

Title I, Part A Set-Aside for Students Identified as Neglected or Delinquent

The set-asides and services provided for youth living in neglected facilities or youth living in delinquent facilities are **separate** from each other. These student groups operate under their own unique definitions.

Title I, Part A Neglected Set-Aside Funds

There are currently no known approved locally controlled institutions for neglected youth in the state of Washington. LEAs should not use the Title I, Part A Neglected Set-Aside funds for services.

Definition of Students Identified as Neglected

Students identified as neglected are youth who are in need of care and residing in institutions for neglected children due to abandonment, neglect, or the death of their parents/guardians. This does not include students in foster care. *ESSA Section 1113(c)(3)(A)(ii) and (iii)*.

Youth Not Included in This Definition

Children in foster care are not considered neglected, and therefore, should not be included in this count. LEAs may set-aside funds for foster children and youth in the optional foster care set-aside. Youth who are experiencing homelessness, have runaway, unaccompanied, or are receiving services in rehabilitation or other medical centers are not considered neglected and should not be included in this count.

Should the state discover students who do qualify as neglected, guidance for using the Neglected set-aside will be posted. LEAs who have populations they have historically served with the Title I, Part A Neglected Set-Aside, may consider placing funds in the Homeless, Foster, or Extended Learning Set-Aside in their annual Title I, Part A grant application to support these students. For youth considered "at-risk", please see the Delinquent guidance below. Contact [Emily Statler](#), Title I, Part A Program Supervisor for more information.

Using Title I, Part A Delinquent Set-Aside Funds

Definition of Students Identified as Delinquent

Students residing in or transitioning from delinquent facilities are those who the **courts** have found to be delinquent or in need of supervision. Delinquent facilities include facilities for



detention, juvenile corrections, adult corrections, or community day programs. (*ESSA Section 1113(c)(3)(A)(ii) and (iii)*).

Prevention and Transition Support

LEAs may use the Title I, Part A Delinquent Set-Aside to support prevention and transition services and programs for their students who are at-risk.

Definition of Students Identified as At-Risk

The term '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 substance abuse 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 affiliated with a gang, has dropped out of school in the past, or has a high absenteeism rate at school.

Students who are transitioning from delinquent facilities back to their communities need effective education to help them prepare for future employment and assistance in accessing social services. This assistance can strengthen the chance of students successfully transitioning into adulthood while reducing the likelihood of recidivism (a person's relapse into criminal behavior). In a 2020 article, The Office of Juvenile Justice and Delinquency Prevention explained that a review of state studies found that [rearrest rates](#) for youth within one year of release averaged 55 percent, while reincarceration and reconfinement rates averaged 24 percent. LEA's can take preventative action against recidivism by supporting students who fall under the "At Risk" definition with their Title I, Part A Delinquent set-aside or it may be more appropriate to support these students via building allocations. LEAs may choose to prioritize funding to Alternative Learning Education sites or re-engagement programs in the ranking and allocating table (as long as they qualify) while completing the Title I, Part A grant application.

Purpose of the Title I, Part A Delinquent Set-Aside

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

Guidance for Title I, Part A Delinquent Set-Aside:

In alignment with OSPI's commitment to equity, it is strongly encouraged that LEAs consider the needs of students residing in or transitioning from local delinquent institutions.

Equal Opportunity and Equal Justice

"Too often our culture views social problems through an individual lens – what did a person do to "deserve" his or her specific condition or circumstance? But we know that history, policies, culture, and many other factors beyond individual choices have gotten us to where we are today" (The Opportunity Agenda; Ten Lessons for Talking About Race, Racism and Social Justice; February 2017).

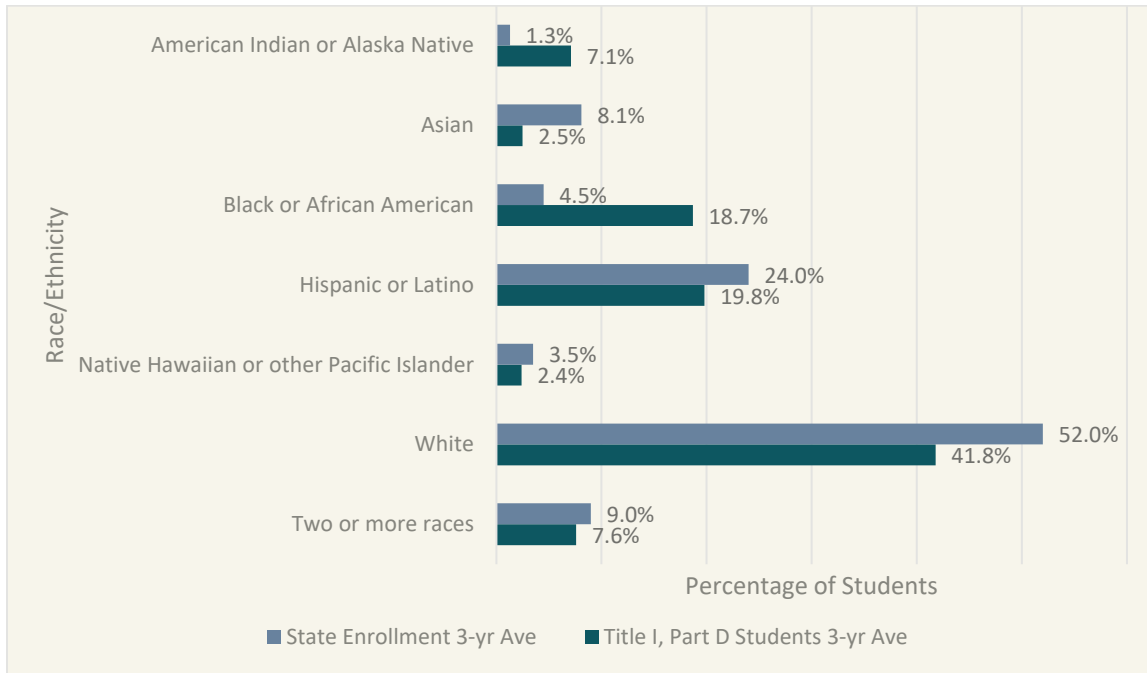
LEAs are encouraged to examine ways current policies and practices result in disparate outcomes for historically marginalized students such as:

- Students of color
- Living in poverty
- Receiving special education services
- English learners
- Highly mobile populations
- Students who need mental health or substance abuse counseling/prevention services

Develop an understanding of historical contexts:

- Engage students, family, and community representatives as partners
- Actively dismantle systemic barriers and replace with policies and practices that ensure **all** students have access to instruction and support they need to succeed

Average Percent of Students in Different Race/Ethnicity Categories Enrolled in Title I, Part D Programs in Washington for School Years 2018–19, 2019–20, and 2020–21 Compared to Average State Enrollment



Source: Title I, Part D End-of-Year Report Data, May 26, 2022 and OSPI State Report Card

Note: Compared to the total three-year average of state student enrollment populations, American Indian/Alaska Native, Native Hawaiian/Other Pacific Islander, and Black/African American students are overrepresented in Title I, Part D programs.

LEAs with Delinquent Facilities within their Boundaries (to include ESD-run schools for delinquent youth)

LEAs who have delinquent facilities within their boundaries can use their Title I, Part A Delinquent Set-Asides to improve the learning environment within the delinquent facility school. OSPI highly encourages LEAs to communicate and partner with facility administrators to gain an understanding of what activities they can help support. Activities may include:

- Educational supplies, academic support services, and curriculum necessary to improve education outcomes, making services more comparable to those of public schools.
- Technology upgrades.
- Compensate staffing.
- Professional development for teaching staff in facilities.
- Transitional services for youth exiting a facility.

Examples of what some Washington LEAs are currently using the set-aside funds for are: purchasing supplies, materials, upgraded technology, and timesheets for classified or certificated staffing that may be called upon to provide teaching or tutoring services.

All LEAs

Transitional Needs – when determining how to best use the Title I, Part A Delinquent Set-aside funds, reflect on OSPI’s commitment to equity and the extra supports these students will need when exiting a facility and re-entering public school.

Transitional needs are considered services that cover:

- Personalized Education Plan – help the students make a path for themselves
- College and Career Readiness
- Assistance finding services
- Attendance and Engagement Programs
- Prevention Services
- Opportunities for horizontal conversations between teachers and transition coordinators to collaborate on student’s needs and instructional planning
- Staff development opportunities for school staff to learn more about how they can support learners in transition from institutional care
- Consider funding a Transition Specialist who can bridge cultural and linguistical barriers with youth transitioning out of facilities.
- Set-aside funding can provide basic needs such as: ID cards, bus passes, clothing, school supplies, medical needs, counseling services – take a whole child approach.

An Education Advocate, who assists incarcerated youth to successfully re-enter the community from secure facilities, may contact LEAs where youth will be enrolling. An LEA can also reach out to an Education Advocate for support. Click [here](#) for a list of Education Advocates listed by ESD.

For more information on Transition Needs:

[The National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth Transition Needs](#)

[Successfully Transitioning Youth Who Are Delinquent Between Institutions and Alternative and Community Schools](#)

[From the Courthouse to the Schoolhouse: Making Successful Transitions](#)

[Transition Services for Juvenile Detainees with Disabilities: Findings on Recidivism](#)

[Washington’s Education Advocate Program Manual](#)

[Evidence-Based Reentry Programs](#)

Process for Schools to Identify Youth Residing in Delinquent Facilities

If an LEA has a delinquent facility within its boundaries, the students attending school within the facility are included in the host LEAs student counts. CEDARS has a tool, *Search Students*, that allows users to search for students who have been enrolled in the LEA.

This tool allows the user to

- identify a previously enrolled LEA so they may request educational records or,
- to confirm the student's transfer/enrollment into a LEA after exiting the entity performing the search

Within CEDARS there is not a report or function that allows an entity to specifically identify students who are, or have been, enrolled in an institutional facility.

A LEA may consider communicating with an [Education Advocate](#) on a regular basis to stay updated on students who may be re-enrolling or have re-enrolled in a public school.

Determining the Amount to Set-Aside for Youth Residing in Facilities

LEAs should set-aside funds that are reasonable and necessary to provide services to students in local institutions. The set-aside amount should be enough to provide services comparable to those provided to children in schools funded by Title I, Part A. Similar to serving youth experiencing homelessness, LEAs and schools can also provide educationally-related support services. The set-aside amount should be based on the total allocation before any allowable transfers or expenditures.

- There is no required amount, nor is there a formula for calculating the amount, however a *recommended formula* is to consider using the per-pupil expenditure (PPE) in the Title I schools multiplied by the number of students in the institution;
- Because these students are highly mobile, a LEA may want to consider using a three-year average of students who resided in delinquent facilities while formulating an appropriate set-aside amount.
- Consider collaborating with nearby LEAs to set up a consortium to pool resources and ideas helping each LEA reach the common goal of better supporting these students.,

When setting aside funds for these students, LEAs should consider all the local resources and the needs of the students before calculating the set-aside amount. (see ESSA, Section 1113(c)(3)(A)(B); *Program Overview: Students in Title I, Part D, Neglected Programs*, NDTAC, Wash., DC, 2013, p. 5)

Washington Delinquent Facilities

The following is a list of delinquent facilities in Washington state and the LEAs/ESDs they are administered by or within the boundaries of.

List of Title I, Part D Programs and Affiliate LEA/ESD

Title I, Part D (Subpart 1) Programs and Facilities

Subpart 1 (LTJI)	
Secure Residential Facilities	LEA/ESD
Echo Glen Children's Center, Issaquah, WA	Issaquah School District
Green Hill School, Chehalis, WA	Chehalis School District
Naselle Youth Camp, Naselle, WA	Naselle-Grays River School District
Community Facilities	LEA/ESD
Canyon View, Wenatchee, WA	Eastmont School District
Oakridge, Lakewood, WA	Clover Park School District
Parke Creek, Ellensburg, WA	Kittitas School District
Ridgeview, Yakima, WA	Yakima School District
Sunrise (Not funded by Title I, D) , Ephrata, WA	N/A
Touchstone, Olympia, WA	Olympia School District
Twin Rivers, Richland, WA	Richland School District
Woodinville, Kirkland, WA	Northshore School District
Community/Alternative and Day Reporting Schools	LEA/ESD
Spokane Structured Alternative to Confinement, Spokane, WA	ESD 101
Yakima At-Risk Youth Program, Yakima, WA	ESD 105
Northwest Regional Learning Center, Anacortes, WA	NW ESD 189
Oakland High School/Day Reporting School, Tacoma, WA	Tacoma School District
Cowlitz County Youth Services and Transition School, Longview, WA	ESD 112

Subpart 1 (LTJI)	
Interagency Academy, Seattle WA	Seattle Public Schools

Title I, Part D (Subpart 2) Programs and Facilities

Subpart 2 (Detention, Education Advocates, At-Risk & Health)	
County Detention Centers	LEA/ESD
Benton-Franklin Counties Juvenile Justice Center, Kennewick, WA	Kennewick School District
Chelan County Juvenile Justice Center, Wenatchee, WA	NCESD 171
Clallam County Juvenile Detention, Port Angeles, WA	ESD 114
Clark County Juvenile Detention, Vancouver, WA	ESD 112
Cowlitz County Juvenile Detention, Longview, WA	ESD 112
Grays Harbor Juvenile Detention, Aberdeen, WA	Aberdeen School District
Island County Juvenile Detention, Coupeville, WA	Coupeville School District
King County Juvenile Detention, Seattle, WA	Seattle Public Schools
Kitsap Juvenile Detention, Port Orchard, WA	ESD 114
Lewis County Juvenile Detention, Chehalis, WA	Chehalis School District
Martin Hall Juvenile Detention, Medical Lake, WA	ESD 101
Mason County Juvenile Detention, Shelton, WA	Shelton School District
Okanogan Juvenile Detention, Okanogan, WA	Okanogan School District
Remann Hall Juvenile Detention, Tacoma, WA	Tacoma School District
Skagit County Juvenile Detention, Mount Vernon, WA	NWESD 189
Snohomish County (Denney Juvenile Justice Center), Everett, WA	NWESD 189
Spokane County Juvenile Detention, Spokane, WA	ESD 101
Thurston County (Tumwater West Juvenile Detention), Tumwater, WA	Tumwater School District

Walla Walla Juvenile Justice, Walla Walla, WA	Walla Walla Public Schools
Whatcom County Juvenile Detention, Bellingham, WA	NWESD 189
Yakima County Juvenile Justice (Not funded by Title I, D), Yakima, WA	Yakima School District
Education Advocate Programs (Detention, Juvenile Rehabilitation & Dropout Prevention and Intervention Services)	LEA/ESD
Capitol Region Educational Service District (ESD) 113	ESD 113
Educational Service District (NEWESD) 101	NEWESD 101
Educational Service District (ESD) 105	ESD 105
Educational Service District (ESD) 112	ESD 112
Educational Service District (ESD) 123	ESD 123
North Central Educational Service District (NCESD) 171	NCESD 171
Northwest Educational Service District (NWESD) 189	NW ESD 189
Olympic Education Service District (OESD) 114	OESD 114
Puget Sound Educational Service District (PSESD) 121	PSESD 121
At-Risk/Residential Treatment Centers	LEA/ESD
Excelsior, Spokane, WA	NEWESD 101
Daybreak Alternative School, Spokane, WA	NEWESD 101
Healing Lodge of the Seven Nations, Spokane Valley, WA	NEWESD 101
Health Services	LEA/ESD
ESD 113, Middle Schools in Grays Harbor, Lewis, and Mason Counties	Support, ESD 113
NCESD 171 Middle Schools in Brewster and Soap Lake School Districts	NCESD 171

Reporting Guidance

For Educational services for youth residing in local delinquent institutions and/or attending community day school programs. *[ESSA Sec. 1112 (b)(1)(I)]*

Updated Code: LEAs should use Code 77 as the current valid value for youth in/transitioning from delinquent facilities. This CEDARS code was updated in the winter of 2023 and is no longer attached to the Title I, Part A Neglected Set-Aside code.

If the student is no longer being served in the program, report the exit date in element I08 – Program Exit Date and the Exit Reason Code in Element I09.

If the student withdraws from the school or district, an exit date in element I08 is required.

If an exit date is reported in School Student File (C) at the end of the school year for purposes of “rolling over to the next school year”, the LEA must also report an exit date in Element I08 and valid value H–End of School Year Transition in Element I09–Exit Reason Code.

For More Information on Teaching and Learning Needs:

[The National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth and Teaching and Learning](#)
[OSPI’s Neglected or Delinquent Webpage](#)
[Washington’s Education Advocate Program Manual](#)

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