleary fix.

## Federal funding to Washington state for IE

- Title 1, Part D (Subpart 1) – Supplemental funds provided by US Department of Education allocated to Long Term Juvenile Institutions
- Title 1 Part D (Subpart 2) – To fund prevention and intervention programs at County Detention Centers

# Findings: Landscape Review

## Washington State Funding to Support IE

Funding Source	Program	FY 2024	FY 2025
State	Basic Education	\$14,899,000	\$14,635,000
Federal	Title I Part D, Subpart 1	\$2,572,688	N/A
Federal	Title I Part D, Subpart 2	\$2,119,159	N/A

# Findings: Key Elements needed in a Washington IE Funding Model

- Fund staffing units based on a prototypical model
- Floor/base funding – guarantees IE programs funding for minimum staffing, even if enrollment falls below the amount needed to generate full FTE.
- Address detention centers, day reporting, and residential programs as unique programs/elements in the model.
- Include special education/differentiated instructional funding.
- Include factors for inflation and regionalization
- 220 day school year
- Include student centered supports around transitions (including education advocates)

# 2024 Recommended Policy Improvements

- Modify state law related to highly mobile populations to extend provisions to students entering or exiting state institutions to return to a local educational agency (LEA).
- Require school districts, unless there is a court order stating that the student cannot return to the school, to accept students back into their school of origin or resident public school in their home district.

# 2024 Funding Improvements

## Maintenance funding to Juvenile Detention Centers

- **\$3,000,000 in FY 25 (ongoing)**
- Pays for admin and paraeducator
- Will support future funding efforts, regardless of final funding model and governance structure



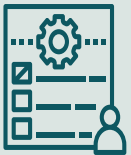
# Promising and Innovative Practices



Promising education and supports occurring in pockets, but they are ad hoc and unsustainable.



Education Advocate program: highly effective, student-centered, yet does not serve ALL eligible kids.



Partial Credit Awards: progress towards helping students earn credits they need to graduate.

# Questions

- **Allison Krutsinger**, Director of Public Affairs, DCYF  
[Allison.Krutsinger@dcyf.wa.gov](mailto:Allison.Krutsinger@dcyf.wa.gov)
- **Mikhail Cherniske**, Senior Policy Analyst, OSPI  
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- **Annie Blackledge**, Assistant Director, Policy and Equity. Office of System and School Improvement, OSPI  
[Annie.Blackledge@k12.wa.us](mailto:Annie.Blackledge@k12.wa.us)
- **Veronica Gallardo**, Assistant Superintendent, Office of System and School Improvement, OSPI  
[Veronica.Gallardo@k12.wa.us](mailto:Veronica.Gallardo@k12.wa.us)

# IE Joint Select Committee OSPI Briefing

Mikhail Cherniske, Senior Policy Analyst



## Vision

*All students prepared for post-secondary pathways, careers, and civic engagement.*

## Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

## Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



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# Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



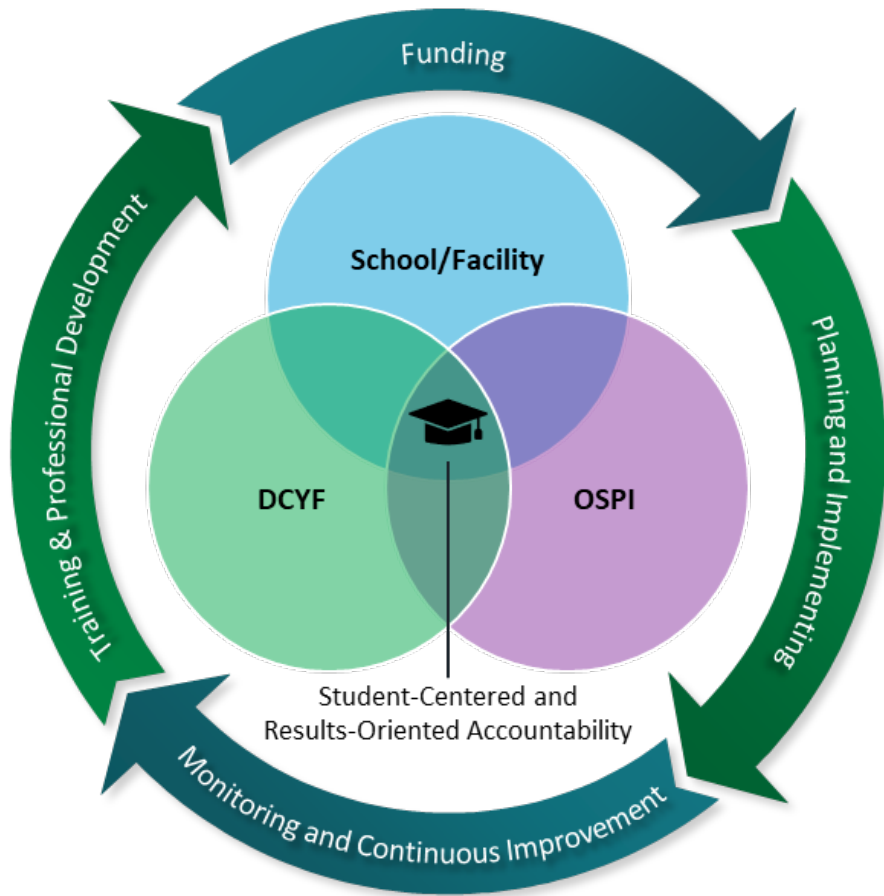
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# Agenda

- Legislative charge
- HB 1701 implementation update
- Partner/provider outreach and key learnings
- Status update on education delivery models
- 2025 legislative recommendations
- Summary and next steps



# OSPI Legislative Charge



1. Develop a plan and timeline
2. Support the Joint Select Committee's work
3. Each December, provide an interim report on progress made
4. Consult with educators and staff that deliver education programming and services to justice-involved students
5. Implement a new model for delivery and oversight of an asset based, student centered, education program for justice-involved youth under the age of 21 beginning September 1, 2027



# Key Elements of IE Delivery Model

- Students have access to the full program of basic education
- An educational delivery system that is student-centered and asset-based
- Clear and uniform expectations, policies, procedures and practices across all facilities
- Relevant data/records are available and accessible. Educational decisions are data-informed and based on measurable metrics.
- Educational continuity: Students are supported through multiple transition points.
- Highly trained and qualified educators and other support staff
- Predictable and stable funding to support delivery of basic ed
- More centralized delivery and oversight to support accountability, continuity, systems improvements, and stability for staff and students.

# WA Institutional Education Facilities

## DCYF Facilities



2 – JR Large Institutions  
705 youth enrollments



8 – JR Community Facilities  
81 youth enrollments

**HB  
1701**

## Juvenile Detention Centers



12 – District Run Facilities  
1,768 youth enrollments



9 – ESD Run Facilities  
1,842 youth enrollments

## DSHS Facilities

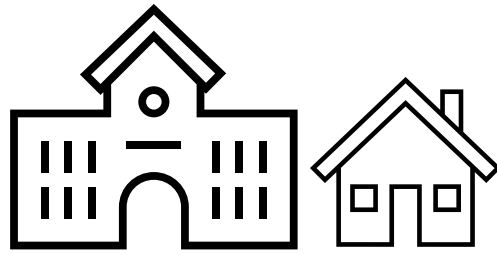
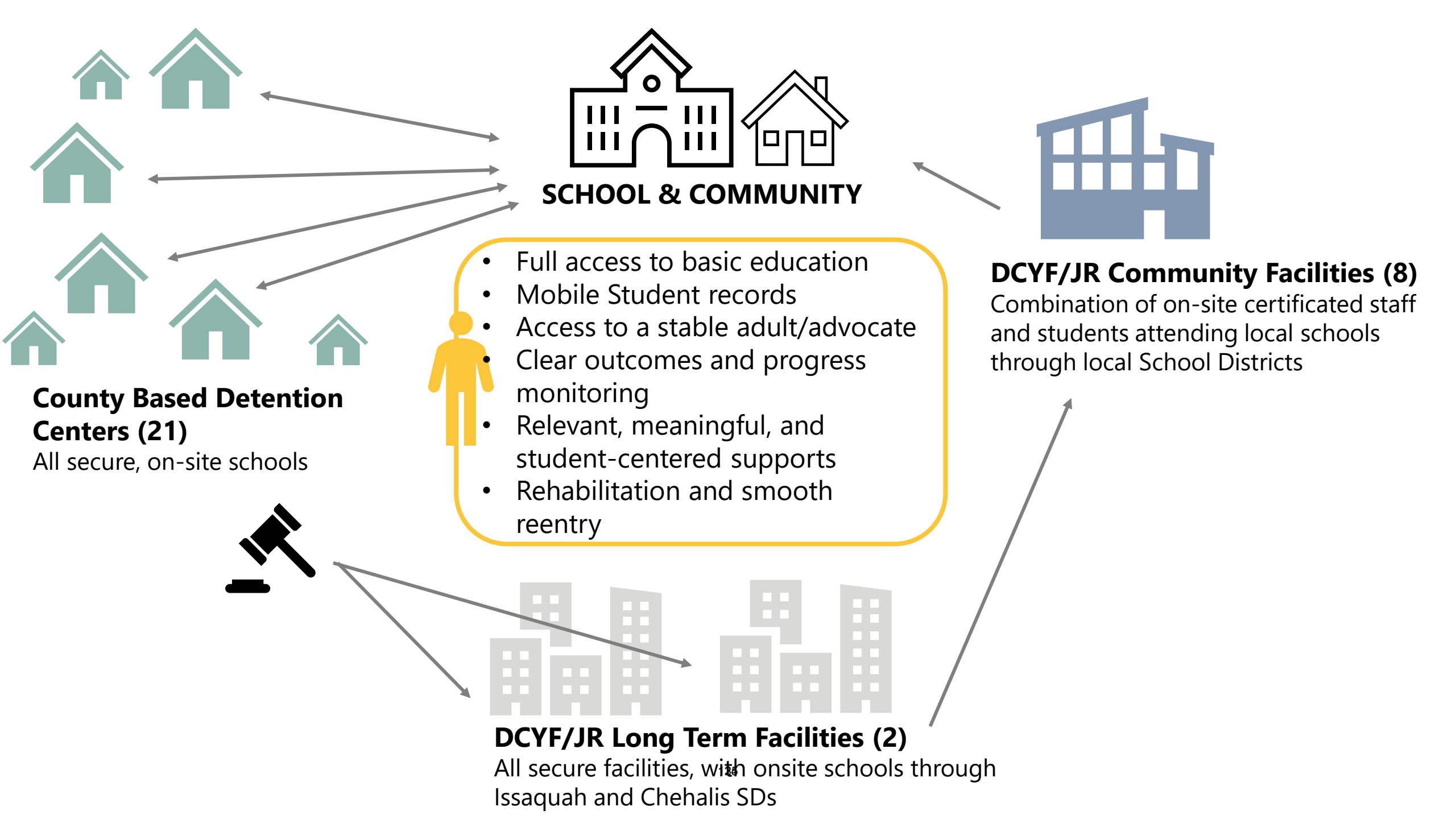


4 Habilitation Centers

## Other Facilities

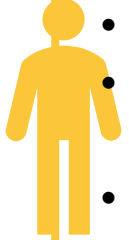


Hospitals & Inpatient Treatment Centers



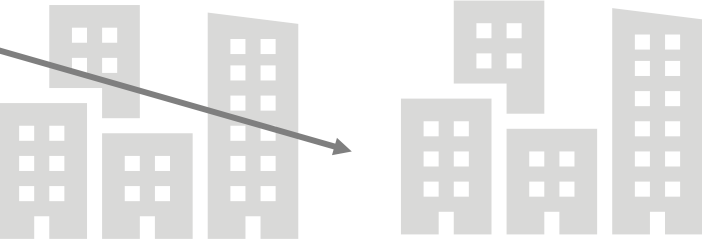
**SCHOOL & COMMUNITY**

- Full access to basic education
- Mobile Student records
- Access to a stable adult/advocate
- Clear outcomes and progress monitoring
- Relevant, meaningful, and student-centered supports
- Rehabilitation and smooth reentry



**DCYF/JR Community Facilities (8)**  
 Combination of on-site certificated staff and students attending local schools through local School Districts

**County Based Detention Centers (21)**  
 All secure, on-site schools



**DCYF/JR Long Term Facilities (2)**  
 All secure facilities, with onsite schools through Issaquah and Chehalis SDs

# 1701 Timeline/Implementation Plan

## July - December 2023

- Practice model development with DCYF (1295 recommendations)
- Research to inform decision making (funding, governance and service models)
- Consultation with state partners, IE educators, staff and unions
- Hire data and Special Education OSPI staff
- Support to JSC

## January – December 2025

- 2025 Legislative advocacy and partnership
- Implement pilot in 2-3 ESDs for new service model
- Finalize (long-term/CF) organizational structure and governance, examine data systems
- Continued consultation with IE educators, staff and unions, develop transition plan
- Develop decision packages and updated statutes as needed
- Submit legislative report (December 2025)

## January – September 2027

- Complete hiring/staffing transitions, MOUs and contracts
- Finalize any changes to data collection
- Plan for recruitment and retention of high quality educators
- Ongoing partnership with the JSC
- Monitoring and evaluation

## 2028 and on

- Ongoing monitoring and technical assistance
- Systems improvement and best practices



## January – December 2024

- Decision package development
- Develop Funding Model in accordance with Practice Model
- Finalize Service Model and proposed governance structure
- Continued consultation with IE educators, staff and organizations representing staff and educators
- Develop Plan for phasing in implementation at the JDC level:
  - Pilot of new service model in 2-3 ESDs and prepare for hiring of new OSPI staff for oversight
  - Increased funding to JDCs
  - Statutory alignment across all facilities
- Develop evaluation plan
- Submit legislative report (December 2024)

## January – December 2026

- 2026 Legislative advocacy and partnership
- Implementation of transitions for JDCs and begin transition for long term facilities
- Begin aligning data collection with plans for evaluation and monitoring.
- Submit legislative report (December 2026)

## September 2027 – June 2028

- OSPI assumes responsibilities and governance and accountability structure and funding is in place.
- New IE model fully implemented.
- Technical assistance and professional development to providers and educators
- Monitoring for implementation barriers and additional legislative support needed.
- Evaluation implemented and outcome data are reported



# 2024 (Year 2)

# 2025 (Year 3)

## Jan – May

- Research and consultation with providers
- Identification of key elements needed for a comprehensive system
- Develop proposed organizational structure and governance model for JDCs
- Continued consultation with IE educators, staff and unions, begin development of transition plan

## June – August

- Decision package and bill development (funding and statutes)
- Develop Funding model in accordance with Practice Model
- Finalize Plan for Phase I implementation:
  - Pilot of new service model in 2-3 ESDs and prepare for hiring of new OSPI staff for oversight
  - Increased funding to JDCs
  - Statutory alignment
- Joint Select Committee
- Ongoing collaboration and consultation with relevant stakeholders

## Sept – December

- Determine preferred service model and proposed governance structure for long term and community facilities
- Continued consultation with IE educators, staff and organizations representing staff and educators
- Develop evaluation plan
- Submit legislative report (December 2024)

## Jan – May

- 2025 Legislative advocacy and partnership
- Implement pilot in 2-3 ESDs for new service model and conduct evaluation of pilot.
- Develop (long-term/CF) organizational structure and governance
- Continued consultation with IE educators, staff and unions, develop transition plan
- Joint Select Committee

## June – August

- Decision package and bill development (funding and statutes)
- Plan for phase in of funding model in accordance with practice model
- Joint Select Committee
- Ongoing collaboration and consultation with relevant stakeholders

## Sept – December

- Finalize Service Model and proposed governance structure for long term and community facilities
- Make adjustments to JDC model as necessary
- Continued consultation with IE educators, staff and organizations representing staff and educators
- Develop evaluation plan
- Submit legislative report (December 2025)



# Stakeholder Engagement

## Onsite visits to Facilities

- Long Term: Echo Glen and Green Hill
- Community Facilities: Touchstone and Oakridge
- JDCs: Lewis and Kitsap Counties
- Highline Innovation Heights

## Discussions

- AESD, ESD leadership
- Labor partners
- JDC leadership and staff

**Themes surfaced – staffing, funding, transition/logistics**



# Work to Date OSPI/DCYF Collaboration

## **OSPI and DCYF must collaborate to plan, implement, and monitor IE programming**

- Holding bi-monthly meetings for HB1295 blueprint recommendations implementation
- Create a communication plan for facility staff to ensure transparency and accountability

## **Student transition services must ensure a “warm hand-off”**

- Development of transition process across all facilities
- DCYF Ed Team embedded at longer term facilities

## **Meeting Complex Student Needs and Improving Outcomes**

- Ex. implementing MTSS, ensuring special education services are provided, High School and Beyond planning

## **Standardized student orientation and assessments must be developed and implemented**

- Development of uniform intake process of youth entering and exiting facilities or between facilities

## **IE must engage youth in their education and transitions, and in the implementation of HB 1295 practice improvements**

- DCYF conducting a statewide assessment to ensure youth are engaged in decision making and practice improvements

## **Safety and security policies must be reviewed to ensure they promote restorative practices and ensure a positive and safe learning environment for all**

- DCYF reviewing and updating policies and procedures to reflect restorative and collaborative practice



# Key Learnings and Considerations

- Legal obligation of providing basic education.
- Workforce/Labor, including recruitment and retention of highly qualified teachers working in a specialized setting, represented vs. non-represented.
- Governance (establishment of a board to support, advise, and maintain shared ownership over the success of students served in IE settings).
- Crediting/connection to local school districts.
- A system that is nimble and can be responsive to the unique needs of students and changes in the juvenile justice system.
- Improved statewide web-based information systems to support consistent and meaningful outcomes monitoring (ex: HSBP implementation).
- Common set of grad requirements for long-term institutions.
- Access to devices like computers, laptops or tablets to complete supplemental coursework.
- A lack of classrooms, libraries and labs can impact the quality of students' education experience.
- Postsecondary career and college opportunities.
- Students enrolled in an education program may be transferred to another facility with little notice.
- Competency and mastery-based learning.
- Decision making/Partnership with Joint select committee.



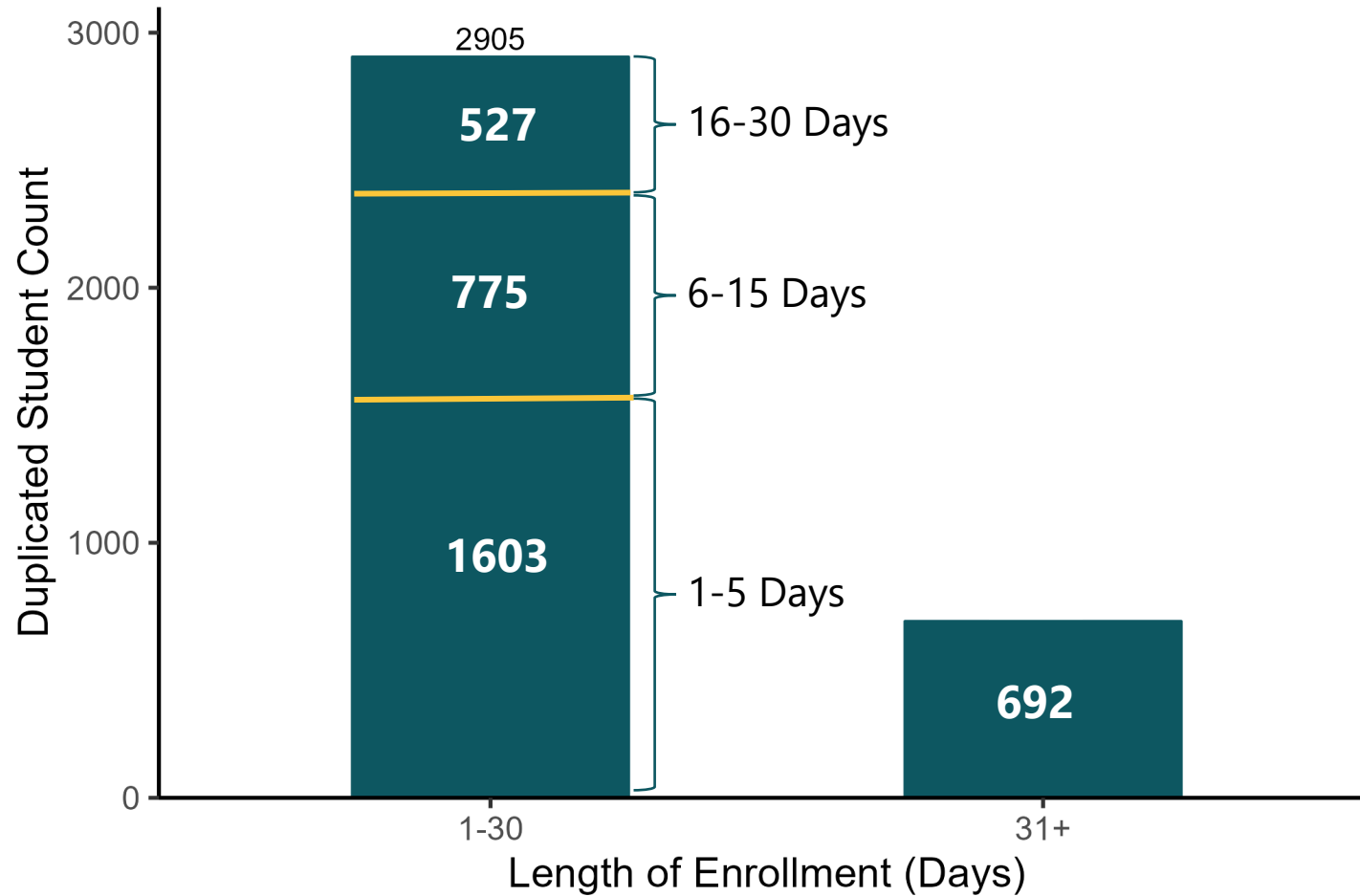
# Juvenile Detention Centers (JDCs)

# 2022-2023 JDC Student Counts

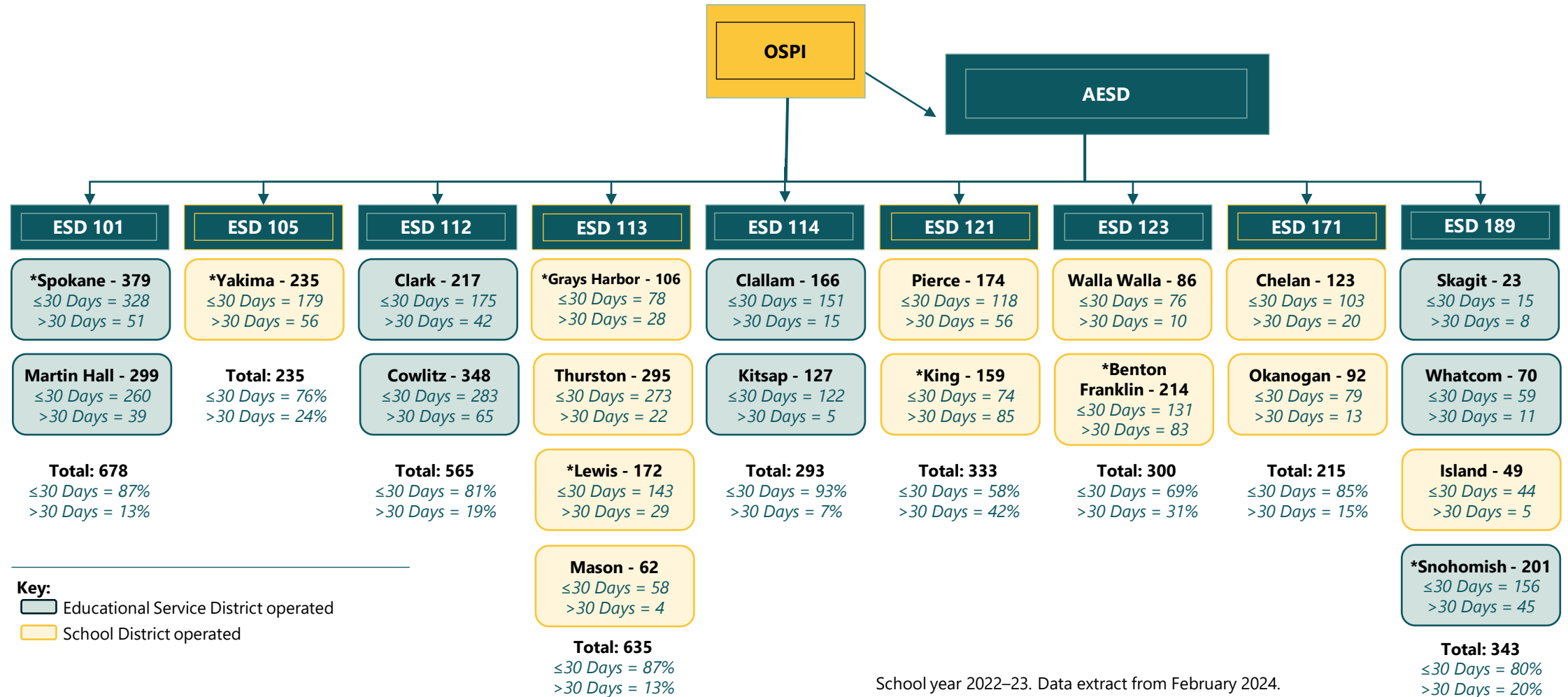
School District Run	DUPLICATED	UNDUPLICATED
Benton Franklin Juvenile Justice Center	214	154
Chelan County JDC	123	69
Grays Harbor Juvenile Detention Center	106	65
Island Juvenile Detention	49	27
King County Juvenile Detention	159	134
Lewis County Juvenile Justice Center	172	99
Mason County Juvenile Detention School	62	35
Okanogan Detention School	92	54
Remann Hall	174	135
Tumwater West Juvenile Detention Center	295	166
Walla Walla Detention	86	60
Yakima County Detention	235	151

Education Service District Run	DUPLICATED	UNDUPLICATED
Clallam County Juvenile Detention Center	166	72
Clark Juvenile Detention	217	140
Cowlitz County Youth Services Center	348	171
Kitsap Juvenile Detention Center School	127	84
Martin Hall Juvenile Detention School	299	210
Skagit County Detention	23	18
Snohomish Detention Center	201	151
Spokane Juvenile Detention School	379	218
Whatcom Juvenile Detention School	70	47

# How Long are Students Staying in JDCs?



# JDC Governance Model



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





# **DCYF long-term and community facilities**

# Potential education delivery structure for long-term facilities:

1. Continue with LEAs as primary provider with meaningful systemic improvements to ensure continuity and robust program of basic education.
2. Contract with Educational Service Districts (ESDs)
3. Create and contract with a 10<sup>th</sup> ESD or Unified School District that serves as the provider
4. Contract for services: Go out to bid for proposals
5. Other?

# Governance Options

## Option 1:

OSPI to contract with LEAs (Issaquah, Chehalis) for educational delivery in secure DCYF facilities (Echo Glen, Green Hill)

- Potential to minimize transitions for educators, staff and students
- Strengthening the partnership and coordination between providers and DCYF
- Opportunity to create more consistent policies, practices, and procedures across facilities
- Need to add/clarify accountability and oversight for the delivery of education
- Need for dedicated resources and decision-making protocols that center the needs of this specific population of young people.



# Governance Options

## Option 2:

OSPI to contract with the AESD, or the 2 regional ESDs, to provide education in the long-term facilities.

- Possibility for increased alignment in delivery, oversight, and accountability across all facilities (including JDCs).
- ESDs as a systemic structure are familiar with providing educational programming and partnering closely with OSPI and SDs
- Establish relationship and protocols with DCYF
- Transition planning

# Governance Options

## Option 3:

Development of a 10<sup>th</sup> Educational Service District or Unified School District as the provider for basic education for students in institutional education settings

- Potential to create additional continuity across all instructional settings.
- Would need to reevaluate the JDC model to consider alignment.
- Logistics and decision-making structure
- Initial hiring
- Location (physical or remote)
- Cost of establishing a new entity



# Governance Options

## Option 4:

OSPI to contract with 3rd party providers for all facilities:

- Only one contract to negotiate and oversee
- Different needs depending on facility type - large state and contractor infrastructure to oversee
- Risk of not finding qualified or viable contractor
- Most disruptive to students and current staff in the short term

---

# Community Facilities

Students would attend the local schools where the Community Facility is located.



# **2025 Legislative Recommendations**

# 2025 Legislative Asks - Funding

## Funding for 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 certificated teacher.

\$3,300,000 for FY 26 (ongoing)

## Pilot Program

Pilot our proposed Juvenile Detention Center model with three ESD's across the state.

This will give us experience and insight to adjust and refine to our proposed plan before 2027.

\$440,000 for FY 26 and FY 27

## Additional Ed Advocates

Funding one education advocate at each JDC.

EAs would support student transitions and work in collaboration with current EAs at the ESD level.

\$2,360,000 for FY 26 and FY 27



# 2025 Legislative Asks - Policy

**Law revisions** – Extend protections that currently cover students in foster care or experiencing homelessness.

- Ensure school districts will enroll a student with incomplete information.
- Ensure enrollment of school of origin or resident public school.
- Timely best interest determinations.
- Require prompt transmission of student records.



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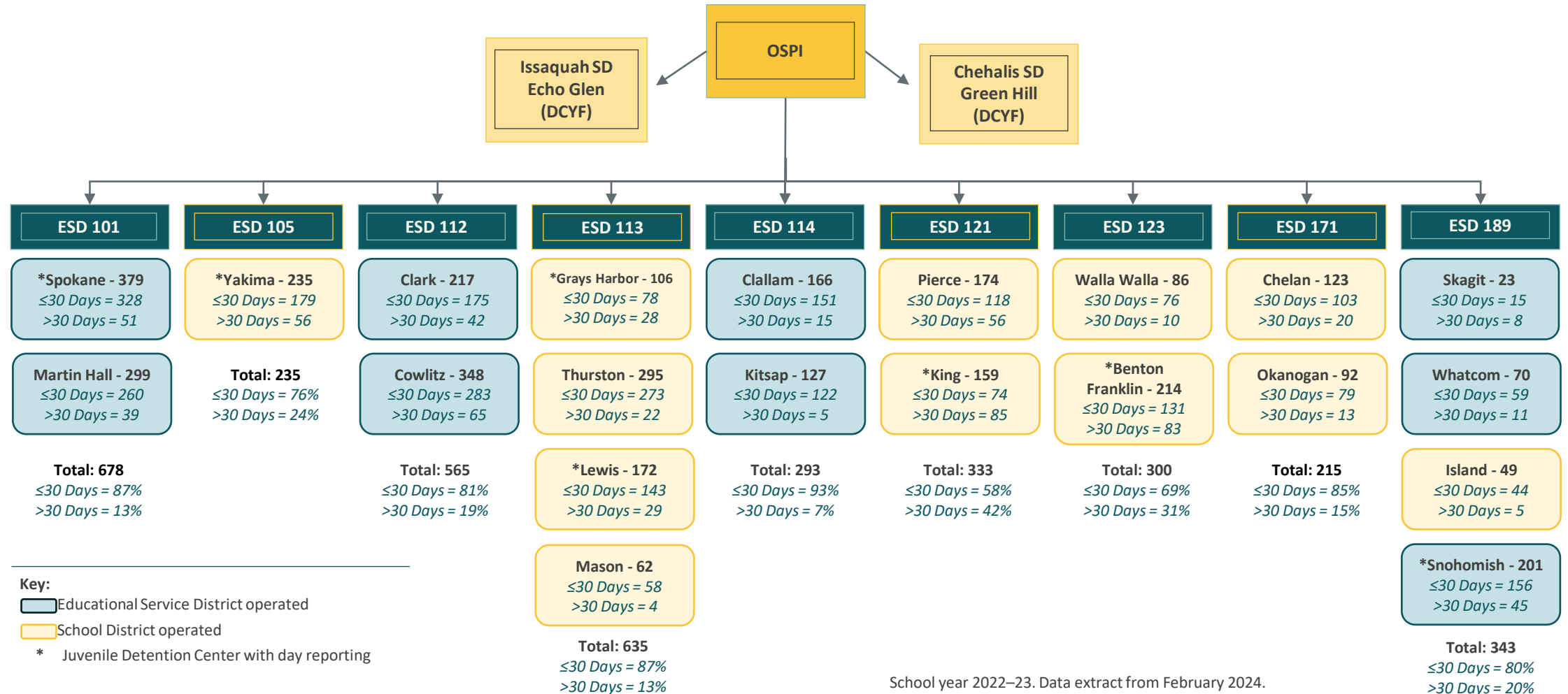


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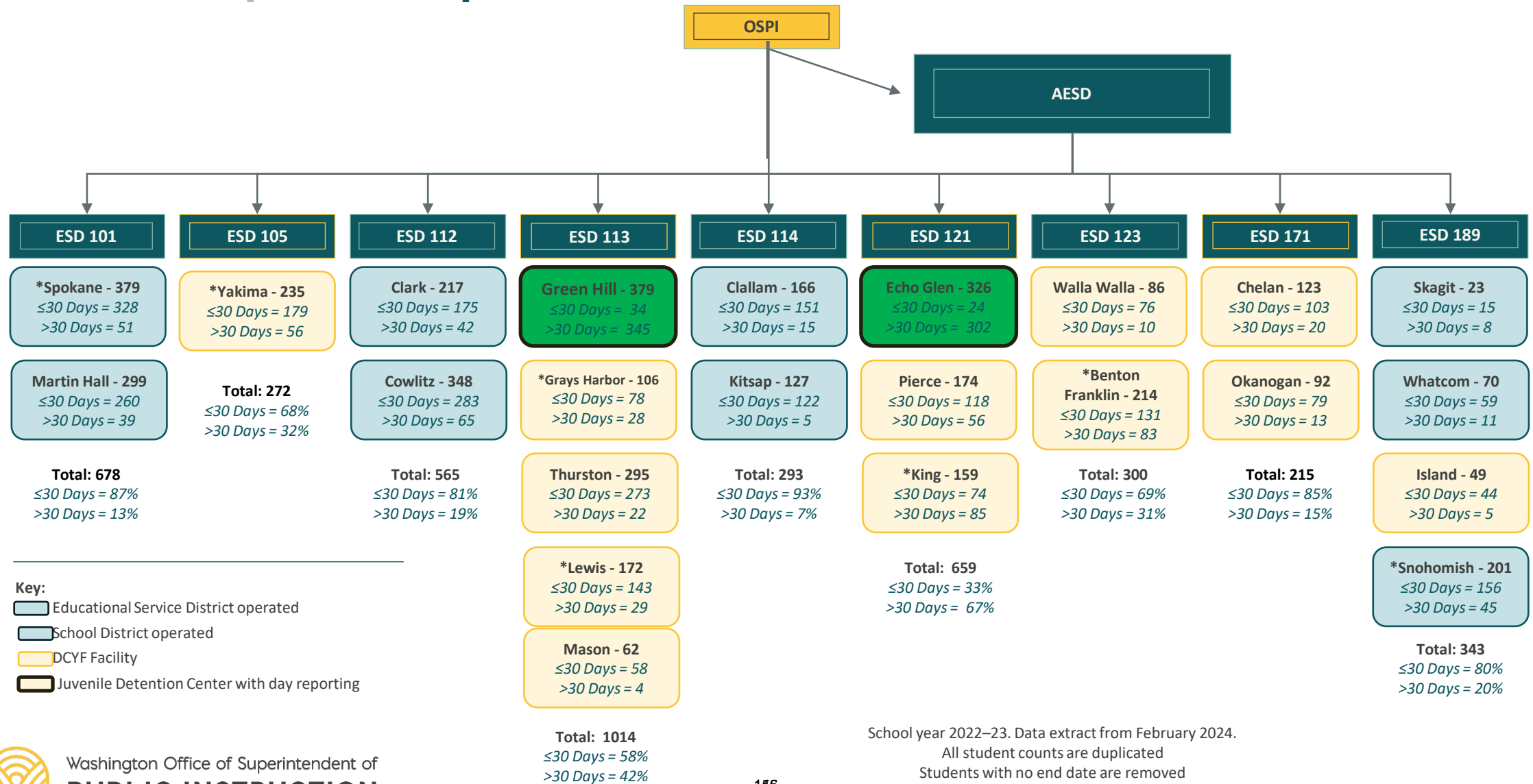


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# (Example) Option 1: IE Governance Model



# (Example) Option 2: IE Governance Model



# Washington State Institutional Education

Mikhail Cherniske, Government Relations  
Office of Superintendent of Public Instruction (OSPI)

# Today's Agenda

- Brief Recap: Background on Institutional Education
- HB 1701: Implementation Update
- OSPI Recommendations: Governance and System Options for Institutional Education



# Background

# Legislative History

**House Bill 2116 (2020)** – Established a one-year task force on improving IE programs and outcomes.

**House Bill 1295 (2021)** – Made initial reforms and created the OSPI/DCYF Institutional Education and Accountability Advisory Group.

**House Bill 1701 (2023)** – Built off HB 1295 and gives OSPI responsibility for the delivery and oversight of Institution Education by 2027. Established the Legislative Joint-Select Committee.



# House Bill 1701 Charge

House Bill 1701 assigns the Superintendent of Public Instruction (OSPI) the responsibility for the **delivery** and **oversight** of basic education services to justice-involved youth under the age of 21 through IE programs in facilities that are **not** under the jurisdiction of the Department of Social and Health Services (DSHS) beginning September 1, 2027.

# What's the Problem We're Trying to Solve?

The current system is under-resourced, fragmented, and not student-centered.

Under the current system, student outcomes are difficult to track and the metrics we do have show poor results.

“Students in Washington's secure facilities have been unable to access the education and supports they need to make life-changing academic progress.”

- House Bill 1295 (2021)

# Who are the students?

Institutional Education 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 be:

- Eligible for special education services
- Have experienced homelessness
- Low income
- Predominantly males and diverse background

# Where are they served?

## Institutional Education Facilities



### DCYF Facilities

2 – JR Large Institutions  
705 youth enrollments



8 – JR Community Facilities  
81 youth enrollments



### Juvenile Detention Centers (JDC)

12 – District Run Facilities  
1,768 youth enrollments



9 – ESD Run Facilities  
1,842 youth enrollments



### DSHS Facilities

4 Habilitation Centers



### Other Facilities

Hospitals & Inpatient Treatment Centers



# Student Experience

Students experience in Institutional Education varies by facility type and county.

- In Juvenile Detention Centers (JDCs)
  - Often short stays, but more and more students are staying longer in JDCs
  - Inconsistent connections to local school districts
- In JR Facilities
  - Longer stays
  - Cases have been adjudicated



# Key Players

## STATE

### **Office of Superintendent of Public Instruction (OSPI)**

- Separately elected agency responsible for public K-12 education.

### **Department of Children, Youth, and Families (DCYF)**

- Cabinet-level agency focused on the well-being of children.

### **Department of Corrections (DOC)**

- Cabinet-level agency administering adult corrections programs operated by the state.

## REGIONAL

### **Educational Service Districts**

- Nine regional public agencies that support school districts and OSPI programming.

### **Juvenile Detention Centers**

- County operated secure facilities that house students.

### **Juvenile Courts**

- Part of the Superior court system, in 30 court districts across the state.

### **Community and Technical Colleges**

- Two-year higher education institutions.

## LOCAL

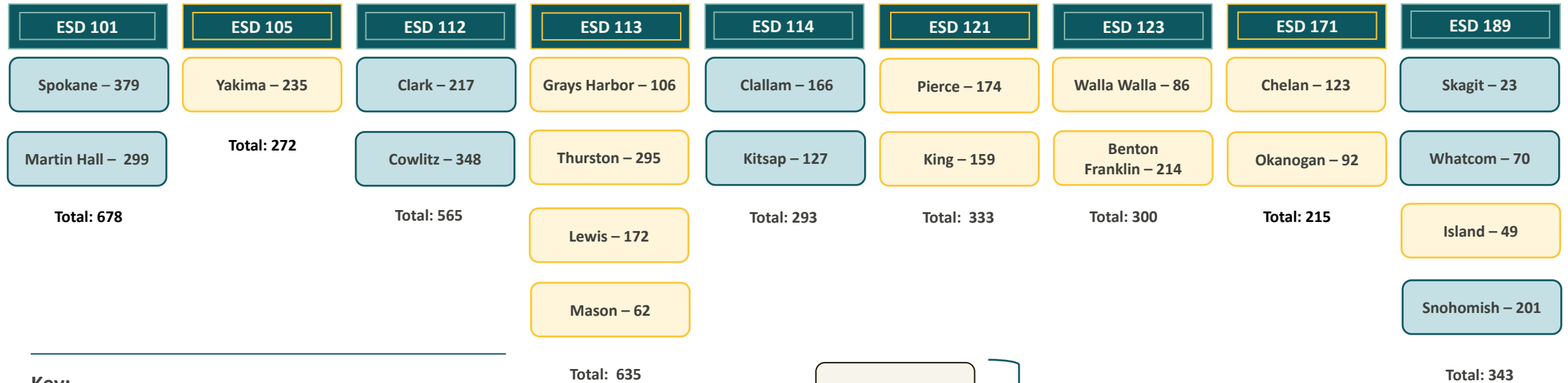
### **School Districts**

- Local education agency that provides education to students within a specific district, governed by locally elected board of directors.

### **Community organizations**

- Provide various supports and programming to students and families.

# Map of current Facilities



**Key:**

- Educational Service District operated
- School District operated

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

Green Hill – 379

Echo Glen – 326

Community Facilities

Currently operating in partnership with local SD

# JDC Student Counts by Facility 2022-23

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

Data Source: CEDARS

Date Accessed: 02/15/2024



# JDC Student Counts by Facility 2022-23

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

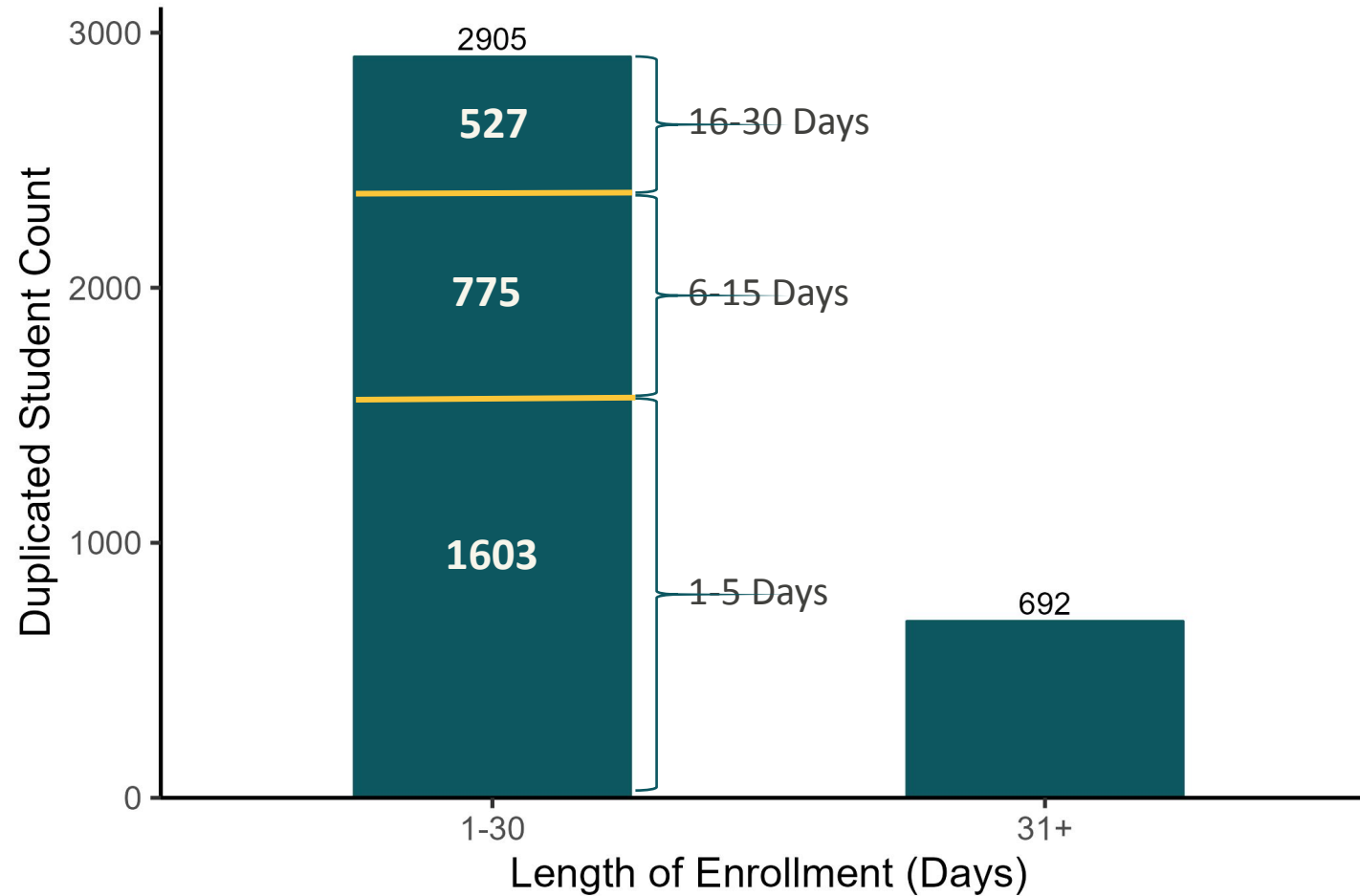
Data Source: CEDARS

Date Accessed: 02/15/2024

# JR Facility Student Counts

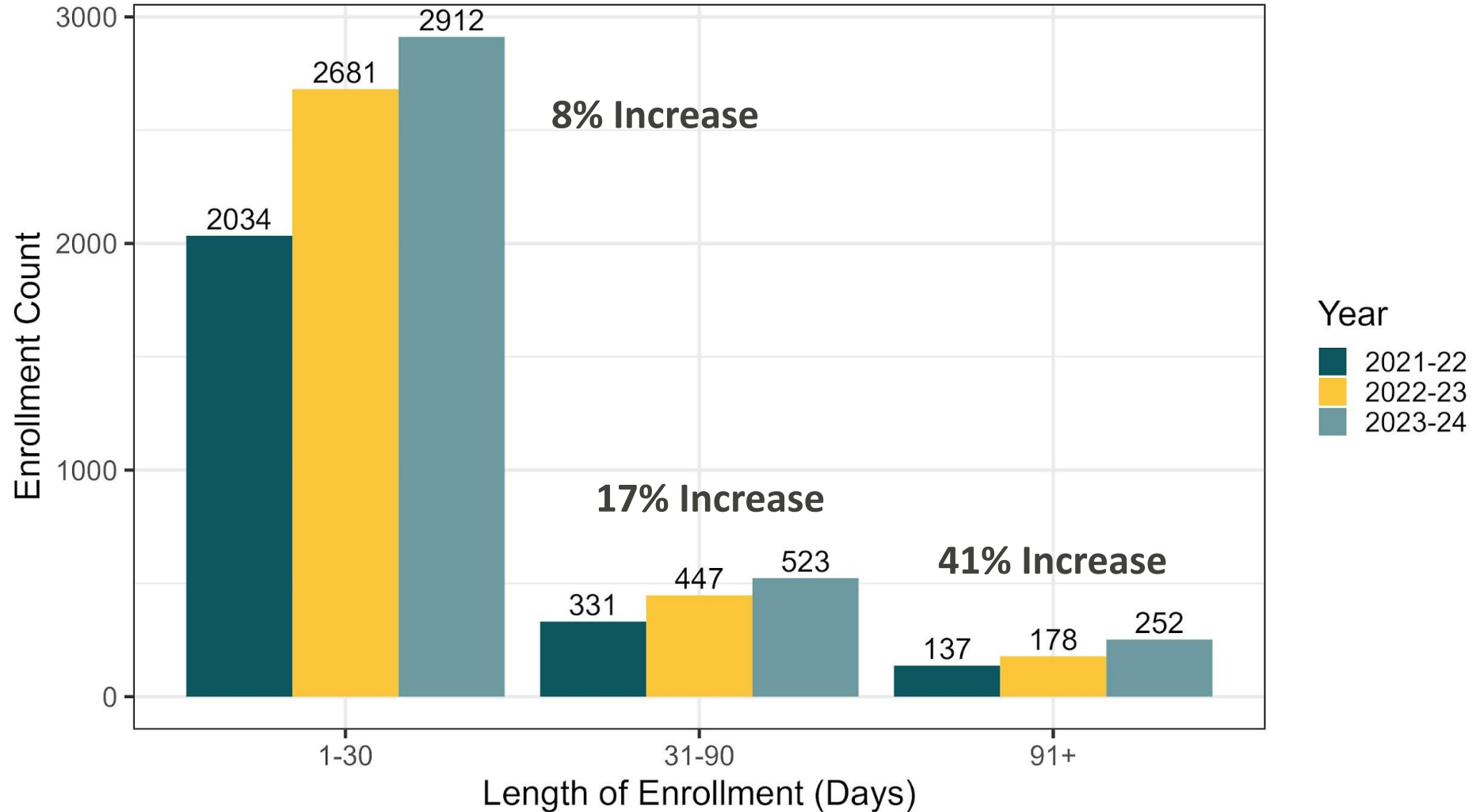
<b>School District Run</b>	<b>Count</b>
<b>Green Hill School - Chehalis School District</b>	214
<b>Echo Glen - Issaquah School District</b>	112

# How Long are Students Staying in JDCs?



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

# Duplicated Length of Enrollment in JDCs by Year



Each year is September 1st - July 31st

Data source: CEDARS

Date accessed: 08/21/24



# Governance and System Recommendations for Institutional Education

# HB 1701 Implementation Update

- HB 1295 Implementation: Strengthening Best Practices
- Research and Data Analysis
  - National governance scan
  - Stakeholder engagement
  - Site visits and learning
- Identification of Governance improvements and Education Delivery options

# Key Elements of IE Delivery Model

- Students have access to the full program of basic education through a model that is student-centered and asset-based.
- Educational continuity: Students are supported through multiple transition points.
- Predictable, appropriate, and stable funding to support the delivery of basic education.
- Clear and uniform expectations, policies, procedures, and practices across all facilities (E.g., credit attainment, records transfers, professional learning, enrollment practices, collaboration with facility staff).
- Relevant data are consistently collected and shared appropriately across partners. Educational decisions are data-informed and based on measurable metrics.
- Highly trained and qualified educators and other support staff.
- More centralized delivery and oversight to support accountability, continuity, systems improvements, and stability for staff and students.



# Identifying Education Delivery Options

- Identified all possible options, then began narrowing in a way that gets us closer to the key elements.
- Stakeholder input:
  - Legislative expectations
  - Partner input (DCYF, County facilities, current staff, Educational Service Districts, School districts, advocacy organizations, etc.)
  - Transition considerations
  - Efficacy of delivery models
- Three approaches of a delivery model
  - Local School District
  - Regional partnerships
  - Single statewide system





# Our Recommendation

## 1. Stronger Statewide Governance

- Explicit and consistent statewide expectations for student learning and outcomes.
  - Credit transfer policy, funding, graduation requirements, data reporting, progress monitoring, continuous improvement.
- Strengthen partnership and expectations between OSPI and DCYF

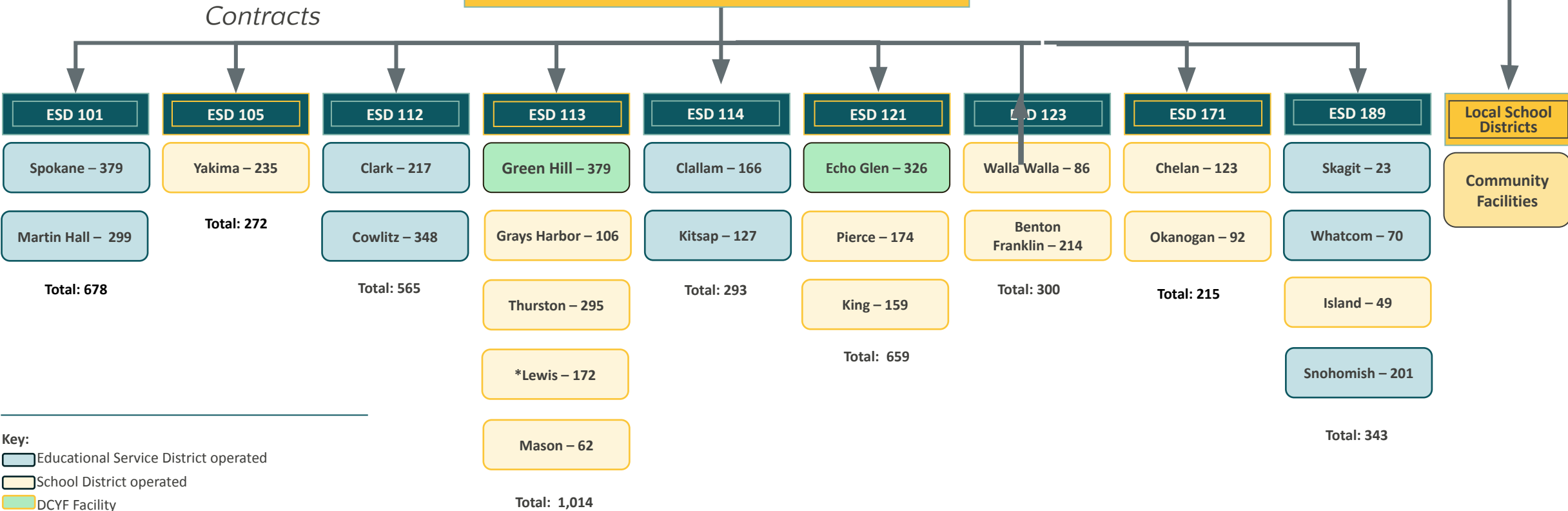
## 2. A regionally deployed delivery model

- Regional continuity through ESDs that still allows for local flexibility

## 3. Sufficient, flexible, and accurate funding to cover the cost of providing education

# Regional ESD delivery model

**OSPI**  
Consistent expectations for delivery and transitions/connections across all providers



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

## OSPI is responsible for:

- Contract development and implementation
- Statewide data reporting
- Accountability
- Easy to navigate complaint resolution process
- Coordination with state and regional transition teams – Shared professional learning

## ESD's provide:

- Education delivery
- Staffing
- Administration
- Regional support through AESD

## School Districts:

- Ensure smooth transitions as students go in and out
- Responsible for education of students in Community Facilities



# State Agency Roles

## Office of Superintendent of Public Instruction (OSPI)

- Basic education
- Transitions
  - o High School and Beyond Planning
  - o Transcripts and school records
  - o Seamless transitions to/from/across school settings
- Special Education
- Education advocates

## Department of Children, Youth, and Families (DCYF)

- Safety and Security
- After-school programming
- Enrichment activities
- Post secondary education
- Rehabilitation
- Transitions (facility and rehabilitation)

# ESDs as regional partners

- The value that ESDs bring:
  - Strong regional connections with school districts and communities
  - Established partnerships with OSPI, 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 the 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.

# Process Considerations

- We still have significant aspects to work through, particularly around:
  - Staffing – Moving to a regional model will impact staff
  - Local variability (geographic, capacity, cultural)
  - Other systems impacting the education setting (JR, county policies, etc.)
  - 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.
- Biggest transition point will be the long term facilities which have historically been deployed through local school districts.





# Proposed Funding Model



# Proposed Funding Model

Building off the work done in the HB 1295 report, this proposed funding model makes significant improvements to the current one:

- Regionalization for ESDs
- Funding the ESD level for administration and support
- Capacity

# Proposed Funding Model

Like other school funding systems, our proposed model is based on student enrollment.

In addition to driving funding for certificated teachers at each site, this model provides funding for:

- Certificated admin and teachers at the ESD level to support JDCs in their region.
- Classified (paraeducator) support, certificated administration (principal)
- Maintenance, Supplies, and Operating Costs

# Proposed Funding Model – Staffing Drivers

	<b>Ratio</b>	<b>Floor</b>	<b>At ESD</b>
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
	<b>Ratio</b>	<b>Floor</b>	<b>At IE program site</b>
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

# Proposed Funding Model Example: Current School District

Entity	AAFTE	CIS Units	CAS Units	CLS Units	Total Allocation
<b>Existing Funding Model</b>					
Okanogan/Ferry Detention Center	3.20	1.00			\$ 154,423
Chelan Detention Center	11.30	1.13			\$ 215,840
<b>Total</b>	<b>14.50</b>	<b>2.13</b>			<b>\$ 370,263</b>
<b>Proposed Funding Model</b>					
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
<b>ESD 171 Total</b>		<b>2.309</b>	<b>0.75</b>	<b>1.00</b>	<b>\$ 610,463</b>

# Proposed Funding Model Example: Current ESD

Entity	AAFTE	CIS Units	CAS Units	CLS Units	Total Allocation
<b>Existing Funding Model</b>					
Clallam Detention Center	8.70	1.00			\$ 182,022
Kitsap Detention Center	4.20	1.00			\$ 157,397
<b>Total</b>	<b>12.90</b>	<b>2.00</b>			<b>\$ 339,417</b>
<b>Proposed Funding Model</b>					
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
<b>ESD 114 Total</b>		<b>2.207</b>	<b>0.75</b>	<b>1.00</b>	<b>\$ 666,073</b>

# 2025 Legislative Funding Asks

## Funding for 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 certificated teacher.

\$2,695,000 for FY 26 (ongoing)

## Additional Ed Advocates

Funding one education advocate at each JDC, with staffing factor.

EAs would support student transitions and work in collaboration with current EAs at the ESD level.

\$3,148,000 for FY 26 (ongoing)

## Transition Support

For some ESDs, this will be brand new body of work.

OSPI recommends including funding for pilots, planning, and start up costs to start building out the infrastructure needed to implement.

\$ TBD

# JDC Funding Model Comparison

Comparison of funding models, based on 317 AAFTE

<b>Funding Model</b>	<b>Total per year</b>	<b>Per Pupil amount</b>
Current Funding Model	\$ 6,833,612	\$ 21,533
<b>New Proposed Model</b>	<b>\$ 10,300,266</b>	<b>\$ 32,457</b>



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