

# Supporting the K-12 Education Success of Youth Involved in Child Welfare and Juvenile Rehabilitation

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Washington State Department of  
**CHILDREN, YOUTH & FAMILIES**

# Why Education?

- Education is a priority of our state.

“The goal of Washington’s K–12 public education system is to prepare every student for postsecondary pathways, careers, and civic engagement.” (OSPI)

- Foundation of DCYF’s creation

“The vision for the department is that Washington state's children and youth grow up safe and health-thriving physically, emotionally, and **academically**, nurtured by family and community.” (HB 1661 Sec. 101)



# DCYF Reporting On Education Metrics

## Agency Performance

### Strategic Priorities

Eliminate Racial Disproportionality and Advance Racial Equity	Safely Reduce the Number of Children and Youth in Out-of-Home Care by Half	Create Successful Transitions into Adulthood for Youth and Young Adults in Our Care
9 indicators >	6 indicators >	4 indicators >
Create High Quality, Integrated B-8 System	Improve Quality and Intention of Our Practice	Improve Quality and Availability of Provider Services
5 indicators >	1 indicator >	2 indicators >

### Outcome Goals

Resilience	Children and Youth are Supported by Healthy Relationships with Adults	Parents and Caregivers are Supported to Meet the Needs of Children and Youth	Families are Economically Secure
	2 indicators >	2 indicators >	1 indicator >
Education	Kindergarten Readiness	Youth School Engagement	High School Graduation
	1 indicator >	1 indicator >	1 indicator >
Health	Healthy Birthweight	Child and Youth Development	Mental and Behavioral Health of Youth
	1 indicator >	1 indicator >	2 indicators >



# What the research tells us about student success

- Attendance
- Inclusive Practices
- Exclusionary Discipline
- School Stability
- Teacher effectiveness

# What we know about educational outcomes for youth involved with DCYF

Figure 2: Percent of students' kindergarten readiness by domain

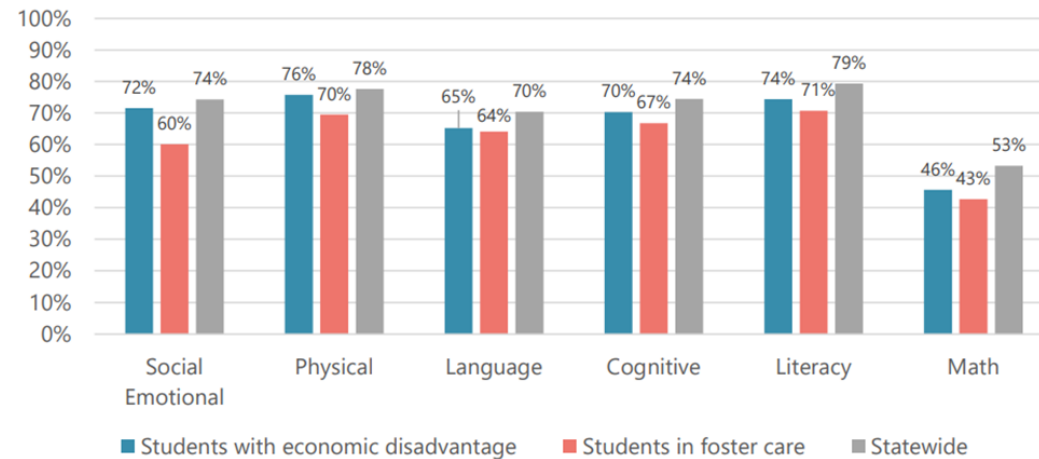


Figure 2 On-time high school graduation gaps are decreasing in more recent cohort years for students who experience foster care or homelessness and are holding steady for students who experience institutional education.

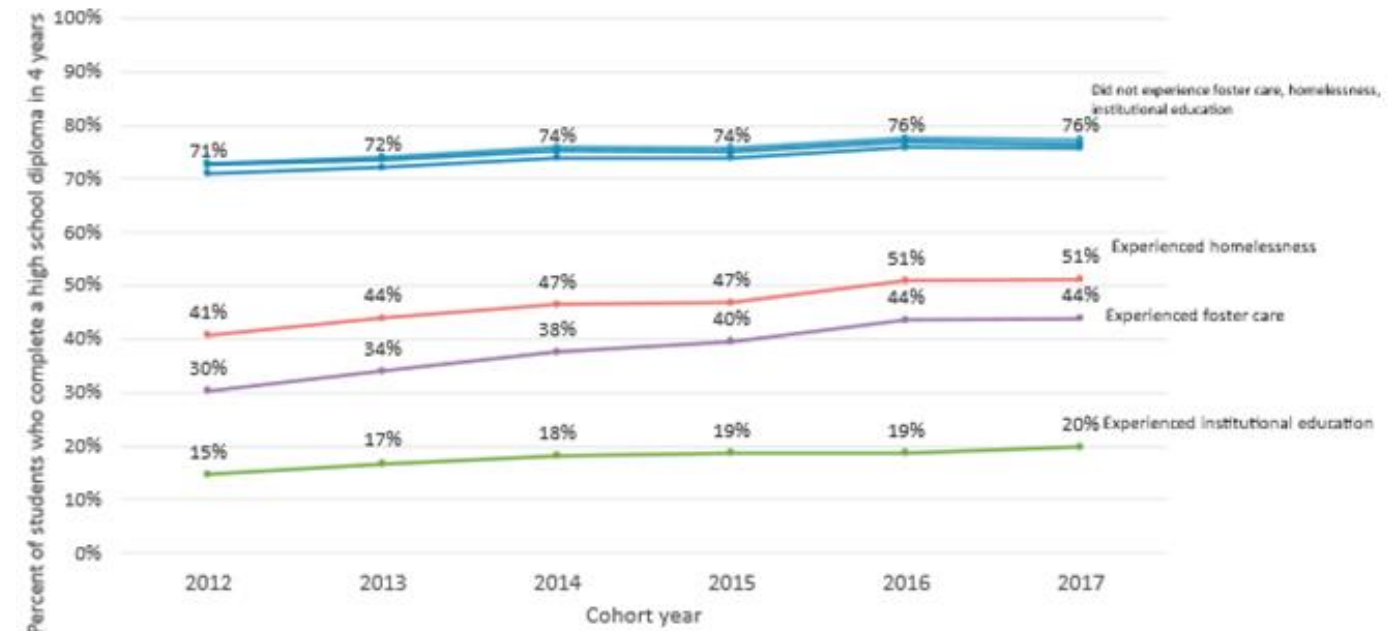
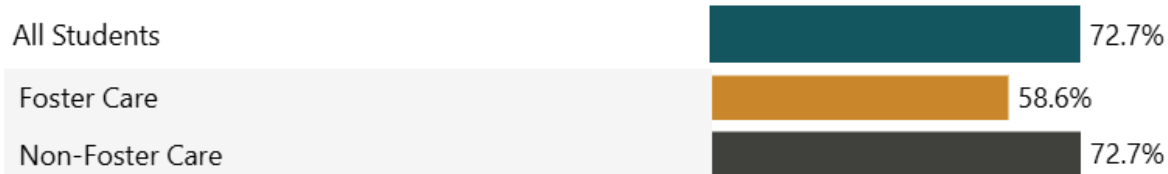


Fig 1: Education Outcomes of Washington Students in Foster Care (2021)  
 Fig 2: Long-term education outcomes of Washington students who have experienced foster care, homelessness, or institutional education, 2024



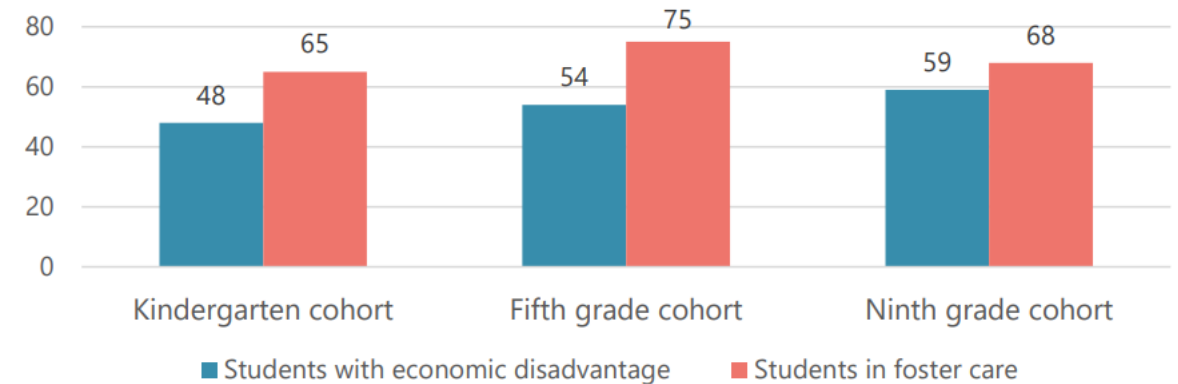
# What we know about youth involved with Child Welfare: Attendance

## 2023-2024 School Year Regular Attendance\*



\*Less than two absences per month.

Figure 3: Average number of full day absences per student from 2015 to 2019





# What we know about youth involved with Child Welfare: Inclusive Practices

Students in foster care are more often receiving special education services and 504 accommodations, and less often receiving English learning services. For ninth grade,

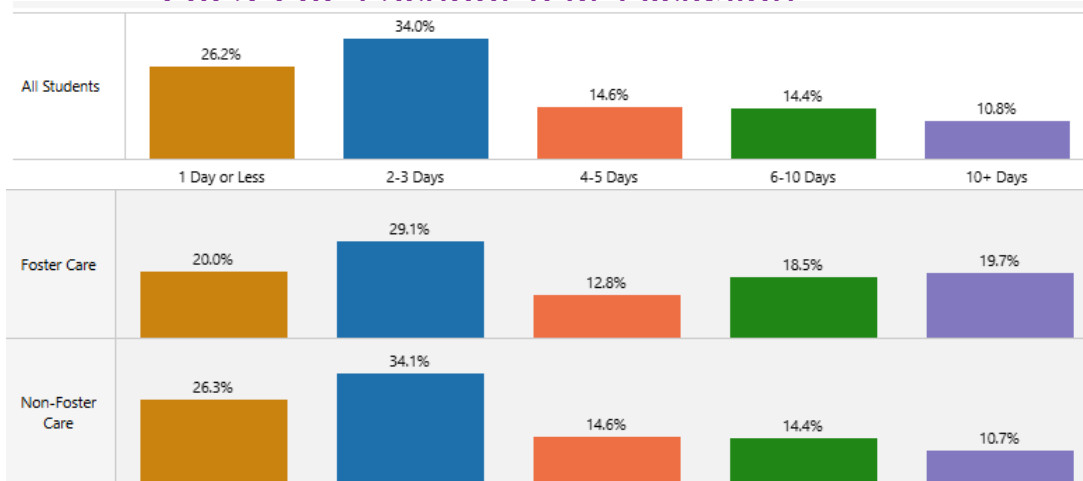
- 43% of students experiencing foster care also receive special education services, compared with only 22% of students with economic disadvantage.
- 8% of students experiencing foster care are English learners, compared with 18% of students with economic disadvantage.
- 14% of students experiencing foster care have had a 504 accommodation, compared with 7% of students with economic disadvantage.
- 66% of students experiencing foster care have experienced homelessness, compared with 7% of students with economic disadvantage.

	Students in foster care		
	Kinder. cohort	Fifth grade cohort	Ninth grade cohort
<b>Ever special education</b>			
No	60%	57%	57%
Yes	40%	43%	43%
<b>Ever English learner</b>			
No	88%	87%	92%
Yes	12%	13%	8%
<b>Ever economic disadvantage</b>			
No	1%	1%	2%
Yes	99%	99%	98%
<b>Ever 504 accommodation</b>			
No	92%	88%	86%
Yes	8%	12%	14%
<b>Ever homeless</b>			
No	50%	36%	34%
Yes	50%	64%	66%



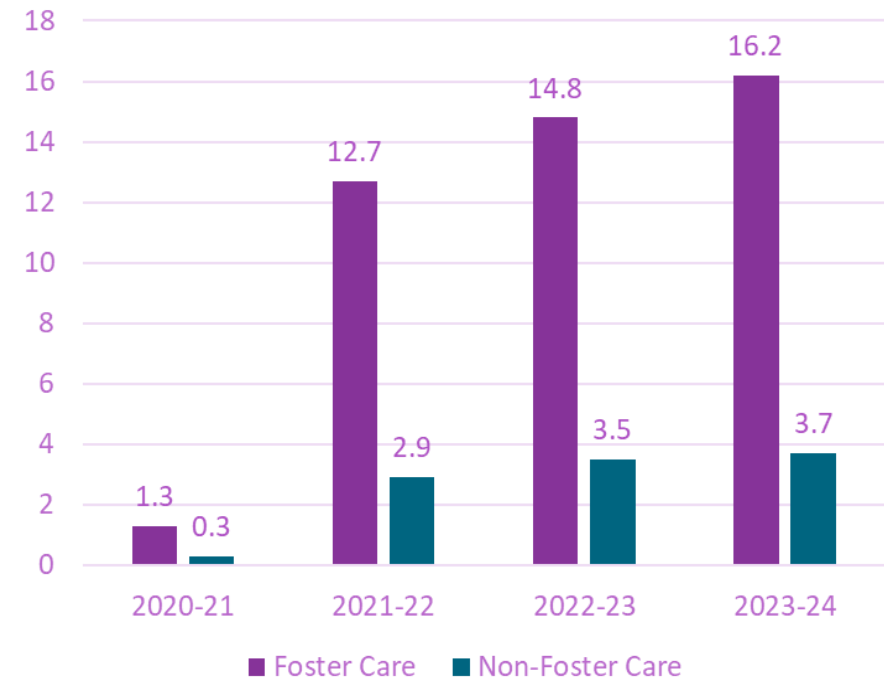
# What we know about youth involved with Child Welfare: Discipline

2023-2024 School Year Exclusion



Short-term suspension, long-term suspension, emergency expulsion, expulsion for a discipline-related incident

% of students excluded from school due to a behavioral violation





# What we know about youth involved with Child Welfare: School Stability

Figure 1. Mobility gaps decrease in more recent cohort years for 8<sup>th</sup> graders who experienced foster care.

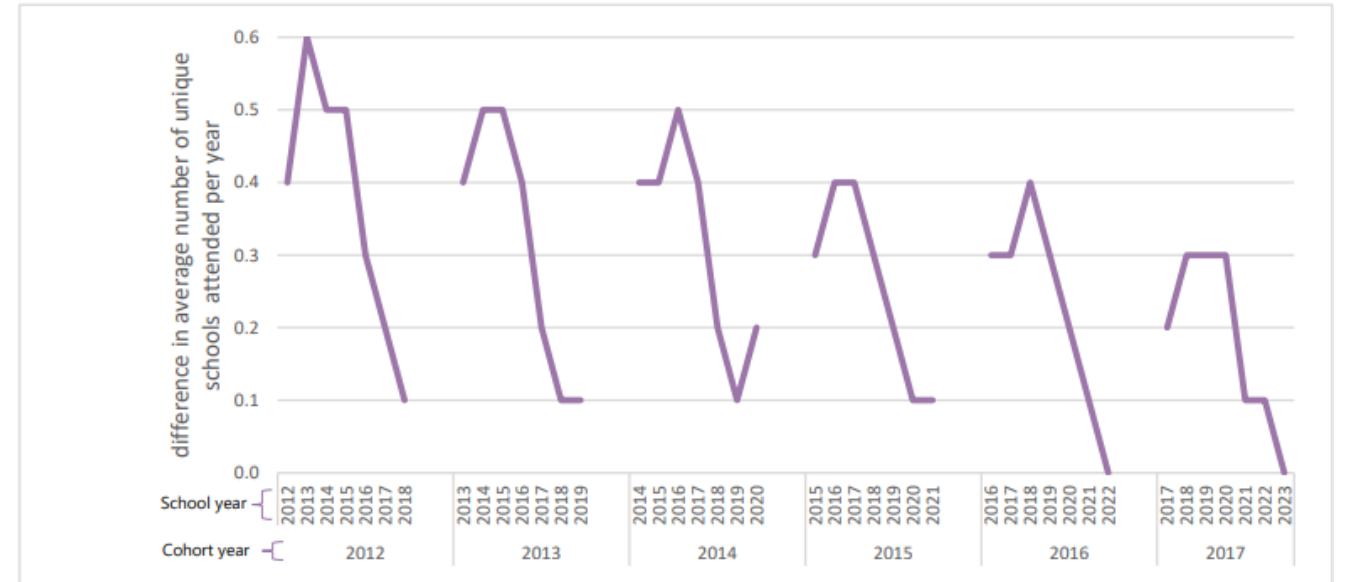


Figure 5: Percent of students who changed districts from 2015 to 2019

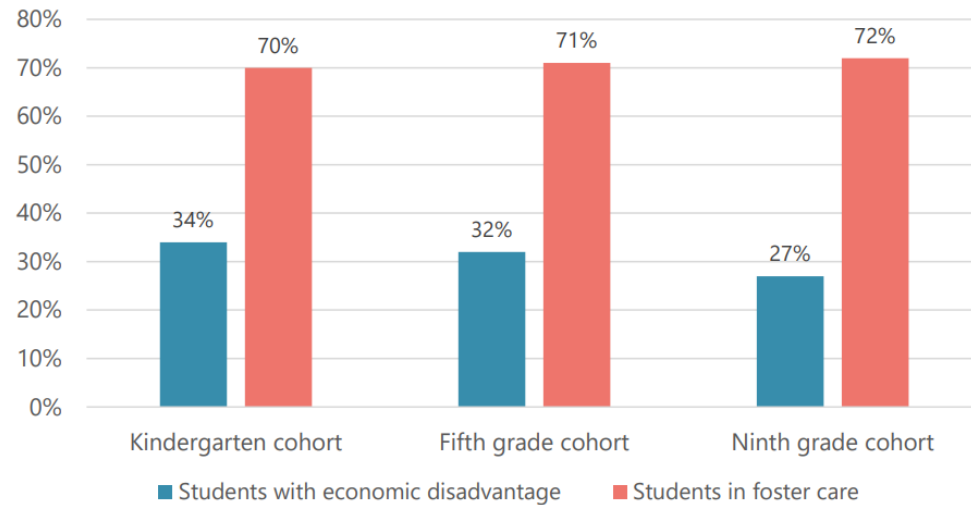


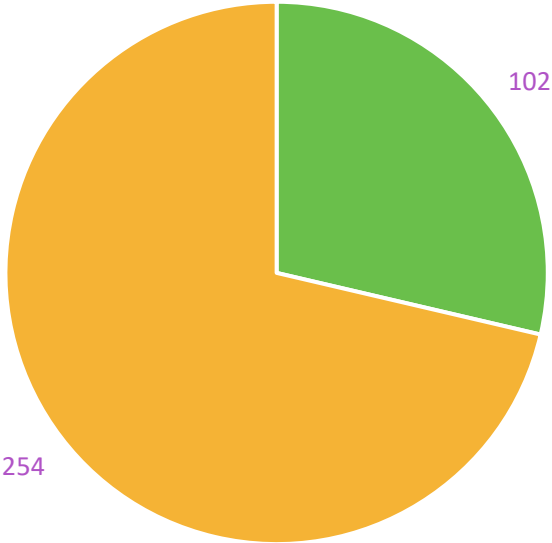
Fig 1: Education Outcomes of Washington Students in Foster Care (2021)  
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# What we know about youth involved with JR: Attendance

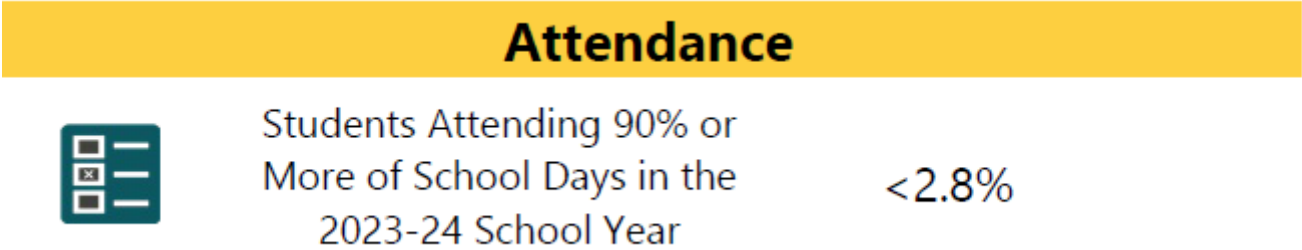
## March 2025 Absences – Echo Glen

356 Absence Requests = 21 School Days

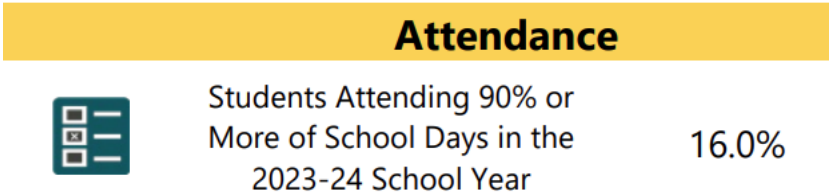


■ Teacher request ■ Student request

## Echo Glen: 2023-2024 Attendance

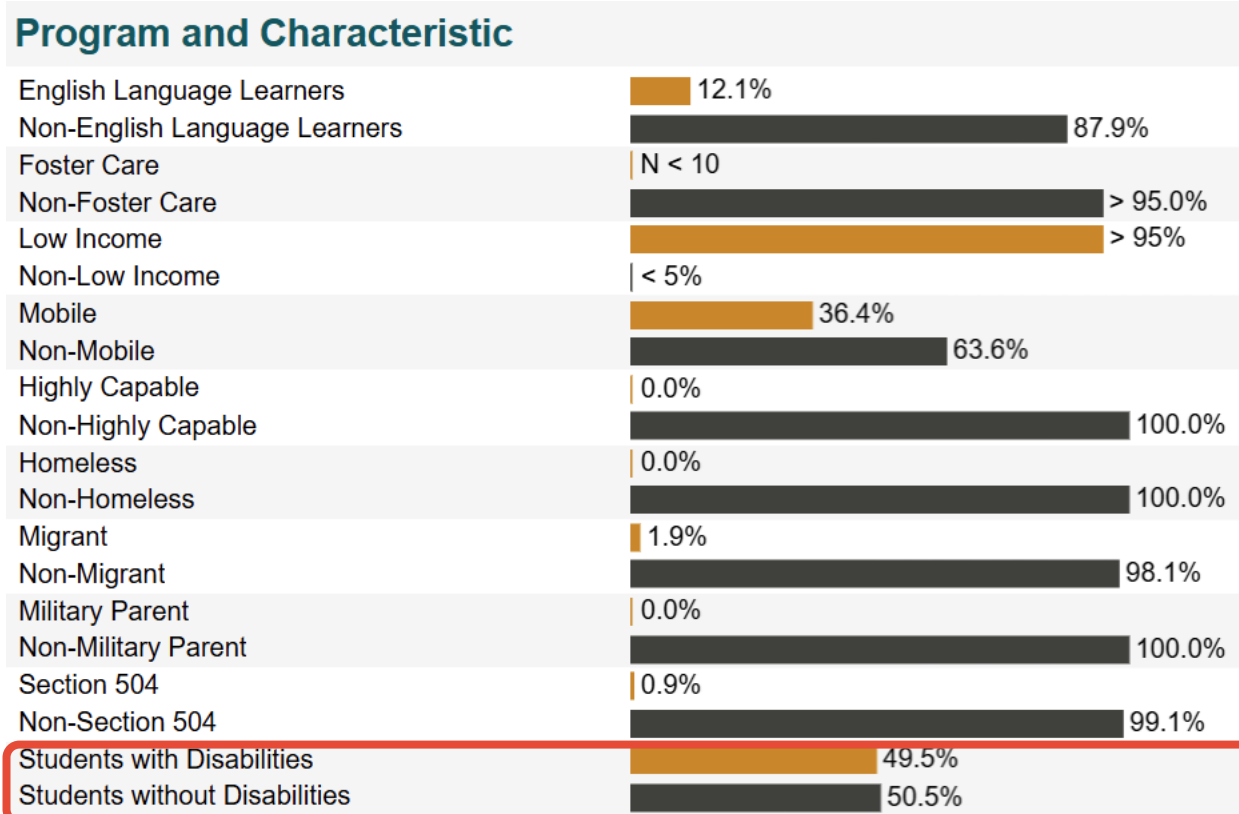


## Green Hill: 2023-2024 Attendance

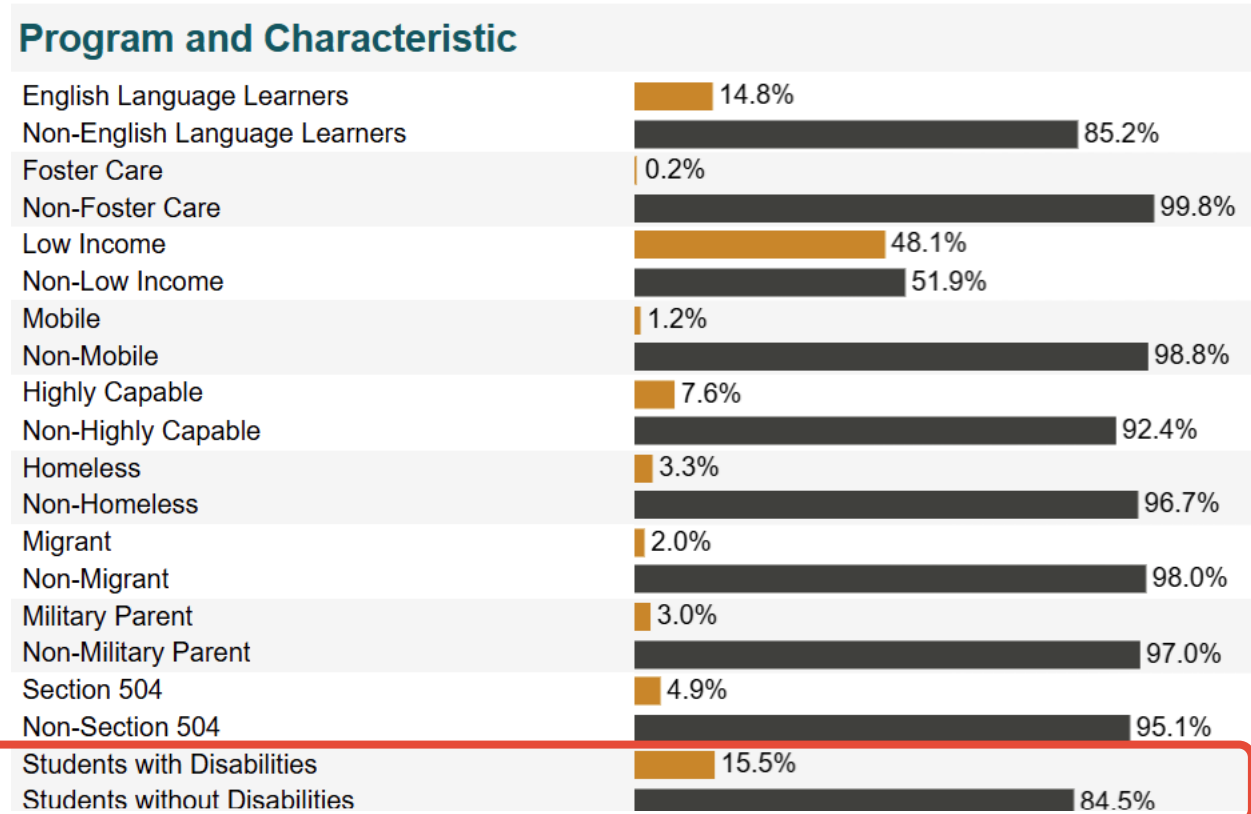


# What we know about youth involved with JR: Inclusive Practices

## 2023/2024 SY– Echo Glen

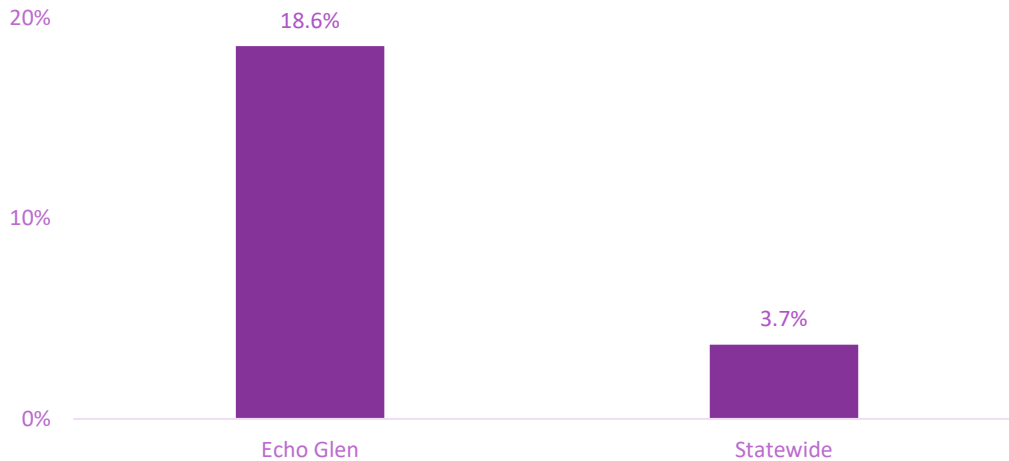


## 2023/2024 SY– Washington State



# What we know about youth involved with JR: Discipline

Percent of Students Excluded for Behavior  
(School Year 2023-2024)

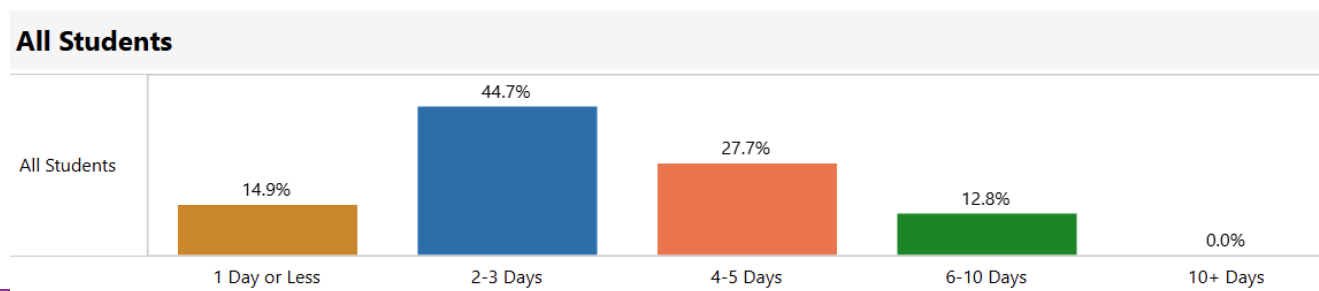


**Echo Glen March 2025 Discipline:**  
194 Referrals  
Population = 105

## TOP REFERRALS

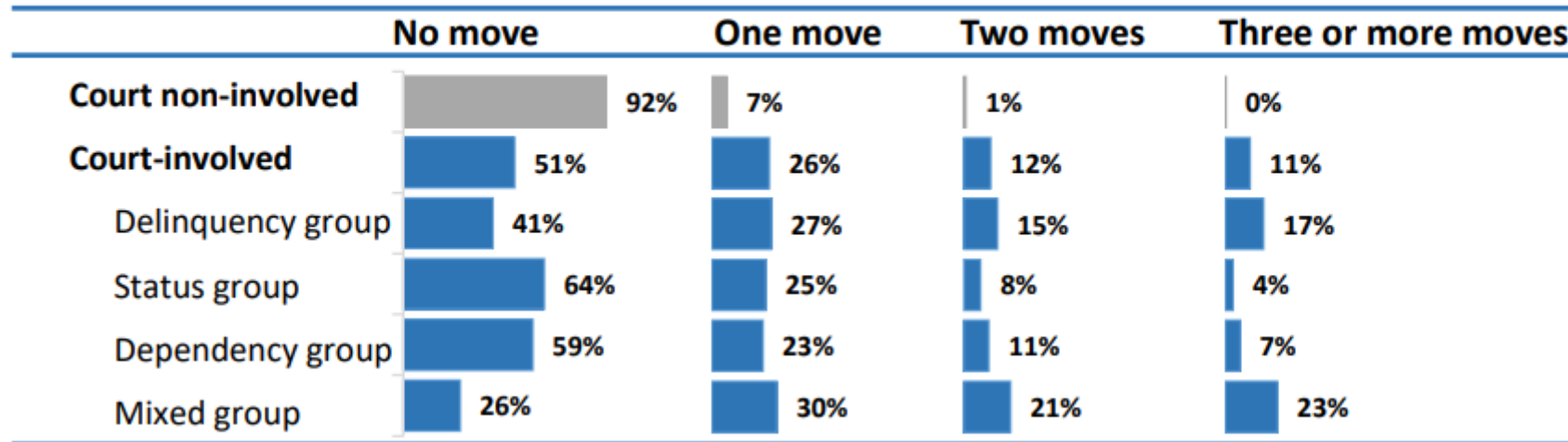
Defiance	22%
Inappropriate Language	19%
Disruption	16%
Gang Display	9%
Disrespect	7%
Threat	6%
All others	21%

Echo Glen 2023-2024 School Year Average Length of Exclusion\*



# What we know about youth involved with JR: School Stability

**Cohort 1: School mobility during AY10-11 (year of court involvement)**



Note: Dated analysis  
JR is small portion of 'court-involved'



# Current DCYF Efforts

- Data sharing
  - Child Welfare
  - Juvenile Rehabilitation / Institutional Education
- Transparency in reporting
  - Agency Performance Metrics



# Peggy Carlson

## Child Welfare Education Program Administrator





# Current Child Welfare Efforts

- Collaboration between education & child welfare
- Educational training for case workers, more “best interest determination” and increased understanding of student's educational rights
- Washington is a national leader in data sharing
- Project Education Impact: Multi-year Effort to Improve Educational Success (ESB 6032, p 237)
  - Expanded to include JR in 2025
  - Reporting success

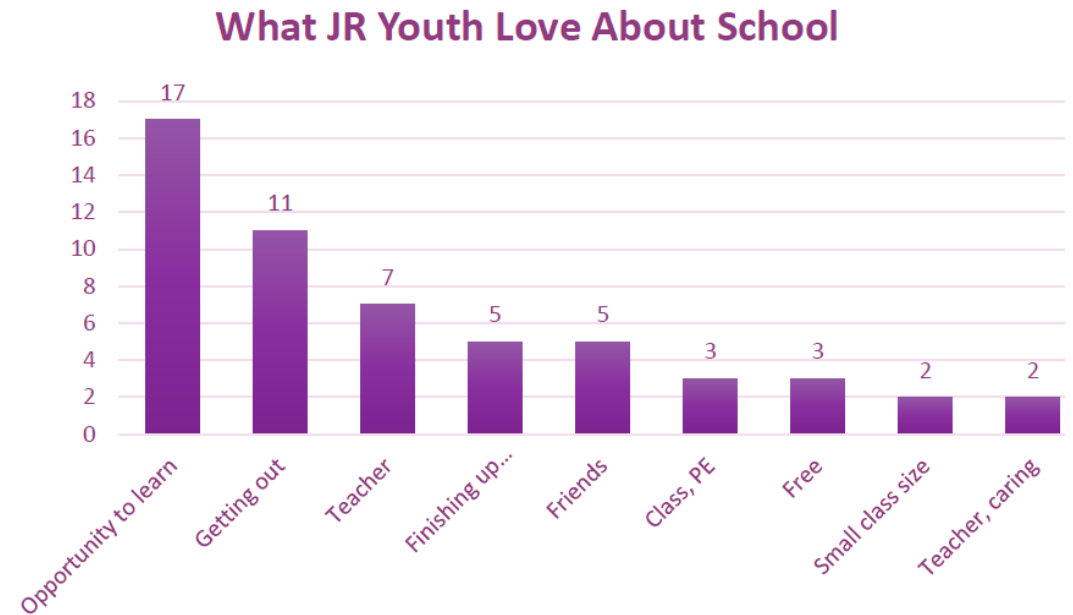
# Haley Lowe

## Director of Education



# Current Juvenile Rehabilitation Efforts

- Institutions support reengagement and provide targeted and statewide support to the regions (CFs/CTS/CAR/Parole Aftercare)
- HB 1827: Directs OSPIs governance and oversight structure of institutional ed
- Listen and Learn: Viewpoints and experiences of young people that participate in educational programming



# Thank you!

## **Contact:**

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