



Getting Them Ready: K-12 Supports for Students in Foster Care



Presented by:

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Office of Superintendent of Public Instruction
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Vision:

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission:

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values:



Ensuring Equity



Collaboration
and Service



Achieving
Excellence
through
Continuous
Improvement



Focus on the
Whole Child

National Overview

400,000 children/youth in foster care

Around 200,000 exit or “age out” by 18

Four years after “aging out” of the system:

25% homeless

Less than ½ graduate

42% have become parents

Source: www.caseyfamilyservices.org from Discussion Guide: Helping Children Aging out of Foster Care
Prepare for Independence • April 2008



Washington State Foster Care Overview

Approximately 9,000 children in foster care under the care of the Department of Children, Youth, and Families (DCYF)

Nearly 4,500 are school age

Removed for physical abuse, sexual abuse, neglect



Removal: Experience of Youth

ReMoved

Standard YouTube License, Nathanael Matanick

“I’ve heard plenty of promises and they all sound the same. But push hard enough and sooner or later they all prove to be empty.”



Photo by [Varshesh Joshi](#) on [Unsplash](#)

Trauma

- Children and youth come into foster care through no fault of their own and have experienced abusive and neglectful environments.
- Students in foster care have experienced tremendous loss.
- Trauma and adverse child and youth experiences may impact a student's learning and behavior
- Upon entering foster care, a child or youth works with many child welfare professionals.



Photo by [Tadeusz Lakota](#) on [Unsplash](#)



Why Does School Matter?

Despite challenges, many former youth in foster care report that school provided much needed consistency in their lives. Students often recall a caring teacher or school staff member who truly made a difference.

Educational Outcomes for Youth in Foster Care

The average youth in foster care experiences

3

placement changes

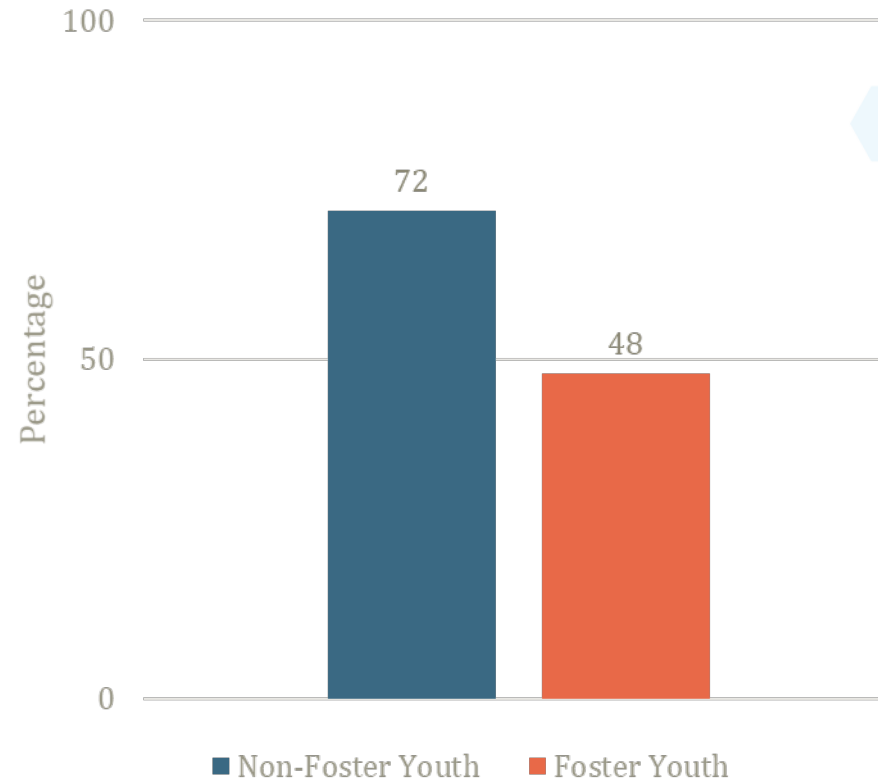
6

months of lost academic progress per move



Source: Treehouseforkids.org

WA High School Graduation Rates



Source: Washington State Institute for Public Policy – Educational Outcomes of Foster Youth, Updated Benchmarks, June 2013



Those who grow up in the foster system are more likely to experience disproportionately high rates of:



Poverty



Homelessness



Incarceration



Early
Parenthood



Substance
Abuse

<https://www.casey.org/national-alumni-study>



Legislative Milestones for Educational Stability of Students in Foster Care

2008

Fostering Connections to
Success and Increasing
Adoptions Act

2013

Uninterrupted
Scholars Act

December 2015

Every Student
Succeeds Act



Key ESSA Provisions for Students in Care

Students remain in school of origin unless there is a determination that it is not in their best interest

Immediate Enrollment (If it is in the best interest to leave school of origin)

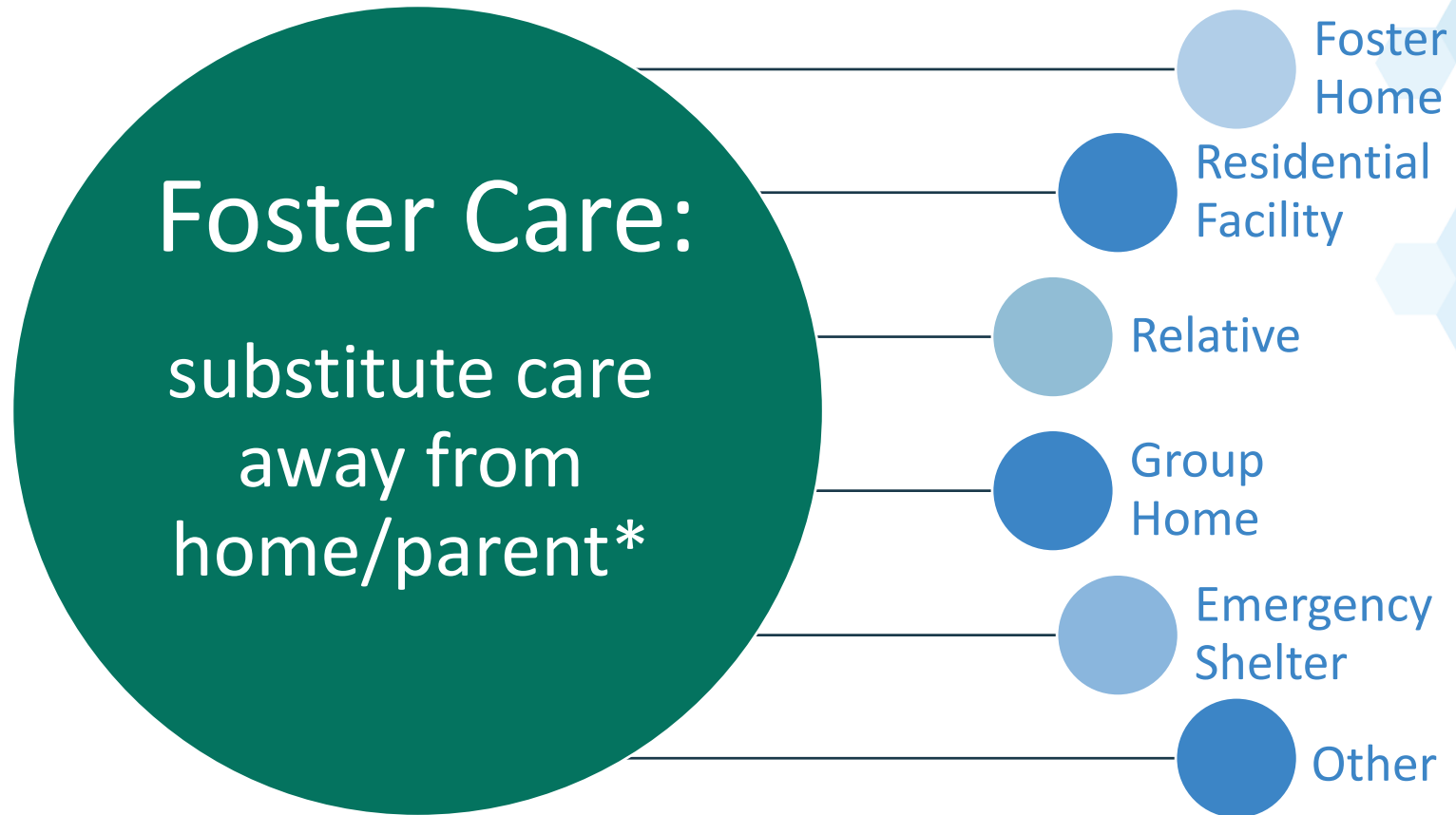
LEAs must collaborate with CWAs

Students in foster care are categorically eligible for Title I

(ESEA Section 1111(g)(1)(E)(i)) (ESEA Section 1111(g)(1)(E)(iii))



Eligibility



*Child Welfare Agency has PLACEMENT & CARE responsibility



Identification

CEDARS

- Nightly data feed from DCYF to OSPI

School Notification Forms

- DCYF is required to provide when placement changes



CHILDREN'S ADMINISTRATION (CA)
School Notification

This is to notify the school district that the below named child has been:

- Newly placed Returned home Changed placement

Date: _____

To: _____

From: _____

CA WORKER'S NAME _____ EMAIL _____ PHONE _____ FAX _____

CA ADDRESS _____

RE: _____

STUDENT'S NAME _____ DATE OF BIRTH _____ GRADE LEVEL _____

Statement of Confidentiality

The information disclosed in this form is confidential and disclosed under the limitations of RCW 13.50.100. This disclosure does not constitute a waiver of any confidentiality or privilege attached to the information by operation of any state or federal law or regulation. The recipient of this information must comply with the laws governing confidentiality and must protect the records from unauthorized disclosure. RCW 13.50.100(5).

The above named student is in the legal custody of CA and is temporarily placed at the following location:

CAREGIVER'S NAME _____	PHONE _____	TYPE OF PLACEMENT <input type="checkbox"/> Foster care <input type="checkbox"/> Relative <input type="checkbox"/> Other: _____
ADDRESS _____		

The above named student is in the legal custody of CA and the child has moved (or will be moving) to a new placement at the following location:

CAREGIVER'S NAME _____	PHONE _____
TYPE OF PLACEMENT <input type="checkbox"/> Foster care <input type="checkbox"/> Relative <input type="checkbox"/> Other: _____	ANTICIPATED DATE OF MOVE _____
ADDRESS _____	

The above named student has been returned to parent / guardian care:

<input type="checkbox"/> Legal custody regained by parent / guardian or <input type="checkbox"/> Legal custody retained by DCFS	PARENT / GUARDIAN(S) NAME(S) _____
ADDRESS _____	PHONE _____

Per court order, the people named below cannot have contact with the student:

FIRST NAME	LAST NAME	RELATIONSHIP (PARENT / UNCLE / AUNT / SIBLING, NO RELATIONSHIP, ETC.)
_____	_____	_____
_____	_____	_____

Please notify the CA worker named above immediately if contact attempts are made.

The above named student is in the legal custody of CA and continues to reside in the parental home:

PARENT / GUARDIAN(S) NAME(S) _____	PHONE _____
ADDRESS _____	

School transportation to be arranged at new address to maintain education stability

NAME _____	PHONE _____
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Children's Administration Caregiver Authorization

DATE

This is to verify that _____, born _____, has been placed in foster care under the supervision of the Washington State Department of Social and Health Services (DSHS), Division of Children and Family Services (DCFS). The authority for this supervision is:

- Police Custody.
- Court Order # _____.
- Voluntary Placement Agreement, dated _____.

DSHS has authorized the placement of the above-named child in the home of _____ effective _____. DSHS authorizes the above-named caregiver(s) to engage in the activities indicated below:

- Routine Medical and Dental Care**
Arrange for routine medical and dental care on behalf of the child by a licensed physician, nurse or dentist. Routine care includes an Early Periodic Screening, Diagnosis, and Treatment examination within 30 days of initial placement and immunizations as needed. The caregiver must discuss routine care needs with the assigned DSHS social worker who will incorporate routine care needs into the child's written service plan.
- Mental Health and Substance Abuse Services and Treatment**
Arrange for mental health and substance abuse evaluations and treatment as needed and directed.
- Dispensing Prescribed and Over-the-Counter Medications**
Dispense medications prescribed for this child as indicated by the health care provider on the prescription bottle. Use reasonable discretion to dispense "over the counter" medications listed in WAC 388-148-1575 (found at <http://app.leg.wa.gov/WAC/default.aspx?cite=388-148-1575>) and 388-145-1860 (found at <http://apps.leg.wa.gov/wac/default.aspx?cite=388-145-1860>).
- Emergent Medical or Dental Care**
Arrange and consent, without prior notice to the assigned worker, to such emergent medical care as is necessary to prevent death or serious injury to the child. In cases in which prior notice is not given, the caregiver will notify the assigned worker as soon as possible after the child's medical needs are met.
- Educational Decisions**
Enroll the child in school and make routine educational decisions on behalf of the child.
- Out-of-State Travel Over 72 Hours**
Transport the child outside the State of Washington during the period _____ to _____.
Prior notice of this travel has been given to the child's assigned worker and the approval for such travel is documented in the child's case record. *(Per Children's Administration Practices and Procedures 6100)*

Please feel free to contact the assigned DCFS worker at _____ if you have further questions.

DCFS WORKER'S NAME (PRINTED)

DCFS SUPERVISOR'S NAME

DCFS SUPERVISOR'S PHONE NUMBER

It is appropriate for above named caregiver to receive and share information that is necessary to meet the emergent and routine health related needs of the child. This information is consistent with the requirements of HIPPA (Health Insurance Portability and Accountability Act).

Foster Care Liaison Duties

Coordinate with OSPI
Foster Care Program
Supervisor

Serve as the primary
contact person for child
welfare and case
workers

Attend training and
professional
development
opportunities to
improve district
implementation efforts

Facilitate the transfer of
records and immediate
enrollment

Facilitate data sharing
with child welfare
agencies, consistent
with FERPA and CA
protocols

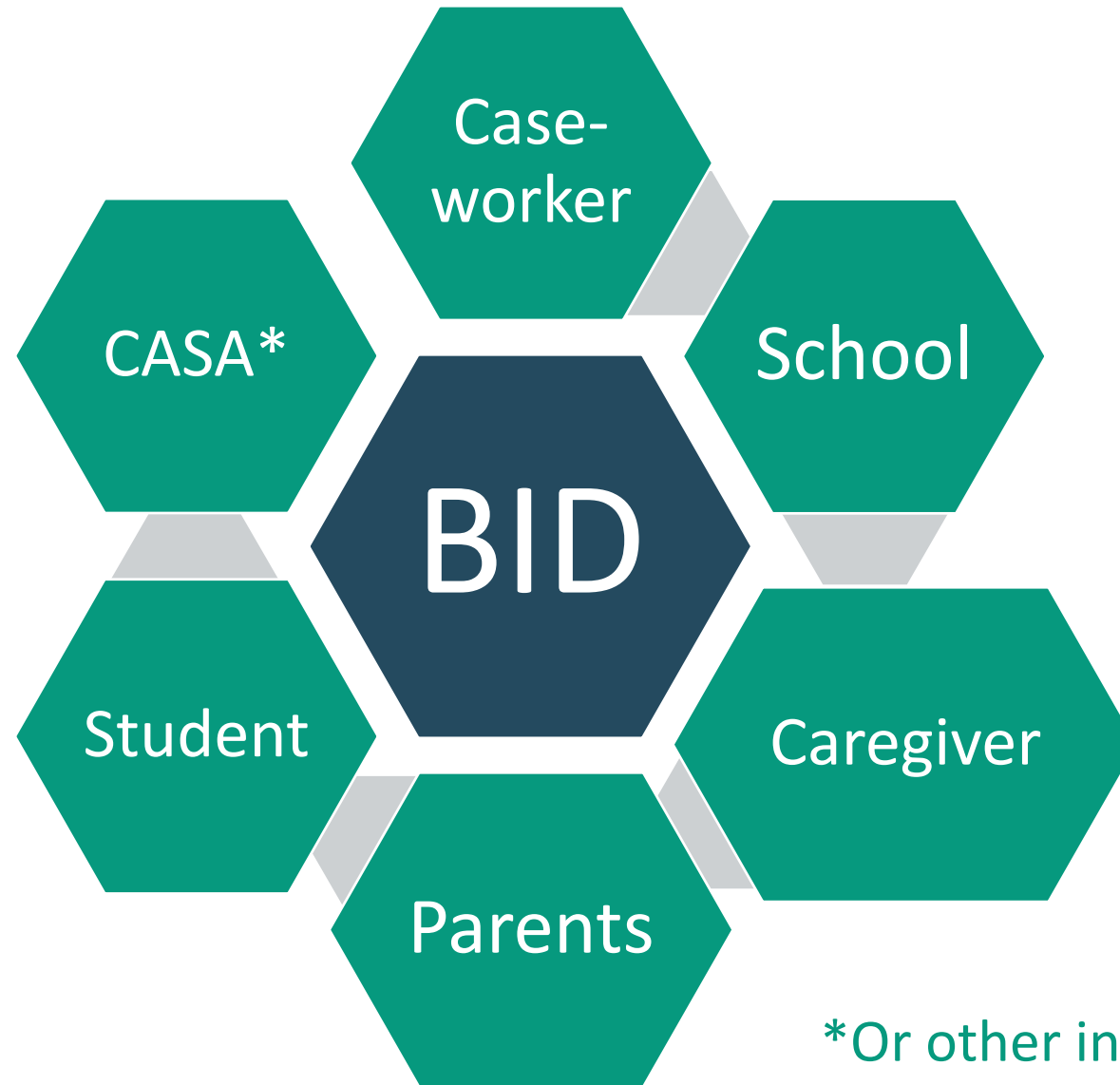
Develop and coordinate
local transportation
procedures

Manage best-interest
determinations and
transportation cost
disputes

Ensure that children in
foster care are enrolled
in, and regularly
attending, school

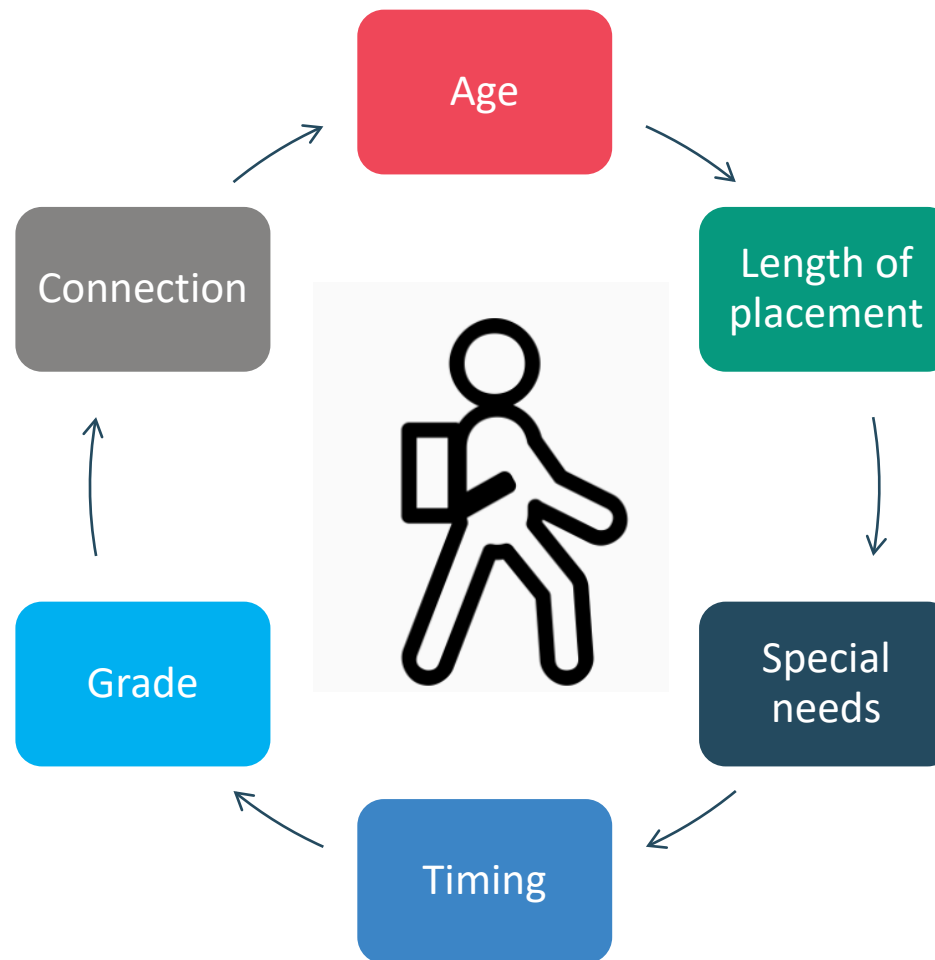


Best Interest Determination



Student-Centered Factors

Best Interest Determination



student by Creative Stall from the Noun Project



School of Origin

School in which child is enrolled at time of placement

Child must remain in school of origin until a determination is made

If foster home placement changes, school of origin is school enrolled at time of placement change



Who is Responsible for Educational Decisions?

DCYF

- DCYF is authorized to make educational* decisions w/o parent approval
- *May NOT be special education decision maker

Caregiver

- Caregiver or foster parent makes day-to-day educational decisions
- Can serve as the “parent” regarding special education decisions

Parent

- Unless limited by the court, parents retain rights to access records directly from the school and to make educational decisions

When a court order places a student in DCYF care and custody, state law provides that the agency is authorized to assume roles usually played by parents, including the responsibility to make educational decisions on the student’s behalf. DCYF generally delegates certain day-to-day decision-making responsibilities to the student’s caregiver (foster parent).



Who Can Serve as “Parent” Regarding Special Education Decisions?

- Biological or adoptive parent
- Caregiver or foster parent
- Person acting in place of parent and with whom student lives
- Surrogate parent appointed by the court
- Adult students whose rights have transferred to themselves

Federal law prohibits a DCYF caseworker from being the special education decision maker for a student in foster care.

If birth parents are still involved in the student’s life, they may be considered a parent before a foster parent. School should consult with caseworker for more information.



State Laws

WA State Laws Regarding Students in Foster Care



On-time Grade Level Progression

RCW 28A.320.192

Waive specific courses required for graduation if similar coursework has been satisfactorily completed in another school district

Provide an alternative means to complete required coursework necessary for graduation

Consolidate unresolved coursework and provide opportunity for credit accrual

Facilitate graduation from sending district where graduation requirements were met



Educational Continuity

RCW 74.13.560

DCYF shall, in collaboration with school districts, develop protocols specifying specific strategies for communication, coordination, and collaboration regarding the status and progress of children in out-of-home placement.

Must include protocols for making best interest determinations

Best interest determinations must be implemented before changing school placement



Students in Foster Care - Attendance



Photo by [Felipe Schiarolli](#) on [Unsplash](#)

2x more likely
to be absent
from school

3x more likely
to be
expelled

34%
experienced
5 or more
school
changes

1/3 missed
more than 10
days during
the past
semester

Some had
missed
40 days

Source: <http://www.fostercareandeducation.org> (Fostering Success in Education)



Review of Excessive Absences

RCW
28AA.225.023

Requires districts to monitor the unexpected or excessive absences of dependent youth

Proactively support the youth's school work so the student does not fall behind

Avoid suspension or expulsion based on truancy



Additional Supports

For Students in Foster Care





coordinated care™

Apple Health Core Connections™

AHCC Liaisons



Region	Liaison	Cell #	Email
1	Joey Charlton	509-317-1064	JoCharlton@coordinatedcarehealth.com
2	Jennifer Estroff	206-492-9019	JEstroff@coordinatedcarehealth.com
3	Julie Lowery	253-278-9279	Julie.M.Lowery@coordinatedcarehealth.com

Coordinated Care has Liaisons to the Children’s Administration in each of the DSHS regions. The Liaisons are here if you need assistance coordinating with AHCC staff, health care providers, or with other issues that may arise. Liaisons are focused on promoting effective communication between DSHS, Coordinated Care, members, foster parents and medical providers.



1-844-354-9876

- Get member’s ID number
- Help finding a provider for a well-child exam
- Help finding a specialist
- Issue with a pharmacy
- Request care management for a member
- Get information on covered benefits
- Help with the website
- 24/7 support

LIAISONS

- Calling 1-844-354-9876 did not resolve an issue
- Issues around enrolling native youth
- Issues around court orders
- New social worker needs training on AHCC
- Topic ideas for webinars
- Business hour support
- Office visit request
- Something is just plain odd

To request care management and other assistance, you can also email our team at fostercaremgmt@coordinatedcarehealth.com

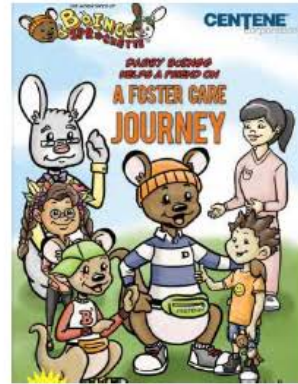
CoordinatedCareHealth.com

1-844-354-9876

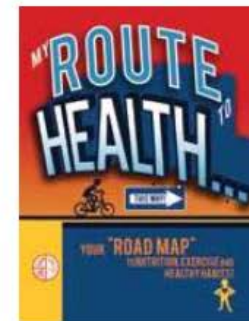
Health Library



The screenshot shows the Krames Health Library website interface. At the top, there's a search bar and navigation links. The main content area displays the title "Tips for Quitting Smoking (Cardiovascular)" and a brief introduction: "Quitting smoking is a gift to yourself, one of the best things you can do to keep your heart disease from getting worse. Smoking reduces oxygen flow to your heart, speeds the buildup of plaque, and increases your risk for heart attack, also known as acute myocardial infarction, or AMI. Quitting helps reduce smoking's harmful effects. You may have tried to quit before, but don't give up. Try again. Many smokers try four or five times before they succeed." Below the text are sections for "Line Up Help", "Set a Quit Date", and "Set Limits", each with bullet points and a small image of people. At the bottom, there's a "Your Limit List" section with a form for writing down ideas.



Health books are available on a variety of topics.



Visit our Krames Health Library to access thousands of printable health sheets available in Spanish and English:

CoordinatedCareHealth.kramesonline.com

Community Training & Education

Trauma Informed Care (TIC) Trainings

Coordinated Care's TIC trainings teach facts, skills and values about working with children in the child welfare system. This material was made using the Trauma Training Toolkit and Resource Parents Guides made by the National Child Traumatic Stress Network (NCTSN).

- TIC for Caregivers (3 part series)
- TIC for Educators and School Counselors
- Trauma 101

Hope for Healing Trainings

This training is aimed to help parents of children who have difficulties and/or disorders of attachment. This material was made by the Association for Training on Trauma and Attachment (ATTACH). The trainings can be done in sections or as a full day training.

- Hope for Healing: Attachment and Relationship Blueprints
- Hope for Healing: Attachment, Trauma, and the Brain
- Hope for Healing: Loss and Behavior
- Hope for Healing: Therapeutic Parenting
- Hope for Healing: Off to School We Go

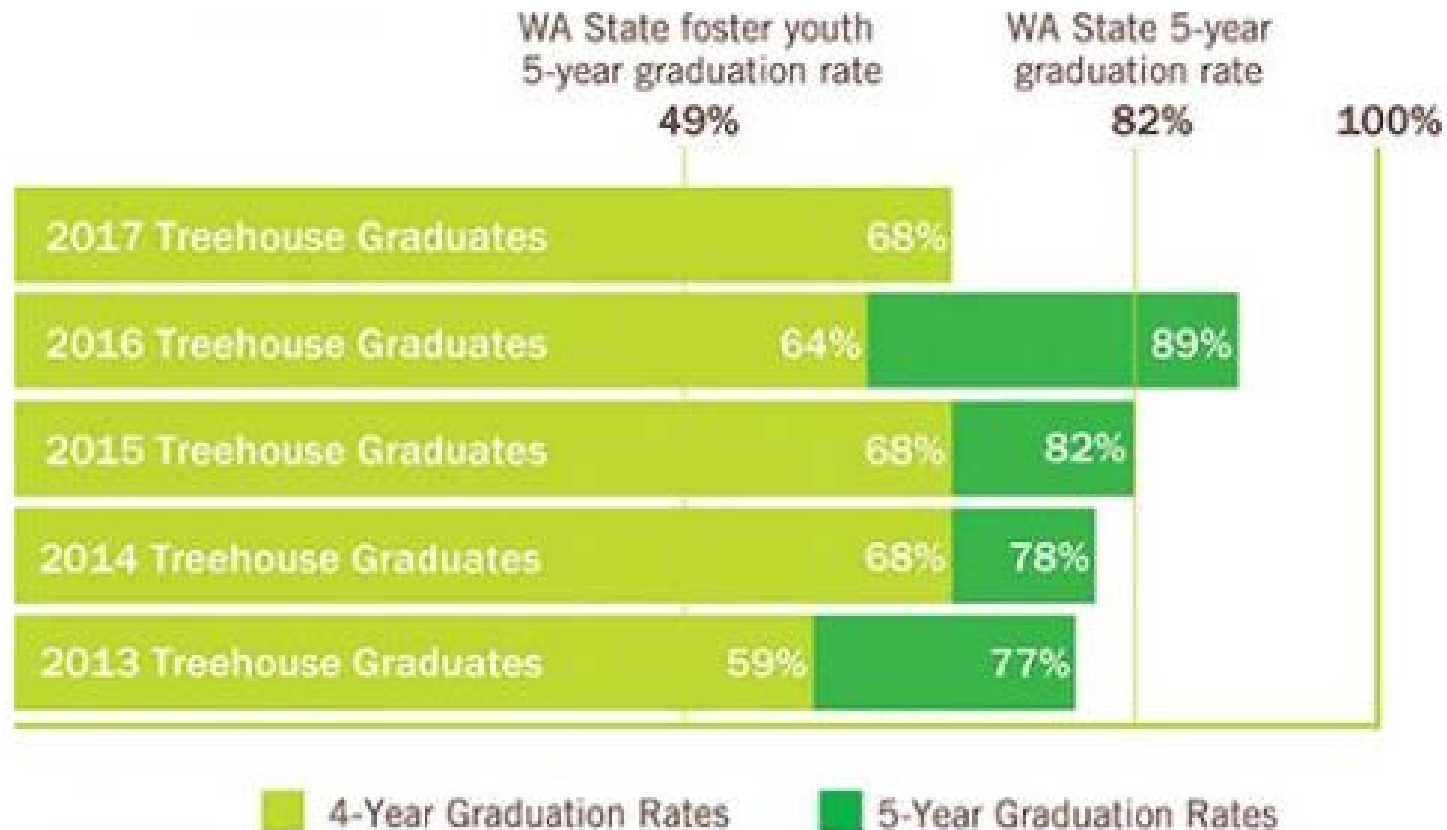
Treehouse

Treehouse is Washington's leading nonprofit organization dedicated to closing the achievement gap between foster children and their peers.

- Graduation Success <http://www.treehouseforkids.org/our-services/academic-support/>
- Educational Advocacy
- Little Wishes
- Holiday Magic
- Driver's Assistance <http://www.treehouseforkids.org/our-services/drivers-assistance/>



Measuring Progress: Graduation Success



treehouse

Source: <https://www.treehouseforkids.org/treehouse-exceeds-5-year-goal-youth-foster-care-graduate-rate-peers/>



Resources

OSPI

[Foster Care Education Program](#)

[FAQs](#)

[School District Liaisons/DCYF Contacts](#)

[State and Federal Requirements](#)

Postsecondary

[Washington Passport Network](#)

[Washington Student Achievement Council](#)

[College Success Foundation](#)

Community

[Treehouse](#)

[Mockingbird Society](#)

[CASA](#)

[Guide to Supporting Students in Foster Care](#)



Questions?



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