

ESSB 6223 - H COMM AMD  
By Committee on Education

1 Strike everything after the enacting clause and insert the  
2 following:

3 NEW SECTION. **Sec. 1.** The legislature intends with this act to  
4 powerfully leverage current collaboration and investments to align  
5 services, outcome measures, accountability, and resources to  
6 facilitate educational equity by 2027 for children and youth in  
7 foster care and children and youth experiencing homelessness. The  
8 goal of this effort is that children and youth in foster care and  
9 children and youth experiencing homelessness achieve educational  
10 outcomes at the same rate as their general student population peers  
11 throughout the educational continuum from preschool to postsecondary  
12 education.

13 NEW SECTION. **Sec. 2.** (1) For the purposes of this section,  
14 "children and youth in foster care" means children and youth under  
15 the placement and care authority of the department of children,  
16 youth, and families, a federally recognized tribe, or another child-  
17 placing agency; and children and youth who have experienced foster  
18 care and have achieved permanency.

19 (2) The department of children, youth, and families, the office  
20 of the superintendent of public instruction, the department of  
21 commerce office of homeless youth prevention and protection programs,  
22 and the student achievement council must convene a work group with  
23 aligned nongovernmental agencies and representatives from the  
24 educational opportunity gap oversight and accountability committee  
25 created in RCW 28A.300.136, to create a plan for children and youth  
26 in foster care and children and youth experiencing homelessness to  
27 facilitate educational equity with their general student population  
28 peers and to close the disparities between racial and ethnic groups  
29 by 2027. The work group must:

1 (a) Review the educational outcomes of children and youth in  
2 foster care and children and youth experiencing homelessness,  
3 including:

4 (i) Kindergarten readiness, early grade reading, school  
5 stability, high school completion, postsecondary enrollment, and  
6 postsecondary completion; and

7 (ii) Disaggregated data by race and ethnicity;

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

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

15 (d) Engage stakeholders in participating in the analysis and  
16 development of recommendations, including foster youth and children  
17 and youth experiencing homelessness, foster parents and relative  
18 caregivers, birth parents, caseworkers, school districts and  
19 educators, early learning providers, postsecondary education  
20 advocates, and federally recognized tribes;

21 (e) Make recommendations for an optimal continuum of education  
22 support services to foster and homeless children and youth from  
23 preschool to postsecondary education that would provide for shared  
24 and sustainable accountability to reach the goal of educational  
25 parity, including recommendations to:

26 (i) Align indicators and outcomes across organizations and  
27 programs;

28 (ii) Improve racial and ethnic equity in educational outcomes;

29 (iii) Ensure access to consistent and accurate annual educational  
30 outcomes data;

31 (iv) Address system barriers such as data sharing;

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

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

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

5 (viii) Identify where opportunities exist to align policy,  
6 practices, and supports for students experiencing homelessness and  
7 foster students; and

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

11 (3) The work group should seek to develop an optimal continuum of  
12 services using research-based program strategies and to provide for  
13 prevention, early intervention, and seamless transitions.

14 (4) Nothing in this section permits disclosure of confidential  
15 information protected from disclosure under federal or state law,  
16 including but not limited to information protected under chapter  
17 13.50 RCW. Confidential information received by the work group  
18 retains its confidentiality and may not be further disseminated  
19 except as allowed under federal and state law.

20 (5) By December 17, 2018, the work group must provide a report to  
21 the legislature on its analysis as described under this section, the  
22 recommended plan, and any legislative and administrative changes  
23 needed to facilitate educational equity for children and youth in  
24 foster care and children and youth experiencing homelessness with  
25 their general student population peers by 2027.

26 NEW SECTION. **Sec. 3.** This act takes effect July 1, 2018.

27 NEW SECTION. **Sec. 4.** This act expires December 31, 2018."

28 Correct the title.

EFFECT: Requires the educational equity work group convened to  
create a plan for children and youth in foster care and experiencing  
homelessness to include representatives from the Educational  
Opportunity Gap Oversight and Accountability Committee, rather than a  
statewide nonprofit coalition focused on educational equity.

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