



Foster Youth Outcomes Demo Sites Contracts

1. **Purpose:**

Youth impacted by the foster care system experience among the lowest high school graduation and postsecondary completion outcomes compared to any other student group. The 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. There are five sites across the state, with each site serving multiple school districts.

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 Department of Children, Youth and Families (DCYF) caseworkers. 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 monthly, sometimes weekly, basis.

In addition to graduation rates, the program tracks three academic indicators known to impact academic outcomes: attendance, behavior, and course performance. When an issue arises, education specialists advocate for youth at school to eliminate barriers to education access and success. Program interventions are divided into four categories: enrollment issues, discipline related issues, barriers to accessing service, and barriers to 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.

Beneficiaries in 2021-22 School Year:

- Number of School Districts:
- Number of Schools:
- Number of Students:
- Number of Educators:
- Other:

Number of OSPI staff associated with this funding (FTEs): 0

Number of contractors/other staff associated with this funding: 0

FY22 Funding:	State Appropriation:	\$5,895,000
	Federal Appropriation:	\$0
	Other Fund Sources:	\$0
	TOTAL (FY22)	\$5,895,000

4. Are federal or other funds contingent on state funding?
No

5. State funding history:

3G1 Data Sharing Agreements

Fiscal Year	Amount Funded	Actual Expenditures
2022	\$55,000	\$0

AV1 Foster Youth Edu. Outcomes

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

AW1 Demonstration Site C4 L13 2nd Sp

Fiscal Year	Amount Funded	Actual Expenditures
2022	\$446,000	\$446,000
2021	\$446,000	\$446,000
2020	\$446,000	\$446,000
2019	\$446,000	\$446,000
2018	\$446,000	\$446,000

AX1 Demonstration Site C4 L15 3rd Sp

Fiscal Year	Amount Funded	Actual Expenditures
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
2018	\$1,015,000	\$1,015,000

AY1 Demonstration Site C1 L17 3rd Sp

Fiscal Year	Amount Funded	Actual Expenditures
2022	\$684,000	\$684,000
2021	\$684,000	\$684,000
2020	\$684,000	\$684,000
2019	\$684,000	\$684,000
2018	\$684,000	\$684,000

AZ1 Demonstration Site C334 L21

Fiscal Year	Amount Funded	Actual Expenditures
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
2022	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 will complete statewide expansion and will be available to serve all eligible high school students across the state. This year, Graduation Success is also implementing a program to continue serving young people who are dependents and incarcerated (dual-systems youth), and the contractor, Treehouse, is developing a Special Populations program for young people in Tribal care and other populations that are furthest from opportunity.

8. Evaluations of program/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 years. Additional analysis as to the effects of Graduation Success in 5th, 6th, 7th year persistence and high school completion needs to be done. On a statewide level, the 4-year graduation rate for youth in foster care has risen from 36.5% in 2013 to 48.2% in 2021.

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:

The lasting impacts of the pandemic response on student engagement continues to be a challenge. Young people disengaged during remote learning, and while the Graduation Success specialists have played a critical role in getting many young people to reengage, this continues to be a challenge. Student mobility also continues to be a challenge. Because Graduation Success has not yet expanded to all school districts, they struggle to facilitate successful transitions when students exit due to moving out of our current service area. We are addressing this with our expansion efforts, and we are also dramatically changing our staffing model from one that is site-based to one that is based in Education Service District regions. This will enable the program specialists to stay with young people on their caseloads within their regions and limit the transitions caused by systemic barriers to stability.

10. Future opportunities:

Statewide expansion will enable the provider to understand its impact at a population level rather than just a community/district level. This will be the first time since the program's inception that the provider will be able to establish a population level baseline to chart progress over time. The project is positioned to follow students wherever they reside in Washington State. The program anticipates the ability to maintain relationships with students over time, seeing them through the entirety of their high school experience. When young people do move, and it is not feasible to keep them with local staff, the program now can be intentional with regards to facilitating transitions – integrating a trauma-informed/youth centered approach to their service delivery.

11. Statutory and/or budget language:

ESSB 5693 Section 522 (6) \$5,895,000 of the general fund—state appropriation for fiscal year 2022 and \$5,895,000 of the general fund—state appropriation for fiscal year 2023 are provided solely for a contract with a nongovernmental entity or entities for demonstration sites to improve the educational outcomes of students who are dependent pursuant to chapter 13.34 RCW pursuant to chapter 71, Laws of 2016 (foster youth edu. outcomes). The office may require the recipient of these funds to report the impacts of the recipient's efforts in alignment with the measures of the Washington school improvement framework.)

- (a) Of the amount provided in this subsection (6), \$446,000 of the general fund—state appropriation for fiscal year 2022 and 31 \$446,000 of the general fund—state appropriation for fiscal year 2023 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 (6), \$1,015,000 of the general fund—state appropriation for fiscal year 2022 and \$1,015,000 of the general fund—state appropriation for fiscal year 2023 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 (6), \$684,000 of the general fund—state appropriation for fiscal year 2022 and \$684,000 of the general fund—state appropriation for fiscal year 2023 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 2022 and \$1,250,000 of the general fund—state appropriation for fiscal year 2023 are provided solely for the demonstration site established with funding provided in this act.
- (e) \$55,000 of the general fund—state appropriation for fiscal year 2022 and \$55,000 of the general fund—state appropriation for fiscal year 2023 are provided solely for maintaining and implementing the data sharing agreement between the office, the department of children, youth, and families, and the contractors to support targeted service delivery, program evaluation, and statewide education outcomes measurement for students served under this section.

12. Other relevant information:

N/A

13. Schools/districts receiving assistance:

See [OSPI's grantee list](#).

14. Program Contact Information:

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