

Education and workforce outcomes of Washington students who have experienced foster care, homelessness, or institutional education

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About Project Education Impact

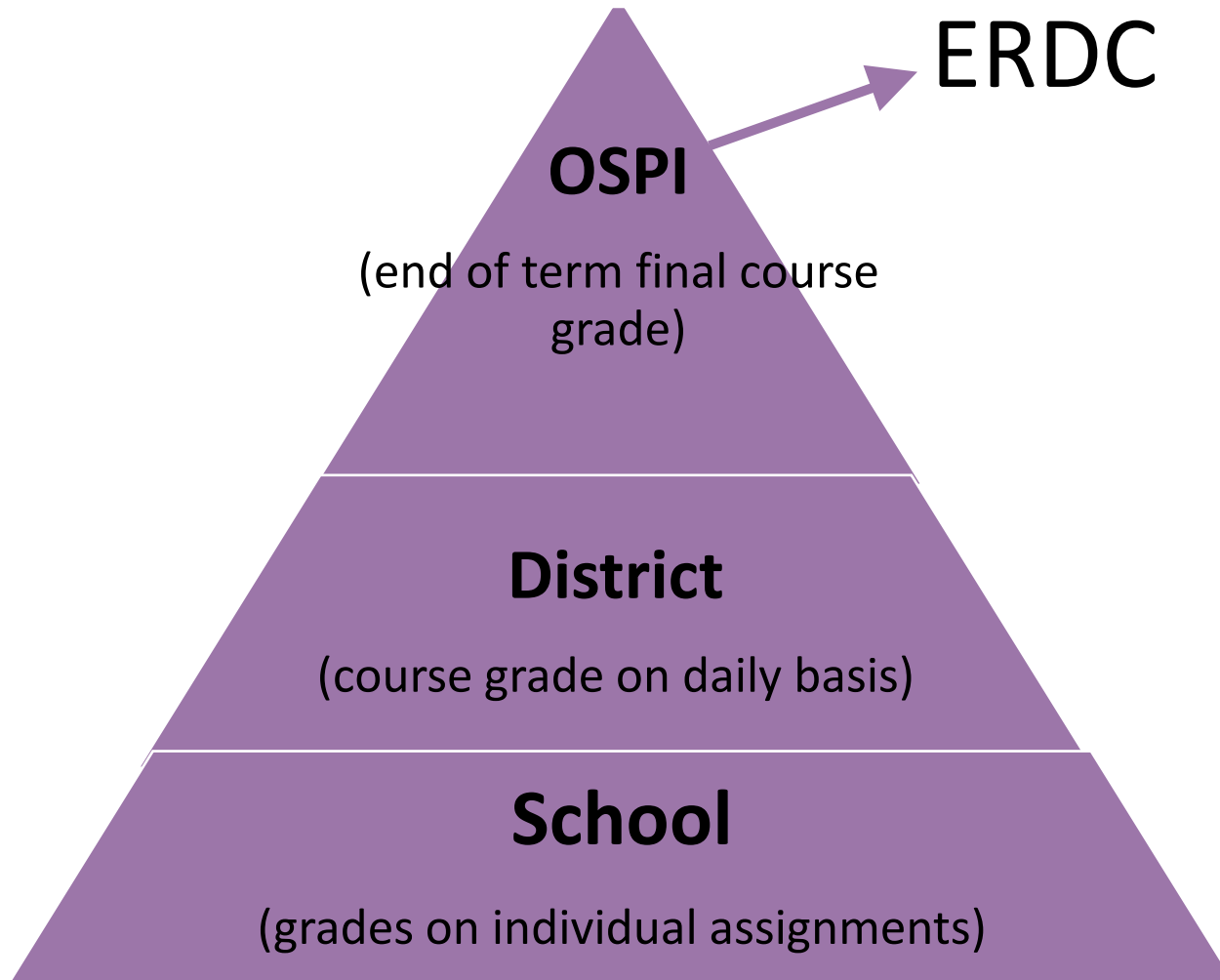
- **The workgroup:** representatives from state agencies and non-profits who serve students who have experienced foster care, homelessness, or institutional education
- **ERDC's role:** provide data for the workgroup's report to the legislature



What is ERDC?

- **ERDC created in the Office of Financial Management (OFM) by legislation (RCW 43.41.400) in 2007 to:**
 - **Identify the critical research and policy questions and the data to answer them;**
 - **Assemble, link, analyze** education and workforce data;
 - **Provide analysis and research** focusing on student transitions;
 - **Make data available to the education agencies and institutions;** and,
 - **Provide analysis and data** that ensure the interests of the education and fiscal committees of the legislature are served.

How is ERDC K12 data different than what is available at a district or school?



- Data is less granular
- Not real time
- Data is for research / analysis and not operations
- We combine data from different sectors

How does ERDC get direction for our work?

- RCW, Budget Provisos, and Federal Grants - [State Reports & Federal Grants | Washington State Education Research and Data Center](#)
- Send a request directly to ERDC - [Request Data | Washington State Education Research and Data Center](#)
- Outreach strategies to gather feedback from the legislature, data contributing agencies, and other users of our data products to inform the enhancements we make to existing products as well as new directions for analysis and research.

Data sources

K-12

- Office of Superintendent of Public Institution (OSPI)

Postsecondary education

- Washington’s Public Centralized Higher Education Enrollment System (PCHEES)
- State Board for Community and Technical Colleges’ (SBCTC)
- National Student Clearinghouse (NSC)

Workforce

- Employment Security Department Unemployment Insurance wage (ESD)
- Department of Labor and Industries Registered Apprenticeship (L&I)

Foster care

- Department of Children Youth & Families (DCYF)

Institutional education facility

- residential habilitation and child study and treatment centers operated by the department of social and health services
- state long-term juvenile institutions operated by the department of children, youth, and families
- state-operated community facilities
- county juvenile detention centers
- facilities of the department of corrections that incarcerate juveniles committed as adults

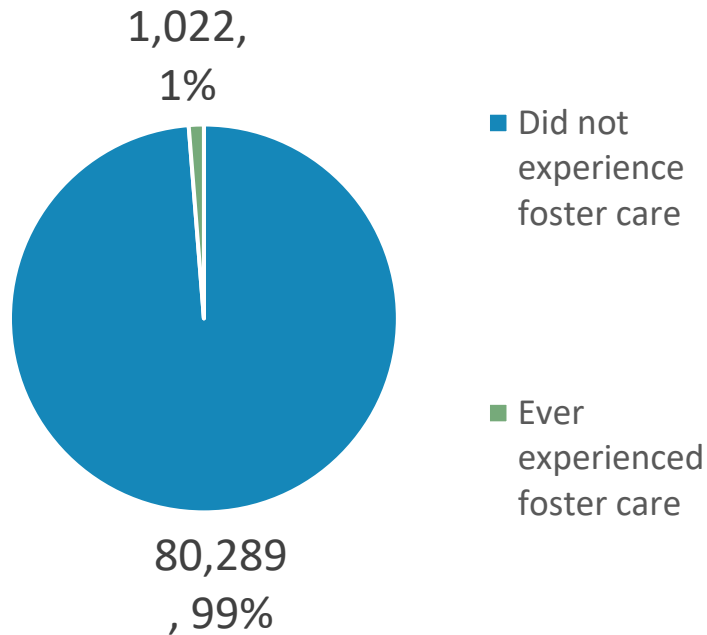
RCW 28A.190.005

Cohorts

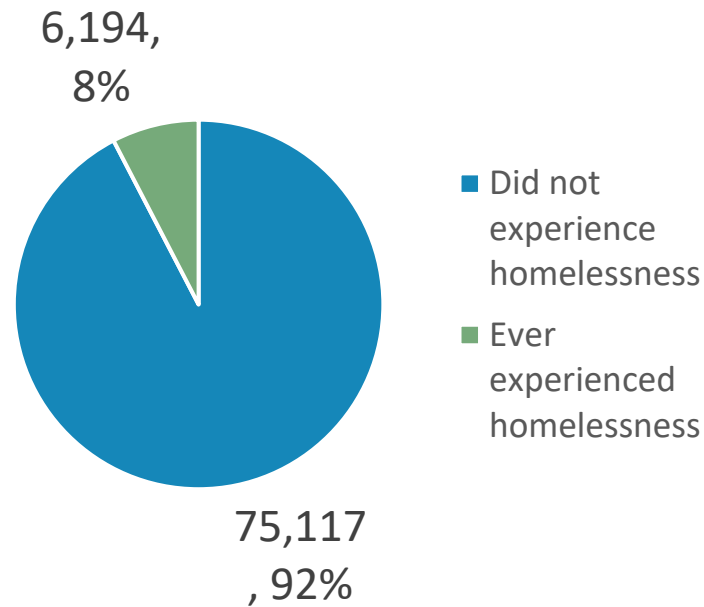
	School Year											
	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
2012 Cohort	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	1 yr post HS	2 yr post HS	3 yr post HS	4 yr post HS	5 yr post HS	6 yr post HS	7 yr post HS
2013 Cohort		Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	1 yr post HS	2 yr post HS	3 yr post HS	4 yr post HS	5 yr post HS	6 yr post HS
2014 Cohort			Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	1 yr post HS	2 yr post HS	3 yr post HS	4 yr post HS	5 yr post HS
2015 Cohort				Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	1 yr post HS	2 yr post HS	3 yr post HS	4 yr post HS
2016 Cohort					Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	1 yr post HS	2 yr post HS	3 yr post HS
2017 Cohort						Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	1 yr post HS	2 yr post HS

How many 2012 8th grade students make up those who experienced foster care, homelessness, or institutional education?

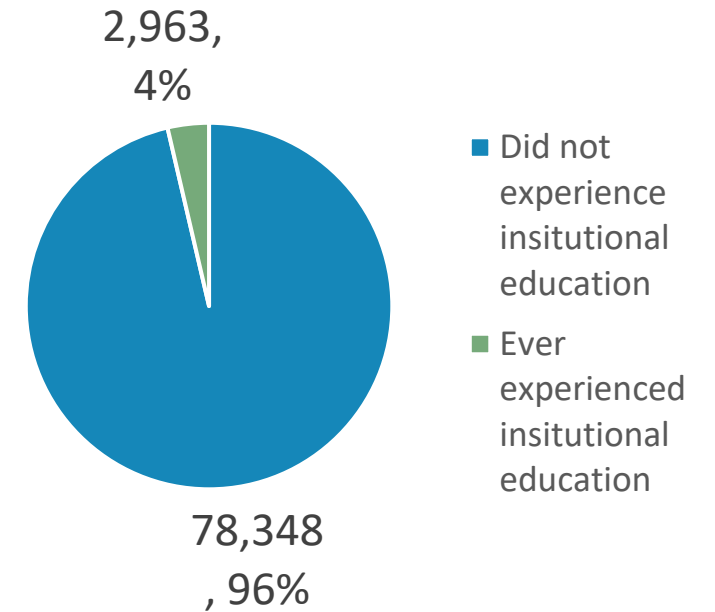
Foster care



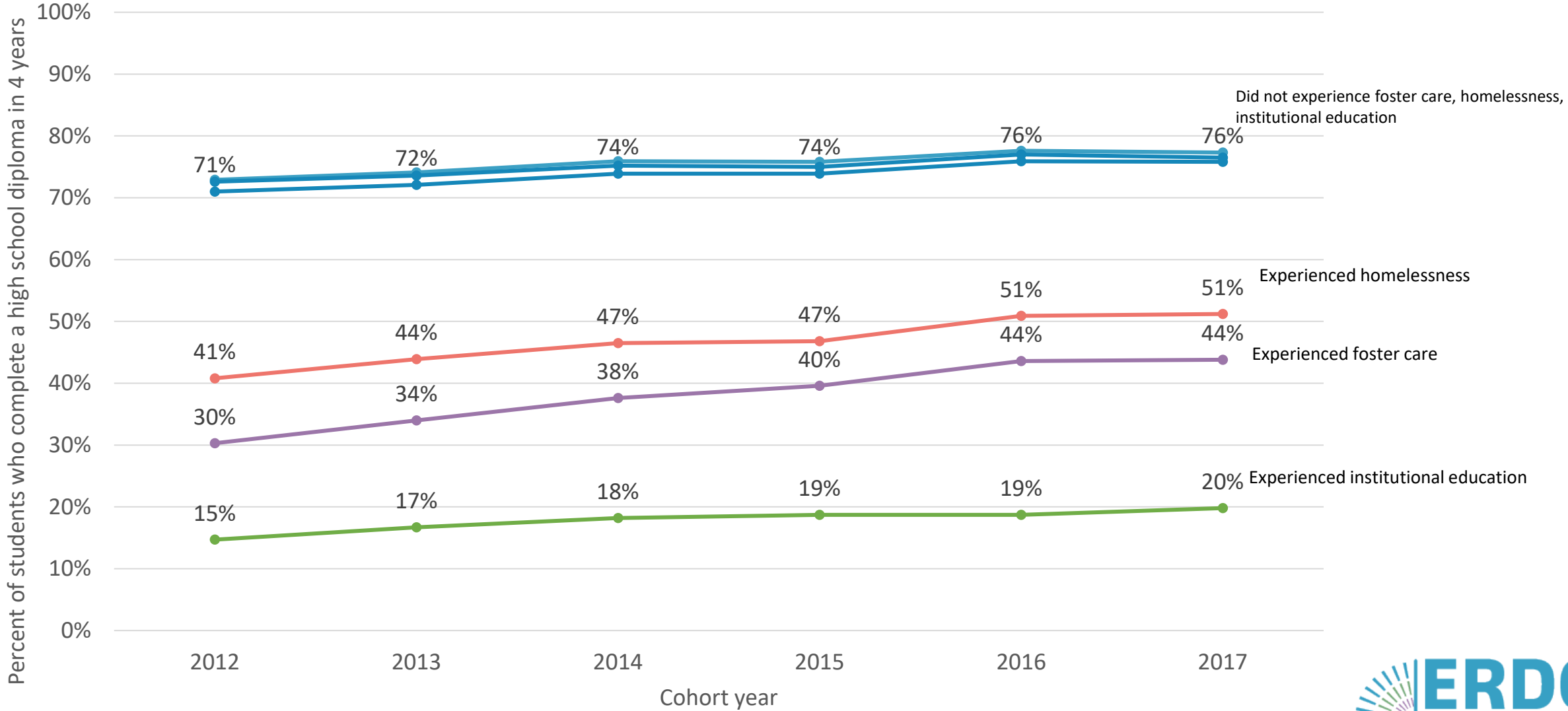
Homelessness



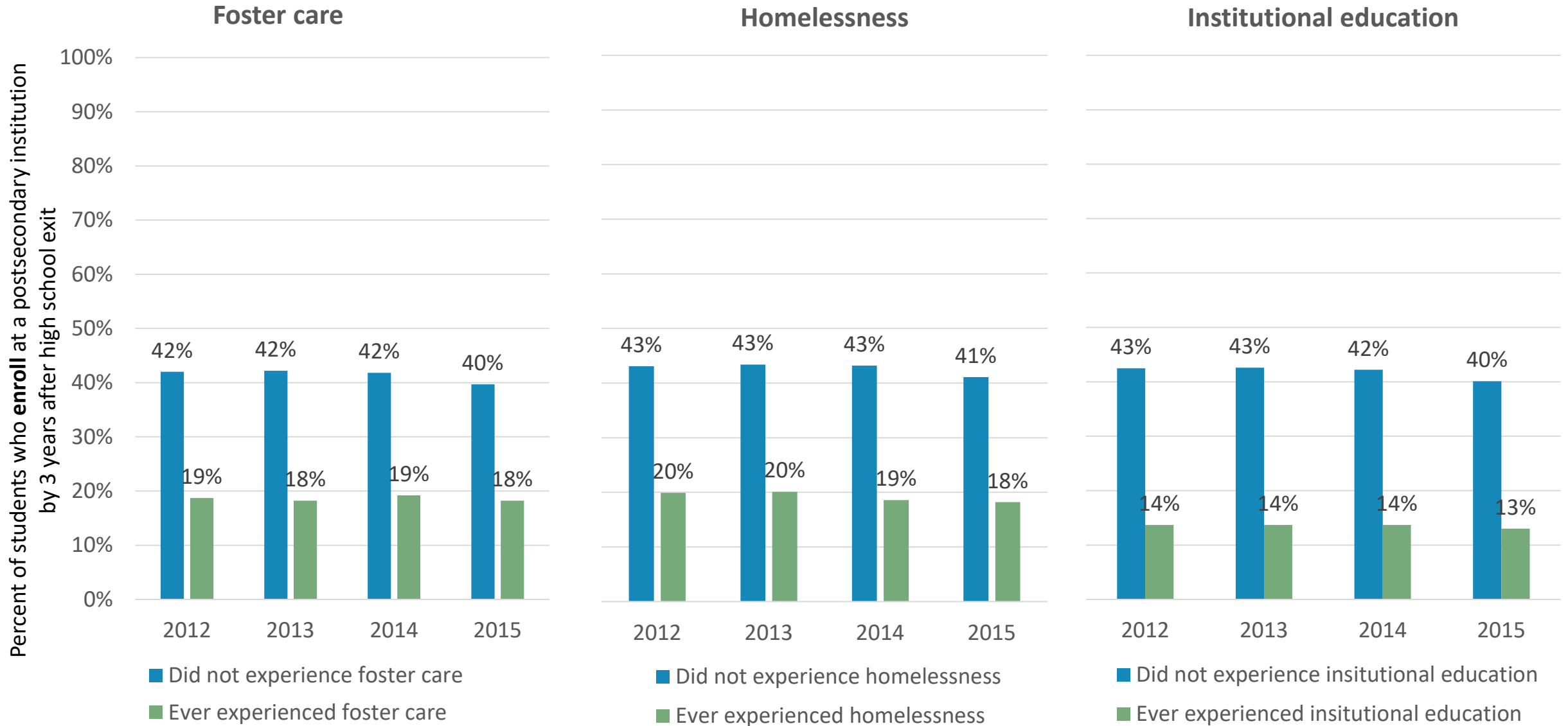
Institutional education



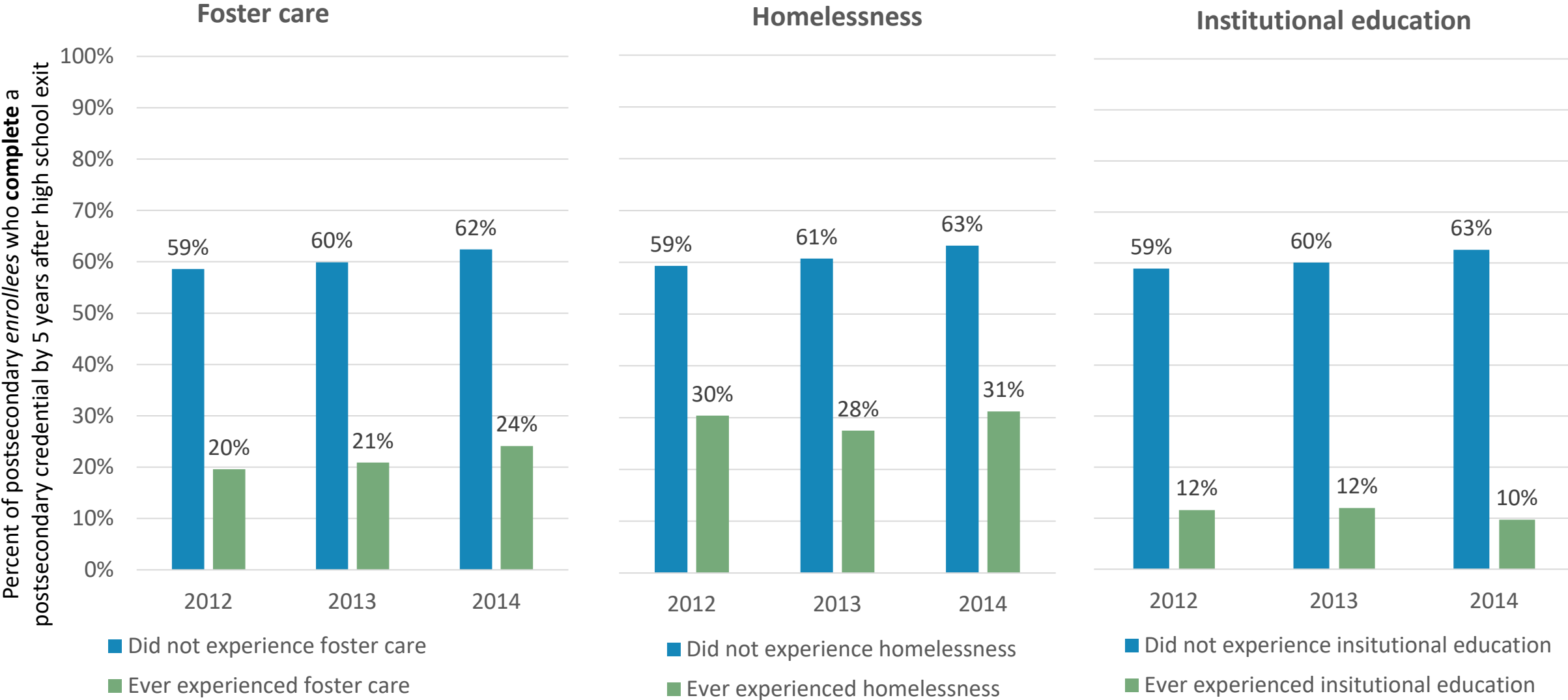
On-time **high school graduation** gaps are *decreasing* for students who experience foster care or homelessness and *holding steady* for students who experience institutional education.



Postsecondary enrollment gaps with peers remain *steady* across cohort years for all student groups.



Postsecondary completion gaps with peers remain *steady* for students who have experienced foster care or homelessness and *widen* for students who experienced institutional education.

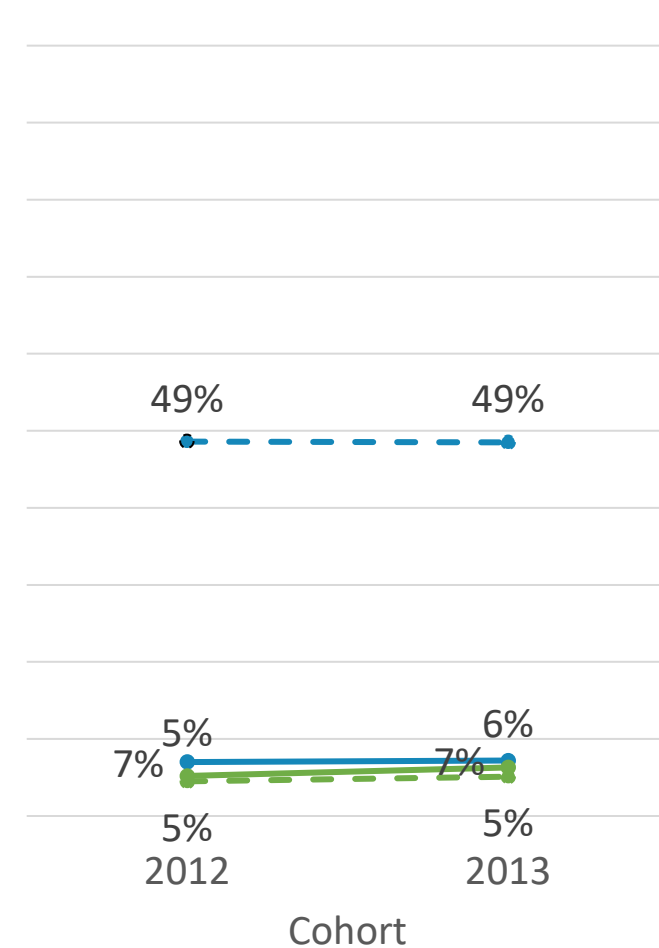
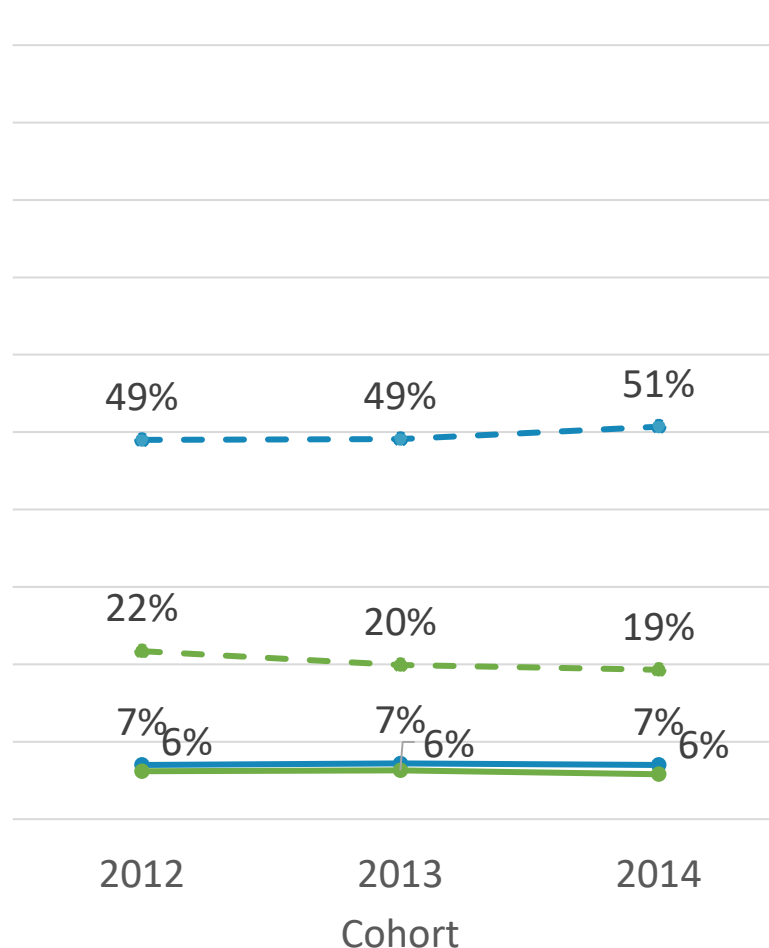
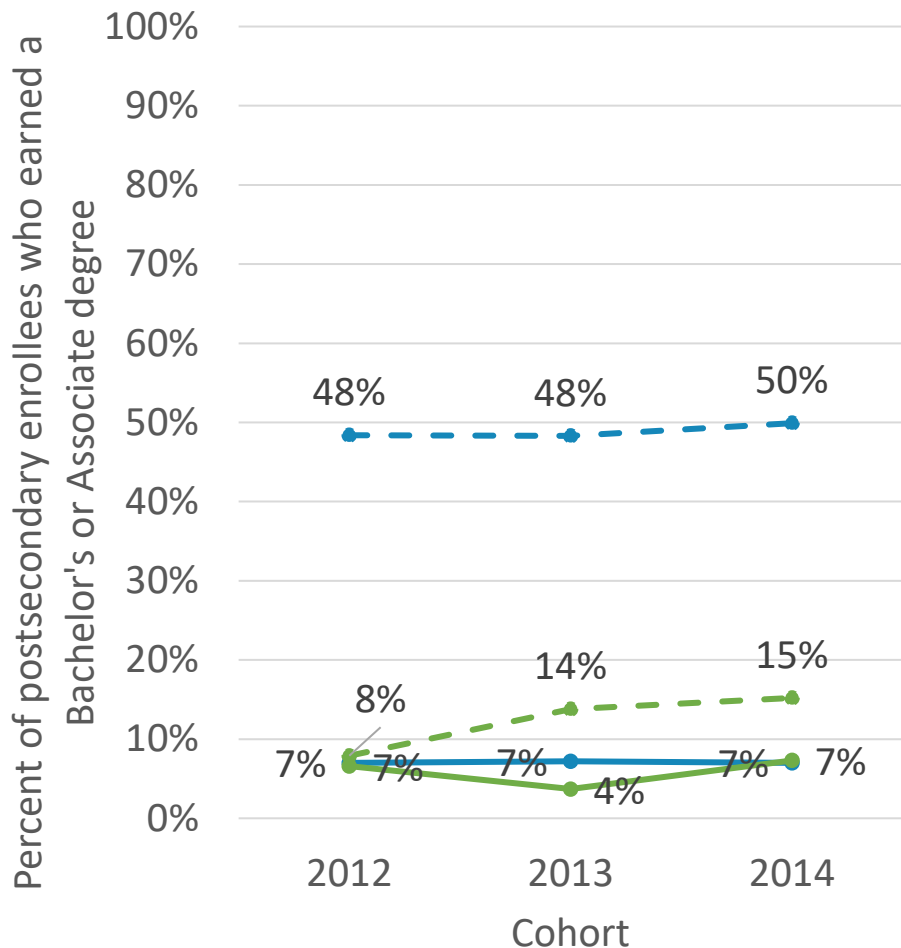


Students who enroll at a postsecondary education institution complete **associates degrees** at a *similar* proportion to their peers, while gaps remain *wide* across student groups completing **bachelor's degrees**.

Foster care

Homelessness

Institutional education

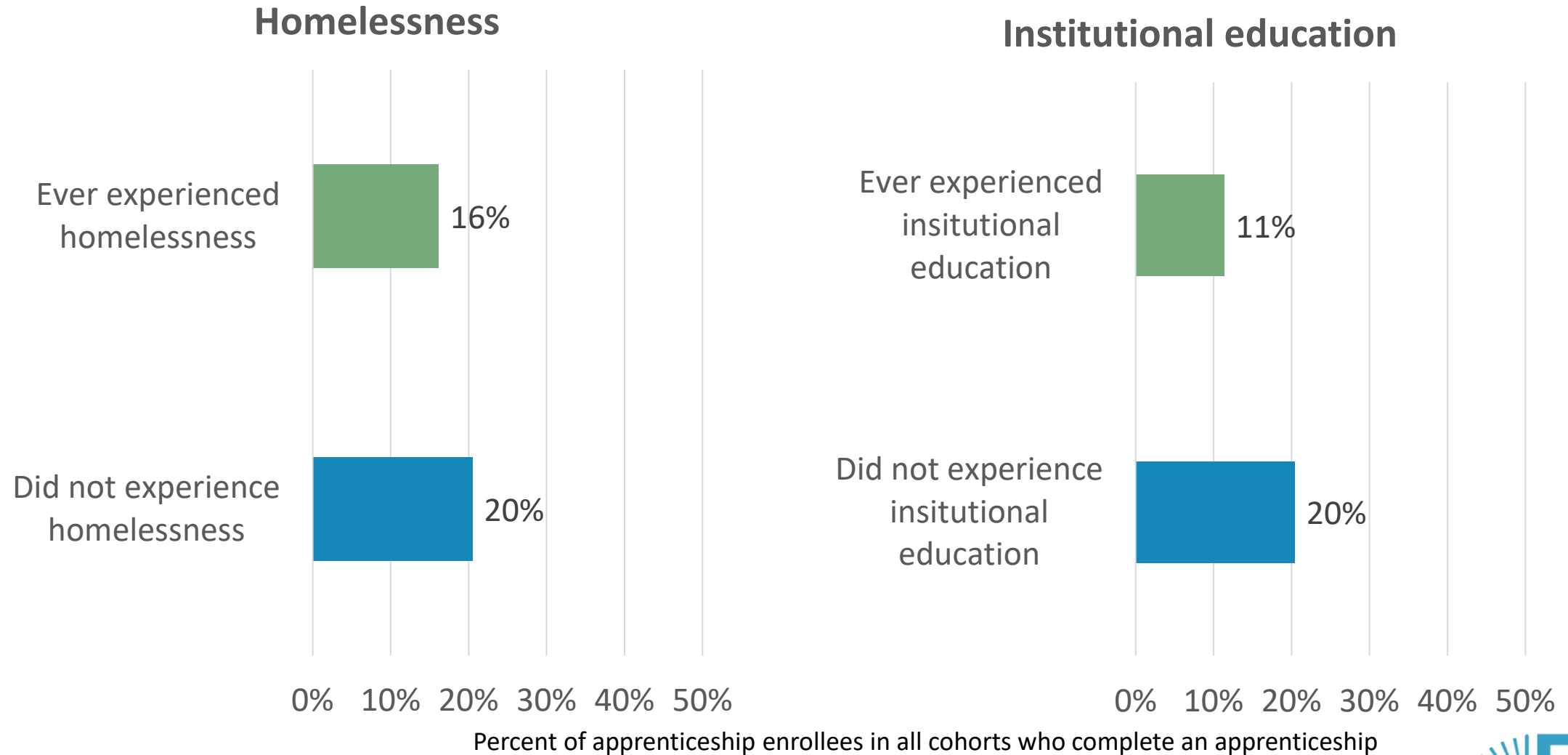


Solid line= Associate, Dotted line= Bachelor's

Apprenticeship enrollment is low across all student groups and their peers.

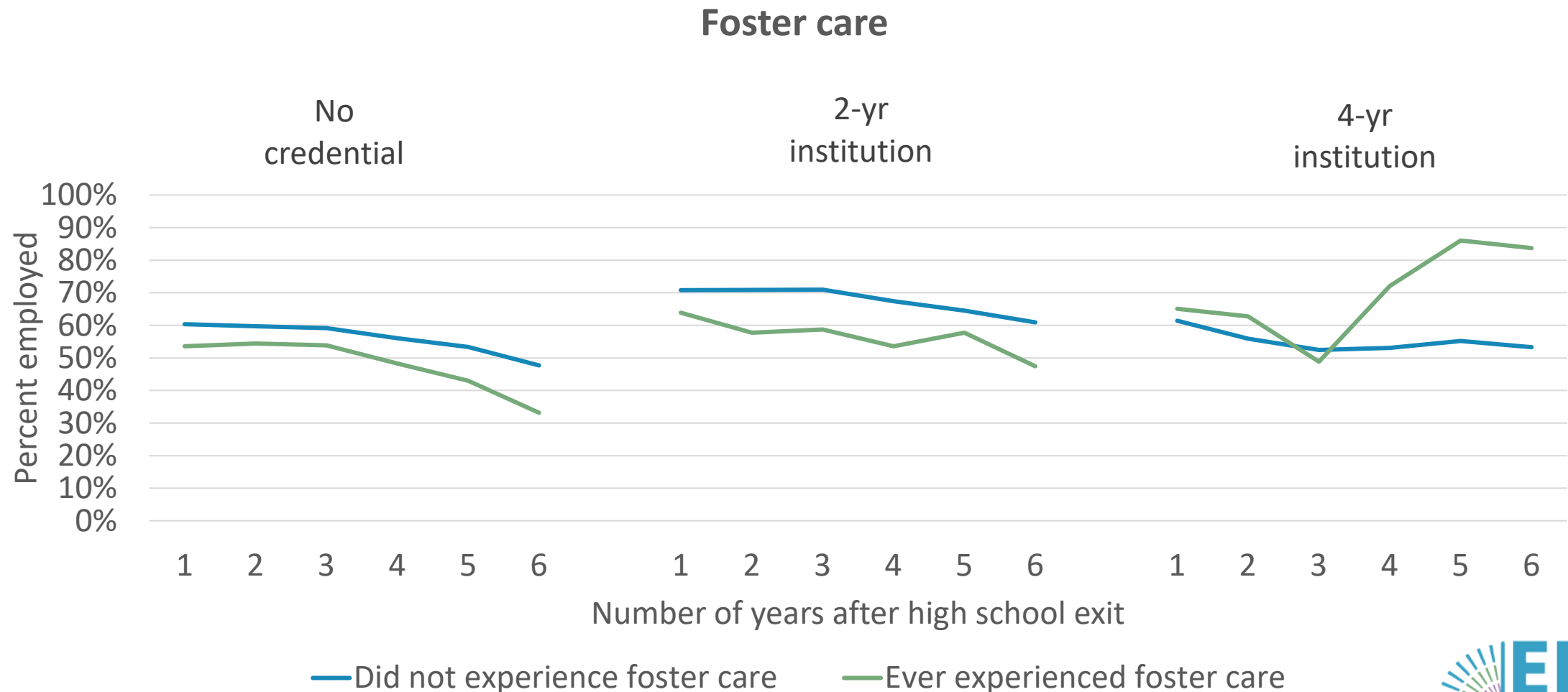
Foster care				Homelessness				Institutional education			
Did not experience foster care		Ever experienced foster care		Did not experience homelessness		Ever experienced homelessness		Did not experience institutional education		Ever experienced institutional education	
2,970	0.6%	32	0.4%	2,748	0.6%	254	0.6%	2,892	0.6%	110	0.7%

Among students who enrolled in an **apprenticeship**, students who experienced homelessness or institutional education **complete** at lower rates than their peers.

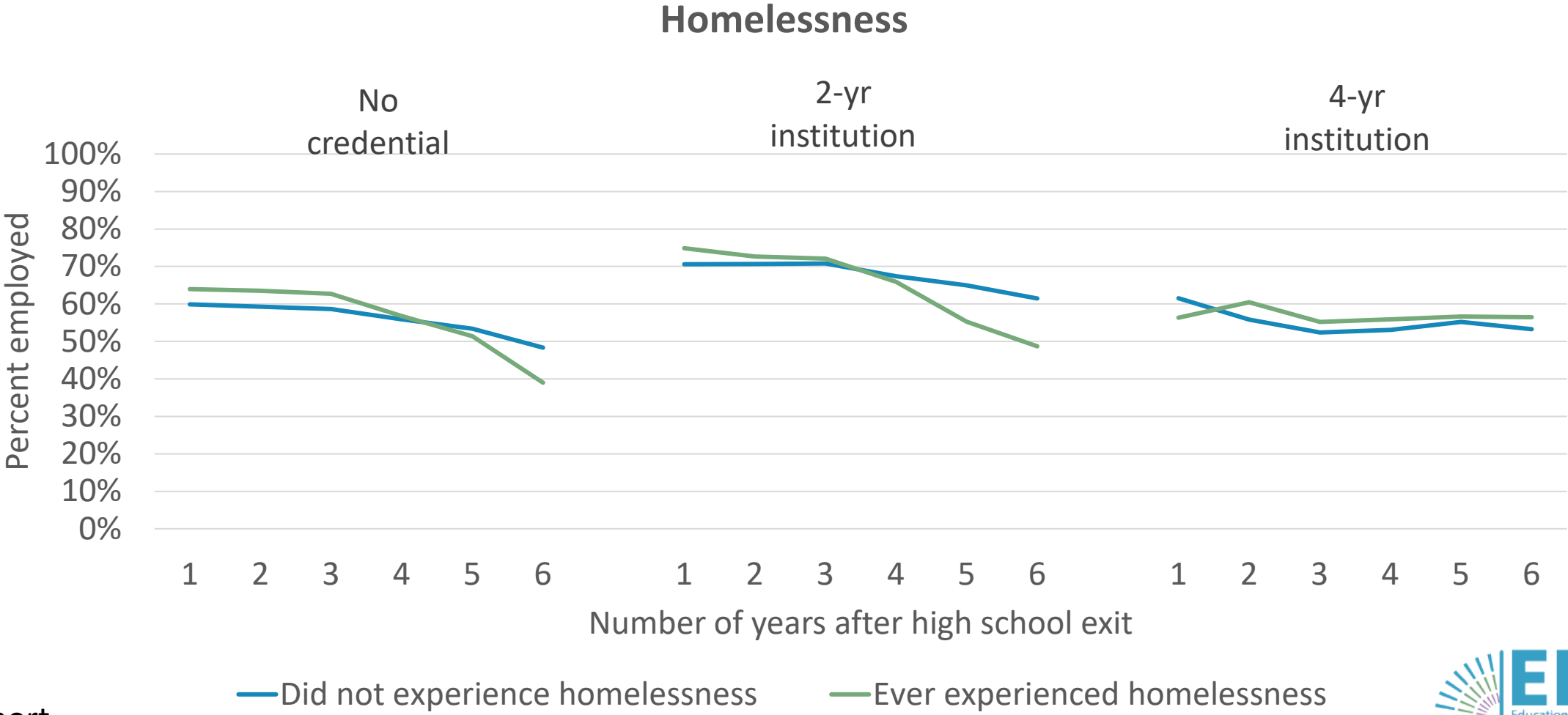


Rates for students who experience foster care cannot be reported due to small cell sizes.

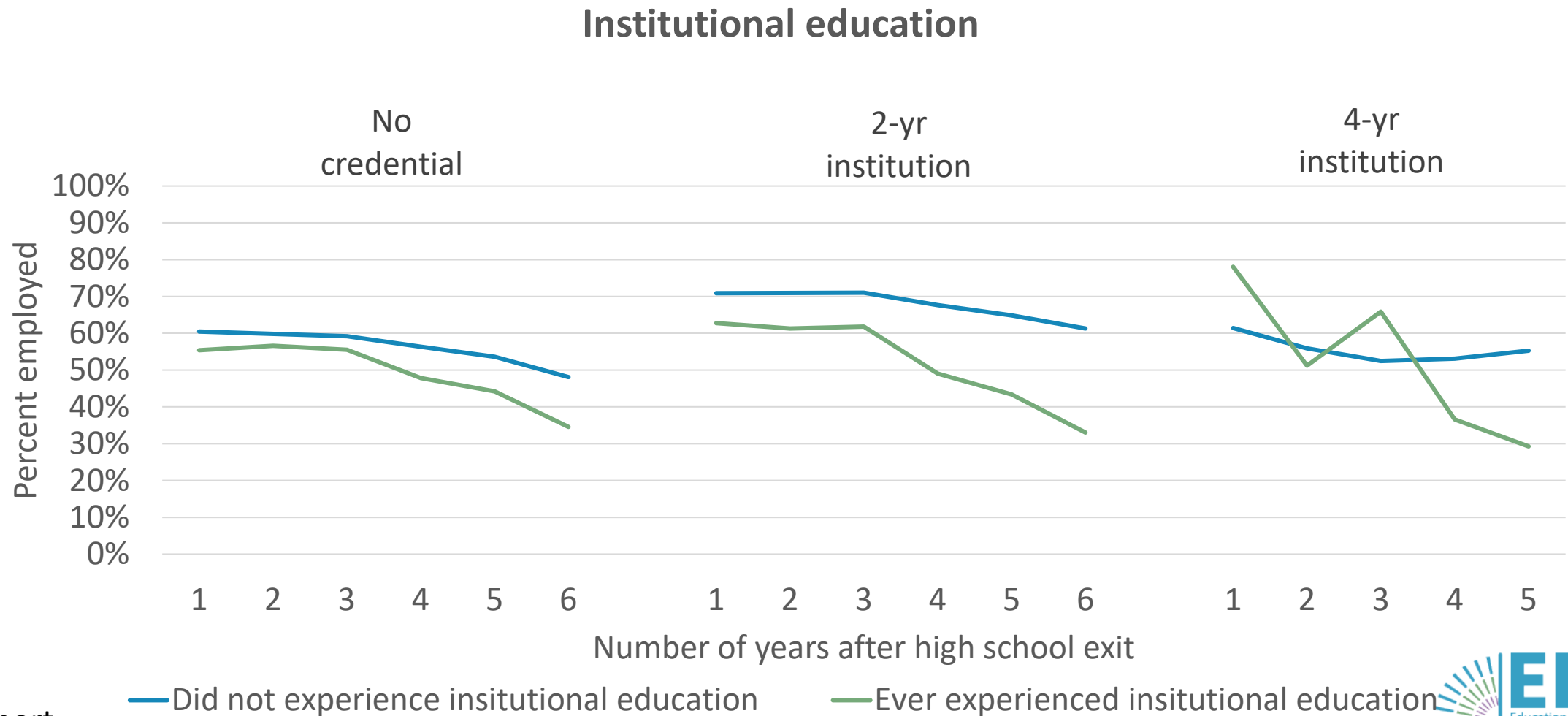
For students who experienced foster care that complete a credential at a 4-year postsecondary institution, **employment** is *higher* than their peers.



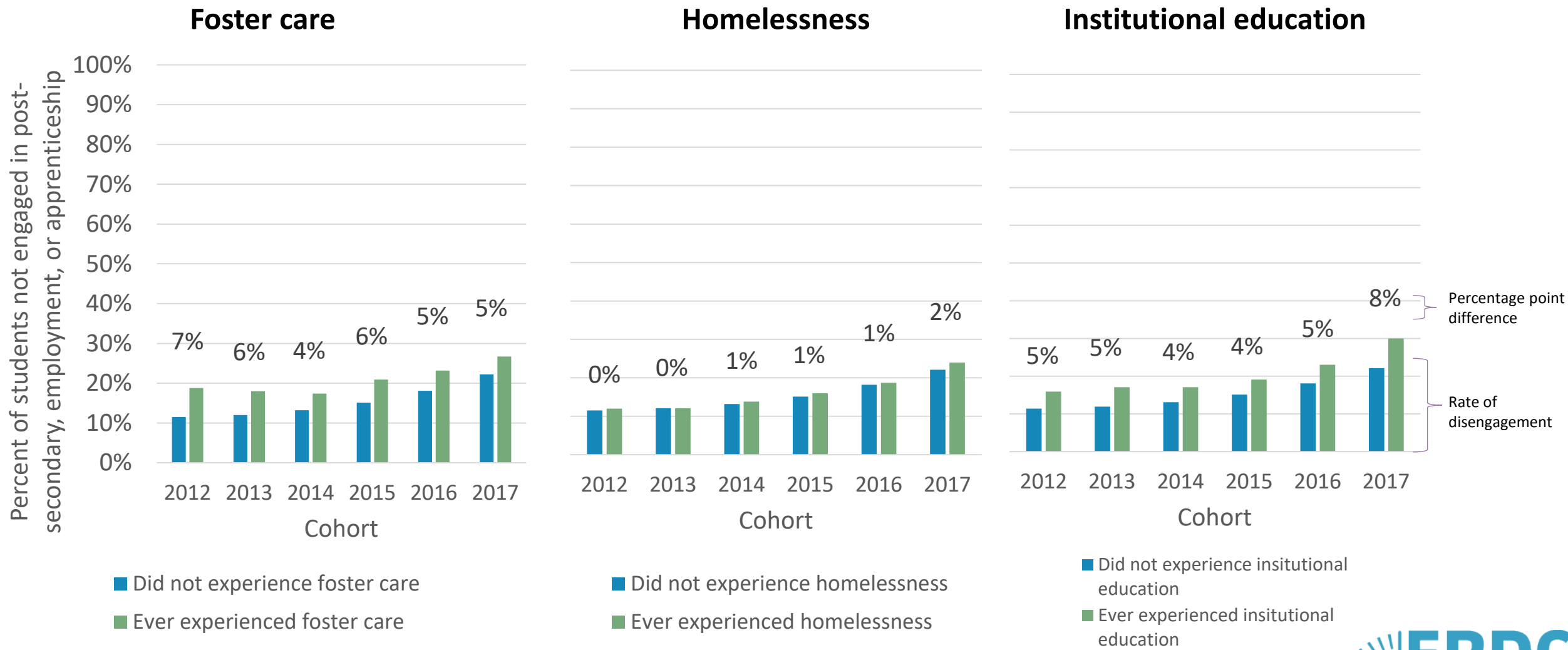
For students who experienced homelessness that complete a credential at a 4-year postsecondary institution, **employment** is *similar* to their peers.



Students who experienced institutional education have *wide employment* gaps with their peers.



Students who have experienced homelessness are **disengaged** at *similar* rates to their peers, while students who experienced foster care or institutional education have small gaps with their peers in disengagement.



Example: There is a 5 percentage point difference in rates of disengagement between students who did and did not experience foster care for the 2017 cohort.



The impact
of using this
data



What's next

Q & A