Advancing Equity Through Deeper Learning:
A Focus on Foster Youth Population
## 2019-2020 Equity Webinar Series: Advancing Equity Through Deeper Learning

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/23/2019</td>
<td>Refugee/Immigrant</td>
<td>12:00 p.m. – 1:00 p.m.</td>
</tr>
<tr>
<td>11/13/2019</td>
<td>Rural/Remote</td>
<td>12:00 p.m. – 1:00 p.m.</td>
</tr>
<tr>
<td>01/15/2020</td>
<td>Homelessness</td>
<td>12:00 p.m. – 1:00 p.m.</td>
</tr>
<tr>
<td>02/19/2020</td>
<td>Allies (What is an Ally?)</td>
<td>12:00 p.m. – 1:00 p.m.</td>
</tr>
<tr>
<td>03/18/2020</td>
<td>Special Education Part 1 (Aided Education)</td>
<td>12:00 p.m. – 1:00 p.m.</td>
</tr>
<tr>
<td>04/15/2020</td>
<td>Special Education Part 2 (Gifted Education)</td>
<td>12:00 p.m. – 1:00 p.m.</td>
</tr>
</tbody>
</table>
Today’s Panel:

- Molly Dunn, Director, FosterEd Arizona
- Joey Taylor, Foster Care Education Coordinator, Arizona Department of Education
- Naketa Ross, Certified Clinical Trauma Specialist, Governing Board Member, Phoenix Union High School District

Facilitator: Julie Bacon, ASBA Leadership Development Specialist
“It’s like no one at school noticed me. They never saw nothing. Never knew I was in the foster care system and nobody helped. They didn’t know what I was going through. That’s why I worked my butt off at school—to get out.”

— Arizona student in foster care

**Arizona’s Invisible Achievement Gap**

*Education Outcomes of Students in Foster Care in the State’s Public Schools*
Findings

1. Students in foster care constituted an at-risk subgroup that was distinct from low-SES students.

2. Students in foster care were more likely than other students to change schools during the school year.

3. Students in foster care were more likely than the statewide student population to be enrolled in low-performing schools.

4. Students in foster care were more likely to attend a nontraditional school than other students.
“I changed schools a lot. At least a dozen times while in foster care, and that doesn’t include all the schools I went to before I entered the system. I can’t even remember some of their names.”
— Arizona student in foster care

“I went to six high schools. Each year was different and difficult.”
— Arizona student in foster care
“Moving around schools a lot, I noticed there were differences in quality. I graduated from a high school that didn’t offer the math classes I needed to get into college, so I took them on my own online. No one helped me.”

— Arizona student in foster care
Findings

5. Students in foster care had the lowest participation rate in Arizona’s statewide testing program.

6. Statewide testing showed an achievement gap for students in foster care.

7. High school students in foster care had the highest dropout rate and among the lowest graduation rates.
“I plan to graduate but it’s taking me extra time. I have to make up credits. I lost them by changing schools and missing finals.”

— Arizona student in foster care
Our mission is to ensure that each and every youth in foster care graduates from high school with a wide array of possibilities for their future.
Receiving intensive FosterEd services increased the probability of a positive end-of-year status.
Training Workshop Schedule:

Foster Care Resources:
https://www.azed.gov/fostercare/resources/
ESSA and Foster Care
Transportation and Foster Youth

**Stay**
Children in foster care should remain in the school they attended before entering foster care or before a placement change (school of origin).

**The transportation of a child in foster care, to their school of origin, is a shared responsibility between the LEA (public school district or public charter) & the child welfare agency.**

**BEST**
The only reason a child in foster care would have to change schools is that it is in their best interest to go to a new school.

**NO BARRIERS**
If it is in the best interest of a child in foster care to go to a new school, the new school would need to immediately enroll that child, even without relevant paperwork.
Fostering Advocates Arizona is guided by young adults who have experienced foster care.

It’s our goal to make sure you – and all young adults – have the information, resources and support you need to transition to a new life. Fostering Advocates Arizona is for all foster care young adults who are:

• Thinking about life after they leave foster care
• Preparing to leave foster care
• Exploring programs and services in order to reach goals
• Re-grouping after exiting foster care
5 Ways You Can Help!

- Encourage administrators and student support services staff to know who your foster students are.
- Have a plan in place to welcome foster students to your schools—even when they arrive at an inopportune time.
- Make sure efforts are in place to connect foster students to existing systems of support.
- Be "trauma-informed".
- Consider impact of all school board policies on students in foster care (enrollment, discipline, extra-curriculars, etc.).
Any Questions?