

Education Stability for Students in Foster Care

**Presented by:
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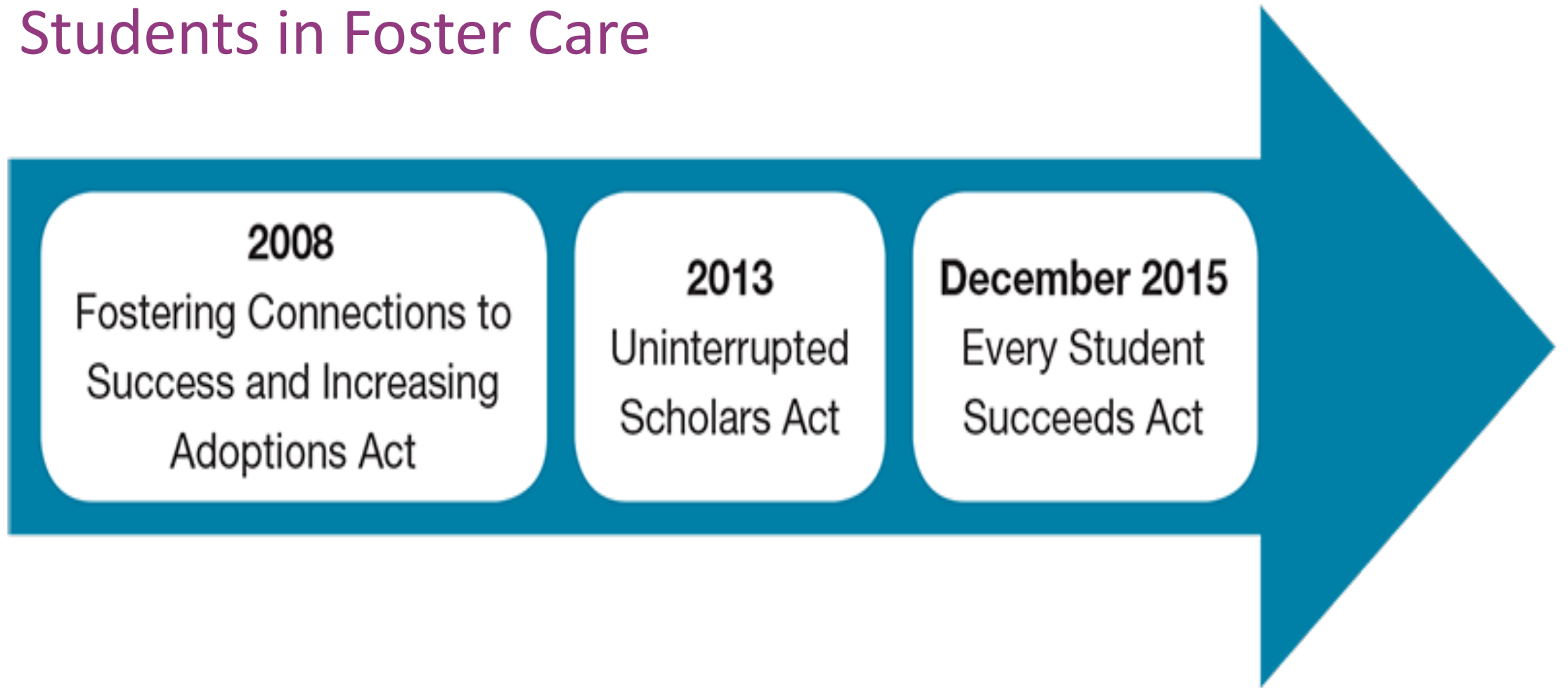
I am living on, and working from, the traditional lands of the Squaxin People. I honor the land itself and the Squaxin People, past and present.

www.dcyf.wa.gov



Washington State Department of
CHILDREN, YOUTH & FAMILIES

Legislative Milestones for Educational Stability of Students in Foster Care



Fostering Connections to Success and Increasing Adoptions Act (2008)

The child's case plan must ensure **educational stability** while the child is in foster care and include:

- 1.Placement takes the education setting into consideration; and
- 2.Child welfare coordinates with the school district to:
 - Ensure the child remains in his or her school of origin; or
 - immediate and appropriate enrollment in a new school, with records transferred, if remaining in the school of origin is not in the child' s best interest.

Policy and Protocol

RCW 74.13.550

Child placement—Policy of educational continuity

It is the policy of the state of Washington that, whenever practical and in the best interest of the child, children placed into foster care shall **remain enrolled in the schools they were attending** at the time they entered foster care.

RCW 74.13.560

Educational continuity—Protocol development

The protocols for making **best interest determinations** for students in out-of-home care **must be implemented before changing the school placement** of a student.

RCW 74.13.631

School-aged youth in out-of-home care—School placement options

- The department shall provide youth residing in out-of-home care the opportunity to **remain enrolled in the school he or she was attending** prior to out-of-home placement.
- Collaboratively discuss and document school placement options and plan



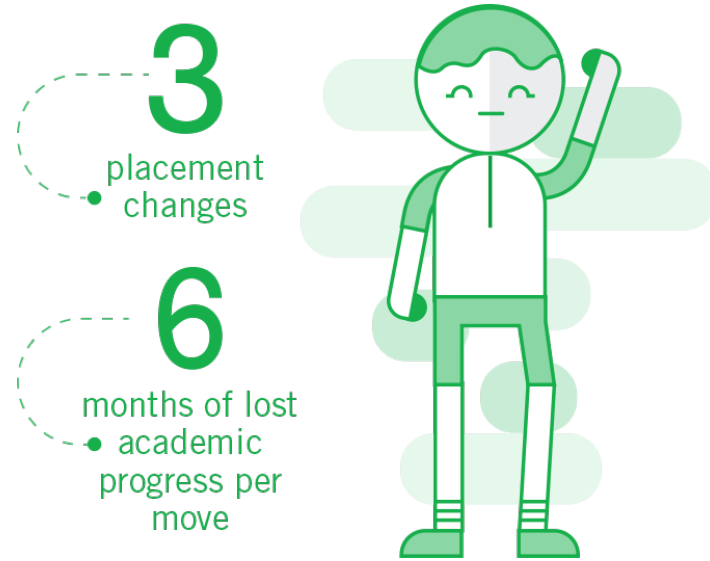
2015 Every Student Succeeds Act (ESSA) Key Provisions for Students in Foster Care

Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care

- Every school district is required to designate a Foster Care Liaison. Schools/OSPI must collaborate with Child Welfare Agencies.
- Students remain in school of origin unless there is a determination that it is not in their best interest.
- Students in foster care are entitled to immediate enrollment, even without documents normally required.

Why Does School Matter?

The average youth in foster care experiences



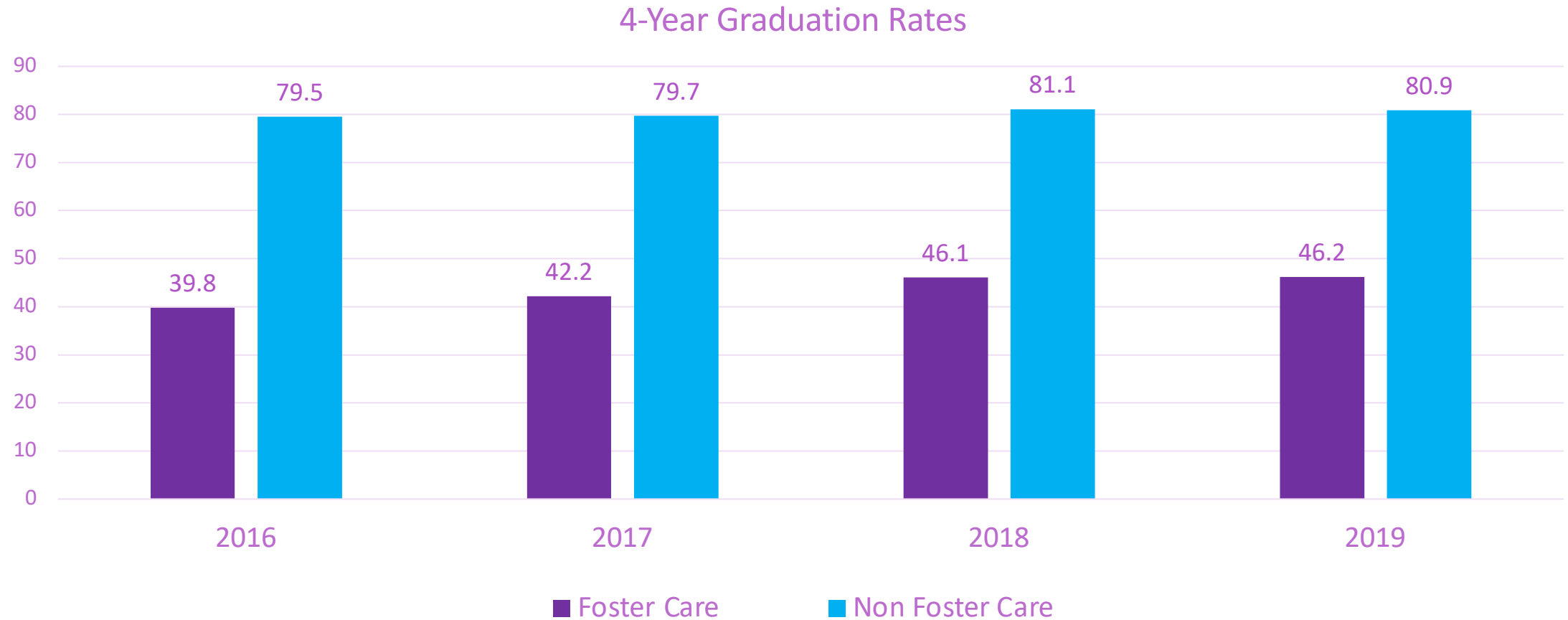
Despite challenges, many former youth in foster care report that school provided much needed consistency in their lives. Students often recall a caring teacher or school staff member who truly made a difference.

A note about educational outcomes for students in foster care...

OSPI and DCYF have established a data exchange which allows us to identify all students who are in out-of-home care under the authority of DCYF. This information is used to identify foster care students for purposes of reporting and service delivery. For reporting, we use the rule that if a student is ever in out-of-home care within the school year, they are designated as foster care for the entire school year for the purpose of reporting. The one exception to this is graduation rate, which looks at a student's foster care status across 9th through 12th grades and designates them as foster care if they were ever in foster care in grades 9-12.

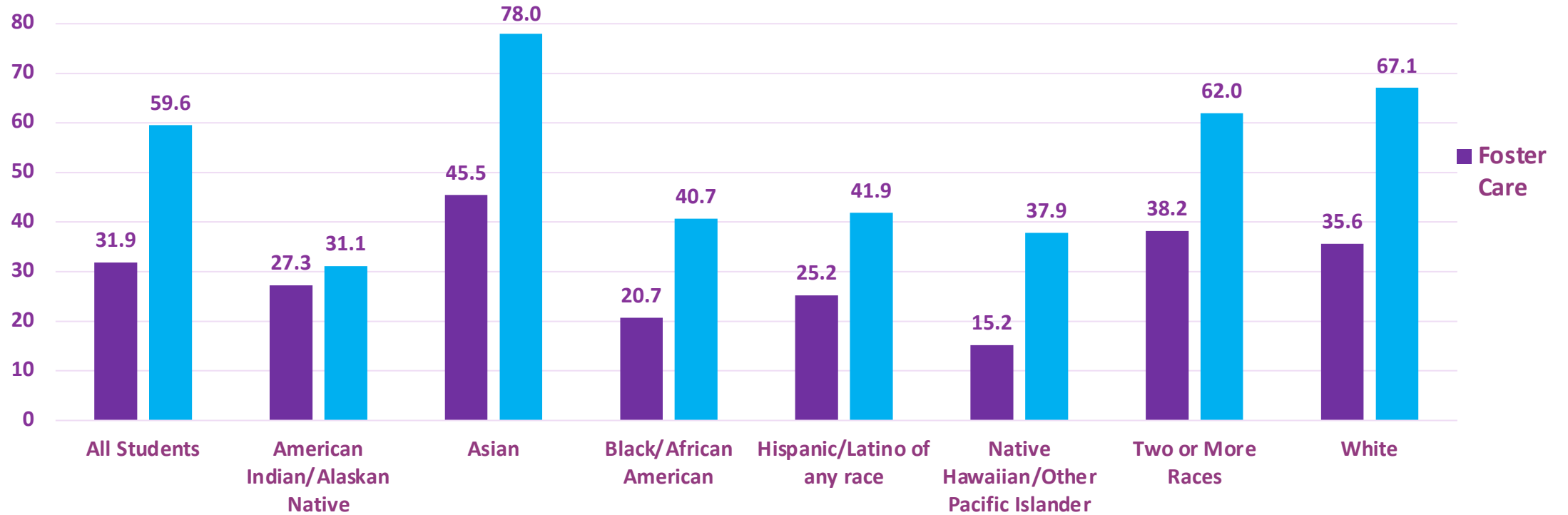


Educational Outcomes



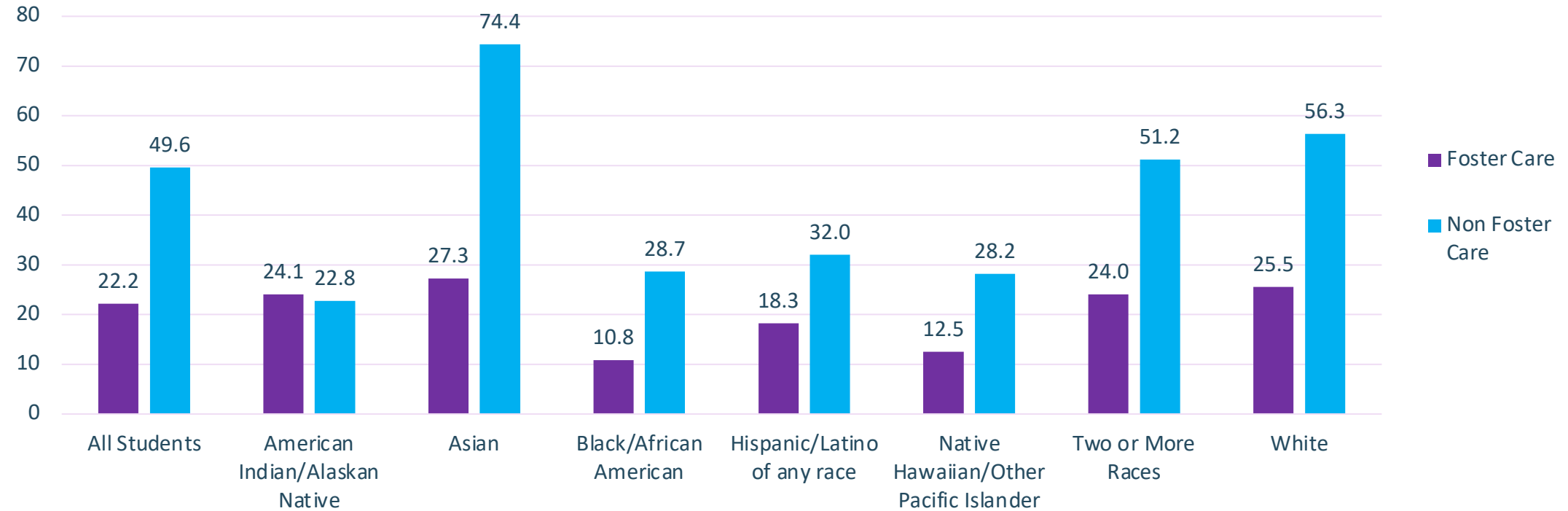
<https://washingtonstatereportcard.ospi.k12.wa.us/ReportCard>

2017-18 Percent Met Standard on English Language Arts Assessment



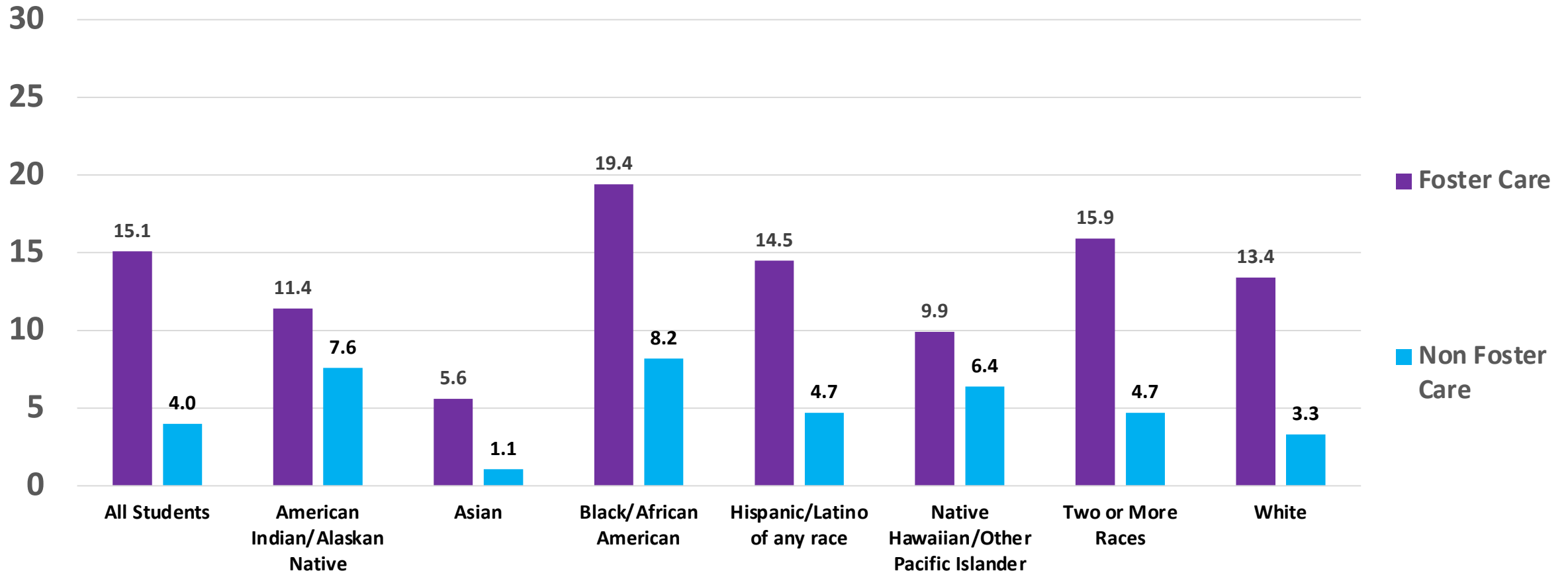
Student Count	All Students	American Indian/ Alaskan Native	Asian	Black/ African American	Hispanic/ Latino of any race(s)	Native Hawaiian/ Other Pacific Islander	Two or More Races	White
Foster Care	3,157	110	33	290	698	33	390	1,602
Non Foster Care	576,488	7,716	44,487	24,654	136,543	6,349	46,727	309,983

2017-18 Percent Met Standard on Math Assessment



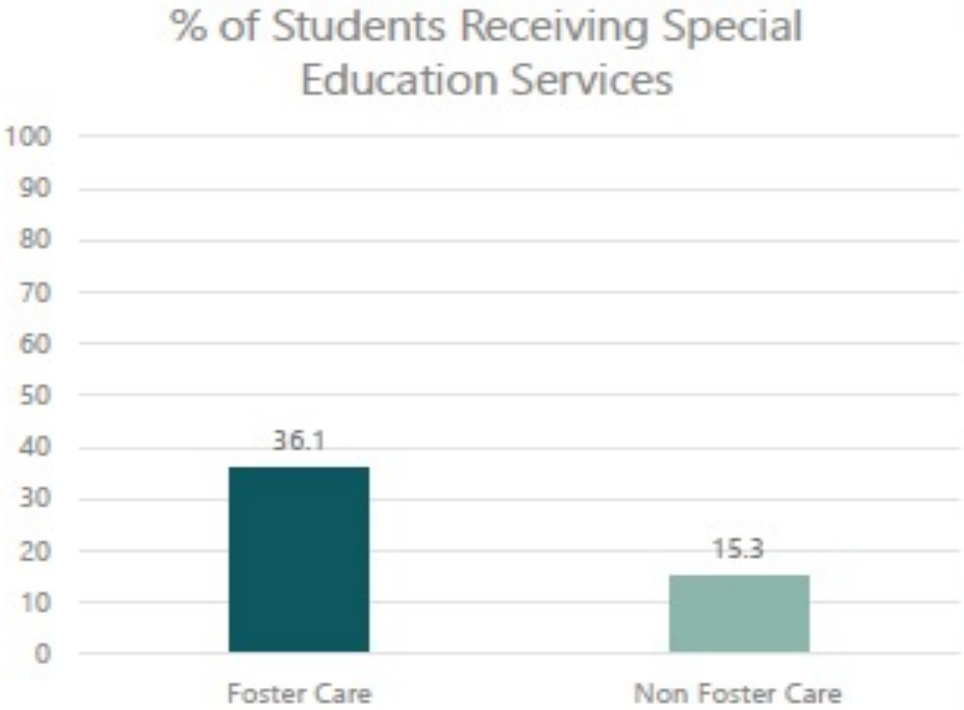
	All Students	American Indian/ Alaskan Native	Asian	Black/ African American	Hispanic/ Latino of any race(s)	Native Hawaiian/ Other Pacific Islander	Two or More Races	White
Student Count	3,140	108	33	287	701	32	391	1,587
Foster Care								
Non Foster Care	576,704	7,704	44,801	24,635	136,539	6,352	46,696	309,948

2018-19 Discipline Rates by Foster Care Status and Race/Ethnicity



OSPI Secure Discipline Data Dashboard

2019-20 Enrollment by Special Education and Foster Care Status



	Foster Care	Non Foster Care
Special Education Student Count	3,463	182,150
Non Special Education Student Count	6,140	1,005,303
Total Student Count	9,603	1,187,453

RCW 28A.225.350

Students in out-of-home care—Best interest determinations

- Best interest determinations should be made as quickly as possible in order to prevent educational discontinuity for the student
- Every effort should be made to gather meaningful input from relevant and appropriate persons
- Student-centered factors must be used to determine what is in a student's best interest

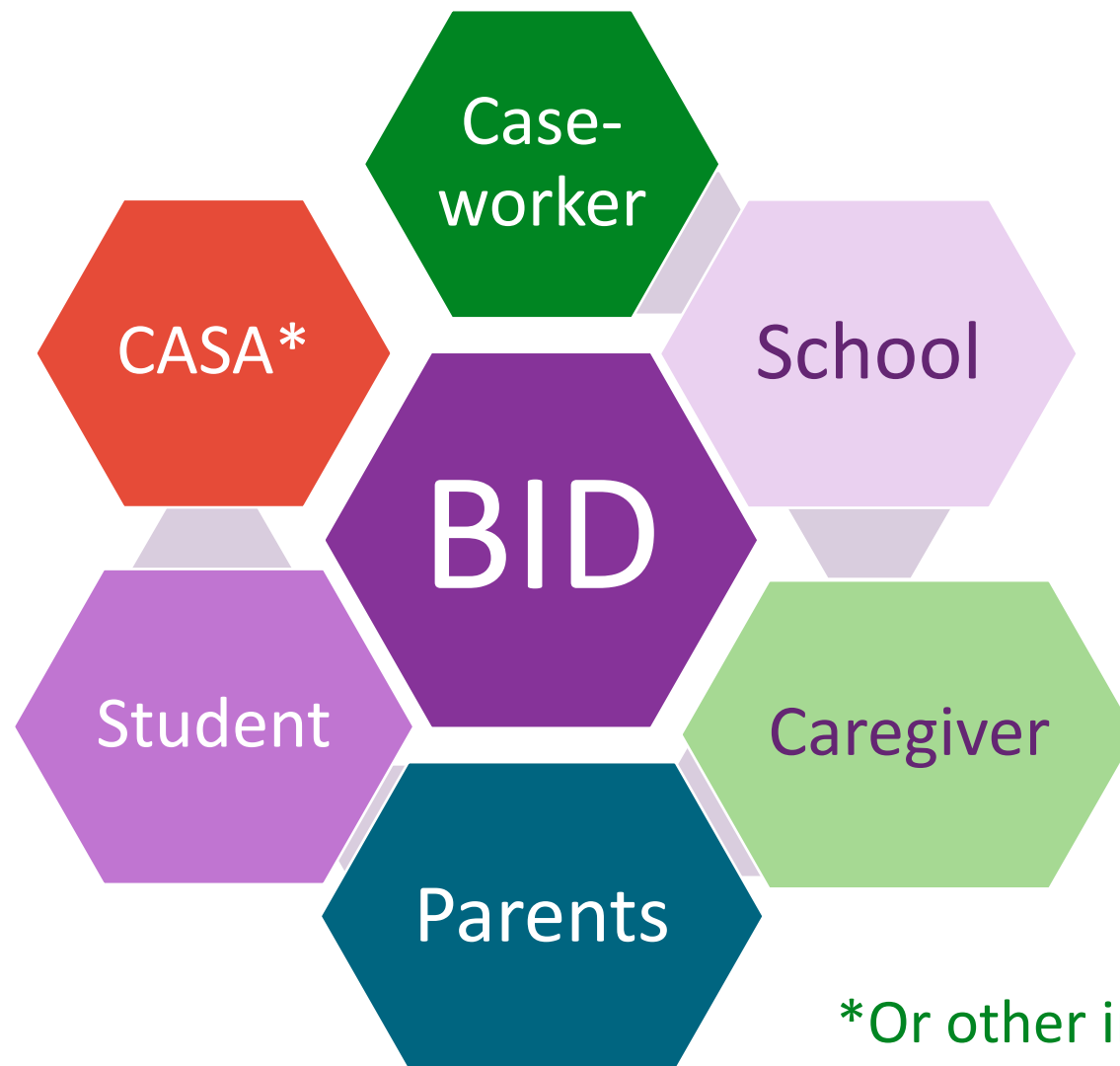
The student must remain in his or her school of origin while a best interest determination is being completed.



Best Interest Determination should be Child Centered



Best Interest Determination



*Or other interested party





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School Notification

[Click here for a district-by-district of where to send this completed form.](#)

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

Newly placed Returned home Changed placement

Date: _____

To: _____

From: _____

DCYF WORKER'S NAME EMAIL PHONE FAX

DCYF 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 DCYF 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 DCYF 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 DCYF	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 DCYF worker named above immediately if contact attempts are made.



Copy of the court order is attached.

Best Interest Determination Participants:

- Representative from Neighborhood School
- Representative from School of Origin

- Parent
- Caregiver

- Caseworker
- Youth

School Selection: A Checklist for Decision Making

	School of Origin Considerations		Local Attendance Area School Considerations
<input type="checkbox"/>	Continuity of instruction <i>Student is best served due to circumstances that look to his or her past</i>	<input type="checkbox"/>	Continuity of instruction <i>Student is best served due to circumstances that look to his or her future</i>
<input type="checkbox"/>	Age and grade placement of the student <i>Maintaining friends and contacts with peers is critical to the student's meaningful school experience and participation.</i>	<input type="checkbox"/>	Age and grade placement of the student <i>Maintaining friends and contacts with peers in the school of origin is not particularly critical to the student's meaningful school experience and participation.</i>
<input type="checkbox"/>	Academic strength <i>The child's academic performance is weak, and the child would fall further behind if he/she transferred to another school.</i>	<input type="checkbox"/>	Academic strength <i>The child's academic performance is strong and at grade level, and the child would likely recover academically from a school transfer.</i>
<input type="checkbox"/>	Distance of the commute and its impact on the student's education and/or special needs <i>The advantages of remaining in the school of origin outweigh any potential disadvantages presented by the length of the commute.</i>	<input type="checkbox"/>	Distance of the commute and its impact on the student's education and/or special needs <i>A shorter commute may help the student's concentration, attitude, or readiness for school.</i>
<input type="checkbox"/>	Personal safety of the student <i>The school of origin has advantages for the safety of the student.</i>	<input type="checkbox"/>	Personal safety of the student <i>The local attendance area school has advantages for the safety of the student.</i>
<input type="checkbox"/>	Student's need for special instruction <i>The student's need for special instruction, such as Section 504 or special education and related services, can be met better at the school of origin.</i>	<input type="checkbox"/>	Student's need for special instruction <i>The student's need for special instruction, such as Section 504 or special education and related services, can be met better at the local attendance area school.</i>



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Education Supports and Resources

School District Recovery Services

Each public school district, tribal compact school, and charter school in Washington state is required by the state Legislature and by Congress to create and submit an Academic and Student Well-being Recovery Plan by June 1, 2021.

The goal of the plan is to identify which students and student groups need additional academic and well-being supports, define how those supports will be provided, and plan for recovery and acceleration of student learning and well-being over the summer, into the fall, and beyond.

Education Supports and Resources

School District Recovery Services

1. Where is each student in their mastery of critical skills and concepts?
2. What interventions are most effective?
3. When will accelerated learning take place?

<https://www.k12.wa.us/sites/default/files/public/communications/2021docs/OSPI-Academic-and-Student-Well-Being-Recovery-Plan-Planning-Guide.pdf>

Education Supports and Resources

Regional Supports

- DCYF and District monthly staffings in Region 3 and 4
- “Coffee Time” meet and greets with DCYF and districts in multiple regions
- Distribution email list for emergent case staffing needs in Region 6, volunteers include DCYF staff, leadership, school personnel, foster parents, and CASA and GALs



Education Supports and Resources

Treehouse

- Ed Advocacy <http://insideca.dshs.wa.gov/intranet/programs/eap.html>
- Graduation Success- Referrals are automatically made for Eligible youth in participating districts <https://www.treehouseforkids.org/our-services/eligibility/>



COVID-19 Impacts on K-12 Students Who Have Experienced Foster Care (Source Treehouse 11.2020)

Disengaged in School and In Need of Support

- 9% of students are completely disengaged
- 40% of students are only somewhat engaged
- 44% need academic remediation, tutoring or homework help
- 36% of foster and relative caregivers need more support in meeting their youth's educational needs

Special Education Needs Not Being Met

- 6% of students with current IEP/504 Plan have received no accommodations since August 1
- 23% of students with disabilities are receiving inadequate accommodations since August 1
- 7% of students have had special education assessments cancelled or delayed since August 1

Even with COVID-19, Youth Are Highly Mobile

- 22% have experienced at least one placement change since August 1 (2x the rate seen Mar. 15 – June 30)
- 11% have experienced at least one school change since August 1 (2x the rate seen Mar. 15 – June 30)
- 70% of school changes were driven by placement changes



COVID-19 Impacts on K-12 Students Who Have Experienced Foster Care (Source Treehouse 11.2020)

Basic Needs Not Being Met

- 13% of youth or their caregivers/families need food assistance; 4% have high need
- 10% of youth or their caregivers/families need housing or rental assistance; 4% have high need

Technology Needs are Mostly Being Met

- 74% of youth have the device they need to access education; 22% have adequate access to a device
- Only 7 students have no device; 38 students have limited access to a device
- 70% have full access to internet; 24% have adequate access to the internet
- Only 6 students have no access to the internet; 67 students have limited access to the internet

Other Barriers

- 31% of youth have moderate or high need for mental health support
- Significant barriers persist for English Language Learners (11%) and youth w/ caregivers who don't speak English



CARES Act

School engagement is **down dramatically** during the pandemic, and that's a threat to success now and long-term once the crisis passes. The Treehouse CARES Project is a temporary program funded through the federal CARES Act. This program will pay for tutoring and eliminate financial barriers to success in school for both youth in foster care and young adults in Extended Foster Care (EFC).

In addition to tutoring, the funding will cover a variety of materials and resources that encourage engagement in school, including;

- school supplies and equipment,
- extracurricular activities,
- summer school and
- summer camp.

Foster Care Resources

Foster Care

- [Foster Care FAQ](#)
- [Foster Care Immediate Enrollment](#)
- [Foster Care Dispute Process](#)
- [OSPI Foster Care Education](#)



Foster Care Resources

Foster Care

- Treehouse Programs
- Regional DCYF Education Leads
- School District Foster Care Liaisons



Thank you!

Contact:

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