



Washington Office of Superintendent of
PUBLIC INSTRUCTION

REPORT TO THE LEGISLATURE

UPDATE: Title I, Part D: Prevention, Intervention, Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk 2025

Authorizing Legislation: [RCW 28A.300.830](#)

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EXECUTIVE SUMMARY

The Office of the Superintendent of Public Instruction (OSPI) is required by [RCW 28A.300.830](#) to report every three years on funding, services, and educational outcomes for students served under [Washington's ESSA Consolidated Plan](#) (the Plan), Title I, Part D. This report covers schools and programs receiving Title I, Part D grants, including juvenile detention centers, the Department of Children, Youth, and Families (DCYF), Juvenile Rehabilitation facilities¹, Education Advocates (EAs), and other prevention, treatment, and medical programs.

This report is to inform the Legislature of progress toward the goals established in the Plan and provide recommendations to ensure the education needs of youth and post-resident youth are met. It examines education outcomes for students enrolled in Title I, Part D programs during school years 2021–22, 2022–23, and 2023–24. Over the past three years, the education outcomes for students enrolled in by Title I, Part D programs have generally held steady or improved:

- 70% of students earned high school course credits while enrolled in a Title I, Part D program during the 2023–24 school year compared to 60% in 2021–22, and 38% in 2018–19.
- 26% of students enrolled in job training in 2023–24 compared to 19% in 2021–22.
- 87% of students had a neutral or positive change in math test scores during the 2023–24 school year compared to 72% in 2021–22.
- 86% of students had a neutral or positive change in reading test scores during the 2023–24 school year compared to 75% in 2021–22.

In the last decade, Washington has made great progress implementing juvenile justice reforms. Recognizing the critical role education plays in youth development, rehabilitation, and successful return to home, school and community, the legislature has most recently focused on Institutional Education (IE) in county and state juvenile facilities. The Legislature has made investments in state-level infrastructure that has allowed OSPI and DCYF to more readily share and analyze data. OSPI is now able to analyze and post IE data to the OSPI website annually. In response to the data and learning, OSPI, DCYF, educators, and partners have made recommendations deemed as essential to improving education and life outcomes for students who experience the juvenile justice system:

Recommendation 1: Establish an equitable, long-term funding model that sustainably supports the instructional, organizational, and accountability structure.²

Recommendation 2: Fund the expansion of the Education Advocate Program to serve students exiting county juvenile detention centers.³

¹ This includes 2 large facilities, Echo Glen and Green Hill and 7 of the 8 community facilities.

² 2022 [Improving Institutional Educational Outcomes: Final Report](#)

³ 2022 [Improving Institutional Educational Outcomes: Final Report](#)

INTRODUCTION

In 2015, the Every Student Succeeds Act (ESSA) reauthorized the [Elementary and Secondary Act \(ESEA\) of 1965](#). ESSA includes Title I, Part D programs, a section specific to supporting students⁴ who are neglected, delinquent, or at-risk. The purpose of Title I, Part D programs is to:

1. Improve educational services for students in local, Tribal, and state institutions for neglected or delinquent children so that they have the opportunity to meet the same state academic content and achievement standards as all students in the state.
2. Provide these students with services to enable them to transition successfully from institutionalization to further schooling or employment.
3. Prevent at-risk students from dropping out of school, as well as to provide dropouts and students returning from correctional facilities or institutions with a support system to ensure their continued education.

Washington, in the Plan, adapts the purpose of ESSA, Title I, Part D programs as the overarching goal for supporting students' transition from correctional facilities back to local programs and schools. The Plan affirms the OSPI commitment to closing opportunity gaps, providing equitable opportunities for all students in the state, and expanding measurements of student success beyond assessments and graduation. The Plan states:

"Children and youth who are neglected, delinquent, or at-risk will directly benefit from the focus of Washington's ESSA plan to address opportunity gaps in the education system, and to promote equitable access and opportunity for all Washington students. Our responsibility as educators is to prepare every student – regardless of background, household income, or race/ethnicity – for post-secondary aspirations, careers, and life. In addition, our focus on a more comprehensive set of student success variables that go beyond standardized tests (chronic absenteeism, ninth-grade class failure, suspension and expulsions, and dual credit opportunities) creates a framework to improve conditions for learning for some of our most vulnerable students" (p. 119).⁵

⁴ Title I, Part D programs reference the terms children and youth. For the remainder of this report, these terms are being replaced with the term student(s).

⁵ [Washington's ESSA Consolidated Plan](#)

BACKGROUND

In Washington, IE is carried out in a wide variety of facility settings in 19 public school districts and nine Educational Service Districts (ESDs) across the state. These facilities include 21 county-operated juvenile detention centers and Department of Children, Youth, and Families (DCYF) Juvenile Rehabilitation (JR) facilities, which include two long-term facilities, Echo Glen and Green Hill, and eight community facilities, not all of which receive Title I, Part D funding⁶.

IE programs are supported primarily through state funding, with supplemental services funded through the federal Title I, Part D program. These funding sources have not kept pace with rising costs or the growing needs of students. The state funding model has not been updated since the 1995–1997 biennium ([Engrossed Substitute Senate Bill 5187](#)). Interim fixes have been funded, but no long-term sustainable model has been implemented by the Legislature. For more information on how institutional education facilities are funded by the state, please reference the [Updated Institutional Education Funding Report](#).

Per federal requirements, Title I, Part D program funds are allocated based on the number of eligible students in the state. In recent years, the number of students eligible for Title I, Part D program services has declined, but student demographics are shifting with the ages of students skewing younger and their needs increasing. Addressing the needs of IE students in the differing facility types, given the wide age range of students and the varied educational supports needed, adds to the complexity of delivering high-quality, inclusive education.

⁶ OSPI also oversees IE in in-patient treatment centers and other settings.

Title I, Part D Program Funding

Title I, Part D programs provide federal funds to State Educational Agencies (SEAs) in two parts:

Figure 1: Title I, Part D, Subparts 1 and 2, Eligibility and Purpose⁷

Subpart	Eligibility	Purpose
Subpart 1	SEAs can subgrant to other state agencies serving neglected or delinquent children or students	To improve the quality of education in facilities for neglected or delinquent students who have not attained a high school diploma and are under the age of 21.
Subpart 2	SEAs award funds to Local Educational Agencies (LEAs) with high numbers of children and students in locally operated juvenile correctional facilities.	To meet the transitional and academic needs of students, up to age 18, returning to local educational agencies or alternative education programs from correctional facilities.

Subpart 1 Funding Allocated to Eligible Programs

To receive Subpart 1 funds, OSPI must submit for approval by the U.S. Department of Education, either an individual state plan in accordance with ESEA section 1414(a) or consolidated state plan that meets the requirements of ESEA section 8302. These plans must include goals and performance measures for meeting the educational needs of students while in facilities and upon re-entry.

Under Subpart 1, Washington awards subgrants to institutions for neglected or delinquent children and youth which include long-term juvenile institutions, community facilities, and community day programs. Figure 2 below outlines the amount of Subpart 1 funding Washington has allocated, how many students were served each year, and how many programs were awarded subgrants.

Figure 2: Title I, Part D Subpart 1 Program Funding by Year

Year	Students Served	Number of Programs	Allocation
2021–2022	1,247	16	\$3,307,571
2022–2023	1,182	15	\$3,187,493
2023–2024	1,118	15	\$2,591,996

⁷ Source: [Title I, Part D Statute](#), Sec.1401, Sec. 1411, Sec 1421, and Sec. 1422. Accessed April 2025.

Source: OSPI Grants Office, 2025. Title I, Part D End-of-Year Report. Accessed April 2025. Subpart 2 Funding Allocated to Eligible Programs.

Subpart 2 Funding Allocated to Eligible Programs

Under Subpart 2, Washington awards subgrants to locally operated correctional facilities, including county juvenile detention centers and LEAs serving at-risk students in local schools. Over the past three years Subpart 2 funding has declined steadily, while the number of students has increased.

Figure 3: Title I, Part D, Subpart 2 Program Funding by Year

Year	Students Served	Number of Programs	Allocation
2021–2022	1,880	36	\$2,382,091
2022–2023	2,382	34	\$2,262,986
2023–2024	2,466	32	\$2,149,837

Source: OSPI Grants Office, 2025. Title 1, Part D End-of-Year Report. Accessed April 2025.

Subpart 1 Allowable Use of Funds

According to Subpart 1, Sec. 1415(a)(1), of ESSA [Title I, Part D Statute](#), a state agency may use funds on the following activities:

- Transition services — Activities and programs that concentrate on providing youth with the knowledge to make successful transition secondary school completion, career and technical education, further education, or employment.
- Education services — Activities and programs that are provided to youth identified as failing or most at-risk of failing to meet academic standards and respond to the education needs of youth, including by supplementing and improving the quality of educational services.

Programs applying for Title I, Part D program grants are required to provide a description of the supplemental services they will provide with Title I, Part D funding.

Figure 4: Examples of Title I, Part D, Program, Subpart 1 Activities and Services

Service	Focus	Plan Connection
Supplemental staffing for certificated teachers and paraprofessionals	Education	Improving academic grade levels in mathematics and reading and increasing high school credit achievement. <i>(ESSA section 1414(a)(2)(A))</i>
Career exploration courses	Transition	Improving the career and technical skills of youth in the program. <i>(ESSA section 1414(a)(2)(A))</i>
Financial literacy courses	Transition	Assisting in the transition of children and youth between correctional facilities and locally operated programs. <i>(ESSA section 1414 (a)(1)(B))</i>
Math and reading assessments	Education	Improving academic grade levels in mathematics and reading. <i>(ESSA section 1414(a)(2)(A))</i>
Connecting youth to community programs and services	Transition	Assisting in the transition of children and youth between correctional facilities and locally operated programs <i>(ESSA section 1414 (a)(1)(B))</i>

Source: EGMS Form Package 209, Title I Neglected-Delinquent, Subpart 1, State Agency Application, Fiscal Year 2024–25, April 2025.

Subpart 2 Allowable Use of Funds

Subpart 2 funds may be used for the following activities:

- Transition services—Programs and activities that serve youth returning to local schools from correctional facilities, to assist in the transition of such children and youth to the school environment and help them remain in school to complete their education.
- Dropout prevention—Programs which serve at-risk children and youth.
- Health and social services—Coordination of services for such individuals if there is a likelihood the provision of such services, including day care, drug and alcohol counseling, and mental health services, will improve the likelihood such individuals will complete their education.
- Special programs—Services and activities to meet the unique academic needs of participating children and youth, including career and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education.
- Mentoring—Programs providing mentoring and peer mediation.

- At-risk Indian children and youth—Programs to serve such children and youth in correctional facilities in the area served by the local educational agency that are operated by the Secretary of the Interior or Indian tribes.
- Pay for success initiatives.

Programs applying for Title I, Part D program grants are required to provide a description of the supplemental services they will provide with Title I, Part D program funding.

Figure 5: Title I, Part D, Program, Subpart 2 Services

Service	Focus	Plan Connection
Supplemental staffing for certificated teachers and paraprofessionals	Education	Improving academic grade levels in mathematics and reading and increasing high school credit achievement. <i>(ESSA section 1414(a)(2)(A))</i>
Career exploration courses	Transition	Improving the career and technical skills of youth in the program. <i>(ESSA section 1414(a)(2)(A))</i>
Financial literacy courses	Transition	Assisting in the transition of children and youth between correctional facilities and locally operated programs. <i>(ESSA section 1414 (a)(1)(B))</i>
Math and reading assessments	Education	Improving academic grade levels in mathematics and reading. <i>(ESSA section 1414(a)(2)(A))</i>
Connecting youth to community programs and services	Transition	Assisting in the transition of children and youth between correctional facilities and locally operated programs. <i>(ESSA section 1414 (a)(1)(B))</i>

Source: EGMS Form Package 208, Title I Neglected-Delinquent, Subpart 2, Local Agency Application, Fiscal Year 2024–25, April 2025.

Transition Services: Education Advocates

Smooth transition is critical to the success of children and youth as they return to their homes, schools, and communities. Under the neglected and delinquent program, Subpart 1, each state agency must reserve 15% – 30% of funds for transition services. Subpart 2 requires correctional facilities that receive grants to focus on transferring academic records and plans to facilitate the transition between the LEA and the correctional facility.

As a Title I, Part D program we chose to implement an Educational Advocate Program (EA) to help the children and youth have access to more services as they leave these facilities. These services allow children and youth an opportunity to stay in a transitional program up to the age of 21. A portion of

Subpart 2 allocation funds the EA Program. However, additional funding is needed to provide additional EAs to support the number of children and youth who are exiting the county-based juvenile detention facilities. There are not enough resources to provide services for them.

Transition services are essential for children and youth leaving institutions of incarceration because they provide the critical support needed to successfully reenter their communities and avoid recidivism. Without a structured plan, young people often face significant barriers, including disrupted education, lack of housing, limited access to mental health care, and difficulty finding employment. Transition services help bridge these gaps by connecting youth to educational opportunities, vocational training, behavioral health services, and community resources. These supports promote stability, personal growth, and long-term success, ultimately reducing the likelihood of reoffending and supporting public safety and positive youth development.

TITLE I, PART D PROGRAM OBJECTIVES, GOALS AND OUTCOMES

The Plan outlines objectives and outcomes to assess the effectiveness of programs that serve neglected and delinquent students by evaluating data related to improving academic, career and technical skills.

Over the past three years, OSPI has pivoted from focusing on graduation rates to tracking individual student progress. Most students are not in IE programs long enough to have graduation outcomes attributed to their time in these programs. Tracking student progress—rather than solely focusing on graduation rates—is a more accurate reflection of Title I, Part D program’s impact on student performance. Previously, IE graduation rate data combined both short-term and long-term facilities, which skewed the results. The graduation rates reported in previous years were low, and did not demonstrate the actual progress students make in these programs.

It’s also important to note that many students enter IE programs with credit deficiency. With analysis provided by the newly resourced data consultant, OSPI can now demonstrate that students in IE programs are earning and accumulating more credits than the typical student over shorter periods of time, highlighting real gains in academic achievement. (See Figure 11.)

Program Objectives and Goals

OSPI has focused on measuring program outcomes for the state objectives and goals for school years 2022–23 and 2023–24.

Figure 6: Title I, Subparts 1 & 2 Program Objectives and Target Goals

Objective	State Target Goals	Subpart
Increasing high school credit achievement	Students will earn credit at a rate of not less than .1 credit for every 15 hours of class in at least 80% of all classes.	Subpart 1
Increasing high school credit achievement	Increasing high school credit achievement: 100% of students who are enrolled and completing schoolwork for 10+ consecutive days will earn school credit hours or seat time hours.	Subpart 2
Increasing enrollment in school after exit	At least 50% of students enrolled for 90 days or more will either enroll in a high school diploma program, a GED preparation course, or be reenrolled in an education program upon their release from the institution.	Subpart 1

Objective	State Target Goals	Subpart
Increasing enrollment in school after exit	At least 50% of students released to the community will be enrolled into community education programs within 30 days after their release from the facility.	Subpart 2
Improving Academic grade levels in math and reading	50% or more of students served with Title funds in reading and/or mathematics courses will gain at least one grade level in the area(s) they receive classroom services after 90 days	Subparts 1 & 2

Source: Washington's ESSA Plan. Accessed May 2025.

Program Outcomes

OSPI monitors Title I, Part D programs as a part of its [Consolidated Program Review](#) for the oversight of federal and state programs. Findings from the program reviews are used to support and prioritize OSPI's outreach and education efforts that assist 19 school districts and nine Educational Service Districts (ESDs) in implementing the programs in accordance with statute and legislative intent.

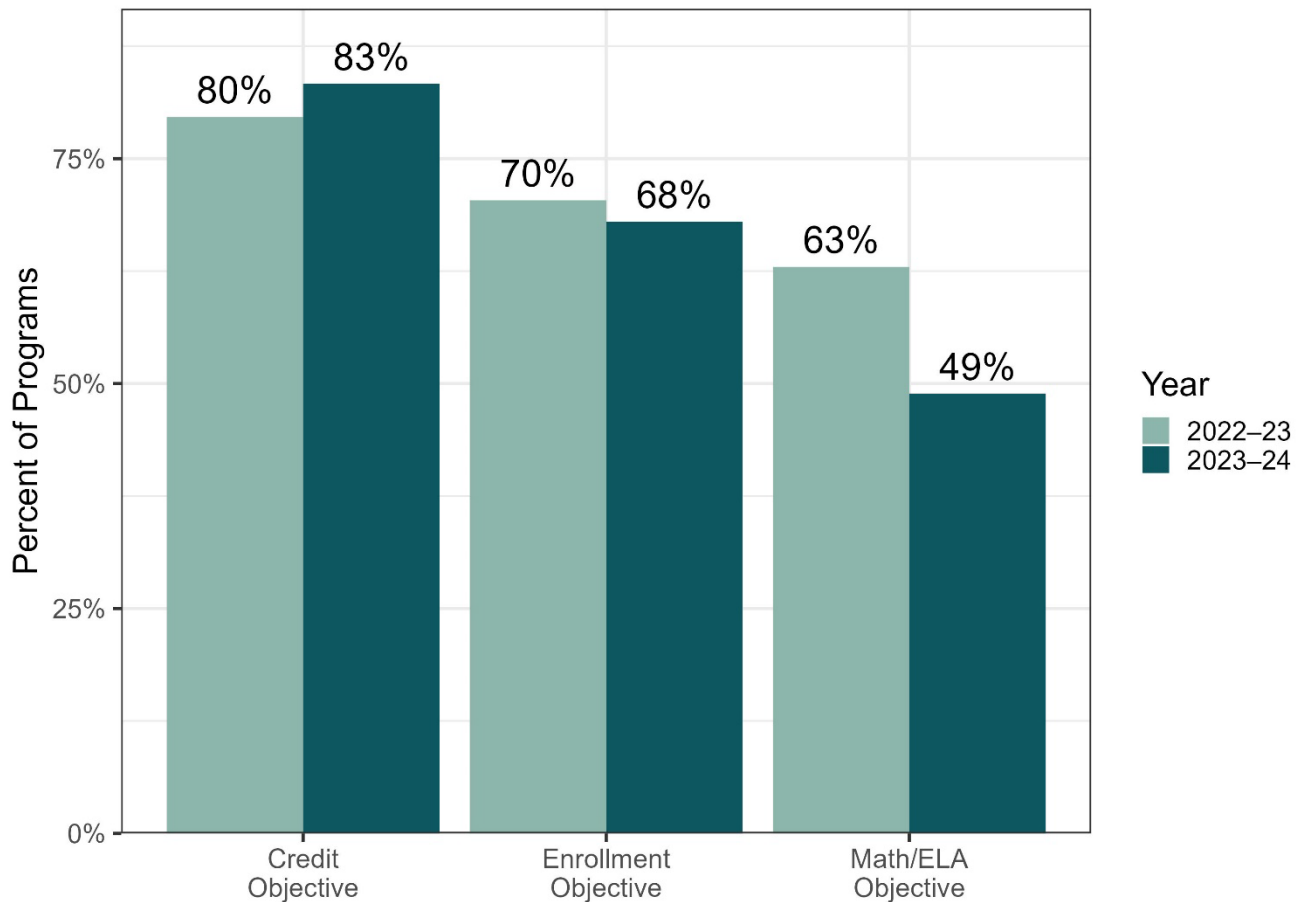
Recent legislative support at the state level has allowed OSPI to begin the development of more rigorous program improvements and supports. OSPI is now able to provide targeted training and technical assistance on data collection and analysis and special education. Special education supports are inclusive of assessment, Child Find, individual evaluations, Individual Education Plans (IEPs), transition planning, and related services to ensure compliance at the state and federal level with Individuals with Disabilities Education Act (IDEA) regulations. As mentioned previously in this report, OSPI has also increased capacity for data analysis, including the refinement of reporting protocols, development of student progress measures and the identification of data, partnerships and resources needed to support system performance monitoring.

Title I, Part D program subgrantees currently set target goals to increase enrollment in school after exit and high school credit achievement. Additionally, they set goals towards improving academic grade level improvement in math and reading and increasing enrollment in job training. At the end of the school year, subgrantees report if the target was met for each objective. In future program years, OSPI will require Title I, Part D program subgrantees to report on outcomes for each target goal. In doing so, OSPI will be able to compare the outcomes of each subgrantee program with the goals and objectives outlined in ESSA to better assess the effectiveness of the Title I, Part D program and determine if state goals are being met.

Program Objectives, Course Credits, and Enrollment

Over the last two years, 80% or more of programs met their credit objectives and almost 70% met their enrollment objectives. In 2023–24 there was a decline in meeting math and ELA objectives from 63% in 2022–23 to 49% in the 2023–2024 school year. Data are not available for 2021–22 due to a change in the definition of objectives, making them incomparable across facilities.

Figure 7: Percent of Title I, Part D programs that Met their Objectives for School Years 2022–23 and 2023–24



Source: Title I, Part D End-of-Year Report. Accessed April 2025.

Math and Reading Pre- and Post-Testing

Students are pre-tested when they enter a facility and post-tested after spending 90 days at a facility. This allows for a snapshot of their progress while in the facility and narrows that snapshot to students who had at least three months of school there. While over 3,000 students attended IE each year in 2021–2024, less than 25% of them would stay long enough to be pre- and post-tested.

Figure 8: Total Number of Students Pre- and Post-Tested in Math and Reading for School Years 2021–22, 2022–23, and 2023–24

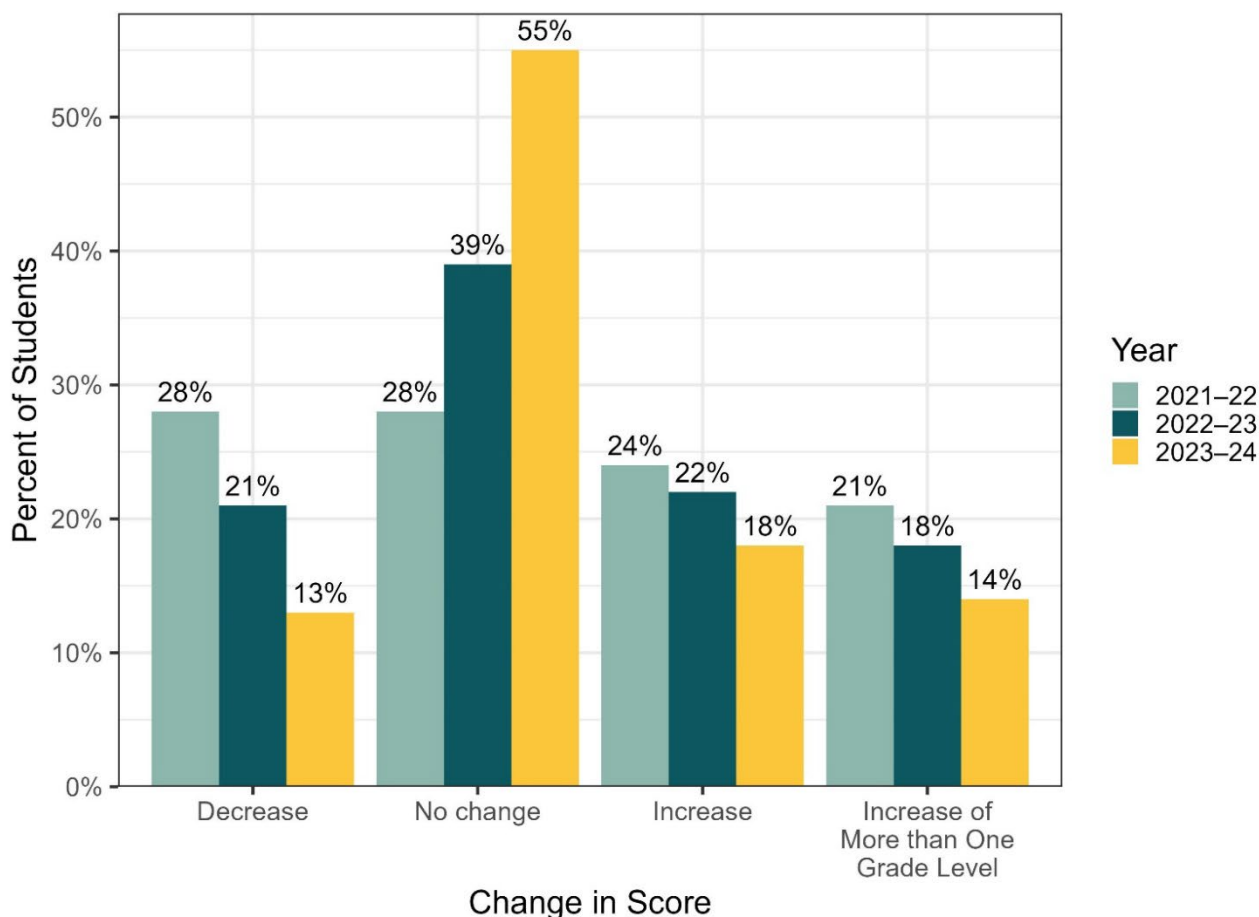
Pre/Post-Test Subject	Total Students Pre/Post-Tested 2021–22	Total Students Pre/Post-Tested 2022–23	Total Students Pre/Post-Tested 2023–24
Math	500	482	627
Reading	503	459	645

Source: Title I, Part D End-of-Year Report. Accessed April 2025.

Math Post-Testing Outcomes

The outcomes below show the percentage of students who demonstrated a decrease in test scores, no change in test scores, or an improvement up to one full grade level (positive change), and improvement of more than one grade level after post-testing. There has been an increase in students with no change in score, and a decrease in all other categories.

Figure 9: Changes in Math Post-Test Outcomes for Students Enrolled in a Title I, Part D Program for 90 Days or More for School Years 2021–22, 2022–23, and 2023–24

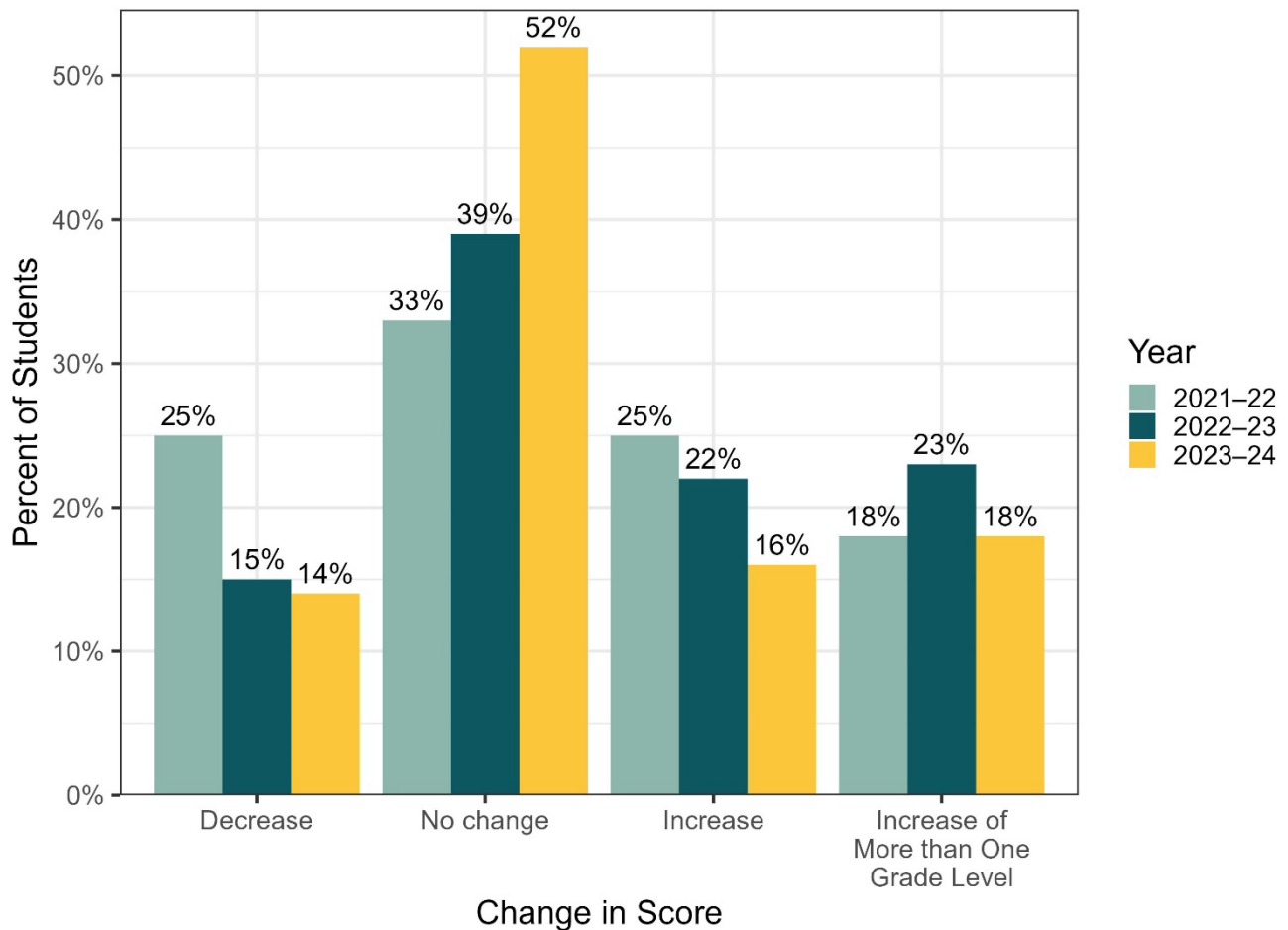


Source: Title I, Part D End-of-Year Report. Accessed April 2025.

Reading Post-Test Outcomes

Post-test reading outcomes show the percentage of students that demonstrated a decrease in test scores, no change in test scores, improvement up to one full grade level, and improvement of more than one grade level after post-testing. There has been an increase in students with no change in score, no change in students increasing more than one grade level, and a decrease in all other categories.

Figure 10: Changes in Reading Post-Test Outcomes for Students Enrolled in a Title I, Part D Program for 90 Days or More for School Years 2021–22, 2022–23, and 2023–24



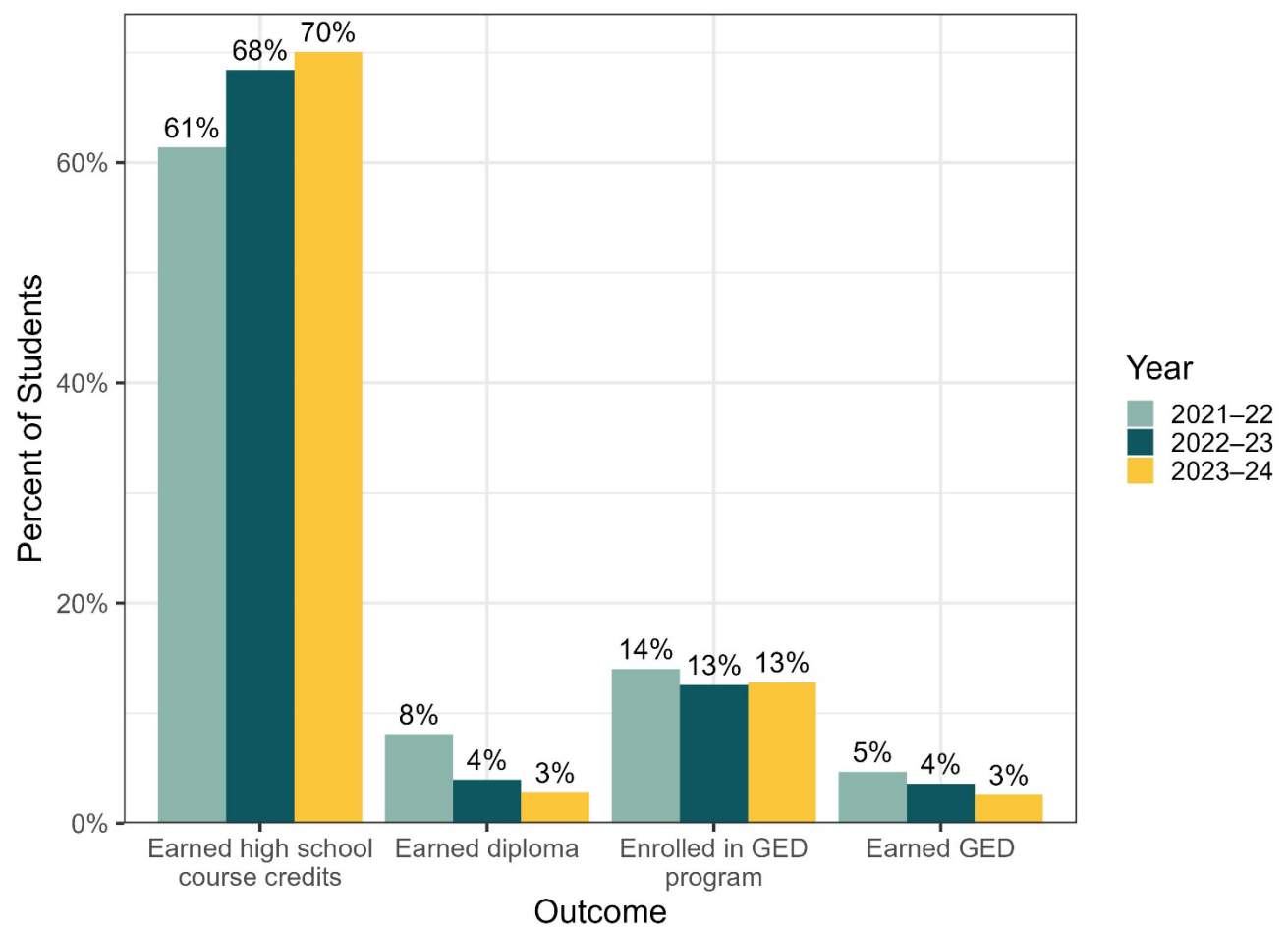
Source: Title I, Part D End-of-Year Report. Accessed April 2025.

High School Diploma and GED Outcomes

The percentages of students who earn a GED or a high school diploma are decreasing slightly. These numbers are highly variable, as students show up to IE programs at many ages, and many are not close to graduation when they enter. Additionally, the percentage of students earning high school credits has gone up from 60% to 70% over the last three years.

The graph below shows that the rates of students earning GEDs or diplomas have declined slightly year-over-year. The percentage of students earning school credits has increased from 60% to 70% over the last three years.

Figure 11: High School Diploma and GED Outcomes for Students Served by Title I, Part D Programs for School Years 2021–22, 2022–23, and 2023–24⁸



Source: Title I, Part D End-of-Year Report. Accessed April 2025.

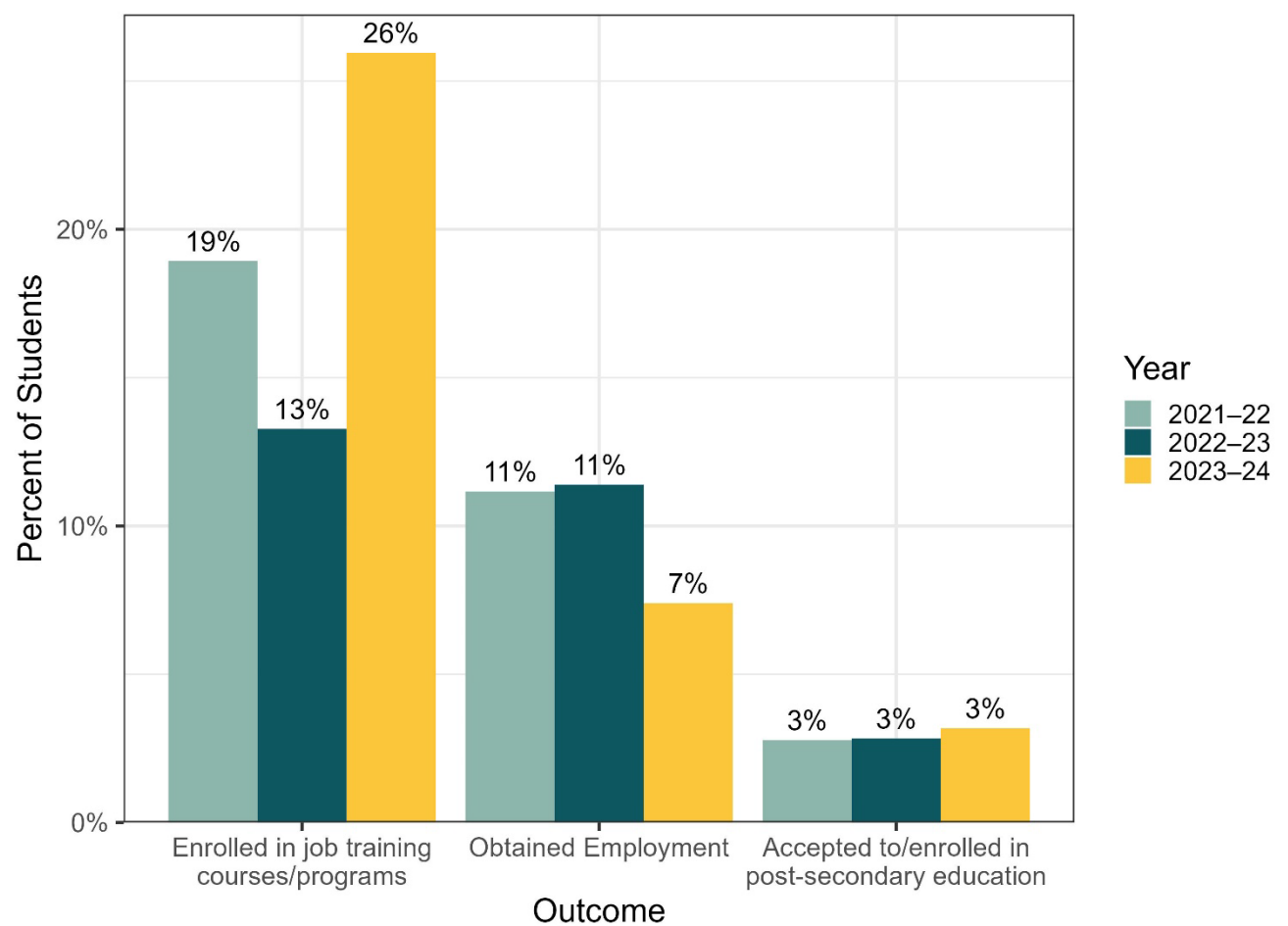
Student Enrollment in Job Training Courses or Programs

This section outlines the various education pathways students pursued, including enrollment in job training or technical education, securing employment, and acceptance into or enrollment in postsecondary education.

Notably, the highest participation rate occurred in the 2023–24 school year, with 26% of students enrolling in such programs. Additionally, the percentage of students who enrolled in a job training course or program was the highest in 2023–24 (26%).

⁸ Student counts are not provided to protect student privacy in small numbers.

Figure 12: Students Enrolled in Job Training Courses/Programs While Enrolled in a Title I, Part D Programs for School Years 2021–22, 2022–23, and 2023–24



Source: Title I, Part D End-of-Year Report. Accessed April 2025.

RECOMMENDATIONS

This report provides two recommendations in alignment with Washington’s Title I, Part D program’s overarching goal to, “provide these children with services to enable them to transition successfully from institutionalization to further schooling or employment.” The findings in this report highlight the challenges that youth enrolled in Title I, Part D programs often face when transitioning to and from programs of education such as reenrolling into public schools or other education programs, enrolling into job training courses, obtaining employment, and enrolling into postsecondary education. The following recommendations from previous legislative reports, if enacted, would make an immediate positive impact on student outcomes. The first recommendation for implementing a prototypical school-funding model will ensure that programs have the funds to maintain consistent and dedicated staffing required to support any student who resides within a facility. Additionally, the second recommendation is a critical component to ensuring students receive high quality, coordinated transition services to assist students in successfully transitioning, and provide specific support for the students to thrive upon returning to their communities.

Recommendation 1: An equitable, long-term funding model that sustainably supports the instructional, organizational, and accountability structure.

The need for a new funding model for Institutional Education is a long-standing issue in Washington State. OSPI has authored reports, beginning as far back as 2011. The most recent OSPI reports include the [Updated Institutional Education Funding Model](#) in 2021 and [Update: SHB 1701 Institutional Education](#) in 2024.

Recommendation 2: Fund additional Education Advocates (EA’s) to serve students exiting county, juvenile detention centers.

Preliminary data shows many students are returning to the JDCs more than once in the same school year. The data indicates some students may not be re-engaging in school when they exit the JDCs. Students in Washington’s juvenile facilities need equitable opportunities to access education and transition supports to be successful. Title I, Part D students who are incarcerated need a system that assigns highly skilled EAs to each student to provide continuity across institutions until students transition successfully out of the justice system back into school and to the community.

CONCLUSION

Washington's ESSA Plan states that Title I, Part D program funding will be used to address opportunity gaps in the education system and to promote equitable access and opportunity for all Washington students. The current report provides an update to education outcomes of students enrolled in Title I, Part D programs during school years 2021–22, 2022–23, and 2023–24. The findings in this report show:

- Title I, Part D programs have overall increased the percentage of met goals around high school credit objectives over the past two school years.
- An increase in the percentage of youth successfully transitioning back into non-Institutional Education (IE) schools, enrolling in job training courses/programs and postsecondary schools.
- An opportunity to improve OSPI's method of assessing program objectives and outcomes outlined in the Plan to determine if state goals are being met.

There is attention needed toward goals around enrollment, math, and reading scores. Specifically, Figures 9 and 10 show an increase in students with no change in score in both math and reading. It is important to highlight this finding and seek progress in this area because improving academic grade levels in math and reading is one of the objectives of Washington's ESSA Plan.

Based on a variety of programming across the Title I, Part D program facility types, we are unable to determine the cause of the increase of students with no change in grade level in reading and math scores. OSPI will work with Title I, D programs to investigate this finding and create a plan to increase math and reading scores in the next update to this report.

There was an increase in the percentage of students successfully transitioning back into non-Institutional Education (IE) schools, enrolling in job training courses/programs, postsecondary schools, and a decrease in students receiving job offers. Figure 7 shows that 68% of objectives were met to increase school re-enrollment in the 2023–24 school year compared to 54% in 2018–19. Figure 9 shows that only 26% of students enrolled in Title I, Part D programs successfully enrolled in a job training course, and only 3% of Title I, Part D program students successfully enrolled into postsecondary education.

APPENDICES

Appendix A: Glossary of Terms

At-Risk: When used with respect to a child, youth, or student, means a school-aged individual who is at-risk of academic failure, has a drug or alcohol problem, is pregnant or is a parent, has come into contact with the juvenile justice system in the past, is at least one year behind the expected grade level for the age of the individual, has limited English proficiency, is a gang member, has dropped out of school in the past, or has a high absenteeism rate at school.

At-Risk Programs: Programs operated in local schools that target students who are at-risk of academic failure, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice system in the past, are at least one year behind the expected age/grade level, have limited English proficiency, are gang members, have dropped out of school in the past, or have a high absenteeism rate.

Community Day Program: A regular program of instruction provided at a community day school operated specifically for neglected or delinquent children and youth.

Community Facilities: State operated community facilities are group home facilities maintained by the Division of Juvenile Rehabilitation of the Department of Children, Youth, and Families to house adjudicated youth 24 hours a day.

County juvenile detention centers: A county facility, paid for by the county, for the physical confinement of a juvenile alleged to have committed an offense or an adjudicated offender subject to a disposition or modification order. "Detention facility" includes county group homes, inpatient substance abuse programs, juvenile basic training camps, and electronic monitoring.

Delinquent: When used with respect to a child, youth, or student, it means an individual who resides in a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision.

Delinquent Institution: An institution for delinquent children and youth is a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision.

Education Advocate (EA) Program: A program that provides ongoing educational support through a comprehensive case management model to at-risk or delinquent youth as they move through the justice system back to their school of origin or other public school. The EA program is designed to increase the success of students released from both county detention centers and long-term juvenile institutions.

Elementary and Secondary Education Act (ESEA): ESEA, first enacted in 1965, is the principal Federal law affecting K–12 education.

Local Educational Agency: As defined by statute, includes any public institution or agency having administrative control and direction of a public elementary school or secondary school.

Locally Operated Correctional Facility: A facility in which persons are confined as a result of a conviction for a criminal offense, including persons under 21 years of age. The term also includes a local public or private institution and community day program or school not operated by the state that serves delinquent children and youth.

Long-Term Juvenile Institution: State-operated long-term juvenile institutions are facilities maintained by the Division of Juvenile Rehabilitation of the Department of Children, Youth, and Families for the diagnosis, confinement, and rehabilitation of juveniles committed by the courts.

Long-Term Students: Students who have been enrolled in a program for 90 or more consecutive calendar days. Multiple admissions cannot be added together.

State Agency (SA): An agency of state government responsible for providing free public education for children in institutions for neglected or delinquent children, community day programs for neglected or delinquent children, and adult correctional institutions.

Post-resident Youth: A person who is under the age of 21 and a former resident of an institutional education facility. A post-resident youth may be a public school student or a person who is eligible to be a public school student but who is not enrolled in a school or otherwise receiving basic education services.

State Education Agency (SEA): The Washington Board of Education or other agency or officer primarily responsible for the state supervision of public elementary schools and secondary schools or, if there is no such officer or agency, an officer or agency designated by the Governor or by state law.

Title I, Part D: This Title I program is also called "The Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk." It provides financial assistance to educational programs for youth in state-operated institutions or community day programs. The program also provides financial assistance to support school districts' programs involving collaboration with locally operated correctional facilities.

Youth: A person who is under the age of 21 who is a resident of an institutional education facility. A youth may be a public school student or a person who is eligible to be a public school student but who is not enrolled in a school or otherwise receiving basic education services.

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