A photograph of a desk with school supplies. In the foreground, there is a stack of two books, a yellow pencil, a red eraser, and a light blue eraser. Behind them is a green mesh pencil holder filled with various colored pencils and pens. A red apple is also visible on the desk. The background is a dark green chalkboard.

# Supporting Educational Stability for Students in Foster Care

November 3, 2022



Washington State Department of  
**CHILDREN, YOUTH & FAMILIES**

# Today's Presenters



Peggy Carlson  
DCYF

Shanna McBride  
DCYF



Debbie Gomi  
DCYF, Region 3



Heidi Hiatt  
Treehouse

Dawn Cypriano-McAferly  
WSAC



Stacey Klim  
OSPI





Welcome!



# AGENDA

<b>1:00–2:10</b>	Federal and State Law
<b>2:10</b>	Break
<b>2:20–3:00</b>	Best Interest Determinations
<b>3:00</b>	Break
<b>3:05–4:00</b>	Resources & Postsecondary



# Why Does School Matter?



*A positive, stable school experience provides structure and nurtures an environment where students can learn and grow.*

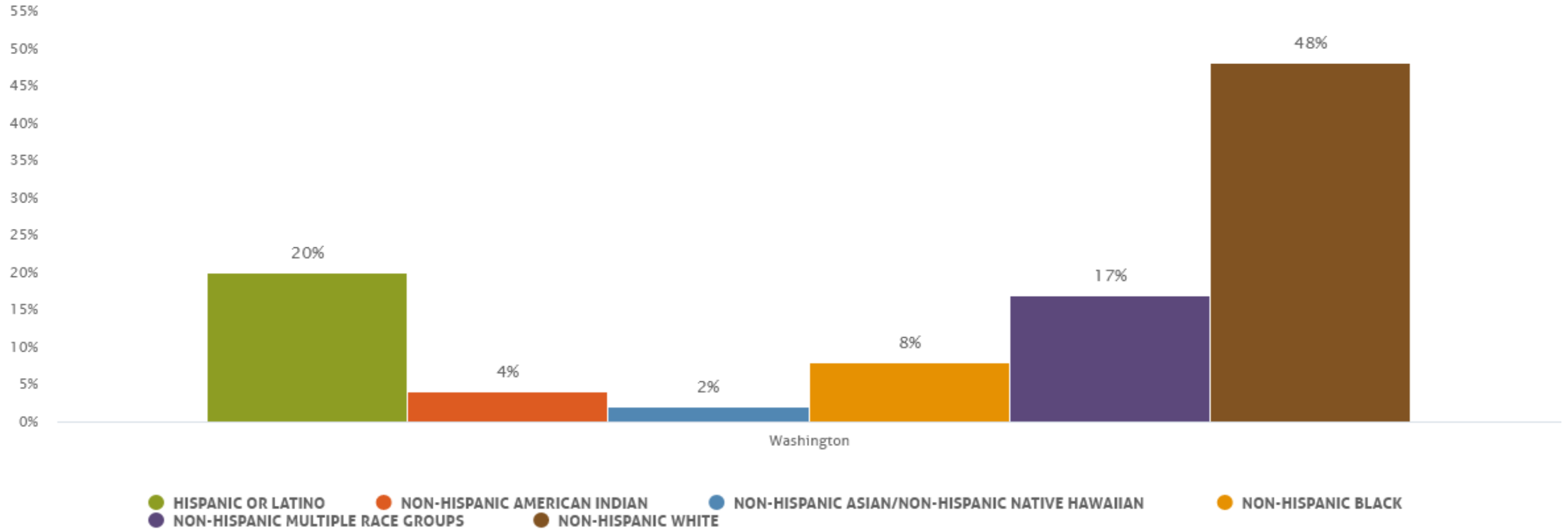
*With fewer school disruptions, youth:*

- *Are provided with a familiar setting for learning.*
- *Remain connected to school peers and supports.*
- *Are more likely to access appropriate coursework, and remain on a path to achieve college and career readiness.*



*Foster My Education*

# CHILDREN IN FOSTER CARE BY RACE AND HISPANIC ORIGIN (PERCENT) - 2020



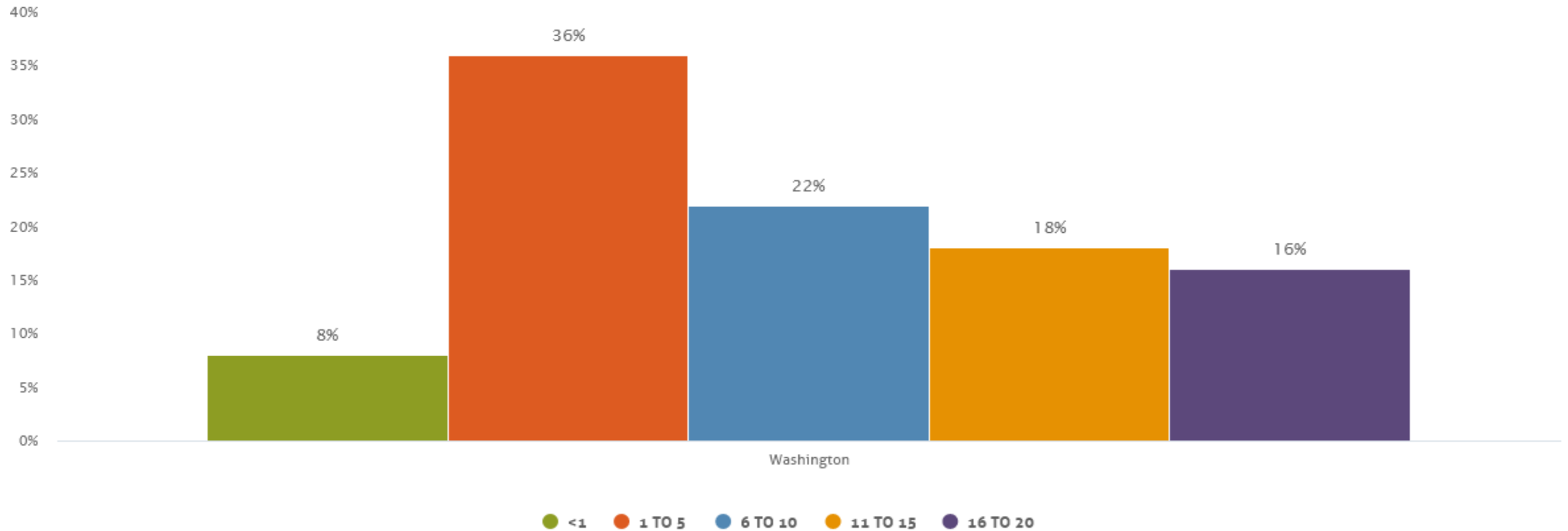
National KIDS COUNT from [datacenter.kidscount.org](https://datacenter.kidscount.org)



Washington State Department of  
**CHILDREN, YOUTH & FAMILIES**

Original Date: November 1, 2022  
Division of Partnerships, Prevention, and Services  
Approved for distribution by Peggy Carlson, Education Program Administrator  
[www.dcyf.wa.gov](https://www.dcyf.wa.gov)

# CHILDREN IN FOSTER CARE BY AGE GROUP (PERCENT) - 2020



National KIDS COUNT from [datacenter.kidscount.org](https://datacenter.kidscount.org)

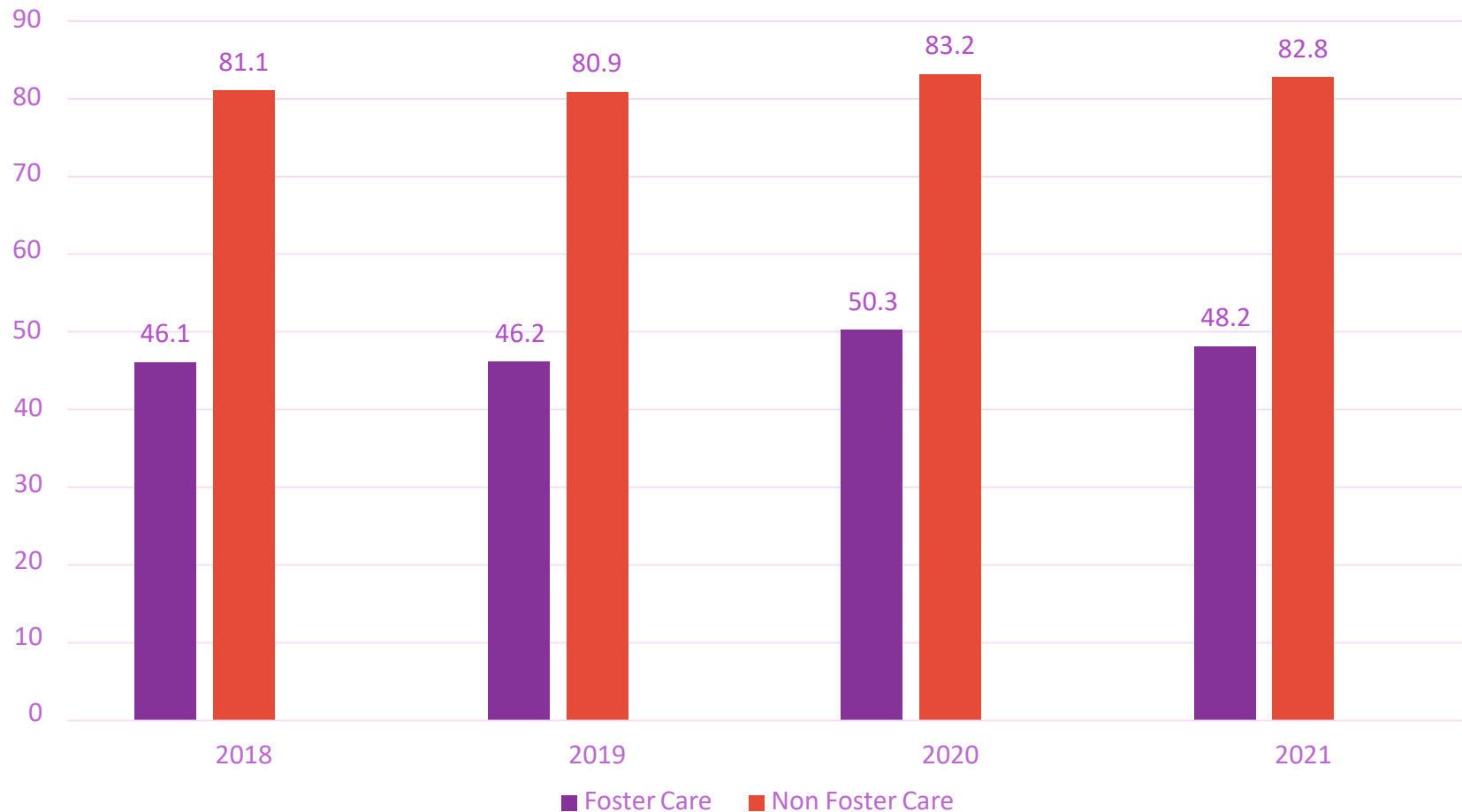


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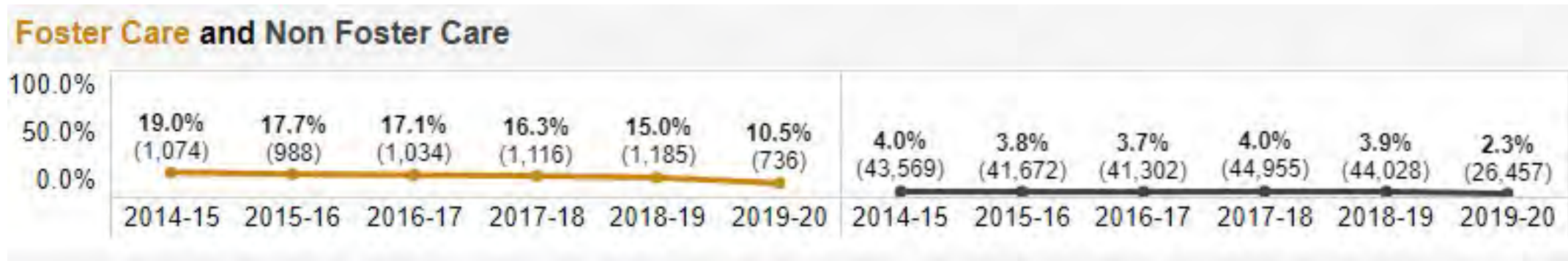


# 4 Year Graduation Rates



[Report Card - Washington State Report Card \(ospi.k12.wa.us\)](https://ospi.k12.wa.us)

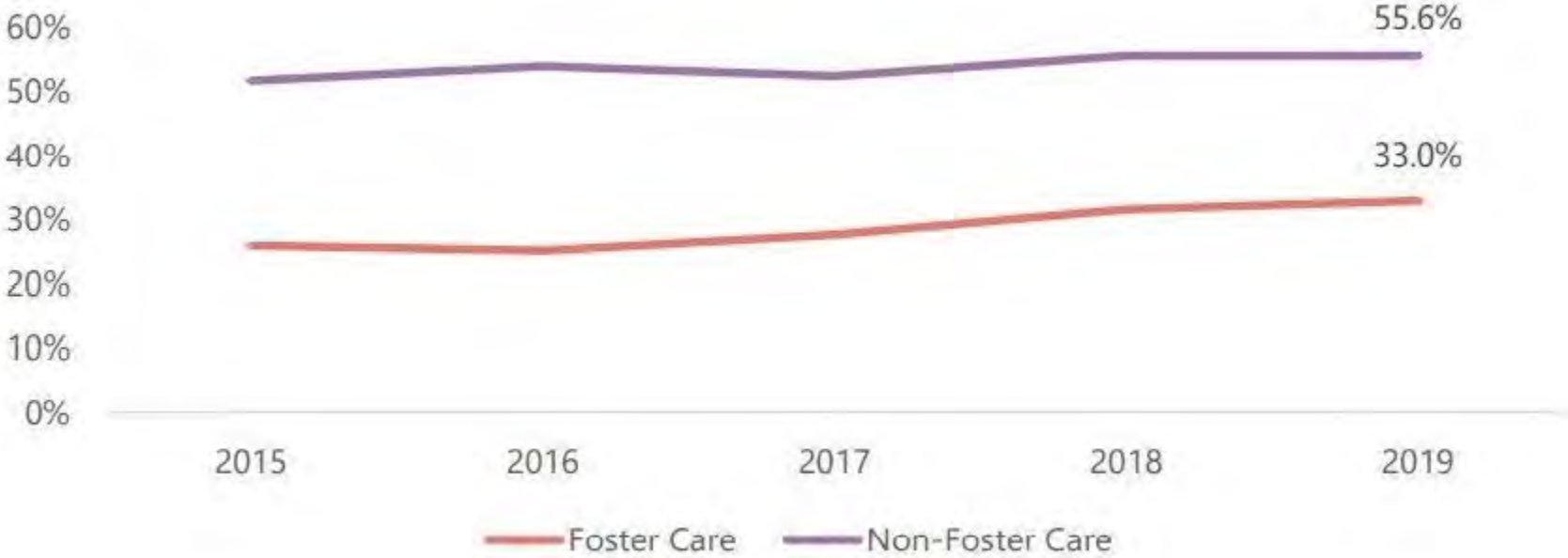
# Discipline Rates: What percent of students are excluded in response to a behavioral violation?



Discipline rate is a measure used to monitor the use of out-of-school exclusionary discipline actions in schools. Discipline Rate is calculated by counting the number of distinct students who have received an out-of-school exclusionary action divided by the number of distinct students enrolled. For the purposes of this calculation, out-of-school exclusionary actions include: Short-term Suspension (SS), Long-term Suspension (LS), Emergency Expulsion (EE), and Expulsion (EX). The number of distinct students enrolled includes students enrolled at any point during the school year regardless of the length of enrollment.

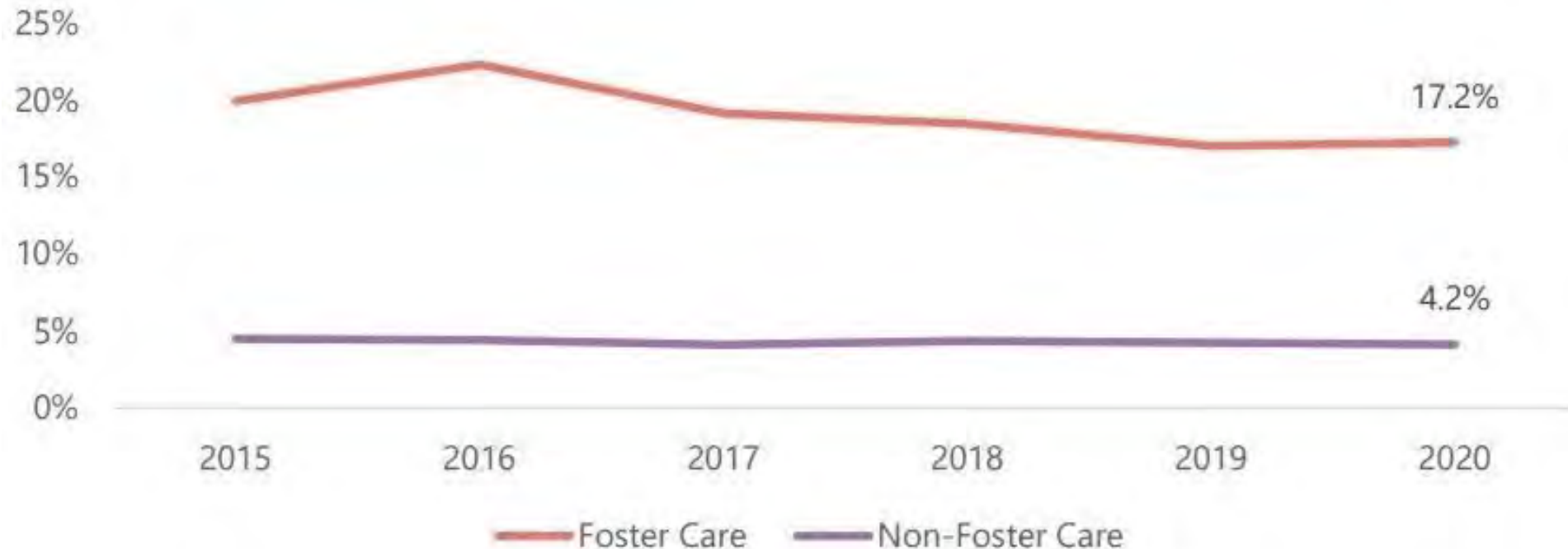
Source: [OSPI Report Card](#)

# Percent of students meeting 3<sup>rd</sup> Grade English Language Arts Standard 2015-2019



Source: ERDC Outcomes of Foster Youth 2021

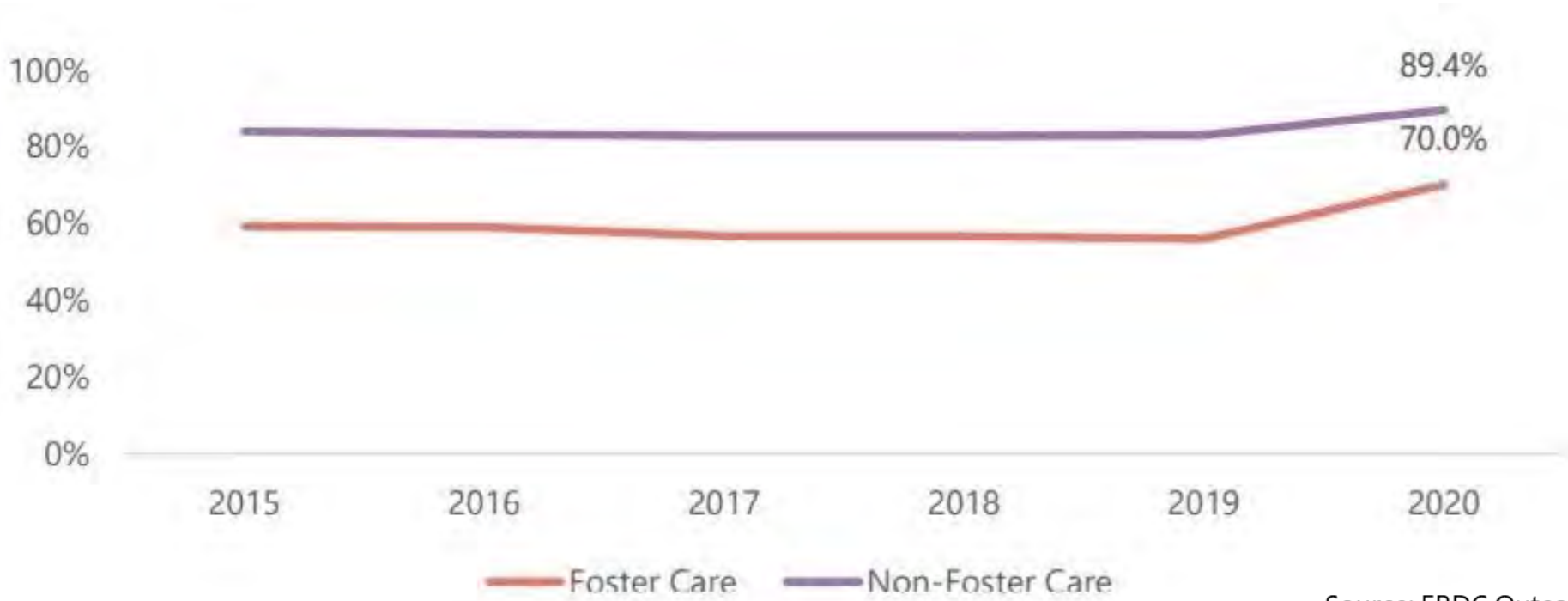
# Percent of students with Mobility



School mobility is defined as changing schools at least one time during the school year. Non-mobile students are students enrolled on October 1st of the school year and are continuously enrolled in the same school for 150 days in the school year. Mobile students enroll with inverse pattern.

Source: ERDC Outcomes of Foster Youth 2021

# Percent of students with Regular Attendance



Source: ERDC Outcomes of Foster Youth 2021

# Thoughts on Data

- What stands out to you?
- Anything surprise you?



# Legislative Milestones for Educational Stability of Students in Foster Care



2008

Fostering Connections to  
Success and Increasing  
Adoptions Act

2013

Uninterrupted Scholars  
Act

2015

Every Student Succeeds  
Act



## 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:
  - Placement takes the education setting into consideration; and
  - 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.



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

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

- School of origin rights
- Best Interest Determination
- Immediate enrollment
- Collaboration between schools and child welfare
- Foster care liaison in every district

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

# School of Origin

School in which child is enrolled at time of placement change

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

Includes LEA preschool and designated feeder schools



# Immediate Enrollment



Immediate enrollment means that a child should be enrolled in, and attending, a new school as soon as possible.

- Appropriate classroom placement
- Transportation, if required

Enrollment must not be denied or delayed because documents normally required for enrollment have not been provided

- Including Immunization Records

# Collaboration: Schools & Child Welfare

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- Best Interest Determinations
- Transportation Arrangements
- DCYF is responsible for paying any outstanding fees/fines
- Ensure that social workers receive:
  - Report Cards
  - Attendance Reports
  - Invites to parent-teacher conferences, IEP meetings





Home » Student Success » Access & Opportunity in Education » Foster Care

**STUDENT SUCCESS**

Resources by Subject Area ▶

Learning Standards & Instructional Materials ▶

Graduation ▶

Testing ▶

Career & Technical Education ▶

Special Education ▶

Support Programs ▶

Access & Opportunity in Education ▼

Migrant and Bilingual Education ▶

Native Education ▶

## Foster Care

The Foster Care Program at OSPI supports students in foster care by encouraging innovative practices that reduce educational disruptions, strengthen school stability, and improve academic performance. Schools, child welfare agencies, communities, and families must work together to provide the equitable opportunities, specialized services, and useful supports that are essential for students in foster care to be successful in school and in life.

As part of the Student Support division, the Foster Care Education Program partners with educators, foster parents, social workers, state agencies, and advocates as they support the whole child through evidence-based, best-practices and collaborative approaches.

### [Foster Care Liaisons/DCYF Contacts](#)

Find contact information by county, DCYF region, and school district for Foster Care Liaisons and Children's Administration staff who can help resolve issues and provide support.

### [Foster Care & Education: COVID-19](#)

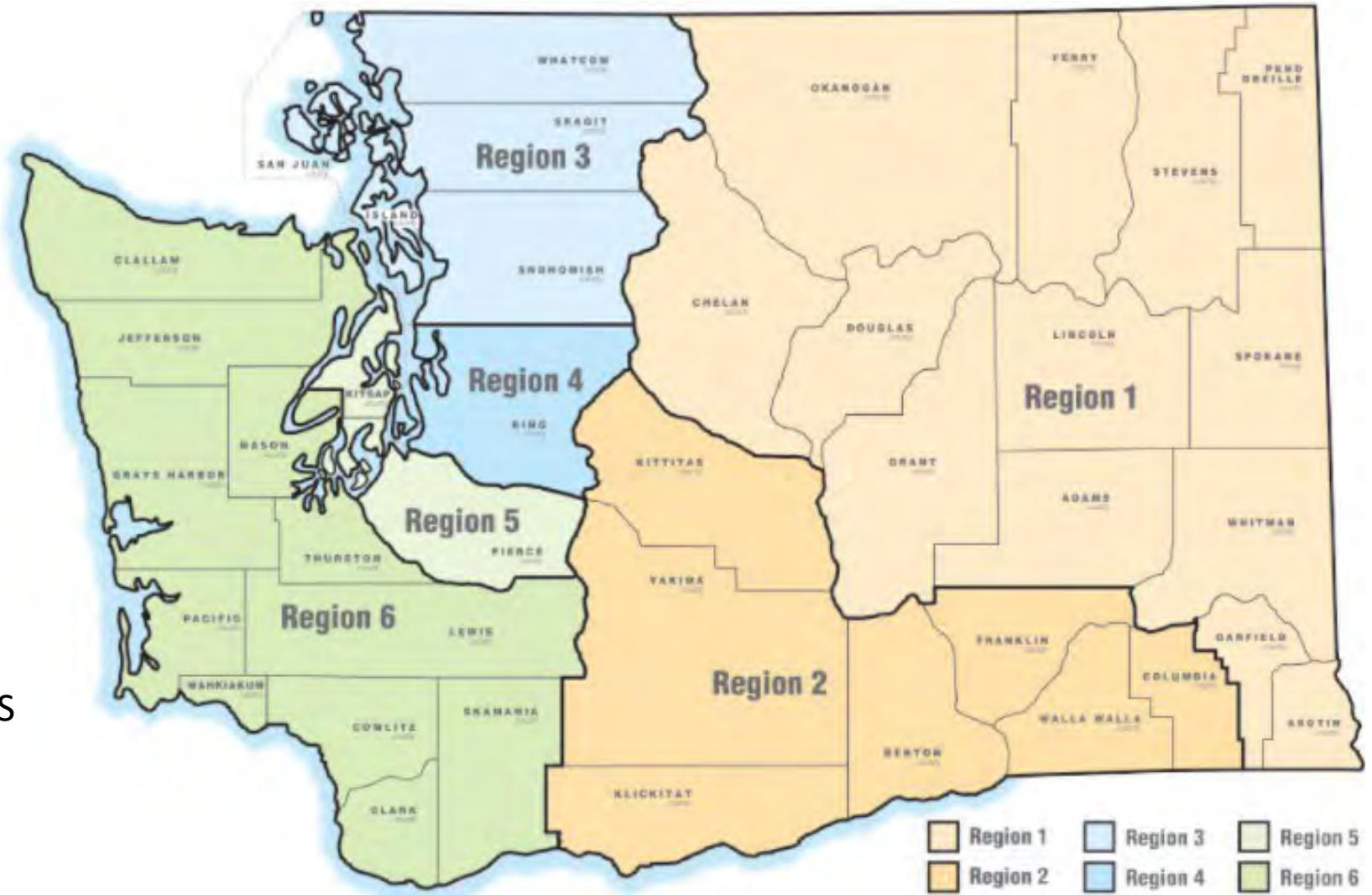
# How Do I Find My Foster Care Liaison?

[Visit the OSPI Foster Care Education Website](#)



# DCYF Regional Education Leads

Individual DCYF caseworker contact information is included on the CEDARS foster care report. Connect with your district foster care liaison.



# Identification

## CEDARS

- Nightly data feed from DCYF to OSPI

## Caregiver Authorization Forms

- DCYF provides to foster parent upon placement

## School Notification Forms

- DCYF is required to provide to school when placement changes



# State Legislation – Child Welfare

- RCW 74.13.550 Child placement—Policy of educational continuity
- RCW 74.13.560 Educational continuity—Protocol development
- RCW 74.13.631 School-aged youth in out-of-home care—School placement options
- RCW 13.34.045 Education liaison-Identification







## Child placement— Policy of educational continuity

### RCW 74.13.550

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.





## Educational continuity—Protocol development

### RCW 74.13.560

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.

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

## RCW 74.13.631

The educational responsibilities of DCYF for school-aged youth residing in out-of-home care include:

- To collaboratively discuss and document school placement options and plan necessary school transfers during the family team decision-making meeting, consistent with the provisions for making best interest determinations.
- To notify the receiving school and the school of origin that a youth residing in foster care is transferring schools.
- To document factors that contributed to any school disruptions.
- To pay any unpaid fees or fines due by the youth to the school or school district.



# Education liaison- Identification

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## RCW 13.34.045

The identified educational liaison should be a person committed to providing enduring educational support to the youth. If the department is not able to identify an adult with an existing relationship to the youth who is able to serve as the educational liaison, the court may appoint another adult as the educational liaison, such as the court-appointed special advocate if applicable, but may not appoint the youth's caseworker.



# State Legislation - Schools

- [RCW 28A.225.023](#) - Review of unexpected or excessive absences
- [RCW 28A.225.350](#) - Best Interest Determinations
- [RCW 28A.225.360](#) - Collaboration with DCYF
- [RCW 28A.320.192](#) - On-time grade level progression and graduation
- [RCW 28A.320.148](#) - Foster care liaison and building points of contact
- [RCW 28A.150.510](#) – Records Transfer



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## Review of unexpected or excessive absences

### RCW 28A.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.



# Collaboration with DCYF

[RCW 28A.225.360](#)

School districts  
must collaborate  
with the  
department of  
children, youth,  
and families as  
provided in  
RCW [74.13.560](#).



# On-time grade level progression and graduation

## RCW 28A.320.192

- Requires school districts to facilitate the on-time graduation of student in foster care by:
- Waiving specific courses required for graduation if similar coursework has been satisfactorily completed in another school district.
- Providing an alternative means to complete required coursework necessary for graduation.
- Consolidating unresolved coursework and providing opportunities for credit accrual.
- Facilitating the graduation from the sending district where graduation requirements were met.





# District Foster Care Liaisons & Building Points of Contact

## [RCW 28A.320.148](#)

Requires every school district to designate a foster care liaison. Every school must have a foster care building points of contact.

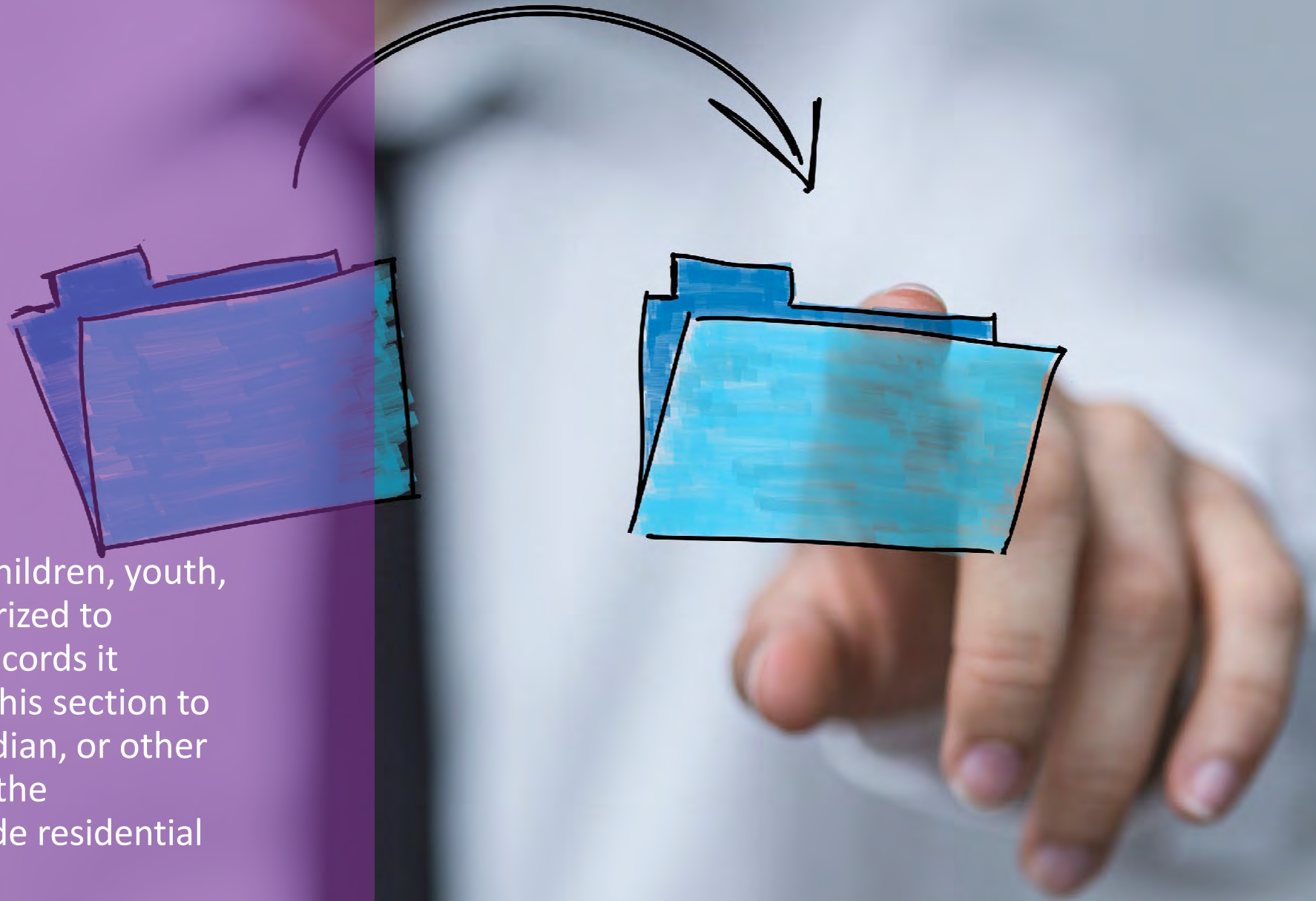




# Records Transfer

## RCW 28A.150.510

The department of children, youth, and families is authorized to disclose education records it obtains pursuant to this section to a foster parent, guardian, or other entity authorized by the department to provide residential care to the student.



Break



# Best Interest Determinations



# ESSA Provisions for Students in Foster Care

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



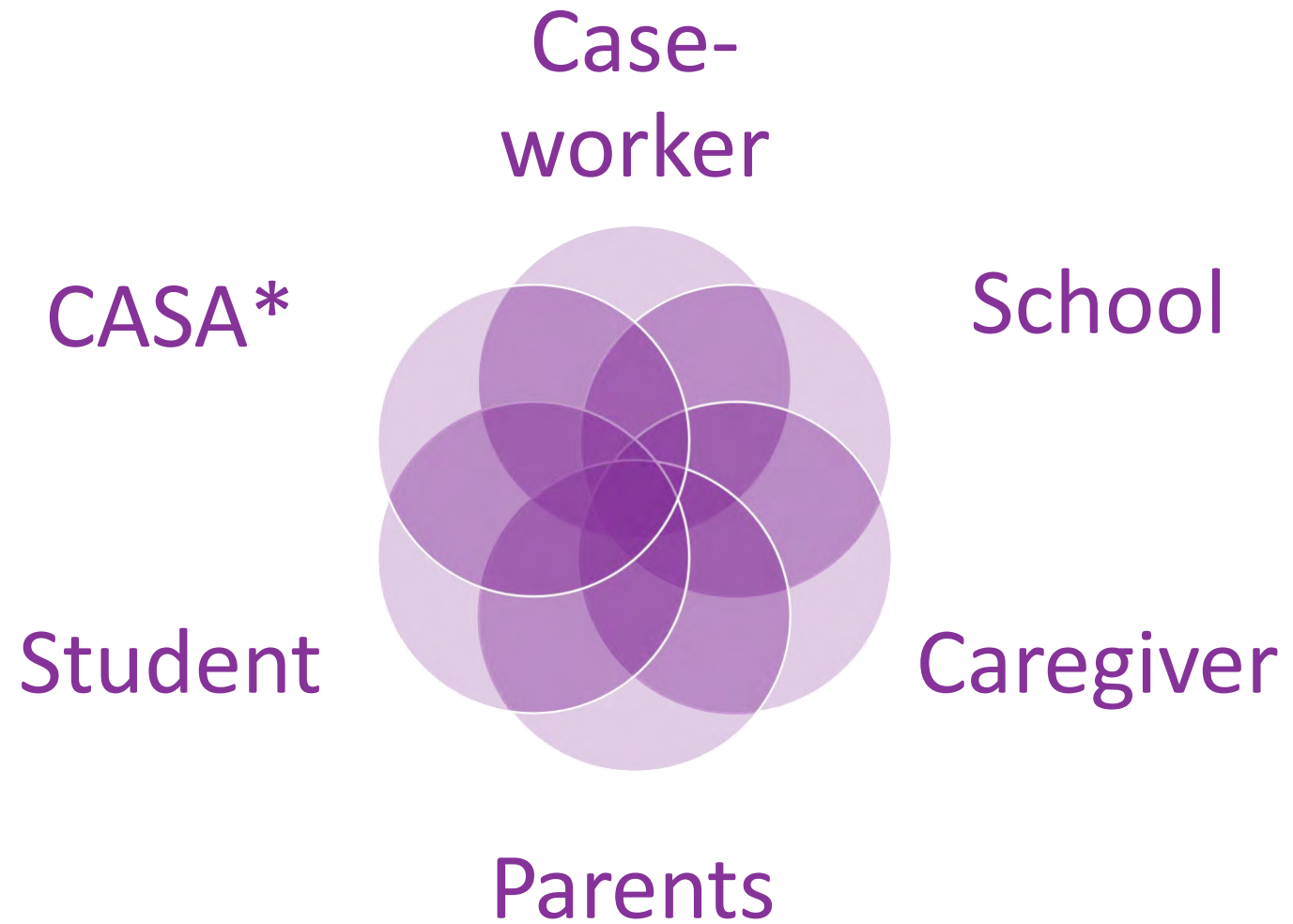


## Students in out-of-home care—Best interest determinations

### **RCW 28A.225.350**

- 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 made

# Best Interest Determination



\*Or other interested party





# Best Interest Determination

Student-centered Factors, e.g.:

- *Age*
- *Length of placement*
- *Special needs*
- *Timing in school year*
- *Grade level*
- *Existing connection*

This Photo by Unknown Author is licensed under [CC BY-SA-NC](#)

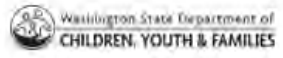


# Best Interest Considerations

- Building case to talk w/school
- Things to consider
  - Why this school?
  - Student's connection to their current school— teachers, friends, support persons?
  - Are needs being met at the current school – academic, social, emotional, Special ED services, medical?
  - Could a new school better meet their needs? Different services? Different social opportunities?
  - What is the permanency plan? If there is tuition or fees associated with the new school, who will take responsibility for those?







## 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 _____	

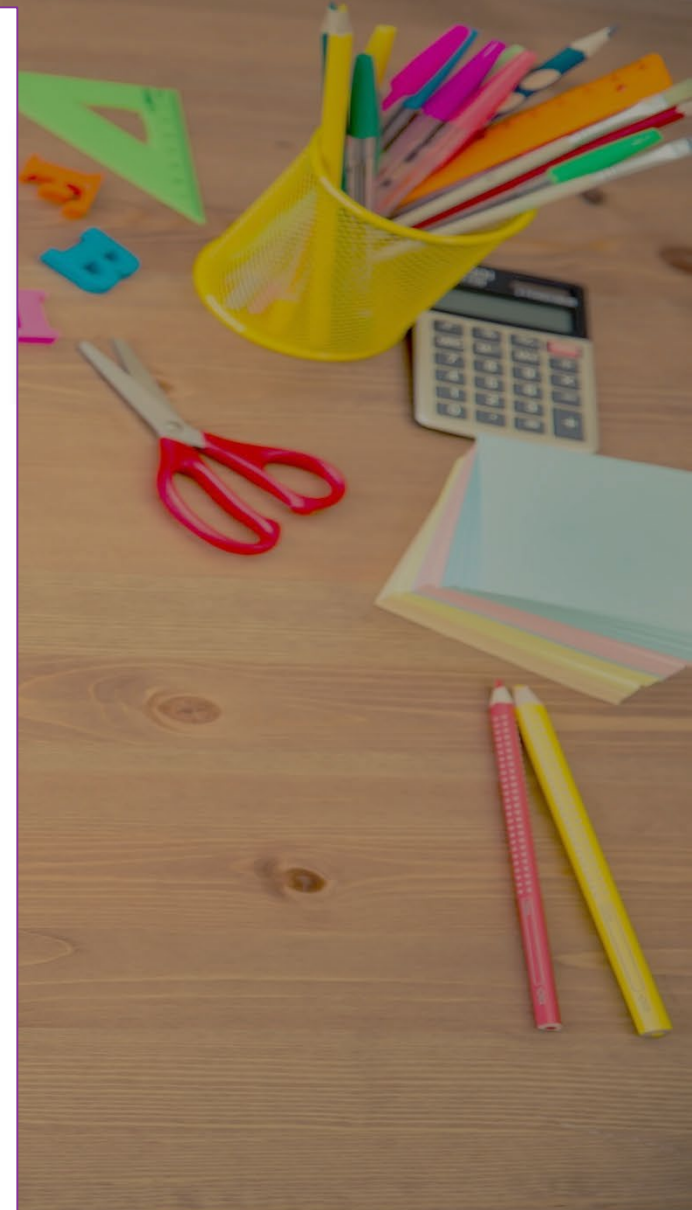
**The above named student has been returned to parent / guardian care:**

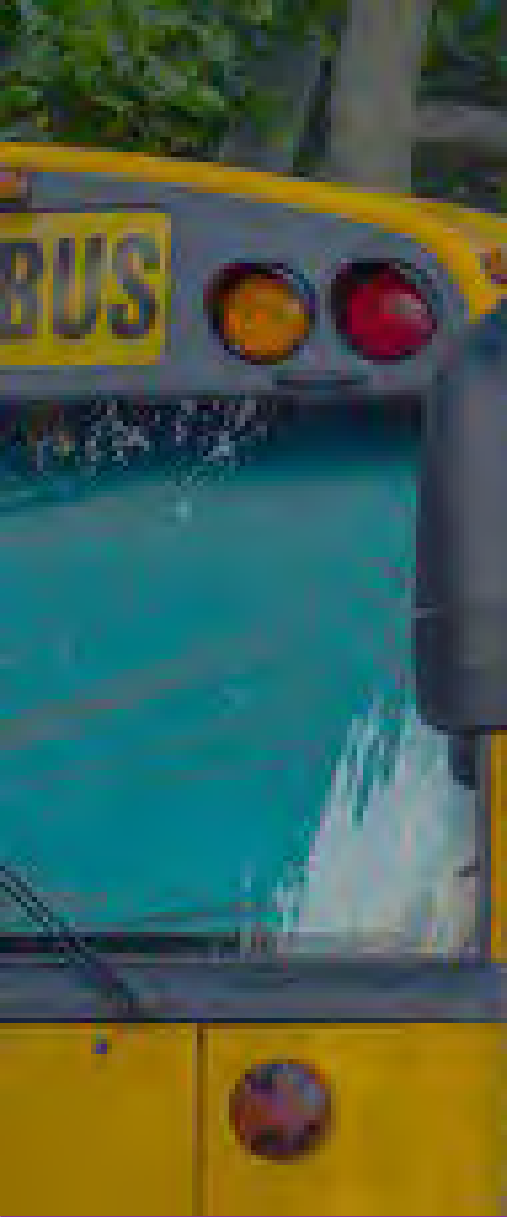
<input type="checkbox"/> Legal custody regained by parent / guardian or <input type="checkbox"/> Legal custody retained by DCYF	PARENT / GUARDIAN(S) NAME(S) _____
ADDRESS _____	
PHONE _____	

**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.





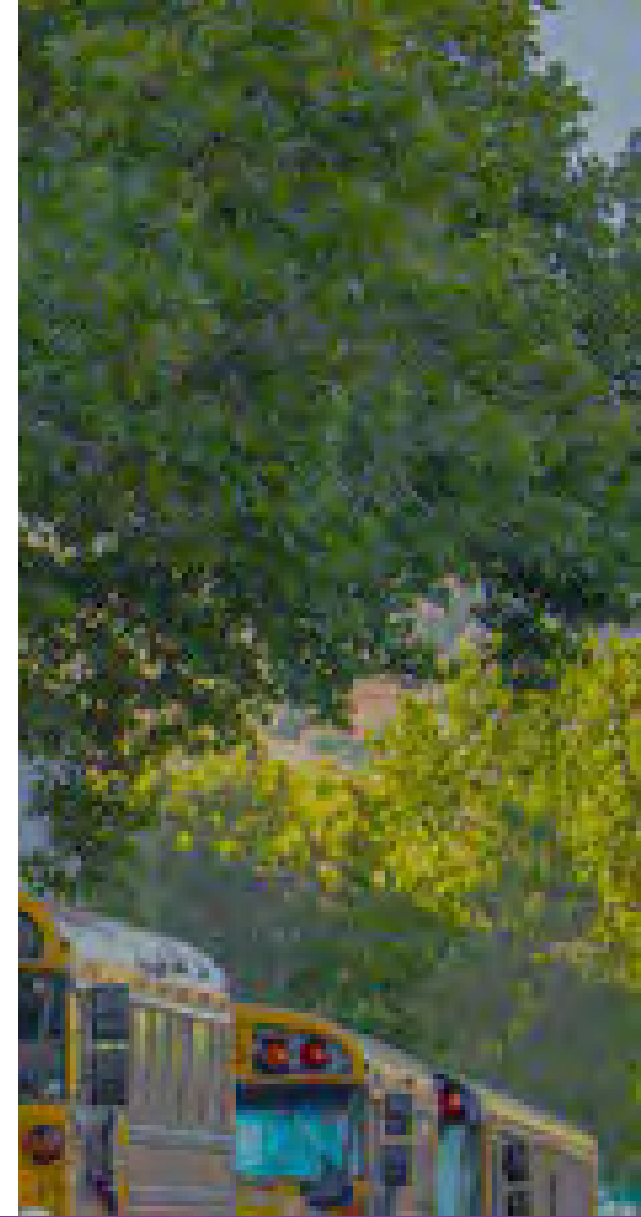
Copy of the court order is attached.

**Best Interest Determination Participants:**

- Representative from Neighborhood School     
  Parent     
  Caseworker  
 Representative from School of Origin     
  Caregiver     
  Youth

**School Selection: A Checklist for Decision Making**

	School of Origin Considerations		Local Attendance Area School Considerations
<input type="checkbox"/>	<b>Continuity of instruction</b> <i>Student is best served due to circumstances that look to his or her past</i>	<input type="checkbox"/>	<b>Continuity of instruction</b> <i>Student is best served due to circumstances that look to his or her future</i>
<input type="checkbox"/>	<b>Age and grade placement of the student</b> <i>Maintaining friends and contacts with peers is critical to the student's meaningful school experience and participation.</i>	<input type="checkbox"/>	<b>Age and grade placement of the student</b> <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"/>	<b>Academic strength</b> <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"/>	<b>Academic strength</b> <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"/>	<b>Distance of the commute and its impact on the student's education and/or special needs</b> <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"/>	<b>Distance of the commute and its impact on the student's education and/or special needs</b> <i>A shorter commute may help the student's concentration, attitude, or readiness for school.</i>
<input type="checkbox"/>	<b>Personal safety of the student</b> <i>The school of origin has advantages for the safety of the student.</i>	<input type="checkbox"/>	<b>Personal safety of the student</b> <i>The local attendance area school has advantages for the safety of the student.</i>
<input type="checkbox"/>	<b>Student's need for special instruction</b> <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"/>	<b>Student's need for special instruction</b> <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>



# Short-Term Educational Plan

Student Name:	Student Grade:
Contact Person at the school:	Phone number:
Email:	
How can they access school work while at The Bridge? (choose all that apply) <ul style="list-style-type: none"><li>• Digitally<ul style="list-style-type: none"><li>• Google Classroom</li><li>• Seesaw</li><li>• Schoology</li><li>• Emailed work</li></ul></li><li>• Send a packet of school work</li><li>• Ability to join the class virtually during times of the day<ul style="list-style-type: none"><li>• Google Meet</li><li>• Zoom</li><li>• What time(s)? _____</li></ul></li></ul>	What general learning targets are they working on? <ul style="list-style-type: none"><li>• Math -</li><li>• Literacy -</li><li>• Social emotional skills -</li></ul>
How should completed work be communicated back to the school?	Please provide link and student username and password to access any digital resources:  Link:  Username:  Password:  Additional info:

A group of diverse young children are holding hands in a circle in a grassy field at sunset. The children are smiling and appear to be in a joyful mood. The background is a soft, warm glow from the setting sun, creating a peaceful and happy atmosphere. The children are of various ethnicities and are dressed in casual, colorful clothing. The overall scene conveys a sense of unity and community.

# Breakout Session

Who needs to be in the best interest determination meeting?

What questions need to be asked?

# Scenario

A 10-year-old was residing in a foster home in the Renton School District. She has had great challenges in both school and her current placement. Placement has disrupted and she has moved to another foster home in the Federal Way area. She is behind at least one grade level and has an IEP that she is currently being re-evaluated for. DCYF hopes to return her to her mother with in-home BRS services to see if they are able to stabilize her, rather than continue to move her from home to home. The plan is that she would move back to her mom within 6-9 months.

Due to the change in foster placement, what is the first thing that needs to be done before the student is moved? Who would you contact to start that process or find out if the process is being followed? Who should be involved? What factors should be considered when deciding which school would be in the best interest of the child?

SPARRER



A spiral-bound notebook with a white cover and black metal spiral binding is positioned diagonally across the bottom of the frame. The word "Break" is printed in a bold, black, sans-serif font on the white cover. The notebook is surrounded by several autumn leaves in shades of yellow and orange, scattered across a dark, weathered wooden surface with prominent grain and knots. The overall composition is rustic and seasonal.

**Break**



Washington State  
Governor's Office of the  
**Ombuds** Education

- Informal Conflict Resolution
- Information
- Referrals
- Toolkits
- Other Resources

[www.oeo.wa.gov](http://www.oeo.wa.gov)



# Special Education



[Special Education Resource Library | OSPI \(www.k12.wa.us\)](#)

[Special Education Guidance for Families](#)

[Special Education WAC and Federal IDEA](#)

The **OSPI Special Education Parent Liaison** is available as a resource to parents in non-legal special education matters and serves as a neutral and independent advocate for a fair process. The Special Education Parent Liaison does not advocate on behalf of any one party. Rather, the Parent Liaison exists to address individual concerns about bureaucratic systems and act a guide for anyone attempting to understand and navigate various special education or school district processes and procedures.

To contact Scott Raub, the Special Education Parent Liaison, call 360-725-6075 or submit a message through the [Contact Us web page](#).



# Treehouse Program Overview and Eligibility

Heidi Hiatt, Regional Manager, Education Advocacy Program, Treehouse  
2022 Washington State Child Advocate Conference

# Our Mission at Treehouse



## Giving Foster Kids a Childhood and a Future

**We envision—and strive to create—a world where every child that has experienced foster care has the opportunities and support they need to pursue their dreams and launch successfully into adulthood.**

## Intended Impact

**Treehouse advances equity and racial justice in the foster care and education systems. By 2027, 90% of youth who have experienced foster care across Washington state will complete high school, with support and a plan to transition into independence.**

# Treehouse Programs Overview



#1

## Educational Advocacy

Resolves difficult issues and removes barriers to school success. Serves youth in foster care in pre-kindergarten through 12th grade across Washington state.



#2

## Graduation Success

Youth-centered academic program that partners with youth in foster care to engage and invest in their education and future. Grad Success serves high school students and youth enrolled in an eligible GED program in foster care who are in an out-of-home placement.



#3

## Launch Success

Launch Success continues partnering with youth after graduation by providing ongoing access to goal setting, and financial and material resources. Includes coaching on accountability, self-advocacy and other life skills necessary for a successful launch into adulthood.



#4

## Tribal Engagement

A culturally centered program that engages collaboratively with tribal communities to support youth in care on their academic journey. Barriers to school success can be removed with student-centered planning and the development of self-advocacy skills.



# Treehouse Educational Program Eligibility

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## Educational Advocacy

- Youth must be in shelter care status or in an open dependency with DCYF
- Youth in federal foster care or one of the tribal foster care systems.
- Youth must be attending, attempting to attend, or need enrollment assistance with a Pre-K – 12 school in WA state.
- There must be an **immediate** need that requires intervention.

## Graduation Success

- Youth must be in an open dependency of either DCYF, federal foster care, or one of the tribal foster care systems.
- Youth must be enrolled in a public high school (9<sup>th</sup> – 12<sup>th</sup> grade).

## Launch Success

- Youth ages 18-26<sup>th</sup> birthday who graduated from high school or an equivalency program while enrolled in our Graduation Success program can opt in and qualify for automatic enrollment.
- Youth who participated in Graduation Success for at least 1 year and went on to graduate high school or an equivalency program (NOT while enrolled in GS) may be eligible. Must call or email to inquire.

## Tribal Engagement

- Youth in tribal jurisdiction or DCYF care and identify as tribally affiliated. Including youth at any stage of the dependency process, from initial removal to case closure.
- Ages 13-21 working towards high school completion.
- Residing in our current service areas (Greater Marysville, Greater Auburn, Greater Bellingham/Ferndale and Greater Yakima).

# Treehouse Educational Program Referrals

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## Educational Advocacy, Graduation Success & Tribal Engagement:

Referrals are accepted from:

- DCYF Social Workers
- Case Managers (private agency for foster care or YMCA Young Adult Services staff)
- CASA/Child Advocates
- Attorneys representing youth
- Washington State OSPI (foster care liaisons, school counselors or other school staff)
- Tribal or Federal Foster Care caseworkers

## Launch Success:

- Youth can make a self-referral on our website.
- There may be a waitlist due to the capacity of our Launch Success Coaches.

# Educational Advocacy vs Graduation Success

## Educational Advocacy

- **Must be an immediate need**
- **Requires a new referral each school year**
- **Serves youth from Pre-K – 12<sup>th</sup> grade**

**Serves youth statewide**

**9<sup>th</sup>-12<sup>th</sup> youth can be eligible for both programs**

## Graduation Success

- **Once enrolled, youth are re-enrolled automatically each school year.**
- **Serves youth in high school ONLY.**



# Treehouse Essentials and Experiences



#1

## Treehouse Store

Ensures that youth in foster care have access to the items they need to feel confident and ready to learn. Youth and their caregivers can shop free new/like-new clothing, school supplies, books, toys and other essentials so they feel good and fit in.



#2

## Just-In-Time-Funding

Pays for the important childhood experiences that every child deserves. Provides access to extracurricular activities so youth gain confidence, have fun and improve academic performance. Pays for fun and enriching summer experiences for our youth.



#3

## Driver's Assistance

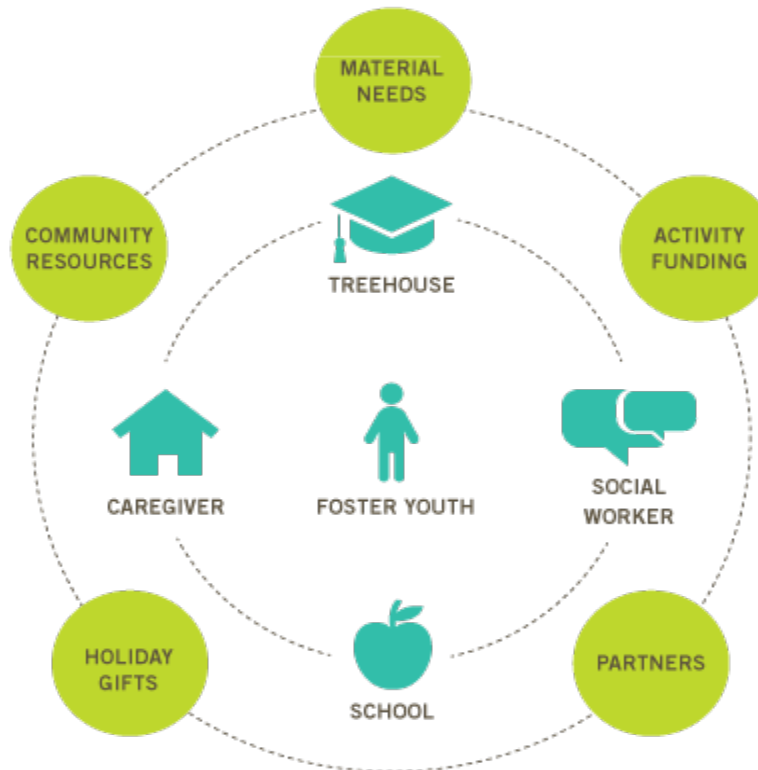
Provides funding and assistance for youth in foster care to obtain: Washington State ID Cards, Driver's Education Courses, Washington State Learner's Permits, Washington State Driver's License & Enhanced Driver's Licenses, and Automobile Insurance.



#4

## Holiday Magic

Makes the holidays brighter for children and youth in foster care by providing each one a meaningful holiday gift. The program is made possible through a 30-year partnership with Washington state's Department of Children Youth and Families.



# Treehouse Essentials and Experiences Eligibility

## Treehouse Store

- Youth must be in shelter care, in a Voluntary Placement Agreement (VPA), or in an open dependency of either DCYF, federal foster care, or one of the tribal foster care systems.
- Youth must also be either residing in King County or have their case based out of King County.

## Just-In-Time-Funding

- Youth must be in shelter care, in a Voluntary Placement Agreement (VPA), or in an open dependency of either DCYF, federal foster care, or one of the tribal foster care systems.
- Youth must also be either residing in King County or have their case based out of King County.



## Driver's Assistance

- Youth must be in an open dependency of either DCYF or one of the tribal foster care systems.
- Youth must be between the ages of 15 and 21.

## Holiday Magic

- Youth must be in an open dependency of either DCYF or one of the tribal foster care systems.

# Treehouse Essentials and Experiences Referral

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## Treehouse Store and Just-in-Time Funding:

Referrals are accepted from:

- DCYF Social Workers
- Case Managers with foster placing agencies or group homes
- Attorneys representing youth
- Washington State OSPI (foster care liaisons, school counselors or other school staff)
- Tribal or Federal Foster Care caseworkers

## Driver's Assistance:

- Youth do not need a referral specifically for Driver's Assistance. Eligible youth, their caregivers, or their social workers can make requests for funding on our website, with or without a previous Treehouse referral.

## Holiday Magic:

- We receive a list of all youth in foster care in the state from the state. We reconcile that list and then send out flyers with the list of gifts to caregivers. Youth and/or caregivers will select a list and a gift is shipped to the youth in time for the holidays.
- Registration for the Holiday Magic 2022 will open on September 26.

## How to Submit a Referral

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**To submit a referral, you will need a Username and Password:**

- Go to: <https://referrals.treehouseforkids.org/> and select "Request an Account"
- You will receive your new Username and Password within 2 business days.



Thank you!

For more information visit our website at:

<https://www.treehouseforkids.org/>



# Passport to Careers

Dawn Cypriano McAferty | October 2022



WASHINGTON STUDENT  
ACHIEVEMENT COUNCIL  
EDUCATION · OPPORTUNITY · RESULTS



## PASSPORT TO COLLEGE BACKGROUND

- Created in 2007, providing a multi-dimensional range of services to foster youth. Served the first cohort of students in 2008.
- Early outreach and college preparation through the SETuP program.
- Limited to serving a small population of youth.



# PASSPORT TO CAREERS EXPANSION

## Passport to Careers Eligibility:

- Students who experienced state, tribal, ICPC, or federal **foster care** at any point after age 13.
- Students who experienced **unaccompanied homelessness** on or after July 1 of the prior academic year.
- Students may participate in college or an apprenticeship or pre-apprenticeship program.





## STUDENT ELIGIBILITY

- Complete FAFSA or WASFA
- Attending an approved institution in WA
- Not pursuing a degree in theology
- Washington resident
- Enroll prior to age 22
- Student has 15 QER, or the equivalent
- Scholarship expires at age 26



# PROGRAM ELEMENTS



# EARLY OUTREACH – SETUP PROGRAM

**Eligible SETUP students are:**

Between the  
ages of 13-21

Enrolled in high  
school or a  
GED program

In foster care in  
Washington  
State





# EARLY OUTREACH – SETUP PROGRAM

**Assists foster youth in successfully making the transition from high school to postsecondary enrollment, career, or service.**

- Five providers throughout Washington:
  - Serve about 350 students each year.
  - Provide case management to complete developmental tasks to increase high school and postsecondary success.
  - Facilitate youth access to appropriate school and local resources.
  - Collaborate with Treehouse staff.
  - <https://wsac.wa.gov/setup>





# PASSPORT TO COLLEGE

- In 2021-22, served 945 students totaling \$5.73M including support services.
  - Additionally, 32 student participated in a pre-apprenticeship or apprenticeship program.
- Maximum annual award of \$5,000.
- Scholarship that assists with the cost of attending college.  
[Tuition, fees, books, housing, transportation, some personal expenses]

## **Program Expenditures**

\$ 3.70M awarded as scholarships

\$ 2.03M provided as incentive grants



# PASSPORT TO COLLEGE – STUDENT SUPPORT FUNDS

- Student Support Funds are provided to the institution for individualized student support services.
- Forty-six colleges signed a Participation Agreement and developed a student support plan that includes:
  - Campus leadership commitment
  - Designated support staff (DSS)
  - Reviewing student financial aid, ensuring all resources are utilized and minimizing a reliance on student loans
  - Connecting with social services and Independent Living Providers



# PASSPORT TO APPRENTICESHIPS

- In general, for non-campus-based apprenticeship programs.
- Assists students participating in registered apprenticeship or pre-apprenticeship programs.
- Covers occupational-specific costs.
  - Tuition, fees, work clothes, rain gear, boots, and occupation-related tools.
- WSAC contracted with [ANEW](#) for program administration.





# ANEW INFORMATION



- Founded in 1980 to improve access and advancement of women in non-traditional pathways. Now serving both men and women.
- Partners with over 17 apprenticeship programs in the Puget Sound Region.

**Halley Schriber**

Apprenticeship Navigator

206-710-1018

[Halley@anewcareer.org](mailto:Halley@anewcareer.org)

[www.anewaop.org](http://www.anewaop.org)



The image features a large, multi-paned window with a light-colored frame. The window is set within a wall of light-colored stone or concrete blocks. The glass reflects an interior space, showing a chandelier, a ceiling with recessed lighting, and other architectural elements. The text "PROGRAM DEFINITIONS" is overlaid in the center of the image in a dark blue, serif font.

# PROGRAM DEFINITIONS



# DEFINITIONS AND PROCESSING ELIGIBILITY

Category	Definition and Process
<b>State Foster Care</b>	Student is a dependent of WA state. Passport eligibility is determined by DCYF and posted in the WSAC portal.
<b>Tribal Foster Care</b>	Student is a dependent of a tribal court in WA. Passport eligibility is verified by a tribal representative. WSAC posts to portal.
<b>Federal Foster Care</b>	Student is often an unaccompanied refugee minor. Passport eligibility is verified by DSHS. WSAC posts to portal.
<b>ICPC</b>	Interstate Compact for the Placement of Children. Student is a dependent of another state, but is placed in WA. DCYF helps with eligibility verification. WSAC posts to portal.
<b>Unaccompanied Homeless</b>	Student is homeless without a parent or guardian. Institutions determine eligibility and shares information with WSAC for posting to portal.



# UNACCOMPANIED HOMELESS YOUTH

Category	Definition
<b>Unaccompanied</b>	Not in the physical custody of a parent or guardian.
<b>Homeless</b>	<p>Individuals who lack a fixed, regular, and adequate nighttime residence.</p> <p>For example:</p> <ul style="list-style-type: none"><li>• Sharing the housing of another person because of a loss of housing.</li><li>• Living in a hotel, trailer park or camp ground.</li><li>• Living in emergency or transitional shelters.</li><li>• Couch surfing, or living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations.</li><li>• Migratory children living in circumstances listed above.</li><li>• Refer to Dear Colleague Letter: <a href="https://ifap.ed.gov/dpcletters/GEN1516.html">https://ifap.ed.gov/dpcletters/GEN1516.html</a></li></ul>



# COMMUNITY PARTNERS AND OTHER RESOURCES



# PASSPORT LEADERSHIP TEAM

## **Advisory Membership**

- Made up of 30 members
- Representatives from institutions, social services, state agencies, tribes, apprenticeships
- Quarterly meetings, with more frequent workgroup meetings
  - Data
  - Infrastructure
  - Advising

## **Projects**

- Strategic planning
- Policy advising
- Resource development
- Provide training opportunities
- Passport Conference



# REGIONAL TEAMS

## **Regional Support Teams**

- Smaller groups meet regularly to enhance services to Passport students.
- Organically developed by institutions and social service providers.
- Supported by the contract with College Success Foundation.

## **Projects**

- Varies by region
- New student orientation



# RESOURCES

- WSAC Website – [www.wsac.wa.gov](http://www.wsac.wa.gov)
  - Content is primarily for students and their adult supporters
  - Passport Student Guide
  - Outreach Fliers
  - Frequently Asked Questions
- Washington Passport Network – [www.washingtonpassportnetwork.org](http://www.washingtonpassportnetwork.org)
  - Content is aimed at college administrators and adult supporters, not students
  - Training
  - Emergency funding request
  - Important Forms



# ANNOUNCEMENTS

## **Passport Conference**

May 23-24 in SeaTac

<https://www.washingtonpassportnetwork.org/passport-to-careers-state-conference/>

Workshop proposals accepted until Nov 8<sup>th</sup>!

## **Recorded Webinars**

<https://www.youtube.com/channel/UCbsZRqRei27526kjEvqMTCg>



# Education and Training Voucher (ETV) Program

- Provides financial assistance to eligible students to attend an accredited college or university, vocational or technical college (e.g. Tuition, Fees, Housing/Rent, Books, Transportation, Groceries, and more!).
- Maximum ETV award is \$5,000.
- Awards are unique to each student and are determined based on unmet financial need.
- ETV can be used if attending college in another state.



# ETV Eligibility

**To be eligible for the ETV program, the student must meet at least one of the following criteria:**

- You are 16 to 20 years old, currently involved in a dependency action in a Washington State or tribal court, in the care and custody of DCYF or an ICW agency and in foster care.
- You are 18 to 20 years old and have aged out of state or tribal care. Youth who have aged out of foster care in a state other than Washington may also be eligible to apply.
- You were adopted or entered guardianship with a relative on or after the age of 16.
- If you participated and used ETV funds prior to age 21, you may be eligible to age 26; not to exceed a total of 15 semesters or 20 quarters.

**Other requirements:**

- In order to receive ETV funds to age 26, students need to have used ETV funds before turning 21 or they are no longer eligible for the program.
- Must be eligible for aid and have an unmet need.
- Enrolled at least half-time and take at least one 100-level course.
- Maintain satisfactory academic progress (2.0 GPA or higher).

# Important Deadlines

Please assist your students in reaching the following deadlines:

- **October 1** FAFSA opens for the next academic year
- **January 1** Registration for ETV opens for the next academic year
- **April 30** ETV priority deadline

\*No matter the date, please send us your application and we will contact you!



Students need to print clearly or use our online application at:  
<https://www.dcyf.wa.gov/services/foster-youth/etv>



# Updating Information

Help bust barriers; let us know if a student has:

- Moved
- Changed email
- Changed phone number
- Changed banks

Note: please assist students to **hand sign** Payee Registration forms.



# Running Start/Dual Credit Students

Running Start students are eligible for up to \$2,000.

Some suggested expenditures:

- Books and supplies
- School Fees
- Transportation
- Parking pass
- Gas/Car repairs

How do they receive their funds?

- Submit receipts for reimbursement via check or direct deposit.
- Submit Amazon order to ETV to purchase on student's behalf.

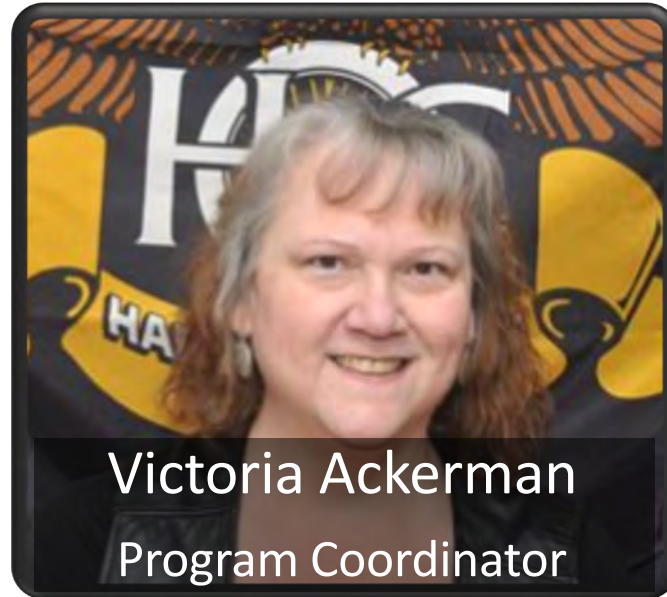
ETV is working diligently to add more dual credit students to the program and see them fully utilize their funds. **Help us spread the word!**



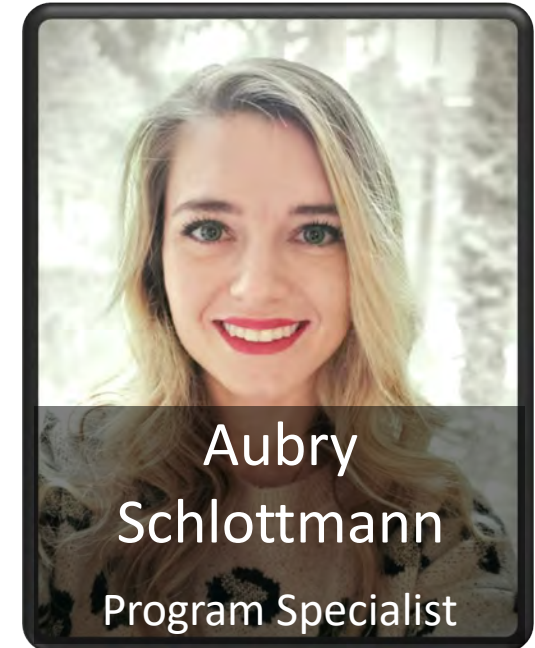
# ETV Team



**Kathy Ramsay**  
Program Manager



**Victoria Ackerman**  
Program Coordinator



**Aubry  
Schlottmann**  
Program Specialist



# ETV Contact Information

**Kathy Ramsay**

ETV Program Manager

360-870-9827

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**Dropbox:** [ETVWash@dcyf.wa.gov](mailto:ETVWash@dcyf.wa.gov)

**ETV Website:** [www.dcyf.wa.gov/services/foster-youth/etv](http://www.dcyf.wa.gov/services/foster-youth/etv)





# Stronger Voices Arts Academy

- April 2–7, 2023
- Centrum at Fort Worden, Port Townsend
- Up to 45 Middle School Aged Foster Care children

## **Chaperones Needed!**

Contact Alyssa deLeon, [adeleon@centrum.org](mailto:adeleon@centrum.org); or Stacey Klim, [Stacey.klim@k12.wa.us](mailto:Stacey.klim@k12.wa.us) if you are interested.





FOSTER CARE FAQ



FOSTER CARE IMMEDIATE  
ENROLLMENT



FOSTER CARE  
RESOURCES/TRAININGS



OSPI FOSTER CARE  
EDUCATION



# Thank you!

Contacts:

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Washington State Department of  
**CHILDREN, YOUTH & FAMILIES**

Original Date: November 1, 2022

**Division of Partnerships, Prevention, and Services**

*Approved for distribution by Peggy Carlson, Education Program Administrator*

**[www.dcyf.wa.gov](http://www.dcyf.wa.gov)**

# 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 9<sup>th</sup> through 12<sup>th</sup> grades and designates them as foster care if they were ever in foster care in grades 9-12.

