

Project Education Impact Workgroup

Statutory and/or Budget Language

\$75,000 of the general fund—state appropriation for fiscal year 2024 and \$75,000 of the general fund—state appropriation for fiscal year 2025 are provided solely for the office to contract with a nongovernmental agency to coordinate and serve as a fiscal agent and to cover direct costs of the project education impact workgroup to achieve educational parity for students experiencing foster care and/or homelessness, consistent with chapter 233, Laws of 2020. The office must contract with a nongovernmental agency with experience coordinating administrative and fiscal support for project education impact.

Purpose

The funds associated with the Project Education Impact (PEI) are to support the facilitation of a legislative required workgroup convened to address the needs of students in foster care, experiencing homelessness, or in or exiting juvenile rehabilitation facilities.

Description of Services Provided

In fiscal year (FY) 2024, no services were provided.

Criteria for Receiving Services and/or Grants

The qualified grant recipient should be a nongovernmental agency with experience coordinating administrative and fiscal support for PEI. There was one qualified grant recipient for FY 2024 that declined the funds.

Beneficiaries in the 2023-24 School Year

Number of School Districts	N/A
Number of Schools	N/A
Number of Students	N/A
Number of Educators	N/A
Other	N/A

Are Federal or Other Funds Contingent on State Funding?

No.

State Funding History

Fiscal Year	Amount Funded	Actual Expenditures
2024	\$75,000	\$0



Number of Beneficiaries Per Fiscal Year (e.g. School Districts, Schools, Students, Educators, Other)

Fiscal Year	Number of Beneficiaries
2024	0

Programmatic Changes Since Inception (If Any)

Project Education Impact started in 2018 under section 223(1)(bb) that required several state agencies, including the Office of Superintendent of Public Instruction (OSPI), to convene a workgroup with nongovernmental agencies to create a plan for children and youth in foster care and children and youth experiencing homelessness “to facilitate educational equity with their general student population peers and to close disparities between racial and ethnic groups by 2027” (p. 237).

Since the Engrossed Substitute Senate Bill 6032 of 2018, Substitute House Bill 2711 enacted a law continuing the workgroup to improve educational outcomes for students in foster care and students experiencing homelessness. In 2023, House Bill 1679 expanded the student groups of focus to include students in or exiting juvenile rehabilitation facilities and added the Education Research and Data Center and Juvenile Rehabilitation as required workgroup members. This proviso provided funds for OSPI to contract with a nongovernmental agency to coordinate and serve as a fiscal agent and to cover direct costs of the workgroup.

Prior to the creation of this proviso, the workgroup was run and sustained by leadership within one nongovernmental agency.

Program Evaluation or Evaluation of Major Findings

The Office of Superintendent of Public Instruction was unable to award the grant due to the limitations of the proviso language. The only nongovernmental agency with prior experience coordinating administrative and fiscal support for PEI declined to enter into a contract with OSPI.

In FY 2024, the work of PEI slowed considerably due to contract negotiations.

Major Challenges Faced by the Program

Coordinating interests for diverse groups supporting and advocating for specific student populations that have similarities but important differences as well.

Since the inception of the PEI workgroup, equity gaps for students in foster care and students experiencing homelessness remain. For example, when considering graduation rates, in 2018 46.1% of students in foster care graduated with their 4-year adjusted cohort compared to 81.1% of students not in foster care—a gap of 35 percentage points (as shown in figure 1). By 2022-23 (the most recent year for which data is available), the equity gap for the 4-year adjusted cohort

had closed to 30.7 (53.1% for foster care students compared to 83.8 for students not in foster care).

Figure 1: Equity Gaps in 4-Year Adjusted Cohort Graduation Rates, by Student Group

School Year	PEI Student Group	Students Not in PEI Student Group	PEI Student Group 4-Year Adjusted Cohort Graduation Rate	Students Not in PEI Student Group 4-Year Adjusted Cohort Graduation Rate	Equity Gap
2017-18	Foster Care	Not Foster Care	46.1%	81.1%	35.0
2022-23	Foster Care	Not Foster Care	53.1%	83.8%	30.7
2017-18	Experiencing Homelessness	Not Experiencing Homelessness	55.5%	82.9%	27.4
2022-23	Experiencing Homelessness	Not Experiencing Homelessness	63.2%	86.1%	22.9

Note: Similar equity gaps are not currently available for students in institutional education facilities. Data from [OSPI Report Card](#) (November 7, 2024).

Future Opportunities

While significant equity gaps remain, it is important to note the improvements in outcomes for these student groups year after year. State investments in policy and programs and sustained focus on these student populations are paying off in steadily increasing positive graduation outcomes. For the PEI group’s work moving forward, it will shift the focus from a reporting perspective to an analysis perspective to learn what policies and programs are moving the needle. OSPI intends to move beyond detailing the struggles these students face and to begin analyzing what success looks like as a student experiencing homelessness, juvenile justice, or foster care.

The Office of Superintendent of Public Instruction has decided to move forward with a Request for Qualifications to find a potential nongovernmental agency to coordinate administrative and fiscal support for PEI. The agency also anticipates moving away from contracts management and back to convening the Workgroup. Bringing in professionals who work with incarcerated students to the Workgroup presents challenges but also provides an opportunity to connect services for students who may be receiving services as more than one student population.

Other Relevant Information

None.

Schools/Districts Receiving Assistance

[Click here to see a list of all OSPI grant recipients in the 2024 Fiscal Year.](#)

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