

# *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.

## Using Title I, Part A Neglected Set-Aside Funds

### Definition of Students Identified as Neglected

Students identified as neglected are youth 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. Local Education Agencies (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.

### Purpose of Title I, Part A Neglected Set-Aside Funds

- Students residing in these institutions need additional support, above and beyond the support typically provided to students residing with family.
- The neglected set-aside funds allow LEAs and schools to provide that additional support, such as tutoring, purchasing school uniforms, and other educationally related services.

### Neglected Institutions/Facility

According to federal guidance and reports, a Neglected Program is “an institution for neglected children and youth (hereafter “institution”), is a public or private residential facility, other than a foster home, that is operated primarily for the care of children who have been committed to the institution or voluntarily placed under applicable State law due to abandonment, neglect, or death of their parents or guardians.” Youth residing in these institutions have an average length of stay of at least 30 days. (see *Title I, Part D: Neglected, Delinquent, and At-Risk Youth*, Nonregulatory Guidance, U.S. Dept. of Ed, Wash., DC, 2006; *Consolidated State Performance Report, Part II*, U.S. Dept. of Ed, Wash., DC, 2018; ESSA, Section 1432(4)(A))

### Institutions Eligible for Title I, Part A Supports Under the Neglected Set-Aside

**There are currently no known approved institutions for Neglected Youth in the state of Washington that LEAs are required to serve.** If an LEA has youth in need who are living in institutions that do not meet the definition of an “institution for neglected youth”, districts can consider supporting them via an optional set-aside, specifically the “Other”



**set-aside on the Title I Set-Asides page in the Consolidated Grant Application. The following guidance can be used as a resource for LEAs who decide to serve students using the “Other” set-aside, or if/when the state of Washington recognizes and approves an institution for neglected youth.**

### **Guidance for Using Title I, Part A Neglected Set-Aside Funds**

In general, children and youth in these institutions should be served in the same manner that students experiencing homelessness are served. After determining the needs of the students and the resources available in the area, LEAs and schools should provide the supplemental services (such as tutoring) and other educationally related supports (such as purchasing P.E. uniforms) necessary to help them succeed in school. (see *Program Overview: Students in Title I, Part D, Neglected Programs*, NDTAC, Wash., DC, 2013, p. 5)

### **Determining the Amount to Set-Aside for Students Living in Neglected Institutions**

LEAs should set-aside funds that are reasonable and necessary to provide services to children in local institutions. The amount of set-aside funds should be enough to provide services comparable to those provided to children in schools funded by Title I, Part A. Like serving youth experiencing homelessness, LEAs and schools can also provide educationally related support services. The amount of set-aside funds 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. A common approach is to consider using the per-pupil expenditure (PPE) in the Title I school multiplied by the number of students in the institution. When setting aside funds for these students, LEAs should consider all the local resources and the needs of the students before calculating the amount to set-aside. (see ESSA, Section 1113(c)(3)(A)(B); *Program Overview: Students in Title I, Part D, Neglected Programs*, NDTAC, Wash., DC, 2013, p. 5)

### **Reporting Guidance for Services Provided to Students Living in an Institution**

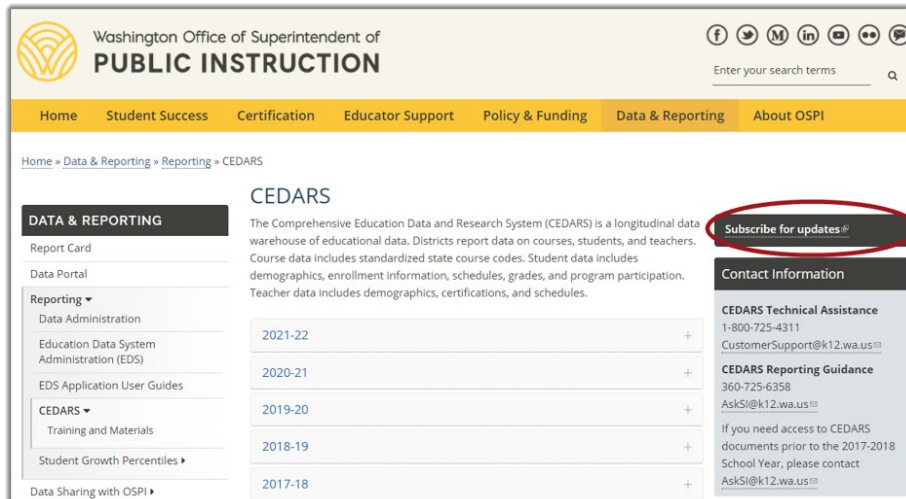
The Office of Superintendent of Public Instruction (OSPI) collects the number of students living in neglected institutions served with Title I, Part A through the Title I, Part A End of Year Report (iGrants Form package 244). LEAs and schools should code these students according to the Student Information System (SIS) used in the LEA.

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

**Code:** CHANGES COMING - Code 31 is the current valid value for youth living in neglected facilities, please continue using this code until CEDARS updates occur in the fall of 2022, which will assign a new valid value for the Neglected set-aside.

▲ *This symbol is a placeholder value. The code will be finalized and announced as part of the upcoming 2022-23 CEDARS Fall update. As with all CEDARS system updates, OSPI Customer Support will email those with the CEDARS District Admin role in EDS. If you do not have the CEDARS District Admin role, you can opt into this subscription list by managing your [OSPI](#)*

subscriber preferences. As with all CEDARS document updates, those subscribed to the page watch alert list are emailed. You can opt into this subscription list by managing your OSPI subscriber preferences or selecting the "Subscribe for updates" link on the CEDARS reporting page:



Code	Program	Description
▲	Title I Part A – Services Provided to Students Living in Neglected Facilities	Educational services provided for students in need of care and residing in institutions for neglected children due to abandonment, neglect, or the death of their parents/guardians. <i>ESSA Section 1113(c)(3)(A)(ii) and (iii)</i>

Report students participating in a Title I Part A – Services Provided to Local Neglected School Students program with this code. The student must be reported as enrolled in the school in which they are receiving these services and that school will be used for any reporting of the program.

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 district must also report an exit date in Element I08 and valid value H–End of School Year Transition in Element I09–Exit Reason Code.

# 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)*)

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

- Improve educational services for students so they meet challenging state academic content and achievement standards.
- Provide services to successfully transition from institutionalization to further schooling or employment.
- Prevent at-risk youth from dropping out of school, and to provide youth returning from delinquent facilities with a support system to ensure their continued education

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

### For LEAs with Approved Delinquent Facilities

LEAs who have approved delinquent facilities can use their Title I, Part A Delinquent Set-Asides to improve the learning environment within the delinquent facility. Such activities may include:

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

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

## For all LEAs

### Equity and Transitional Needs

When determining how to best use the Title I, Part A Delinquent Set-aside funds, consider equity and the disproportional amount of historically marginalized populations, youth who may need substance abuse counseling/programs, and the high rates of students with learning disabilities in or exiting these facilities.

- 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: i.d. cards, bus passes, clothing, school supplies, medical needs, counseling services – take a whole child approach

### Reflect on Learners' Transitional Needs

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
- Fund 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

### Process for Schools to Identify Youth Residing in Delinquent Facilities

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

This tool allows the user to

- identify a previously enrolled district so they may request educational records or,
- to confirm the student's transfer/enrollment into a district 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 school or district may hear from an Education Advocate, who assists incarcerated youth to successfully re-enter the community from secure facilities, who will contact districts where youth will be enrolling. An LEA can also reach out to an [Education Advocate](#) for guidance and information.

### 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 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. A common approach is to consider using the per-pupil expenditure (PPE) in the Title I school multiplied by the number of students in the institution. When setting aside funds for these students, LEAs should consider

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

### Approved Facilities

**Only facilities on the approved list require districts to set-aside an amount for youth in delinquent facilities.** Please see the table for approved facilities with the districts/ESD's who serve them.

## List of Title I, Part D Programs and affiliate School District/ESD

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

Subpart 1 (LTJI)	
Secure Residential Facilities	School District/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	School District/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	School District/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
Interagency Academy, Seattle WA	Seattle Public Schools

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

<b>Subpart 2 (Detention, Ed Advocates, At-Risk &amp; Health)</b>	
<b>County Detention Centers</b>	<b>C School District/ESD</b>
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
<b>Education Advocate Programs (Detention, Juvenile Rehabilitation &amp; Dropout Prevention and Intervention Services)</b>	<b>School District/ESD</b>
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
<b>At-Risk/Residential Treatment Centers</b>	<b>School District/ESD</b>
Excelsior, Spokane, WA	NEWESD 101
Daybreak Alternative School, Spokane, WA	NEWESD 101
Healing Lodge of the Seven Nations, Spokane Valley, WA	NEWESD 101
<b>Health Services</b>	<b>School District/ESD</b>
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



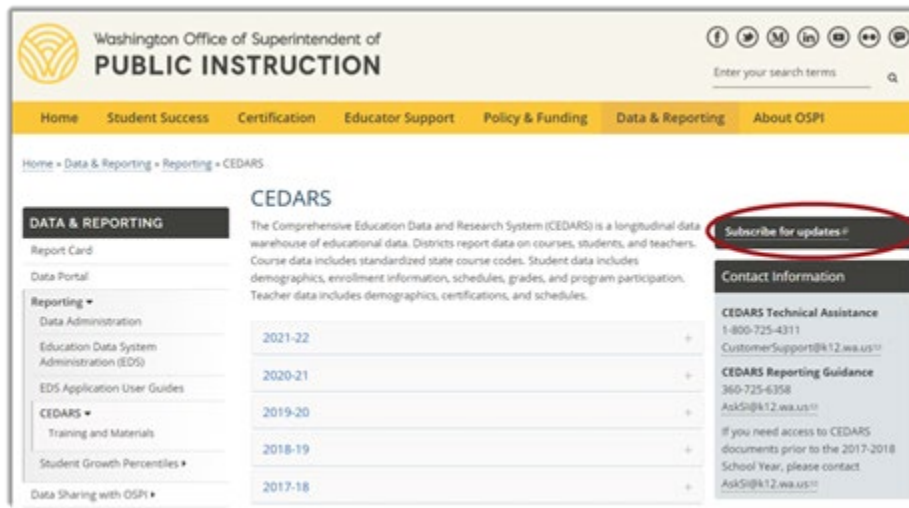
**If a district does not have an approved facility within their boundaries, they are not required to have a Delinquent Set-Aside. However, this set-aside may be best used to support transitioning students from delinquent facilities back to school.**

## 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)]

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Code	Program	Description
■	Title I Part A – Services Provided to Students Who are Living in Delinquent Facilities	Educational services provided for students 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. <i>ESSA Section 1113(c)(3)(A)(ii) and (iii)</i>

Report students participating in a Title I Part A – Services Provided to Local Delinquent School Students program with this code. The student must be reported as enrolled in the school in which they are receiving these services and that school will be used for any reporting of the program.

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.

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## For More Information

**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](#)**

**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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