

Institutional Education Structure and Accountability Advisory Group Meeting

Date: 10/11/2021

Time: 9:00-11:00 AM PT

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

Advisory Group Members/Public Present: Jeff Allen (Director of Youth Services, Olympic ESD 114 Bremerton), Tim Touhey (Principal of Green Hill School in Chehalis), Neaners aka Jose Garcia (Second Chance Outreach, Hope for Homies)*, Diana Cockrell (Health Care Authority), Alice Coil (Deputy Director of Office of Juvenile Justice), Kristin Schutte (Executive Director of Student Services and Support ESD 114), Amy Wiggins (Assistant to the Principal, Echo Glen School)*, Arthur Dennis (Education Advocate Director), Chris Simonsmeier (Clark County Juvenile Court Administrator)*, Carolyn Watkins (Principal of Oakridge Community Facility), Cal Brodie (Deputy Superintendent), Jinju Park (Senior Education Ombud)*, Linda Drake (Director of Career and College Readiness Initiatives)*, Kristi Sigafoos (Quality Improvement Director, Child Study & Treatment Center)*, Kendrick Washington (Youth Policy Council), James Miles (Executive Director MENTOR WA)*, Karen Pillar (Director of Policy and Advocacy, Team Child), Matt Zuvich (Washington Federation of State Employees), Elisa Vanhoff (Teacher ESD 101), and Vince Vaieula (Executive Director, Project 253)*

*Indicates appointed Advisory Group Members

Public Attendees:

Troy Goracke (SBCTC Policy Associate Basic Education for Adults), Pat Seibert-Love (SBCTC, Policy Associate for Corrections Education), Fred Kingston (Director, Systems Change and Youth Development, Treehouse for Kids)

AGENDA

Time	Activity	Facilitator/Speaker
9:00-9:10	Welcome and Introductions	Mary Kay Dugan, AIR
9:10-9:25	Inclusive and Impactful Results	Deanna Hoskins, JustLeadershipUSA
9:25-9:45	Institutional Education: Background and Scope of E2SHB Legislation	Haley Lowe, DCYF & Ada Daniels, OSPI
9:45-10:00	Advisory Group Discussion/Questions	Mary Kay Dugan, AIR
10:00-10:15	Technical Working Groups (TWGs)	Simon Gonsoulin, AIR
10:15-10:25	Advisory Group Activities and Timeline	Mary Kay Dugan, AIR
10:25-10:35	Advisory Group Discussion/Questions	Mary Kay Dugan, AIR
10:35-10:45	Public Comment	Ada Daniels, OSPI & Emmelia Wargacki, OSPI
10:45-11:00	Wrap Up and Next Steps	Mary Kay Dugan, AIR

MEETING NOTES

Welcome and Introductions – Mary Kay Dugan (AIR)

- Recording notice read
- Meeting guidelines discussed including directions on how to handle difficulty in hearing or viewing the meeting and the use of chat feature for questions and comments. Procedural rules for the meeting were discussed as well.
- Tribal Land acknowledgment was read, and a dozen advisory members acknowledged Tribal Nations from around the state.
- Welcome and Objectives
 - o Mary Kay Dugan from American Institutes for Research (AIR) is the lead facilitator for today's meeting. AIR was selected by OSPI and DCYF as the contractor to coordinate the logistics for the Advisory Group meetings. AIR is a non-profit nonpartisan organization.
 - o The purpose of the meeting is to provide Advisory Group members with background on H2SH2SHB 1295, the scope of the work for the Advisory Group and to set clear expectations and next steps for the work ahead.
 - o Affiliations of team members who will be speaking today were shared:
 - DCYF, OSPI, AIR, JustLeadershipUSA
 - o Advisory Group Members

Appointed members from the H2SH2SHB 1295 (legislation) are marked with asterisks in the attendance paragraph above.

All Advisory Group members' contact information was shared as part of the meeting invitation. Today's agenda was reviewed.

Inclusive and Impactful Results – Deanna Hoskins (JustLeadershipUSA)

- Deanna Hoskins, President and CEO of JustLeadershipUSA provided opening remarks focused on the importance of inclusiveness and how individuals with lived experience can be important and impactful to an Advisory Group like this one and to a reform effort as required in E2SHB 1295. Major points follow:
 - o Guiding principle: those closest to the problem are closest to the solution, but farthest from resources and power to do anything about it.
 - o Criminal justice system – can be the most reluctant system to include the voices of directly impacted individuals; it is important to acknowledge those voices and have those individuals at the table if we want to do impactful work.
 - o Inclusion: years ago, when everyone was focused on reentry, people thought if you give people leaving jail/prison a job, they'll be okay, so we dumped millions of dollars into workforce development, but nobody paid attention to the fact that we couldn't get housing or identification. It wasn't until people directly impacted spoke up that made the system pay attention to say that we cannot ignore the voices of the people we are trying to help. Not including people directly impacted is the worst

- customer service process because you are not evaluating from a consumer's perspective.
- We understand that individuals currently incarcerated and those who went through the system have to be included in the conversation.

Institutional Education: Background and Scope of E2SHB Legislation - Haley Lowe (DCYF), Ada Daniels (OSPI) and Allison Krutsinger (DCYF)

- Ada Daniels (Office of Superintendent of Public Instruction, OSPI) Institutional Education Program Supervisor shared overarching details about the institutional education offering in the State of Washington and the role of OSPI in addressing H2SHB 1295 and their oversight of educational programming for justice involved youth.
- Haley Lowe (Department of Children, Youth and Families, DCYF) Education Program Administrator, much like Ada, shared DCYF's role in the implementation of H2SHB 1295 and their current collaborative work with OSPI in addressing the needs of youth who are receiving institutional education services across the state.
- Allison Krutsinger (DCYF) Director of Government Affairs and Community Engagement discussed relevant legislation that will impact institutional education across the state. She shared how important this work is to DCYF and pledged the agencies committed to the Advisory Group by working hand in hand with the group. Additionally, she stated that the legislative body in Washington are looking to this group and all of us to determine what are creative solutions to changing the educational trajectory for young people in our care and identifying what resources are necessary to accomplish our mission.
- Additionally, critical information was shared by Ada Daniels (OSPI) Institutional Education Program Supervisor:
 - Why institutional education? It's the law.
 - Every student in WA receives basic education services. Incarcerated children should also be included and have the same right to meet the same learning standards that all children are expected to meet.
 - Institutional educators have an opportunity to re-engage our students in school and set them up with successful transitions including returning to school in their community, and potential employment which may result in not reoffending.
 - There are 21 Residential Habitation Centers in the state— 24-hour long-term care.
 - Most students going into county jails are immediately transferred over to the juvenile detention centers.
 - OSPI supports 19 public schools and 9 educational service districts. Some schools are run by school districts, some are run by educational service districts.
 - Very proud of statewide education advocate program, which is a transitional (reentry) program for students while they're incarcerated. 1,942 is the number of students enrolled in institutional education during 20-21 school year.
 - A slide was shared that compared youth in the juvenile justice system in Washington by race/ethnicity:

- American Indian, Alaska Native, Black/African American, Hispanic/Latino, Native Hawaiian and other Pacific Islanders are overrepresented in institutional education schools.
 - 2020 graduation rate of youth enrolled in institutional education was only 25.6%. Significantly lower than the school age population in the state.
 - The school annual calendar ranges from 180-220 days statewide.
- Additionally, critical information was shared by Haley Lowe (DCYF) Education Program Administrator:
 - How are we going to improve educational outcomes of youth who are involved in Washington's juvenile justice system? We have to put what we learn through this process and put recommendations in place that will change the trajectory in outcomes of young people in our care.
 - First, we don't want them to enter care in the first place, however, should they enter, they should receive high quality education. We want justice involved youth to re-enter into their education and into post-secondary, into a field of work that's meaningful to them, and that we don't release them from our care unhoused and unprepared.
 - We have voices at the table from all over the state. Those who are most impacted by the juvenile justice system will be at the table informing this work.
 - This is our opportunity. We have been examining this problem for a long time. "Without proper implementation, policy is just an empty promise."
 - The Advisory Board integral in making recommendations come through and help improve together with OSPI, AIR, and DCYF.
 - The overarching recommendations that will be presented to the Advisory Group were crafted based on the recommendations found in the U.S. Departments of Education and Justice jointly released resource entitled, *Guiding Principles for Providing High Quality Education in Juvenile Justice Secure Care Settings*. This document can be accessed [here](#). Note: This resource will be sent to Advisory Group members prior to the next meeting.

Technical Working Groups (TWGs) - Simon Gonsoulin (AIR)

- Introduced the Technical Working Group structure to the Advisory Group and asked the group to be thinking about which of the three groups they might select as a primary TWG to join and contribute to over the next several months as we address the educational needs of Washington's most vulnerable youth.
- Advisory group was established in section 14 of 1295.
- Role of Technical Working Groups (TWGs) is to review recommendations that were developed and provide input on how to implement them.
- Recommendations made collaboratively by the implementation team and the TWGs will be critical to reforming institutional education programs in state
- 4 Technical Working Groups (TWGs):

- Organizational Accountability, Structure and Support TWG
 - What will institutional education look like?
 - You will need to create a model or approach for statewide institutional education
 - Focused on meeting the complex needs of youth that are finding themselves in juvenile justice education program
 - Based on our knowledge of the needs of youth who enter justice settings you may consider entry and reentry services
 - 90% of youth in juvenile justice have experienced some level of trauma
 - Important to consider social emotional learning and other supports
 - We want to make sure educational materials and supports are comparable to youth in the public school system
 - We have to make sure that educational programs can provide instruction for youth with disabilities
- Funding Model TWG
 - How do you sustain support for educational programming for years to come regardless of leaders or educators?
 - The overarching recommendation from internal working group was to implement prototypical funding model
 - Explore other models across the country, how they are paying for them
 - Want to make sure that the program has appropriate funding for short- and long-term supports and services
 - Funding formula is critically important, we want to develop a transparent accountability system
- System Performance and Education Outcomes TWG
 - E2SHB 1295 promotes a regular and ongoing review of educational outcomes
 - An overarching recommendation is to implement practices that hold institutional schools and school districts accountable for meeting state and federal educational requirements for youth who are justice involved
 - Develop accountability standards for home based schools. Youth are coming to us from schools and hopefully going back to school when they leave so it is necessary to involve in home base schools as they are part of the solution. What data are we collecting currently? What data is missing and how can we collect that critical data? What is the current data telling us?
 - Helping the state make more data informed decisions is critical
- Youth Advisory Group TWG
 - We understand the importance of having youth at the table with us as we make recommendations. The youth advisory group will help to inform all TWGs and will review duties of the draft recommendations of the Advisory Group.
 - Youth advisory group members could be brought into each Advisory Group meeting in the future.

- Internal work is occurring to organize the youth advisory group which will be made up of youth who are currently enrolled in institutional education or have been recently released.
- You will receive a survey about which TWG to join. Primary and secondary options may be selected. We want to make sure there is adequate representation among the TWGs. TWG membership will be shared during the November Advisory Group meeting.

Advisory Group Activities and Timeline - Mary Kay Dugan (American Institutes for Research, AIR)

- Between now and the end of this year
 - October: Today's meeting is our inaugural kick off meeting. Help you think about the TWGs and orient you to this work
 - In November, we will have a full AG meeting. There will be a portion of this meeting that will include a breakout session into our 3 TWGs. Advisory Group members will have the opportunity to join one TWG and see what the work is going to be about within that TWG and meet the people in the TWG group. We will likely begin the work and plan and think about what's ahead for our in-depth TWG conversations.
 - Report to Legislature is due in November -- very brief report to let them know that work is underway, status report.
 - No meeting during December.
- Bulk of work is next year (2022)
 - Full AG will meet every other month-- 2-3 hours long. Idea is that there will be a TWG meeting before each Advisory Group meeting.
 - Advisory Group meeting will be used to weigh in on the topics discussed in the TWGs.
 - In January the Organizational /Accountability Structure and Supports TWG will meet; then the full AG group will meet in February and have the opportunity to provide feedback on what the TWG is recommending.
 - In March the Funding TWG will meet and then the full AG group will have the opportunity to come back to discuss funding and recommendations in April.
 - In May the System Performance and Education Outcomes TWG will meet and then the full group comes together in June to review their recommendations.
 - During July and August, we will draft an initial report with recommendations from the TWGs
 - The full Advisory Group will meet in September to discuss initial draft of the report.
 - The agency review of the edited report will take place in October and further edits will be made for final submission in November. Advisory Group members will receive a copy of the final report.

Advisory Group Discussion/Questions

- **Question from Jeff Allen:** Who is going to be the point person with each TWG? What will the structure look like for each TWG?
 - o **Response:** Mary Kay Dugan (AIR) answered by saying we will have a chair in each group. AIR will be present in each TWG as a facilitator. AIR will assign someone from our team to each TWG. AIR will take care of the logistics and coordination for TWG meetings. We will provide more info at the November AG meeting.
 - o **Response:** Additionally, Ada Daniels (OSPI) said institutional education administrators and teachers are members of the Advisory Group and hoped that one staff member from the schools is in each of the TWGs.

Public Comment - Ada Daniels (OSPI) and Emmelia Wargacki (OSPI)

- Ada shared with the group that we want to be very transparent and make sure that the public has the opportunity to share what they think about this work
- Emmelia Wargacki (OSPI) shared that it is important for the public to attend and provide comment at each and every Advisory Group meeting. There is a form called *Attendance and Public Comment* on the OSPI website that takes you to a survey form to complete. We invite you all to share this form and website with the public so that everyone can stay informed. Will also include links to it in a follow-up email. There is an option to just attend meetings and to observe without providing public comments.
- No public comments made.

Wrap up and Next Steps – Mary Kay Dugan (AIR)

- If you cannot attend AG or TWG meetings, please find an alternate to represent your organization if you are appointed member.
- Following today's meeting, slides and notes will be sent to all Advisory Group members. Additionally, we will include in the survey a question about meeting dates and times for our November meeting.
- Haley Lowe (DCYF) pointed out that partners of Department of Social and Health Services are also included in institutional education work group but were unable to be present today. Additionally, there is membership from the Child Study and Treatment Center.

Questions and Comments from the Advisory Group

- **Question from Kendrick Washington:** Was Disability Rights Washington invited to this group?
 - o **Response:** Ada Daniels (OSPI) responded no, they haven't but it doesn't mean they can't be. We first did AG members as mandated by the legislature, and we tried to think of others that would enhance the required membership for the Advisory Group. As an Advisory Group member, if you have any suggestions of members, please let us know and we will reach out to them.

- **Question from Dianna Cockrell:** Will youth (Youth TWG) with lived experience give input before the final recommendations are made by the Advisory Group? Is that how the youth with lived experience is intended to be involved?
 - o **Response:** Mary Kay Dugan (AIR) said we are still working on the Youth TWG membership, but that's exactly what we are thinking – youth will weigh in on recommendations. Finally, they would have a seat at the table.
 - o **Response:** Haley Lowe (DCYF) Education Program Administrator said that she, Deanna Hoskins (JustLeadershipUSA), Ada Daniels (OSPI), and Alice Coil (OJJ), will be meeting next week to figure out how to meaningfully engage currently incarcerated youth in this process. Youth will have a TWG and opportunity to weigh in and inform the recommendations.

Response: Ada Daniels (OSPI) in addition to these TWGs presented today, there are other on-going TWGs OSPI has pulled together for this work. They are addressing data and some funding matters. These TWGs have been working for at least 6 months and we will be asking their membership to assist us.
- **Question from Matt Zuvich:** Matt is with Washington State employees, they represent staff in institutions. Looking at the TWGs, hard pressed to figure out which one he'd be best suited for at this time. He does not know how his voice would best fit in the TWGs.
 - o **Response:** Haley Lowe (DCYF) would think that TWG #2 around coordinated staff model of institutional operations would be a good fit. Mary Kay Dugan (AIR) said we want to make sure that you are able to find the TWG that is best for you. We will help make those choices and can help you decide. There will be opportunities to weigh in on all of the recommendations across all of the different areas as we go through all of the AG meetings.
 - o **Response:** Mary Sprute (DCYF) said if other folks are curious about which TWG is the best fit for them they should feel free to reach out to a member of the working group and we can help with that decision.
- **Question from Diana Cockrell:** Is there rubber on the road for the homeschooled piece of the work and do we have folks represented for the homeschooled side of work group?
 - o **Response:** Mary Kay Dugan (AIR) said if there are representations of voices that need to be heard, we will make sure to engage those individuals. We will send out a survey so you can make recommendations for additional individuals/organizations that you think should be represented.
 - o **Response:** Ada Daniels (OSPI) said we will take those suggestions and move as a group and make sure that there is one representative for each agency.
- **Question from Diana Cockrell:** Is residential treatment/mental health under institutional education as well?
 - o **Response:** Ada Daniels (OSPI) answered she is not quite sure but will investigate.
- **Question from Linda Drake:** Are there materials you might suggest for me to read as I am fairly new to this work?
 - o **Response:** Mary Kay Dugan (AIR): Yes, we are going to put together some more pre-reading information before November's meeting. We are thinking about the literature and best practices in other states that could be shared with the group. If there are specific things that you want to know about, please let us know.

- Simon Gonsoulin (AIR) shared a national website with resources on institutional education with the group *NDTAC (National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth)*. Many resources exist on [this site](#).
- **Comment from Tim Touhey** (Principal Green Hill): Green Hill is a great facility and school, and interesting, challenging, rewarding work. The big shift that they are seeing in their facility is that the population is getting older. We have only half as many students in high school as we did 3 years ago. Probably for every student in high school, they probably have 1/2 or 2/3 of students in college. Huge change for them over the years.
- **Comment from Jeff Allen:** (Director of Youth Services): To give people context for the work ahead of us, over the last decade, the number of youth that they have had in facilities is declining which is a good thing. However, what they're finding is that the acuity of need of students in facilities is rising, or skyrocketing. One of the major challenges of the existing system is funding for institutional education is based on enrollment (number of youths in facility). Declining population with increased needs and lower funding to support needs is not the correct funding model. There is a need to transform the whole system to becoming more of a trauma informed social emotional treatment-oriented therapeutic environment instead of the emphasis being on the youth's criminal justice involvement. Ability to meet needs is declining because they do not have resources. He is down to one teacher in each facility. They have been having this discussion for a decade. He is thrilled that we can bring people together to resolve issues discussed today.
- **Comment from Carolyn Watkins** (Principal Oakridge Community Center): I represent treatment centers and community facilities. Loved Deanna's statement of impactful inclusion. I am happy to be on this Advisory Group and look forward to figuring out ways to monitor compliance so that you can make academic progress and for the system to make informed decisions by using their data. We have been doing good work and it's time to do great work. It's time to move and create that implementation plan so that we are not just talking about empty promises.
- **Comment from Elisa VanHoff** (Teacher ESD 101): I am a teacher at a day school in Spokane and I would like to add to what Tim and Jeff shared. Our students are not coming ready to learn because they have too many other things to deal with---housing, transportation, and mental health issues. They're not going to be ready to read and analyze content in books if they have other things that are needs that are not being addressed. It's a crisis. School is where they are coming to get these needs met. I am not just a teacher, but also acting as parent and social worker trying to get those issues addressed so the student is ready to learn. We have to treat the student as a whole person.
- **Comment from Deanna Hoskins** (JustLeadershipUSA): Appreciate what Jeff and Elisa and everyone has said. She hopes that recommendations will look at the whole individual. Our recommendations could be that funding structure could embrace cross sectors in order for us to address kids as a whole. Elected officials and policy makers may not understand what is truly transpiring on the ground and it is our charge to help educate them.
- **Comment from Jeff Allen** (Director of Youth Services): What we fund, demonstrates what we value.
- **Comment from Matt Zuvich** (Lobbyist Federation of State Employees): The symbiosis between the staff working in these places and the teachers that provide the education is not complete.

It's really unique in an institutional setting, how much one element affects the other. Oftentimes there are not great ways to communicate between the institutional staff and the teachers. There's not a very good element of cross-training of methods used within living units and how that could be utilized in the school setting.

- ***Comment from Simon Gonsoulin*** (AIR): Education has to be a priority-- top 2 or 3 for sure in the facility not just in the school. The work done by TWG #3 will focus on ensuring how our successful education program is going to be assessed and continue to move this reform forward in a sustainable way and not just checking boxes.
- ***Comment from Ada Daniels*** (OSPI): and that is why OSPI is collaborating with DCYF.

The meeting adjourned at 9:41 am PT.