

# PEI Advisory Committee

Agenda & Note: August 17, 2026

| Topic                       | Discussion/Action                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| Welcome                     | Introductions of Members. New Legislative member, <a href="#">Sen. Paul Harris</a> joined the advisory group.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Meeting Purpose / Objective | The Project Education Impact (PEI) Advisory Committee, formally known as the Students in Foster Care, Experiencing Homelessness, or In or Exiting Juvenile Rehabilitation Facilities Workgroup, exists to make recommendations that address the educational needs of students in foster care, experiencing homelessness, or in or exiting juvenile rehabilitation facilities. The committee's work aims to promote parity and eliminate racial and ethnic disparities in educational outcomes ( <a href="#">RCW 28A.300.544</a> )                                                                                                                                                                                                                                                                                                                         |
| Lived Experience Data       | <p>The committee reviewed data from a youth voice session that identified six major areas of impact:</p> <ul style="list-style-type: none"><li>• Agency and Control</li><li>• Safety and Risk</li><li>• Family and Tools</li><li>• Mentorship</li><li>• Belonging and Love</li><li>• Environment</li></ul> <p>The strongest pattern identified was not a lack of motivation, but rather the interaction among perceived control, access to tools and resources, belonging, safety, identity, and credible pathways. Youth were asked: "What is one immediate practice change that would help youth experience control, tools, safety, and belonging within the next 30 days?" Their responses emphasized four immediate actions: creating momentum, replacing missing tools, building credible safety, and using lived experience to inform practice.</p> |
| Policy Drivers              | <p>The committee revisited the policy drivers identified during the previous meeting:</p> <ul style="list-style-type: none"><li>• An overreliance (by systems) on the education system to address the circumstances of this population can contribute to instability.</li><li>• Access to consistent funding and resources is inadequate and inequitable.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |



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|                     | <ul style="list-style-type: none"> <li>School environments currently struggle to create a sense of belonging for this population, which can contribute to disengagement.</li> </ul> <p>The majority of the discussion focused on the first driver. The committee clarified that while education systems have a key role, they cannot address these students' circumstances alone. Other systems also have responsibilities, and transitions between systems can create gaps, disruptions, and additional instability for students and families.</p> <p>Discussion of the second driver highlighted that inadequate and inequitable resources may result not only from state-level funding allocations but also from funding decisions made at the local level.</p> <p>Discussion of the third driver centered on the limited availability of extracurricular activities. Committee members noted that extracurricular activities often provide important connections between students and their schools and can contribute to students' sense of belonging and engagement.</p> |
| ERDC Data Dashboard | <p>The committee also reviewed the newly developed ERDC data dashboard. The presentation emphasized three important considerations:</p> <ul style="list-style-type: none"> <li>The dashboard is still in development.</li> <li>Administrative data captures only a portion of students' experiences.</li> <li>There appears to be limited overlap among the root-cause data shared during the previous meeting, the youth voice data shared during this meeting, and the information currently reflected in the dashboard.</li> </ul> <p>A more comprehensive review of the dashboard is being offered in two weeks through a separate virtual training and demonstration.</p>                                                                                                                                                                                                                                                                                                                                                                                                 |
| Next Steps          | <p>OSPI is seeing 2-3 volunteers to review the draft legislative report. Reach out to <a href="mailto:Annie.blackledge@k12.wa.us">Annie.blackledge@k12.wa.us</a> if you are interested in being a reviewer.</p> <p>Upcoming meetings:<br/> September 21, 2026, 1:00 – 4:00<br/> October 19, 2026, 1:00 – 4:00</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |