

# SENATE BILL REPORT

## SHB 2711

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As Passed Senate - Amended, March 10, 2020

**Title:** An act relating to equitable educational outcomes for foster care and homeless children and youth from prekindergarten to postsecondary education.

**Brief Description:** Increasing equitable educational outcomes for foster care and homeless children and youth from prekindergarten to postsecondary education.

**Sponsors:** House Committee on Education (originally sponsored by Representatives J. Johnson, Corry, Stonier, Ormsby, Appleton, Caldier, Davis, Leavitt, Lekanoff, Ramel, Senn, Chopp, Goodman, Fey, Pollet, Callan and Chambers).

**Brief History:** Passed House: 2/13/20, 97-0.

**Committee Activity:** Early Learning & K-12 Education: 2/21/20, 2/24/20 [DPA-WM, w/oRec].

Ways & Means: 2/28/20, 2/29/20 [DPA (EDU), w/oRec].

**Floor Activity:**

Passed Senate - Amended: 3/10/20, 46-0.

### Brief Summary of Amended Bill

- Directs the Office of the Superintendent of Public Instruction, in collaboration with other entities, to convene a work group focused on students in foster care, students experiencing homelessness, or both.
- Assigns certain duties to the work group including reviewing education outcomes, engaging stakeholders, and developing recommendations.

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### SENATE COMMITTEE ON EARLY LEARNING & K-12 EDUCATION

**Majority Report:** Do pass as amended and be referred to Committee on Ways & Means.

Signed by Senators Wellman, Chair; Wilson, C., Vice Chair; Hunt, McCoy, Mullet, Pedersen and Salomon.

**Minority Report:** That it be referred without recommendation.

Signed by Senators Padden and Wagoner.

**Staff:** Ailey Kato (786-7434)

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*This analysis was prepared by non-partisan legislative staff for the use of legislative members in their deliberations. This analysis is not a part of the legislation nor does it constitute a statement of legislative intent.*

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## SENATE COMMITTEE ON WAYS & MEANS

**Majority Report:** Do pass.

Signed by Senators Frockt, Vice Chair, Operating, Capital Lead; Mullet, Capital Budget Cabinet; Billig, Carlyle, Conway, Darneille, Hasegawa, Hunt, Keiser, Liias, Pedersen, Rivers, Van De Wege, Warnick and Wilson, L..

**Minority Report:** That it be referred without recommendation.

Signed by Senators Braun, Ranking Member; Brown, Assistant Ranking Member, Operating; Honeyford, Assistant Ranking Member, Capital; Becker, Muzzall, Schoesler and Wagoner.

**Staff:** Kayla Hammer (786-7305)

**Background:** Foster and Homeless Student Work Group. The 2018 supplemental budget directed the Department of Children, Youth, and Families (DCYF), in collaboration with the Office of the Superintendent of Public Instruction (OSPI), the Department of Commerce's Office of Homeless Youth Prevention and Protection Programs (OHY), and the Washington Student Achievement Council (WSAC) to convene a work group. The work group was tasked with creating a plan for children and youth in foster care or experiencing homelessness to facilitate educational equity. A report was submitted in January 2019.

Reports Regarding Students in Foster Care. Starting in 2017, DCYF, WSAC, and OSPI, in consultation with nongovernmental entities, must biennially submit a report about the individual and collective progress toward achieving certain goals related to students in foster care.

Between 2012 and 2015, OSPI, in consultation with other agencies, was required to submit reports about the status of the state's plan for cross-system collaboration to promote educational stability and improve educational outcomes for foster children.

Education Research and Data Center. The Education Research and Data Center (ERDC) is housed within the Office of Financial Management and is tasked with maintaining the state's preschool to grade 20 to workforce longitudinal data system. The ERDC links data from multiple state agencies.

**Summary of Amended Bill:** Work Group. OSPI, in collaboration with DCYF, OHY, and WSAC, must convene a work group to address the needs of students in foster care, experiencing homelessness, or both. The work group must include representatives of nongovernmental agencies, the Educational Opportunity Gap Oversight and Accountability Committee, and four legislative members. The President of the Senate must appoint one member from each of the two largest caucuses of the Senate, and the Speaker of the House of Representatives must appoint one member from each of the two largest caucuses of the House of Representatives. The legislative members must possess experience in issues of education, the foster care system, and homeless youth.

The work group expires December 31, 2024.

Nothing prevents OSPI from using an existing work group created under the 2018 supplemental budget, with modifications to membership and duties, to meet the following requirements. The work group must seek to promote continuity with efforts resulting from this previous work group.

*Duties.* The work group must develop recommendations to promote the following for students who are in foster care, experiencing homelessness, or both:

- the achievement of parity in education outcomes with the general student population; and
- the elimination of racial and ethnic disparities for education outcomes in comparison to the general student population.

In developing the recommendations, the work group must:

- review certain education outcomes by examining data disaggregated by race and ethnicity;
- evaluate the outcomes, needs, and service array and the specific needs of students of color and students with special education needs; and
- engage stakeholders to provide input on recommendations.

*Reports.* To assist the work group in the completion of its duties, OSPI, DCYF, WSAC, and OHY must provide updated education and other necessary data to the ERDC. The ERDC must provide annual reports to the work group by March 31, 2021, 2022, and 2023. If state funds are not available, the work group may pursue supplemental private funding.

The work group must submit annual reports by October 31st in 2021, 2022, and 2023 that identify:

- progress the state has made toward education parity;
- recommendations that can be implemented using existing resources, rules, and regulations, and those that would require policy, administrative, and resource allocation changes prior to implementation; and
- may include findings and recommendations regarding the feasibility of developing a case study to examine or implement recommendations of the work group.

The work group must submit a final report by July 1, 2024, with recommendations and may include a plan for achieving the recommendations.

Nothing permits disclosure of confidential information protected under federal or state law. Confidential information received by the work group retains its confidentiality and may not be further disseminated except as permitted by law.

Reports Regarding Students in Foster Care. Reports regarding students in foster care are eliminated.

**Appropriation:** None.

**Fiscal Note:** Available (Partial).

**Creates Committee/Commission/Task Force that includes Legislative members:** Yes.

**Effective Date:** Ninety days after adjournment of session in which bill is passed.

**Staff Summary of Public Testimony on Substitute House Bill (Early Learning & K-12 Education):** *The committee recommended a different version of the bill than what was heard.* PRO: Students in foster care and students experiencing homelessness are some of the most vulnerable youth, and there is racial disproportionality for this population. These students often have issues with attendance and truancy due to transportation and housing issues. This bill recognizes the value of communities and state agencies working together to ensure that these students have similar educational outcomes as their peers. State agencies are committed and want to continue this work, and this work group provides an important opportunity for state agencies to work with the people who are serving these students and have an on-the-ground perspective. This bill should refer to the work group that has already been convened, extend the duration of the work group, and change the legislative membership.

**Persons Testifying (Early Learning & K-12 Education):** PRO: Representative Jesse Johnson, Prime Sponsor; Katara Jordan, Building Changes; Juliette Schindler Kelly, Director of Public Affairs and Strategic Partnerships, College Success Foundation; Frank Ordway, DCYF; Peggy Carlson, OSPI.

**Persons Signed In To Testify But Not Testifying (Early Learning & K-12 Education):** No one.

**Staff Summary of Public Testimony on Bill as Amended by Early Learning & K-12 Education (Ways & Means):** PRO: Since 2018, the Project Education Impact workgroup has worked diligently to create parity in educational outcomes for youth in foster care and experiencing homelessness with their peers. Educational outcomes for these groups are some of the worst, and creating this framework will be beneficial. The workgroup has access to community private matching funds and the striking amendment will result in significantly decreased fiscal impact.

**Persons Testifying (Ways & Means):** PRO: Dawn Rains, Treehouse.

**Persons Signed In To Testify But Not Testifying (Ways & Means):** No one.