EOGOAC
March 19, 2019
9:00 a.m. – 4:00 p.m.
Association of Washington School Principals
Theme/Goal: Foster Care

Members in Attendance:  Bill Kallappa, Governor’s Office of Indian Affairs
Representative Bob McCaslin, House of Representatives
Fiasili Savusa, Commission on Asian Pacific American Affairs
Frieda Takamura, Commission on Asian Pacific American Affairs
Dr. James Smith, alternate for Dr. Wanda Billingsly
Jamila Thomas, alternate for Chris Reykdal
Julietta Altamirano-Crosby Ph.D., Commission on Hispanic Affairs
Sean Heans, alternate for Carrie Basas
Dr. Wanda Billingsly, Commission on African American Affairs

Staff:  Heather Rees, Office of Superintendent of Public Instruction
Maria Flores, Office of Superintendent of Public Instruction

Public Attendees:  Annie Blackledge, The Mockingbird Society
Doug Allison, Department of Children, Youth and Families
Joshua Halsey, Washington State Charter School Commission
Juliette Knight, Department of Children, Youth and Families
Katie Randall, Office of Superintendent of Public Instruction
Kurt Hatch, Association of Washington School Principals
Mark Bergeson, Washington Student Achievement Council
Peggy Carlson, Office of Superintendent of Public Instruction
Randy Spaulding, State Board of Education
Steve Smith, Black Education Strategy Roundtable
Virginia Barry, Stand for Children

Members Not in Attendance:  Representative Alex Ybarra, House of Representatives
Carrie Basas, Office of Education Ombuds
Superintendent Chris Reykdal, Office of Superintendent of Public Instruction
Senator John McCoy, Senate
Julie Kang, alternate for Frieda Takamura
Representative Lillian Ortiz-Self, House of Representatives
Senator Lisa Wellman, Senate
Mele Aho, alternate for Fiasili Savusa
Nicole Sutton, alternate for Bill Kallappa
Representative Sharon Tomiko Santos, House of Representatives
Minutes

Agenda item: Introductions, agenda overview, and approval of meeting minutes

Facilitator: Maria Flores, Director of Title II, Part A and Special Programs, OSPI

Discussion:
- The meeting was called to order at 9:12 a.m.
- Introductions were made.
- No changes to the agenda.

Motion
To: approve February minutes with edits
[X] moved [X] seconded
[X] carried [ ] failed

Agenda item: Department of Children Youth and Families: Educating Students in Foster Care

Presenter: Shanna McBride, Early Learning and K-12 Education Program Manager, DCYF

Presentation:
- DCYF used to be part of DSHS but broke off and now combined with the Dept. of Early Learning and the Children's Administration.
- What is foster care?
  - When the court gives temporary, legal custody of the child to the state
  - Most are returned home in a short time
  - 50% are placed with relatives
- Placement types include:
  - Unlicensed kinship or suitable adult caregivers
  - Foster home including licensed kinship and suitable adult caregivers
  - Group Home
  - Treatment Facility
- EOGOAC: We have heard about children living in hotels with caseworkers staying overnight. We find that unacceptable. Can you tell us more about why that is happening?
  - Always short term and not preferred
  - Stay with the caseworker that has a relationship with the child
  - Also with rotating staff
  - Usually older children
  - Last resort
• Only overnight stays. Every morning start over looking for a different placement
  • EOGOAC would like to see the numbers

• EOGOAC: What about students placed in out of state “orphanage” type situations?
  • Not ideal. Only used for small subset with extreme needs and for safety
  • Seek out of state resources only when we don’t have in-state capacity
  • 56 youth are out of state currently in contracted residential programs

• EOGOAC: Is there some assurance that students stay in their schools?
  • There are Federal requirements for school stability
  • We have cost sharing set up for transportation
  • Sometimes it’s just not feasible
  • Sometimes transportation plans take a few days

• EOGOAC: If they didn’t have the choice of the hotel, where would they be?
  • There wouldn’t be a place to stay. They have to have a bed for the night.
  • We are trying to increase resources so that we don’t have to send youth out of state

• Indian Child Welfare
  • Some tribes have their own child welfare services

• There are currently 9,797 children in out-of-home care
  • Ages:
    • < 5 = 3,829
    • 5-17 = 5,284
    • 18-20 = 684 (Extended Foster Care (EFC))
  • Female - 4,839
  • Male - 4,956

• Race/Ethnicity
  • White - 48%
  • AI/AN - 3.9%
  • AI/AN-Multi-race -10.0%
  • Black- 8.7%
  • Black- Multi-race - 8.6%
  • Hispanic - 14.9%
  • Asian/Pacific Islander - 2.1%
  • Other-Multi-race - 2.6%
  • Unknown - 0.5%

• EOGOAC: Why are the number not disaggregated by race?
  • OSPI can do the breakdown and disaggregation for youth in k-12
  • In the future DCYF will have access to the disaggregated data
  • DCYF doesn’t collect disaggregated data

• EOGOAC: Black students are represented disproportionately in the system. Why so many kids of color? What are some of the reasons for termination of parental rights?
  • Have youth advocacy board
  • Get feedback from service providers, parents
  • Do trainings for caregivers and staff
• EOGOAC: Are any of the nonprofits communities of color groups?
  o No
• In 2nd year of shared transportation plan to share the cost.
• School districts get funding from the state for foster and homeless youth
• Changes have made it a lot easier; opened up quite a bit
• EOGOAC: Anything that talks about reaching out to communities of color?
  o No
  o There are pockets in the state that do things really well and others that don’t
• EOGOAC: Need to call it out or it gets lost
  o Important to track the categories of disproportionality in discipline
• The main thing is to keep working on the data share and looking at the data
• EOGOAC: What are the demographics of caseworkers and staff?
  o Not sure
  o Will get that to you
• Nightly feed of data:
  o Goes to school districts so they know who they are
  o Goes to nonprofits for program eligibility
• Regional Education Agreement
  o What about tribes?
  o Agreements are between the tribes and the school district
  o Tribes have internal child welfare programs
• Independent living – Driver’s Assistance Program
• Extended foster care – increased eligibility
• Postsecondary – support for college and career training, scholarships and grants administered by WSAC
• EOGOAC: What are the numbers and reasons for Hispanics in foster care? Are you working with Latino organizations? Is there Latino staff involved in support programs? The Latino culture is family centered; being removed from family can cause an identity crisis.
• EOGOAC: What are the reasons for parental rights being terminated and what are the caseloads of social workers?
  o It fluctuates; we will let you know
  o Parental rights are terminated after a very long process. In the majority of cases children are not removed. It takes years before rights are terminated.
  o Have to provide services to parents
  o It takes a trial. There are many reasons but the bottom line is that parents haven’t been able to safely meet the needs of children
• EOGOAC: High caseloads mean students aren’t getting the attention that they need. Request the data broken down by race.
  o A caseload over 20 is considered high
• EOGOAC: Who provides training for independent living skills? Worried about student ending up in justice system. What about translation services?
  o Contracted out
• What about support for LGBTQ, refugee, and other special needs kids
  o Program managers do trainings with staff
  o Work with schools
  o Case planning is working with partners to address those needs
  o Have program managers for different issues
  o Refugee and migrant youth go to federal foster care in DSHS
• EOGOAC: Are youth kept in contact with their community so they are not isolated from their identity? Is there training done?
  o Social workers are trained to work with the families and communities
• EOGOAC: We are really going to look at the disaggregation of data because it makes a difference for our communities of color. It’s to help inform and make everyone better. We need to utilize each other. We respect those who come and want to work with us to make it better. Want to get folks to get to a different way of thinking about things.
• We will be traveling around the state bringing together social workers, staff and community liaisons to show them the data and have the conversation.

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Agenda item:  OSPI Foster Care Education Program

Presenter:  Peggy Carlson, Program Supervisor, OSPI

Presentation:
• I provide technical assistance, guidance and training to all the districts in the state and manage the contract with Treehouse
• Serve on the Collective Impact Initiative/ Project Education Impact
• Do you share disaggregated data with DCYF?
  o First year of collection and self-reported
• These P-K numbers only represent programs that are supported by OSPI
• EOGOAC: Looking at the numbers for Hispanic students and wondering how they interact with families and language access. What districts?
  o Can look up. Have to be careful about student privacy.
• What are we telling schools? Accuracy of the reporting? Race reporting
  o It’s early yet. They didn’t have to resurvey
• Importance of school stability, routine, teachers who know strengths, have friends.
• ESSA has emphasis on collaboration
• EOGOAC: Concerned about supports for students with disabilities
  o Access to services is taken into account in school placement
• Foster care liaisons
  o Have to designate but might not be a separate position. It’s an unfunded mandate on top of usual job. One person for whole district with a lot of responsibilities.
  o Not every district has foster children
• On time grade level progression – request came from the youth
• Absences – make sure they don’t end up in front of truancy boards
• Don’t have the funds to do trainings with the liaisons. There’s no assurance that they are being trained. Ideally training would be required and have the means to do it.
• Prior to the data share school districts didn’t know who their foster students were
  o Data share started in the last year
• Best interest determination – happens via email because we are not always able to get everyone in the same room
  o Is student centered what is in the best interest of the child
• There are a lot of really great advocates around the state
• Who is responsible for education decisions?
  o DCYF – not special ed
  o Caregiver
  o Parent
• Every time a student changes schools they lose 4-6 months of educational progress
  o This is the opportunity gap
  o Need to get them through school to be good citizens and not end up in justice system
• Discipline rates: The trauma and circumstances cause kids to act out. Need trauma informed care
• Challenges:
  o Limited capacity on the district level and state level
  o “Student in out of home care” change to “under care of child welfare agency”.
  o If on trial return home no longer qualify for support that would support reunification
• Does the district have this discipline information?
  o They will have this now
  o Huge opportunity to the use the information
  o We tell them to share the data with the people working with the student
• EOGOAC: Seems like there is no accountability in this system. What can this group do to give some teeth and accountability and be intentional? We are currently doing a huge disservice to our kids. Need to heighten awareness of issues. Connect the dots. Need to name it or it gets lost.
  o Foster family recruitment is so important
  o Can we learn from what the tribes are doing? Need to hear from them?
  o Feeling sick about the damage done to students.

Agenda item: Public Comment
No public comment given

Agenda item:  Update on Recognition Program Subcommittee
Presenters: Maria Flores, Director of Title II, Part A and Special Programs, OSPI
Randy Spaulding, Executive Director, SBE

Discussion:
- Data handout:
  - Academic Indicators - green means that we currently have that measure in the approved framework (WSIF)
  - School Quality
    - School climate and engagement – don’t have state level data
    - Need to define discipline
    - Equitable access – have the data
- Proposed timeline:
  - Three phases
  - Includes one recognition ceremony this year
- Qualitative measures can be used for recognition, framework update and Opportunity to Learn Index
- 2020-21 school year is the final form
- Includes time to include stakeholder feedback
- In statute have to do something for recognition this year
- EOGOAC: Need to do messaging that this is not the final form
  - It’s a pilot
- For quantitative, make sure that schools that have disproportionality but high performing are not getting recognized
- Need to capture growth, proficiency and gaps. Make sure not leaving groups of student behind. Qualitative is an important element.
- Pedro will come in May for half day meeting with SBE, OSPI folks and EOGOAC. Launching phase 2.
- Where are we going to meet? (find bigger space at RTC?)
- Have heard request for OSPI to provide school climate survey. Other states have in ESSA plans. SBE asked for budget item to study statewide measure.
- Need to figure out how does the EOGOAC want to solicit community engagement.
- Susana Reyes is joining SBE.

Agenda item: Working Lunch: SEL Update & 2019 Work Plan

Presenters: Maria Flores, Director of Title II, Part A and Special Programs, OSPI

Discussion:
- Indicators for feedback to come
- Send to Dr. Cortez
- Ron Hertel contacted ethnic commissions
- More to come, need to actually see it
Planning for the rest of the year
*See edits to work plan*

- Special Education, student and family support and communication the highest in top priorities
- Counselors nurses and support staff
- Rural schools fell off; why? Could fall under family support and communication
- Could be a lens that we look at other themes with
- Funding and workforce is still shaking out, maybe better for later to see the effect

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**Agenda item:** Foster Care Nonprofits

**Panelists:** Annie Blackledge, Executive Director, The Mockingbird Society
Janis Avery, CEO, Treehouse

**Discussion:**
Janis Avery, CEO, Treehouse

- Nonprofits are in the role of gap filling for the foster care system
- We looked at the data and saw incredibly low graduation rate
- Today we are just trying to get a kid in a bed
- Don’t have enough families to do be doing appropriate matching
- Poverty cannot be addressed by CPS
- Created Fostering Futures to connect the gap between schools and welfare agency
  - Coaching, paying for things students need, planning,
  - Working towards statewide expansion
  - Think they are serving about half of youth in foster care
- Goal to include young adulthood support that transition
- Each adult has 20-25 youth they support
- Feel that the movement in discipline changes are too slow need to speed that up
- Disaggregation:
  - Data is not currently split out
  - Concerned about African American vs African immigrant
- Do serve federal foster kids, unaccompanied minors
- Provide African American mentors for students
- EOGOAC: Worried about API (Asian Pacific Islanders) being lumped in
  - When the data isn’t there it can get weaponized against the community
- The pre-k youth in foster care are not showing up kindergarten ready
- There is a need to unite silos to connect continuum of support
- Five year graduation rate means that they hang in and keep trying
- EOGOAC: When we see “sample size too small”, it sends the message that we are insignificant
  - Constrained by data share agreements
  - Students can feel outed if they are the only one
EOGOAC: At the state and policy level we have got to hear the numbers

Annie Blackledge, Executive Director, The Mockingbird Society

- I grew up in foster care
- Then was in Shanna’s position at DCYF and then Peggy’s at OSPI
- Was at Dep of Ed. creating provisions for foster care in ESSA
- Mockingbird has a racial equity committee
- Recognize the disproportionality
- Board was 4% POC now 40% hopefully soon 51%. 40% of staff, 60% of staff have “lived experience”
- Recruit intentionally
  - We ask candidates to respond to equity statement
- Half of staff is young people and are paid
- Family Programs support for foster families.
  - 93% retention rate for foster parents in the program; general is 60%
- 82% of kids from Kent placed outside of community 35% of kids in Kent are not from Kent
- If unification is the goal, have to keep kids in their communities
- Our dream is to bring bio parents in to the support groups
- We have to decide that the way we are doing foster care isn’t the right way. The same as how we decided that orphanages weren’t the way
- We have African American and Latino hubs
- Primarily advocacy organization
- Students with developmental disabilities the biggest overlooked group
- Passport to College excluded youth in tribal care and federal foster care; got that changed to include all
- Use an intentional equity lens when looking at policy
- Advocacy:
  - Youth decided that they wanted the driver’s license program. They researched and found a program in Florida. 650 have gotten assistance
  - Working on education programs for foster parents
  - Youth present in August
  - Also work in homelessness
- Kids coming into care has gone down but number of homeless has gone up
- Legislative:
  - Want financial education; were told because of core 24 can’t get it
  - Want transition planning starting at 14
- Challenges:
  - Need more counselors, nurses, paras, support positions
  - School-based foster parent recruitment – they are our kids in our communities
  - Foster care to prison pipeline: We do not have data matching. DOC needs to ask at intake. Two states have done it and they found 30% former foster care youth. Many are ending up in prison
• Shortage of committed adults willing to do the work, foster youth are invisible to the community, families don’t have one parent at home

• EOGOAC: Has the conversation started?
  o Have tried and done research and talked with DOC. It’s not a question that they ask, to get added to intake is too hard and it’s a privacy issue after they turn 18
  o EOGOAC: Need legislative starting point even if just a proviso to talk about

• EOGOAC: The law says students need to stay in school of origin. What we are hearing from the field is that it isn’t happening. Sounds like we are in an emergency situation regarding families. What can be done?

• EOGOAC: I’m worried about feeding the beast when we want to disrupt the beast. We need system change.

• EOGOAC: Being a foster parent really big burden for families to take on

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**Agenda item:** Public Comment
No public comments.

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**Agenda item:** Update on WSSDA's Equity Statement

**Presenter:** Tim Garchow, Executive Director, WSSDA
Aurora Flores, Board President, WSSDA

**Discussion:**

• When we came the first time, we heard that equity was found at the bottom and hard to find, so we put the equity statement on the top

• This is our proposed equity initiative for putting in the change matrix

• Need to finalize before putting together budget to support with funding

• EOGOAC: What about family and local community engagements? Where is that on here? Should be explicitly mentioned
  o Will be a part of equity review of policies

• Have a toolkit for developing equity policy. It needs to be developed by the district

• We do pre-file workshops to help people run for school board.

• EOGOAC: Some of this seems more like tools than an initiative
  o Maybe instead of defining terms, point to the work
  o Don’t overwhelm and confuse; make it doable not intimidating.
  o History of discrimination study, focus on Native Americans first. Use a positive lens, strength based focus and asset. Not deficit oriented.

• Maybe Mary Fertakis can share her work from other states

• Want to hear from Aurora – not modeling equity

• Bottom line is that we have to care about our kids

• EOGOAC: In your recruitment be intentional about saying you value experience and education from other cultures.
• Not just about the system but relational
• Would love to come back in the fall

Agenda item: Charter Commission Equity Policy

Presenter: Joshua Halsey, Executive Director, Washington State Charter School Commission

Discussion:
• We saw the need to be clear about what equity means
• Timeline: want to adopt in May
• Wanted an action statement. A mechanism to make a difference and innovate
• EOGOAC:
  o What actions will be attached to this?
  o We are seeing communities being taken over by white affluent systems and I’m not feeling like an equity statement like this matters when things like that are happening. Feels very fake.
  o Seeing deficit language. There is a way to make it more updated
  o It’s very old fashioned language
  o Need to add sexual orientation
  o Equity in education - important to highlight culture
  o I don’t see the heart of your organization here. Don’t see your students or community.
  o If I was thinking about putting my child in a charter school I would want to see us represented here.
  o Responsibilities – more accountability
• Need to hear more broadly about the charter commission
• Ask for board leadership to come
• Will send out a survey to give specific feedback.

Agenda item: Debrief Presentations and Draft Recommendations

Facilitator: Maria Flores, Director of Title II, Part A and Special Programs, OSPI

Discussion:
• Maybe we need to develop a procedure for asking for feedback, some sort of intake

Possible recommendations:
• Training- need much more capacity
• Create collaboration process for DCYF w/ organizations representing POC- make it a requirement
• Increase collaboration- OSPI, DCYF, Courts, etc- across agencies
• Youth representation – on policy boards, youth of color, youth impacted by foster care
• Pre-K in foster care- access to early learning
• Language access (interpretation/translation)
• Consistency in data collection in early learning and higher ed- P-20 continuum
• Tribal – good models
• Unfunded mandate- no funding for foster care liaison
• Need additional required training for all of the foster care liaisons
• Addressing cultural competency and cultural expectations from different communities/families of color
• Tribal- relationship of school district to tribe
• Data accountability- data disaggregation
• Changing the definition “student in care”... Peggy’s slides
• Data disaggregation of their internal data sets
• Greater accountability – for the whole system

Follow – up:
DCYF
• Caseload- student/social workers
• Who is getting their children removed/ parental rights terminated?
• Staff of color
• Cultural competency training for social workers
• Ages of students
• Collaboration w/ POC groups and organizations, government agencies including consulates
• Reasons- why were children removed- what categories
• The number of children staying in motels
• Pre-K- access to early learning /head start?
• Language access?
• Track the number of times children change schools

OSPI- Foster Care
• Training, need more numbers / data for foster care liaisons
• Latino increase – migrant and bilingual (all the other groups w/ language- dual language)
• Mc Kenney Vento- comparison of policies
• Foster care kids of color- outperform white students in graduation rates, math- tribe
• Check- if data share – tribes sharing foster care data with OSPI

Foster Care Nonprofits
• N-size concerns (internal data- data disaggregation)
• Length of stay in foster care and how students do academically
• Length of stays- cumulative
Agenda item: Final Announcements, and Conclude Meeting

- Meeting concluded at 4:20

Minutes Taken By: Heather Rees