



2019-21 Biennium Budget Decision Package

Agency: 307 - Dept of Children, Youth, & Families
Decision Package Code-Title: ED - Re-Engage Youth in Education
Budget Session: 2019-21 Regular
Budget Level: Policy Level
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Agency Recommendation Summary

The Department of Children, Youth, and Families (DCYF) requests 18 FTEs and \$4,028,358 General Fund-State to improve juvenile justice education support services. All children deserve access to a high quality public education, and there is no subset of young people who acutely need a quality education more than incarcerated youth. Greater staffing and additional funds will allow DCYF to provide education support to kids in juvenile rehabilitation education settings as well as provide assistance with overcoming hurdles to re-enrollment and re-engagement in public school settings upon return to their local communities.

Program Recommendation Summary

020 - Juvenile Rehabilitation

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Fiscal Summary

Dollars in Thousands

Operating Expenditures	FY 2020	FY 2021	FY 2022	FY 2023
Fund 001 - 1	\$2,014	\$2,014	\$2,014	\$2,014
Total Expenditures	\$2,014	\$2,014	\$2,014	\$2,014
Biennial Totals		\$4,028		\$4,028
Staffing	FY 2020	FY 2021	FY 2022	FY 2023
FTEs	18.0	18.0	18.0	18.0
Average Annual		18.0		18.0

Object of Expenditure	FY 2020	FY 2021	FY 2022	FY 2023
Obj. A	\$1,040	\$1,040	\$1,040	\$1,040
Obj. B	\$417	\$417	\$417	\$417
Obj. E	\$32	\$32	\$32	\$32
Obj. G	\$43	\$43	\$43	\$43
Obj. T	\$482	\$482	\$482	\$482

Package Description

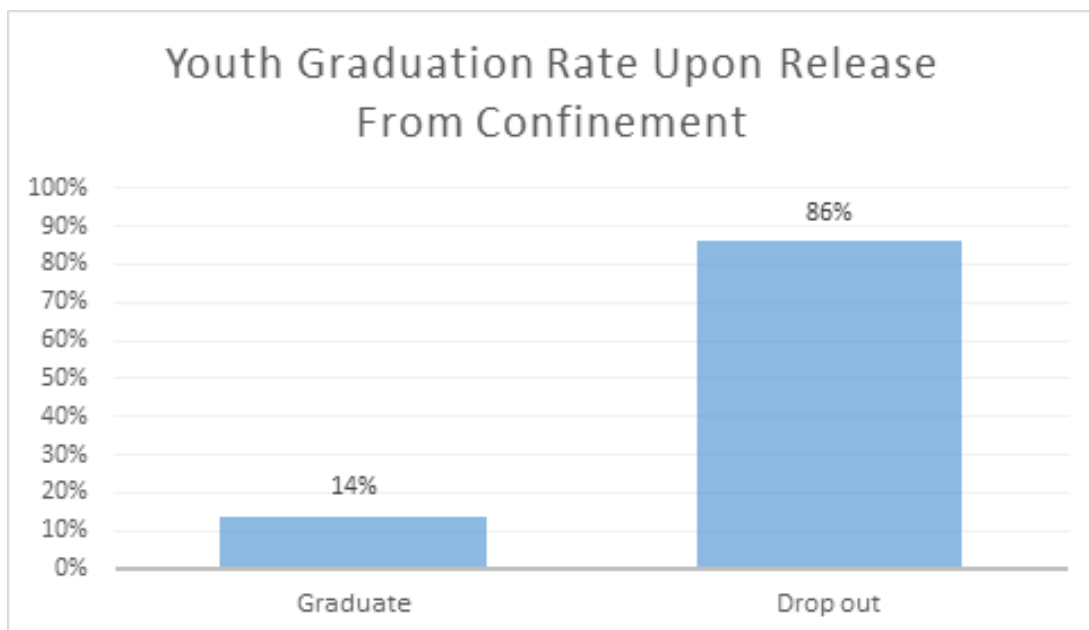
The majority of youth in the juvenile justice system are under-credited, several grade levels behind their peers, and have been suspended multiple times and/or expelled from their local schools. Their engagement in school is often poor and reports of their education experiences follow a common pattern of initial disengagement, early skipping, serious truancy, which ultimately results in drop out. DCYF wants to affect that pattern and bring about change for the youth we serve.

A University of Washington Study[1] conducted focus groups with detained youth and found that most indicated that they have hopes for continued education in a college or technical school setting however, they don't feel the academic preparation offered at institution schools adequately prepares them to access and/or succeed in further academic pursuits.

The study further suggests three issues in considering the needs of detained youth reentering the community:

1. Circumstances related to reintegration into the educational system after disruption (schools not always willing to allow youth to return);
2. Special education needs related to learning disabilities – 50 percent of JR youth have special education needs compared to the general population with is 13 percent; and
3. The immediacy of re-engagement with the academic/vocational program (delays in re-enrollment upon return to their home community can be due to multiple factors: criminal involvement, prior suspension and/or expulsions, etc. This delay results in youth having gap academic/vocational programming while they wait for school enrollment).

The chart below depicts the magnitude of the issue – 86 percent of juvenile justice-involved youth drop out of high school. The state has an obligation to address this education crisis.



To successfully implement school reengagement and reenrollment supports, DCYF requests 14 Education Advocates distributed as follows:

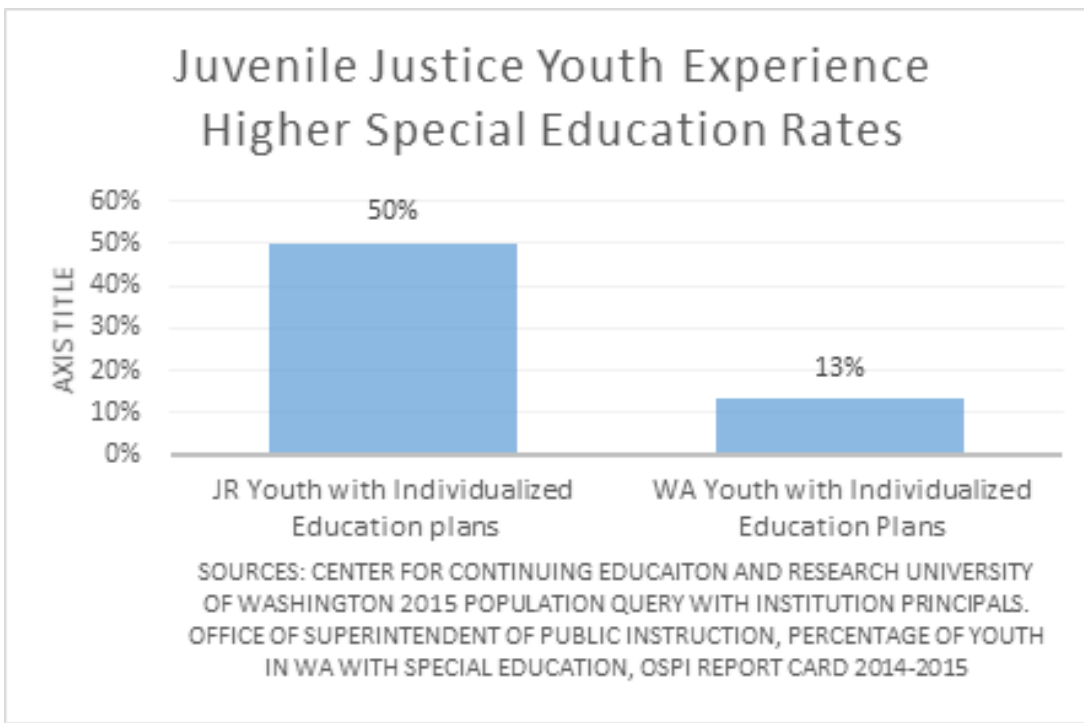
- 3.0 FTEs in Secure Facilities,
- 8.0 FTEs in Community Facilities, and
- 3.0 FTEs in Parole offices

These additional staff will assist with credit retrieval, Individualized Education Plans (IEP) and accommodation meetings, planning for high school and beyond, graduation attainment, post-secondary education, and career and technical programs. These staff play a critical role in assisting youth while in the juvenile justice system and while they are successfully reintegrating into school upon reentry to the community.

An additional 4.0 FTE are needed in juvenile justice facilities to promote social and emotional learning (SEL) skills through “in the moment” skill coaching to provide support for students during school hours.

Essential funding paired with a coordinated solution through the Office of Superintendent of Public Instruction (OSPI) will ensure equal access to basic education and career and technical programs for incarcerated students. Juvenile justice-involved youth do not attend schools that have the same rigorous curriculum and student performance standards as traditional public high schools.[2] This curriculum gap in these kids’ schools mirrors the level of basic education funding, which is substantially less than traditional schools.

Over 50 percent of students in the juvenile justice system are identified as having special education needs (as defined by the federal Individuals with Disabilities Education Act (IDEA). These students need assistance in school reengagement and re-enrollment and the development of pathways to high school graduation. There are currently 885 public schools and nine Educational Service Districts across the state where justice-involved youth may return to upon release. These students have complex needs and most have experienced failure in their previous education experiences.



[1] *“JR Youth in Transition Project # 1465-24623: Center for Continuing Education in Rehabilitation; Department of Rehabilitation Medicine; University of WA”*

[2] *The Council of State Governments Justice Center. “Locked Out: Improving Educational and Vocational Outcomes for Incarcerated youth”: New York, 2015.*

Assumptions and Calculations

Expansion or alteration of a current program or service:

Not applicable

Detailed assumptions and calculations:

See the attached spreadsheet for detailed calculations. DCYF is coordinating with the Office of Superintendent of Public Instruction (OSPI) to make needed updates to the funding formulas for institutional education. These updates may be able to partially or wholly fund this request. Additional analysis and collaboration is ongoing.

Workforce Assumptions:

See the attached spreadsheet for detailed calculations.

Strategic and Performance Outcomes

Strategic framework:

This package relates to the following **Governor’s Results Washington Goal Areas:**

- Goal 1: World Class Education
 - Goal 1.2: Increase percentage of students who graduate high school by 2 percentage points average from 2013 to 2018.
 - Goal 1.2.c. Increase effective dropout prevention programs offered by districts from 30% to 40%

- Goal 1.2.i. Increase the percentage of youth with Individualized Education Programs (IEP's) who graduate high school.
- Goal 1.3: Increase the annual attainment of certificates, apprenticeships and degrees from 72,000 to 149,000 by 2023.

This package relates to the following agency's strategic plan:

- Strategic Objective 1.1 Provide a safe environment for staff and residents to thrive.
- Strategic Objective 1.4: Prepare clients for reentry into the community.
- Strategic Objective 3.2: Provide evidence and research-based services so clients can successfully return to their community as an engaged citizen.

Performance outcomes:

DCYF's juvenile justice clients receive critical education supports resulting in:

- Decrease juvenile offender recidivism from 54 percent in 2017 to 49 percent by 2019.
- Each youth will be connected with education, vocation or employment opportunities depending upon individual needs their outcomes and results will be tracked and reported.

The consequences of not funding this request include:

- 86% of juvenile justice-involved youth will drop out of high school;
- Fewer youth enrolled in post-secondary education;
- Fewer youth with IEP's graduating from high school.

Other Collateral Connections

Intergovernmental:

This proposal is expected to have support from the Office of the Superintendent of Public Instruction, Governor's Statewide Reentry Council, State Board of Community and Technical Colleges, and Department of Corrections.

Stakeholder response:

This decision package is expected to have strong stakeholder support. The Office of the Superintendent of Public Instruction, and local school districts would be in support of this initiative to increase the quality of youth education. It is also anticipated that parent advocate groups and contracted providers would also be in support.

There is no known opposition.

Legal or administrative mandates:

This decision package is in response to:

- Executive Order 16-05 "Building Safe and Strong Communities through Successful Reentry".

E2SSB6160, extends juvenile court jurisdiction over serious cases to age twenty-five.

Changes from current law:

Not applicable

State workforce impacts:

Not applicable

State facilities impacts:

Not applicable

Puget Sound recovery:

Not applicable

Reference Documents

- Education Reengagement Data Template.xlsm
- Educational Services Costs.xlsx

IT Addendum

Does this Decision Package include funding for any IT-related costs, including hardware, software, (including cloud-based services), contracts or IT staff?

No