Blueprint for Change: 
*Education Success for Youth in the Juvenile Justice System*

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- **Mission** - To promote access to justice for children and families.

- **Structure** - Nonprofit grant-funded entity in the American Bar Association with team of attorneys and core staff who work on projects across the country unified by two goals:
  - To improve legal representation, and
  - To improve the legal systems that impact children and families’ lives.

- **Approach** - Collaboration and coalition building at local, state and national levels to build the capacity of legal practices and systems that serve children well and to help change those that do not.

[americanbar.org/child](http://americanbar.org/child)
Legal Center for
Foster Care & Education

WWW.FOSTERCAREANDEDUCATION.ORG

- Listserv, Training Materials, Webinars, Factsheets and Issue Briefs
- Searchable Database (includes state laws & policies)
- Facilitate Networks: National Working Group/Education Advisory Group
- Provide state and local technical assistance and support
What the Research Shows

National Working Group on Foster Care and Education (April 2018):
Fostering Success in Education: National Factsheet on the Educational Outcomes of Children in Foster Care.


<table>
<thead>
<tr>
<th>National Demographic Data of Youth in Foster Care*</th>
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<tbody>
<tr>
<td>Number of children and youth in foster care on September 30, 2016</td>
</tr>
<tr>
<td>Number of children age 0-4</td>
</tr>
<tr>
<td>Number of children age 5-17 (typical school age)</td>
</tr>
<tr>
<td>Number of young adults age 18-21</td>
</tr>
<tr>
<td>Percentage with more than one living placement while in foster care</td>
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*These data come from the most recent report from the Adoption and Foster Care Analysis and Reporting System (AFCARS) released November 30, 2017.
## Fast Facts from National Datasheet

<table>
<thead>
<tr>
<th>Educational Experience or Outcome</th>
<th>Findings</th>
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<tbody>
<tr>
<td>% of youth in foster care who change schools when first entering care</td>
<td>31% - 75%</td>
</tr>
<tr>
<td>% of 17- to 18-year-olds who experienced 5 or more school changes</td>
<td>34.2%</td>
</tr>
<tr>
<td>Likelihood of being absent from school</td>
<td>About twice that of other students</td>
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<tr>
<td>Likelihood of 17- to 18-year-old youth in foster care having out-of-school suspension</td>
<td>About twice that of other students (In one study the rate was 24% vs. national general population rate of 7%)</td>
</tr>
<tr>
<td>Likelihood of 17- to 18-year-old youth in foster care being expelled</td>
<td>About 3 times that of other students</td>
</tr>
<tr>
<td>Reading level of 17- to 18-year-olds in foster care</td>
<td>Average level 7th grade 44% at high school level or higher</td>
</tr>
<tr>
<td>% of youth in foster care receiving special education services</td>
<td>35.6% - 47.3%</td>
</tr>
<tr>
<td>% of 17- to 18-year-old youth in foster care who want to go to college</td>
<td>70% - 84%</td>
</tr>
<tr>
<td>% of youth in foster care who complete high school by age 18 (via a diploma or GED)</td>
<td>Colorado: 41.8%  Midwest Study (age 19): 63%</td>
</tr>
<tr>
<td>% of youth in foster care who complete high school by age 21</td>
<td>65% by age 21 (National data) (Compared with 86% among all youth ages 18-24)</td>
</tr>
<tr>
<td>% of youth in foster care who graduated from high school who enrolled in college at some level</td>
<td>31.8% - 45.3% (Compared with national college enrollment rate of 69.2% in 2015, which is slightly below national record high of 70.2% in 2009)</td>
</tr>
<tr>
<td>% of foster care alumni who attain a bachelor’s degree</td>
<td>3 – 10.8% (Compared with national college completion rate of a BA or higher of 32.5%)</td>
</tr>
</tbody>
</table>
Colorado Research Shows Link Between Mobility and Graduation

University of Northern Colorado, 2016.
Federal Policy Highlights

- **2008**: Fostering Connections Act
- **2011**: USA amendment of FERPA
- **2013**: Joint Guidance on ESSA re: foster care provisions
- **2015**: Every Student Succeeds Act (ESSA)
- **2016**: New AFCARS requirements
Every Student Succeeds Act (ESSA) Overview

- **Remaining in the same school:**
  - School of origin, unless it is not in their best interest.

- **Best interest determinations:**
  - Factors including: appropriateness of the current educational setting, and proximity to the school in which the child is enrolled at the time of placement.
  - Transportation cannot be a factor.

- **Transportation** – written procedures in place.

- **Immediate enrollment, if it is not in the child’s best interest to remain in the school of origin:**
  - Even without normally required records.
  - The enrolling school must contact the previous school to obtain academic and other records.
Points of Contact

- SEAs must designate a POC within their agency to work with child welfare agencies who will oversee implementation of the SEA responsibilities.
  - Not McKinney-Vento

- LEAs designate a POC for children in foster care
Blueprint for Change: Education Success for Children in Foster Care

- 8 Goals for Youth
- Benchmarks for each goal indicating progress toward achieving education success
- National, State, and Local Examples

www.fostercareandeducation.org/AreasofFocus/BlueprintforChange.aspx
Foster Care Blueprint for Change: Goals for Youth

- **Goal 1**: Remain in the Same School
- **Goal 2**: Seamless Transitions Between Schools
- **Goal 3**: Young Children Are Ready to Learn
- **Goal 4**: Equal Access to the School Experience
- **Goal 5**: School Dropout, Truancy, and Disciplinary Actions Addressed
- **Goal 6**: Involving and Empowering Youth
- **Goal 7**: Supportive Adults as Advocates and Decisionmakers
- **Goal 8**: Obtaining Postsecondary Education
One Blueprint Leads to Another

Overview of the Blueprint 10 Goals

1. Youth Voice
2. Adult Support
3. Educated in Community
4. Full Opportunities in Community
5. Quality Education in Facilities
6. Supportive School Environments
7. Career Pathways
8. Post-Secondary Access
9. Smooth Transitions
10. Protecting Especially Vulnerable Youth

Goal 1: Youth are informed and entrusted to make decisions about their own education and future.

1.1 Youth receive full information about educational opportunities available to them, and are regularly asked about their educational preferences and needs. Youth preferences, strengths, and needs are central to curricula and program determinations.

1.2 Youth receive training about their educational rights including due process and special education rights, and self-advocacy.

1.3 Youth participate in school and juvenile justice system meetings about their education and future.

1.4 Youth are given an opportunity to participate in court proceedings; courts and attorneys are trained on involving youth in court and in asking questions about educational impacts, goals, and progress.

1.5 Youth are supported by school and juvenile justice professionals with appropriate knowledge and training who engage youth in education planning.

1.6 Youth opinions and wishes are prioritized in determining their educational decisions, including enrollment, educational goals and program, and post-secondary decisions, including living and school placement upon release.

1.7 Youth with disabilities actively participate in special education meetings; the development of their Individualized Education Programs (IEPs) including transition planning, and receive the support they need to be successful.

1.8 Youth with English language learners and/or limited English proficiency receive the support they need to be effective self-advocates for their educational needs.
The *Blueprints for Change* are tools for change.

- **direct case advocacy** and **system reform efforts**.
- **tool for all stakeholders** (including youth, parents, foster parents and other caregivers, lawyers, caseworkers, teachers and other school staff, child welfare and education system administrators, state agencies, and policymakers).
- **written from a youth’s perspective**, as a constant reminder that the work we do always remains focused on the children and youth we serve.
Blueprint for Change

Education Success

for Youth in the Juvenile Justice System
The Legal Center for Youth Justice and Education (LCYJE) is a national collaboration of

- Southern Poverty Law Center
- Juvenile Law Center,
- Education Law Center-PA, and the
- American Bar Association Center on Children and the Law.

Our mission is to ensure that all youth in and returning from the juvenile and criminal justice systems can access a quality education. We build collaborations among juvenile justice and education professionals, highlight innovative strategies, and work to reshape federal, state, and local policies.
About the Blueprint

Presents 10 goals that set forth the broad framework for promoting education success for young people involved in the juvenile justice system

Correlating Benchmarks for each Goal that, if achieved, would indicate progress toward improving educational outcomes

Examples of resources & promising policies, practices for each goal

Available as a searchable website at www.jjeducationBlueprint.org

General Resources: https://www.jjeducationblueprint.org/general-resources
Blueprint for Change: Education Success for Youth in the Juvenile Justice System

Get Started

- Browse by Goal
  - Find resources related to the blueprint’s goals and benchmarks.

- Browse by State
  - Learn about specific policies and practices in your state.

- General Resources and Policies
  - Find general resources and relevant state policies.

How to Use the Blueprint

The Blueprint for Change is a tool for change. The Goals and Benchmarks are a framework for both direct case advocacy and system reform efforts.

Direct Case Advocacy

The Blueprint can be used as a checklist or guide by advocates for youth to ensure that all education issues are being addressed. The Blueprint examples provide ideas for legal remedies and strategies to use to achieve the best education outcomes for a particular youth or group.
Promising Resources, Policies, and Practices

Resources

U.S. Department of Education, Office of Career, Technical, and Adult Education Correctional Education Page

National

Addressing the Inherent Educational Needs of Children and Youth in the Juvenile Justice and Child Welfare Systems, Center for Juvenile Justice Reform and Georgetown University

National 2015

Center for Educational Excellence in Alternative Settings (CEEAS)

National

CLASP Report Realizing Youth Justice: Advancing Education, Employment, and Youth Empowerment through Public Policy and Investment, CLASP

National 2018

Comprehensive Data About Protecting the Civil Rights of Students in the Juvenile Justice System

National 2015

Comprehensive Training Modules for Educators Working with Youth in the Juvenile Justice System, The National Partnership for Juvenile Services
Overview of the Blueprint
10 Goals

1: Youth Voice
2: Adult Support
3: Educated in Community
4: Full Opportunities in Community
5: Quality Education in Facilities
6: Supportive School Environments
7: Career Pathways
8: Post-Secondary Access
9: Smooth Transitions
10: Protecting Especially Vulnerable Youth
Blueprint Goals, 1 - 5

1: Youth are informed and entrusted to make decisions about their own education and future.

2: Youth have adult support in their education before, during and after involvement in the juvenile justice system.

3: After being charged or adjudicated delinquent, youth remain in the same school whenever feasible or enroll in a new school in their home community.

4: Youth involved in the juvenile justice system who are educated in the community receive access to the full range of educational opportunities and supports.

5: Youth in juvenile justice placements receive a high quality educational experience that enables them to stay on track academically.
Blueprint Goals, 6-10

6: Youth in juvenile justice placements are educated in a supportive, positive school environment where they feel safe and have a voice.

7: Youth have access to high quality career pathways programs, especially in juvenile justice placements.

8: Youth receive supports to prepare for, enter, and complete post-secondary education and training.

9: Youth have smooth transitions between home schools and schools in juvenile justice placements and receive effective reentry planning and supports.

10: All marginalized youth – and particularly youth of color, youth with disabilities, girls, LGBTQ youth, gender expansive and transgender youth, English Language Learners, youth who are involved with both child welfare and juvenile justice systems, and those with intersectional identities – are educated in their home schools rather than being disproportionately assigned to juvenile justice placements, and receive the services, support and protections they need to address their unique barriers to educational success.
Goal 9: Quality Education in Facilities

Youth in juvenile justice placements receive a high quality educational experience that enables them to stay on track academically.

Benchmarks

5.1. Upon arrival at all juvenile justice placements, a youth’s educational needs and status are assessed, with youth from the youth and parent/guardian included in the education decision-making.

5.2. Youth are assessed for special education needs very on all national recommendations for educational assessment, and if necessary, provided with an individual education plan (IEP) that includes educational supports and adaptations identified to address the youth’s unique needs.

5.3. Youth receive variety of educational programs and instructional services, tailored and responsive to their individual needs that are free from racial or other bias.

5.4. A school schedule is mandatory for all youth, including those who are transferred immediately, both at the beginning of placement and at any point of transfer to or from juvenile justice placement, and students who enroll in individualized education programs are never delayed in the development and implementation of a comprehensive IEP.

5.5. Youth in confinement or services are provided with a high-quality education and the same state-augmented curriculum and instructional materials as would be provided in traditional public schools. Schools are integrated facilities units in collaboration with local school districts to provide educational modules or other approaches to help youth gain access to academic success.
1: Youth are informed and entrusted to make decisions about their own education and future.

• Benchmarks: https://www.jieducationblueprint.org/goals/goal-1-youth-voice

• Benchmark Themes

  • Youth receive necessary information
  • Trainings on educational rights
  • Participate in school, juvenile justice meetings, court proceedings
  • Supports from school and juvenile justice professionals
  • Active participation in special education meetings and planning
1: Youth are informed and entrusted to make decisions about their own education and future.
5: Youth in juvenile justice placements receive a high quality educational experience that enables them to stay on track academically.

• Benchmarks: [https://www.jieducationblueprint.org/goal-5-quality-education-in-facilities](https://www.jieducationblueprint.org/goal-5-quality-education-in-facilities)

• Benchmark Themes
  • Regular assessment of educational needs
  • Obtaining records
  • High quality academics
  • Appropriate educational supports
  • Year-around education in placement settings
  • No denial of education because of discipline
  • Access to technology; internet
Youth in juvenile justice placements receive a high quality educational experience that enables them to stay on track academically.
9: Youth have smooth transitions between home schools and juvenile justice placements and receive effective reentry planning and supports.

• Benchmarks: https://www.jjeducationblueprint.org/goals/goal-9-smooth-transitions

• Benchmark Themes
  • Education and re-entry planning
  • Comprehensive youth records are complete and all-inclusive
  • Transition coordinators and supports
  • Appropriate coursework
  • No automatic placement in alternative schools
  • Extracurricular activities
9: Youth have smooth transitions between home schools and juvenile justice placements and receive effective reentry planning and supports.
Contact Information

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Discussion and Questions

• What practices in the field have you seen that meet benchmarks of Goals 1 (Incorporating youth voice), Goal 5 (Education in facilities) or Goal 9 (Transitions)?

• What TIPD programs are you funding or practices/initiatives in your state that may help meet Goals 1, Goals 5, or Goals 9?

• What questions do you have about how each Goal or the Benchmarks can be applied to your programs?

• What questions do you have regarding the Blueprint for Education in general?