Educational Stability for Students in Foster Care

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Welcome!

Peggy Carlson

Foster Care Program
Supervisor

OSPI

Shanna McBride

Education Program
Manager

DCYF

**Chori Folkman, JD/MSW,
CWLS**

Children's Attorney

Tulalip Office of Civil Legal Aid

Kelly Warner-King, JD

Director
CITA

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Agenda

Educational Outcomes for Students in Foster Care

Federal and State Requirements – Child Welfare & Education

Educational Decision Maker

Assessing Educational Progress

Educational Supports and Resources

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In a hearing, what do you want to know about a child or youth's education?
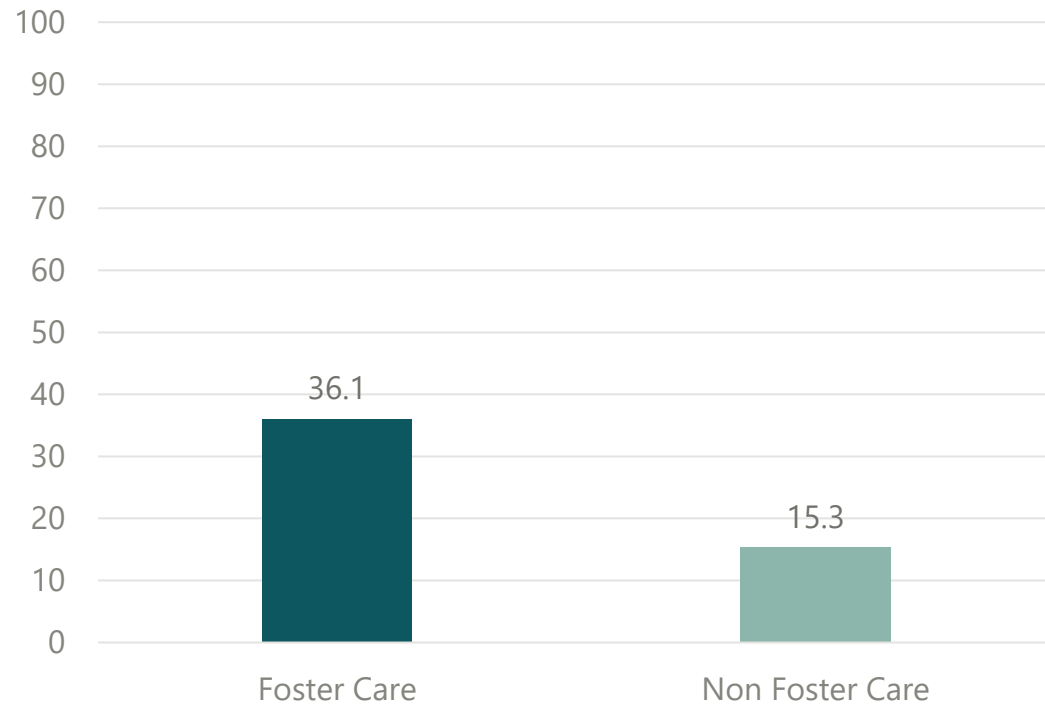
Educational Outcomes for Students in Foster Care

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2019-20 Enrollment by Special Education and Foster Care Status
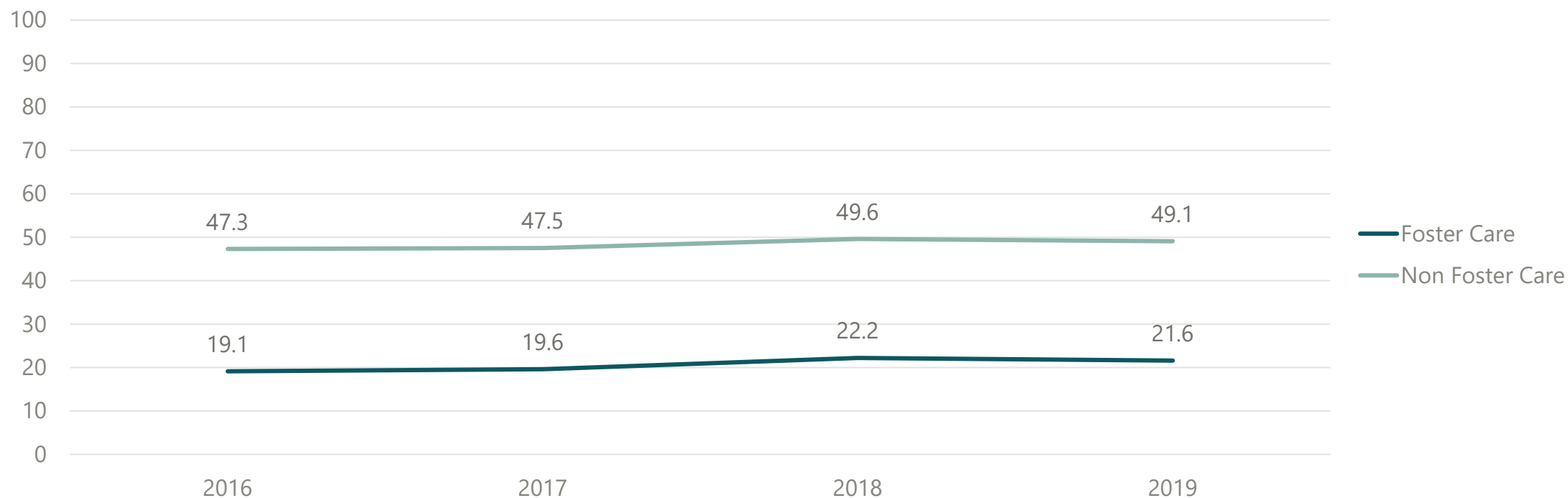
% of Students Receiving Special Education Services

	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

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Percent Met Standard on ELA SBA by Foster Care Status
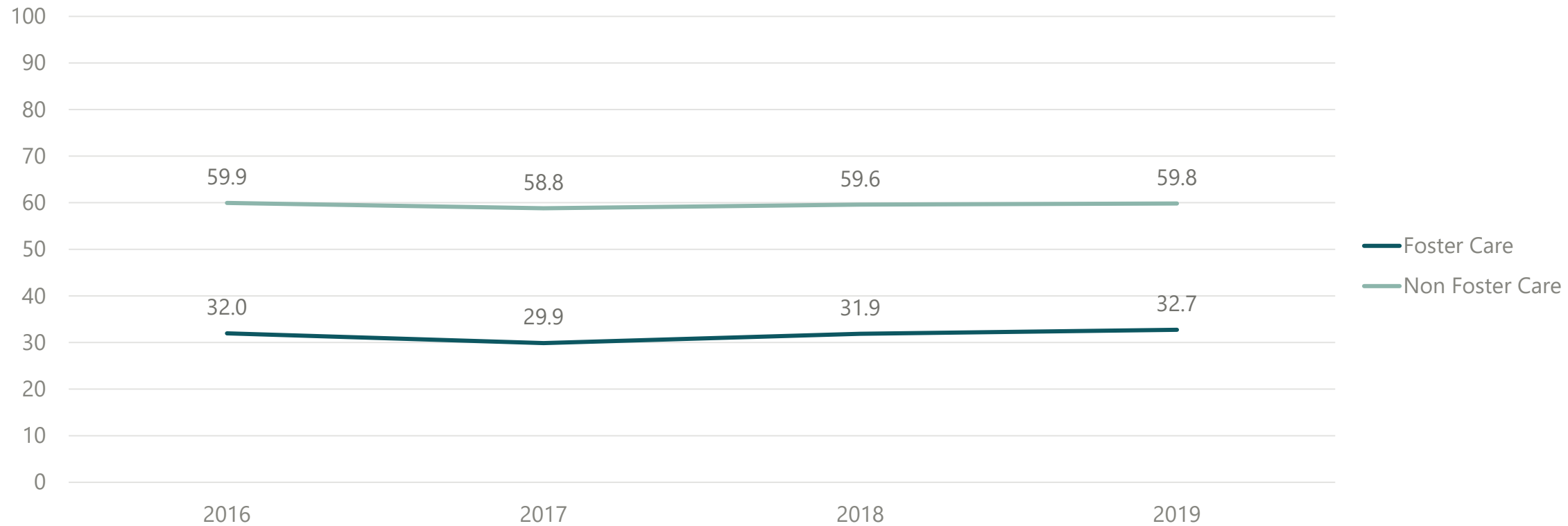
	2016	2017	2018	2019
Foster Care	2,732	2,738	3,157	3,810
Non Foster Care	560,055	571,192	576,488	581,563

Foster Care: 59.9, 58.8, 59.6, 59.8 (Non Foster Care line)
Foster Care line: 32.0, 29.9, 31.9, 32.7

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Percent Met Standard on Math SBA by Foster Care Status

	2016	2017	2018	2019
Foster Care	2,648	2,723	3,140	3,805
Non Foster Care	556,859	570,860	576,704	581,776

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4-Year Graduation Rates

Chart legend: Foster Care, Non Foster Care

Year	Foster Care	Non Foster Care
2016	39.8	79.5
2017	42.2	79.7
2018	46.1	81.1
2019	46.2	80.9

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OSPI Report Card
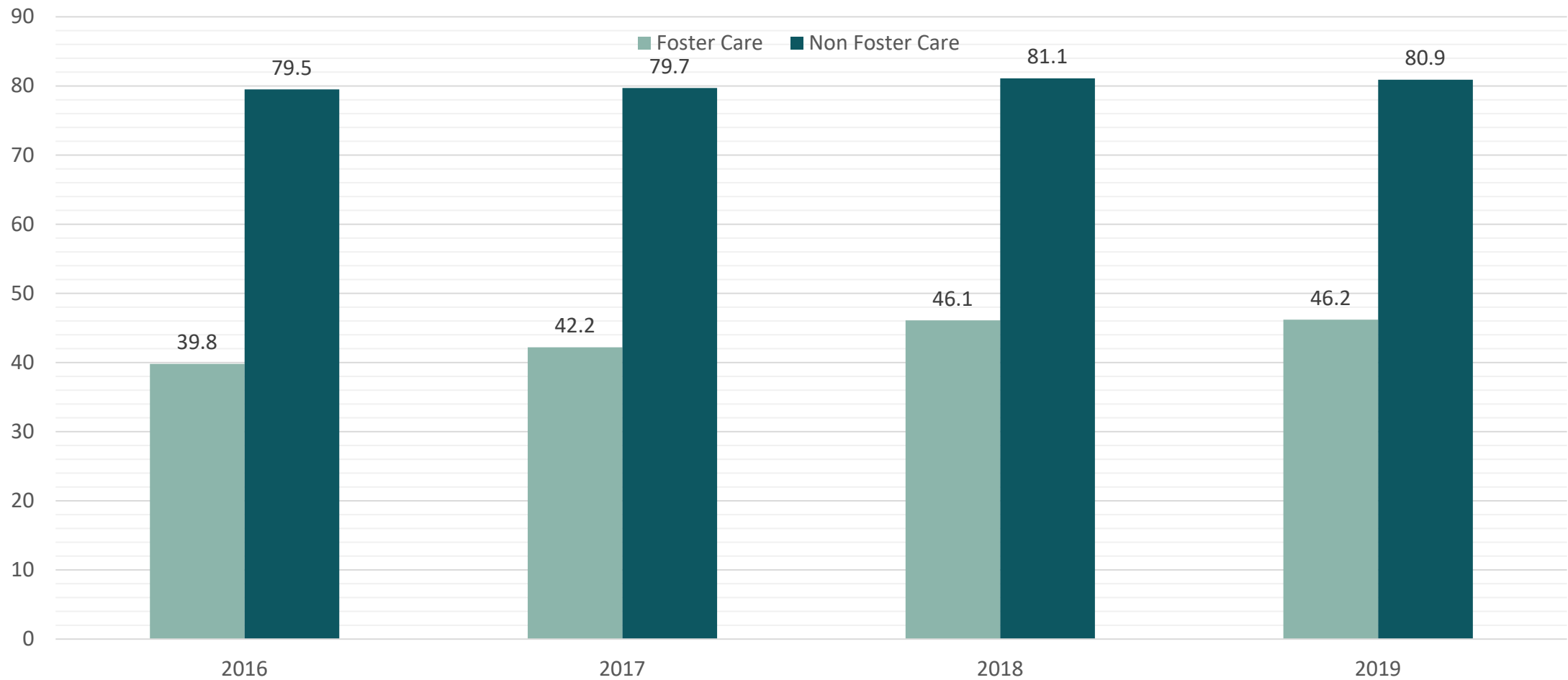
Why Does School Matter?

A positive, stable school experience provides structure and nurtures an environment where students can learn and grow.
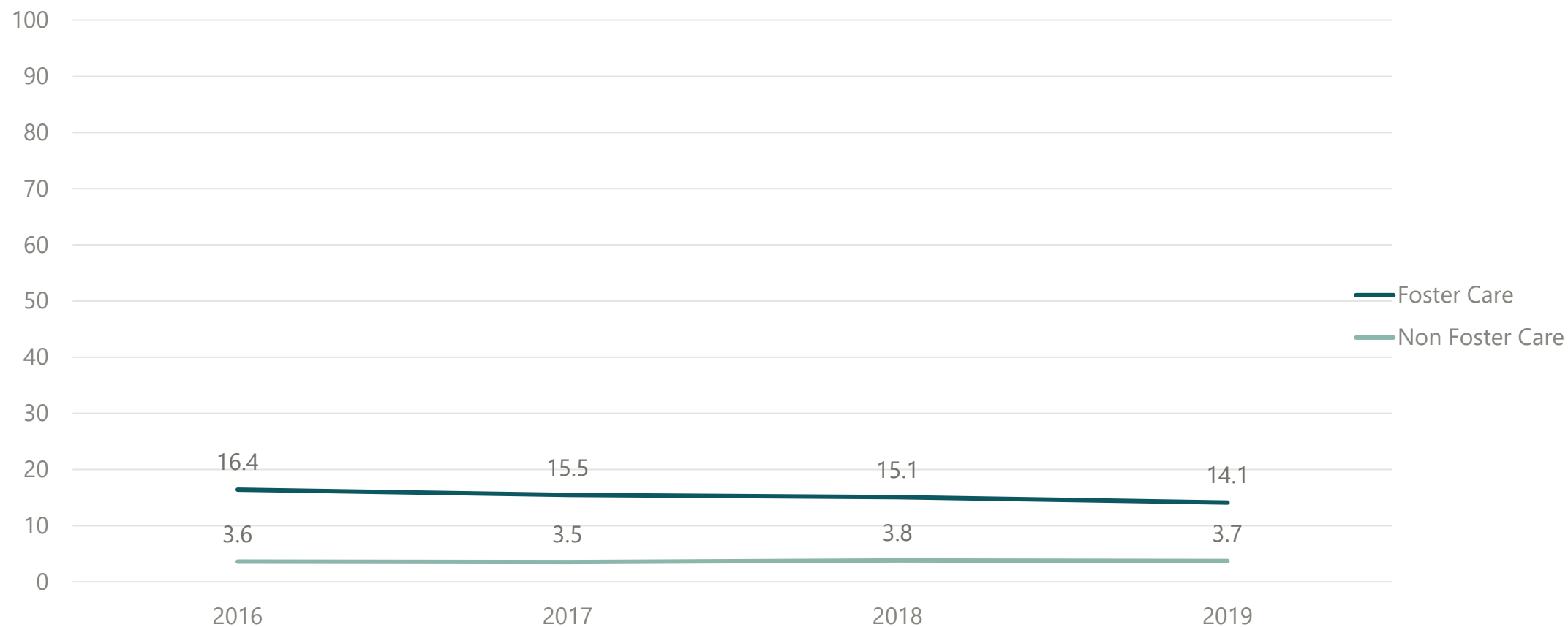
With fewer school disruptions, youth:

- 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.

Trauma

6/8/2021

Discipline Rates by Foster Status

	2016	2017	2018	2019
Foster Care	5,627	6,239	6,933	8,770
Non Foster Care	1,157,912	1,168,309	1,183,901	1,177,198

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Student Group 1	Student Group 2	Not Foster Care	Foster Care
American Indian/ Alaskan Native	All Students	7.6%	12.8%
Asian	All Students	1.1%	4.3%
Black/ African American	All Students	8.1%	20.9%
Hispanic/ Latino of any race(s)	All Students	4.7%	14.7%
Native Hawaiian/ Other Pacific Islander	All Students	6.4%	10.3%
Two or More Races	All Students	4.7%	15.7%
White	All Students	3.3%	13.9%

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2019 Discipline Rate
State Total

Student Group 1	Student Group 2	Not Foster Care	Foster Care
Female	All Students	2.2%	10.0%
Gender X	All Students	5.9%	8.3%
Male	All Students	5.5%	19.4%

- What are your reactions to the video and data?

- How does it relate to your own experience?

Key takeaway?

Fostering Connections to Success and Increasing Adoptions Act (2008)

www.dcyf.wa.gov

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CHILDREN, YOUTH & FAMILIES

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

1. Assurances that the placement takes the child's current educational setting and proximity to school of origin into account; and

2. An assurance that the child welfare has coordinated with local educational agencies (school districts) 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.

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 necessary school transfers during the family team decision-making meeting

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
		☐ Foster care
ADDRESS		☐ Relative
		☐ Other:

☐ 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	ANTICIPATED DATE OF MOVE
☐ Foster care ☐ Relative ☐ Other:	
ADDRESS	

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

☐ Legal custody regained by parent / guardian or ☐ 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.

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

PARENT / GUARDIAN(S) NAME(S)	PHONE

☐ **Copy of the court order is attached.**

Best Interest Determination Participants:
☐ Representative from Neighborhood School
☐ Representative from School of Origin
☐ Parent ☐ Caseworker
☐ Caregiver ☐ Youth

	School of Origin Considerations		Local Attendance Area School Considerations
☐	**Continuity of instruction** *Student is best served due to circumstances that look to his or her past*	☐	**Continuity of instruction** *Student is best served due to circumstances that look to his or her future*
☐	**Age and grade placement of the student** *Maintaining friends and contacts with peers is critical to the student's meaningful school experience and participation.*	☐	**Age and grade placement of the student** *Maintaining friends and contacts with peers in the school of origin is not particularly critical to the student's meaningful school experience and participation.*
☐	**Academic strength** *The child's academic performance is weak, and the child would fall further behind if he/she transferred to another school.*	☐	**Academic strength** *The child's academic performance is strong and at grade level, and the child would likely recover academically from a school transfer.*
☐	**Distance of the commute and its impact on the student's education and/or special needs** *The advantages of remaining in the school of origin outweigh any potential disadvantages presented by the length of the commute.*	☐	**Distance of the commute and its impact on the student's education and/or special needs** *A shorter commute may help the student's concentration, attitude, or readiness for school.*
☐	**Personal safety of the student** *The school of origin has advantages for the safety of the student.*	☐	**Personal safety of the student** *The local attendance area school has advantages for the safety of the student.*
☐	**Student's need for special instruction** *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.*	☐	**Student's need for special instruction** *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.*
☐	**Length of anticipated stay in a temporary shelter or other temporary location** *The student's current living situation is outside of the school-of-origin attendance zone, but his/her living situation or location continues to be uncertain. The student will benefit from the continuity offered by remaining in the school of origin.*	☐	**Length of anticipated stay in a temporary shelter or other temporary location** *The student's current living situation appears stable and unlikely to change suddenly; the student will benefit from developing relationships with school peers who live in his local community.*

DEPARTMENT OF CHILDREN, YOUTH, AND FAMILIES (DCYF)

Education Plan

PLAN DATE

NAME		ID NUMBER	GRADE	TERM	YEAR	DATE OF BIRTH

SCHOOL'S NAME	SCHOOL DISTRICT	AGE

Enrollment and Attendance

Is the child / youth enrolled and attending school? ☐ Yes ☐ No

Reason if not attending:

Status:
- Currently suspended: ☐ Yes ☐ No
- History of suspensions: ☐ Yes ☐ No
- Current attendance:
- Current conduct:
- Other school information:

Have efforts been made so the child / youth can remain at the same school? ☐ Yes ☐ No ☐ N/A

Efforts made:

Description of plan or reason why no plan was developed:

During the last six months of placement, has there been a change of school? ☐ Yes ☐ No

Enrollment end date:

Reason for change:

Completion status:

Is there a plan for transportation to school? ☐ Yes ☐ No

Provided by:

Description of plan or reason no plan was developed:

Child / Youth's Progress

Is the child / youth making academic progress? ☐ Yes ☐ No

Comments:

GPA:

Current performance:

Is the child / youth's progress at school adversely affected by physical, social, emotional, or mental health issues?
☐ Yes ☐ No

Comments:

Are there any recommended educational services that are not being provided? ☐ Yes ☐ No

Comments:

For grades 9 – 12, is there preparation for post-high school? ☐ Yes ☐ No ☐ N/A

Youth's plan:

Comments:

Special Education

Does the child / youth have special education needs? ☐ Yes ☐ No ☐ Not Assessed

Supporting details:

Comments:

Does the child / youth have an IEP? ☐ Yes ☐ No

Start date:

Review date:

End date:

Summary of services:

Does the child / youth have a Section 504 plan? ☐ Yes ☐ No

Start date:

Review date:

End date:

Summary of services:

State Standardized Test Results

Math: Reading: Science: Writing:

School Records Request

SCHOOL AND DISTRICT RECORDS REQUESTED FROM:	DATE REQUESTED	DATE RECEIVED

Referral

REFERRAL MADE TO:	REFERRAL DATE

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.

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 made

Best Interest Determination (BID)

Best Practices: School Selection for Children and Youth in Foster Care
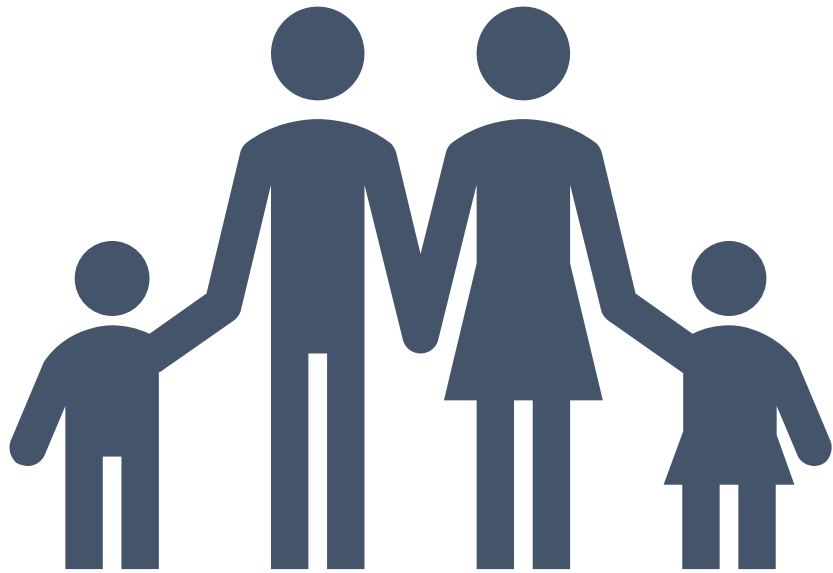
Who participates in BID meeting?
- Case-worker
- School
- Caregiver
- Parents
- Student
- CASA*

*Or other relevant party

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Best Interest Determination

Student-centered Factors, e.g.:

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

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

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[WAC 246-105-060](#)
Duties of schools and child care centers

Sec. 1(c) Any child identified as experiencing homelessness under the McKinney-Vento Homeless Assistance Act 42 U.S.C. 11431 et seq., or **in foster care** under 20 U.S.C. 6311(g)(1)(E) lacking documentation of immunization status on or before the first day of attendance **must be immediately enrolled and allowed to fully participate in all school activities.**

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
- Extra-curricular activities (academic and non-academic)

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

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.

Student is placed in new home

School delays enrollment

Foster parent must miss work

Foster home placement disrupts

Challenging behaviors increase

How Do I Find My Foster Care Liaison?

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

Educational Decision Maker

RCW 13.34.045 - Educational liaison-Identification.

Requires an educational liaison for students in grades 6-12 to be identified at each hearing in the dependency process. This person should be committed to providing on-going educational supports for the youth.
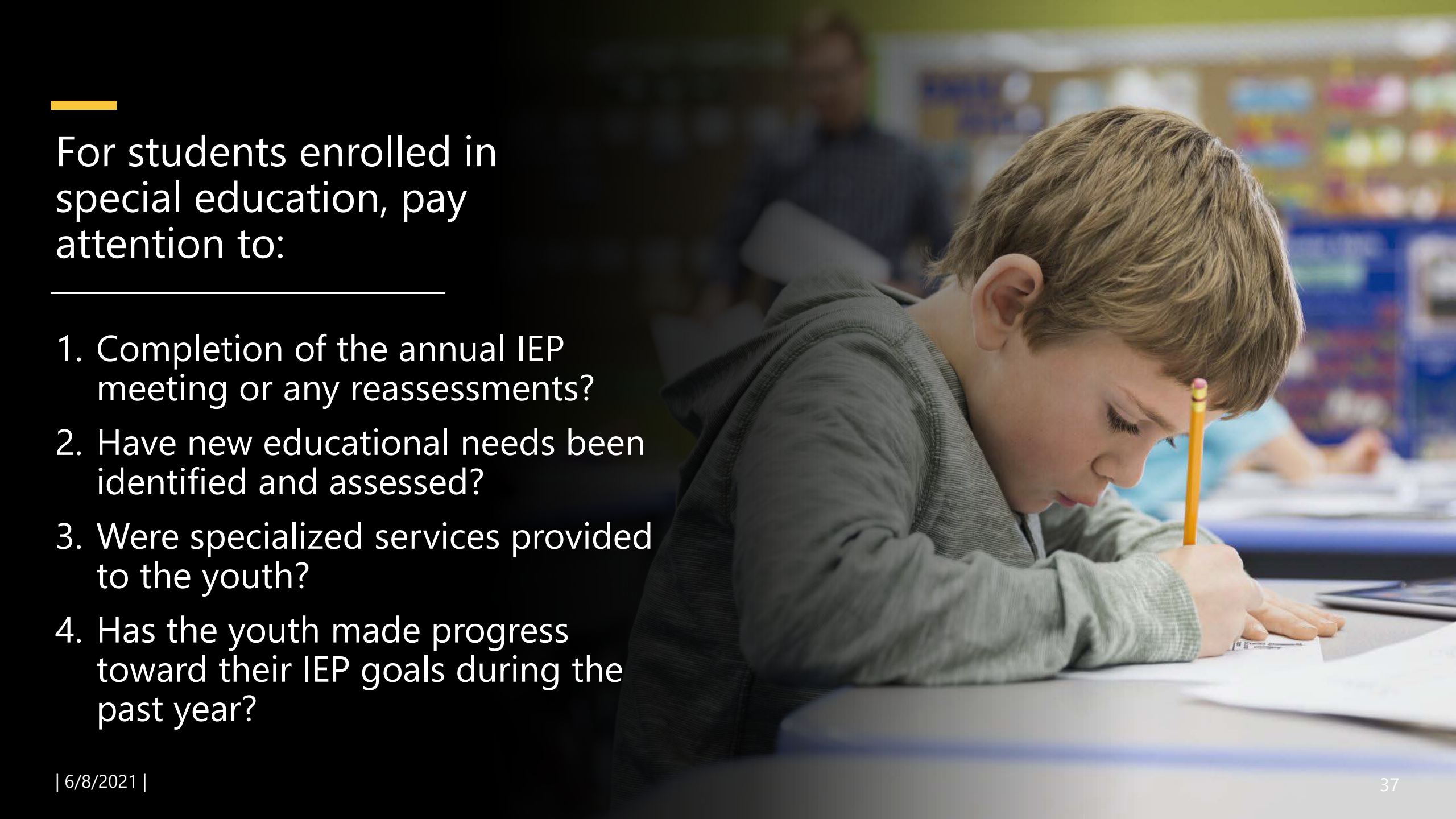
Considerations to Assess Educational Progress

Questions to Assess Educational Wellbeing

1. What learning model (remote/hybrid) the youth was enrolled in, and when?
2. Was the youth engaged/attending school?
3. A youth's grades in school
4. Standardized assessments
   - Progress vs. educational loss in the past year

For students enrolled in special education, pay attention to:

1. Completion of the annual IEP meeting or any reassessments?

2. Have new educational needs been identified and assessed?

3. Were specialized services provided to the youth?

4. Has the youth made progress toward their IEP goals during the past year?

Looking ahead to school in the future...

- What is the educational plan for the student in the coming year?

- Will remedial educational or credit retrieval opportunities be provided?

- Consider requesting a new IEP meeting in the fall to look more closely at how their specialized needs may have changed.

- Ensure that youth are properly referred or connected to services such as Treehouse, has an appointed educational liaison, etc.
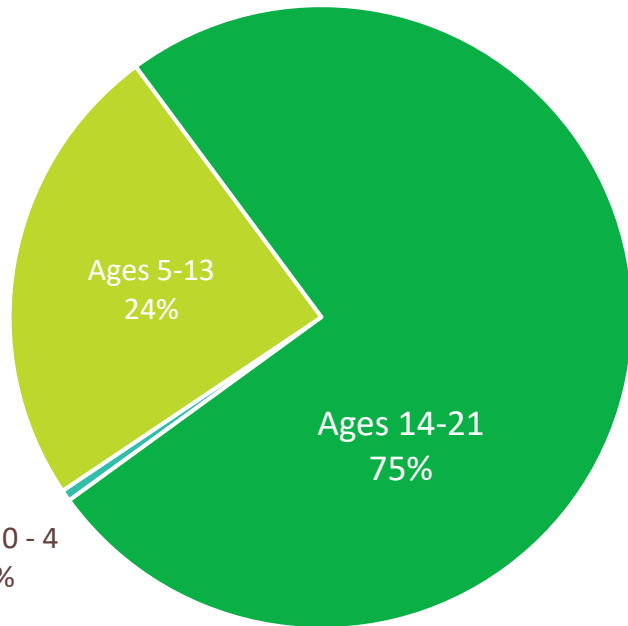
The Educational Needs of Youth in Foster Care and the Impact of COVID-19

COVID-19 Impacts on K-12 Students Who Have Experienced Foster Care

On November 20, Treehouse education staff reported on the needs of 1,175 youth we serve:

Age of Youth

- Ages 14-21: 75%
- Ages 5-13: 24%
- Ages 0 - 4: 1%

Youth served represent 60% of high school students in foster care statewide

Placement Region

- King County: 38%
- Pierce Co.: 12%
- Everett & NW WA: 12%
- Spokane & NE WA: 20%
- Yakima & SE WA: 8%
- Kitsap Peninsula & SW WA: 10%

Racial Identity

- Black: 16%
- Latinx: 15%
- Native American: 8%
- Asian/Pacific Islander: 6%
- Other: 2%
- White: 37%
- Multiracial: 16%
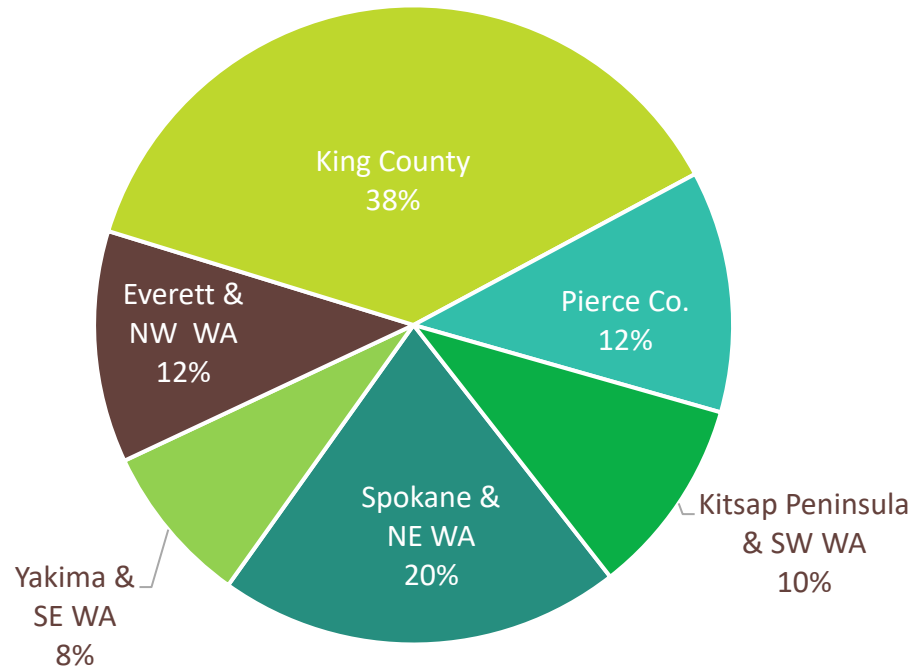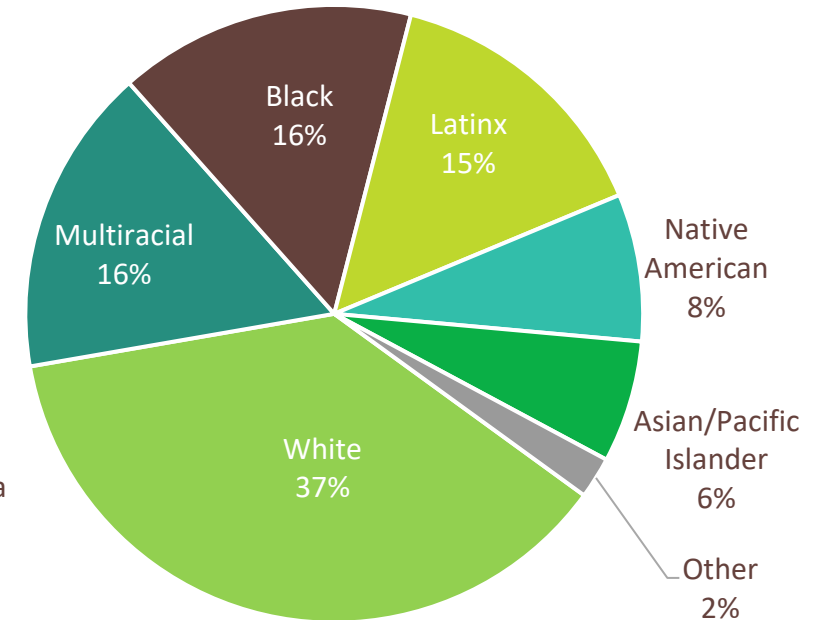
63% of youth served are Black, Indigenous or People of Color (BIPOC)

treehouse

COVID-19 Impacts on K-12 Students Who Have Experienced Foster Care

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

treehouse

COVID-19 Impacts on K-12 Students Who Have Experienced Foster Care

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

treehouse

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/

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CARES Act

School engagement is <u>down dramatically</u> 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.

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Education Supports and Resources

Chaffee Pandemic Supports

- **Education Training Voucher (ETV)-** From October 1,2020 to September 30, 2022 the maximum award has increased to $12,000. Apply on http://independence.wa.gov/

- **Independent Living-** DCYF has set aside funds to support young people who are facing hardships due to the pandemic and is currently working with contractors to develop plans.

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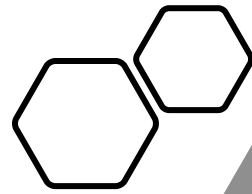
What is the court's role?

Educational Judicial Bench Card

If any below answer is "no", or for assistance with a deeper inquiry, see supporting information inside.

Does the child have:

1. Current Education Status Documented?

2. School Stability Since Last/Through Next Hearing?

3. Educational History Documented?

4. School Records Being Accessed as Needed?

5. Regular Attendance?

6. Meaningful School Participation?

7. Good School Performance?

8. Needs Addressed for Special Education/504 Evaluation, Identification, and Supports, if applicable?

9. Clean Disciplinary Record?

10. Post High School Education Plans (Beginning by Age 14)?

11. A Voice in Education Decisions and Planning?

12. Adult(s) Involved as Advocate(s) for Education?

13. A Clearly Defined Education Decision Maker?

14. Clear Recommendations For, and Findings of, the Court?

LEGAL CENTER FOR FOSTER CARE & EDUCATION

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Breakout rooms –

What questions can you ask at the hearing? How would you revise this checklist? Which questions would you keep as a "cheat sheet"?
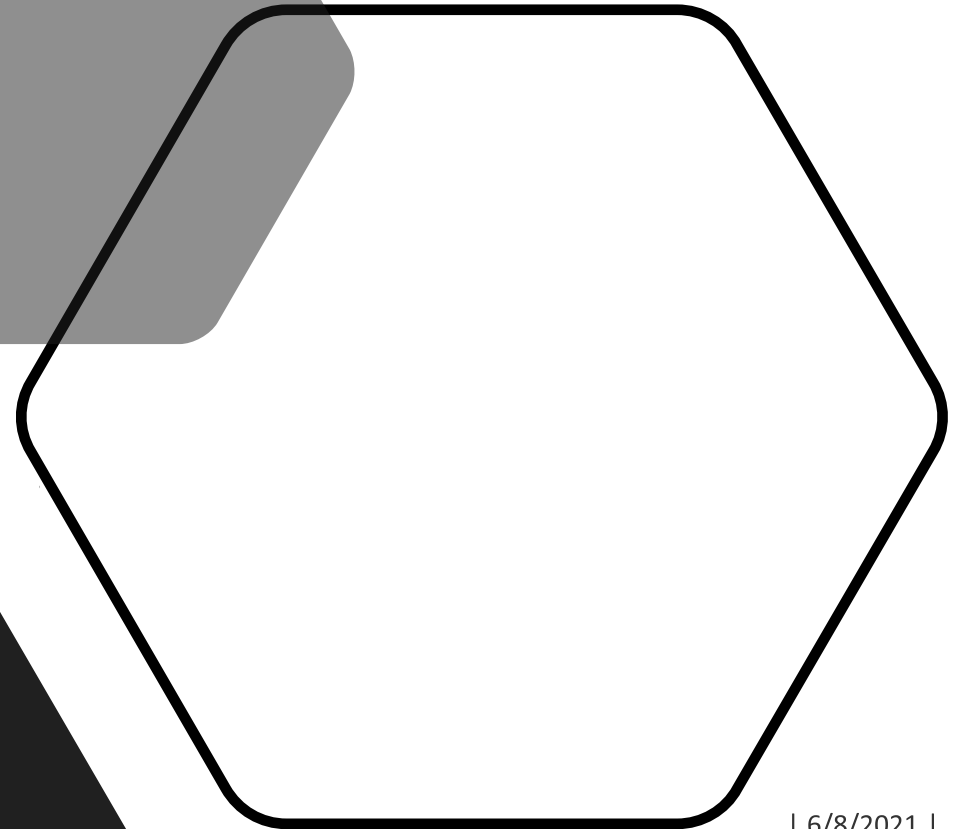
What new or different questions do you plan to ask about education?

Thank You!

Contact:

Peggy.Carlson@k12.wa.us

Shanna.McBride@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 9th through 12th grades and designates them as foster care if they were ever in foster care in grades 9–12.