

Institutional Education Structure & Accountability Advisory Group Meeting

9 am – 12:30 pm
November 16, 2021
Zoom

Meeting Participants

Advisory Group Members:

Jinju Park (Senior Education Ombud)*
James Miles (Executive Director MENTOR WA)*
Neaners aka Jose Garcia (Second Chance Outreach, Hope for Homies)*
Linda Drake (Director of Career and College Readiness Initiatives)*
Kristi Sigafoos (Quality Improvement Director, Child Study & Treatment Center)*
Matt Zuvich (Washington Federation of State Employees)*
Vincent Vaieula (Executive Director, Project 253)*
Sean Hadaller (Teacher at Green Hill)*
Jennie Marshall (Detention Manager of Spokane County Juvenile Court)*
Jeff Allen (Director of Youth Services, Olympic ESD 114 Bremerton)
Cal Brodie (Deputy Superintendent ESD 113)
Alice Coil (Deputy Director of Office of Juvenile Justice)
Arthur Dennis (Education Advocate Director)
Ashley Landes (Assistant Principal, Echo Glen)
Karen Pillar (Director of Policy and Advocacy, Team Child)
Kristin Schutte (Executive Director of Student Services and Support ESD 114)
Chris Simonsmeier (Clark County Juvenile Court Administrator)
Tim Touhey (Principal of Green Hill School in Chehalis)
Carolyn Watkins (Principal of Oakridge Community Facility)

**Indicates Legislatively Appointed Advisory Group Members*

Washington State Legislature: Representative Lisa Callan, 5th District

Institutional Education Planning and Facilitation Team Members Present: Ada Daniels (Office of Superintendent of Public Instruction, OSPI) Institutional Education Program Supervisor, Cara Patrick (OSPI) Student Support and Academic Enrichment, Emmelia Wargacki (OSPI) Program Specialist, Haley Lowe (Department of Children, Youth and Families, DCYF) Education Program Administrator, Mary Sprute (DCYF), Mary Kay Dugan (American Institutes for Research, AIR), Simon Gonsoulin (AIR), Juliet Wu (AIR), Iliana Brodziak de los Reyes (AIR), Scott Houghton (AIR) Shoshana Rabinovsky (AIR), and Deanna Hoskins (JustLeadershipUSA).

Additional Participants: Allison Krutsinger, Felice Upton, Amy Turi, Michelle Matakas, Liza Hartlyn, Becky McLean, Roy Johnson, Larry Gardner, Barret Daniels, Terry Ellis-Manning, Andrea Downs, Alice Palosaari, Seema Bahl, and Laura Mendoza.

Public Attendees: Simone Boe, Mary Carskadon, and Shelley Huestis.

MEETING AGENDA

Time	Activity	Speaker/Facilitator
9:00 AM – 9:10 AM	Welcome and Review of Agenda	Mary Kay Dugan, AIR
9:10 AM – 9:25 AM	Introduction of Representative Lisa Callan, 5 th District Legislatively Mandated Advisory Group Member Introductions	Mary Kay Dugan, AIR & Advisory Group Members
9:25 AM – 9:45 AM	Presentation on High Quality Education in Juvenile Justice Settings	Simon Gonsoulin, AIR
9:45 AM – 9:50 AM	Discussion of TWG Assignments and Break Out Groups & Update on Youth Advisory Group	Mary Kay Dugan, AIR & Deanna Hoskins, JustLeadershipUSA
9:50 AM – 10:50 AM	TWG Break Out Sessions	TWG I: Simon Gonsoulin TWG II: Mary Kay Dugan TWG III: Scott Houghton
10:50 AM – 11:05 AM	BREAK	
11:05 AM – 11:15 AM	Appointed Advisory Group Member Introductions	Mary Kay Dugan, AIR & Advisory Group Members
11:15 AM – 11:45 AM	TWG Break Out Reports	Mary Kay Dugan, AIR
11:45 AM – 12:05 PM	Group Discussion	Mary Kay Dugan, AIR & Advisory Group Members
12:05 PM – 12:15 PM	Public Comment	Mary Kay Dugan, AIR
12:15 PM – 12:30 PM	Wrap Up & Next Steps	Mary Kay Dugan, AIR

Meeting Notes

Welcome and Review of Agenda - Mary Kay Dugan (American Institutes for Research - AIR)

- Meeting guidelines reviewed.
- Tribal land acknowledgment read.
- Engagement activity – meeting participants entered information in the on-line chat on which picture on the screen represented how they were feeling.
- Meeting agenda reviewed.
- Mary Kay Dugan (AIR) introduced Representative Lisa Callan (sponsor of HB 1295), 5th Legislative District of Washington State.
- Representative Lisa Callan introduced herself and made some remarks.
 - Rep. Callan serves on the Children, Youth, and Families Committee, and the Education Committee. She comes from a school board background before she became a legislator.
 - Supporter of a strong education system that equitably supports every child
 - She wants to break down the siloes and get kids what they need, much earlier in the continuum of care so we see fewer children coming into the juvenile justice system.
 - We need to make sure that youth engaged with juvenile justice system have the best chance to get the resources that they need to break the pipeline that pushes them into an extended prison lifecycle and a cycle of trauma.
 - Rep. Callan said that she is happy to talk to Advisory Group members and is an ally and partner of this work.

Legislatively Mandated Advisory Group Member Introductions - Mary Kay Dugan (AIR)

- Legislatively mandated members of the Advisory Group introduced themselves.

Presentation on High Quality Education in Juvenile Justice Settings - Simon Gonsoulin (AIR)

- Simon Gonsoulin (AIR) gave an overview of high-quality education in juvenile justice settings.
- Why is providing quality education to youth in our custody and care so important?
 - All justice involved youth are entitled to quality education services by law.

- Education is crime prevention—It is an evidence-based practice that is critical for re-entry so that the youth do not re-offend.
- Provides economic stimulus.
- School connectedness is related to adolescent resilience.
- Higher levels of education are associated with more positive adult outcomes.
- Oftentimes there is a challenge to provide education programs for youth in custody.
 - Our job as an Advisory Group is to figure out what the opportunities are.
 - Youth education concerns—real challenge.
 - Youth often enter facilities functioning below grade level, large percentage of individuals with disabilities.
 - Oftentimes, school has not been a positive experience for youth and their parents, and historically, school has not been a place for youth to feel welcomed and engaged.
 - Institutional setting—even though they have struggles, we need to provide them with quality educational programming.
 - Youth in the facilities should be working on achieving short-term and long-term goals.
 - Address any safety concerns in the facility.
 - Youth behavioral and mental health concerns.
 - 9/10 youth have experienced trauma
 - 7/10 youth have diagnosable mental health disorders including substance use disorders.
- The key findings in a recent Council of State Governments Survey on Institutional Education were shared with the Advisory Group.
- The U.S. Department of Justice/Department of Education Correctional Education Guidance Package (2014) was introduced and includes:
 - Right to high quality education
 - Special Education services
 - Guidance on providing education in solitary confinement and restrictive housing units
 - Use of Pell Grants for postsecondary education
- Introduced the Guiding Principles Document and how each of these 5 guiding principles relate to HB 1295 and the three Technical Working Groups (TWGs) that have been formed from the larger Advisory Group membership (see:

<https://www2.ed.gov/policy/gen/guid/correctional-education/guiding-principles.pdf>

- Simon Gonsoulin (AIR) called attention to Page 5 of the Guiding Principles document – there is important content on page 5 to review-he asked all members to review this one page of the guide.

Discussion on TWG Assignments and Breakout Groups & Update on Youth Advisory Group - Mary Kay Dugan (AIR)

- Mary Kay Dugan (AIR) explained that the purpose of this portion of the meeting is to break out into the Technical Working Groups (TWGs) to begin to get input on the recommendations and to develop solutions to implementing the recommendations
- Reviewed the Technical Working Group members:
 - TWG 1: Organizational/Accountability Structure and Supports
 - TWG 2: Equitable Funding
 - TWG 3: System Education and Performance
- Deanna Hoskins (JustLeadershipUSA) gave a brief update to the group about authentically engaging youth in the work. She described the current process of working with facilities to get clearance so that youth may participate in the Advisory Group meetings.
- The protocol/assignment for the breakout sessions was explained.
- A comment was made that OSPI and DCYF are in great collaboration with this work and will have representatives in each TWG breakout group.

TWG Break Out Sessions

- Each TWG had one hour to begin working on select recommendations and to brainstorm using Google Jamboard on ideas for implementing strategies to achieve the recommendations.

Appointed Advisory Group Member Introductions - Mary Kay Dugan (AIR)

- The additional appointed Advisory Group members were given an opportunity to introduce themselves.

TWG Break Out Reports

TWG 1 Simon Gonsoulin, AIR facilitator with James Miles reporting out on behalf of the group (Organizational/Accountability Structure and Supports):

- All institutional education students require an Individualized Learning Plan

- It is important to have this plan for everyone (individually written) that touches the system—it should be a framework or blueprint for the youth's education will enrolled in IE and can be the first step in a continuity of educational services and supports.
- Curriculum must be relevant to the youth.
- There must be input from youth, and trusted individuals that the youth has come into contact with (in positive ways)—i.e., how do we build this and increase socio-emotional learning and trauma-informed care practices?
- Suggestion to study the most successful credit recovery systems in the state and other states and see what they are doing. Develop standardized structures that we know work.
- To develop a comprehensive learning plan—input is needed from youth.
- There needs to be a stronger system for exchange of student information and records.
- Standardized record retrieval system—oftentimes time is lost in trying to understand the needs of young people and it takes time to rebuild that information. How can we strengthen the pathway for continuity?
- Youth with special needs and how to best serve them.
 - Lack of resources.
 - Need for collaboration.
 - Discrepancy in terms of access to resources and areas and regions in the state.
- All of the different plans that are crafted for youth in the facilities (i.e., treatment plans) need to complement each other and there is a need to develop a template so that the Individualized Learning Plan (ILP) is consistent across all institutional education.

TWG 2 Mary Kay Dugan, AIR facilitator with Becky McLean reporting out on behalf of the group (Equitable Funding Models):

- Began the discussion about the current funding model and a brief review of the prototypical funding model that was developed in prior work groups.
- There was a review of the historical funding model that goes back to 1995/1996. The models in place now are the result of lawsuits and the state has not intentionally developed a model for institutional education.
- We need to look at “intentionally” building an effective model.
- Discussed treating institutional education as small high schools.

- They receive more funding for more teachers.
- Fewer youth in institutional education, but the students who are there have more severe academic and behavioral needs in addition to their serious justice violations. The old funding model doesn't really work for this population.
- What about the count day? There is one day that institutional education counts students and the funding is based on this one-day count. Group considered whether we should count more often during month—i.e., take length of student stay into account.
- Looking at other sources of funding through DCYF, federal funds, as well as what is the obligation of the school districts where the facility is located, and their resources.
- Making sure to get student voices/input on what can/should be done.
- One of the things discussed was the fact that the other TWGs, if they have recommendations for funding, will be very integral to funding recommendations/prototype—someone suggested changing the ordering of the meetings. Shift the ordering so that TWGs 1 and 3 go first and forward with their recommendations and strategies, and that information informs what TWG 2 develops for funding solutions/recommendations.
- Consider allowing IE detention schools and home schools to count students at the same time. Because detention centers only have students for a short time, this would allow students to continue their work at their home school while in detention. Students must be enrolled in a school within 20 days. This has worked well during COVID.

TWG 3 Scott Houghton, AIR facilitator with Andrea Downs reporting out on behalf of the group (System Education and Performance):

- Focused discussion around standardized intake and orientation process.
 - There are inconsistent systems/experiences depending on which facility you are coming from. Need to find a way to create consistency across the state—data systems and common supports to better meet the needs of students.
 - For example, sometimes resources are halted or paused because receiving institutions may not be able to access things such as an ILP in a timely manner.
- Challenges: A need to look at data systems to ensure that we are being inclusive of who is at the table and intentionally looking at data systems of who is being

excluded – e.g., some Latinx students may be checking “white” box; nonbinary students are not captured in current data systems.

- Need for funding to create infrastructure for common data systems.
- Curriculum funding for substitute teachers so teachers can access trainings and supports.
- Need for other school-housed supports such as mental health professionals.

Group Discussion - Mary Kay Dugan (AIR)

The TWG work and our reconvening will give us a chance to reflect and organize ourselves to continue our work. The facilitator opened the meeting to discussions/comments on what was heard during the report out of the Technical Working Groups.

- An OSPI implementation team has begun work on other sections of HB 1295. There are a group of people that are doing this work. Staff working on each part of 1295 will visit the TWGs because there are things that they have already been working on and can help TWGs with their recommendations and strategies.
- Additional comments/reflections included:
 - Good to hear that in the funding TWG breakout session that they thought that some of the facilities should be listed as small high schools because they lack the resources that comprehensive schools do.
 - Regarding the idea of maintaining dual enrollment between home school and facility—This is an Issue specifically for county detention centers and they run into problems here.
 - A participant commented that currently a student can only be counted once by either the institutional education program or high school.
 - Usually, schools think they need to withdraw the student and the student is lost to the system.
 - Recommended eliminating this rule and letting high schools claim the student if they have not missed 20 consecutive days.
 - This would allow a more collaborative approach and the ability to maintain students’ progress in their current classes.
- A comment was made regarding the funding areas discussed. Staffing is needed around school safety and school engagement. Dedicated staff are needed to help with crossover (between school district and Juvenile Rehabilitation or JR). Having staff on both sides will allow teachers to be teachers. We don’t currently have this structure of funding.

- A comment was made that in Seattle, facility staff negotiated with Seattle Public Schools so that they do not "enroll" until after 72 hours—because 50% of youth leave before 72 hours and go back to their home school. That eliminated a lot of enrollment barriers for short-term stays.
- A comment was provided that mentioned that there should be an integration between work being done at facility into the school day to be awarded credits.
 - Could really be a way to bump up credits beyond the 4–6-hour school day.
 - As long as it follows OSPI guidelines, and if facility staff can deliver.
- OSPI has already been discussing this and they are looking at these opportunities. For example, there are things taught such as Dialectical Behavioral Therapy that are taken by many students and should be counted as credits. How do we apply it? How do we make this work? They are exploring these opportunities with Juvenile Rehabilitation.
- Another participant mentioned that there are credits given from Spokane District for things such as counseling, substance use curriculums and other out of school classes. Teachers sign off for this and give credits.
- A comment was made by an Advisory Group member reflecting that one of the biggest barriers is that there is no certified intake process through transition back into the community. There is a set boundary when they are supposed to already fit into the criteria that is set for them. There is no warm hand-off and re-entry is difficult.
- In response a comment was made that OSPI is working to expand the educational advocates program so that students will get connected into their communities. They received funding and will continue to expand this program so that there is a soft hand-off.
- An Advisory Group member raised the issue of accountability—enforcement, compliance, monitoring. Mentioned that laws become suggestions if there is no implementation.
- A response was provided that the accountability piece is important and will be a major focus of TWG 3.
- A comment was made that students in institutional education are special students, and we should acknowledge that there has been harm done in the traditional school settings.
- A participant mentioned that there should be standardization between facilities so that no matter what facility you end up in, there should be quality education.

- Institutional Education practitioners were thanked for doing the best work they could even though it is a broken system.
- A final comment was made that DCYF and OSPI are collaborating closely on this work and passionate about moving it forward.

Public Comment

No public comment.

Wrap Up & Next Steps

- Objectives of today's meeting:
 - Introduction of Advisory Group members.
 - Present on principles of high-quality education in juvenile justice settings mapped to HB 1295 to consider as a framework.
 - Launching of the TWGs and plan for next steps.
- TWG #1 will receive logistical information in December about January's meeting.
- Future meeting schedule reviewed.
- Advisory Group members will receive the slides from today's meeting, notes, and a brief survey to collect feedback on the meeting.

Questions?

No questions.