



Washington Office of Superintendent of **PUBLIC INSTRUCTION**

Foster Youth Ed Outcomes

1. **Purpose:**

Youth impacted by the foster care system experience among the lowest academic scores, attendance, high school graduation and postsecondary completion outcomes compared to any other student group. The Washington legislature recognizes the critical role education plays in improving outcomes, as well as the key role played by wraparound services in providing continuity, seamless educational transitions, and higher levels of educational attainment.

The objective of the Graduation Success program is to improve educational outcomes for students in foster care by providing individualized education services and monitoring to support completion of their educational milestones, remediation needs, and special education needs. The program is available statewide.

2. **Description of services provided:**

Education specialists work with youth to create a student-centered plan for their education and their future, in consultation with caseworkers from the Department of Children, Youth and Families (DCYF). These plans help to create student centered goals for each youth with a set of action steps for achieving those goals. Education specialists review the student-centered planning goals and action plans with youth on a regular basis.

In addition to graduation rates, the program tracks three academic indicators known to impact academic outcomes: attendance, out-of-school suspensions or expulsions, and course performance. When an issue arises, education specialists advocate for youth at school to eliminate barriers to education access and success. Program interventions focus on barrier-removal and are divided into four categories: enrollment, discipline related issues, access to services, and educational progress.

3. **Criteria for receiving services and/or grants:**

All students who are engaged in State, Federal or Tribal dependency's including those in shelter care status and Voluntary Placement Agreements are eligible for Graduation Success. Youth must be in 9th through 12th grade in public or private school in Washington State or enrolled in an eligible GED program.



Washington Office of Superintendent of PUBLIC INSTRUCTION

Beneficiaries in the 2022-23 School Year:

Number of School Districts:	295
Number of Schools:	240
Number of Students:	773
Number of Educators:	0
Other:	N/A

4. Are federal or other funds contingent on state funding?

No

5. State funding history:

3G2 Data Sharing Agreement

Fiscal Year	Amount Funded	Actual Expenditures
2023	\$55,000	\$55,000
2022	\$55,000	\$55,000

AV2 Foster Youth Edu. Outcomes

Fiscal Year	Amount Funded	Actual Expenditures
2023	\$2,445,000	\$2,445,000
2022	\$2,695,000	\$2,695,000
2021	\$1,250,000	\$1,250,000
2020	\$1,000,000	\$1,000,000

AW2 Demonstration Site C4 L13 2nd Sp

Fiscal Year	Amount Funded	Actual Expenditures
2023	\$446,000	\$446,000
2022	\$446,000	\$446,000
2021	\$446,000	\$446,000
2020	\$446,000	\$446,000
2019	\$446,000	\$446,000

AX2 Demonstration Site C4 L15 3rd Sp

Fiscal Year	Amount Funded	Actual Expenditures
2023	\$1,015,000	\$1,015,000
2022	\$1,015,000	\$1,015,000
2021	\$1,015,000	\$1,015,000
2020	\$1,015,000	\$1,015,000
2019	\$1,015,000	\$1,015,000



Washington Office of Superintendent of **PUBLIC INSTRUCTION**

AY2 Demonstration Site C1 L17 3rd Sp

Fiscal Year	Amount Funded	Actual Expenditures
2023	\$684,000	\$684,000
2022	\$684,000	\$684,000
2021	\$684,000	\$684,000
2020	\$684,000	\$684,000
2019	\$684,000	\$684,000

AZ2 Demonstration Site C334 L21

Fiscal Year	Amount Funded	Actual Expenditures
2023	\$1,250,000	\$1,250,000
2022	\$1,000,000	\$1,000,000

6. Number of beneficiaries (e.g., school districts, schools, students, educators, other) history:

Fiscal Year	Number of Schools
2023	295 School Districts

7. Programmatic changes since inception (if any):

In 2021, the legislature increased funding for the Graduation Success program to expand statewide, for a total of 5 demonstration sites. Graduation Success has grown from a small, single-county service (658 students) to one that served over 100 school districts across the state in the 2021-22 school year (1292 students). In the 2022-23 school year, Graduation Success completed statewide expansion and served all eligible high school students across the state. This year Graduation Success' contractor, Treehouse, implemented two new programs. The first, Dual-System Involved Youth, serve young people who are dependents and incarcerated at Echo Glenn Children's Center and Green Hill School facilities. The second, Tribal Engagement Team, serves young people in Tribal care and teams partners with tribal communities including Muckleshoot, Tulalip, Yakama, Elwha, Puyallup, and Lummi. Additionally, the contractor, Treehouse, adjusted eligibility requirements and began offering the opportunity for youth to simultaneously have an Education Specialist through Graduation Success and an Educational Advocate through the Treehouse Educational Advocacy program this year.

8. Program evaluation or evaluation of major findings:

Graduation Success aims to increase persistence in high school among youth in foster care. Preliminary analysis done by Office of Superintendent of Public Instruction (OSPI) points towards higher 4-year graduation rates among students who are engaged in Graduation Success for 4 years compared to those who were enrolled for less than 4



Washington Office of Superintendent of **PUBLIC INSTRUCTION**

years. On a statewide level, the 4-year graduation rate for youth in foster care has risen from 36.5% in 2013 to 53.3% in 2022.

Education Specialists partner with young people to identify and work towards personally meaningful goals, complete high school, and create and initiate a plan for the transition into adulthood. Examples of interventions include goal setting, educational placement determination, extracurricular activities, addressing transportation barriers, post-secondary plans, financial support, and academic-data- driven interventions (grades, discipline, attendance).

9. Major challenges faced by the program:

In the program year, the provider has faced an array of challenges. Traumatic events, including incidents of violence in and around schools, youth experiencing mental health crises, financial emergencies, and the emotional impact of loss or disruption among both the youth and staff, encompassing situations like the loss of loved ones, domestic violence, and family health crises, have presented barriers for students in achieving their objectives. Additionally, agreements with school districts (specifically, Memoranda of Understanding or MOUs), and the high mobility of the service population have created additional challenges. Addressing these challenges will be the provider's primary focus in the forthcoming year, ensuring the ongoing success of the program.

10. Future opportunities:

The provider envisions several promising opportunities. There is a need to enhance the ability of the provider to differentiate services for distinct youth groups, including Tribal Youth, Dual-System Involved Youth, and Highly Mobile Youth. This approach aims to provide more tailored and effective support. Additionally, the provider plans to leverage the benefits of an updated data sharing agreement with OSPI, which will allow for the provider to reach and enroll all eligible students. Lastly, the program model is being adapted to better meet the developmental needs of 8th graders, to provide students more comprehensive assistance throughout their high school journey.

11. Statutory and/or budget language:

ESSB 5187, Section 522 (4) (vi) Of the amounts provided in this subsection (4)(a) \$1,105,000 of the elementary and secondary school emergency relief III account—federal appropriation and \$1,105,000 of the general fund —state appropriation for fiscal year 2025 are provided solely for the expansion of individualized education services such as monitoring and supporting completion of educational milestones, remediation needs, and special education needs of middle school students who are dependent pursuant to chapter 13.34 RCW.



Washington Office of Superintendent of **PUBLIC INSTRUCTION**

(a) Of the amount provided in this subsection (4)(a), \$446,000 of the general fund—state appropriation for fiscal year 2024 and \$446,000 of the general fund—state appropriation for fiscal year 2025 are provided solely for the demonstration site established pursuant to the 2013-2015 omnibus appropriations act, section 202(10), chapter 4, Laws of 2013, 2nd sp. sess.

(b) Of the amount provided in this subsection (4)(a), \$1,015,000 of the general fund—state appropriation for fiscal year 2024 and \$1,015,000 of the general fund—state appropriation for fiscal year 2025 are provided solely for the demonstration site established pursuant to the 2015-2017 omnibus appropriations act, section 501(43)(b), chapter 4, Laws of 2015, 3rd sp. sess., as amended.

(c) Of the amounts provided in this subsection (4)(a), \$684,000 of the general fund—state appropriation for fiscal year 2024 and \$684,000 of the general fund—state appropriation for fiscal year 2025 are provided solely for the demonstration site established with funding provided in the 2017-2019 omnibus appropriations act, chapter 1, Laws of 2017, 3rd sp. sess., as amended.

(d) \$1,000,000 of the general fund—state appropriation for fiscal year 2024 and \$1,250,000 of the general fund—state appropriation for fiscal year 2025 are provided solely for the demonstration site established with funding provided in this act.

12. **Other relevant information:**

N/A

13. **Schools/districts receiving assistance:**

[preliminaryfy23state-fundedprovisograntawardsupdated-42823.xlsx \(live.com\)](#)

14. **Program Contact Information:**

Name: Stacey Klim
Title: Foster Care Program Supervisor
Phone: 564-999-1939
Email: stacey.klim@k12.wa.us

Name: Annie Blackledge
Title: Assistant Director, Policy and Equity
Phone: 360-725-6000
Email: annie.blackledge@k12.wa.us