STATE OF WASHINGTON
DEPARTMENT OF CHILDREN, YOUTH, AND FAMILIES
OFFICE OF THE SECRETARY
1500 Jefferson Street, SE ● P.O. Box 40975 ● Olympia WA 98504-0975

January 29, 2019

This powerful report begs for concrete changes in our system to begin to address the horrific educational outcomes for children who are in foster care through no fault of their own. Based on the data used as the basis for this report, less than half of foster children graduate from high school within five years, compared to the well over 80% five-year graduation rate of the population as a whole. Less than 3% of foster youth gain a college degree. These outcomes risk dooming these children to a lifetime of penury. Though not covered in this report, the graduation rate for youth in juvenile rehabilitation is, at 14%, far worse, and effective investments in educational attainment will pay off in significantly reduced recidivism.

There are actions recommended in this report that DCYF can undertake on our own. We will do so. In each of these actions we intend to focus on the racial disparities youth in the foster care system experience, ensuring that results are not disproportionate dependent on the race or ethnicity of the youth.

1. Use some of the new capacity in ECEAP funded in Governor Inslee's budget this year to maintain open full day slots that would be reserved for foster children. Set a goal to make an actual ECEAP slot available to every single three or four-year-old foster child within days of his/her placement in out of home care.
2. We are working with the Harvard Government Performance Laboratory to implement a pilot in two locations (Aberdeen and Kent) to link childcare and foster care to make sure we have the right supports in place so these referrals actually work. Based on our evaluation of this pilot we will implement the parts of the pilot that work in more locations.
3. Add checking on school engagement and attendance in every health and safety check, and include school stability in the matrix for Family Team Decision Meetings. It will take us some time to build this into our practice, but it seems worthwhile.
4. Begin youth-centered transition to adulthood planning at age 14 instead of at 17 ½. We will start some experiments, with rigorous evaluation, of transition planning that is more likely to be effective. We will ensure that we build a program that is consistent for youth in both the foster care and juvenile rehabilitation systems and that could potentially be expanded to other at-risk youth.

DCYF will provide more details about this effort later this year after we have had time to do the design work necessary to roll out the new efforts. If the expense of the program is not sustainable within our existing budget, we will propose supplemental investments next year.

There are other investments called for in this report that only the Legislature can provide. According to Treehouse's internal recordkeeping, youth who receive graduation support from Treehouse have a five-year graduation of 83%, the same as that for the general population.

Because of the relentless laws of arithmetic, the students who did not receive this support graduate at less than half the rate of the general population.

Based on the Treehouse analysis, it's pretty clear that the Legislature should expand the graduation support program to all foster children. We should do this expansion with all deliberate speed, getting it done as fast as the infrastructure necessary to support the expansion can be reliably built. We should also ensure that we are rigorously evaluating the impact of the support. If the program is effective on scale-up, going statewide with this support could revolutionize educational outcomes for foster youth.

Sincerely,

Ross Hunter
Secretary

Project Education Impact

Achieving Educational Success for Washington's Children, Youth and Young Adults in Foster Care and/or Experiencing Homelessness

January 2019

Participating State Agencies

Department of Children, Youth and Families (DCYF)

Office of Superintendent of Public Instruction (OSPI)

Washington Student Achievement Council (WSAC)

Office of Homeless Youth Prevention and Protection

Office of Refugee & Immigrant Services (DSHS)

Participating Nonprofit Organizations

Building Changes

College Success Foundation

Equity in Education Coalition

The Mockingbird Society

Treehouse

Acknowledgments

The Project Education Impact workgroup would like to thank the Education Research & Data Center (ERDC) for their timely and thorough analysis of educational data that informed this report.

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Letter of Commitment

Honorable Members,

We respectfully submit the following recommendations to achieve educational equity for children and youth experiencing foster care and/or homelessness from pre-kindergarten through post-secondary education in Washington.

It is imperative that we marshal our public and private partnerships and resources to address institutional and system barriers. Our children and youth deserve a strong, coordinated, youth-centered system of care that supports their educational success and mitigates barriers across the state. We believe that if we build such a system, all of our young people will have the individualized resources, opportunities, and supports needed to graduate from high school and successfully launch into college or career.

To achieve this goal, state agencies and nonprofit organization partners commit to:

- engaging critical voices from diverse stakeholders, including young people themselves,
- keeping youth meaningfully engaged in the decisions that affect them,
- implementing trauma-informed approaches, and
- using racial equity lenses consistently and effectively.

We recognize the impacts of trauma on young people experiencing foster care and/or homelessness and the critical need for consistent, coordinated care. Students of color are overrepresented among the tens of thousands of young people experiencing homelessness and thousands of children and youth placed in foster care in our state. Systemic poverty and institutional racism play significant roles in the educational outcomes of our most vulnerable students. We believe we can eliminate disparities experienced by children and youth of color through thoughtful data collection and analysis and the implementation of anti-racist policies and practices.

We possess a fierce and abiding optimism that each and every young person experiencing foster care and/or homelessness can thrive in school and in life. Achieving an ideal continuum of care will require immediate action, a long-term commitment to collaboration, support from the Governor and Legislature, and involvement of community-based leaders and organizations. Together, we can and must achieve parity in educational outcomes for children and youth experiencing homelessness or in foster care in Washington.

Sincerely,

Ross Hunter
Secretary, Department of Children, Youth, and Families

Chris Reykdal
Superintendent, Office of Superintendent of Public Instruction

Michael Meotti
Executive Director, Washington Student Achievement Council

Kim Justice
Executive Director, Office of Homeless Youth

Executive Summary

Research nationally demonstrates that children and youth experiencing foster care and/or homelessness achieve academic outcomes significantly below their peers due to trauma and loss, multiple changes in homes and schools, and emotional upheaval. When youth fail to graduate from high school, they are much more likely to live in poverty, require public assistance, experience adult homelessness, and be incarcerated. For the class of 2015, only 41.5% of Washington State youth in foster care and only 38.4% of youth who have experienced homelessness graduated high school on time[1]. Our state's most vulnerable youth deserve better.

Legislative Direction

A coalition of state agencies and nonprofit organizations began meeting about strategies to improve outcomes in October 2017. A 2018 budget proviso (Engrossed Substitute Senate Bill 6032)[2] codified their charge, directing the Department of Children, Youth and Families (DCYF), in collaboration with the Office of the Superintendent of Public Instruction (OSPI), the Office of Homeless Youth (OHY), and the Washington Student Achievement Council (WSAC), to convene a workgroup with aligned nonprofit organizations to:

> **Create a plan for children and youth experiencing foster care and homelessness to facilitate educational equity with their general student population peers and to close the disparities between racial and ethnic groups by 2027.**

To that end, the Legislature directed the work group to submit this report on its analysis and recommendations based on:

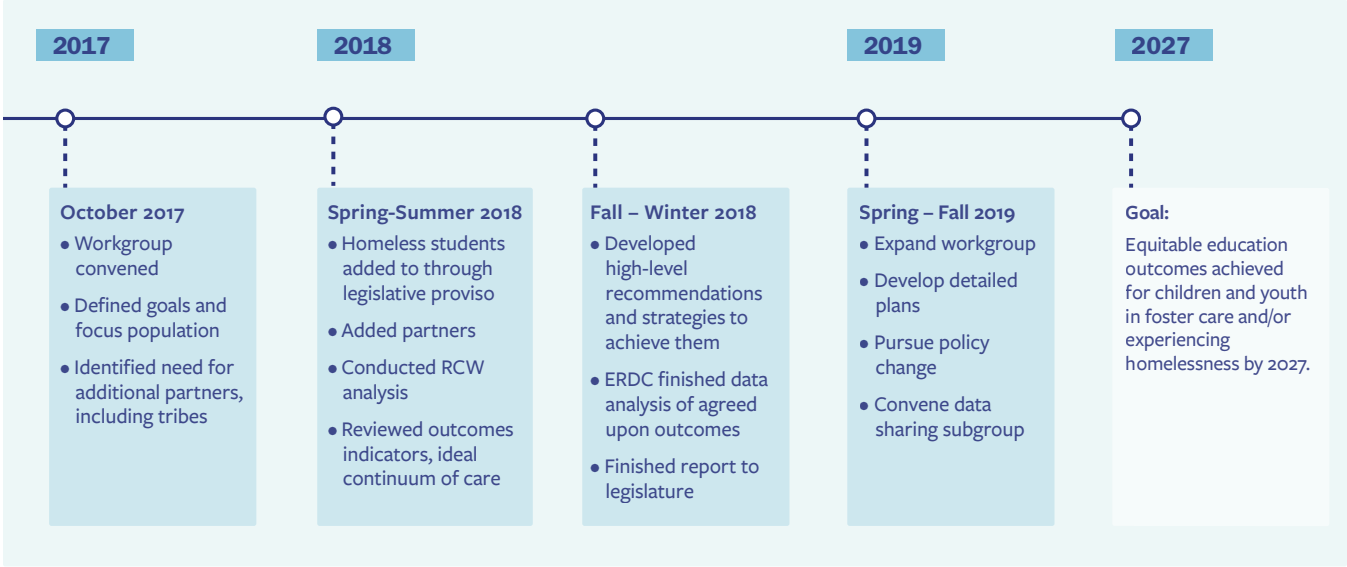
- Reviewing the educational outcomes, needs and services for children and youth in foster care and/or experiencing homelessness, as well as the specific needs of children and youth of color and those with special education needs.
- Mapping current education support services, including eligibility, service levels, service providers, outcomes, service coordination, data sharing, and overall successes and challenges.
- Engaging stakeholders in the analysis and development of recommendations.
- Making recommendations for an optimal continuum of education support services from preschool to postsecondary education that would provide for shared and sustainable accountability.
- Identifying where opportunities exist to align policy, practices, and supports.
- Outlining which recommendations can be implemented using existing resources and regulations and which require policy, administrative, and resource adjustments.

1 See Appendix B for reports from the Education Research and Data Center (ERDC)

2 See Appendix A for proviso language

Project Education Impact Workgroup Process

With that purpose in mind, this coalition — known as the Project Education Impact workgroup — has convened over the past year to advance solutions, including recommending changes to the systems that prevent children and youth from being successful in school. The workgroup met 19 times throughout 2018. These meetings included task forces devoted to particular age ranges: birth to fourth grade, fifth to ninth grade, and tenth grade to postsecondary. In parallel, they conducted an extensive stakeholder engagement process. The Education Research and Data Center (ERDC) also completed reports that provide baseline educational outcome data for both populations for the first time.



Recommendations to Achieve 2027 Goal

As a result of extensive collaboration and feedback, the Project Education Impact workgroup developed the following high-level recommendations which are detailed later in this report. We look forward to partnering with the Legislature over the next decade to make Washington State first in the nation for high school graduation and postsecondary enrollment and completion for our young people who experience foster care and/or homelessness. To achieve this goal, we must:

1. Make ample investments to support the educational success of children and youth experiencing foster care and/or homelessness.
2. Align, coordinate, and monitor policy, services, resources and outcomes to ensure academic success for students experiencing foster care and/or homelessness statewide.
3. Leverage data to inform real time, individualized education supports for students as well as longitudinal analysis of education outcomes.

Bold Strategies to Improve Education Outcomes

We recommend the following bold strategies for immediate consideration and action. These strategies focus on improving school stability and attendance, investing in system capacity, and resolving data sharing barriers.

Bold Strategies for the Project Education Impact workgroup:

1. Develop a collaborative, multi-system plan to improve school attendance of children and youth experiencing foster care and/or homelessness by December 2019.
2. Develop strategies by December 2019 to reduce racial disparities in educational outcomes highlighted in the attached ERDC reports for youth experiencing foster care and/or homelessness.

Bold Strategies for the State Agencies:

1. Eliminate out-of-school disciplinary action for children and youth experiencing foster care and/or homelessness whenever possible. Monitor disciplinary data disaggregated by foster care and homeless status and race in order to address disparities.
2. Develop a multi-system strategy to improve youth-centered planning for transition to adulthood for youth experiencing foster care and/or homelessness.
3. Modify existing data sharing agreement between DCYF and OSPI to enable public reporting of school changes in relationship to placement changes by June 30, 2020.

Bold Strategies for the Legislature:

1. Reduce DCYF caseworker caseload size and turnover to increase capacity to address the educational needs of children and youth in foster care. Mandate educational stability training for all caseworkers in order to ensure school of origin is prioritized when making placement decisions.
2. Expand capacity to identify, recruit and retain sufficient, culturally responsive foster homes and permanent living options to reduce the need for school changes. Explore the potential of school-based recruitment of foster parents to keep children and youth in their home communities.
3. Change the definition of "foster care" for all state education laws, programs, and services to include children and youth in the following categories: DCYF placement care and authority, Interstate Compact on the Placement of Children (ICPC), tribal jurisdiction, unaccompanied refugee minors, trial return home, and voluntary placement agreements.
4. Establish a dedicated transportation fund to reduce school changes for students experiencing foster care and/or homelessness.

5. Provide sufficient funding to school districts for McKinney-Vento liaisons and foster care liaisons, based on a weighted student formula, to ensure capacity to collaborate with community partners and to meet the educational needs of students. Require districts to appoint a building point of contact/champion in any school building with more than five students experiencing foster care or homelessness.

6. Require every student experiencing foster care and/or homelessness be appointed a knowledgeable and trained educational advocate from Pre-K through post-secondary with special attention to school transitions.

7. Expand access to quality early learning and age-appropriate child care in the locations and at the hours that families need it.

8. Expand capacity of intensive prevention strategies such as home visiting, Early Childhood Education and Assistance Program (ECEAP), and Early Childhood Intervention and Prevention Services (ECLIPSE) program to serve every child experiencing foster care and/or homelessness that needs them. Make homeless children categorically eligible for ECEAP.

9. Expand and improve implementation of the Homeless Student Stability Program (HSSP) to improve housing and education stability for youth experiencing homelessness.

10. Mandate and provide resources to ensure that all public schools implement evidence-based trauma-informed practices by 2021, aligning with the Multi-System Trauma-Informed Collaborative work.

11. Expand safe, stable and longer term housing options for unaccompanied homeless youth to reduce the need for school changes, and reduce barriers to their ability to access and use housing services.

12. Eliminate the use of youth detention for non-criminal offenses such as truancy and running away to get youth back into the classroom. Expand alternatives to detention statewide.

13. Supplement current programs and strategies to provide youth experiencing foster care and/or homelessness with the training, individualized navigation, financial aid, housing and other supports they need for post-secondary enrollment and completion. Expand the Passport to Careers program to include individualized case management and student-level data collection to improve student outcomes.

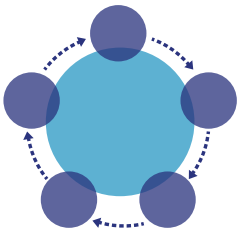
Stakeholder Engagement

To develop the goals and recommended strategies outlined in this report, the workgroup sought to reach a variety of audiences to provide critical data:

- Youth and young adults who have experienced foster care and/or homelessness.
- Providers, including Department of Children, Youth, and Families (DCYF) caseworkers, educators, and nonprofit staff partners.
- Parents and other caregivers, including biological families, formal kinship families, adoptive families, and licensed providers.

Engagement goals and objectives

The stakeholder engagement process sought to achieve the following goals and objectives:



1. Develop a continuum of care that reflects the input of those most affected by foster care and/or homelessness.

Objective A: Engage critical voices from diverse stakeholders including the young people themselves.

Objective B: Engage stakeholders in review of the draft education service continuum and revise based on input.

Objective C: Engage stakeholders to inform an implementation process and timeline.

2. Build and sustain trust and buy-in among stakeholders.

Objective A: Identify outreach strategies that meet stakeholders where they are and are sensitive to cultural, linguistic, geographic, and other needs.

Objective B: Report back to stakeholders on how their input was considered and addressed while developing recommendations.

> **"What happened to me made me who I am, but it is not what defines me. I don't want people to see me as a traumatized person."**
>
> FOCUS GROUP YOUTH WHO HAS EXPERIENCED FOSTER CARE AND/OR HOMELESSNESS

Engagement tactics and topics

To provide both breadth and depth of information from all audiences, the stakeholder engagement process depended upon three major tactics: surveys, one-on-one interviews, and community conversations. Members of the workgroup conducted this engagement process from October 2017 to October 2018.

Surveys collected high-level information about youth, alumni, provider, and caregiver experiences, including examples of what is working well and barriers to achieve positive educational and life outcomes, general perceptions of the system, and recommended changes to the system to positively affect youth experiences. Offered between Sept. 7 and Oct. 29, 2018, the surveys generated 283 responses from youth, young adults, and those who serve them.

One-on-one conversations collected similar information to the surveys but allowed for the interviewers to dig deeper into topics and capture details and nuances.

Group or community conversations also focused on the same topics, but this format provided a way to validate themes that emerged during the surveys and one-on-one interviews and also generate new ideas or strategies. All told, the partners conducted six community conversations or focus groups.

> "Movement between multiple cities, schools, and homes on top of regularly scheduled educational transitions (new school year, transition between middle and high school, etc.) comes with a lot of culture shock that is rarely addressed."
>
> FOCUS GROUP YOUTH WHO HAS EXPERIENCED FOSTER CARE AND/OR HOMELESSNESS

What we heard from stakeholders

Throughout the stakeholder engagement process, several major themes emerged in comments from participants, which are summarized below. Participants included members of tribes, siblings, homeless and foster care service providers, behavioral and mental health providers, adoptive families, homelessness service providers, court-appointed special advocates (CASAs), policy advocates, kinship providers, and alumni of foster care.

THEME #1

Big-picture systemic changes are required to achieve individual success.

1. Use tools such as universal housing, income, and healthcare (including behavioral health); no-cost early learning and post-secondary education; and robust public transportation to address poverty-related educational disparities.
2. End disparities in school discipline.
3. Prevent homelessness and disparities in access to affordable housing.
4. Decrease turnover in providers and ensure high levels of resources to help them develop creative, collaborative plans.
5. Tailor service plans to the needs of the individual, and ensure youth and families have everything they need to be successful and not in crisis.

"I wish there were more options to keep families together. Foster care and the violence I suffered there have ruined my life and my lack of any family or community or connections to my heritage have deeply affected my life, and now, my child's."

A PERSON OF COLOR WHO HAS EXPERIENCED FOSTER CARE AND/OR HOMELESSNESS

THEME #2

Programs and policies should be aligned and coordinated, addressing eligibility and geographic disparities.

1. Set up systems to ensure that children and families will not fall through the cracks if there is staff turnover.
2. Make programs available 24/7, or at least beyond business hours.
3. Include transportation support for multiple programs and policies.
4. Housing and foster care programs must work together so that no youth exits from the foster care or juvenile justice systems into homelessness.
5. While schools are accountable for meeting all of a youth's educational needs, partnerships are necessary because the students' needs may not align with schools' resources.
6. Ensure in-home family supports (e.g., counseling) work with out-of-home supports.
7. More funding is needed to adequately address needs.

"My experience is that youth in foster care tend to be wary of institutions. Many of them have had providers, caretakers, and family who are not accountable and trustworthy, so they're very cautious and closed off to institutions and systems."

BIOLOGICAL CHILD OF FOSTER PARENTS WHO GREW UP WITH FOSTER SIBLINGS

THEME #3

There is an urgent need for all caregivers and providers to have access to timely, high-quality data and resources.

1. Data should be disaggregated by race, foster care status, housing status, and disability.
2. Kinship caregivers and people in informal arrangements must be included in data about foster care, as these providers are more likely to be families of color and less likely to be identified as needing supports.
3. Caregivers need help and resources around legal custody, special education needs, and educational advocacy.
4. Service planning should account for people who would benefit from a service but may not yet meet eligibility, in order to prevent crises.
5. Caregivers, youth and providers should be able to see their own data and how it compares with others.
6. Individual data should be tracked at least until age 26, reside in a state agency, and be updated regularly. It should include information about needs, such as housing, transportation, financial resources, and disability supports.

"For me, I think that supporting youth to reach their full potential is about caring about the well-being of all the people they care about or who represent a part of their identity.

So, as foster/adoptive parents, we've made a commitment to get to know some biological family members in our kids' lives and maintain connection with them as our kids grow. We've seen wholeness in our kids from this work."

FOSTER PARENT

THEME #4

Youth must be ready for life after high school.

1. Youth and their caregivers need additional support to help youth meet milestones on their post-high school path.
2. Financial literacy, independent living skills, and strong community and cultural connections are all important components of preparing youth for adulthood.
3. Youth must be supported to navigate housing laws, employment laws, and systemic oppression. Youth should understand how some of their struggles are due to structural failures that can be engaged and changed.
4. Youth who decline extended foster care should be offered housing solutions that are financially feasible for them.
5. Youth should have transportation supports in place, so they can reach where they need to go.

"I think one of the best ways to support youth in foster care and/or experiencing homelessness is to involve them in decision-making and guide them in gaining skills for self-advocacy."

A CASEWORKER AND POST-SECONDARY EDUCATION ADVOCATE

Stakeholders also emphasized the need for:

1. More behavioral health supports and resources, including for substance dependency.
2. More service providers who have cultural fluency and comprehensive approaches.
3. More attention to racism, including helping children, youth and families identify and address systemic oppression.
4. More attention to diversity, including how mismatches between the youth, providers, and educational contexts affect how well the student does in post-secondary education.
5. More peer- and near-peer mentoring, as well as host homes so that youth feel supported in their education and experiences.

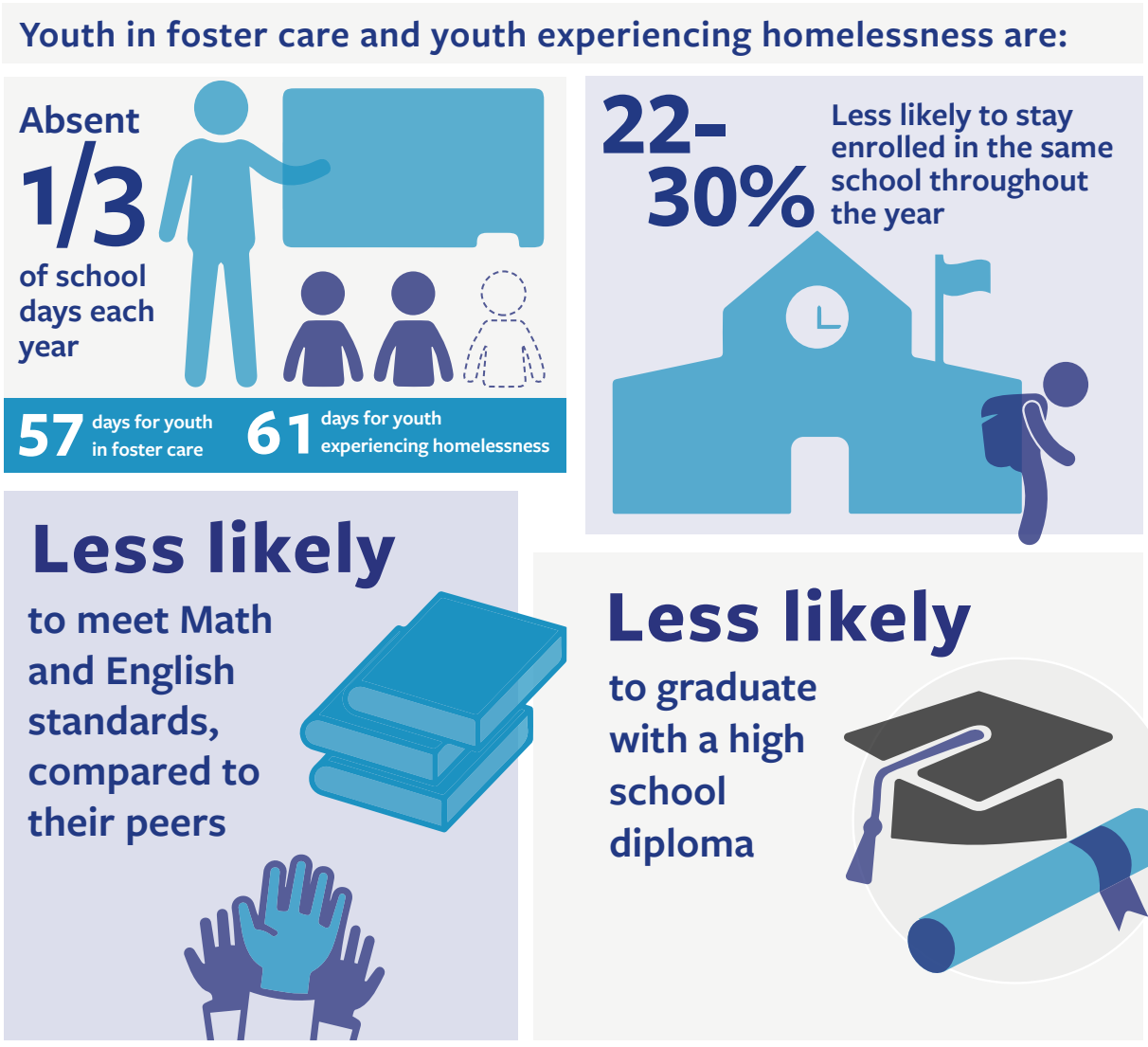
> "There need to be more languages spoken by those who work with these youth, or at least services available for them in their language so they understand the systems they are engaged in.
>
> There also needs to be more representation that matches the diverse foster youth population within all agencies working with youth."
>
> A CASEWORKER

> "We need someone to handhold us through our educational journey, to help us navigate what is possible."
>
> YOUTH WHO HAS EXPERIENCED HOMELESSNESS

> "When we asked young people to prioritize a list of available supports, they identified mental health supports and home/placement stability as their top priorities."
>
> PROFESSIONAL IN CHILD WELFARE

What the Data Tell Us

Research on child development and educational outcomes of children and youth experiencing foster care and/or homelessness informed the goals, recommendations and strategies outlined in this report. The Education Research and Data Center (ERDC) conducted an analysis of outcome measures required in the proviso, including kindergarten readiness, early grade reading, school stability, high school completion, post-secondary enrollment, and post-secondary completion, disaggregated by race and ethnicity. The analytic design allows for both a one-year snapshot from 2017 as well as a longitudinal overview of six cohorts from two time periods: 2012 kindergarteners, 3rd graders, and 9th graders and 2017 kindergarteners, 3rd graders, and 9th graders. According to the 2018 ERDC reports, both populations experience significant disparities in educational outcomes that persist or worsen over time.



Student Characteristics

Students experiencing foster care and/or homelessness:

- Were disproportionately youth of color as compared to their peers.
- Tended to be older than their same-grade-level peers, a predictor of high school dropout. For example, 33% of 9th grade youth in both populations were older than peers in their grade.
- Required special education services at higher rates than their peers. By 9th grade, 29% of youth in foster care and 21% of youth experiencing homelessness required special education services.

School Stability, Attendance and Enrollment Status

Students experiencing foster care and/or homelessness:

- Changed schools much more often, losing critical academic progress.
- Were absent approximately one-third of school days (57 days for youth in foster care, 61 days for youth experiencing homelessness) in an academic year, by 9th grade.
- Were less likely to remain enrolled in school throughout the school year.

Average days present per school year

FOSTER

Grade level	Kindergarten	3rd grade	9th grade
Foster	**138**	**149**	**123**
Non-Foster	162	159	153

HOMELESS

Grade level	Kindergarten	3rd grade	9th grade
Homeless	**131**	**146**	**119**
Non-Homeless	152	159	153

** 180 school days per year for Washington state schools*

Enrolled in a single school during the academic year

FOSTER

Grade level	Kindergarten	3rd grade	9th grade
Foster	**77.6%**	**80.8%**	**71.0%**
Non-Foster	92.3%	93.3%	90.4%

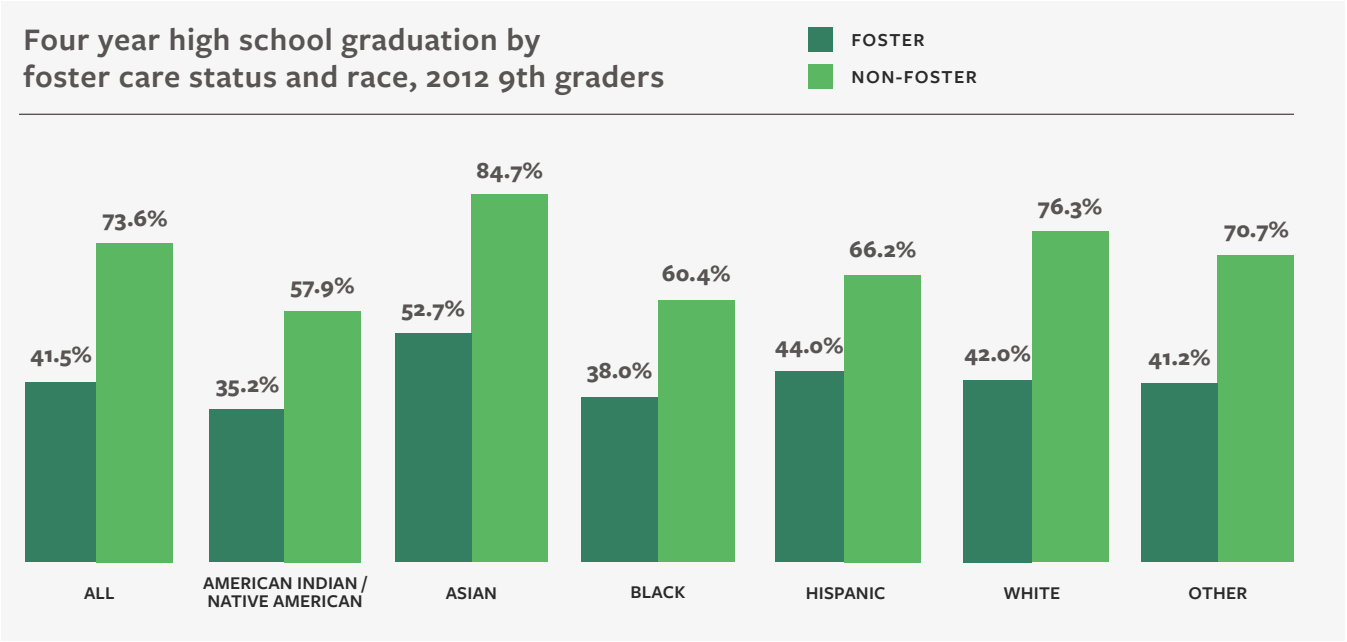
HOMELESS

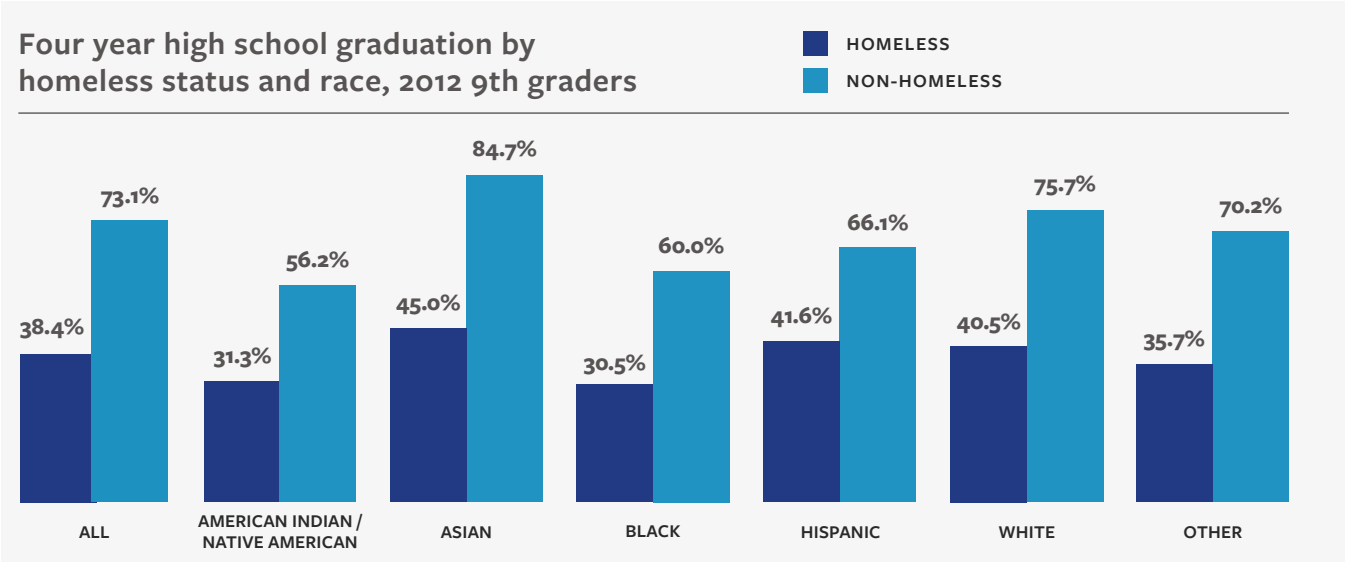
Grade level	Kindergarten	3rd grade	9th grade
Homeless	**64.4%**	**66.4%**	**62.7%**
Non-Homeless	92.5%	93.4%	90.2%

Academic achievement

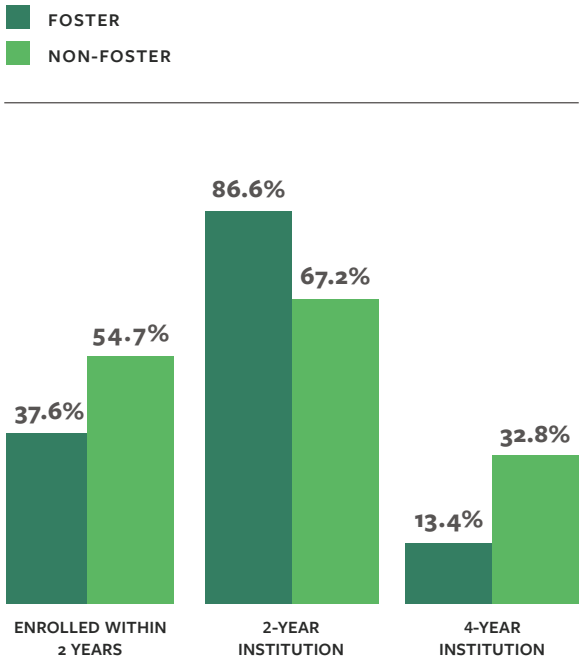
Students experiencing foster care and/or homelessness:

- Show significant gaps in academic achievement (measured by percent meeting state assessment standard) across all indicators. Academic gaps exist at all age levels and persist or worsen over time for the same students.
- Were less likely to meet state ELA and math standards than their peers from 6th grade and beyond.
- Were less likely to earn a high school diploma than their peers, with significant racial disparities.
- Were more likely to earn a GED than their peers, with significant racial disparities.
- Were less likely to enroll in a higher education institution within two years of graduating from high school, with the disparity being much higher for enrollment in 4-year institutions.

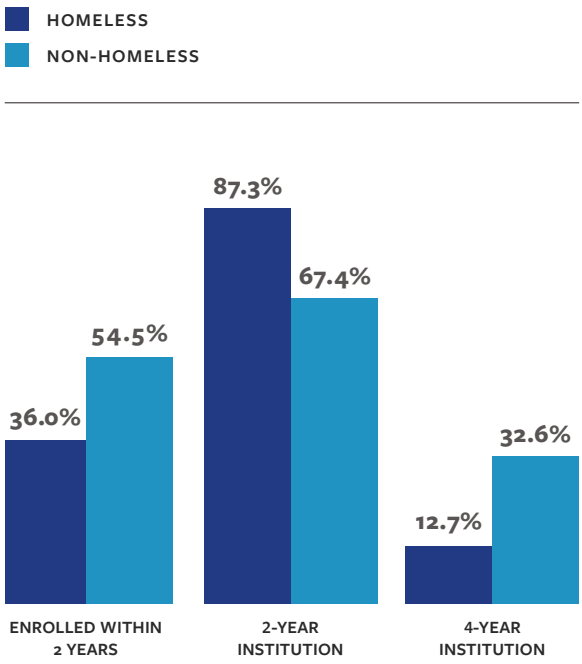




Higher education enrollment by foster status and institution type, 2012 9th graders



Higher education enrollment by homeless status and institution type, 2012 9th graders



"Once people at school knew I was in foster care, they were all concerned about me – but the school only got involved once the state was involved. Where were you when my family was falling apart?"

FOCUS GROUP YOUTH WHO HAS EXPERIENCED FOSTER CARE

"A better equity lens needs to be applied within the foster care system and the agencies and organizations engaged with the system. Youth of color are not succeeding at the rate of their peers and we need to examine why and change the system. We need to have a place for youth to feel comfortable expressing their issues with the system so that it can be changed with them in mind."

A CASEWORKER

"As a Native American, I know we as a people are distrustful of governmental, authoritative entities. Historically, our collective experiences in these arenas have been traumatic.

Many Native families do not feel comfortable with the current educational system generally, so the approach to these youth and their families' needs to be tailored toward working on trust."

A PERSON OF COLOR WHO IS A MEMBER OF A FEDERALLY RECOGNIZED TRIBE AND WORKS AS A FAMILY DEVELOPER

Key Considerations

In order to achieve our 2027 goal, we must take proactive, preventative, and sustained action. Among our most important recommendations is that the Project Education Impact workgroup continue to work together to develop, implement and refine solutions, and evaluate our collective progress over time.

It is important that a student's experience of foster care and/or homelessness does not overshadow the disparities that students of color face in Washington's child welfare and educational systems. We acknowledge that students of color are likely to have additional specific experiences and needs, and that we must tailor any recommendations to effectively eliminate those disparities. Achieving equity will require multiple partners and communities working together to design equitable investments, culturally responsive services, and frequent opportunities for course correction.

As we move beyond this report into action, we must build a strong and cohesive partnership. To that end, we are committed to the following foundational principles for success:

1. Build an ongoing collaboration with a culture of partnership that fosters relationships, mutual respect, trust, and transparency across and among participants.
2. Commit to centering children, youth, and young adults and continuously engaging parents, caregivers, and other key partners.
3. Use a racial equity lens to address disparities so that every student has the resources and support they need to achieve educational outcomes.
4. Understand, recognize and respond to the impacts of trauma in all of our services.
5. Acknowledge that basic needs must first be met in order for students to achieve educational success.
6. Identify and eliminate barriers to transparent data sharing to inform policy, service and resource decisions.

Recommendations to Achieve 2027 Goal

RECOMMENDATION #1

Make ample investments to build systems capacity and cohesive networks of support across government agencies, schools and communities to ensure the educational success of children, youth and young adults experiencing foster care and/or homelessness.

- Every child, youth and young adult experiencing foster care and/or homelessness should receive the services and supports they need, when and where they need it, to achieve educational outcomes.
- Prevent school changes and disciplinary exclusions whenever possible and support schools, students and families in managing seamless transitions when necessary, with a commitment to reducing disparities for students of color.
- Every child, youth, and young adult should be supported by consistent, well-prepared adults who are invested in their educational outcomes.

"Social workers should get paid more and have all the resources they need to help these kids. Right now they are overworked and have a turnover that hurts the kids. The more people leave their lives, the more they internalize they are not worth sticking around for."

FOSTER PARENT OR RELATIVE CAREGIVER WHO IS A PERSON OF COLOR

RECOMMENDATION #2

Align, coordinate, and monitor policy, services, resources and outcomes in order for students experiencing foster care and/or homelessness to achieve educational success.

- Continue the Project Education Impact workgroup focused on educational outcomes for children, youth, and young adults experiencing foster care and/or homelessness, expanded to include meaningful partnership of the tribes, the courts, homeless service providers, and other key stakeholders.
- Take decisive action to eliminate racial disparities and implement trauma-informed practice across systems, schools, and nonprofit partners.
- Align eligibility criteria, coordinate services, and strengthen communities so that children and youth receive culturally responsive services.
- Effectively implement current law, policies and programs to fulfill legislative intent.

"Choosing which service is the right one for you and your situation and balancing it with all of the other services you are receiving is challenging, especially when participation in one service or program makes you ineligible for others."

FOCUS GROUP YOUTH WHO HAS EXPERIENCED FOSTER CARE AND/OR HOMELESSNESS

RECOMMENDATION #3

Leverage data to empower real-time, individualized education supports for students as well as longitudinal analysis of education outcomes.

- Establish and/or institutionalize multi-agency data sharing agreements and protocols to enable individual service delivery as well as longitudinal analysis.
- Align outcome measures, reporting, and accountability among state agencies and nonprofit partners and issue one, consolidated annual report about the state's progress on educational outcomes to the legislature.
- Conduct annual analysis of agreed upon education outcome measures to assess progress and identify needed improvements and investments.
- Disaggregate and make public all available education data by foster care/homeless status and by race/ethnicity from Pre-K—post-secondary.
- Identify and address data gaps to fully understand educational progress of these populations.

"Silos and programs in isolation do not help with the continuum of care."

SERVICE PROVIDER TO CHILDREN EXPERIENCING FOSTER CARE AND/OR HOMELESSNESS

Bold Strategies to Improve Education Outcomes

In order for children and youth experiencing foster care and/or homelessness to achieve educational outcomes at the same rate as their peers, we must take proactive, preventative and sustained action to improve school stability, attendance and academic success. To that end, the Project Education Impact workgroup recommends the following bold strategies:

Bold Strategies for the Project Education Impact workgroup:

1. Develop a collaborative, multi-system plan to improve school attendance of children and youth experiencing foster care and/or homelessness by December 2019.
2. Develop strategies by December 2019 to reduce racial disparities in educational outcomes highlighted in the attached ERDC reports for youth experiencing foster care and/or homelessness.

Bold Strategies for the State Agencies:

1. Eliminate out-of-school disciplinary action for children and youth experiencing foster care and/or homelessness whenever possible. Monitor disciplinary data disaggregated by foster care and homeless status and race in order to address disparities.
2. Develop a multi-system strategy to improve youth-centered planning for transition to adulthood for youth experiencing foster care and/or homelessness.
3. Modify existing data sharing agreement between DCYF and OSPI to enable public reporting of school changes in relationship to placement changes by June 30, 2020.

Bold Strategies for the Legislature:

1. Reduce DCYF caseworker caseload size and turnover to increase capacity to address the educational needs of children and youth in foster care. Mandate educational stability training for all caseworkers in order to ensure school of origin in prioritized when making placement decisions.
2. Expand capacity to identify, recruit and retain sufficient, culturally responsive foster homes and permanent living options to reduce the need for school changes. Explore the potential of school-based recruitment of foster parents to keep children and youth in their home communities.

3. Change the definition of "in foster care" for all state education laws, programs, and services to include children and youth in the following categories: Interstate Compact on the Placement of Children (ICPC), under tribal jurisdiction, unaccompanied refugee minors, trial return home, and voluntary placement agreements.

4. Establish a dedicated transportation fund to reduce school changes for students experiencing foster care and/or homelessness.

5. Provide sufficient funding to school districts for McKinney-Vento liaisons and foster care liaisons, based on a weighted student formula, to ensure capacity to collaborate with community partners and to meet the educational needs of students. Require districts to appoint a building point of contact/champion in any school building with more than five students experiencing foster care or homelessness.

6. Require every student experiencing foster care and/or homelessness be appointed a knowledgeable and trained educational advocate from Pre-K through post-secondary with special attention to school transitions.

7. Expand access to quality early learning and age-appropriate child care in the locations and at the hours that families need it.

8. Expand capacity of intensive prevention strategies such as home visiting, Early Childhood Education and Assistance Program (ECEAP), and Early Childhood Intervention and Prevention Services (ECLIPSE) program to serve every child experiencing foster care and/or homelessness that needs them. Make homeless children categorically eligible for ECEAP.

9. Expand and improve implementation of the Homeless Student Stability Program (HSSP) to improve housing and education stability for youth experiencing homelessness.

10. Mandate and provide resources to ensure that all public schools implement effective trauma-informed practices by 2021, aligning with the Multi-System Trauma-Informed Collaborative work.

11. Expand safe, stable and longer term housing options for unaccompanied homeless youth to reduce the need for school changes, and reduce barriers to their ability to access and use housing services.

12. Eliminate the use of youth detention for non-criminal offenses such as truancy and running away to get youth back into the classroom. Expand alternatives to detention statewide.

13. Supplement current programs and strategies to provide youth experiencing foster care and/or homelessness with the training, individualized navigation, financial aid, housing and other supports they need for post-secondary enrollment and completion. Expand the Passport to Careers program to include individualized case management and student-level data collection to improve student outcomes.

Immediate Next Steps for Project Education Impact

1. Expand workgroup to include meaningful partnership with tribal governments, the courts, homeless service providers, and other key stakeholders.
2. Pursue key policy changes and state investments during upcoming legislative sessions.
3. Convene data sharing subgroup to identify and resolve barriers to public reporting of educational outcomes.
4. Convene workgroup to develop mid-term and long-term objectives, review updated educational outcomes, adjust plans, and update key stakeholders and the Legislature by December 31, 2019.

"We need more in-school support for youth experiencing homelessness and in foster care. My experience shows that early intervention is best, and a school-setting is a great form of intervention."

SCHOOL DISTRICT STAFFER AND/OR EDUCATOR

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Appendix A: Legislative Proviso

From ESSB 6032, p. 237-238, 2018 Regular Session

The department of children, youth, and families in collaboration with the office of the superintendent of public instruction, the department of commerce office of homeless youth prevention and protection programs, and the student achievement council must convene a workgroup with aligned nongovernmental agencies, including a statewide nonprofit coalition that is representative of communities of color and low-income communities focused on educational equity, 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 the disparities between racial and ethnic groups by 2027. The workgroup must:

(A) Review the educational outcomes of children and youth in foster care and children and youth experiencing homelessness, including:

  (I) Kindergarten readiness, early grade reading, school stability, high school completion, post-secondary enrollment, and post-secondary completion; and

  (II) Disaggregated data by race and ethnicity;

(B) Consider the outcomes, needs, and services for children and youth in foster care and children and youth experiencing homelessness, and the specific needs of children and youth of color and those with special education needs;

(C) Map current education support services, including eligibility, service levels, service providers, outcomes, service coordination, data sharing, and overall successes and challenges;

(D) Engage stakeholders in participating in the analysis and development of recommendations, including foster youth and children and youth experiencing homelessness, foster parents and relative caregivers, birth parents, caseworkers, school districts and educators, early learning providers, post-secondary education advocates, and federally recognized tribes;

(E) Make recommendations for an optimal continuum of education support services to foster and homeless children and youth from preschool to post-secondary education that would provide for shared and sustainable accountability to reach the goal of educational parity, including recommendations to:

  (I) Align indicators and outcomes across organizations and programs;

  (II) Improve racial and ethnic equity in educational outcomes;

(III) Ensure access to consistent and accurate annual educational outcomes data;

(IV) Address system barriers such as data sharing;

(V) Detail options for governance and oversight to ensure educational services are continually available to foster and homeless children and youth regardless of status;

(VI) Detail a support structure that will ensure that educational records, educational needs, individualized education programs, credits, and other records will follow children and youth when they transition from district to district or another educational program or facility;

(VII) Explore the option of creating a specific statewide school district that supports the needs of and tracks the educational progress of children and youth in foster care and children and youth experiencing homelessness;

(VIII) Identify where opportunities exist to align policy, practices, and supports for students experiencing homelessness and foster students; and

(IX) Outline which recommendations can be implemented using existing resources and regulations and which require policy, administrative, and resource adjustments.

(i) The workgroup should seek to develop an optimal continuum of services using research-based program strategies and to provide for prevention, early intervention, and seamless transitions.

(ii) Nothing in this subsection permits disclosure of confidential information protected from disclosure under federal or state law, including but not limited to information protected under chapter 13.50 RCW. Confidential information received by the workgroup retains its confidentiality and may not be further disseminated except as allowed under federal and state law.

(iii) By December 17, 2018, the workgroup must provide a report to the legislature on its analysis as described under this subsection, the recommended plan, and any legislative and administrative changes needed to facilitate educational equity for children and youth in foster care and children and youth experiencing homelessness with their general student population peers by 2027.

Appendix B:
Education Research & Data Center (ERDC) Reports

Part I: Report on Child/Youth Experiencing Homelessness

ESSB 6032 Proviso Measures: Education Outcomes of Children and Youth in Foster Care and Children and Youth Experiencing Homelessness

Report on Child/Youth Experiencing Homelessness

Vivien Chen, Karen Pyle, Thomas Aldrich

Background

Section 223(1)(bb) of ESSB 6032 requires the Department of Children, Youth, and Families (DCYF) in collaboration with OSPI, the Department of Commerce Office of Homeless Youth Prevention and Protection Programs, and WSAC to convene a work group with aligned 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 the disparities between racial and ethnic groups by 2027. The work group must review the educational outcomes of children and youth in foster care and children and youth experiencing homelessness, including kindergarten readiness, early grade reading, school stability, high school completion, postsecondary enrollment, and postsecondary completion. The work group must make recommendations about the optimal continuum of education services and education support services for foster and homeless children and youth from preschool to postsecondary education. The work group must submit a report to the legislature by December 17, 2018.

The proviso requested researchers from the Education Research and Data Center (ERDC) conduct analysis on the outcome measures addressed above for the work group. The outcome measures are also disaggregated by race and ethnicity[1].

Data

- P-20 Data Warehouse maintained by ERDC provides administrative data about homeless status, students' school enrollment, educational outcomes (k12 and postsecondary), and demographic characteristics. Data sources include the Comprehensive Education Data and Research System (CEDARS) from OSPI, State Board for Community and Technical Colleges

[1] ESSB 6032 also requires to consider specific needs of children/youth of color and those with special education needs. Due to small sample size for students of homelessness and foster care, disaggregating by special education status results some cell counts fewer than 10. Thus, to protect the identity of students, this part of analysis was not reported. Instead, statewide distribution of enrollment in special education program by homeless status is reported.

(SBCTC) from WA SBCTC, and the Public Centralized Higher Education Enrollment System (PCHEES) housed at OFM.

- Foster Care data from DCYF

Analytical approaches

A series of descriptive analyses is designed to summarize education outcomes of children and youth in foster care and children and youth experiencing homelessness, compared to their general peers of the same grade level. The analysis considers potential differences in outcomes by children of various age ranges at different points in time. The comparison between students experiencing homelessness and their peers who are not are conducted among six cohorts from two time periods. The selection of cohorts also accommodates data availability and quality especially for outcome measures[2].

This design allows for not only a one-year snapshot but also a longitudinal overview, which is especially crucial for studying effects of homelessness on educational outcomes and school stability. This design also takes into account cohort differences by examining the same measures across cohorts in the same year and across time periods. The cohort and years of data extracted for analysis is demonstrated below.

Cohort and analysis years

	Longitudinal cohort						**One-year snapshot**
Grade-level	**School entry year**	**Follow-up school years**					**School entry year**
	2012	**2013**	**2014**	**2015**	**2016**	**2017**	**2017**
Kindergarten[3]	K	G1	G2	G3	G4	G5	K (WAKid)
3rd grade	G3	G4	G5	G6	G7	G8	G3
9th grade	G9	G10	G11	G12	PS1	PS2	G9

PS1: post-secondary year 1; PS2: post-secondary year 2

- k12 academic outcome measures available
- post-secondary enrollment data available

[2] For example, choosing the 2012 cohort is because postsecondary data is available up to 2016-2017 academic year. Given this constraint, leaving two years of time to enroll in college after high school graduation (the class of 2015) allows for more complete records of students' college enrollment. Thus, 9th graders in 2012 are the most appropriate study cohort we could use to examine students' school stability and outcomes over time.

[3] Based on WAC 392-335-010 uniform entry age for kindergarten.

Definition of measures

Homelessness is a flag in the P-20 Data Warehouse indicating whether or not the student was homeless at any time during the current school year as defined in McKinney–Vento Act, Section 725(2).

Academic achievements are measured by state assessment results, using flags from the P-20 Data Warehouse identifying whether a student met assessment standard of each subject in each grade level. The outcome measures for each grade-year cohort is listed as below.

	Grade cohort	State assessments
2012 longitudinal cohort	Kindergarten	3rd – 5th grade ELA and math; 5th grade science
	3rd grade	3rd, 4th , 6th - 8th grade ELA and math; 8th grade science[4]
	9th grade	ELA, math, and science assessment results from 9th through 12th grade. Meeting standard flag is derived from each students' test history in four high school years.
2017 snapshot	Kindergarten	Kindergarten readiness (WAKIDS)[5] in 2017
	3rd grade	3rd grade ELA and math in 2017
	9th grade	N/A

Educational attainment is measured by whether or not the student completes a high school diploma or receives a GED credential. The two measures are only available for 2012 9th grade cohort.

Post-secondary enrollment is measured by whether or not a 2012 9th grader ever enrolled in any WA public institution during the 2015-16 or 2016-2017 academic years. The enrollment is also categorized by 4-year or 2-year institution type.

Female is a gender indicator from student enrollment records in 2012 and 2017.

Age at school entry is defined by standard school entry age- 5 year old for kindergarteners, 8 year old for 3rd graders, and 14 year old for 9th graders. Three

[4] 5th grade assessment results are not included in the analysis, because 2014 is the transition year to SBA when half of students did not have test results in ELA and math.

[5] WaKIDS is a statewide measure for kindergarten readiness. However, the participation in WaKIDS was not complete in earlier school years until 2016-17, when there were 77,314 students tested from 1,097 schools and 266 school districts (http://www.k12.wa.us/WaKIDS/Data/default.aspx). Thus, we specifically choose this kindergarten cohort for examining kindergarten readiness.

categories are created to group students' age range based on the standard entry age- younger, at entry age, and older.
Race/ethnicity is extracted from CEDARS student enrollment file, using federal race/ethnicity category. The "other" category includes a student who is not identified as American Indian/Native American, Asian, Black, Hispanic, or non-Hispanic White.

Income status is measured by a proxy variable of a student's family income, using a flag of a students' eligibility for free- or reduced- price lunch (FRPL). This is currently the only income measure available from student-level data.

Special education refers to whether a student was ever placed in special education program.

School stability is measured by the number of school and district enrollments at different time point a student went through in the same school year.

Days present at school is a measure of a student's school attendance. It is calculated by summing the number of days present from each distinct enrollment period in a school year.

Enrollment status refers to a student's final enrollment status through a school year, such as continually enrolled, transfer, dropout, or others.

High school graduation rate used in this study refers to the percentage of 9th graders who ever enrolled in 2011-2012 school year and graduated in five years (by the end of 2015-2016 school year). The denominator of the calculation is the total number of 9th graders enrolling in 2011-12 school year, and the numerator is the total number of the same cohort who have high school graduation record from 2012-2016 CEDARS historical data. This calculation does not remove anyone who transfer out of WA public school system. Neither does it include those who transfer in. This calculation tracks the same group of 9th graders longitudinally for five years. It is advised to be cautious while comparing this graduation rate with the one from the OSPI statewide report card[6], or the graduation rate of students who ever experienced homelessness or in foster care by OSPI.

Summary of Findings

[6] See "Technical Note" for more details.

The findings below are based on analytical results from 2012 longitudinal cohort. However, any significant difference between 2012 and 2017[7] cohorts are specifically addressed.

1. *Student characteristics*: (See Table 1 for details)
    a. Compared to their same-grade-level peers, children/youth experiencing homelessness tend to be older. A higher proportion of youth experiencing homelessness are youth of color (with the exception of Asian youth) and are receiving special education services. Almost all students experiencing homelessness are from low-income families, measured by eligibility for free- or reduced-price lunch.
    b. 33 percent of homeless 9th graders are older than 14 years of age, the age of the majority of 9th graders. The percentage of youth who are older than the standard school entry age is much higher among youth experiencing homelessness compared to youth not experiencing homelessness, particularly among higher grade-level students.
    c. The odds ratio of being homeless American Indians, Asians, and Hispanics are largest among 9th graders, while the ratio of being homeless Blacks are smaller.
2. *School stability, presence, and enrollment status*: (Table 2)
    a. Overall, students of not experiencing homelessness are 1.4 time more likely to be enrolled in a single school during the academic year. They are also 1.3 times more likely than youth experiencing homelessness to remain in the same school district throughout the school year.
    b. Homeless students attend fewer days at school a year (131 days compared to 152 days for youth not experiencing homelessness) and are less likely to remain enrolled through school year, compared to their peers not experiencing homelessness.
    c. Missing school days and not staying enrolled are found to be the most prolific among 9th graders experiencing homelessness. On average, a 9th grader experiencing homelessness attends 119 days of school a year compared to 155 days for a 9th grader not experiencing homelessness. At the end of the school year, only 59% of homeless 9th graders remained continually enrolled for the entire academic year compared to 76% of 9th graders not experiencing homelessness.
3. *Academic achievements over time*: (Figures 1-2; tables A3-A4 in Appendix)

[7] The output tables for 2017 cohort not described in context could be found in the appendix section.

a. The gap in academic achievements (measured by percent meeting state assessments)[8] between youth experiencing homelessness and youth not experiencing homelessness exists across all indicators and persists over grade level (time) for the same student cohort.
b. Third graders not experiencing homelessness are more likely to meet state ELA and math standards than youth experiencing homelessness. This disparity remains, and grows, as students age with students not experiencing homelessness becoming more than twice as likely to meet state ELA and math standards from sixth grade on compared to youth experiencing homelessness.
c. For 2012 kindergarteners, the math achievement gap increases by the time they proceed to 5th grade. Students who do not experience homelessness are two times more likely to meet math assessment standard than their homeless peers (figure 1).
d. Figure 2 shows, for 2012 3rd graders, the achievement gap persists from 6th to 8th grade, and the gap is larger in math than ELA.[9] (See also table A4 in appendix.)

4. *Education achievements and attainments by race/ethnicity*:
    a. Elementary school cohorts: There are racial/ethnic differences in achievement between youth who are, and are not, experiencing homelessness:
        i. While youth experiencing homelessness perform more poorly on ELA, math and science assessments than their peers, there are differences by race among homeless youth. For the 2012 kindergarteners, homeless Asian and American Indian youth perform the poorest compared to their peers who are not experiencing homelessness. In math, the largest gap is found among homeless American Indian youth and their peers not experiencing homelessness. Over time, the math gap increases among American Indian and White youth from 3rd to 5th grade. The gap in meeting science standards is most pronounced between homeless and non-homeless Asian youth. (See figures 3a-3c.)
        ii. For 2012 3rd graders, the largest gaps in both English and math assessments between homeless youth and their peers

[8] The achievement gap here refers to the odds ratio of the proportion of meeting assessment standard between homeless and non-homeless students. The calculation is expressed as: (percent of non-homeless meeting standard) ÷ (percent of homeless meeting standard). A value greater than one indicates higher achievement for youth not experiencing homelessness, relative to youth who are. A value at or near one indicates parity between youth who are, and are not, experiencing homelessness. This equation also applies to the calculation for race/ethnicity.

[9] The boost of achievement gap (odds ratio) between 4th and 6th grade might be from the change of assessment type from MSP/HSPE to SBA.

are among Asians and “other racial/ethnic groups.” The gaps are the small among American Indians. (See figures 4a-4c.)

iii. Overall, being homeless seems to have less of an impact on academic achievement for Hispanic youth. The odds ratio does not fluctuate much over time and is closer to ratio=1, compared to other groups (See figures 3a-4c).

b. High school cohort:

i. Racial/ethnic difference in achievement among high school students does not vary as much among high school students as was found among younger graders (See figures 5a).

ii. Students of not experiencing homelessness are two times more likely to earn a high school diploma than their peers who experienced homelessness. Youth experiencing homelessness were more likely to earn a GED credential. (See figure 5b; table A5 in appendix)

iii. Students of not experiencing homelessness are more likely to enroll in college in the two years after high school graduation. The gap in college enrollment between youth who have, and have not, experienced homelessness is especially large for enrollment in 4-year institutions. (See figure 5c; table A6 in appendix.)

iv. The 4-year college enrollment gap between students who have and have not experienced homelessness is the largest among Black students and the smallest among Asian students. (See figure 5c; table A6 in appendix.)

5. *Characteristics of 2017 cohort students:* Patterns of students in the 2017 cohort are similar to those found from the 2012 cohort. (See tables A1 and A2 in Appendix.) There are more students identified as homeless in 2017. It is unclear whether the increase in homeless youth is factual or the result of improved data collection and reporting in recent years.
6. *Gap in kindergarten readiness for 2017 kindergarten cohort*
    a. Figure 6 shows that the achievement gap between kindergarteners that are and are not experiencing homeless is the largest in math and smallest in physical and language readiness.
    b. There is not much gap in kindergarten readiness across race/ethnicity in most domains. (See table 3.) Difference in math readiness is larger than non-cognitive or academic domains (e.g. social emotional and physical).
7. *For 2017 3rd graders, achievement gaps in ELA and math between homeless and non-homeless students* are the largest among American Indian students and smallest among Hispanic and Asian students. (See figures 7 & 8)

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Table 1. Student characteristics by homelessness status and grade level, 2012 cohort

	2012 Kindergarten					2012 G3					2012 G9				
	All		HMLS	nonHMLS	Odds ratio nonHMLS/ HMLS	All		HMLS	nonHMLS	Odds ratio nonHMLS/ HMLS	All		HMLS	nonHMLS	Odds ratio nonHMLS/ HMLS
	N	Percent	Percent	Percent		N	Percent	Percent	Percent		N	Percent	Percent	Percent	
Total	82,240	100.0 %	100.0%	100.0%		77,073	100.0%	100.0%	100.0%		83,518	100.0%	100.0%	100.0%	
Homelessness															
Yes	2,113	2.6%				1,787	2.3%				1,720	2.1%			
Gender															
Female	39,764	48.4%	48.5%	48.3%	1.0	37,664	48.9%	48.7%	48.9%	1.0	40,132	48.1%	48.9%	48.0%	1.0
Age at school entry															
Younger	1,575	1.9%	1.8%	1.9%	1.1	1,306	1.7%	1.3%	1.7%	1.3	2,207	2.6%	1.8%	2.7%	1.5
Entry age	76,246	92.7%	90.5%	92.8%	1.0	69,120	89.7%	83.3%	89.8%	1.1	67,174	80.4%	65.5%	80.7%	1.2
Older	4,419	5.4%	7.8%	5.3%	0.7	6,647	8.6%	15.4%	8.5%	0.6	14,137	16.9%	32.8%	16.6%	0.5
Race/ethnicity															
AI/NA	1,090	1.3%	2.6%	1.3%	0.5	1,233	1.6%	4.0%	1.5%	0.4	1,508	1.8%	5.6%	1.7%	0.3
Asian	5,137	6.2%	1.0%	6.4%	6.4	5,602	7.3%	1.5%	7.4%	4.9	5,870	7.0%	2.3%	7.1%	**3.1**
Black	3,538	4.3%	7.9%	4.2%	0.5	3,407	4.4%	9.1%	4.3%	0.5	4,284	5.1%	14.1%	4.9%	0.3
Hispanic	19,416	23.6%	31.9%	23.4%	0.7	16,198	21.0%	31.3%	20.8%	0.7	15,752	18.9%	23.5%	18.8%	0.8
White	45,860	55.8%	45.3%	56.0%	1.2	44,891	58.2%	44.3%	58.6%	1.3	50,684	60.7%	44.5%	61.0%	1.4
Others	7,199	8.8%	11.2%	8.7%	0.8	5,742	7.5%	9.7%	7.4%	0.8	5,420	6.5%	9.9%	6.4%	0.6
Income status															
FRPL eligible	41,590	50.6%	96.5%	49.4%	0.5	39,865	51.7%	97.3%	50.6%	0.5	40,168	48.1%	94.6%	47.1%	0.5
Special education															
Yes	9,403	11.4%	16.1%	11.3%	0.7	12,023	15.6%	24.8%	15.4%	0.6	10,078	12.1%	20.6%	11.9%	0.6

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Table 2. School stability, presence, and enrollment status by homelessness status and grade level, 2012 cohort

	2012 Kindergarten					2012 G3					2012 G9				
	All		HMLS	nonHMLS	Odds ratio	All		HMLS	nonHMLS	Odds ratio	All		HMLS	nonHMLS	Odds ratio
	N	Percent	Percent	Percent	nonHMLS/HMLS	N	Percent	Percent	Percent	nonHMLS/HMLS	N	Percent	Percent	Percent	nonHMLS/HMLS
School stability															
Enrolled in only 1 school	75,458	91.8%	64.4%	92.5%	1.4	71,539	92.8%	66.4%	93.4%	1.4	74,896	89.7%	62.7%	90.2%	1.4
Enrolled in only 1 district	77,488	94.2%	70.3%	94.9%	1.3	72,979	94.7%	70.8%	95.3%	1.3	78,001	93.4%	69.1%	93.9%	1.4
Average days present	82,240	151	131	152	1.2	77,073	159	146	159	1.1	83,618	152	119	153	1.3
Stayed enrolled as final enrollment status	67,459	82.0%	66.0%	82.5%	1.3	65,176	84.6%	68.8%	84.9%	1.2	63,488	76.0%	59.1%	76.4%	1.3

Figure 1. Odds of meeting assessment standard bteween *non-homeless and homeless* over grade level, by test subject for 2012 Kindergrateners

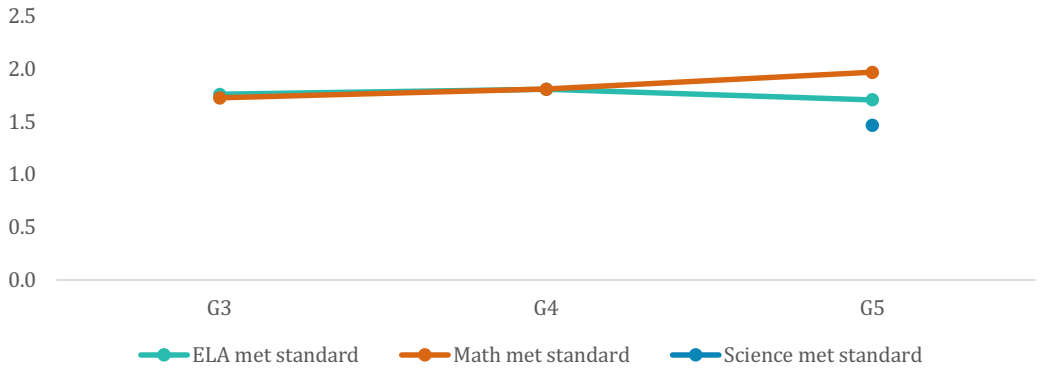


Figure 2. Odds of meeting assessment standard bteween *non-homeless and homeless* over grade level, by test subject for 2012 3rd graders

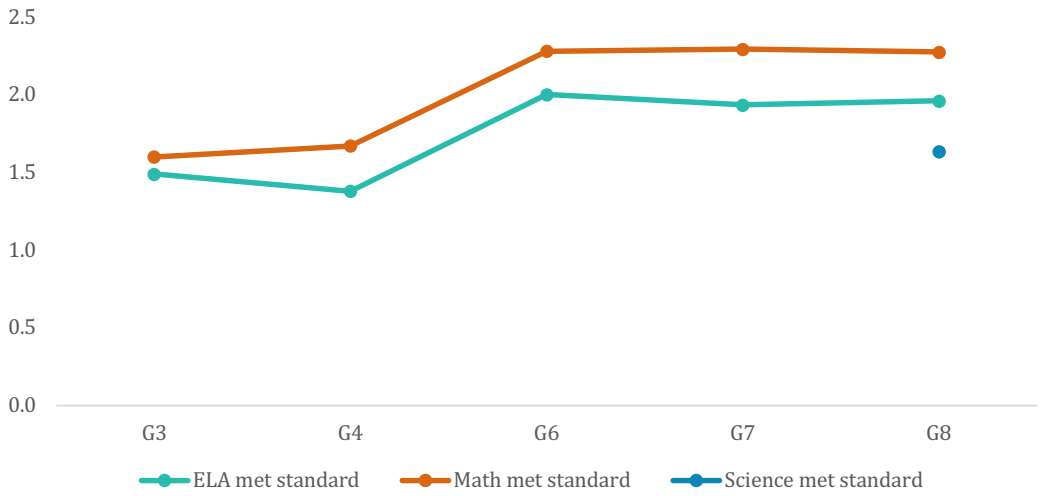


Figure 3a. Odds of meeting *ELA* assessment standard between non-homeless and homeless, by race/ethnicity over grade level for 2012 Kindergrateners

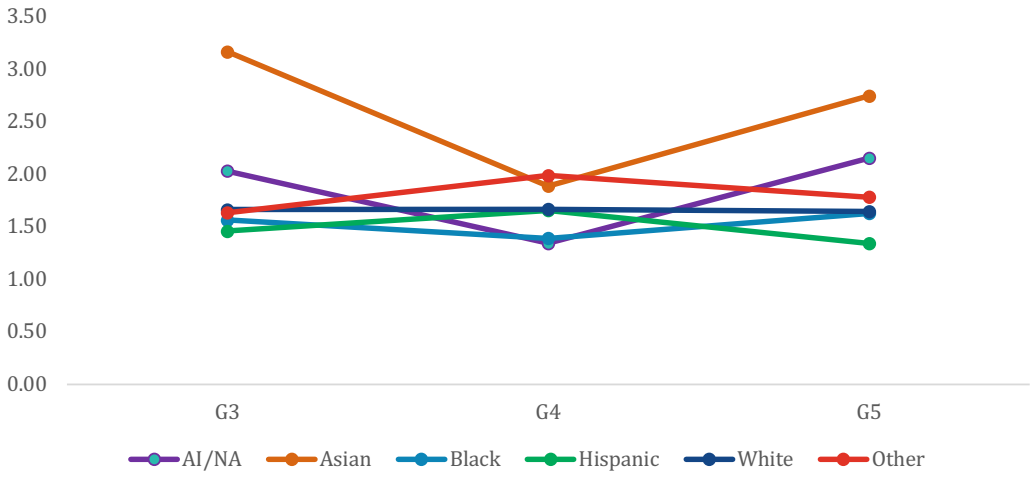


Figure 3b. Odds of meeting *Math* assessment standard between non-homeless and homeless by race/ethnicity over grade level for 2012 Kindergrateners

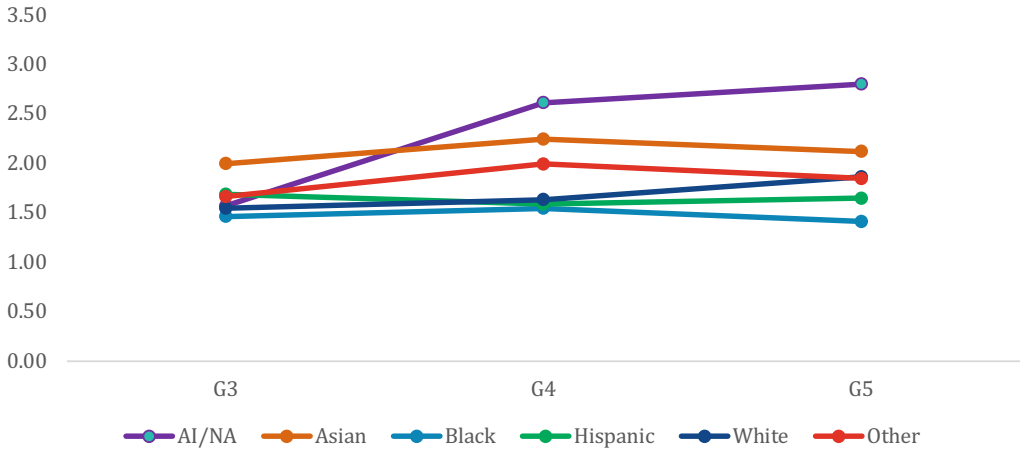


Figure 3c. Odds of meeting 5th-grade *Science* assessment standard between non-homeless and homeless by race/ethnicity for 2012 Kindergrateners

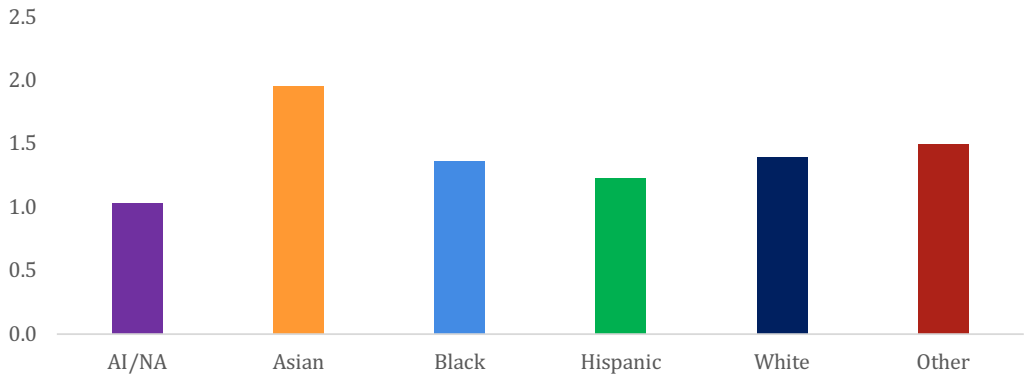


Figure 4a. Odds of meeting *ELA* assessment standard between non-homeless and homeless, by race/ethnicity over grade level for 2012 3rd graders

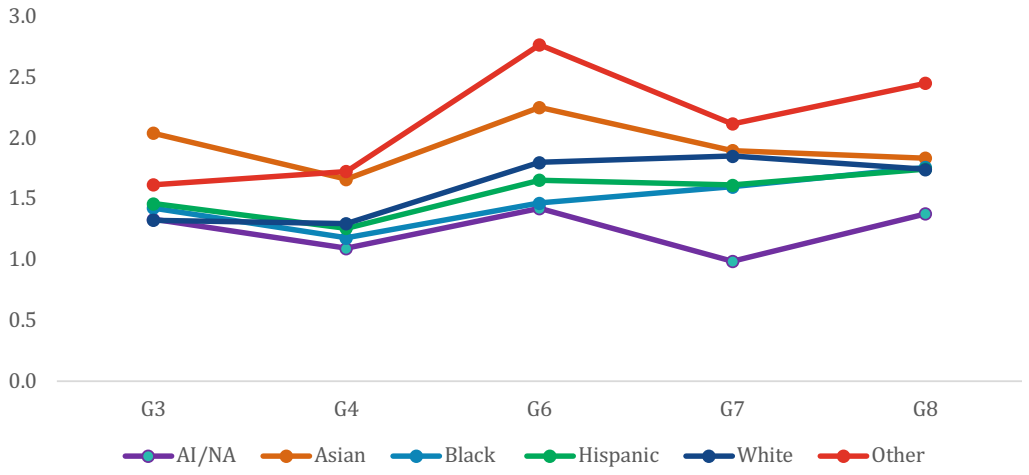


Figure 4b. Odds of meeting *Math* assessment standard between non-homeless and homeless, by race/ethnicity over grade level for 2012 3rd graders

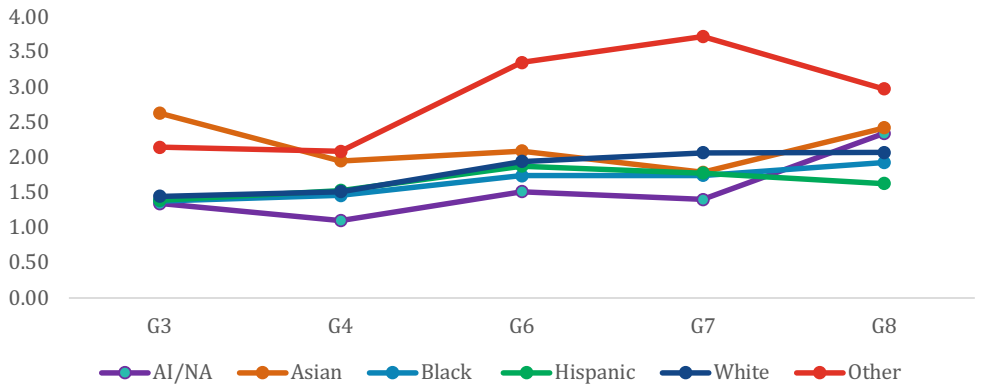


Figure 4c. Odds of meeting 8th-grade *Science* assessment standard between non-homeless and homeless by race/ethnicity for 2012 3rd graders

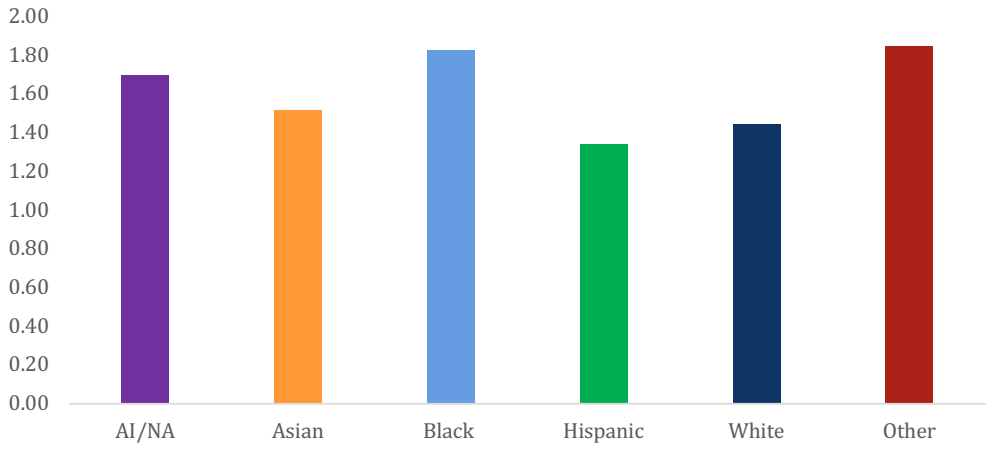
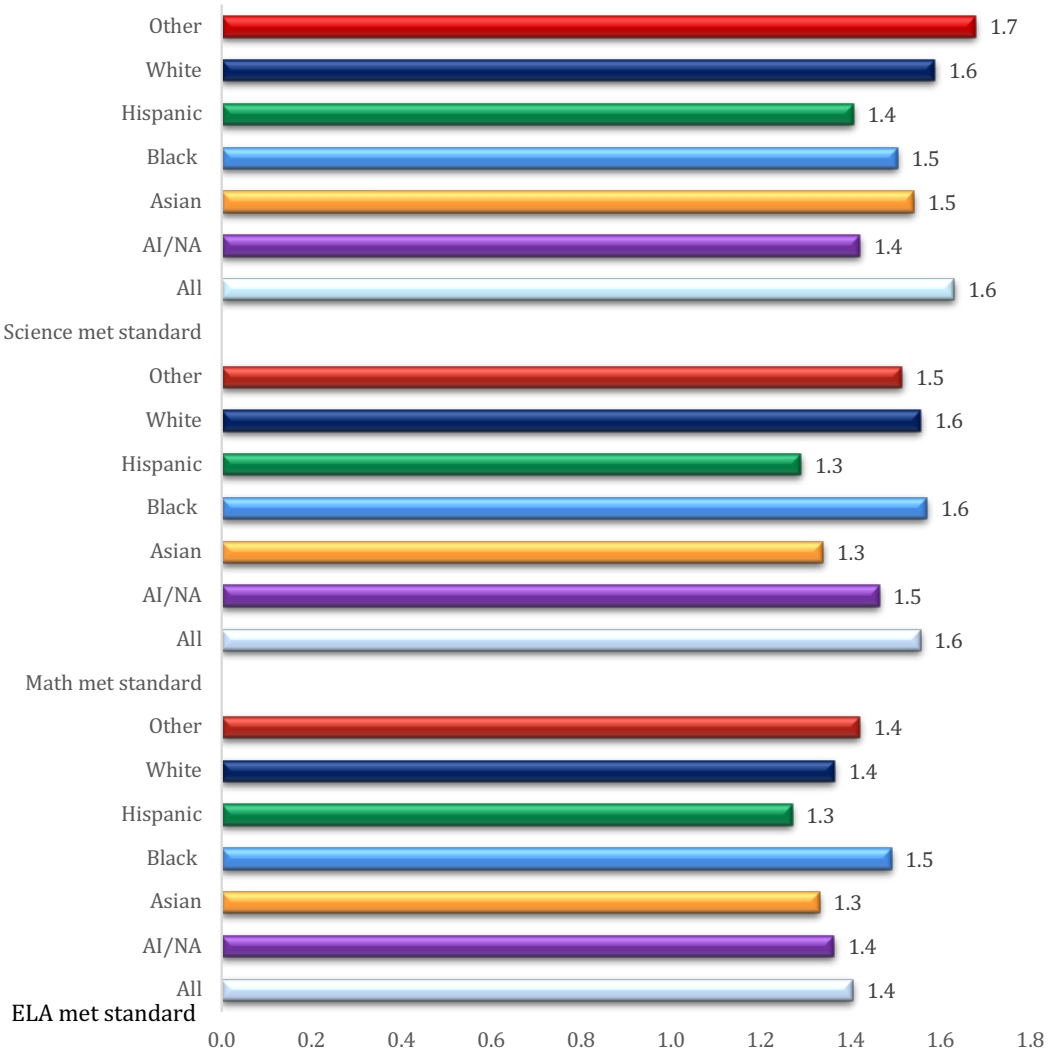
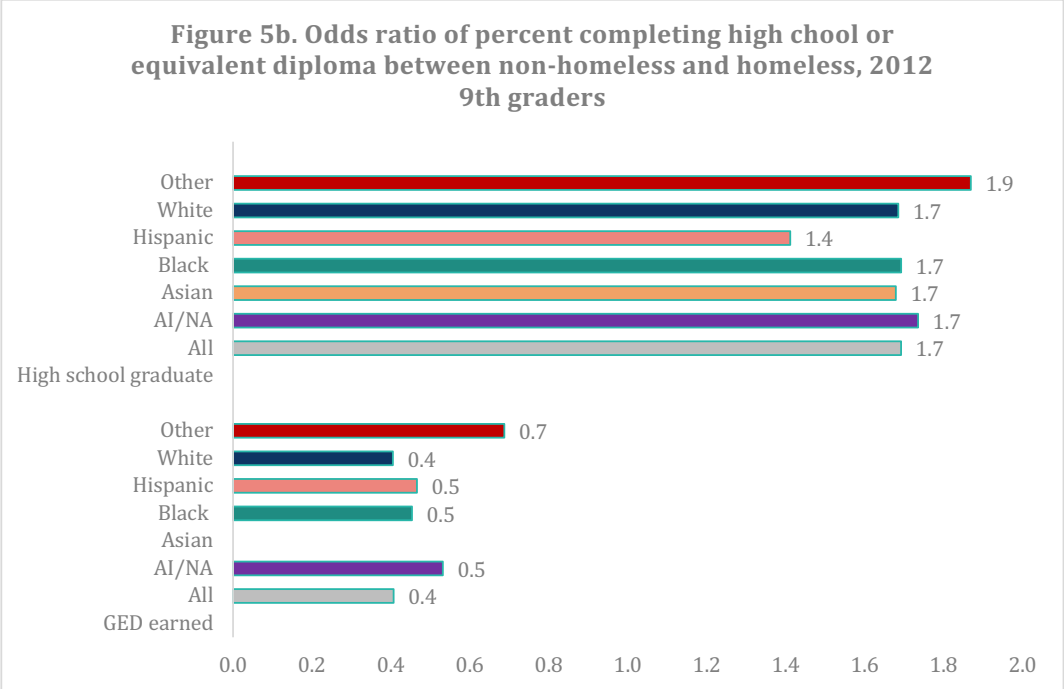


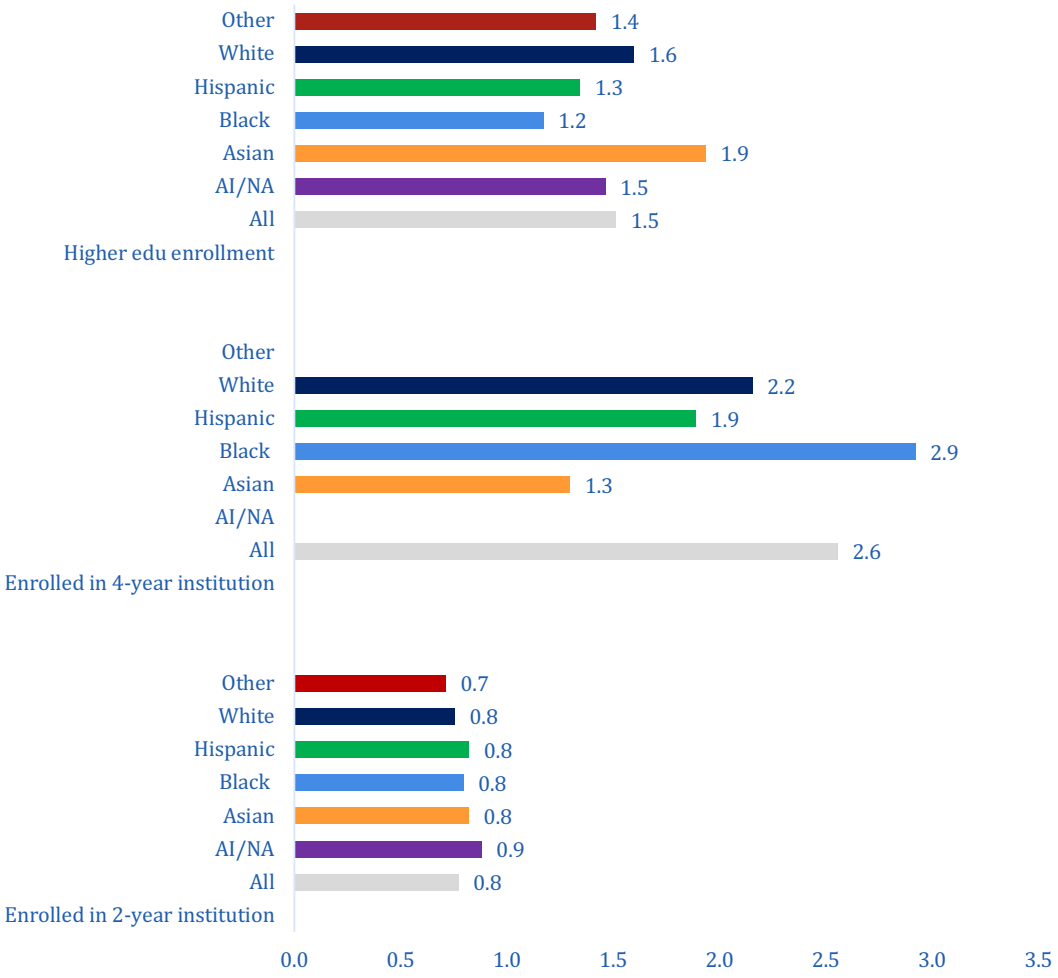
Figure 5a. Odds ratio of %non-homeless/%homeless meeting assessment standard 2012-2015, 2012 9th graders





Note:
High school graduation rate presented here is 5-year graduation rate, with data collected from 2012 to 2017 school years. The missing category is due to small cell count (<10), which is required to be removed from table or figure to be FERPA compliant.

Figure 5c. Odds ratio of %non-homeless/%homeless college enrollment, 2012 9th graders



Note: The missing category is due to small cell count (<10), which is required to be removed from table or figure to be FERPA compliant.

Figure 6. Odds ratio of meeting WA Kids asssessment standard by homelessness status, 2017 kindergarten cohort

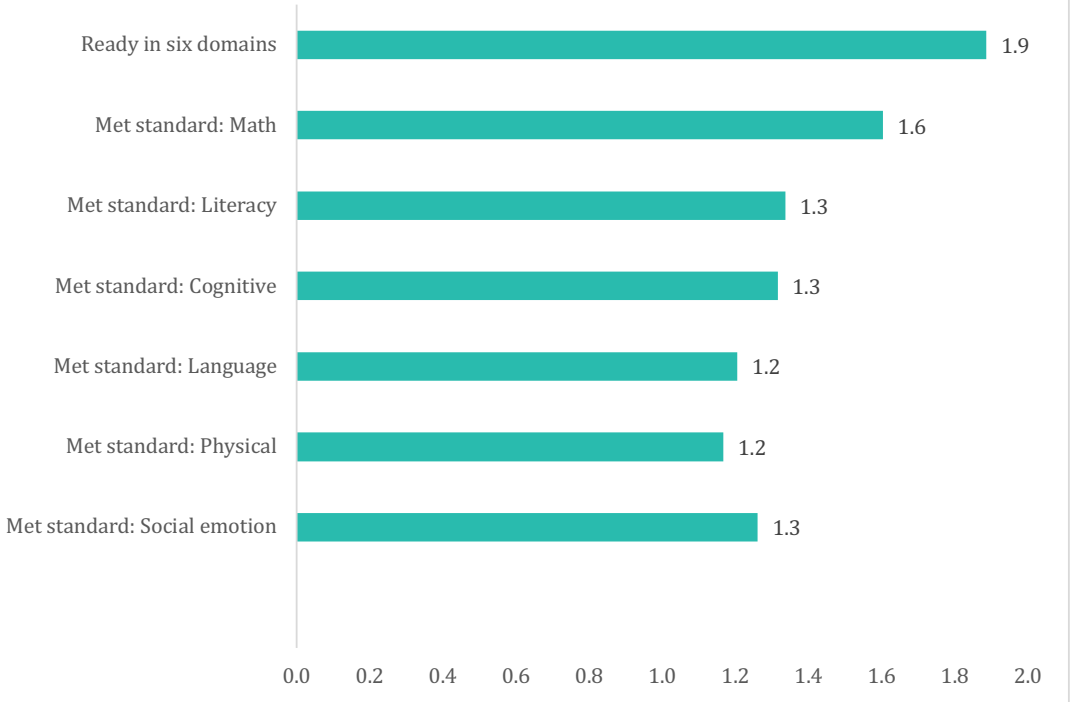


Table 3. Kindergarten readiness, 2017 kindergarten cohort

	All		Homeless	nonHomeless	Odds ratio
Total	75,918				
Kindergarten readiness					
Met standard: Social emotion	52,833	69.5%	55.5%	70.0%	1.3
Met standard: Physical	59,208	77.9%	67.1%	78.3%	1.2
Met standard: Language	60,302	79.4%	66.2%	79.8%	1.2
Met standard: Cognitive	57,558	75.8%	58.0%	76.3%	1.3
Met standard: Literacy	61,352	80.7%	60.9%	81.4%	1.3
Met standard: Math	49,866	65.6%	41.4%	66.4%	1.6
Ready in six domains	34,894	45.9%	24.7%	46.6%	1.9
Met standard: Social emotion					
AI/NA			58.0%	56.4%	1.0
Asian			71.4%	74.1%	1.0
Black			50.5%	63.2%	1.3
Hispanic			57.3%	65.7%	1.1
White			53.9%	72.2%	1.3
Other			57.2%	70.1%	1.2
Met standard: Physical					
AI/NA			56.5%	69.0%	1.2
Asian			85.7%	83.6%	1.0
Black			71.4%	74.3%	1.0
Hispanic			65.8%	74.3%	1.1
White			67.3%	79.8%	1.2
Other			67.7%	78.7%	1.2
Met standard: Language					
AI/NA			69.6%	71.8%	1.0
Asian			64.3%	78.5%	1.2
Black			68.2%	77.1%	1.1
Hispanic			58.2%	68.3%	1.2
White			71.5%	85.1%	1.2
Other			68.9%	82.5%	1.2
Met standard: Cognitive					
AI/NA			47.8%	66.0%	1.4
Asian			64.3%	81.0%	1.3

Black	56.4%	70.2%	1.2
Hispanic	56.1%	66.9%	1.2
White	60.2%	80.5%	1.3
Other	59.3%	77.3%	1.3
Met standard: Literacy			
AI/NA	55.1%	71.7%	1.3
Asian	78.6%	87.5%	1.1
Black	63.6%	80.4%	1.3
Hispanic	51.3%	65.5%	1.3
White	67.0%	87.6%	1.3
Other	65.0%	83.6%	1.3
Met standard: Math			
AI/NA	33.3%	50.0%	1.5
Asian	67.9%	79.7%	1.2
Black	48.6%	62.9%	1.3
Hispanic	30.4%	46.8%	1.5
White	47.7%	73.8%	1.5
Other	45.5%	68.0%	1.5
Ready in six domains			
AI/NA	21.7%	31.9%	1.5
Asian	39.3%	55.6%	1.4
Black	28.2%	41.7%	1.5
Hispanic	18.0%	30.7%	1.7
White	28.2%	53.0%	1.9
Other	27.8%	48.3%	1.7

Figure 7. Odds ratio of %non-homelessness/% homelessness meeting *ELA* standard by race/ethnicity, 2017 3rd graders

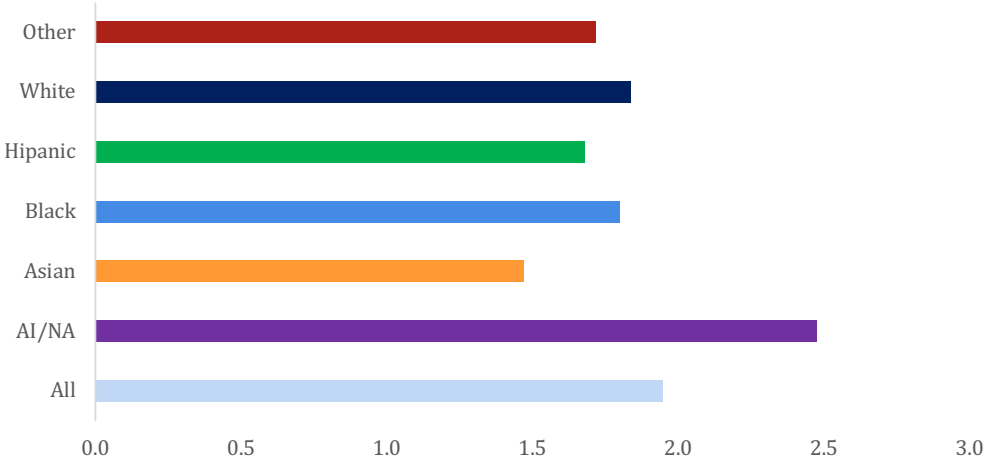
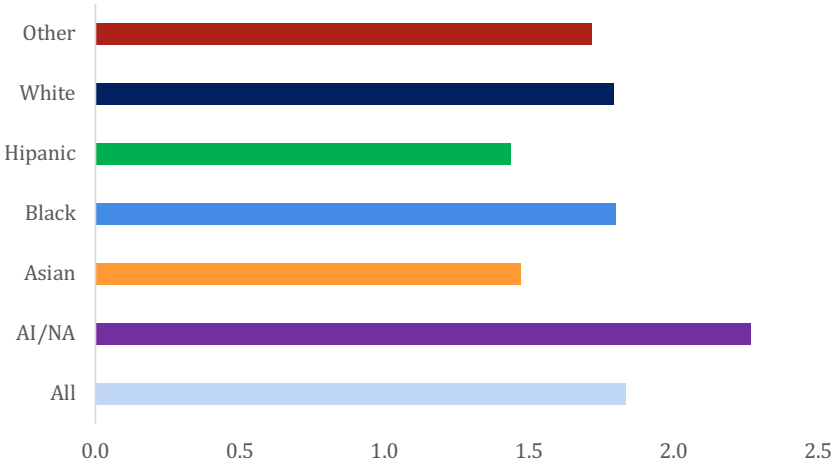


Figure 8. Odds ratio of %non-homelessness/% homelessness meeting *Math* standard by race/ethnicity, 2017 3rd graders



Technical Note

OSPI adjusted 5-year graduation rate follows first-time 9th graders for five years. If students are confirmed as transfer out of the state, they are removed from the cohort. Those transfer-out are taken out from both the numerator and denominator. If students transfer in the state, they are added to the cohort and become part of the numerator and denominator. If students drop out or disappear, they remain in the cohort as part of the denominator. The difference between the graduation rates applied by OSPI and this study is demonstrated in the expressions below. The most distinctive difference between these two equations is that this study keeps track of the graduation status of the same group of students over time, while OSPI cohort is adjusted to students' transfer status.

(1) OSPI:

$$\frac{\text{Number of graduates among those (1st time 9th graders who do not transfer out + transfer in)}}{\text{(Number of 1st time 9th graders in 2012 − transfer out + transfer in)}}$$

(2) This study:

$$\frac{\text{Number of graduates among those ever enrolled 9th graders}}{\text{Number of students who ever enrolled as 9th graders in 2012}}$$

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Appendix Tables

Table A1. Student characteristics by homelessness status and grade level, 2017 cohort

	2017 Kindergarten					2017 G3					2017 G9				
	All		HMLS	nonHMLS	Odds ratio	All		HMLS	nonHMLS	Odds ratio	All		HMLS	nonHMLS	Odds ratio
	N	Percent	Percent	Percent	nonHMLS/HMLS	N	Percent	Percent	Percent	nonHMLS/HMLS	N	Percent	Percent	Percent	nonHMLS/HMLS
Total	84,789	100.0%	100.0%	100.0%		84,863	100.0%	100.0%	100.0%		84,908	100.0%	100.0%	100.0%	
Homelessness															
Yes	3,014	3.6%	--	--		2,632	3.1%	--	--		2,553	3.0%			
Gender															
Female	40,864	48.2%	47.9%	48.2%	1.0	41,563	49.0%	49.2%	49.0%	1.0	41,374	48.7%	49.4%	48.7%	1.0
Age at school entry															
Younger	707	0.8%	0.4%	0.8%	2.0	1,119	1.3%	1.1%	1.3%	1.2	2,264	2.7%	2.4%	2.7%	1.1
Entry age	78,839	93.0%	91.8%	93.0%	1.0	77,516	91.3%	88.5%	91.4%	1.0	72,846	85.8%	77.0%	86.1%	**1.1**
Older	5,243	6.2%	7.8%	6.1%	0.8	6,228	7.3%	10.4%	7.2%	0.7	9,798	11.5%	**20.6%**	11.2%	0.5
Race/ethnicity															
AI/NA	1,121	1.3%	2.6%	1.3%	0.5	1,166	1.4%	3.2%	1.3%	0.4	1,270	1.5%	4.1%	1.4%	0.3
Asian	6,142	7.2%	1.3%	7.5%	5.8	6,195	7.3%	1.8%	7.5%	4.2	6,650	7.8%	**2.9%**	8.0%	2.8
Black	3,776	4.5%	9.3%	4.3%	0.5	3,506	4.1%	11.4%	3.9%	0.3	3,886	4.6%	11.8%	4.4%	0.4
Hispanic	20,354	24.0%	34.2%	23.6%	0.7	20,845	24.6%	29.7%	24.4%	0.8	18,591	21.9%	30.0%	21.6%	0.7
White	44,860	52.9%	39.2%	53.4%	1.4	44,838	52.8%	39.5%	53.3%	1.3	47,680	56.2%	39.3%	56.7%	1.4
Others	8,536	10.1%	13.4%	9.9%	0.7	8,313	9.8%	14.4%	9.6%	0.7	6,831	8.0%	11.9%	7.9%	0.7
Income status															
FRPL eligible	41,253	48.7%	98.6%	46.8%	0.5	48,186	56.8%	99.2%	55.4%	0.6	47,583	56.0%	98.5%	54.7%	0.6
Special education															
Yes	10,498	12.4%	16.9%	12.2%	0.7	15,431	18.2%	25.1%	18.0%	0.7	14,878	17.5%	25.5%	17.3%	0.7

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Table A2. School stability, presence, and enrollment status by homelessness status and grade level, 2017 cohort

	2017 Kindergarten					2017 G3					2017 G9				
	All		HMLS	nonHMLS	Odds ratio	All		HMLS	nonHMLS	Odds ratio	All		HMLS	nonHMLS	Odds ratio
	N	Percent	Percent	Percent	nonHMLS/HMLS	N	Percent	Percent	Percent	nonHMLS/HMLS	N	Percent	Percent	Percent	nonHMLS/HMLS
School stability															
Enrolled in only 1 school	77,168	91.0%	71.9%	91.7%	1.3	79,903	94.2%	72.6%	94.8%	1.3	79,061	93.1%	70.3%	93.8%	1.3
Enrolled in only 1 district	80,735	95.2%	77.1%	95.9%	1.2	81,063	95.5%	75.6%	96.2%	1.3	80,429	94.7%	74.5%	95.4%	1.3
Average days present	84,789	157	139	158	1.1	84,863	164	151	165	1.1	84,908	159	**129**	160	1.2
Stayed enrolled as final enrollment status	69,493	82.0%	65.0%	82.6%	1.3	71,691	84.5%	67.8%	85.0%	1.3	68,236	80.4%	67.1%	80.8%	1.2

Table A3. Percent meeting assessment standard homelessness status and race/ethnicity across grade level from 2012-17, 2012 kindergarteners

	Homeless			Non-homeless			Odds Ratio =nonHMLS/HMLS		
	G3	G4	G5	G3	G4	G5	G3	G4	G5
All									
ELA met standard	28.6%	30.5%	34.0%	50.5%	55.3%	58.2%	1.8	1.8	1.7
Math met standard	31.7%	29.7%	24.5%	54.9%	53.9%	48.4%	1.7	1.8	2.0
Science met standard			42.7%			62.7%			1.5
ELA met standard									
AI/NA	13.00%	22.70%	14.30%	26.40%	30.50%	30.80%	2.03	1.34	2.15
Asian	21.10%	38.90%	27.80%	66.80%	73.40%	76.30%	3.17	1.89	2.74
Black	21.60%	27.00%	24.10%	33.80%	37.50%	39.20%	1.56	1.39	1.63
Hispanic	22.50%	22.90%	30.50%	32.80%	37.90%	40.90%	1.46	1.66	1.34
White	34.90%	37.70%	39.80%	58.00%	62.80%	65.50%	1.66	1.67	1.65
Other	30.80%	27.40%	32.30%	50.30%	54.50%	57.60%	1.63	1.99	1.78
Math met standard									
AI/NA	19.60%	11.40%	8.60%	30.80%	29.80%	24.10%	1.57	2.61	2.80
Asian	36.80%	33.30%	33.30%	73.50%	74.80%	70.60%	2.00	2.25	2.12
Black	24.50%	22.20%	19.80%	35.90%	34.30%	28.00%	1.47	1.55	1.41
Hispanic	22.80%	23.40%	18.80%	38.50%	37.20%	31.00%	1.69	1.59	1.65
White	40.00%	37.30%	29.70%	61.90%	61.00%	55.40%	1.55	1.64	1.87
Other	32.30%	26.40%	25.70%	53.80%	52.70%	47.50%	1.67	2.00	1.85
Science met standard									
AI/NA			34.30%			35.40%			1.03
Asian			38.90%			76.10%			1.96
Black			28.40%			38.80%			1.37
Hispanic			35.40%			43.50%			1.23
White			51.50%			71.90%			1.40
Other			40.70%			60.80%			1.49

Table A4. Percent meeting assessment standard homelessness status and race/ethnicity across grade level from 2012-17, 2012 3rd graders

	Homeless					nonHomeless					Odds Ratio =nonHLMS/HLMS				
	G3	G4	G6	G7	G8	G3	G4	G6	G7	G8	G3	G4	G6	G7	G8
All															
ELA met standard	46.4%	52.9%	26.6%	30.0%	29.8%	69.2%	73.0%	53.3%	58.1%	58.5%	1.5	1.4	2.0	1.9	2.0
Math met standard	41.1%	37.8%	19.8%	21.6%	21.0%	65.8%	63.2%	45.2%	49.6%	47.8%	1.6	1.7	2.3	2.3	2.3
Science met standard					41.0%					67.0%					1.6
ELA met standard															
AI/NA	39.1%	50.0%	20.3%	32.8%	23.2%	52.1%	54.7%	28.9%	32.4%	32.0%	1.3	1.1	1.4	1.0	1.4
Asian	38.5%	50.0%	33.3%	41.7%	43.5%	78.7%	83.2%	75.1%	79.2%	79.9%	2.0	1.7	2.3	1.9	1.8
Black	39.5%	51.8%	25.2%	25.4%	23.0%	56.4%	61.2%	37.0%	40.7%	40.5%	1.4	1.2	1.5	1.6	1.8
Hispanic	35.8%	46.0%	21.0%	24.9%	23.7%	52.4%	57.9%	34.8%	40.2%	41.4%	1.5	1.3	1.7	1.6	1.7
White	56.7%	60.4%	32.8%	34.5%	36.8%	75.2%	78.4%	59.1%	64.0%	64.2%	1.3	1.3	1.8	1.9	1.7
Other	43.4%	42.5%	19.2%	26.8%	23.1%	70.2%	73.4%	53.2%	56.8%	56.7%	1.6	1.7	2.8	2.1	2.5
Math met standard															
AI/NA	33.3%	37.1%	15.6%	18.8%	10.7%	44.8%	40.9%	23.6%	26.4%	25.1%	1.3	1.1	1.5	1.4	2.3
Asian	30.8%	41.7%	33.3%	41.7%	30.4%	81.1%	81.4%	69.7%	74.7%	73.7%	2.6	2.0	2.1	1.8	2.4
Black	35.5%	32.4%	15.6%	16.9%	14.3%	49.0%	47.3%	27.2%	29.5%	27.6%	1.4	1.5	1.7	1.7	1.9
Hispanic	35.2%	31.4%	13.8%	17.5%	18.7%	49.0%	48.1%	25.9%	31.1%	30.5%	1.4	1.5	1.9	1.8	1.6
White	49.5%	44.9%	26.3%	26.8%	25.7%	71.6%	68.0%	51.1%	55.4%	53.3%	1.4	1.5	1.9	2.1	2.1
Other	30.7%	30.1%	13.0%	12.7%	14.9%	65.9%	62.9%	43.6%	47.3%	44.4%	2.1	2.1	3.4	3.7	3.0
Science met standard															
AI/NA					26.8%					45.4%					1.7
Asian					52.2%					78.9%					1.5
Black					24.6%					44.8%					1.8
Hispanic					34.9%					46.7%					1.3
White					50.7%					73.0%					1.4
Other					34.3%					63.3%					1.8

Table A5. High school education achievement and attainment 2012-2015 by homeless status and race, 2012 9th graders

	homeless		non-homeless			Homeless	Non-Homeless	
ELA met standard	**N**	**Percent**	**N**	**Percent**	**Odds ratio**	**Percent**	**Percent**	**Odds ratio**
All	930	61.2%	67,264	85.9%	1.4			
AI/NA	45	54.2%	970	73.8%	1.4			
Asian	24	68.6%	5,174	91.2%	1.3			
Black	99	49.3%	2,790	73.4%	1.5			
Hispanic	222	61.8%	11,341	78.4%	1.3			
White	448	65.2%	42,736	88.9%	1.4			
Other	92	59.7%	4,253	84.7%	1.4			
Math met standard								
All	782	51.5%	62,654	80.0%	1.6			
AI/NA	35	42.2%	812	61.7%	1.5			
Asian	24	68.6%	5,198	91.7%	1.3			
Black	80	39.8%	2,373	62.4%	1.6			
Hispanic	192	53.5%	9,962	68.9%	1.3			
White	372	54.1%	40,413	84.1%	1.6			
Other	79	51.3%	3,896	77.6%	1.5			
Science met standard								
All	742	48.8%	62,220	79.5%	1.6			
AI/NA	35	42.2%	788	59.9%	1.4			
Asian	20	57.1%	4,984	87.9%	1.5			
Black	80	39.8%	2,274	59.8%	1.5			
Hispanic	170	47.4%	9,629	66.6%	1.4			
White	367	53.4%	40,714	84.7%	1.6			
Other	70	45.5%	3,831	76.3%	1.7			
Graduate from high school in 5 years						**Graduate from high school in 4 years**		
All	712	45.8%	63,075	77.5%	1.7	38.4%	73.1%	1.9
AI/NA	32	35.5%	798	61.6%	1.7	31.3%	56.2%	1.8
Asian	20	52.0%	4,953	87.3%	1.7	45.0%	84.7%	1.9
Black	78	40.3%	2,468	68.2%	1.7	30.5%	60.0%	2.0
Hispanic	179	50.8%	10,585	71.7%	1.4	41.6%	66.1%	1.6
White	335	47.0%	40,975	79.2%	1.7	40.5%	75.7%	1.9
Other	68	40.4%	4,296	75.5%	1.9	35.7%	70.2%	2.0
GED earned								
All	143	8.3%	2,767	3.4%	0.4			
AI/NA	11	11.5%	86	6.1%	0.5			
Asian			71	1.2%				
Black	26	10.7%	196	4.9%	0.5			
Hispanic	26	6.4%	460	3.0%	0.5			
White	66	8.6%	1743	3.5%	0.4			
Other	10	5.9%	211	4.0%	0.7			

Table A6. College enrollment in 2016-2017 by homeless status and race, 2012 9th graders

	homeless		non-homeless		
	N	Percent	N	Percent	Odds ratio
Higher edu enrollment					
All	620	36.0%	44,543	54.5%	1.5
AI/NA	24	25.0%	517	36.6%	1.5
Asian	15	37.5%	4,234	72.6%	1.9
Black	110	45.3%	2,144	53.1%	1.2
Hispanic	142	35.1%	7,244	47.2%	1.3
White	265	34.6%	27,619	55.3%	1.6
Other	64	37.4%	2,785	53.1%	1.4
Enrolled in 2-year institution					
All	541	87.3%	30,036	67.4%	0.8
AI/NA	31	86.1%	661	75.9%	0.9
Asian	20	62.5%	4,797	51.4%	0.8
Black	169	90.4%	2,825	71.9%	0.8
Hispanic	181	83.4%	9,183	68.6%	0.8
White	354	82.5%	33,237	62.3%	0.8
Other	91	91.9%	3,388	65.5%	0.7
Enrolled in 4-year institution					
All	79	12.7%	14,507	32.6%	2.6
AI/NA			210	24.1%	
Asian	12	37.5%	4,545	48.7%	1.3
Black	18	9.6%	1,106	28.1%	2.9
Hispanic	36	16.6%	4,196	31.4%	1.9
White	75	17.5%	20,083	37.7%	2.2
Other			1,782	34.5%	

Appendix B:
Education Research & Data Center (ERDC) Reports

Part II: Report on Child/Youth in Foster Care

ESSB 6032 Proviso Measures: Education Outcomes of Children and Youth in Foster Care and Children and Youth Experiencing Foster care

Part II: Report on Child/Youth in Foster Care

Vivien Chen, Karen Pyle, Thomas Aldrich

Definition of measure for foster care
Foster care is a flag identifying whether or not a student was in foster care at any time during the current school year. Foster care records are extracted from DCYF's Famlink database and are identified in K12 education data from the P-20 Data Warehouse through identity matching process at ERDC.

Summary of Findings

The findings below are mostly based on the analytical results from 2012 longitudinal cohort. However, any significant difference between 2012 and 2017[1] cohorts are specifically addressed.

1. *Student characteristics*: (See Table 1 for details)
    a. Compared to their same-grade-level peers, children/youth in foster care tend to be older. The percentage of youth who are older than the standard school entry age is much higher among foster youth compared to youth not in foster care, particularly among higher grade-level students. For example, 33 percent of foster 9th graders are older than 14 years of age, the age of the majority of 9th graders, compared to 16 percent of non-foster 9th graders.
    b. A higher proportion of foster youth are youth of color (with the exception of Asian youth) and are receiving special education services. About 85 to 90 percent of foster students are from low-income families, measured by eligibility for free- or reduced-price lunch[2].
2. *School stability, presence, and enrollment status*: (Table 2)
    a. Overall, foster students are less stable in staying in the same school during the academic year. Foster students of older age are less

[1] The output tables for 2017 cohort not described in context could be found in the appendix section.
[2] Even though all foster youth are eligible for free- or reduced-price lunch (FRPL), not all foster youth turn in the application form. If the form is not submitted, the OSPI's data system would not record the foster youth as FRPL eligible.

stable in school enrollment, compared to younger foster students. For kindergarteners and 3rd graders, those who are not in forster care are 1.2 times more likely to be enrolled in a single school for the entire academic year. Among 9th graders, non-foster youth are 1.3 times more likely than foster youth to remain in the same school.

b. Foster students attend fewer days at school a year (i.e. 138 days compared to 162 days for kindergarteners not in foster care) and are less likely to remain enrolled through the school year, compared to their peers not in foster care.
c. Compared across grade level in the same school year, missing school days and not staying enrolled are the most prolific among 9th graders involved in the foster care system. On average, a 9th grader in the foster care system attends 123 days of school a year compared to 153 days for a 9th grader not in foster care. At the end of the school year, only 61% of 9th graders in foster care remained continually enrolled for the entire academic year compared to 77% of 9th graders not in foster care.

3. *Academic achievements over time*: (Figures 1-2; tables A3-A4 in Appendix)
    a. The gap in academic achievements (measured by percent meeting state assessment standard)[3] between youth in foster care and youth not in foster care exists across all indicators and persists over grade level (time) for the same student cohort[4].
    b. For 2012 kindergarteners, the math achievement gap increases by the time they proceed to 5th grade. Students who are not in foster care are two times more likely to meet math assessment standard than their foster peers (figure 1).
    c. Third graders not in foster care are more likely to meet state ELA and math standards than foster youth. This disparity remains and grows as students age. By 8th grade, students not in foster care becoming more than twice as likely to meet state ELA and math standards compared to foster youth.
    d. Figure 2 shows, for 2012 3rd graders, the achievement gap persists from 6th to 8th grade, and the gap is larger in math than ELA.[5] (See also table A4 in appendix.)

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[3] The achievement gap here refers to the odds ratio of the proportion of meeting assessment standard between foster and non-foster students. The calculation is expressed as: (percent of non-foster meeting standard) ÷ (percent of foster meeting standard). A value greater than one indicates higher achievement for youth not in foster care, relative to youth who are. A value at or near one indicates parity between youth who are, and are not, in foster care. This equation also applies to the calculation for race/ethnicity.

[4] 9th graders only take assessment once for each subject during high school years. Thus, analysis on the 9th graders' academic achievement over time is not available in this study.

[5] The boost of achievement gap (odds ratio) between 4th and 6th grade might be from the change of assessment type from MSP/HSPE to SBA.

4. *Education achievements and attainments by race/ethnicity*:
    a. Elementary school cohorts: There are racial/ethnic differences in achievement between youth who are, and are not, in foster care:
        i. While youth in foster care perform more poorly on ELA, math and science assessments than their peers, there are differences by race among foster care involved youth. For the 2012 kindergarteners, White, Black, and American Indian foster youth perform the poorest on ELA compared to their peers who are not in foster care. In math, the largest gap is found among American Indian youth in foster care and their peers not in foster care. Over time, the math gap increases among American Indians, especially from 4th to 5th grade. (See figures 3a-3c.)
        ii. Overall, being in foster care seems to have less of an impact on academic achievement from 3rd to 5th grade for Hispanic kindergarteners. In each assessment subject, the odds ratio among Hispanics does not fluctuate much over time and is closer to ratio=1, compared to other groups (See figures 3a-3c).
        iii. For 2012 3rd graders, the largest gaps in both English and math assessments between foster youth and their peers are among American Indians and "other racial/ethnic groups." From 3rd to 8th grade, the gap in ELA among American Indians almost double. (See figures 4a-4c.)
    b. High school cohort:
        i. Racial/ethnic difference in achievement among students in foster care does not vary as much among high school students as was found among younger graders. The gap is around 1.5 odds ratio. (See figures 5a)
        ii. Students not in foster care are about two times more likely to earn a high school diploma than their peers who were in foster care[6]. Youth in foster care (with the exception of American Indians) were more likely to earn a GED credential. (See figure 5b; table A5 in appendix)
        iii. Students not in foster care are more likely to enroll in college in the two years after high school graduation. The gap in college enrollment between youth who have, and have not,

[6] It is advised to be cautious while comparing this graduation rate with the one from the OSPI statewide report card, or the upcoming graduation rate of students who ever experienced homelessness or in foster care by OSPI. The major difference is that the rate used in this study does not exclude those who transfer out of Washington state; nor does it include those who transfer in. See "Technical Note" for details.

been in foster care is especially large for enrollment in 4-year institutions. (See figure 5c; table A6 in appendix.)

iv. The 4-year college enrollment gap between students who have and have not been in foster care is the largest among White and other racial/ethnic groups and the smallest among Black students. (See figure 5c; table A6 in appendix.)

5. *Characteristics of 2017 cohort students:* Patterns of students in the 2017 cohort are similar to those found from the 2012 cohort. (See tables A1 and A2 in Appendix.) There are fewer foster students identified in 2017. It is unclear whether the decrease of the amount/proportion of foster youth is factual or the result of identity matching.
6. *Gap in kindergarten readiness for 2017 kindergarten cohort*
    a. Figure 6 shows that the achievement gap between kindergarteners that are and are not in foster care is the largest in social emotion and smallest in language and literacy.
    b. There is not much gap in kindergarten readiness across race/ethnicity in most domains. (See table 3.) Difference in social emotion readiness is larger than other domains. The gap in the readiness of all six domains between foster students and their non-foster peers are found to be largest among Asians and Whites.
7. For 2017 3rd graders, achievement gap in ELA between students who were and were not involved in the foster system are the largest among Whites, while the gap in math is the largest among Blacks. (See figures 7 & 8)

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Table 1. Student characteristics by *Foster* status and grade level, 2012 cohort

	2012 Kindergarten					2012 G3					2012 G9				
	All		FST	nonFST	Odds ratio	All		FST	nonFST	Odds ratio	All		FST	nonFST	Odds ratio
	N	Percent	Percent	Percent	nonFST/FST	N	Percent	Percent	Percent	nonFST/FST	N	Percent	Percent	Percent	nonFST/FST
Total	82,240	100.0%	100.0%	100.0%		77,073	100.0%	100.0%	100.0%		83,518	100.0%	100.0%	100.0%	
Foster care															
Yes	3,121	3.8%				2,734	3.5%				3,207	3.8%			
Gender															
Female	39,764	48.4%	48.8%	48.3%	1.0	37,664	48.9%	51.4%	48.8%	0.9	40,132	48.1%	49.8%	48.0%	1.0
Age at school entry															
Younger	1,575	1.9%	1.1%	1.9%	1.7	1,306	1.7%	0.7%	1.7%	2.4	2,207	2.6%	1.4%	2.7%	1.9
Entry age	76,246	92.7%	90.5%	92.8%	1.0	69,120	89.7%	85.8%	89.8%	1.0	67,174	80.4%	66.2%	81.0%	1.2
Older	4,419	5.4%	8.5%	5.3%	0.6	6,647	8.6%	13.6%	8.4%	0.6	14,137	16.9%	32.5%	16.3%	0.5
Race/ethnicity															
AI/NA	1,090	1.3%	6.2%	1.1%	0.2	1,233	1.6%	7.2%	1.4%	0.2	1,508	1.8%	6.8%	1.6%	0.2
Asian	5,137	6.2%	1.4%	6.4%	4.6	5,602	7.3%	1.6%	7.5%	4.7	5,870	7.0%	1.7%	7.2%	4.2
Black	3,538	4.3%	7.3%	4.2%	0.6	3,407	4.4%	8.0%	4.3%	0.5	4,284	5.1%	12.4%	4.8%	0.4
Hispanic	19,416	23.6%	21.1%	23.7%	1.1	16,198	21.0%	19.6%	21.1%	1.1	15,752	18.9%	15.8%	19.0%	1.2
White	45,860	55.8%	52.3%	55.9%	1.1	44,891	58.2%	52.9%	58.4%	1.1	50,684	60.7%	54.3%	60.9%	1.1
Others	7,199	8.8%	11.7%	8.6%	0.7	5,742	7.5%	10.6%	7.3%	0.7	5,420	6.5%	9.0%	6.4%	0.7
Income status															
FRPL eligible	41,590	50.6%	88.2%	49.1%	0.6	39,865	51.7%	90.2%	50.3%	0.6	40,168	48.1%	83.7%	46.7%	0.6
Special education															
Yes	9,403	11.4%	22.6%	11.0%	0.5	12,023	15.6%	29.2%	15.1%	0.5	10,078	12.1%	29.2%	11.4%	0.4

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Table 2. School stability, presence, and enrollment status by Foster care status and grade level, 2012 cohort

	2012 Kindergarten					2012 G3					2012 G9				
	All		FST	nonFST	Odds ratio	All		FST	nonFST	Odds ratio	All		FST	nonFST	Odds ratio
	N	Percent	Percent	Percent	nonFST/FST	N	Percent	Percent	Percent	nonFST/FST	N	Percent	Percent	Percent	nonFST/FST
School stability															
Enrolled in only 1 school	75,458	91.8%	77.6%	92.3%	1.2	71,539	92.8%	80.8%	93.3%	1.2	74,896	89.7%	71.0%	90.4%	1.3
Enrolled in only 1 district	77,488	94.2%	82.4%	94.7%	1.1	72,979	94.7%	85.1%	95.0%	1.1	78,001	93.4%	78.6%	94.0%	1.2
Average days present	82,240	151	138	162	1.2	77,073	159	149	159	1.1	83,618	152	123	153	1.2
Stayed enrolled as final enrollment status	67,459	82.0%	74.3%	82.3%	1.1	65,176	84.6%	76.8%	84.8%	1.1	63,488	76.0%	61.3%	76.6%	1.2

Figure 1. Odds of meeting assessment standard between **non-Foster and Foster** over grade level by test subject, 2012 Kindergrateners

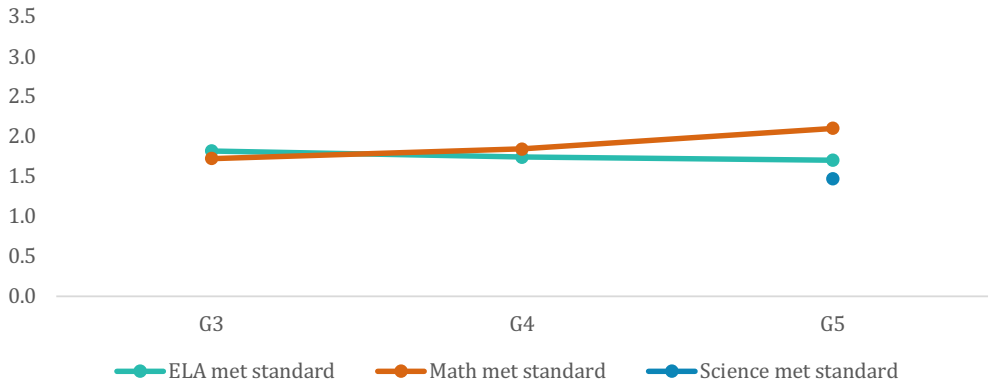


Figure 2. Odds of meeting assessment standard between **non-Foster and Foster** over grade level by test subject, 2012 3rd graders

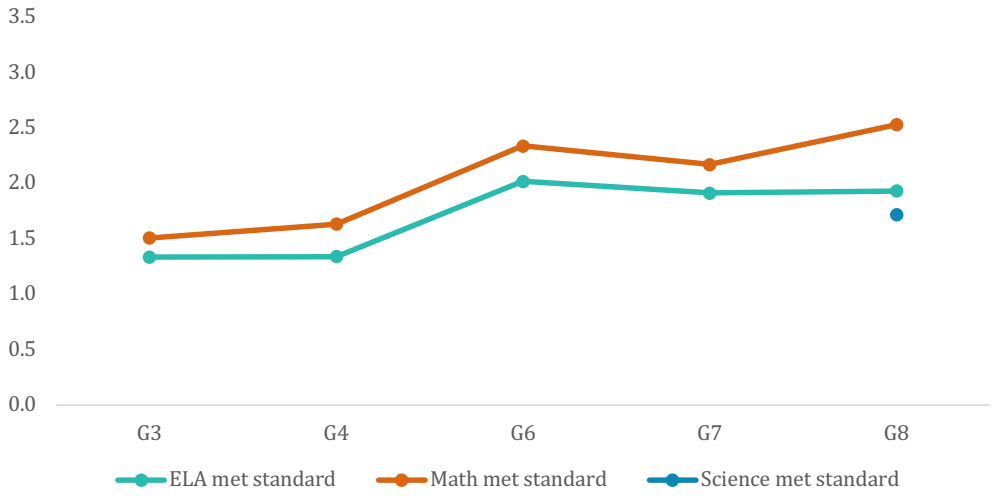


Figure 3a. Odds of meeting *ELA* assessment standard between **non-Foster and Foster** over grade level, by race/ethnicity for 2012 Kindergrateners

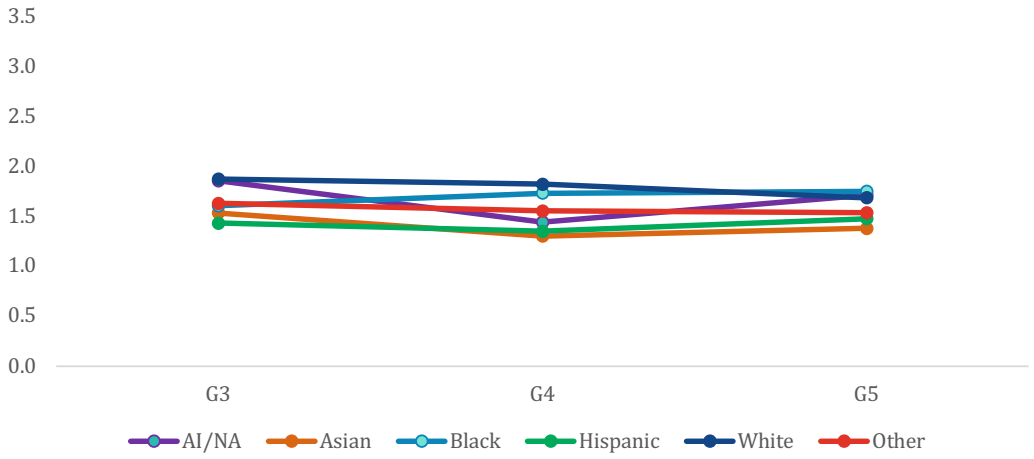
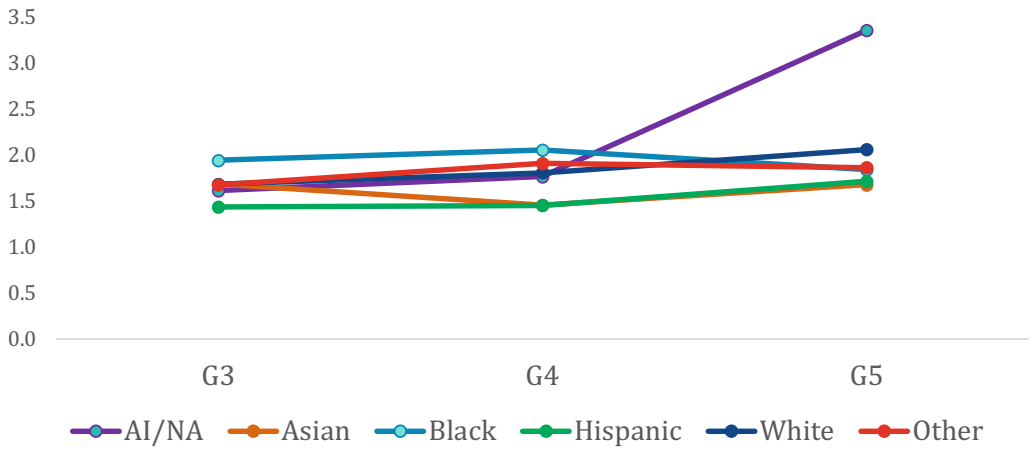


Figure 3b. Odds of meeting *Math* assessment standard between **non-Foster and Foster** over grade level, by race/ethnicity for 2012 Kindergrateners



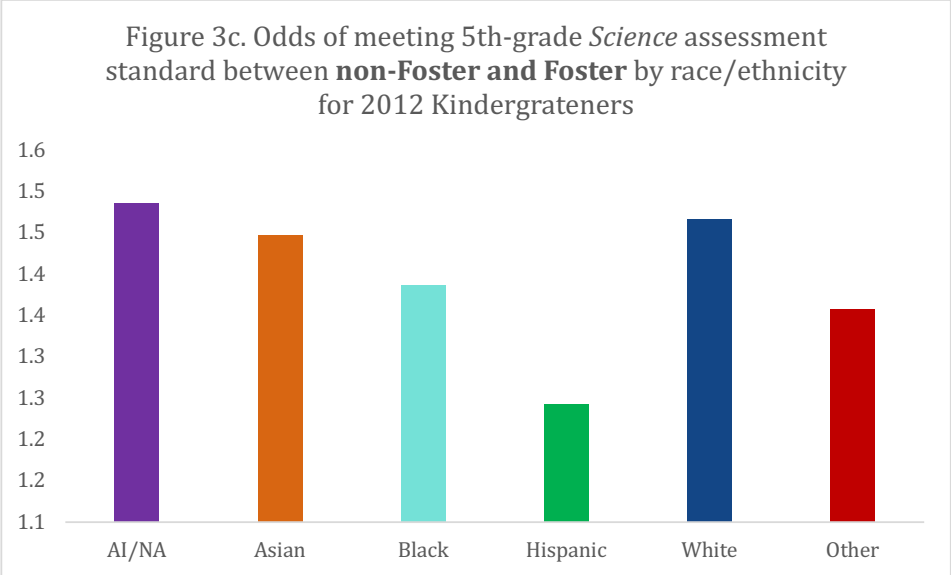


Figure 3c. Odds of meeting 5th-grade *Science* assessment standard between **non-Foster and Foster** by race/ethnicity for 2012 Kindergrateners
1.6
1.5
1.5
1.4
1.4
1.3
1.3
1.2
1.2
1.1
AI/NA
Asian
Black
Hispanic
White
Other

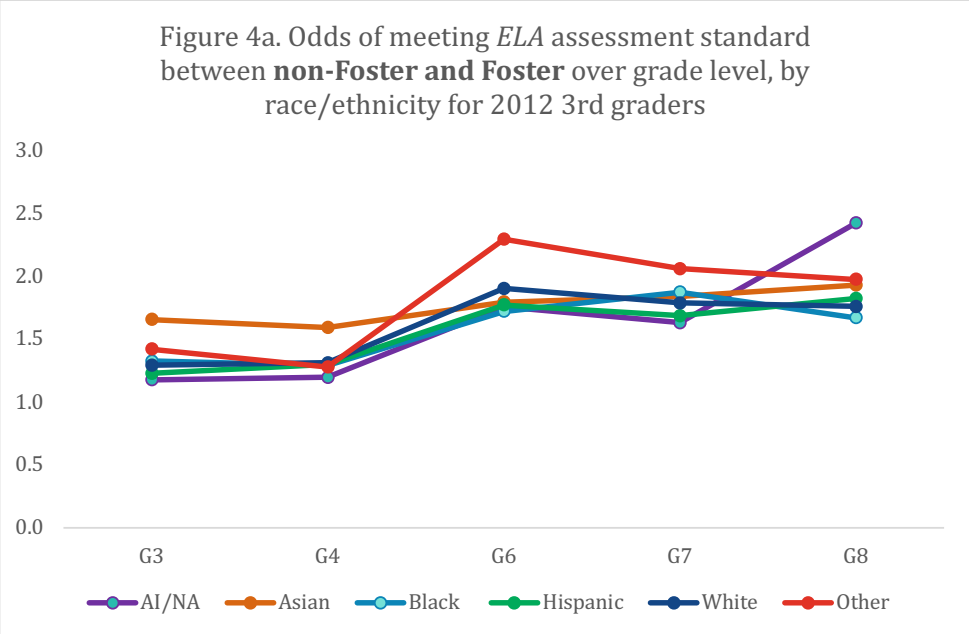


Figure 4a. Odds of meeting *ELA* assessment standard between **non-Foster and Foster** over grade level, by race/ethnicity for 2012 3rd graders
3.0
2.5
2.0
1.5
1.0
0.5
0.0
G3
G4
G6
G7
G8
AI/NA
Asian
Black
Hispanic
White
Other

Figure 4b. Odds of meeting *Math* assessment standard between **non-Foster and Foster** over grade level, by race/ethnicity for 2012 3rd graders

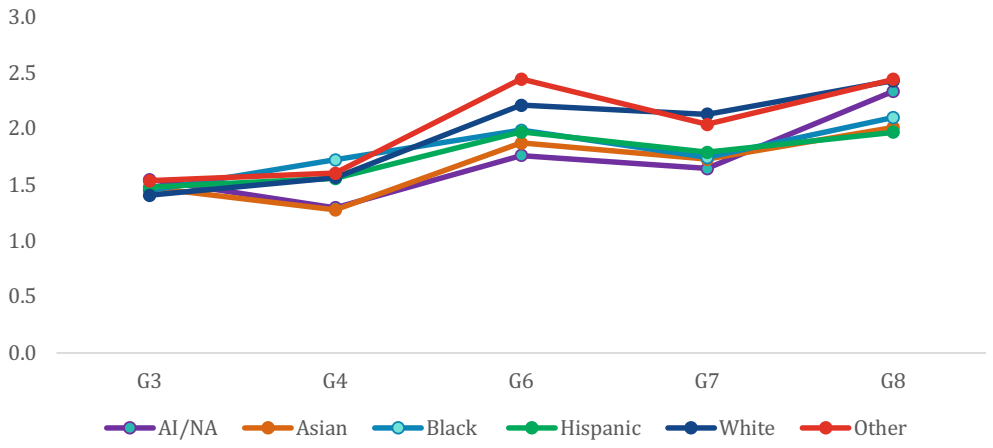


Figure 4c. Odds of meeting 8th-grade *Science* assessment standard between **non-Foster and Foster** by race/ethnicity for 2012 3rd graders

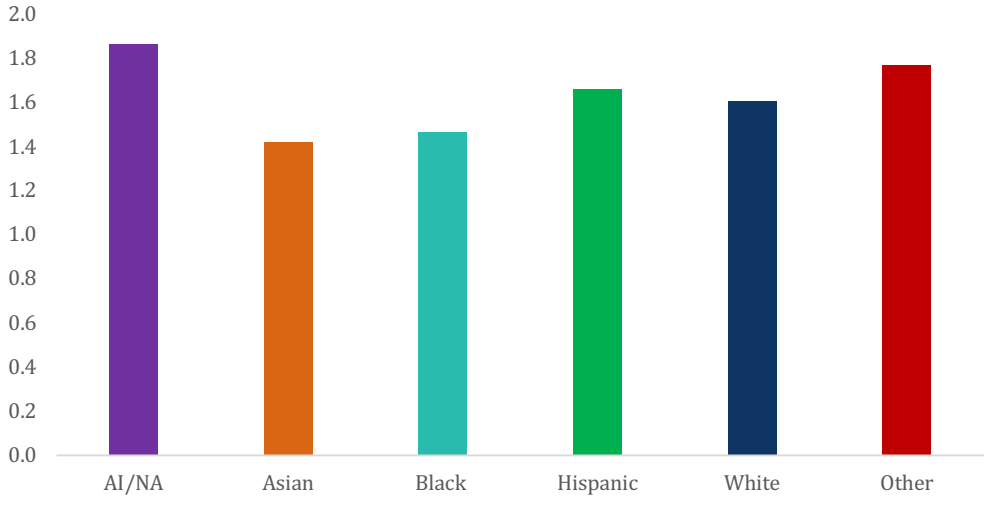
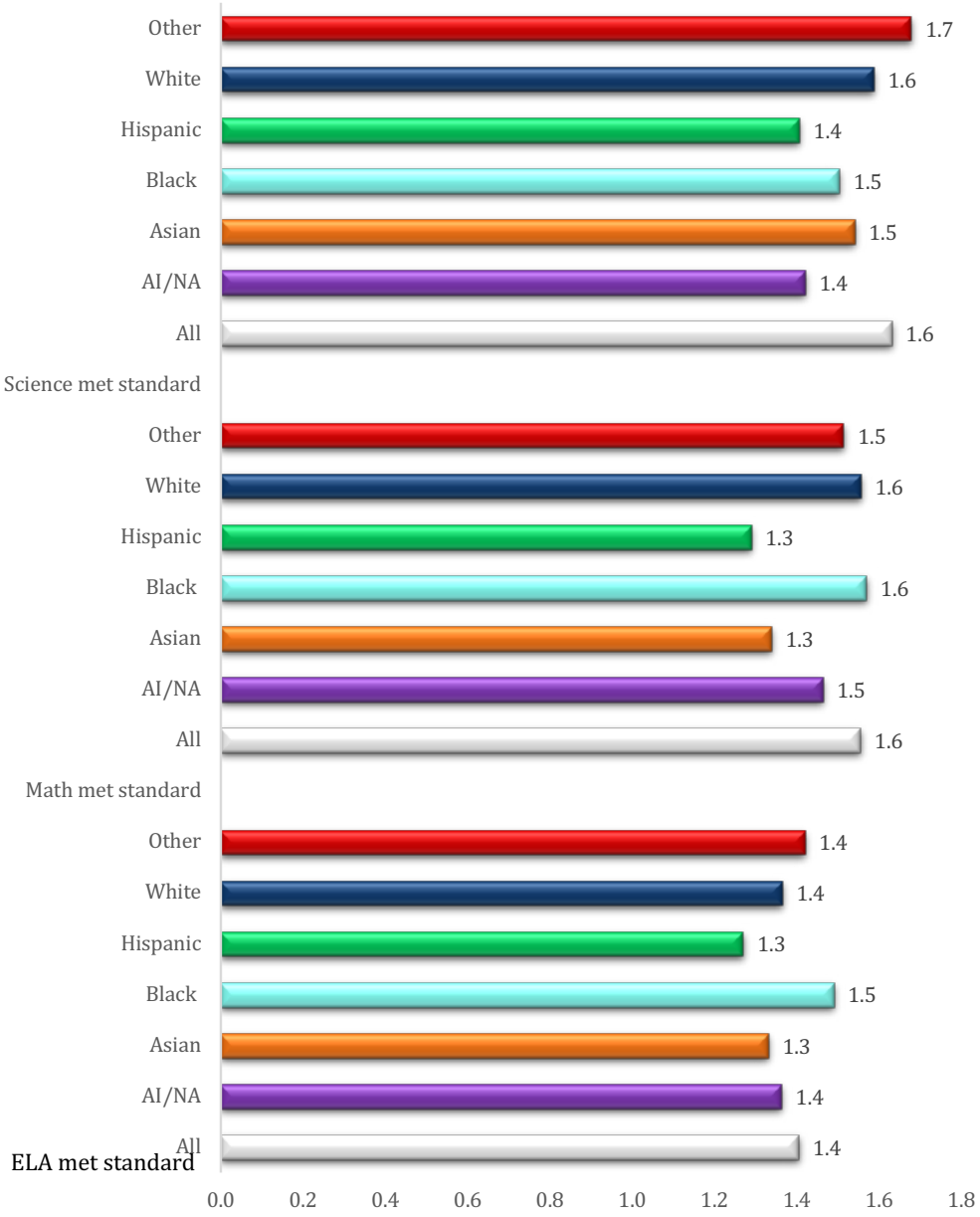
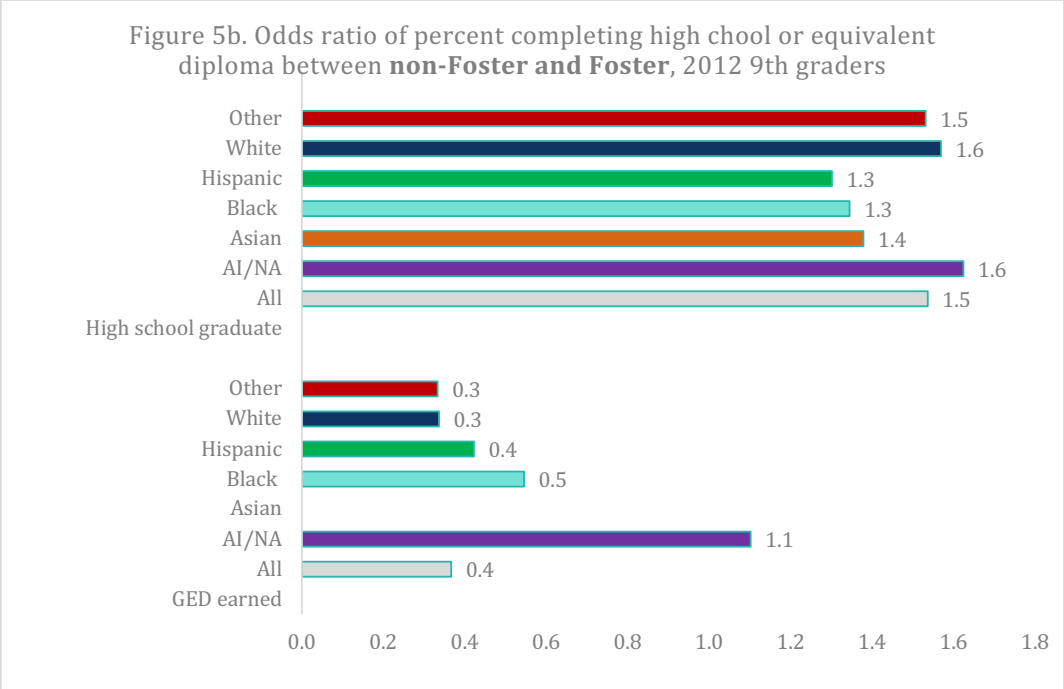
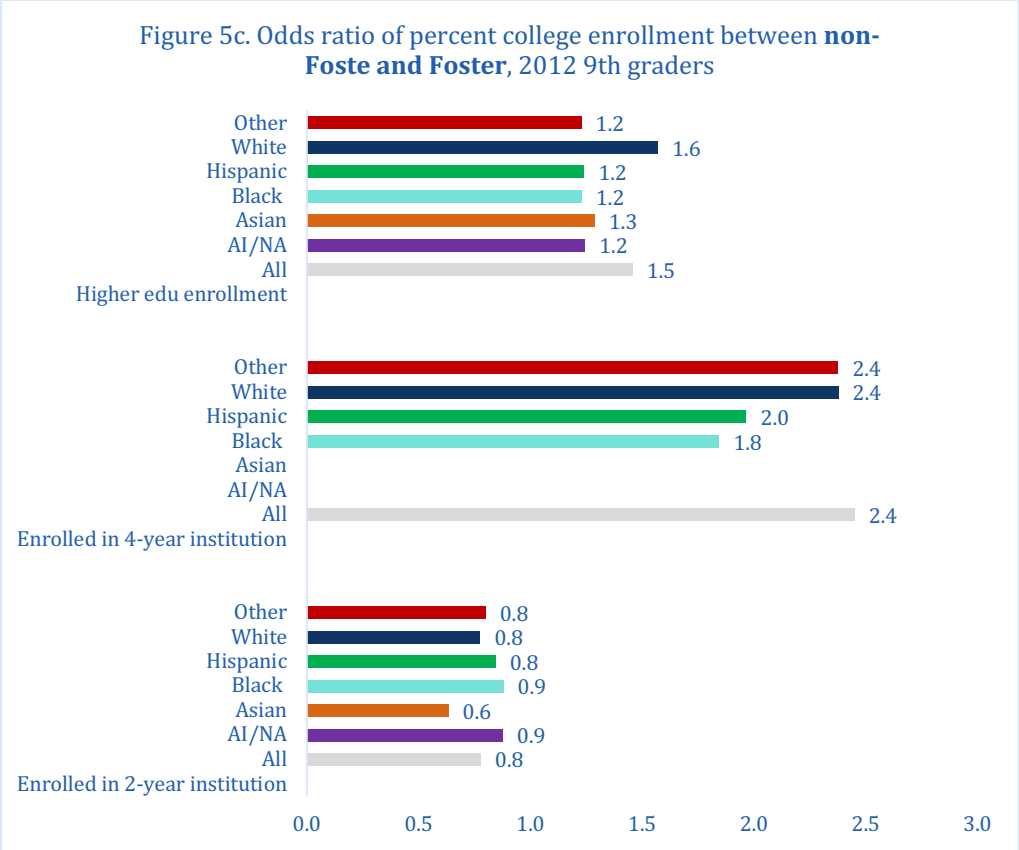


Figure 5a. Odds ratio of percent meeting assessment standard bteween **non-Foster and Foster**, 2012 9th graders





Note: High school graduation rate presented here is 5-year graduation rate, with data collected from 2012 to 2017 school years. The missing category is due to small cell count (<10), which is required to be removed from table or figure to be FERPA compliant.



Note: The missing category is due to small cell count (<10), which is required to be removed from table or figure to be FERPA compliant.

Figure 6. Odds ratio of percent meeting WA Kids asssessment standard between **non-Foster and Foster**, 2017 kindergarten cohort

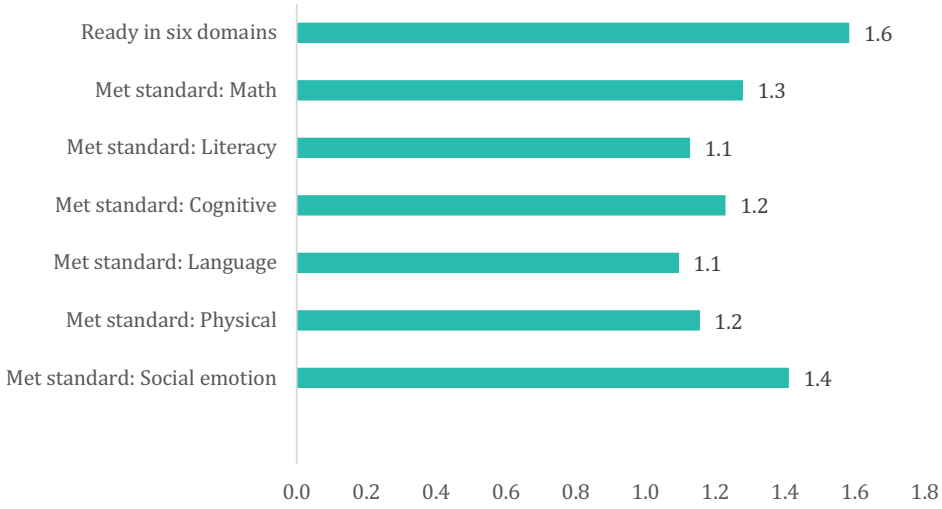


Table 3. Kindergarten readiness by foster care status, 2017 Kindergartener

	All		Foster	Non-Foster	Odds ratio
Total	75,982				
Met standard: Social emotion	52,834	69.5%	49.7%	70.1%	1.4
Met standard: Physical	59,209	77.9%	67.7%	78.2%	1.2
Met standard: Language	60,303	79.4%	72.7%	79.6%	1.1
Met standard: Cognitive	57,559	75.8%	62.0%	76.2%	1.2
Met standard: Literacy	61,353	80.7%	71.9%	81.0%	1.1
Met standard: Math	49,867	65.6%	51.6%	66.0%	1.3
Ready in six domains	34,895	45.9%	29.3%	46.4%	1.6
Met standard: Social emotion					
AI/NA			46.1%	58.3%	1.3
Asian			50.0%	74.1%	1.5
Black			49.7%	62.9%	1.3
Hispanic			53.1%	65.7%	1.2
White			48.1%	72.4%	1.5
Other			51.5%	70.2%	1.4
Met standard: Physical					
AI/NA			63.1%	68.9%	1.1
Asian			80.0%	83.6%	1.0
Black			63.9%	74.6%	1.2
Hispanic			70.2%	74.0%	1.1
White			67.6%	79.8%	1.2
Other			67.2%	78.7%	1.2
Met standard: Language					
AI/NA			69.5%	72.0%	1.0
Asian			75.0%	78.5%	1.0
Black			72.1%	76.7%	1.1
Hispanic			70.0%	67.8%	1.0
White			73.8%	85.0%	1.2
Other			74.4%	82.2%	1.1
Met standard: Cognitive					
AI/NA			61.0%	65.3%	1.1
Asian			75.0%	80.9%	1.1
Black			59.2%	69.7%	1.2
Hispanic			58.3%	66.6%	1.1
White			62.8%	80.5%	1.3
Other			65.9%	76.9%	1.2

Met standard: Literacy			
AI/NA	66.0%	71.2%	1.1
Asian	80.0%	87.5%	1.1
Black	70.1%	79.8%	1.1
Hispanic	65.4%	64.8%	1.0
White	74.8%	87.5%	1.2
Other	74.7%	83.1%	1.1
Met standard: Math			
AI/NA	47.5%	49.0%	1.0
Asian	70.0%	79.7%	1.1
Black	52.4%	62.4%	1.2
Hispanic	43.4%	46.2%	1.1
White	55.0%	73.6%	1.3
Other	52.6%	67.6%	1.3
Ready in six domains			
AI/NA	28.4%	31.7%	1.1
Asian	35.0%	55.6%	1.6
Black	32.0%	41.2%	1.3
Hispanic	25.9%	30.2%	1.2
White	30.7%	53.0%	1.7
Other	28.7%	48.1%	1.7

Figure 7. Odds ratio of percent meeting *ELA* standard between **non-Foster and Foster** by race/ethnicity, 2017 3rd graders

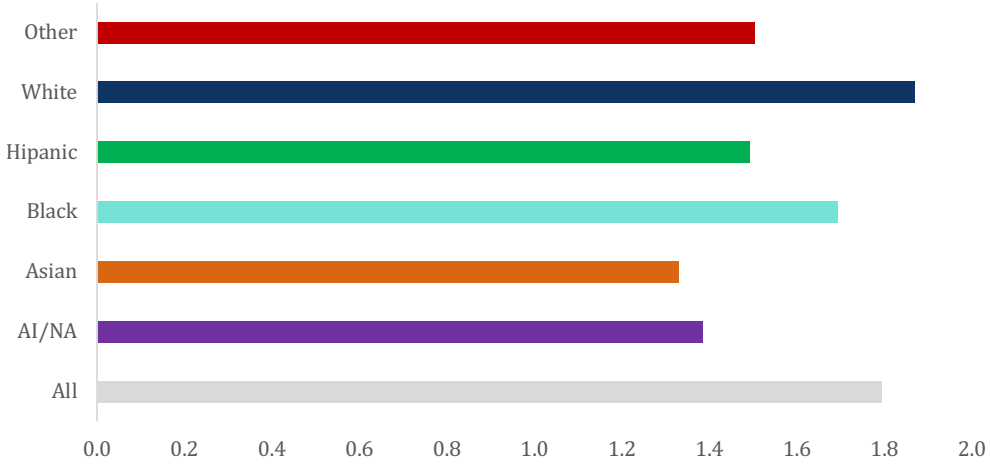
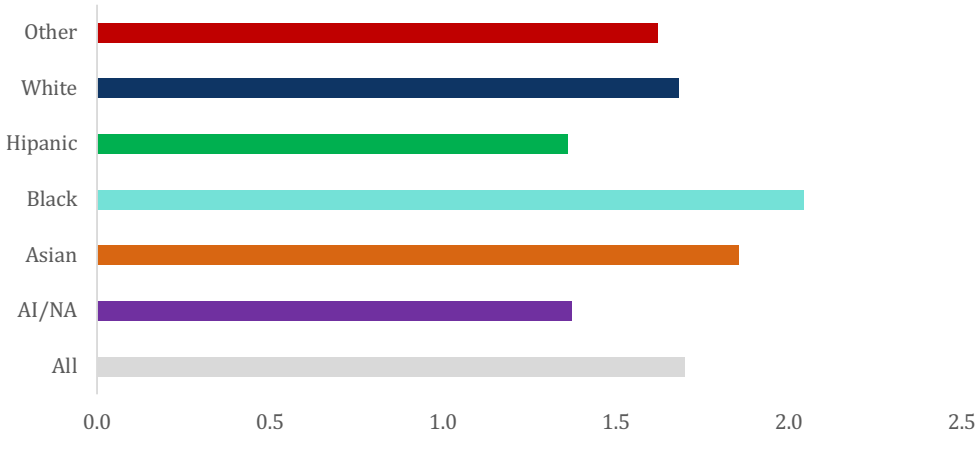


Figure 8. of percent meeting *Math* standard between **non-Foster and Foster** by race/ethnicity, 2017 3rd graders



Technical Note

OSPI adjusted 5-year graduation rate follows first-time 9th graders for five years. If students are confirmed as transfer out of the state, they are removed from the cohort. Those transfer-out are taken out from both the numerator and denominator. If students transfer in the state, they are added to the cohort and become part of the numerator and denominator. If students drop out or disappear, they remain in the cohort as part of the denominator. The difference between the graduation rates applied by OSPI and this study is demonstrated in the expressions below. The most distinctive difference between these two equations is that this study keeps track of the graduation status of the same group of students over time, while OSPI cohort is adjusted to students' transfer status.

(1) OSPI:

$$\frac{\text{Number of graduates among those (1st time 9th graders who do not transfer out + transfer in)}}{\text{(Number of 1st time 9th graders in 2012 − transfer out + transfer in)}}$$

(2) This study:

$$\frac{\text{Number of graduates among those ever enrolled 9th graders}}{\text{Number of students who ever enrolled as 9th graders in 2012}}$$

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Appendix Tables

Table A1. Student characteristics by foster care status and grade level, 2017 cohort

	2017 Kindergarten					2017 G3					2017 G9				
	All		FST	nonFST	Odds ratio	All		FST	nonFST	Odds ratio	All		FST	nonFST	Odds ratio
	N	Percent	Percent	Percent	nonFST/FST	N	Percent	Percent	Percent	nonFST/FST	N	Percent	Percent	Percent	nonFST/FST
Total	84,791	100.0%	100.0%	100.0%		84,912	100.0%	100.0%	100.0%		85,155	100.0%	100.0%	100.0%	
Foster care															
Yes	2,409	2.8%	--	--		2,776	3.3%	--	--		2,730	3.2%			
Gender															
Female	40,865	48.2%	47.9%	48.2%	1.0	41,582	49.0%	52.3%	51.0%	1.0	41,474	48.7%	50.2%	48.7%	1.0
Age at school entry															
Younger	707	0.8%	0.5%	0.8%	1.6	1,119	1.3%	0.4%	1.4%	3.5	2,372	2.8%	1.2%	2.8%	2.3
Entry age	78,840	93.0%	89.7%	93.1%	1.0	77,542	91.3%	86.7%	91.5%	1.1	72,996	85.7%	79.0%	85.9%	1.1
Older	5,244	6.2%	9.8%	6.1%	0.6	6,251	7.4%	12.9%	7.2%	0.6	9,787	11.5%	19.7%	11.2%	0.6
Race/ethnicity															
AI/NA	1,121	1.3%	6.8%	1.2%	0.2	1,169	1.4%	7.9%	1.2%	0.2	1,278	1.5%	7.6%	1.3%	0.2
Asian	6,142	7.2%	0.9%	7.4%	8.2	6,196	7.3%	1.0%	7.5%	7.5	6,658	7.8%	1.6%	8.0%	5.0
Black	3,777	4.5%	6.8%	4.4%	0.6	3,511	4.1%	6.9%	4.0%	0.6	3,898	4.6%	8.3%	4.5%	0.5
Hispanic	20,354	24.0%	21.9%	24.1%	1.1	20,862	24.6%	20.1%	24.7%	1.2	18,633	21.9%	19.7%	22.0%	1.1
White	44,861	52.9%	49.8%	53.0%	1.1	44,852	52.8%	51.5%	52.9%	1.0	47,839	56.2%	50.2%	56.4%	1.1
Others	8,536	10.1%	13.8%	10.0%	0.7	8,322	9.8%	12.5%	9.7%	0.8	6,849	8.0%	12.6%	7.9%	0.6
Income status															
FRPL eligible	41,254	48.7%	90.5%	47.4%	0.5	48,222	56.8%	94.5%	55.5%	0.6	47,726	56.0%	93.0%	54.8%	0.6
Special education															
Yes	10,499	12.4%	24.2%	12.0%	0.5	15,470	18.2%	34.9%	17.7%	0.5	14,964	17.6%	36.8%	16.9%	0.5

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Table A2. School stability, presence, and enrollment by foster care status and grade level, 2017 cohort

	2017 Kindergarten					2017 G3					2017 G9				
	All		FST	nonFST	Odds ratio	All		FST	nonFST	Odds ratio	All		FST	nonFST	Odds ratio
	N	Percent	Percent	Percent	nonFST/FST	N	Percent	Percent	Percent	nonFST/FST	N	Percent	Percent	Percent	nonFST/FST
School stability															
Enrolled in only 1 school	77,170	91.0%	78.1%	91.4%	1.2	79,947	94.2%	83.4%	94.5%	1.1	79,227	93.0%	75.4%	93.6%	1.2
Enrolled in only 1 district	80,737	95.2%	84.1%	95.5%	1.1	81,107	95.5%	85.7%	95.9%	1.1	80,603	94.7%	78.9%	95.2%	1.2
Average days present	84,791	157	152	157	1.0	84,912	164	160	165	1.0	85,155	159	142	159	1.1
Stayed enrolled as final enrollment status	69,494	82.0%	74.6%	82.2%	1.1	71,727	84.5%	77.4%	84.7%	1.1	68,393	80.3%	69.5%	80.7%	1.2

Table A3. Percent meeting assessment standard, by foster care status and race/ethnicity across grade level from 2012-17, 2012 kindergarteners

	Foster			Non-Foster			Odds Ratio = nonFST/FST		
	G3	G4	G5	G3	G4	G5	G3	G4	G5
All									
ELA met standard	27.9%	31.9%	34.3%	50.8%	55.7%	58.5%	1.8	1.7	1.7
Math met standard	32.0%	29.4%	23.2%	55.2%	54.3%	48.8%	1.7	1.8	2.1
Science met standard			42.8%			63.0%			1.5
ELA met standard									
AI/NA	15.2%	22.2%	19.1%	28.2%	32.0%	32.7%	1.9	1.4	1.7
Asian	43.6%	56.4%	55.3%	66.8%	73.4%	76.3%	1.5	1.3	1.4
Black	21.3%	22.0%	22.7%	34.2%	38.1%	39.7%	1.6	1.7	1.7
Hispanic	22.9%	27.9%	27.8%	32.8%	37.7%	41.0%	1.4	1.4	1.5
White	31.3%	34.8%	39.2%	58.6%	63.4%	66.0%	1.9	1.8	1.7
Other	31.1%	35.2%	37.7%	50.7%	54.7%	57.9%	1.6	1.6	1.5
Math met standard									
AI/NA	20.1%	17.8%	8.0%	32.5%	31.5%	26.9%	1.6	1.8	3.4
Asian	43.6%	51.3%	42.1%	73.6%	74.8%	70.7%	1.7	1.5	1.7
Black	18.8%	17.0%	15.5%	36.6%	35.0%	28.6%	1.9	2.1	1.8
Hispanic	26.7%	25.5%	18.1%	38.4%	37.1%	31.1%	1.4	1.5	1.7
White	37.0%	34.0%	27.1%	62.4%	61.5%	55.9%	1.7	1.8	2.1
Other	32.3%	27.8%	25.7%	54.2%	53.2%	48.0%	1.7	1.9	1.9
Science met standard									
AI/NA			25.3%			37.6%			1.5
Asian			52.6%			76.1%			1.4
Black			28.2%			39.1%			1.4
Hispanic			35.0%			43.5%			1.2
White			49.3%			72.3%			1.5
Other			45.0%			61.1%			1.4

Table A4. Percent meeting assessment standard, by foster care status and race/ethnicity across grade level from 2012-17, 2012 3rd graders

	Foster					Non-Foster					Odds Ratio =nonFST/FST				
	G3	G4	G6	G7	G8	G3	G4	G6	G7	G8	G3	G4	G6	G7	G8
All															
ELA met standard	51.9%	54.7%	26.6%	30.6%	30.5%	69.3%	73.3%	53.7%	58.5%	58.9%	1.3	1.3	2.0	1.9	1.9
Math met standard	43.8%	38.9%	19.5%	23.0%	19.1%	66.0%	63.5%	45.6%	49.9%	48.3%	1.5	1.6	2.3	2.2	2.5
Science met standard					38.5%					66.2%					1.7
ELA met standard															
AI/NA	44.8%	46.7%	17.4%	21.2%	14.4%	52.7%	55.9%	30.6%	34.6%	34.9%	1.2	1.2	1.8	1.6	2.4
Asian	47.6%	52.3%	41.9%	43.2%	41.5%	78.8%	83.3%	75.2%	79.4%	80.1%	1.7	1.6	1.8	1.8	1.9
Black	42.6%	47.8%	21.8%	22.1%	24.5%	56.5%	61.7%	37.5%	41.4%	40.9%	1.3	1.3	1.7	1.9	1.7
Hispanic	42.4%	44.7%	19.7%	23.9%	22.7%	52.1%	58.0%	34.9%	40.3%	41.4%	1.2	1.3	1.8	1.7	1.8
White	58.3%	60.0%	31.3%	36.0%	36.7%	75.4%	78.7%	59.6%	64.4%	64.6%	1.3	1.3	1.9	1.8	1.8
Other	49.6%	57.4%	23.4%	27.9%	29.0%	70.5%	73.4%	53.7%	57.5%	57.3%	1.4	1.3	2.3	2.1	2.0
Math met standard															
AI/NA	30.2%	32.6%	14.1%	16.8%	11.5%	46.8%	42.3%	24.9%	27.7%	26.9%	1.5	1.3	1.8	1.6	2.3
Asian	54.8%	63.6%	37.2%	43.2%	36.6%	81.0%	81.4%	69.8%	74.8%	73.8%	1.5	1.3	1.9	1.7	2.0
Black	34.0%	27.8%	13.9%	17.1%	13.3%	49.4%	48.0%	27.7%	29.9%	28.0%	1.5	1.7	2.0	1.7	2.1
Hispanic	33.1%	30.8%	13.1%	17.4%	15.5%	49.1%	48.1%	25.9%	31.2%	30.6%	1.5	1.6	2.0	1.8	2.0
White	50.9%	43.6%	23.3%	26.2%	22.1%	71.8%	68.4%	51.6%	55.9%	53.8%	1.4	1.6	2.2	2.1	2.4
Other	42.9%	39.3%	18.0%	23.3%	18.4%	66.1%	63.2%	44.1%	47.6%	45.0%	1.5	1.6	2.5	2.0	2.4
Science met standard															
AI/NA					23.0%					42.9%					1.9
Asian					58.5%					83.1%					1.4
Black					30.6%					44.9%					1.5
Hispanic					28.2%					46.9%					1.7
White					45.7%					73.5%					1.6
Other					36.1%					63.9%					1.8

Table A5. High school education achievement and attainment 2012-2015 by foster status and race, 2012 9th graders

	Foster		non-Foster		Odds ratio	Foster	Non-Foster	
	N	Percent	N	Percent	NonFST/FST	Percent	Percent	Odds
ELA met standard								
All	1,896	64.8%	66,298	86.2%	1.3			
AI/NA	115	59.0%	900	74.8%	1.3			
Asian	37	74.0%	5,161	91.2%	1.2			
Black	207	57.2%	2,682	73.7%	1.3			
Hispanic	298	65.5%	11,265	78.4%	1.2			
White	1,063	66.5%	42,121	89.4%	1.3			
Other	176	65.9%	4,169	84.9%	1.3			
Math met standard								
All	1,466	50.1%	61,970	80.6%	1.6			
AI/NA	84	43.1%	763	63.4%	1.5			
Asian	31	62.0%	5,191	91.8%	1.5			
Black	147	40.6%	2,306	63.4%	1.6			
Hispanic	215	47.3%	9,939	69.2%	1.5			
White	852	53.3%	39,933	84.7%	1.6			
Other	137	51.3%	3,838	78.2%	1.5			
Science met standard								
All	1,498	51.2%	61,464	79.9%	1.6			
AI/NA	77	39.5%	746	62.0%	1.6			
Asian	28	56.0%	4,976	88.0%	1.6			
Black	147	40.6%	2,207	60.6%	1.5			
Hispanic	219	48.1%	9,580	66.7%	1.4			
White	892	55.8%	40,189	85.3%	1.5			
Other	135	50.6%	3,766	76.7%	1.5			
Graduate from high school in 5 years						**Graduate from high school in 4 years**		
All	1,542	50.7%	63,571	77.9%	1.5	41.5%	73.6%	1.8
AI/NA	83	39.1%	708	63.5%	1.6	35.2%	57.9%	1.6
Asian	41	63.4%	5,276	87.4%	1.4	52.7%	84.7%	1.6
Black	166	50.8%	2,815	68.3%	1.3	38.0%	60.4%	1.6
Hispanic	305	55.1%	11,652	71.7%	1.3	44.0%	66.2%	1.5
White	812	50.8%	39,155	79.7%	1.6	42.0%	76.3%	1.8
Other	135	49.5%	3,965	75.8%	1.5	41.2%	70.7%	1.7
GED earned								
All	289	9.0%	2,621	3.3%	0.4			
AI/NA	13	5.9%	84	6.5%	1.1			
Asian	3	5.5%	72	1.2%	0.2			
Black	35	8.8%	187	4.8%	0.5			
Hispanic	36	7.1%	450	3.0%	0.4			
White	170	9.8%	1,639	3.3%	0.3			
Other	32	11.1%	189	3.7%	0.3			

Table A6. College enrollment in 2016-2017 by foster status and race, 2012 9th graders

	Foster		Non-foster		Odds ratio
	N	Percent	N	Percent	nonFST/FST
Higher edu enrollment					
All	1,205	37.6%	43,958	54.7%	1.5
AI/NA	65	29.7%	476	36.9%	1.2
Asian	31	56.4%	4,218	72.5%	1.3
Black	173	43.6%	2,081	53.5%	1.2
Hispanic	193	38.1%	7,193	47.2%	1.2
White	618	35.5%	27,266	55.7%	1.6
Other	125	43.3%	2,724	53.1%	1.2
Enrolled in 2-year institution					
All	1,043	86.6%	29,525	67.2%	0.8
AI/NA	59	90.8%	378	79.4%	0.9
Asian	27	87.1%	2,318	55.0%	0.6
Black	151	87.3%	1,594	76.6%	0.9
Hispanic	166	86.0%	5,216	72.5%	0.8
White	531	85.9%	18,124	66.5%	0.8
Other	109	87.2%	1,895	69.6%	0.8
Enrolled in 4-year institution					
All	162	13.4%	14,433	32.8%	2.4
AI/NA	6	9.2%	98	20.6%	2.2
Asian	4	12.9%	1,900	45.0%	3.5
Black	22	12.7%	487	23.4%	1.8
Hispanic	27	14.0%	1,977	27.5%	2.0
White	87	14.1%	9,142	33.5%	2.4
Other	16	12.8%	829	30.4%	2.4