Washington Office of Superintendent of PUBLIC INSTRUCTION

Washington State Department of CHILDREN, YOUTH & FAMILIES

REPORT TO THE LEGISLATURE

Improving Institutional Education Outcomes: Final Report

December 1, 2022

Authorizing Legislation: RCW 28A.190.130

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ACKNOWLEDGEMENTS

The authors of this report would like to express our sincere appreciation to the members of the E2SHB 1295 Institutional Education Structure and Accountability Advisory Group for their time and passion over the last year in helping to guide the recommendations in this report. In addition, we wish to thank the students at Echo Glen, Green Hill, Touchstone, and Oakridge who served as student advisors and who provided suggestions for improvements to institutional education and for their bravery in providing testimonials in front of our Advisory Group. We also wish to acknowledge the efforts of JustLeadershipUSA who provided leadership training to the student Advisory Group members, and to the staff at the American Institutes for Research for their work in leading the logistical support for the Advisory Group meetings and consultation on this report.

December 1, 2022
Re: Institutional Education Recommendations
To: Governor Inslee and Members of the Legislature

Dear Governor Inslee and Members of the Legislature:

The 2021 Legislature directed the Department of Children, Youth, and Families (DCYF) and the Office of Superintendent of Public Instruction (OSPI) to convene a workgroup and make recommendations to improve educational delivery and outcomes for young people in Juvenile Rehabilitation facilities. Young people in juvenile rehabilitation institutions have lacked consistent access to a high-quality education; in fact, the graduation rate for young people in Washington who spend time incarcerated is 14%. To right this historic wrong, we must take bold action.

The workgroup that convened for the past 18 months has produced a report with strong recommendations that contemplate key components of day-to-day education delivery in institutional settings including increased funding, program design, student engagement programs and strategies, and more.

DCYF and OSPI recognize that there is more work to be done specifically around systemic changes essential for creating lasting change. This includes:

- **Governance:** How can the state build a structure and mechanism that allows focus on the unique needs of this population? Current governance structures do not focus on the unique needs of youth in juvenile rehabilitation institutions. Additionally, they do not allow robust and individual flexibility to respond to the needs of this population.

- **Oversight and Accountability:** How will the state ensure the entity(ies) delivering education is accountable to the unique needs of youth who are incarcerated, from staffing to funding and supports, so all youth receive opportunities for success? Current accountability systems involve multiple state agencies, local education agencies, and county systems, failing to measure the right outcomes, delivery mechanisms, and elements to ensure success for education delivery in institutional settings.

- **Continuity of Education:** We know youth transition through a juvenile justice system that is run by multiple entities from local, county, and state systems. Each entity approaches education differently and this lack of continuity creates disruption for young people. Education delivery must consider the needs of the entire continuum young people may experience. Youth who are incarcerated need a system that assigns coaches, advocates, and mentors to each individual to provide continuity across institutions until students transition successfully following restorative services and quality, inclusive education.

Together, we recommend bold action to create an accountable structure that prioritizes an intentional and committed focus on the unique circumstances of education delivery within institutional settings. We look forward to working in partnership with you on making the transformational changes needed to support these students most effectively.

Sincerely,

Chris Reykdal
Superintendent of Public Instruction

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Ross Hunter
Secretary, Department of Children, Youth, and Families

Washington State Department of
CHILDREN, YOUTH & FAMILIES

EXECUTIVE SUMMARY

Washington students in secure facilities have had limited opportunities to access the education and supports necessary for making life-changing academic progress. Current policies and procedures have resulted in disparate outcomes—in particular, for students of color, students living in poverty, students receiving special education, English language learners (ELL), students who identify as lesbian, gay, bisexual, transgender, and queer (LGBTQ+), students living in foster care, and highly mobile student populations. Washington youth impacted by the child welfare and justice systems are perhaps the most vulnerable youth in the state, and they require high-quality education services and supports to make successful transitions from adolescence to adulthood. This is particularly true of incarcerated foster care youth; compared with other youth in the criminal justice system, the youth from foster care often have distinct needs in relation to education and reentry (e.g., they have experienced numerous state placements and school changes; have tenuous or nonexistent family support; suffer from compounded and often untreated trauma; lack life-skills education; and need clothing, housing, and other resources on reentering the community from juvenile rehabilitation facilities). The state's obligation to provide education services to youth in secure settings is significant because the courts have placed these youth in the state's custody and care. Washington must not only provide for the safety and overall well-being of youth in the state's care but ensure that these youth succeed educationally.

Engrossed Second Substitute House Bill 1295 (E2SHB 1295), passed by the Legislature in 2021, establishes several new and modified duties for the Office of the Superintendent of Public Instruction (OSPI); the Department of Children, Youth, and Families (DCYF); and the State Board of Education (SBE) related to the provision of public education to youth in or released from secure facilities. Under Section 14 of E2SHB 1295, OSPI and the DCYF must jointly develop recommendations for the establishment, implementation, and funding of a reformed institutional education system. E2SHB 1295 is key to addressing the education and related support needs of youth in secure facilities; it establishes new and modified requirements for Washington's institutional education system, requirements that promote student success through improved agency and education provider practices, updated credit-awarding offerings, new data collection and reporting requirements, and the development of expert recommendations that will create an implementable blueprint for successfully meeting complex student needs, and improving education and postrelease outcomes in Washington.

Washington youth impacted by the justice system are perhaps the most vulnerable youth in the state. Our obligation to educate them is significant because the courts have placed them in our care.[1]

[1]Gertseva, A., & McCurley, C. (2018). *The achievement gap: Education outcomes of court-involved students*. Center for Court Research, Administrative Office of the Courts.

Over the past decade, the Washington State Legislature has made significant progress in juvenile justice reforms. However, these investments have not been balanced by equal changes in education. This report provides 10 recommendations for the Legislature to reform institutional education in Washington focused on the following:

- 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.

The recommendations are as follows:

Implementing the recommendations in this report will allow the state to meet the complex educational needs of students and to change the immediate and long-term trajectory for the young people that move through the state's system.

Recommendation 1: Increase resources and structures at OSPI and DCYF to support state-level collaboration, oversight, data collection, and reporting to meet E2SHB 1295 requirements. Currently, OSPI institutional education programs and services are overseen by one full-time equivalent (FTE) employee who oversees all institutional education for the state; this funding by the Legislature is set to expire June 30, 2023. Without additional staff positions, the responsibilities to carry out the requirements of E2SHB 1295 and the recommendations outlined as follows are not possible.

A. OSPI staff. Fund new E2SHB 1295 positions as follows:

   Central Office Permanent Positions
   - OSPI overall statewide institutional education director (1 FTE)
   - Facility program leads (3 FTEs)
   - Data analyst (1 FTE)
   - Education advocate (1 FTE)
   - Special education staff member (1 FTE)

   The duties of this team will also be leveraged to include supporting students living in foster care and those experiencing homelessness, since the populations overlap with students enrolled in institutional education.

B. DCYF staff. Fund new E2SHB 1295 positions as follows:

   Central Office Permanent Positions
   - DCYF director (1 FTE)
   - Information Technology (IT) administrator (1 FTE)

- Program administrator (2 FTEs)
- Administrative assistant (1 FTE)

Project and Contract Positions

- HB1295 2-year project position (1 FTE)
- Education consultant-one year contract (1 FTE)

Building Level and Community Transition Teams

- Green Hill Education Team, also supporting transitions to Community Facilities, Parole and Community Transition Services: program lead (1 FTE), program coordinator (1 FTE), Education Engagement Team (4 FTEs)
- Echo Glen Education Team, also supporting transitions to Community Facilities, Parole and Community Transition Services: program lead (1 FTE), program coordinator (1 FTE), Education Engagement Team (4 FTEs)

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.

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.

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

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.

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

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.

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.

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 postresident youth.

Recommendation 10: 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); 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.

WASHINGTON'S EDUCATION PROMISE

Washington has both an obligation and a unique opportunity now to address the educational needs of students in institutional education by fully funding and acting on the recommendations in this report. The recommendations have been developed in consultation with a mandated Advisory Group, which met to discuss E2SHB 1295 reforms over the past year. The 10 recommendations are critical to ensuring the success of juvenile justice reforms in the state and realizing a return on investment with safer, more thriving communities.

With high-quality education we can move, make more progress. The more progress a student makes at school, the better chance they have at succeeding in life outside of an institutional facility.

–Student at Echo Glen

INTRODUCTION

Washington students in secure facilities have had limited opportunities to access the education and supports necessary for making life-changing academic progress. Current policies and procedures have resulted in disparate outcomes—in particular, for students of color; students living in poverty; students receiving special education; English language learners (ELLs); students who identify as lesbian, gay, bisexual, transgender, and queer (LGBTQ+); students living in foster care, and highly mobile student populations. Washington youth impacted by the child welfare and justice systems are among the most vulnerable youth in the state and require high-quality education services and supports to make successful transitions from adolescence to adulthood. This is particularly true of incarcerated foster care youth; compared with other youth in the criminal justice system, the youth from foster care often have distinct needs in relation to education and reentry (e.g., they have experienced numerous state placements and school changes; have tenuous or nonexistent family support; suffer from compounded and often untreated trauma; lack life-skills education; and need clothing, housing, and other resources on reentering the community from juvenile rehabilitation facilities). The state's obligation to youth in secure settings is significant because the courts have placed these youth in the state's custody and care. Washington must not only provide for the safety and overall well-being of youth in the state's care but ensure that youth succeed educationally.

Engrossed Second Substitute House Bill 1295 (E2SHB 1295) establishes several new and modified duties for the Office of the Superintendent of Public Instruction (OSPI); the Department of Children, Youth, and Families (DCYF); and the State Board of Education (SBE) related to the provision of public education to youth in or released from secure facilities. Under Section 14 of E2SHB 1295, OSPI and the DCYF must jointly develop recommendations for the establishment, implementation, and funding of a reformed institutional education system that successfully meets the education and support needs of young people in and released from secure settings. This includes long-term juvenile rehabilitation institutions and habilitation centers operated by the DCYF, Department of Social and Health Services (DSHS), and county juvenile detention centers, and facilities of the Department of Corrections that incarcerate juveniles committed as adults.

Operating intentionally through a lens of equity and racial justice, E2SHB 1295 recommendations must address the establishment of the following:

- 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

Other required recommendations relate to information systems, available tiered academic and behavior supports, program efficiency and improvement, staffing, curriculum, education advocates, data tracking, safety, family engagement, transition services, enrichment and engagement opportunities, postsecondary options, and education and employment pathways. E2SHB 1295 also requires that OSPI and DCYF designate an external entity to facilitate the process of developing the recommendations with the consultation of an Institutional Education Structure and Accountability Advisory Group (Advisory Group). OSPI and DCYF have fully met their E2SHB 1295 obligations through the following activities over the last year:

- Formation of the E2SHB 1295 Advisory Group (September 2021).
- Contract with an external entity, the American Institutes for Research® (AIR®), to facilitate the process of developing the recommendations and coordinating the work of the Advisory Group (September 2021).
- Development of a web page on the OSPI website to communicate with the public regarding the Advisory Group and the way to attend Advisory Group meetings and comment on the group's work (October 2021).
- Convening of 10 meetings of the Advisory Group (and Technical Working Groups) (October 2021–September 2022).
- Preparation of an interim and final E2SHB 1295 legislative report for improving institution education in the state.

In the remainder of the report, the resulting 10 recommendations to the Legislature are provided. The recommendations are divided into four sections:

Section 1: Cross Systems, Collaborative Institutional Education Infrastructure

Section 2: Institutional Education Funding

Section 3: Facility-Based Policy, Practices, and Procedures

Section 4: State Institutional Education Statutes

Additional supporting information for this report may be found in the appendices:

Appendix A: List of Acronyms, Initialisms and Definition of Terms

Appendix B: E2SHB 1295 Advisory Group and Institutional Education Team Members

Appendix C: Background of E2SHB 1295

Appendix D: Prototypical Funding Model

Appendix E: Blueprint for Action—providing guidance on suggested actions steps milestones for implementing E2SHB 1295

SECTION 1. CROSS SYSTEMS, COLLABORATIVE INSTITUTIONAL EDUCATION INFRASTRUCTURE

Introduction

Over the past decade, the Washington State Legislature has made significant progress in juvenile justice reforms. However, these investments have not been balanced by equal changes in education. To build out the infrastructure necessary to support the implementation of and accountability for the state-level institutional education program mandated by E2SHB 1295, the Office of the Superintendent of Public Instruction (OSPI) and Department of Children, Youth, and Families (DCYF) agency collaboration is essential. As shown in Figure 1 ("New Collaborative Staffing Model for Washington's Institutional Education"), students (shown in the diagram as a cap) are at the center of the collaboration of OSPI, DCYF, and the school/facility staff.[2] In implementing the reforms under E2SHB 1295, educators will engage student in their learning. Moreover, rather than these agencies/entities' operating independently, the vision is one of collaboration to advance positive student outcomes and to foster shared responsibility and accountability. In addition, the figure shows the supports necessary for this vision with recommendations detailed in this report:

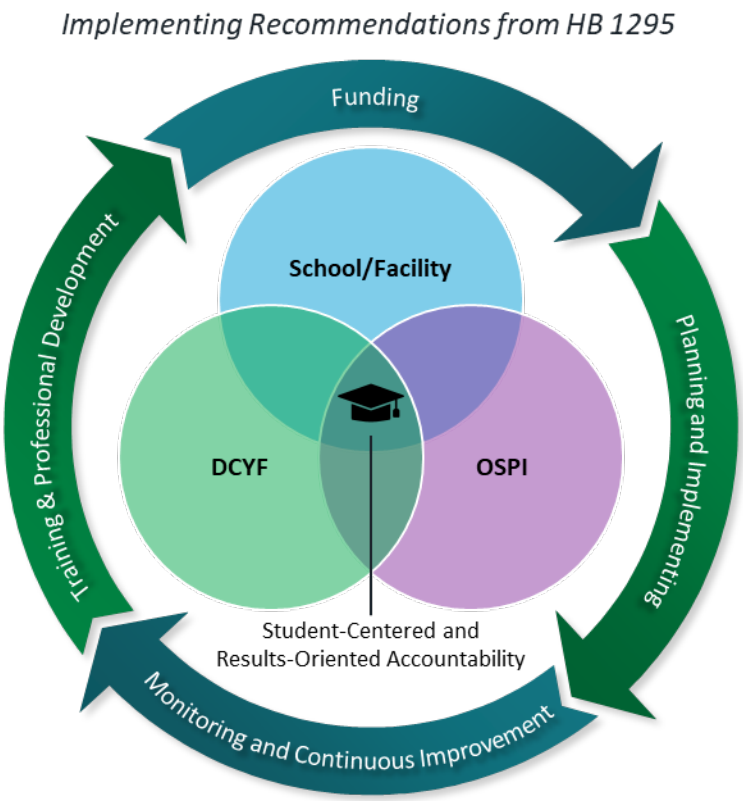
- OSPI and DCYF are requesting funding for new staff positions and structures (see Recommendation 1).
- The establishment of a state-level, joint OSPI/DCYF Institutional Education (IE) Oversight Team, with duties that include planning and implementing E2SHB 1295, as well as monitoring/oversight and continuous improvement (through technical assistance) of institutional education programs. The IE Oversight Team is responsible for the creation of co-training and professional development activities for both OSPI and DCYF staff (see Recommendation 2).
- In addition to gaining engagement, students will serve alongside dedicated OSPI and DCYF staff as members of the IE Oversight Team (see Recommendation 3).
- Finally, the Project Education Impact (PEI) workgroup to add to its mandate students in and exiting from institutional education settings. The PEI workgroup was established by the state Legislature in 2002 to focus on achieving educational equity (parity) for students living in foster care and those experiencing homelessness. Including students involved in institutional education ensures coordination between OSPI, DCYF and the PEI workgroup, recognizing the significant overlap of the populations served. This recommendation ensures that institutional education

[2] School districts and/or Educational Service Districts provide basic education services to 21 county detention centers across the state. OSPI will work with an implementation team consisting of county detention staff and school staff to guide the changes recommended in this report across all detention schools.

students are prioritized and engages a broader set of community stakeholders with vested interests in the needs of students in institutional education (see Recommendation 4).

In the remainder of this section, we describe these recommendations in more detail.

Figure 1. New Collaborative Staffing Model for Washington's Institutional Education



State-Level Staffing

Recommendation 1: *Increase resources and structures at OSPI and DCYF to support state-level collaboration, oversight, data collection, and reporting for meeting E2SHB 1295 requirements.* OSPI will be responsible for overseeing all aspects of education delivery in all secure facilities and for providing joint oversight, accountability, and technical assistance to facilities. Currently, OSPI's institutional education programs/services are supervised by one FTE, who oversees all institutional education for the state. This includes two secure long-term juvenile rehabilitation facilities, eight habilitation centers (community facilities), the Department of Social and Health Services Child Study and Treatment Center (CSTC), and 21 county-based detention centers. For the purposes of implementing E2SHB 1295, the Legislature provided funding for one FTE, which is set to expire June 30, 2023. This current level of staffing is not sufficient for enacting the requirements of E2SHB 1295.

A. OSPI staff. Fund new E2SHB 1295 positions as follows:

Central Office Permanent Positions

- OSPI overall statewide institutional education director (1 FTE)
- Facility program leads (3 FTEs)
- Data analyst (1 FTE)
- Education advocate (1 FTE)
- Special education staff member (1 FTE)

The duties of this team will also be leveraged to include supporting students living in foster care and those experiencing homelessness, since the populations overlap with students enrolled in institutional education. OSPI's team will support the E2SHB 1295 reforms by leading the IE Oversight Team and the facility-based implementation teams.

B. DCYF staff. Fund new E2SHB 1295 positions as follows:

Central Office Permanent Positions

- DCYF institutional education director (1 FTE)
- Information Technology (IT) administrator (1 FTE)
- Program administrator (2 FTEs)
- Administrative assistant (1 FTE)

Project and Contract Positions

- HB1295 2-year project position (1 FTE)
- Education consultant-one year contract (1 FTE)

Building Level and Community Transition Teams

- Green Hill Education Team, also supporting transitions to Community Facilities, Parole and Community Transition Services: program lead (1 FTE), program coordinator (1 FTE), Education Engagement Team (4 FTEs)
- Echo Glen Education Team, also supporting transitions to Community Facilities, Parole and Community Transition Services: program lead (1 FTE), program coordinator (1 FTE), Education Engagement Team (4 FTEs)

The DCYF team will support the E2SHB 1295 reforms by serving on the IE Oversight Team and performing quality assurance and technical assistance to the juvenile rehabilitation facilities and habilitation centers. Staff at the building level will be responsible for supporting youth in the facility by doing the following:

- Updating policies and practices to reflect E2SHB 1295 recommendations.
- Ensuring that youth are in school in a timely manner and receive a full day of school.

- Ensuring that staff and youth feel safe and have a positive learning environment in the school setting.
- Monitoring education goals and engagement in initial and release Reentry Team Meetings (RTMs), client activity and service tracking, and records exchange across the continuum of care.
- Serving as a liaison between state agency and community partners, and with the Education Advocates Program (Treehouse and Educational Service Districts).
- Overseeing the required upgrades and improvements needed to support students in accessing secure books, IT safety and security, and HB1295 computer science and K12 and Post-Secondary distance learning and computer-based learning requirements.

OSPI/DCYF Oversight Team

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.* This recommendation will require dedicated staff (see Figure 2) with the authority and accountability to ensure that the E2SHB 1295 reforms are enacted and that they comply with state law. This OSPI/DCYF Oversight Team's responsibilities will include the following activities:

- Infrastructure development

– Create three facility-specific implementation teams (juvenile rehabilitation, detention, community facilities) led by three OSPI leads (i.e., one for each of the three facility-specific teams). Each team will have staff representatives of the facility, as well as student representation from the Youth Advisory Group (see Recommendation 3) and from special education. In addition, a DCYF lead staff member will participate in the facility-specific implementation teams.

– Form a Data Accountability Workgroup that includes DCYF, Administrative Office of the Courts, and Education Research Data Center (see the OSPI *Report to the Legislature: Post-resident Youth—Dropout Prevention System Examination* from 2021) to analyze and report on student and performance outcomes.

- Written plans and guidance

– Develop a 5-year written strategic plan for all secure settings, detailing specific roles/responsibilities for OSPI, DCYF, and school districts/Educational Service Districts. This plan serves as "road map" to full implementation of E2SHB 1295 within 90 days after the formation of the IE Oversight Team. This plan must include a quality assurance component and milestones for progress, showing short-term

(within the first year), medium-term (2–3 years) and long-term (4–5 years+) activities.

– Develop a written plan for professional development of both education and DCYF staff that includes annual training requirements (and, as appropriate, co-training activities) to support a common mission/purpose for the Washington institutional education model, inclusive of policies and procedures.

– Develop a written plan for ensuring that records system(s) will meet requirements for monitoring and reporting on outcomes, and that there is a timely exchange of student information. This includes existing student individual comprehensive education plans (ICEPs), plans for high school and beyond, Individual Education Plans (IEPs) for students with disabilities, and student transcripts, all of which must be communicated from the home district in a timely manner.

– Develop a written plan for offering Career and Technical Education and partnering with postsecondary education (including all community colleges and training institutions in the state) to ensure compliance with requirements for equitable opportunities for career pathways and to meet the Workforce Innovation and Opportunities Act requirements.

– Establish a system-wide plan to request and secure youth's previous school records, including second and third requests.

– Develop a framework and guidance for institutional education programs to implement and periodically update a uniform ICEP in partnership with each student and their caregivers.

• Accountability measures

– OSPI will continue to include institutional education in its ongoing consolidated program reviews, well as provide outreach and training to school districts regarding implementation of E2SHB 1295 recommendations. Findings from the program reviews will be used to support and prioritize OSPI's outreach and education efforts that assist 19 school districts and nine Educational Service Districts in implementing the programs in accordance with statute and legislative intent. In Year 1, the IE Oversight Team will determine additional measures to conduct ongoing program reviews of financial and performance outcomes.

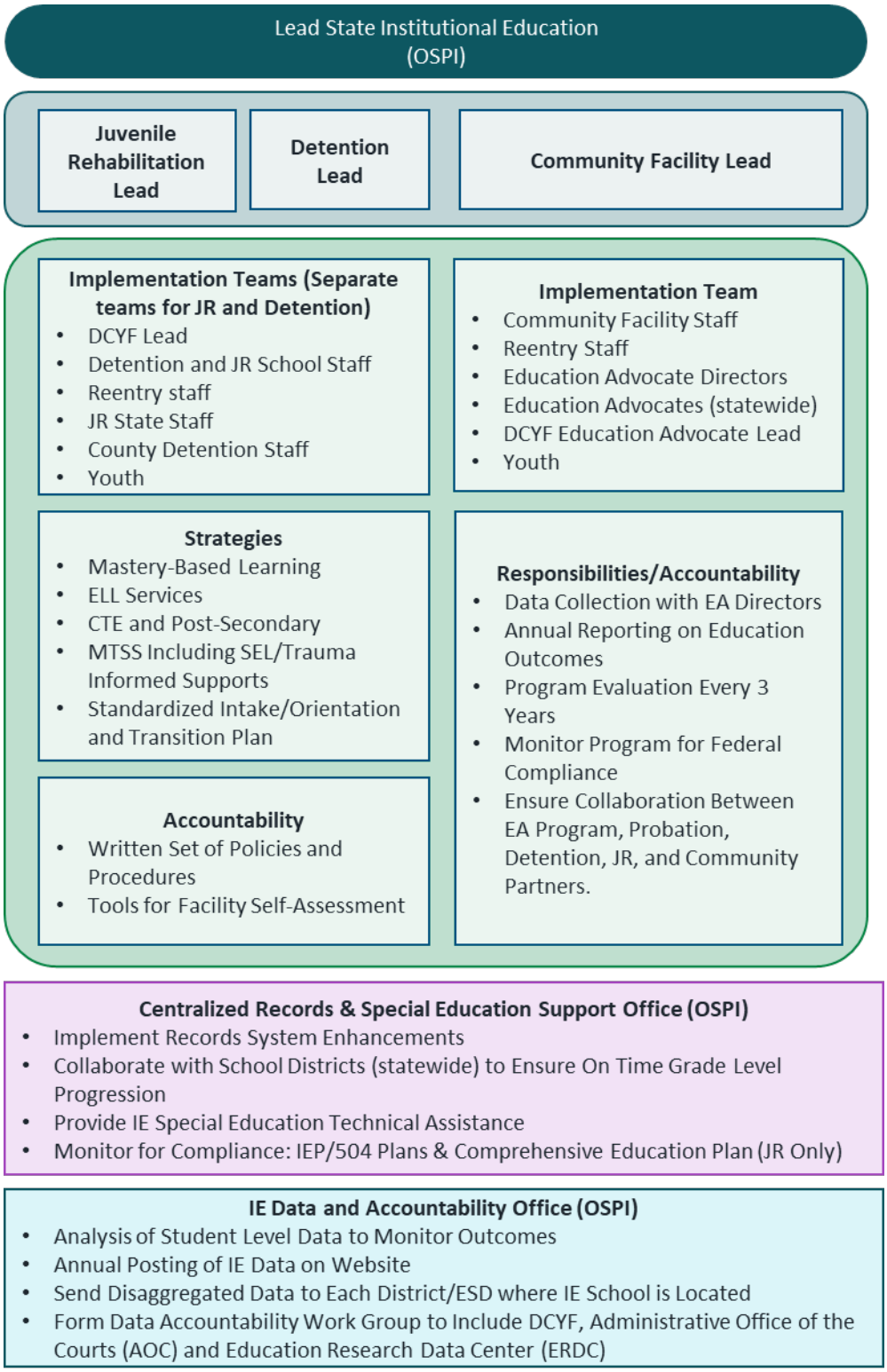
• Funding

– The exploration and negotiation of an IE special education formula will be the responsibility of the OSPI/DCYF Oversight Team. The differentiated instruction allocation was included in the budget to provide a partial fix to the special education issue. This approach is a workaround and not a sustainable solution as funding will fluctuate from year to year as it is based on enrollment with no floor funding for

staffing. To address this issue the differential instruction allocation will need to be eliminated and replaced with a new staffing unit category (deferential instructor). This staffing unit will be based on the prototypical model which is further addressed under recommendation 5 below.

- Monitoring and technical assistance activities
  - Monitor and provide technical assistance for E2SHB 1295 reforms and evaluate efforts regularly, using facility-level assessment tools, student input, and a review of established performance outcome measures. Monitoring and reporting in accordance with the Every Student Succeeds Act, which requires states to identify foster youth, and disaggregate and report their academic achievement data. The state cannot meet complex and distinct needs of youth in foster care unless the state first identifies them, and disaggregates and reports their academic achievement data.
  - Develop a youth/student feedback survey, establish periodicity of data collection, and require that facilities administer the survey.
  - Data, performance measurement, and systems review
  - Develop measures of student success and identify data, partnerships, and resources needed to support system performance monitoring in the 5-year strategic plan.
  - Post institutional education data annually on OSPI websites, as is currently being done for students living in foster care and those experiencing homelessness.
  - Review the Comprehensive Education Data and Research System (CEDARS) to determine gaps in and opportunities for efficiencies in student record keeping.
  - Ensure that disaggregated data are sent to each district/Educational Service District in which an institutional education school is located.
  - State statutes
  - Modify and/or develop new language to replace the current state institutional education statutes in order to reflect the resulting changes made to institutional education under the collaborative OSPI/DCYF IE Oversight Team.
  - Partnerships/MOUs
  - Review and develop a new Memorandum of Understanding among Institutional Education School Districts, DCYF, and OSPI to reflect E2SHB 1295 reforms required by the Legislature.

Figure 2. Proposed Institutional Education Oversight Team Structure[3]



[3]List of acronyms, initialisms and definition of terms used in the table are provided in Appendix A.

Youth Advisory Group

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.* Two student members (one from Green Hill School and one from Echo Glen) must be selected to serve on the OSPI/DCYF Oversight Team.

Project Education Impact

Recommendation 4: *Require the Project Education Impact (PEI) workgroup to add to its mandate students in and exiting from institutional education settings.* The PEI workgroup was established by the Legislature in 2002 to focus on achieving educational equity (parity) for students living in foster care and those experiencing homelessness. Including students involved in institutional education ensures coordination between OSPI, DCYF and the PEI workgroup, recognizing the significant overlap of the populations served. This recommendation calls for educational equity (parity) for students experiencing foster care and/or homelessness, established by SHB 2711 (2020), to add to its mandate students in and exiting from institutional education settings and to provide regular report to the legislature on a biennial basis.

SECTION 2. INSTITUTIONAL EDUCATION FUNDING

The next section of this report addresses recommendations related to funding institutional education with a prototypical funding model and funding for the Education Advocates Program.

Prototypical Funding Model

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.*

Over the past 20 years, the Legislature has continued to reform the juvenile justice system, focusing on rehabilitation, not incarceration. These reforms have been successful in reducing the overall numbers of students who are detained. However, the needs of the students who are incarcerated are more complex than they were in the past. Providing students in institutional education settings with comparable education to that of their peers in the general education system is essential to successful reentry into their communities.

The current funding model was last updated in 1995 and was not addressed in the *McCleary v. Washington* decision on public education; in fact, the funding model is found only in biennial appropriations acts. The majority of the institutional education programs generate state basic education funding through the following five factors:

- Student enrollment counted as an annual average full-time equivalent.
- Regionalization factors applied to base salaries.
- Staffing allocations inclusive of minimum funding level.
- A 220-day school year.
- Materials, supplies, and operating costs.

The current model does not provide any transparency regarding the allocation of number and types of staff. Several institutional education program types do not generate the certificated administration and classified staff units needed to support the institutional education program.

Implementing a prototypical school-funding model and allocating school-based staff in the positions of teachers, principals, guidance counselors, psychologists, teaching assistants, and office support will ensure that programs have the funds to maintain consistent and dedicated staffing required to support any student who resides within a facility. This change will increase transparency in the model and will provide OSPI with a basis for analyzing the adequacy of the model at meeting programmatic needs moving forward. Each of the institutions serves students at various ages and educational levels. Many students also have previously identified special education needs. In addition to revising the base funding model to provide more transparency,

this request to implement the prototypical model also includes a funding enhancement at each institution that will provide these institutions with the capacity to differentiate instruction across the grade spans and meet students' special education needs. A detailed breakdown of the fiscal allocation for an updated prototypical funding model is provided in Appendix D.

Institutional Education Advocates Program

Recommendation 6: *Expand and fully fund the Institutional Education Advocates Program.* OSPI and DCYF recommend that the state provide funding to expand the Education Advocates Program to serve regional detention centers, community facilities, and residential habilitation centers at the cost of $7,097,710 million to increase the number of education advocates needed to provide services to students throughout the state. Currently, the state funds the Education Advocates Program via proviso ($588,000 Year 1 biennium; $897,000 year 2 would need to be continued to support the program). This funding supports services to the statewide institutions and community facilities. With the additional 39 FTEs needed, the program can expand to serve students in detention centers. For the past 3 years, the state has experienced a decrease in Title I, Part D, funding.

SECTION 3. FACILITY-BASED POLICY, PRACTICES, AND PROCEDURES

This section of this report addresses recommendations for state institutional education facilities to develop new policy, practices, and procedures to address the reforms in E2SHB 1295.

Student-Centered Design

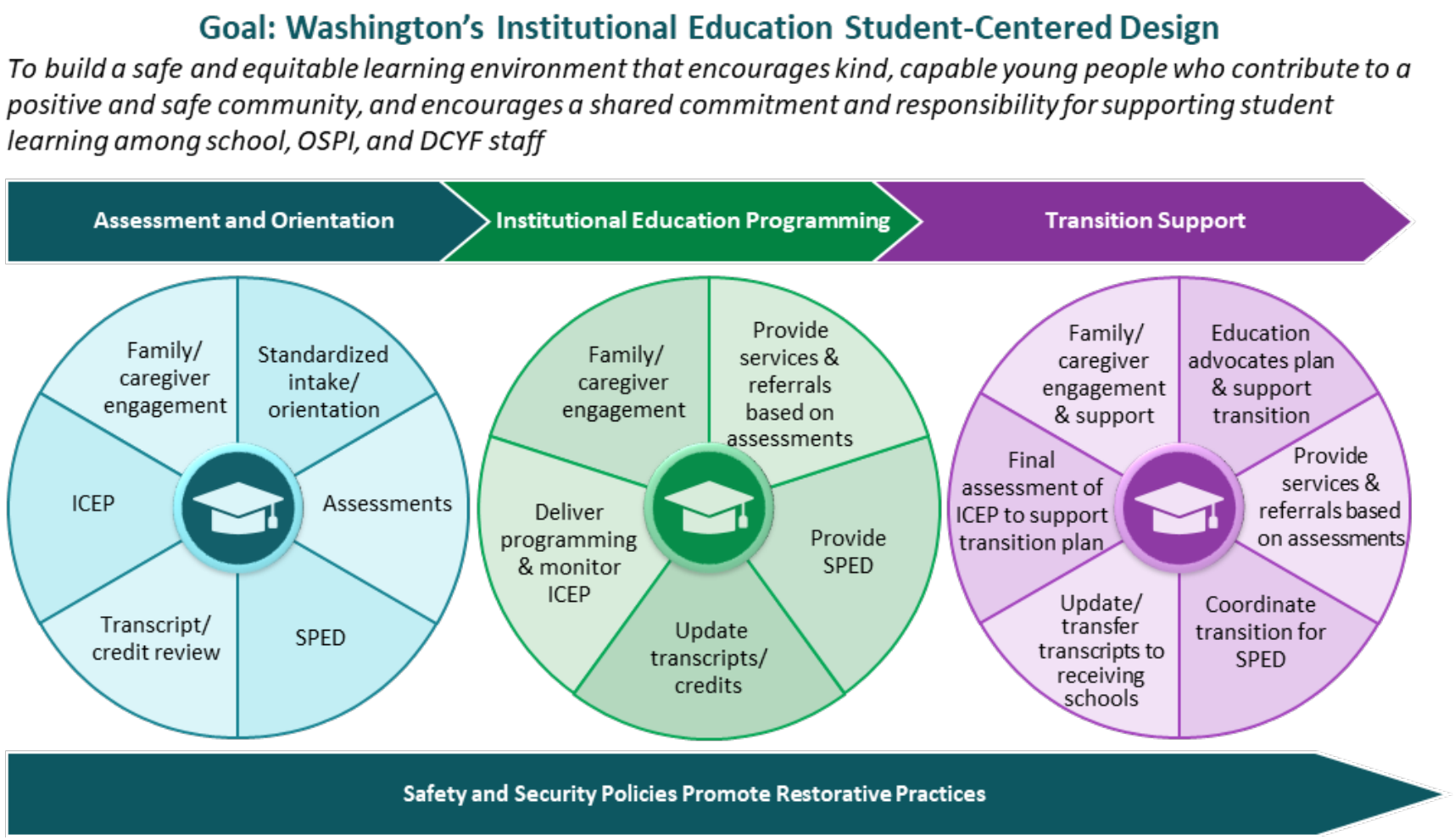
Of key importance to addressing the work of E2SHB 1295 and improving student outcomes is enacting reforms at the facility level. To meet the complex needs of students in institutional education requires student-centered changes in facility-level policy, practices, and procedures. Through a student-centered design model, the goal for all facilities in the state is to engage students in order to build a safe and equitable learning environment that encourages kind, capable young people who contribute to a positive and safe community, and a shared commitment to and responsibility for supporting student learning among school, OSPI, and DCYF staff. It is important to recognize that a student-centered focus becomes even more critical to ensuring that there are no disruptions in these students' education as they make various transitions in the state's care:

- Beginning with intake into a facility (and including activities such as assessment and orientation of students).
- To the delivery of high-quality institutional education programming to students within a facility.
- To providing the transition support services necessary to assist students in transferring to another facility or reentering the community.

Figure 3 illustrates what full implementation of the new facility-based policy, practices, and procedures across the system of care might look like from a student's point a view. The recommendations in this section (and detailed in subsequent pages) are represented in the student "wheels" (in which the cap graphic at the center is represented by student-centered engagement). When fully implemented, these "wheels" overlap to minimize transfer disruptions in student services.

Additional details are provided below in recommendations 7, 9 and 9 below.

Figure 3. Washington Institutional Education: Student-Centered Design



Facility Education Plans

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.* These plans must include the following information:

- Deliver ELL programming that identifies ways to promote culture so that students see themselves and their experiences reflected in the classroom.
- Deliver special education instruction including assessment, Child Find, individual evaluations, IEPs, transition planning, and related services. The plan will ensure compliance at the state and federal level with the Individuals With Disabilities Education Act regulations.
- Develop a plan for recruiting education staff and a pool of substitute instructors that identifies the required qualifications for these staff. The written plan will also include information on annual training requirements and, as appropriate, co-training activities to support a common mission that centers education, as well as training in new policies and procedures, trauma-informed teaching, and social and emotional learning.
- Deliver transition support services through educational advocates, and policies and procedures for communication with community school.
- Offer postsecondary education and training pathways.
- Offer enrichment activities (e.g., arts, employability, and life skills) in partnership with community-based organizations.
- Develop a written plan for implementing mastery-based learning in all institutional education settings in collaboration with the State Board of Education, administrators of the Mastery-Based Learning Collaborative.
- Engage youth (facility-wide) in the planning and implementation of E2SHB 1295 reforms.
- Engage student's caregiver/family in the development of ICEPs, IEPs, transition planning, and ongoing communication of students' progress in meeting goals.
- Plan for implementing the multi-tiered system of supports (MTSS) model in all facilities (Multi-Tiered System of Supports (MTSS) | OSPI (www.k12.wa.us).
- Ensure that, if a youth enters a juvenile rehabilitation or detention facility without available parents or guardians or if the youth is in foster care or the parent/guardian becomes unavailable or unreachable, then DCYF has a plan for searching for other family, kin, and community supports for that student so that someone in the

community and outside of juvenile rehabilitation or detention is working alongside the youth and education team to make sure the youth's educational needs are identified and met.

- Review current safety and security policies to ensure that they focus on restorative justice practices and ensure compliance with a plan to educate students during any period of removal from educational programming.
- Require institutional education programs to implement and periodically update a uniform ICEP in partnership with each student and their caregivers.
- Require that a staff member in each setting will be responsible for maintaining student records while students are enrolled in institutional education and establish guidelines on disseminating records on the students' release.

Student- and Caregiver-Centered Education Policy, Practices, and Procedures

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.* These policy, practices, and procedures must include the following:

With high-quality education we can move, make more progress. The more progress a student makes at school, the better chance they have at succeeding in life outside of an institutional facility.

–Student at Echo Glen

- Ensure that youth are represented in the facility-based IE Oversight Team.
- Identify ways to build relationships with youth to make education engaging and fun.
- Develop a standardized intake/orientation for each student.
- Conduct Special Education IEP review for each newly admitted youth.
- Review and assess services needed, including supports to address behavioral and mental health needs, as well as aptitudes and interests.
- Require IEPs to develop a written plan for parent/guardian and family engagement (in development of the ICEP, IEP transition plan, and ongoing communication to ensure youth education and transition success).
- Ensure that facility education staff serve on reentry teams and contribute to the overall reentry plan, including an education/workforce component.

- Coordinate training in new policies and procedures, including trauma-informed practices, social and emotional learning, and culturally and linguistically competent training.
- Review safety and security policies to ensure that they promote restorative practices and ensure a positive and safe learning environment aligned with the MTSS adopted across the facility settings.
- Communicate the safety and restorative practice plan with staff.
- Require institutional education programs to implement and monitor the transition support services plan for all youth and follow youth through reentry and aftercare.
- Identify and plan for transition support services through educational advocates.

Student Reengagement Requirements and Practices

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 postresident youth.* This includes the following from the OSPI *Report to the Legislature: Post-resident Youth—Dropout Prevention System Examination* (2021):

- Strengthen the capacity of education advocates and Open Doors Youth Reengagement case managers to collaborate and support postresident youth in the Open Doors program. This would require additional funding for the Education Advocate and Open Doors programs to include provisions for training facilitation, additional staff time, and the cost of training for both Open Doors case managers and education advocates.
- Fund Open Doors programs at a 1.2 Annual Average Full-Time Equivalent (AAFTE) so all students in Open Doors programs have access to year-round programming and programming is fully available to post-resident youth during any month of their re-entry.
- Allocate barrier reduction funding for Open Doors programs. Barrier reduction funding presently exists in skill centers and allows resources to flow directly to meeting student needs, such as transportation and fees.

SECTION 4. STATE INSTITUTIONAL EDUCATION STATUTES

Recommendation 10: *State statutes will be modified or new statutes developed as described under A and B.*

A. *Modify the following statutes (as they relate to highly mobile populations) extending provisions to students entering or exiting state institutions to return to a local educational agency (LEA).* Currently there are statutes pertaining to the education of students living in foster care or experiencing homelessness that would also benefit youth in institutional settings. Enacting these changes will align statutes for students experiencing homelessness, in foster care, or in institutional care—who all have similar mobility and educational needs—and ensure consistency between federal law and state statutes:
    a. RCW 28A.225.330(6). Enrolling students from other districts.
        - Prevents school districts from denying or delaying the enrollment of dependent youth.
        - Requires school districts to retrieve school records (educational history) within 2 business days.
    b. RCW 28A.225.350. Students in out-of-home care—best interest determinations.
        - Best interest determinations must be made as quickly as possible in order to prevent educational discontinuity for the student.
        - Every effort must be made to gather meaningful input from relevant persons.
        - Student-centered factors must be used to determine what is in a student's best interest.
        - Student must remain in his or her school of origin while a best interest determination is made and while disputes are resolved.
        - The special education services of a student must not be interrupted by a transfer to a new school.
    c. RCW 28A.225.360. School districts must collaborate with the Department of Children, Youth, and Families.
    d. RCW 28A.150.510 Transmittal of education records—Disclosure of education records—Data-sharing agreements. Add students in state institutions to the definition.

B. *Develop a new statute requiring that, unless there is a court order stating 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*. No institutional education schools may suspend or expel institutional education students from school.

In addition, the E2SHB 1295 Oversight Team expects that it will be necessary to make additional changes to state statutes as E2SHB reforms are implemented over the next 5 years.

CONCLUSION

Over the past decade, the Washington State Legislature has made significant progress in juvenile justice reforms. However, these investments have not been balanced by equal changes in education. This report provides 10 recommendations for meeting E2SHB 1295 requirements in the following areas: 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; and a regular and ongoing review of system performance and education outcomes.

Access to quality education is a fundamental human right:

So, you can get the same amount of chances and opportunities or maybe even better than what it was before our time and probably after our time being here.

Having to grow for a better future not for myself, but for our future generations to have more knowledge.

–Students at Green Hill

The recommendations have been made in consultation with a mandated Advisory Group. Implementing the recommendations in this report on E2SHB 1295 is critical to ensuring the success of juvenile justice reforms in the state and realizing a return on investment with safer, more thriving communities.

APPENDIX A. LIST OF ACRONYMS, INITIALISMS AND DEFINITIONS OF TERMS

Acronyms and Initialisms

AOC	Administrative Office of the Courts
CEDARS	Comprehensive Education Data and Research System
CTE	Career and Technical Education
DCYF	Department of Children, Youth, and Families
CSTC	Child Study and Treatment Center
DSHS	Department of Social and Health Services
E2SHB 1295	Engrossed Second Substitute House Bill 1295
ELL	English language learner
ESD	Educational Service District
ICEP	Individual comprehensive education plan
IE	Institutional education
IEP	Individualized education plan
LEA	Local educational agency
MBL	Mastery-based learning
MTSS	Multi-Tiered Systems of Supports
OJJ	Office of Juvenile Justice
OSPI	Office of the Superintendent of Public Instruction
SEL	Social Emotional Learning
SBE	State Board of Education
SPED	Special Education
QA	Quality Assurance

Definitions

504 plan. A blueprint for the way the school will support a student with a disability and remove barriers to learning.

504 screening. No formalized testing is required. A 504 Review Committee looks at grades over the past several years, teachers' reports, information from parents or other agencies, state assessment scores or other school-administered tests, observations, discipline reports, attendance records, health records, and adaptive behavior information and makes recommendations based on that information.

Career and Technical Education. Schools, institutions, and educational programs that specialize in the skilled trades, applied sciences, modern technologies, and career preparation.

Comprehensive Education Data and Research System (CEDARS). Washington's CEDARS is a longitudinal data warehouse of educational data. Districts report data on courses, students, and teachers. Course data include standardized state course codes. Student data include demographics, enrollment information, schedules, grades, and program participation. Teacher data include demographics, certifications, and schedules.

Child Find policies and procedures. Child Find policies and procedures ensure that all children with disabilities (including children with disabilities who are homeless or are wards of the state and children with disabilities attending private schools), regardless of the severity of their disability, who are birth to age 21 and are in need of special education and related services (including children attending private schools and migrant or homeless children), are "identified, located, and evaluated."

Educational Advocates. Educational Advocates are fee-paid professionals who are usually called in when the child is not receiving services, the child is not making educational progress, or the child's IEP is not being followed.

Cultural and linguistically responsive practices. Employing interactive and collaborative learning activities that draw from students' references and previous experiences to help them make connections to new learning.

Title III and Transitional Bilingual Instructional Education Program. These are funds to local educational agencies to ensure equal educational opportunities for students whose primary language is not English.

Exceptional students. Exceptional students are those who fall outside of the normal range of development.

Postsecondary education pathways. These pathways are secondary programs or other trainings and certificates that lead to eligibility for access to opportunities in higher education.

Pupil appraisal services. Pupil appraisal services are evaluations conducted for special education purposes to provide assistance with addressing academic and behavioral interventions and with the writing of behavior improvement plans.

Social-emotional learning. Social-emotional learning is a strengths-based, developmental process that begins at birth and evolves across the lifespan. It is the process through which children, adolescents, and adults learn skills to support healthy development and relationships.

Surrogate parents. The Individuals with Disabilities Act gives parents an active role in planning their children's educational programs, monitoring progress, and challenging inappropriate decisions. Although the role of advocate for a child is usually filled by parents, the laws allow for a surrogate parent to act in this role if the parents or other family members of a child with a

disability are unknown or completely unavailable, if the child is a ward of the state, if the child is an unaccompanied youth experiencing homelessness, or if the parent requests in writing that a surrogate parent be appointed for their child.

Trauma-informed teaching. Trauma-informed teaching considers the ways in which trauma impacts learning and behavior. Educators think about what student behavior may be telling them and reflect on their teaching practices to find ways to better support students who may be experiencing, or have experienced, trauma.

Universal screeners. A universal screener identifies which students are struggling in a targeted academic area so that they may receive intervention to help them reach proficiency according to their grade level or age.

APPENDIX B. E2SHB 1295 ADVISORY GROUP AND INSTITUTIONAL EDUCATION TEAM MEMBERS

List of Advisory Group and Institutional Education Team Members

Figure B1. Mandated Institutional Education and Accountability (E2SHB 1295) Advisory Group Members

Name and title	Organizational affiliation	Primary or alternate member	Contact information
Linda Drake, director of Career and College Readiness Initiatives	State Board of Education (SBE)	Primary	linda.drake@k12.wa.us
Neaners (Jose) Garcia, executive director	Second Chance Outreach/Hope for Homies	Primary	neaners@hopeforhomies.org
Sean Hadaller, teacher at Green Hill Academic School	Washington Education Association	Primary	Hdiddy25@hotmail.com
Alternate: Simone Bile		Alternate	sboe@WashingtonEA.org
Jennie Marshall, detention manager of Spokane County Juvenile Court	Administrative Office of the Courts	Primary	jmarshall@spokanecounty.org
James Miles, Executive Director	MENTOR WA	Primary	JMiles@mentorwashington.org
Jinju Park, senior education ombud	Governor's Office of the Education Ombuds (OEO)	Primary	Jinju.Park@gov.wa.gov
Alternate: Danielle Eidenberg		Alternate	danielle.eidenberg-noppe@gov.wa.gov
Kristi Sigafoos, quality improvement director, Child Study & Treatment Center	Department of Social and Health Services (DSHS)	Primary	kristi.sigafoos@dshs.wa.gov
Clinton Taylor	Founder and Executive Director	Primary	clinton@yourmoneymattersmentoring.org
Vince Vaielua, executive director—Project 253	The educational opportunity gap oversight and accountability committee	Primary	vincentvaielua@gmail.com
Amy Wiggins, assistant to the principal, Echo Glen School	Public School Employees of Washington	Primary	wigginsa@issaquah.wednet.edu
Matt Zuvich, lobbyist	Washington Federation of State Employees	Primary	mattz@wfse.org

Additional Appointed Institutional Education and Accountability (E2SHB 1295)

Figure B2. Advisory Group Members

Name and title	Organizational affiliation	Primary or alternate member	Contact information
Jeff Allen, director of Youth Services	ESD 114	Primary	jallen@oesd114.org
Cal Brodie, deputy superintendent	ESD 113	Primary	cbrodie@esd113.org
Diana Cockrell, section manager, Prenatal through 25 Lifespan, Division of Behavioral Health and Recovery	Health Care Authority	Primary	Diana.cockrell@hca.wa.gov
Alternate: Enos Mbajah		Alternate	Enos.mbajah@hca.wa.gov
Alice Coil, deputy director	Office of Juvenile Justice	Primary	alice.coil@dcyf.wa.gov
Andrea Downs, assistant director Special Programs and Services	Northwest Educational Service District 189	Primary	adowns@nwesd.org
Barret Daniels, teacher of special education	Tumwater West Education Center	Primary	Barret,daniels@tumwater.k12.wa.us
Arthur Dennis, education advocate director	PSESD 121	Primary	adennis@psesd.org
Ashley Landes, assistant principal	Echo Glen School	Primary	LandesA@issaquah.wednet.edu Additional email: sralandes@gmail.com
Karen Pillar, director of Policy and Advocacy	Team Child	Primary	karen.pillar@teamchild.org
Kristin Schutte, executive director of Student Services and Support	ESD 114	Primary	schuttek@oesd114.org
Christine Simonsmeier, Clark County juvenile court administrator	Clark County Juvenile Court	Primary	Christine.Simonsmeier@clark.wa.gov
Tim Touhey, principal	Green Hill Academic School	Primary	ttouhey@chehalisschools.org
Amy Turi, interim superintendent	Echo Glen	Primary	Amy.turi@dcyf.wa.gov
Elisa Vanhoff, teacher	ESD 101	Primary	evanhoff@esd101.net
Carolyn Watkins, principal of Oakridge Community Facility	Clover Park School District	Primary	cwatkins@cloverpark.k12.wa.us
Kendrick Washington, member of Youth Policy Council	ACLU	Primary	kwashington@aclu-wa.org

Office of Superintendent of Public Instruction (OSPI); Department of Children, Youth, and Families (DCYF), American Institutes for Research (AIR), and JustLeadershipUSA

Figure B3. Institutional Education and Accountability (E2SHB 1295) Team Members

Name and title	Organizational affiliation	Contact information
Ada Daniels, Institutional Education Program supervisor	OSPI	ada.daniels@k12.wa.us
Cara Patrick, Student Engagement and Support	OSPI	cara.patrick@k12.wa.us
Emmelia Wargacki, Institutional Education Program specialist	OSPI	emmelia.wargacki@k12.wa.us
Haley Lowe, Education Program administrator	DCYF	haley.lowe@dcyf.wa.gov
Mary Sprute, Government Affairs policy advisor	DCYF	mary.sprute@dcyf.wa.gov
Libby Thorkildsen, Institutional Education Program manager, Juvenile Rehabilitation	DCYF	elizabeth.thorkildsen@dcyf.wa.gov
Mary Kay Dugan, Managing Director and Consultancy Lead	AIR	mdugan@air.org
Iliana Brodziak de los Reyes, Senior Researcher	AIR	ibrodziak@air.org
Simon Gonsoulin, Principal Researcher	AIR	sgonsoulin@air.org
Juliet Wu, Research Associate	AIR	Juwu@air.org
Jasmine James, Advisory Group Logistics Support	AIR	jjames@air.org
Heather Erwin, TA Consultant	AIR	herwin@air.org
DeAnna Hoskins, President and CEO	JustLeadershipUSA	Deanna@jlusa.org
Ronald Simpson-Bey, Student Engagement	JustLeadershipUSA	ronald@jlusa.org
Lester Young, Student Engagement	JustLeadershipUSA	lester@jlusa.org

APPENDIX C. BACKGROUND OF E2SHB 1295

Background

Led by Superintendent Chris Reykdal, OSPI is the primary agency charged with overseeing public K–12 education in Washington. Working with the state's 295 public school districts, six state tribal education compact schools, and the state's public charter schools, OSPI allocates funding and provides tools, resources, and technical assistance so that every student in Washington receives a high-quality public education.

Background information on OSPI's engagement with institutional education can be found on the OSPI webpage Institutional Education. In response to ongoing concerns regarding the quality of public education delivered to students in institutional settings, the Washington State Legislature passed ESHB 2116 in 2020, which established the Improving Institutional Education Programs and Outcomes Taskforce. This taskforce met throughout summer and fall 2020, and reported its recommendations to the Governor and the Legislature in December 2020. These recommendations formed the basis of E2SHB 1295, passed by the Legislature in 2021.

Students in Washington's secure facilities have been unable to access the education and supports they need to make life-changing academic progress, resulting in dismal graduation and recidivism rates, and lost opportunities for hope and transformation. This is particularly true for youth of color, who experience worse outcomes as they proceed through our justice system compared with outcomes of White youth who proceed through the justice system.[5] Recognizing this opportunity gap and the need to incorporate a racial justice and equity lens into reforms, E2SHB 1295 establishes new and modified requirements for Washington's institutional education system. E2SHB 1295 is designed to promote student success through improved agency and education provider practices, updated credit-awarding offerings, new data collection and reporting requirements, and the development of expert recommendations that will create an implementable blueprint for successfully meeting complex student needs and improving education and postrelease outcomes. Institutional education facilities in Washington (see Figure C1) include residential habilitation centers and child study and treatment centers operated by the Washington Department of Social and Health Services, state long-term juvenile institutions operated by DCYF, state-operated community facilities, county juvenile detention

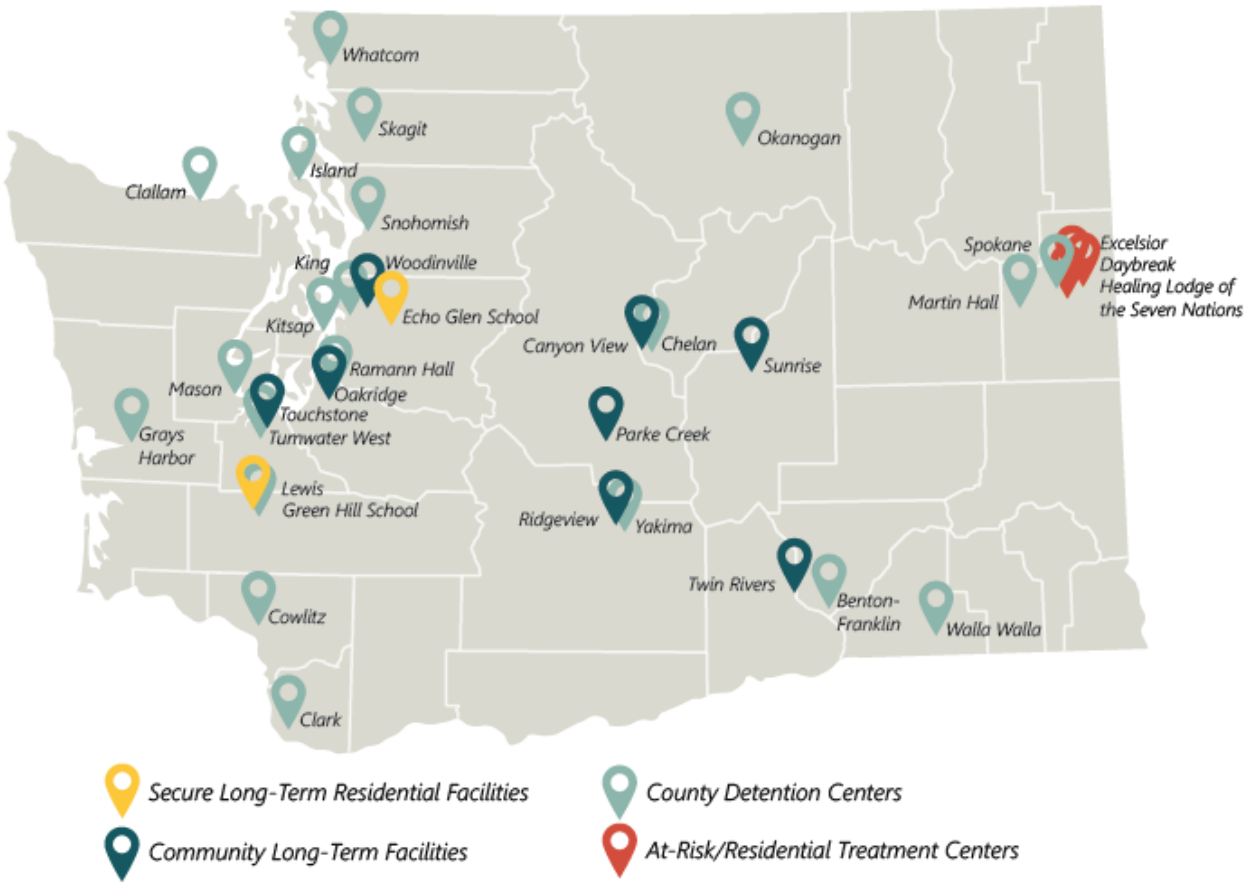
Students in Washington's secure facilities have been unable to access the education and supports they need to make life-changing academic progress. This small population of students, many of whom have special and complex needs, deserves better.[4]

[4] Improving Institutional Education Program and Outcomes Task Force. (2020, December). *Report to the Governor and the Legislature.*

[5] Graham, J. C. (2020). *2019 Washington State child welfare racial disparity indices report*. Washington State Department of Children, Youth, and Families—Office of Innovation, Alignment, and Accountability.

centers, and facilities of the Department of Corrections that incarcerate juveniles committed as adults. Institutional education providers include school districts, Educational Service Districts, and other entities providing education services to youth in institutional education facilities located within their respective regions. These providers are required to provide an institutional education program in compliance with Washington's statutorily mandated and constitutionally protected program of basic education.

Figure C1. Washington Institutional Education School Locations



Advisory Group

OSPI and DCYF established an Advisory Group for this work. This group was charged with providing advice, assistance, and information to OSPI and DCYF as they worked to meet the requirements in Section 14 of E2SHB 1295. As is required by E2SHB 1295, this group consists of appointed representatives from the following entities:

- The State Board of Education
- The Department of Social and Health Services
- A statewide organization representing counties
- The Administrative Office of the Courts
- The Office of the Education Ombuds
- The Educational Opportunity Gap Oversight and Accountability Committee
- A statewide organization representing teachers
- A statewide organization representing classified education staff
- Nonprofit organizations representing the interests of youth and families involved in the juvenile justice system
- People who are or have been involved in the juvenile justice system and their families
- A statewide organization representing state employees

Members of the Advisory Group were recruited according to these requirements; a list of the members and their contact information is provided in Appendix B. OSPI and DCYF have identified additional nonappointed members for the Advisory Group on the basis of their expertise in institutional education and closely related fields. These members also are listed in the appendix. Finally, OSPI, DCYF, and AIR have representatives who participate in and facilitate the Advisory Group meetings, and these team members are listed in Appendix B.

External Consultancy

Through a competitive procurement process, OSPI and DCYF contracted with AIR in September 2021. AIR is a nonpartisan, not-for-profit organization that conducts behavioral and social science research. AIR's mission is to generate and use rigorous evidence that contributes to a better, more equitable world. The AIR staff have been tasked with providing ongoing consultation and facilitation to OSPI and DCYF to formulate recommendations, in consultation with the Advisory Group.

Institutional Education Structure and Accountability Advisory Group Web Page

Content for a public-facing website was created on the OSPI web page to notify the public of E2SHB 1295. The public has an opportunity to attend all Advisory Group meetings and to provide public comment. Information on the Advisory Group meetings and a form to indicate interest may be found here: Attendance and Public Comment Form.

Advisory Group and Technical Working Group Convenings

The Advisory Group (and Technical Working Groups, or TWGs) met 10 times starting in September 2021 to address the areas covered in Section 14 of E2SHB 1295 (and as described above). The three TWGs comprised Advisory Group members who were assigned to one of the three TWGs as follows:

- **Organizational/Accountability Structure and Supports.** An organizational and accountability structure that is focused on meeting the complex student needs and improving student outcomes in juvenile justice education programs in Washington.
- **Funding.** An equitable, long-term funding model that sustainably supports the organizational and accountability structure of juvenile justice educational programs.
- **System Performance and Education Outcomes.** A regular and ongoing review of system performance and education outcomes for youth involved in the juvenile justice education programs.

Youth Advisory Group

Engagement of incarcerated youth as members of the Advisory Group was critical to elevating their voices and understanding the way to best meet their needs through implementation of the E2SHB 1295 legislation. Hearing firsthand from those currently in institutional education about their experiences is the best strategy for making meaningful and necessary improvements. JustLeadershipUSA led the youth Advisory Group engagement. JustLeadershipUSA was founded on the principle that the people closest to the problem are the people closest to the solution, but furthest from resources and power. JustLeadershipUSA comprises national justice leaders with lived experience. Engagement included:

With high-quality education we can move, make more progress. The more progress a student makes at school, the better chance they have at succeeding in life outside of an institutional facility.

–Student at Echo Glen

- Youth from Green Hill and Echo Glen participated as members of the Advisory Group. They received leadership training and were asked to provide their input on recommendations at the June and September 2022 Advisory Group meetings.

- Two focus groups for community facility residents were held in August and September 2022 (Touchstone and Oakridge) to gain student insights into what is working well in accessing education and areas for improvement.

APPENDIX D. PROTOTYPICAL FUNDING MODEL

- Uses 2022–23 projected enrollment and 2022–23 base salaries and other funding factors.
- Allocated staff units on the basis of a prototypical funding model.
- Differentiated instructional allocation added 10/10/2022.
- Provides floor funding, guaranteeing that all entities with enrollment would receive funding for one teacher.
- Funding Day Reporting and Residential Detention Center programs separately.

Key: CIS: Certificated Instructional Staff
CAS: Certificated Administrative Staff
CLS: Classified Staff

CCDDD	District	AAFTE	Principals	Teachers	Teacher librarians	Transition coun-selors	Psych-ologists	Teaching assistants	Office support	Indirect maintenance allocations	Differentiated instructional allocation	Professional learning days	Total incremental allocation	Total allocation	Per pupil allocation
	RESIDENTIAL HABILITATION CENTERS														
17412	FIRCREST	–	–	–	–	–	–	–	–	–	–	–	–	–	–
27400	WESTERN STATE	53.00	0.994	7.950	–	1.656	6.625	6.625	0.994	128,031.63	226,980.45	24,183.96	446,732.00	3,298,840.81	62,242
27416	RAINIER SCHOOL	2.88	0.054	1.000	–	0.090	0.360	0.360	0.054	8,736.43	12,334.03	2,160.45	27,366.77	221,984.59	77,078
32326	LAKELAND VILLAGE	1.00	0.019	1.000	–	0.031	0.125	0.125	0.019	5,874.73	4,282.65	1,625.25	13,885.46	144,754.39	144,754
39119	YAKIMA VALLEY	–	–	–	–	–	–	–	–	–	–	–	–	–	–
	Subtotal	**56.88**	**1.067**	**9.950**	**–**	**1.778**	**7.110**	**7.110**	**1.067**	**142,642.79**	**243,597.13**	**27,969.66**	**487,984.23**	**3,665,579.79**	**64,444**
	LONG-TERM JUVENILE INSTITUTIONS														
17411	ECHO GLEN	62.00	0.985	8.267	0.465	0.620	0.620	4.191	1.550	94,262.36	265,524.30	16,539.39	426,633.58	2,526,477.98	40,750
21302	GREEN HILL	80.00	1.270	10.667	0.600	0.800	0.800	5.408	2.000	107,697.79	342,612.00	18,809.14	531,850.53	2,930,990.76	36,637
25155	NASELLE YOUTH	–	–	–	–	–	–	–	–	–	–	–	–	–	–
	Subtotal	**142.00**	**2.255**	**18.933**	**1.065**	**1.420**	**1.420**	**9.599**	**3.550**	**201,960.15**	**608,136.30**	**35,348.53**	**958,484.11**	**5,457,468.74**	**38,433**
	COMMUNITY FACILITIES														
03400	TWIN RIVER	6.45	0.092	1.106	–	–	0.184	–	0.184	8,672.75	27,623.09	1,885.79	39,492.69	232,692.07	36,076
09206	CANYON VIEW	7.06	0.101	1.210	–	–	0.202	–	0.202	9,166.68	30,221.23	1,983.81	44,547.37	248,749.88	35,250
13165	SUNRISE	–	–	–	–	–	–	–	–	–	–	–	–	–	–
17417	WOODINVILLE	3.73	0.053	1.000	–	–	0.107	–	0.107	7,879.69	15,974.28	1,835.40	27,974.59	203,507.17	54,560

CCDDD	District	AAFTE	Principals	Teachers	Teacher librarians	Transition coun-selors	Psych-ologists	Teaching assistants	Office support	Indirect maintenance allocations	Differentiated instructional allocation	Professional learning days	Total incremental allocation	Total allocation	Per pupil allocation
19403	PARKE CREEK	9.51	0.136	1.631	–	–	0.272	–	0.272	12,357.92	40,742.28	2,674.44	60,055.83	335,348.21	35,250
27400	OAKRIDGE	1.86	0.027	1.000	–	–	0.053	–	0.053	6,431.50	7,965.73	1,569.14	17,670.47	160,942.49	86,528
34111	TOUCHSTONE	2.48	0.035	1.000	–	–	0.071	–	0.071	6,542.34	10,606.70	1,565.29	20,550.58	166,291.55	67,143
39007	RIDGEVIEW	3.83	0.055	1.000	–	–	0.109	–	0.109	6,929.78	16,402.55	1,586.73	24,957.17	179,329.00	46,822
	Subtotal	**34.92**	**0.499**	**7.946**	**–**	**–**	**0.998**	**–**	**0.998**	**57,980.66**	**149,535.86**	**13,100.60**	**235,248.70**	**1,526,860.37**	**43,729**
	COUNTY DETENTION CENTERS—Residential Program														
03017	BENTON FRANKLIN	14.86	0.297	1.783	–	0.594	0.119	1.783	0.594	23,917.11	63,640.18	3,509.12	108,697.47	641,489.26	43,169
04246	CHELAN	6.03	0.121	1.000	–	0.241	0.048	0.723	0.241	11,588.81	25,810.10	1,884.73	44,664.36	302,823.61	50,247
06801	CLARK	10.00	0.200	1.200	–	0.400	0.080	1.200	0.400	16,094.96	42,826.50	2,361.45	73,147.69	431,688.61	43,169
06801	COWLITZ	8.78	0.176	1.054	–	0.351	0.070	1.054	0.351	14,131.37	37,601.67	2,073.35	64,223.68	379,022.60	43,169
36140	WALLA WALLA	5.68	0.114	1.000	–	0.227	0.045	0.681	0.227	11,111.08	24,311.18	1,860.18	44,439.21	291,956.29	51,431
14005	GRAYS HARBOR	13.28	0.266	1.594	–	0.531	0.106	1.594	0.531	21,980.12	56,887.87	3,310.16	84,687.94	574,330.11	43,237
15204	ISLAND	1.00	0.020	1.000	–	0.040	0.008	0.120	0.040	7,261.20	4,282.65	1,708.79	15,634.25	177,389.10	177,389
17001	KING	34.57	0.691	4.148	–	1.383	0.277	4.148	1.383	64,309.22	148,051.21	9,632.97	264,354.51	1,696,945.10	49,087
18801	CLALLAM ESD 114	5.82	0.116	1.000	–	0.233	0.047	0.698	0.233	11,000.74	24,925.02	1,798.30	44,989.72	290,048.71	49,837
18801	KITSAP ESD 114	5.67	0.113	1.000	–	0.227	0.045	0.680	0.227	10,853.60	24,268.35	1,787.96	44,015.62	285,796.96	50,435
21302	LEWIS	9.56	0.191	1.147	–	0.382	0.076	1.147	0.382	15,694.18	40,927.86	2,347.03	70,359.12	419,971.95	43,945
23309	SHELTON	1.90	0.038	1.000	–	0.076	0.015	0.228	0.076	7,242.41	8,151.31	1,534.04	20,107.91	181,444.10	95,330
24105	OKANOGAN FERRY	4.84	0.097	1.000	–	0.194	0.039	0.581	0.194	10,300.41	20,728.03	1,801.47	39,112.68	268,570.85	55,490
27010	PIERCE	13.93	0.279	1.672	–	0.557	0.111	1.672	0.557	24,749.05	59,657.31	3,684.24	104,979.41	656,304.02	47,114
29801	SKAGIT ESD 189	5.94	0.119	1.000	–	0.237	0.047	0.712	0.237	11,155.13	25,424.67	1,818.42	44,844.90	293,343.12	49,412
29801	WHATCOM ESD 189	5.63	0.113	1.000	–	0.225	0.045	0.676	0.225	10,860.37	24,111.32	1,797.59	42,906.86	284,838.92	50,593
29801	SNOHOMISH ESD 189	12.53	0.251	1.504	–	0.501	0.100	1.504	0.501	20,236.51	53,661.60	2,978.96	90,202.64	541,003.10	43,177
32801	SPOKANE ESD 101	13.25	0.265	1.590	–	0.530	0.106	1.590	0.530	21,325.82	56,745.11	3,128.92	96,920.69	571,987.42	43,169
32801	MARTIN HALLESD 101	20.00	0.400	2.400	–	0.800	0.160	2.400	0.800	32,189.92	85,653.00	4,722.90	146,295.36	863,377.20	43,169
34033	THURSTON	8.71	0.174	1.045	–	0.348	0.070	1.045	0.348	14,896.35	37,287.61	2,310.89	55,650.59	387,490.53	44,505
39007	YAKIMA	16.98	0.340	2.038	–	0.679	0.136	2.038	0.679	27,572.36	72,719.40	4,079.91	119,129.18	733,347.48	43,189
	Subtotal	**218.95**	**4.379**	**30.174**	**-**	**8.758**	**1.752**	**26.274**	**8.758**	**388,470.72**	**937,671.94**	**60,131.38**	**1,619,363.78**	**10,273,169.03**	**46,921**
	COUNTY DETENTION CENTERS—Day Reporting														
03017	BENTON FRANKLIN	9.14	0.400	2.000	–	0.800	0.160	2.400	0.800	29,737.18	39,143.42	4,160.65	96,023.30	758,466.50	82,983
06801	COWLITZ	12.43	0.400	2.000	–	0.800	0.160	2.400	0.800	29,823.93	53,233.34	4,160.65	110,281.63	774,657.17	62,322
14005	GRAYS HARBOR	2.43	0.400	2.000	–	0.800	0.160	2.400	0.800	30,356.97	10,406.84	4,390.60	50,394.26	726,644.12	299,031
17001	KING	14.43	0.400	2.000	–	0.800	0.160	2.400	0.800	34,541.31	61,798.64	4,909.57	125,083.29	894,546.14	61,992
21302	LEWIS	3.29	0.400	2.000	–	0.800	0.160	2.400	0.800	30,159.56	14,089.92	4,327.08	71,507.93	743,360.25	225,945
29801	SNOHOMISH ESD 189	4.00	0.400	2.000	–	0.800	0.160	2.400	0.800	29,699.42	17,130.60	4,188.87	71,706.49	733,308.45	183,327

CCDDD	District	AAFTE	Principals	Teachers	Teacher librarians	Transition coun-selors	Psych-ologists	Teaching assistants	Office support	Indirect maintenance allocations	Differentiated instructional allocation	Professional learning days	Total incremental allocation	Total allocation	Per pupil allocation
32801	SPOKANE ESD 101	16.00	0.400	2.000	–	0.800	0.160	2.400	0.800	29,918.05	68,522.40	4,160.65	125,753.44	792,225.76	49,514
	Subtotal	**61.72**	**2.800**	**14.000**	**–**	**5.600**	**1.120**	**16.800**	**5.600**	**214,236.420**	**264,325.158**	**30,298.070**	**650,750.338**	**5,423,208.388**	**87,868**
	DEPT OF CORRECTIONS														
21302	DOC GREEN HILL	–	–	–	–	–	–	–	–	–	–	–	–	–	–
	Subtotal	**–**	**–**	**–**	**–**	**–**	**–**	**–**	**–**	**–**	**–**	**–**	**–**	**–**	**–**
	ADULT JAILS														
03017	BENTON CO	0.61	0.012	1.000	-	0.025	0.005	0.074	0.025	6,004.56	2,626.69	1,447.01	11,912.80	145,673.89	237,512
06801	CLARK CO	–	–	–	–	–	–	–	–	–	–	–	–	–	–
15204	ISLAND CO	–	–	–	–	–	–	–	–	–	–	–	–	–	–
17415	KENT KING CO	–	–	–	–	–	–	–	–	–	–	–	–	–	–
21302	LEWIS CO	–	–	–	–	–	–	–	–	–	–	–	–	–	–
23309	MASON CO	–	–	–	–	–	–	–	–	–	–	–	–	–	–
25118	PACIFIC CO	–	–	–	–	–	–	–	–	–	–	–	–	–	–
27010	TACOMA PIERCE CO	–	–	–	–	–	–	–	–	–	–	–	–	–	–
31002	SNOHOMISH CO	–	–	–	–	–	–	–	–	–	–	–	–	–	–
32081	SPOKANE CO	–	–	–	–	–	–	–	–	–	–	–	–	–	–
36140	WALLA WALLA CO	–	–	–	–	–	–	–	–	–	–	–	–	–	–
37501	WHATCOM CO	–	–	–	–	–	–	–	–	–	–	–	–	–	–
39007	YAKIMA CO	–	–	–	–	–	–	–	–	–	–	–	–	–	–
	Subtotal	**0.61**	**0.012**	**1.000**	**–**	**0.025**	**0.005**	**0.074**	**0.025**	**6,004.56**	**2,626.69**	**1,447.01**	**11,912.80**	**145,673.89**	**237,512**
	TOTAL	**453.36**	**8.211**	**68.003**	**1.065**	**11.980**	**11.284**	**43.056**	**14.397**	**1,011,295.30**	**2,205,893.09**	**168,295.25**	**3,963,743.97**	**26,491,960.22**	**58,435**

APPENDIX E. BLUEPRINT FOR ACTION

Institutional Education in Washington

This section provides additional details on suggested action steps for implementing the recommendations in the report broken out by short-term (within the first year), medium-term (1–3 years), and long-term milestones (3–5 years+).

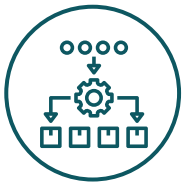
Action steps	Short term (within the first year)	Medium term (years 1–3)	Long term (years 3–5+)
Part 1. Establishing a New Institutional Education Oversight Team, Accountability, Funding and Staff Recruitment, and Professional Development			
OSPI and DCYF must collaborate to plan, implement and monitor E2SHB 1295 initiatives.	• Hire the Institutional Education (IE) Oversight Team Members. • Develop a 5-year written strategic plan with specific roles/responsibilities for OSPI and DCYF and timeline within 90 days of hiring the IE Oversight Team members. • Review and develop new Memorandum of Understanding between Institutional Education School Districts, DCYF, and OSPI to reflect E2SHB 1295 reforms required by the Legislature. • Coordinate with the Project Education Impact (PEI) workgroup.	• IE Oversight Team finalizes in coordination with facilities, the development of new policies and procedures for IE across settings in alignment with E2SHB 1295 reforms. • Create the statutes/rules necessary to codify E2SHB 1295 requirements. • Finalize, pilot, and monitor E2SHB 1295 changes. • Finalize quality assurance monitoring plan inclusive of benchmarks; and begin monitoring sites (at the student and program level). • Provide technical assistance to facilities.	• Scale reforms to all IE settings • Provide ongoing technical assistance. • Evaluate implementation efforts and identify cost-saving efficiencies and areas for improvement. • Continue to implement, assess, and refine assessment tools and review performance measures (see later in this column on performance measures).

Action steps	Short term (within the first year)	Medium term (years 1–3)	Long term (years 3–5+)
System performance measurement (student outcomes and accountability) must be established and monitored to ensure accountability. 	• Continue to include institutional education in ongoing consolidated program reviews, as well as provide outreach and training to school districts regarding implementation. Institutional Education Oversight Team will determine additional measures to conduct ongoing program reviews of financial and performance outcomes. • Review current measures and develop measures of student success and identify data, partnerships, and resources needed to support system performance monitoring in the implementation plan. • Establish a data/accountability work group to analyze and report on student and performance outcomes.	• Continue compliance monitoring in accordance with plan identified in Year 1. • Collect, analyze, report, and regularly review performance metrics. • Finalize, monitor, and assess performance measures as needed. • Employ data-driven decision making for continuous quality improvement. • Begin telling the story of the full implementation of E2SHB 1295.	• Conduct ongoing and regular compliance monitoring. • Continue to collect, analyze, report, and review performance metrics. • Identify system performance efficiencies and gaps. • Continue to make data-driven decisions for ongoing quality improvement.
Funding must be secured to fully implement E2SHB 1295 recommendations. 	• Implement a prototypical school funding model during the 2023–25 biennium, including funding for special education services and categorical program funding for eligible students. • Utilize IE Implementation Teams to identify program design elements for a long-term funding model and request including the need to fund additional professional development, equipment (e.g., IT and other), staffing ratios, provision for substitutes, and records systems. • Plan for and investigate the potential for outside funding support (i.e., Title I Part D, others).	• Monitor adequacy of funding for the future. • Continue to investigate potential for outside funding support.	• Review funding model periodically to ensure that it meets E2SHB 1295 and addresses the reported written findings during quality assurance monitoring efforts. • Continue to make requests of Legislature in alignment with improving student outcomes and infrastructure needs. • Continue to investigate and incorporate outside funding support.

Action steps	Short term (within the first year)	Medium term (years 1–3)	Long term (years 3–5+)
Staff recruitment and professional development is required. 	• Develop a written plan for the recruitment of education staff and a pool of substitute instructors and required qualifications. • Develop a written plan for professional development of both education and DCYF staff that includes annual training requirements (and, as appropriate, co-training activities) to support a common mission/purpose for the Washington institutional education model inclusive of policies and procedures. • Conduct training in new policies and procedures including trauma-informed practices and social and emotional learning, and culturally and linguistically competent training.	• Finalize and execute plan for the recruitment of education staff and a pool of substitute instructors. • Finalize and execute the plan for professional development of both education and DCYF staff that includes annual training requirements (and, as appropriate, co-training activities) to support common mission/purpose. • Continue to conduct training in new policies and procedures, trauma-informed practices, social and emotional learning, and culturally and linguistically competent training. • Monitor and identify opportunities for improvements in staff recruitment and training. • Conduct a teacher satisfaction survey and administer during Years 2 or 3 of implementation of reform efforts.	• Continue to implement, maintain, assess, and refine the plan to continue recruiting education staff and a pool of substitute instructors. • Continue to execute the plan for professional development of both education and DCYF staff that includes annual training requirements (and, as appropriate, co-training activities) to support common mission/purpose. • Continue training in new policies and procedures and refresher training in trauma-informed practices, social and emotional learning, and culturally and linguistically competent training. • Monitor and identify opportunities for improvements in staff recruitment and training. • Continue to refine and implement new strategies that address areas of growth as discerned from the teacher satisfaction survey.
Part 2. Meeting Complex Student Needs and Improving Outcomes			
Institutional education instructional program must meet the complex needs of students.	• In collaboration with the State Board of Education, administrators of the Mastery-Based Learning Collaborative, develop a written plan for mastery-	• Pilot the implementation and assess the effectiveness of mastery-based learning by participating in, or collaborating with, the Mastery-Based Learning	• The State Board of Education will oversee the expansion, ongoing monitoring, and identification of best practices in mastery-based learning by administering the

Action steps	Short term (within the first year)	Medium term (years 1–3)	Long term (years 3–5+)
	based learning that includes processes and procedures. • Use a Multi-Tiered System of Support (MTSS) framework in all facilities. • Develop a written plan for individual comprehensive education plan (ICEP) statewide. The plan must include opportunities to participate in curriculum that is required to meet state graduation requirements and address each student's needs and educational short-term and long-term goals. • Develop IE working transcripts and hire and train the responsible individuals for updating and maintaining records across settings. • Develop a written plan for English language learners (ELL) programming that identifies ways to promote culture so that students see themselves and their experiences reflected in the classroom. • Develop a written plan for postsecondary education and training pathways (and identify partners, including all community colleges in the state). • Develop a written plan for enrichment activities (e.g., arts, employability, and life skills). • Adopt a 12-month school calendar for juvenile rehabilitation and detention settings.	Collaborative, administered through the State Board of Education. • Select a contractor to identify an MTSS. • Pilot an MTSS framework at Echo Glen and a detention center. • Fully implement and assess ICEP. • Fully implement and perform QA on IE working transcripts. • Fully implement and assess ELL programming • Fully implement and assess postsecondary education and pathways programs. Continue to identify and build relationships with community partners. • Fully implement and assess enrichment activities system-wide.	Mastery-Based Learning Collaborative. • Scale up the MTSS framework across all settings, and assess and monitor for full implementation of framework. • Monitor and identify improvements in the ICEP • Perform QA checks on IE working transcripts. • Monitor and identify improvements in ELL programming. • Monitor, identify improvements, and implement strategies that build the capacity of both programs and students in postsecondary education and pathways programs. Continue to identify and build relationships with community partners. • Monitor, identify, enhance, and increase additional enrichment activities.

Action steps	Short term (within the first year)	Medium term (years 1–3)	Long term (years 3–5+)
Special education services and support must be implemented to ensure compliance with state and federal statutes.	• Develop a written plan for special education instruction inclusive of assessment, Child Find, Individual evaluations, IEPs, transition planning, and related services. Ensure compliance at the state and federal level with IDEA regulations. • Ensure expertise of special education (SPED) leadership is represented in the central office on the IE Oversight Team.	• Fully implement and assess special education instruction inclusive of assessment, Child Find, Individual evaluations, IEPs, transition planning, and related services across "facilities" in each setting across the state. • Continue to ensure that expertise of SPED leadership is represented in the central office and on the IE Oversight Team. • Conduct monitoring and periodic review of SPED programming in facilities across settings and identify opportunities for continuous improvement.	• Continue to implement, assess and refine special education instruction inclusive of assessment, Child Find, individual evaluations, IEPs, transition planning, and related services across facilities in each setting across the state. • Continue to implement, assess and refine participation of SPED leadership in the central office tasks and on the IE Oversight Team. • Continue to monitor, assess, and refine periodic reviews of SPED programming in facilities across settings and identify opportunities for ongoing improvement.
Standardized student orientation and assessments must be developed and implemented.	• Develop a standardized intake/orientation for each student. • Conduct SPED Individualized Education Program review for each newly admitted youth. • Conduct a review and assessment of needed services and provide needed supports in line with assessments including those to address behavioral/mental health needs, and aptitude and interest assessments.	• Assess a standardized intake/orientation for each student • Assess SPED Individualized Education Program review for each newly admitted youth through quality assurance monitoring process. • Assess execution of needed services and supports in line with assessments.	• Refine the standardized intake/orientation for each student. • Refine the SPED Individualized Education Program review for each newly admitted youth. • Refine the provision of needed services and supports in line with assessments of students.
Student transition services must ensure a "warm hand-off."	• Identify and plan for transition support services through educational advocates and develop a written plan for communication to community school.	• Fully implement, assess, and monitor the transition support services plan for all youth. • Disseminate and monitor communication with community	• Continue to monitor, assess, and refine the transition support services plans for all youth identifying areas of strength and areas for growth.

Action steps	Short term (within the first year)	Medium term (years 1–3)	Long term (years 3–5+)
	• Education staff serves on reentry team and contributes to overall reentry plan with an education/workforce component included. • Explore options to secure post release education/work data in order to determine youth's success and identify any new legislation that may be needed.	schools for timeliness and accuracy. • Fully implement and assess the tool for reentry and begin applying during monitoring visits. • Sponsor legislation allowing and encouraging educational advocates the ability to track youth's educational success post release.	• Continue dissemination and monitor the communication with community schools for timeliness and accuracy identifying areas of efficiency and improvement. • Annually review, assess, and refine data collected by educational advocates on youth's educational success post release to inform future reentry processes and pre-release reentry programming.
Records systems must be reviewed and updated to ensure they will meet monitoring and reporting requirements for student outcomes and students' needs. 	• Review CEDARS to determine gaps/opportunities for efficiencies. • Develop written plan for ensuring records system(s) will meet requirements for monitoring and report on outcomes as well as timely records exchange of pertinent content. This includes existing student individual comprehensive education plans, high school and beyond plans, IEPs for students with disabilities are in place, and student transcripts are communicated from the home district in a timely manner. • Establish a systemwide plan to request and secure youth's previous school records inclusive of second and third requests; person responsible for task in each setting; maintenance of records while enrolled in IE; and guidelines on disseminating records on release. • Propose funding level for an IE record keeping system to be utilized statewide across all settings.	• Put in place, fully implement, assess, and monitor new record system for IE statewide. • Monitor and assess accuracy of all student's educational records at each grading period (ensuring all progress of students is updated at each grading period).	• Continue to assess and refine record systems improvements based on monitoring results and feedback from community schools and family.

Action steps	Short term (within the first year)	Medium term (years 1–3)	Long term (years 3–5+)
Institutional education must engage students' family/caregivers.	• Develop a written plan for parent/guardian and family engagement in the youth's educational and reentry success. • Include significant family engagement components of this plan in the development of ICEP, IEP, transition plan, and ongoing communication of youth's progress in meeting goals. • Identify ways to make parents/guardians and families feel comfortable, valued, welcomed, and respected across IE statewide.	• Fully implement and assess a written plan for parent/guardian and family engagement in the youth's educational and transitions success. • Fully implement and assess inclusion of significant components of the family engagement plan in the ICEP, IEP, transition plan, and ongoing communication of youth's progress in meeting goals.	• Continue to assess and refine the written plan for parent/guardian and family engagement in the youth's educational and transitions success. • Continue to assess and refine inclusion of family engagement plan in the ICEP, IEP, transition plan, and ongoing communication of youth's progress in meeting goals.
Institutional education must engage youth in their education and transitions, as well as in the implementation of HB 1295 work	• Coordinate with Echo Glen and Green Hill School to engage Student Council members in the implementation of E2SHB 1295 recommendations and serve as the Youth Advisory Group for institutional education. • Develop a written plan for facility-wide youth engagement in E2SHB 1295 implementation, in addition to involvement in the IE Oversight Team. Identify ways to build relationships with youth and make education engaging and fun. • Develop youth/student feedback survey and establish periodicity of data collection. • Ensure youth are engaged as part of their ICEP, IEP, and transition plan as decision makers and sign the plans as recognition of their participation and agreement.	• Sustain student advisory group. • Fully implement, assess, and monitor youth engagement as a component of IE QA monitoring team. • Conduct ongoing youth/student feedback surveys and review results. • Utilize results of youth/students' surveys for decision making and continuous improvement in IE programming across settings. • Continue to assess and ensure that youth are engaged as team members in the development of their ICEP, IEP, and transition plan.	• Sustain student advisory group. • Continue to monitor, assess, and refine youth engagement as part of the IE quality assurance monitoring effort. • Continue to conduct youth/student feedback survey and review results. • Utilize results for ongoing decision making and continuous improvement in educational programming in all settings. • Continue to assess and ensure that youth are engaged as decision makers in the development of their ICEP, IEP, and transition plan.

Action steps	Short term (within the first year)	Medium term (years 1–3)	Long term (years 3–5+)
Safety and security policies must be reviewed to ensure they promote restorative practices and ensure a positive and safe learning environment for all. 	• Review facility policies and procedures to ensure that they are consistent with trauma-informed care and not overly punitive or unnecessarily preventing students from engaging in learning. • Develop new procedures and policies that promote order, safety, and a restorative practice aligned with MTSS in all facility and school settings. • Monitor the duty of educational settings to continue to educate students during any period of removal. • Communicate the safety and restorative practice plan to staff.	• Fully implement and provide training on new procedures and policies and monitor the implementation through the quality assurance monitoring process. • Fully implement and assess a joint behavior management system for continuity across the school day and other programming time. • Provide ongoing training for DCYF and OSPI staff in MTSS and restorative practices across.	• Continuously review and refine procedures and policies, and communicate to staff. Identify areas for improvement. • Monitor implementation and fidelity to the model through the QA monitoring practice.