

Intersection of Foster Care and Pupil Accounting

Kathleen Hoehne

Foster Care Consultant

Office of Educational Supports

**Michigan Department of
Education**

Ann Rossi

Departmental Analyst

Older Youth and Education Program Office

**Michigan Department of Health and Human
Services**





Overview

- Special Populations 4-year Cohort graduation data comparison
- Foster Data Origination
- New Laws of 2024
- Foster Data Challenges



Student Graduation Comparison DATA

	2017-18	2019-20	2022-23	2024-25
FC-	40.42%	39.73%	43.97%	41.60%
ED-	69.98%	71.66%	71.34%	74.64%
EL-	71.72%	73.68%	75.11%	78.41%
MV-	56.96%	59.99%	58.32%	64.17%
TI-C-	46.48%	60.94%	71.43%	66.67%
SWD-	57.46%	59.27%	59.58%	62.13%

*Statewide Average Graduation per 4 Year Cohort

80.47%	81.41%	82.07%	85.64%
--------	--------	--------	--------

Foster Care DATA Origination

- Foster student data originates with Michigan Department of Health and Human Services (MDHHS) when a student enters foster care
- Foster status is shared with CEPI by MDHHS and then with local education agencies (LEAs) as part of the MSDS Direct Certification-Student Roster Report
- Currently, there are only a few ways for LEAs to know whether a student is in care:
 - MDHHS 942 Notification and Records Release Form
 - MSDS Direct Certification-Student Roster Report
 - Student Self-identifies



New Foster Care Laws

- In 2024, three Bills became law: PA-23, PA-10 and PA-11 of 2024. The MDE participated with Representative Young and her team to review/revise language and details.
- [PA 23 of 2024](#)- Assurance of quality foster care policy
 - (MDHHS responsibility)
- [PA 10 of 2024](#)- Annual Legislative Report
 - (MDHHS/MDE/CEPI responsibility)
- [PA 11 of 2024](#)- Regular Review of education programs in Child Caring Institutions (MDE responsibility)

PA 23 of 2024

(3) The children's assurance of quality foster care policy must ensure that children placed in foster care are provided with the following:

- (c) Transition planning, including housing, workforce preparation, financial education, access to personal documents, information regarding secondary education and postsecondary education, and independent living preparation, as age-appropriate.
- (f) Enrollment in school within 5 school days after an initial placement or any placement change, unless extenuating circumstances exist, with consistent placement in the same school, when possible.
- (g) Participation in extracurricular activities consistent with the child in foster care's age and developmental level, as allowed by the agency's resources, taking into consideration the foster parent's schedule and resources.

Public Act 23 of 2024 cont.

(3) The children's assurance of quality foster care policy must ensure that children placed in foster care are provided with the following:

(n) An education that prioritizes meeting the graduation requirements of the Michigan merit curriculum content standards and the ability to receive educational records to the same extent as all students who are not in foster care. As used in this subdivision, "Michigan merit curriculum" means the requirements for a high school diploma identified in sections 1278a and 1278b of the revised school code, 1976 PA 4

Public Act 10 of 2024

1. Beginning September 30, 2025 and annually after that, the department (MDHHS) in collaboration with MDE and CEPI, must provide a report to the house and senate appropriation committees for the department budget, the house and senate standing committees on human services, and the house and senate fiscal agencies that must include all of the following:
- (a) The total number of children in foster care identified by grade of instruction.
 - (b) The number of children in foster care transferred to a different school district during the academic school year.
 - (c) The number of children in foster care who were suspended or expelled from school during the academic school year.
 - (d) The number of children in foster care who are identified by chronic absenteeism, truancy, or as drop-outs.

Public Act 10 of 2024 cont.

- (e) The following broken down by public schools, public school academies, private schools, and schools at child caring institutions:
 - (i) Percentage of children in foster care who meet academic standards on state standardized assessments.
 - (ii) Percentage of children in foster care who are enrolled in an alternative education school receiving special education services.
 - (iii) Percentage of children in foster care who are assigned to advanced placement, early middle college, or dual enrollment.
 - (iv) Percentage of children in foster care who are assigned to career and technical education.
 - (v) Percentage of children in foster care, or who engaged in foster care in the last 5 years, who graduated or obtained a high school equivalency diploma.
- (2) As used in this section, “child caring institution” means that term as defined in section 1 of 1973 PA 116, MCL 722.111.

Data From 2023-2024 Report

Total Number of Students	8,696
Number of students who transferred to a different school district during the school year	2,152
Number of students suspended from school	1,327
Number of students expelled from school	33
Number of students chronically Absent	3,038
Number of students who dropped out of school	441

Data From 2023-2024 cont.

Percentage of foster care students who:			
Met academic standards on state standardized assessments	Traditional Public Schools	Public School Academies	CCI On Grounds Schools
Math (grades 3-8 & 11)	14.1%	6.2%	1.9%
Reading Language Arts (grades 3-8 & 11)	22.9%	14.7%	13.2%
Enrolled in an alternative education school receiving special education services	32.1%	29.3%	56.0%
Participated in advanced placement, early middle college, or dual enrollment courses	1.2%	0.6%	0.2%
Participated in career and technical education courses	3.9%	1.3%	1.8%
Engaged in foster care within the last 5 years and graduated or obtained a high school equivalency diploma	66.0%	59.1%	21.1%

Public Act 11 of 2024

Sec. 1281c.

(1) Beginning on the effective date of the amendatory act that added this section, the department (MDE) must regularly review any educational program provided in a child caring institution to ensure that the educational program complies with the provisions of this act and rules promulgated under this act.

(2) As used in the section, “child caring institution” means that term as defined in section 1 of 1973 PA 116, MCL 722.111.



Discipline Reporting Requirements

- Per PA-10 of 2024
 - MDE, along with CEPI and MDHHS are required to present a legislative report that includes suspension and expulsion of youth experiencing foster care annually by September 30th each year
 - MSDS Manual has references for LEAs to access for assistance



Foster DATA Challenges

- MDSD Direct Certification-Student Roster Report does NOT reflect “real time” student information
 - This report is refreshed on a two-week schedule
- Local Student Information Systems (SIS) may not reflect foster student status
 - Not all local SISs reflect foster status



Resources

- US ED/HHS Joint Foster Care Guidance
 - [non-regulatory-guidance-ensuring-educational-stability-and-success-students-foster-care-november-15-2024](#)
- State of Michigan Websites
 - [https://www.mischooldata.org/Default3.aspx](#)
 - [https://www.michigan.gov/mde/Services/school-performance-supports/educational-supports/Programs/Foster-Care/foster-care](#)
 - [http://www.michigan.gov/mdhhs/0,5885,7-339-71551_11120_78699---,00.html](#)
 - [https://dhhs.michigan.gov/OLMWeb/ex/FO/Public/FOM/000.pdf#pagemode=bookmarks](#)
 - [https://cepi.state.mi.us/eem/](#)

Questions



Ann Rossi

Departmental Analyst

**Older Youth and Education Program Office
Michigan Department of Health and Human
Services**

RossiA@michigan.gov

517-256-8421



Kathleen Hoehne

Foster Care Consultant

Office of Educational Supports

Michigan Department of Education

HoehneK@michigan.gov

517-243-7171

