Facility Toolkit for Engaging Families in Their Child’s Education at a Juvenile Justice Facility

Prepared by the National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent, or At Risk
About the National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent, or At Risk

The mission of the National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent, or At Risk (NDTAC) is to improve educational programming for youth who are neglected or delinquent. NDTAC’s legislative mandates are to develop a uniform evaluation model for State education agency (SEA) Title I, Part D, Subpart 1, programs; to provide technical assistance to States in order to increase their capacity for data collection and their ability to use those data to improve educational programming for youth who are neglected or delinquent; and to serve as a facilitator among different organizations, agencies, and interest groups that work with youth in neglect or delinquent facilities. For additional information on NDTAC, visit the Center's Web site at http://www.neglected-delinquent.org.

Suggested Citation:
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The content of this document does not necessarily reflect the views or policies of the U.S. Department of Education. This document was produced by NDTAC at the American Institutes for Research with funding from the Student Achievement and School Accountability Programs, OESE, U.S. Department of Education, under contract no. GS-10F-0112J. Permission is granted to reproduce this document.
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Introduction

Purpose of the Facility Toolkit

“The evidence is consistent, positive, and convincing: families have a major influence on their children’s achievement in school and through life.” ¹ Families know their child best and can be powerful allies to any program serving their child. Programming aimed at involving families in their child’s education and special efforts to engage parents in school activities do make a difference and are often required.²

Involving families in juvenile justice facility school programs has not been easy, however. How do administrators, teachers, and families overcome the multiple barriers to family involvement in these systems? To help families³ become active participants in their children’s education within the juvenile justice system, the National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent, or At-Risk (NDTAC) has developed several related resources. This Facility Toolkit serves as both a companion to the guide, Working with Families of Children in the Juvenile Justice and Corrections Systems: A Guide for Education Program Leaders, Principals, and Building Administrators (2006), and to the updated Family Guide to Getting Involved in Your Child’s Education at a Juvenile Justice Facility (2012).

This Facility Toolkit is designed for facility and school administrators. It provides tools they can use to promote family involvement in a facility school. The tools are intended to be used to help encourage families—including those who are reluctant, fearful, or unprepared—to become more involved and to encourage staff—including those who are doubtful, cynical, or unprepared—to persist in their efforts to engage families. Although the primary audience for this toolkit is facility and school administrators, other stakeholders including parent advocates, family organizations, and the court also may use these tools when working with facilities and families.

Overview of the Facility Toolkit

The Facility Toolkit provides two types of tools. Tools 1–5 are intended for distribution to your students’ families. Tools 6–8 are intended for use by facility staff. All are customizable to meet the unique needs of each facility and the families it serves. After customizing the materials, you can duplicate and distribute them to the family members of students enrolled in your facility's school.

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² Federally funded school programs require the involvement of family members who have parental rights or an educational surrogate parent. For example, within the U.S. Department of Education’s statutory requirements and related guidance, parents are entitled to take part in planning their child’s education services and overall program planning, which allows parents access to program plans, budgets, evaluations, and performance data (e.g., Sections 9101(32), 1114(b), 1116(b)(3)(A), 1118(b)(1), 1118(e), 1118(f), 1306(a)(1)(B), 1306(b)(4), 3116(b)(5), 1412(c)14, 1423(6), 1423(8), 1425(8) of the Elementary and Secondary Education Act, as amended in 2001; and Title I, Part A, Parental Involvement Non-Regulatory Guidance: http://www2.ed.gov/programs/titleiparta/parentinvguid.pdf).

³ Throughout the toolkit, the authors use family as an inclusive term that includes parents, family members, and educational surrogate parents. Per the Individuals with Disabilities Education Act (IDEA), an educational surrogate parent is a trained adult whose job is to protect the educational rights of the child and to advocate for and make education decisions in the best interest of the child when a parent or family member is not available or does not have parental rights.
It is important to note, however, that while Tools 1–5 are designed for families, they also could be useful in improving your facility’s family involvement policies and practices as well as the skills of your facility’s staff. For example, you could:

1. Review the *Facility Toolkit* (including Tool 1, the customizable *Family Guide*) to find content or suggested concepts that may be used to impact policies or practices that your school, program, or facility could adopt to improve relationships with the families of your students.

2. Provide all staff with a copy of the *Facility Toolkit* and the *Family Guide*, and explain when and how copies will be given to students’ families. In doing so, you can make it clear that all staff members are expected to courteously encourage students’ family members to follow the advice in the *Family Guide* and monitor practice for consistency. Staff may need some training to improve their ability to promote positive relationships with your students’ families.

### How the *Facility Toolkit* Was Developed

Originally published in 2008, this *Facility Toolkit* has been updated to expand the facility-specific tools (Tools 6–8). Topics covered in the *Facility Toolkit* were identified by holding focused discussions with two expert panels: (1) a group of State program administrators, education administrators, and leaders of programs for youth who are neglected or delinquent; and (2) a group of family members with a child in a juvenile justice facility. Panel members were selected to be culturally and geographically diverse. Their responses form the core of the suggestions in this guide. Additional materials were selected from the literature on family involvement, including materials developed by some of the training and technical assistance centers that are listed in the resource section at the end of the *Family Guide*. Feedback provided by both of the expert panels and the staff of NDTAC contributed substantially to the final product.

The new tools (Tools 6–8) were developed based on extensive discussions among State Title I, Part D, coordinators. These coordinators acknowledge that (1) family engagement is an area in which many facilities are cited as being out of compliance, and (2) a growing body of research finds family engagement to be critical to the success of children in the juvenile justice system.

### About the Authors

The primary authors, Trina Osher and Barbara Huff, are experienced family leaders who are veterans of the Children’s Mental Health System and Systems of Care movements. They are respected by families and professionals for their wisdom, knowledge, experience, skills, and integrity. Both have raised children with serious mental health needs who also were enrolled in special education. Both have been active and effective advocates for juvenile justice, mental health, child welfare, and education reform. Both have been involved in conducting research about family and youth involvement. Barbara Huff also is the founder of the family movement for children’s mental health and an inspiration to families across the country. Trina Osher also is the parent of a youth who spent most of his high school years in juvenile corrections settings and turned his life around after completing a sentence in the adult criminal justice system. She is a seasoned special educator with 30 years of experience as a teacher, State administrator, and National policy analyst.

The secondary authors, Greta Colombi and Makeda Amelga, work closely with State coordinators of Title I, Part D, facilitating ongoing discussions and providing training and technical assistance. Greta Colombi has worked to help children and their families for more than 15 years as a direct service provider, trainer, and researcher, working closely with Part D Coordinators for the past 5 years. Makeda Amelga is a recent college graduate with a passion for helping children succeed. She conducts education research and volunteers with youth who are in the child welfare system and at risk.
Acknowledgments

The authors are thankful for the support and thoughtful feedback provided by John McLaughlin, Team Leader, Neglected and Delinquent and McKinney-Vento Programs, U.S. Department of Education; Danita Woodley, Team Leader, Title I-Family & Community Engagement, U.S. Department of Education; Susan Stromberg, Public Health Advisor, Community Mental Health Services, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services; Grace Bauer, Co-Director, Justice for Families; Neelum Arya, Research & Policy Director, Campaign for Youth Justice; Lisa Lauxman, Director, Division of Youth & 4-H at the National Institute of Food and Agriculture, U.S. Department of Agriculture; Pat Frost, State Title I, Part D, Coordinator, Nebraska Department of Education; Lia Venchi, Teacher, Stadium View School; and the Teal Community of State Title I, Part D, Coordinators.
Tools for Families

Tool 1: Family Guide

The first tool recommended as a foundation of this toolkit is a separate NDTAC resource created for families titled *Family Guide to Getting Involved in Your Child’s Education at a Juvenile Justice Facility*. It is available online at [http://www.neglected-delinquent.org/nd/docs/NDTAC_FamilyGuide.pdf](http://www.neglected-delinquent.org/nd/docs/NDTAC_FamilyGuide.pdf).

The *Family Guide* is designed as both a stand-alone resource for families as well as a resource for facilities. NDTAC welcomes facility staff to customize and distribute the *Family Guide* with the intent of encouraging families—including those who are reluctant, fearful, or unprepared—to become more involved in their child’s education. The many concrete suggestions in the *Family Guide* are intended to help family members overcome their anxieties. Strategies in the *Family Guide* are designed to make it easier for family members to develop constructive relationships with the juvenile justice facility and staff.

Specifically, the *Family Guide* covers the following topics for families:

- Connecting With Your Child’s Facility School
- Making Sure That Your Child Is Doing Well in the Facility School Program
- Visiting Your Child at the Facility
- Connecting With Other Families for Information and Support
- Helping the Facility School and System to Improve
- Preparing for Your Child to Return Home and to a Community School
- Finding Additional Resources

Each child, family and facility is unique, so not everything in the guide may apply to your facility or the youth and families you serve. For that reason, the guide was written generically to cover a broad range of conditions and formatted so you can customize it to meet the needs of the families of your students. Note: The authors make the assumption that a juvenile justice facility operates a quality education program that presents numerous and individualized opportunities for young people to achieve academically, socially, and vocationally. Furthermore, they also make the assumption that the facility truly wishes to engage family in processes that support positive outcomes for their children.

You should review the *Family Guide* carefully, preferably with the family members of your students. If necessary, you can thoughtfully make adaptations so the *Family Guide* accurately reflects the policies and practices of your school, program, or facility. The subsequent tool (Tool 2) provides a letter template to assist you in distributing the *Family Guide*. 
Tool 2: Sample Letter to Parents

The following sample letter is intended to help you and your staff introduce the *Family Guide* (Tool 1) to the parents and families of youth who have been placed in your juvenile justice facility. The letter welcomes them to the facility school, encourages them to become engaged in their children’s education, and asks them to support your school and facility’s programs. It should be printed on your facility’s letterhead. It serves as a cover letter when you give the *Family Guide* to a parent or family member.

The sample letter was written to be easily understood by family members of varying educational backgrounds and to cover conditions and practices at many kinds of facilities. You can use the sample letter as is or make changes to reflect your school, program, or facility. Your facility may have program features and opportunities for family involvement that are not mentioned in this letter. If so, you should add this information to the letter. The sample letter also may mention some things that are not available at your facility or facility school, so be sure to delete these things from the letter. You want the final letter to give families an accurate picture of what to expect at your facility.

The sample letter provides text in brackets at the places where you should enter information specific to your facility or program or to a particular student and his or her family. Family members will appreciate your personalizing the letter and likely will see it as a sincere effort to reach out to them and welcome them to partner with you and your staff. You should translate this letter and the *Family Guide* into the first language of families who are not native English speakers to demonstrate that you are prepared to make it as easy as possible for them to get involved in their child’s education.

Note: In addition to the *Family Guide* and this letter, you should make sure that families get copies of other documents from your facility. One suggestion is a resource list tailored to your facility and the communities you serve, which would supplement the list in the *Family Guide*. For example, families also will need:

- Copies of student and family rights and responsibilities
- School rules
- The academic calendar
- Brief descriptions of the curriculum
- Forms requiring completion
- Samples of completed forms
- Policies and procedures for family involvement, including facility/school grievance procedures

Some of these resources are mentioned in the sample letter. Because including many resources may overwhelm families, you might compile all of the resources you plan to provide into a binder or packet. It could also include space for families to take notes and add copies of important documents while their child is enrolled in your facility school program.
Dear [Insert the name of the child’s family member; avoid using generic greetings like “Dear Parent”]:

Welcome to our school. While [insert name of the child] is living at [insert the name of the juvenile justice facility], we will make every effort to provide your child with a positive school experience.

Our goals are to keep your child on track toward completing school and to help [her/him] continue to move toward becoming a successful young adult. We believe that you share these goals with us, and we hope that you will partner with us to achieve them.

Research has shown the following benefits when families are involved with their child’s education:

- Students are more motivated to learn, and they feel better about themselves. They get higher grades and attend school more regularly. They also are more likely to graduate and continue their education.
- Students are less likely to use drugs and alcohol. They also have fewer instances of violent behavior and suspensions.
- Teachers are more effective in the classroom and have higher job satisfaction.
- Youth feel supported, and there is greater support for schools.

Enclosed with this letter is the Family Guide to Getting Involved in Your Child’s Education at a Juvenile Justice Facility. It was written by family members like you who have had a child in a facility school. It suggests ways that you can help our school staff stay focused on your child’s education. Such efforts will improve his or her chances for a successful return home and back to his or her community school. Every effort on your part to follow the suggestions in the booklet will make a big difference for your child.

Also enclosed are a number of helpful resources that describe the facility school program and how you can partner with us while [insert name of the child] is enrolled in our facility school, including:

- A list of key staff and their contact information
- A school calendar, including upcoming facility/school events
- Facility school rules
- Brief descriptions of the curriculum and school
- Procedures for family visits
- Copies of student and family rights and responsibilities
- A questionnaire and return envelope
- Forms that need to be completed and returned
- Samples of completed forms

We know that having your child in a juvenile justice facility may be a difficult situation for you. We want to make you comfortable and welcome. We invite you to attend school and facility events, and we will do what we can to make it possible for you to be involved. Let us know what kind of help you need to be involved. We may be able to offer [modify this list to match what your facility can offer] a translator, transportation, meals, lodging, or care for your other children. If you are unable to come to meetings at our facility, we would be happy to set up a conference call so you can still participate.

Please stay in touch with us. The list of key staff and how to reach them follows this letter. We know your child needs you to be involved with our program, as you would be with your community school.

I sincerely look forward to getting to know you and your child better. If you have any questions after reviewing the resources, please don’t hesitate to contact me by phone (add number) or e-mail (add e-mail address).

Principal [insert name]
[add contact information]
Tool 3: Contact List Template

When communicating with families, it is important to share how they can reach facility staff who are working with their child. Making this information easily available sends a strong message that the facility wants to hear from them and that they can discuss different school matters with a variety of staff.

The following template provides a list that you can customize for your facility; it also can be tailored for each student. For example, you can adjust the titles of the positions to match staffing in your facility or remove a position if a student does not receive such services.
# List of Staff at [Name of Juvenile Justice Facility]

Student’s Name________________________________________

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Phone</th>
<th>E-mail</th>
<th>Address [if different from the facility address above]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guidance Counselor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher (Math)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher (English/Language Arts)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher (Science)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher (Social Studies)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher (Arts)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher (Physical Education)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Liaison</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Nurse</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Care Coordinator</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech Therapist</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td>Name</td>
<td>Phone</td>
<td>E-mail</td>
<td>Address [if different from the facility address above]</td>
</tr>
<tr>
<td>------------------------------</td>
<td>------</td>
<td>-------</td>
<td>--------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>Occupational Therapist</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Therapist</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Worker</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Psychologist</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Probation Officer/Case Worker</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Tool 4: Sample Education Questionnaire With Cover Letter for Families

Because families know their children best, they can be powerful allies in any program serving their children. It is critical to get information from families about their children. Two helpful ways to obtain such information are to administer a questionnaire and to communicate with families directly.

The following cover letter and questionnaire can be given to families along with the Family Guide (Tool 1) or can be provided while meeting with the family during an in-person teacher-family conference. In either case, be sure to provide a self-addressed, stamped envelope to make it easy for parents and family members to return the survey to you or offer them other ways to easily send their responses (e.g., fax or e-mail a scanned copy of the completed questionnaire, submit an online survey). The questionnaire also may be adapted as a script that facility staff can use when they speak directly with a family member shortly after a student enrolls in the facility school program.
Dear [parent’s or guardian’s name]:

We would like to get to know [insert child’s name] better and learn from you about [his/her] education history.

Please complete the enclosed questionnaire and return it to us in the self-addressed, stamped envelope provided as soon as possible. The information you provide will help us make sure your child feels supported by us and has a successful school experience.

If you have any questions, please contact me at [phone number] or [e-mail].

Sincerely,

[Name, Title, Contact Information]
Parent and Family Questionnaire

Child’s Name ____________________________ Date of Birth ________________________

1. My child participates in the following school activities. (Check YES or NO for each item.)

<table>
<thead>
<tr>
<th>Sports</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Music</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clubs</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other activities—please list:
________________________________________________________________________________________

2. Please list the leisure-time activities your child enjoys after school and on weekends.
________________________________________________________________________________________

3. Please describe any religious, spiritual, and cultural events your child observes.
________________________________________________________________________________________

4. My child’s favorite subject is ____________________________________________________________

5. My child’s least favorite subject is ______________________________________________________

6. My child usually makes an effort to do his or her best in school. ____________________________ □YES □NO

7. My child is performing to his or her potential in school. ___________________________________ □YES □NO

8. My child has been suspended or expelled from school. _________________________________ □YES □NO
If you checked YES, briefly tell us when and why he or she was suspended or expelled.
________________________________________________________________________________________
________________________________________________________________________________________

9. My child has a disability (e.g., physical, emotional, learning). ___________________________ □YES □NO
If YES, what is it and how does it affect his or her learning? __________________________________________
________________________________________________________________________________________

10. My child has a Section 504 plan. ____________________________________________________ □YES □NO
If YES, do you have a copy of the current plan? ____________________________________________ □YES □NO

11. My child receives special education services. __________________________________________ □YES □NO
If YES, do you have a copy of the current individualized education program (IEP)? ____________ □YES □NO

12. My child has received the following special services. (Check all that apply.)

<table>
<thead>
<tr>
<th>Speech therapy</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical therapy</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Occupational therapy</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>School-based counseling</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other services—please list:
________________________________________________________________________________________

13. I have a recent copy of my child’s educational evaluation. ________________________________ □YES □NO
14. Please list any allergies your child has.
_________________________________________________________________________________________

15. Please list any medications your child is currently taking, whether you think they are working, and any side effects that she or he has when taking them.
_________________________________________________________________________________________
_________________________________________________________________________________________

16. Please share the best way to reach you (phone, e-mail, text).
_________________________________________________________________________________________

17. Please provide an alternate contact in the event we cannot reach you.
_________________________________________________________________________________________
Tool 5: Family Tip Sheet

In addition to the *Family Guide* (Tool 1), your facility may wish to share a shorter document for families with brief tips on how to engage with their children and the facility. Distributing this tip sheet (or similar information that is appropriate for your facility) at admission, during family visits, and as part of school-family communication can be helpful for families because it provides them with useful advice and reminders.
Facility Toolkit for Engaging Families in Their Child’s Education at a Juvenile Justice Facility

Tips for Getting Involved in Your Child’s Education

Because you know your child best, you can be a powerful ally to any program serving your child. However, when a child is in a juvenile justice facility, it is not always easy for family members to get involved with the facility school program. The tips listed below provide some practical things you can do to build a relationship with staff at your child’s facility school. Following these suggestions will keep your son or daughter on track toward completing school and becoming a successful young adult. You do not have to do this alone. Ask facility staff for the contact information of a family liaison, social worker, or parent advocate who can help you navigate through the process.

Visit Your Child at the Facility When Possible

- Attend school functions, including orientation, parent visitation days, award ceremonies, and back-to-school nights.
- Let the staff know if you need transportation or any other assistance to visit the school.
- Involve community members, such as faith-based and family support organizations, who can help you connect with the facility, staff, and teachers.

Organize and Share Useful Information With the Facility or School

- Organize all important records and papers in one place for safekeeping. Some things you will need to keep handy are your child’s Social Security card, school records, government-issued IDs (e.g., driver’s license, school ID, work permit), individualized education program (IEP) or Section 504 plan, individual special education evaluation, treatment plan, transition plan, and a record of upcoming appointments.
- Ask the school to provide you with its student record-sharing and confidentiality policies related to both education and health information. Identify the appropriate people in the facility with whom to share this information.
- Share what you know about your child’s prior education, and give the school copies of the education records you have (e.g., IEP, report cards, disciplinary reports, educational evaluations, or test results).
- Tell the school staff about any medication your child has been taking. Let them know how you think the medication is working.
- Tell the school staff about your child’s eating habits, especially food allergies or special diets.

Get Information About the School and Your Child’s Progress

- Request and ask questions about the school curriculum, calendar, rules, and policies and procedures.
- Ask to see some of the schoolwork your child has been doing.
- Request to see and receive copies of progress reports and portfolios of your child’s work.
- Attend your child’s IEP meetings if he or she has an IEP.

Communicate With Facility School Staff

- Communicate often with school staff. Let them know you want to be helpful and part of the team that is making decisions about your child’s education.
- Be respectful, accurate, and truthful when speaking with facility school staff.
- Get to know the family liaison who will assist you and your family. Contact this person early during your child’s stay at the facility.
- During all phone conversations, write down the name of the person at the school with whom you are speaking, along with the person’s title and phone number. Keep short notes as a permanent record of your conversation.
- Give the school staff your phone number and address. Notify them if the information changes. Let them know the best times to call you—and when NOT to call.
- Get a copy of the school rules. Read them carefully, and ask any questions you have about them.
• Ask for a translator for family members who may not speak English.
• Request that written materials be translated as needed.

Help Your Child Be Successful In and Out of the Facility
• Talk with your child about school over the phone or while visiting. Let your child know that you feel school is important, and encourage him or her to do well.
• Be a major decision maker in your child’s transition planning. Start planning for her or his return as soon as your child leaves home, including identifying the school your child will be attending upon release.
• Have your child’s school records sent to you and the school your child will be attending upon release in time for your child’s arrival—the first day.
• Ask if there is a transition specialist who has the responsibility to address your child’s transition from the facility school to the community school. Get to know this person early during your child’s placement in the facility.
• Request several visits at home and in the community before your child is discharged. When necessary, use the time between visits to adjust the transition plan.
• Work with your child’s receiving school on a plan for social, emotional, and academic learning and support that will keep him or her safe, in school, and on track to graduate and prepare for work.
• Attend any parent training/workshops offered.
• Reach out to and utilize your local Parental Information and Resource Center (PIRC). A PIRC directory is available at http://www.nationalpirc.org/directory/index.html.

Make Sure the Facility School Is Meeting Your Needs and Those of Your Child
• If religious or spiritual practices are important to your family, share this information with facility staff. Opportunities to participate in religious services should be provided by the facility.
• Respond openly and honestly to parent surveys.
• Participate in parent and family focus groups.
• Request regular communication with your child if possible (e.g., phone, video communications, e-mail).
• Work with the facility school principal or superintendent if you or your child needs additional assistance.
• Refer to the facility’s policy and procedures manual on how to resolve issues if they arise.
Tools for Facilities

Tool 6: Faculty and Staff Tip Sheet on Engaging Families

To support your facility’s family involvement efforts, it is helpful for facility staff to receive training and be aware of the efforts taking place within the facility to support families and students. It also may be useful to provide staff with a summary list of tips that can be used as a reference when planning family engagement efforts. The following tip sheet can be customized to meet the needs of your facility. Staff can post the tip sheet in their office and refer to it often.
Facility Toolkit for Engaging Families in Their Child’s Education at a Juvenile Justice Facility

[Facility Name]

Tips for Engaging Families

Ensure That Teachers and Staff Are Able to Communicate Effectively With Families

- Encourage respectful, accurate, and truthful communication with families.
- Provide a list of key personnel and their contact information.
- Identify in what language families are most comfortable communicating.
- Make translators and interpreters available if the family does not speak English or needs assistance. (Google Translate is not sufficient.)
- Confirm that written communication is at an appropriate reading level for families and is translated as needed.
- Maintain updated contact information for families. Ask the family when are the best times to call—and when NOT to call.
- Provide or pair up parent “buddies” among the parent/family community to build relationships with the family groups, the school, and the facility.

Share Information About the School and Student Progress

- Provide school policies and procedures, curriculum, and calendar.
- Have teachers attend parent visitation days.
- Send progress reports (report cards) home.
- Develop and share portfolios of student work with the family.
- Use multiple methods of sharing classroom news and student progress with families (e.g., newsletters, a common hotline number, e-mail, and PowerSchool or related software).
- Arrange for families to attend individualized education program (IEP) meetings.
- Link student work to established academic standards and transition indicators. Host back-to-school nights. Use parents as a partner and resource. Reach out to them for information concerning the student’s previous experiences as well as medical and educational records.
- Provide monthly celebration meetings at the facility for student successes in and out of school (e.g., for students who completed their schoolwork).
- Post flowcharts regarding educational goals in classes, demonstrating student movement into postsecondary pathways for students and parents to see. Establish regular contact between the community school principal, facility school principal (or director or transition coordinator), and the family to address student-specific concerns and successes.

Provide Opportunities for Families to Visit Their Children and Become Familiar With the Staff and Facility

- Establish and make parents aware of visiting hours, visiting days, and other opportunities to come to the school and see their child.
- Enlist community mentors to visit students when parents or family members are not available.
- Train all facility staff, teachers, and support staff on welcoming and relationship-building techniques to strengthen collaboration with parents and family members.
- Cover costs for families to visit, as reasonable and appropriate.
- Pay ancillary expenses for families as an incentive or motivation to engage with their child and the facility school, as reasonable and appropriate.
- Provide food while the family visits, as reasonable and appropriate.
- Ensure family-accessible activities and programs by providing families with child care and information sharing.
- Prepare a DVD that includes a tour of the facility space and walks families through a typical school day.
Ensure That the Facility and Teachers Are Meeting the Needs of Families and Students

- Survey the parents to see what they need to help their child be successful in the facility school and upon release.
- Conduct focus groups of parents to see what they need to help their child be successful.
- Encourage regular communication between the family and their child (use Skype or other telecommunication methods if possible) to supplement in-person visits and events.
- Ask if there are any religious or spiritual practices, events, or holidays that are especially important to the student. Provide opportunities for students to participate in religious services.
- Encourage family members to volunteer in the school, facility library, or welcoming areas.
- Provide regular informational opportunities for community schools and community members to share their support materials and contacts with families.
- Enlist support regularly from mental health service providers, the local school system, community partners, and related service providers to make information, needed services, and supports available to families whose children are involved in the juvenile justice system.
- Engage community partners, such as family organizations and the faith community, which can help connect and serve families and facility teachers and staff.

Empower Families to Help Their Students Be Successful In and Out of the Facility

- Offer parents training and workshops on their parental rights and how they might advocate for their child to promote positive educational outcomes. Extend invitations to the community public school counselors or liaisons to assist in building relationships for transition. Encourage families to begin preparing for the student’s return home as soon as the child enters the facility. Enlist the aid of the home/school transition specialist or liaison, or establish this position if it does not yet exist.
- Establish or reestablish contact between parents and the community school to which the students will be returning. Continue to share that school’s newsletters, happenings, PTO meeting schedule, and principal contact hours.
- Share experiences of engaged families in system facilities. Some of these families may agree to support families experiencing placement of their child for the first time by exchanging e-mails or phone numbers.
- Partner with a local Parental Information and Resource Center (PIRC). The PIRC directory is available at http://www.nationalpirc.org/directory/.
- Engage families and communities when implementing a restorative justice model.
- Partner with the Parent Technical Assistance Center Network (a special education assistance center for parents). A Parent Center listing is available at http://www.parentcenternetwork.org/parentcenterlisting.html.
- Create family roles on committees, such as school improvement and facility improvement committees.
- Hold meetings and develop plans with families regarding opportunities in the community school to which the youth will transition and in the community for afterschool and extracurricular activities.
- Partner with 21st Century Community Learning Centers afterschool programs. State contacts are listed online at http://www2.ed.gov/programs/21stcclc/contacts.html.
Tool 7: Facility Self-Assessment Tool

Although family involvement is critical to the academic success of students, facilities often face the following challenges in engaging families.

- Families are often overwhelmed with their child’s juvenile justice situation and are dealing with other issues at the same time.
- Students’ relationships with their families may be stressed.
- If families have had bad experiences with schools and facilities, they may have a hard time trusting “good faith” efforts.
- Students may not have family members with whom they can engage.
- Facilities often implement one strategy that does not work for all families.
- Facilities often do not encourage teachers to use family outreach.

To overcome these challenges, it is important for facility staff to persist and work to find effective strategies for engaging the families of the students they serve. Assessing your facility’s current efforts is critical.

Tool 7 provides a self-assessment of the five indicators related to the key areas of family engagement (highlighted in Tool 6). This tool can be customized and used, in consultation with your students’ families, to determine the extent to which your facility’s family engagement efforts have been implemented and the outcomes of those efforts. This tool also allows you to identify what aspects of your efforts were particularly successful and the challenges you faced. Your assessment of efforts can then be used to plan improvements using a tiered approach (Tool 8).
## Focus Area 1: Ensuring teachers and staff are able to communicate effectively with families.

<table>
<thead>
<tr>
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<th>Extent of Implementation</th>
<th>Outcomes</th>
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<td>(Indicate to a great extent, to some extent, or not at all.)</td>
<td>(Provide information on how youth and families benefitted.)</td>
<td>(Describe what worked well.)</td>
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### Overall Self-Assessment for Focus Area 1:
- [ ] Well implemented  [ ] Somewhat implemented  [ ] Not implemented

If not implemented or somewhat implemented:
- Are there ways to improve the current approaches?
- Are these the appropriate policies, goals, or strategies, or should any new approaches be taken?
- Is more information needed (through a needs assessment, focus groups, etc.)?

## Focus Area 2: Sharing information about the school and student progress.

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### Overall Self-Assessment for Focus Area 2:
- [ ] Well implemented  [ ] Somewhat implemented  [ ] Not implemented

If not implemented or somewhat implemented:
- Are there ways to improve the current approaches?
- Are these the appropriate policies, goals, or strategies, or should any new approaches be taken?
- Is more information needed (through a needs assessment, focus groups, etc.)?
### Focus Area 3: Providing opportunities for families to visit their children and become familiar with staff and the facility.

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| Overall Self-Assessment for Focus Area 3:  

- Well implemented
- Somewhat implemented
- Not implemented

*If not implemented or somewhat implemented:*

- Are there ways to improve the current approaches?  

- Are these the appropriate policies, goals, or strategies, or should any new approaches be taken?  

- Is more information needed (through a needs assessment, focus groups, etc.)?  

### Focus Area 4: Ensuring that facilities and teachers are meeting the needs of families and students.

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| Overall Self-Assessment for Focus Area 4:  

- Well implemented
- Somewhat implemented
- Not implemented

*If not implemented or somewhat implemented:*

- Are there ways to improve the current approaches?  

- Are these the appropriate policies, goals, or strategies, or should any new approaches be taken?  

- Is more information needed (through a needs assessment, focus groups, etc.)? 
Focus Area 5: Empowering families to help their children be successful in and out of the facility.

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Overall Self-Assessment for Focus Area 5:

- Well implemented
- Somewhat implemented
- Not implemented

If not implemented or somewhat implemented…

- Are there ways to improve the current approaches?
- Are these the appropriate policies, goals, or strategies, or should any new approaches be taken?
- Is more information needed (through a needs assessment, focus groups, etc.)?
Tool 8: Family Engagement Planner

After assessing your family engagement efforts (Tool 7), the next step is to develop a plan for implementation or continuation of effective efforts. Experts suggest developing a tiered approach to family engagement efforts, if they are not occurring already, in collaboration with family members. In a tiered approach, Tier 1 practices are for everyone and will typically engage most families. When Tier 1 practices are not enough, Tier 2 provides children and families with Tier 1 services as well as additional supports to increase the likelihood of family engagement. Similarly, children and families in Tier 3 would receive services across all three areas. The Tier 3 approach is designed to individualize services for a very few children and families.

The following planning tool can help staff decide what they can do for all families (Tier 1), for some families (Tier 2), and for the few hard-to-reach families (Tier 3) across each of the key areas identified in Tools 6 and 7.

---

[Facility Name]
Family Engagement Planner

Tier 1: Strategies That Your Facility Can Provide to All Families

**Sample activities:** Create a welcoming environment and address families in a respectful manner; solicit family input through surveys, interviews, and focus groups; provide an orientation for family members of the facility and school; establish ongoing communication and reporting of student progress; sponsor social activities that encourage family participation; maintain updated contact information on all parents and key family members.

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<tr>
<th>Focus Areas of Support</th>
<th>Activities</th>
<th>Staff</th>
<th>Resources</th>
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**Tier 2: Selective Strategies That Can Be Provided to Some Families**

**Sample activities:** Provide family members with skill development opportunities; enlist regular support from community partners to provide information, services, and supports to families; connect families with each other; take advantage of family visits to the facility to conduct specialized work that is better done face-to-face; provide child care and transportation assistance.

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### Tier 3: Intensive Strategies for Hard-to-Reach Families

**Sample activities:** Tailor approaches to each family and child, engage in extensive work that may repair relationships between the student and his or her family when they no longer communicate, establish regular contact with the community school principal and facility school principal or transition coordinator to address specific student concerns, make translator available if the family does not speak English.

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Related Resources

Families may face challenges in effectively navigating the systems inside and outside juvenile justice facilities. Facility staff can mitigate some of these challenges through additional supports, such as collaboration and cross-training with students’ families. Family organizations are one resource that can be tapped to support and educate families about the operation of facilities for youth who are neglected or delinquent (N or D). Such organizations can develop families’ communication skills and nurture their desire to become more involved in their child’s education. To find a family organization in your area, visit the Technical Assistance Partnership (http://www.tapartnership.org/communityTA.php?id=stateNames#goToList).

In addition, many family engagement resources can provide supports to facility staff and families. Resources are listed in the following categories:

- Guides for facilities
- Guides for families
- Research and briefs
- State resources

Upon review of the following brief resource descriptions, you can determine which resources you might want to share with families or include as part of staff training.

Guides for Facilities

An Advocate’s Guide to Meaningful Family Partnerships: Tips From the Field

This guide, created by the National Juvenile Justice Network, offers tips and advice for advocacy groups, encouraging them to leverage families as partners in juvenile justice advocacy. The guide outlines easily implementable practices and provides examples from the field.

Family Engagement in Reentry for Justice-Involved Youth
http://www.nationalreentryresourcecenter.org/documents/0000/0775/Oct_4_Webinar_Slides_FINAL.pdf

This presentation by the National Reentry Resource Center explores the strength-based and family-focused approaches to successful family engagement. It outlines family impact on youth success and draws from data from the Center for Juvenile Justice Reform, Vera Institute of Justice, and California Division of Juvenile Justice. It offers tools and advice for facilities working toward increasing family engagement.

Family Resources Inventory: An Overview of Resources for Family, Youth, and Staff

This publication, prepared by the Mental Health/Juvenile Justice Action Network Family Involvement Workgroup, provides various resources for facilities and families of youth involved in the mental health and juvenile justice systems.

Family Justice Program Web Page
http://www.vera.org/centers/family-justice-program/

The Family Justice Program at Vera Institute of Justice has a number of online resources available to help correctional facilities better involve families in the juvenile justice process. This page provides research findings, guides, and a community of practice for administrators and facilities.

This page, found on the U.S. Department of Justice’s Office of Juvenile Justice and Delinquency Prevention’s Web site, provides information on parent training by highlighting successful parent and family-centered programs.

Organizational Self-Study on Parent-Child and Sibling Visits
http://www.nrcpfc.org/downloads/OrganizationalSelfStudyonVisiting.doc

This tool, created by the National Resource Center for Permanency and Family Connections, helps agencies assess their preparedness for family visits through evaluating the organization’s practices. It also serves as a checklist for agencies, asking about and outlining related responsibilities, professional development, and policies.

Parent’s Resource Center
http://www.campaignforyouthjustice.org/parents-resource-center.html

This online resource center, managed by the Campaign for Youth Justice, provides parents with links to information on the student transfer process, contacts of people and organizations engaged in advocacy, and other parent tools for getting involved in the movement against the prosecution of youth in adult court.

Reaching Out to Parents of Youth With Disabilities in the Juvenile Justice System
http://www.edjj.org/reaching.html

This article, written by the PACER Center, discusses the needs of parents of incarcerated youth with disabilities. The article identifies obstacles to parent involvement and provides tips for staff to promote family involvement in facilities.

Resource Guide to Wraparound
http://www.nwi.pdx.edu/NWI-book/pgChapter4.shtml

This guide, created by the National Wraparound Initiative, is a collection of articles, tools, and resources related to wraparound. Collectively, the guide describes the wraparound principles and practice model—including the principle of family voice and choice, and practices that support family engagement—and provides examples of implementation, stories from those involved, and tools that can be used in everyday practice. Chapters 4b1 and 4b2 speak directly to the roles of families and family partners within the wraparound process.


This Vera Institute of Justice guide explores what a strengths-based, family-focused approach is, and offers information and strategies for correctional facilities to leverage in implementing a successful correctional program.

http://www.neglected-delinquent.org/nd/docs/Family%20Involvement%20Guide_FINAL.pdf

This guide, released by the National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent, or At-Risk (NDTAC), offers advice and suggestions on how education leaders can get families and parents increasingly involved in their child’s education while at the juvenile justice or corrections facility.
Guides for Families

Families in Power: Family Guide to Networking, Coalition Building, Organizing, and Campaign Planning
This guide was created by the Campaign for Youth Justice to equip families, friends, and community members of youth who have been incarcerated with the tools needed to organize and end the practice of trying and convicting youth under 18 years of age as adults.

Family Resources Inventory: An Overview of Resources for Family, Youth, and Staff
This publication, prepared by the Mental Health/Juvenile Justice Action Network Family Involvement Workgroup, provides various resources for facilities and families of youth involved in the mental health and juvenile justice systems.

A Family Guide to Delinquency Court
This pamphlet by Florida’s Office of the State Courts Administrator provides parents with advice and other “important things to know” while attending delinquency court.

Navigating the Juvenile Justice System: A Guide for Parents of Youth With Disabilities
http://www.law.upenn.edu/cf/faculty/mglickm/workingpapers/juvenilejustice.pdf
This guide, prepared by the Juvenile Law Center, provides parents and family members of youth with disabilities with information on how the juvenile justice process works and what to expect. It covers what parents can do, who to contact, and what some possible outcomes are. It also includes a list of “important terms,” which are used frequently by system officials, but that may often be unfamiliar to family members.

Research and Briefs

Collaboration in the Juvenile Justice System and Youth Serving Agencies: Improving Prevention, Providing More Efficient Services, and Reducing Recidivism for Youth With Disabilities
This report, supported by the U.S. Office of Special Education Programs and Office of Juvenile Justice and Delinquency Prevention, explores opportunities for collaboration between youth services and the juvenile justice system to effectively reduce juvenile delinquency. It highlights the importance of family-centered services and involving the family in youth programming.

Family Engagement: Bulletin for Professionals
This bulletin from the Child Welfare Information Gateway discusses ways for professionals, specifically state child welfare managers, to more effectively engage families to create a productive caseworker-family relationship to effect positive change and ensure the well-being of children in the child welfare system.

Family Involvement in Pennsylvania’s Juvenile Justice System
http://www.pachiefprobationofficers.org/docs/Family%20Involvement%20Monograph.pdf
This report, produced by the Family Involvement Subcommittee of the Mental Health/Juvenile Justice Workgroup for Models for Change and the Family Involvement Workgroup of the PA Council of Chief Juvenile Probation Officer’s BARJ Implementation Committee, provides information on the history of family involvement policy in the juvenile justice system in Pennsylvania, results from a family involvement focus group, information on early prevention, and a list of related resources.

**Integrating Family-Focused Approaches in Justice Reform**
This article, from the Child Welfare League of America’s newsletter *The Link*, discusses the Family Justice Program’s Juvenile Relational Inquiry Tool (JRIT), developed in 2009, as well as youth and staff responses.

**Involving Families of Youth Who Are in Contact with the Juvenile Justice System**
This Research and Program Brief from the National Center for Mental Health and Juvenile Justice discusses the importance of family involvement in a youth’s interaction with the juvenile justice system as well as the associated benefits and challenges.

**Parental Involvement in Juvenile Justice: Prospects and Possibilities**
http://www.oklaosf.state.ok.us/~oja/SAG%20Web%20site/MacFound/Parental_Involvement_in_Juvenile_Justice.pdf
This brief by the Policy Institute for Family Impact Seminars discusses challenges facing family and parental involvement in the juvenile justice process, and features a study conducted by the American Bar Association on parental involvement and its impact.

**Safety, Fairness, Stability: Repositioning Juvenile Justice and Child Welfare to Engage Families and Communities**
http://cjjr.georgetown.edu/pdfs/famengagement/FamilyEngagementPaper.pdf
This publication by the Center for Juvenile Justice Reform (CJJR) discusses family engagement in juvenile justice and child welfare processes and provides approaches for implementation.

**Setting an Agenda for Family-Focused Justice Reform**
This brief by the Vera Institute of Justice provides information on implementing a family-focused approach to justice reform. It offers seven recommendations for agencies and individuals interested in moving toward this approach.

**Strengthening America’s Families: Exemplary Parenting and Family Strategies for Delinquency Prevention**
This article, sponsored by the U.S. Office of Juvenile Justice and Delinquency Prevention, highlights risk factors to delinquency and indicates successful strategies for prevention, including those with a focus on parents. The article identifies characteristics of successful programs and highlights exemplary programs such as Functional Family Therapy (FFT), Strengthening Family Program (ages 10–14), Structural Family Therapy, and Treatment Foster Care.

**What Families Think of the Juvenile Justice System: Findings From a Multi-State Prevalence Study**
http://pathwaysrtc.pdx.edu/pdf/ffpS0607Corrected.pdf
This multistate prevalence study from the U.S. Office of Juvenile Justice and Delinquency Prevention aims to (1) identify what services are provided to youth with mental health needs who are in the juvenile justice system and (2) obtain family perspectives about the care and treatment of their children.

**Working Definition of Family-Driven Care**
http://www.tapartnership.org/docs/workingDefinitionFamilyDrivenCare_200801.pdf

This fact sheet provides a definition of *family-driven care* as well as a list of its guiding principles.

http://www.neglected-delinquent.org/nd/docs/Family%20Involvement%20Guide_FINAL.pdf

This guide, created by the National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent, or At Risk (NDTAC), provides tips and resources for facilities aiming to improve their family engagement practices, as well as information on family needs and expectations.

**State Resources**

**California**

*The Nevada County Juvenile Court System: A Guide for Parents*

This pamphlet provides information and advice for parents of youth involved in the Nevada County Juvenile Court System. It also includes a list of commonly used terms.

**Colorado**

*Family Advocacy Toolkit*
http://toolkit.coloradofederation.org/

Funded by the Colorado Juvenile Justice and Delinquency Prevention (JJDP) Council, this user-friendly toolkit contains two tools: the Family Advocate Tool and the System Professional Tool. Both of these tools provide resources to assist families, advocates, and systems professionals in working with youth facing mental health and substance abuse issues in the juvenile justice system.

**District of Columbia**

*Guide to the DC Juvenile Justice System*

This guide by the Council for Court Excellence outlines the various stages of the District of Columbia juvenile justice system. Focusing on investigation, adjudication, disposition, and special situations, it clarifies the roles and responsibilities of lawyers, victims, and eyewitnesses. It also provides readers with a “Glossary of Terms” and important district contact information.

*Superior Court of DC Frequently Asked Questions*
http://www.dccourts.gov/internet/globalfaqlocator.jsf

The Superior Court of the District of Columbia’s frequently asked questions search tool enables users to search by keyword, date, and category.
Florida

Florida Department of Juvenile Justice FAQs
http://www.djj.state.fl.us/aboutdjj/faq.html#Parents

The Florida Department of Juvenile Justice’s frequently asked questions are listed by program area.

Florida’s Family Court Tool Kit: Volume I
http://www.flcourts.org/gen_public/family/bin/toolkit.pdf

This guide, written by the Florida Office of the State Courts Administrator, serves as a toolkit for courts to increase efficiency, timeliness, and family involvement by assessing current practices and implementing set goals. It includes a readiness assessment, related information, research, and charts.

Idaho

What Parents Should Know About the Juvenile Justice System
http://www.the3rdjudicialdistrict.com/parentsjjs.htm

This Web page provides some suggestions on how parents may help their child succeed as well as general information about Idaho’s juvenile justice system.

Illinois

Nineteenth Judicial Circuit of Lake County, Illinois: Frequently Asked Questions for the Juvenile Probation/Detention Services
http://19thcircuitcourt.state.il.us/findit/Pages/faq_juvenile.aspx

This Web page contains answers to frequently asked questions handled by Juvenile Probation/Detention Services staff.

Indiana

A Guide for Parents to the Juvenile Justice System in Indiana: “Your Child and Juvenile Court”

This guide was created by the Youth Law T.E.A.M. of Indiana to help parents and guardians understand and work through the juvenile justice system. It answers many frequently asked questions and defines commonly used words and terms.

Minnesota

Title I Parental Involvement Planning: Resource Packet
http://www.pacer.org/mpc/titleipiplan.asp#paragraph5

The resources in this packet, developed by the Minnesota Parental Information and Resource Center, aim to help facilities increase family involvement in their youth’s education.

Nebraska

Nebraska Department of Health and Human Services: Families Matter Overview
http://www.partnering4students.org/part-two/2a1-FamMatLegalD0129.pdf
The goal of the Families Matter state initiative is to reform Nebraska’s child welfare and juvenile services. The Families Matter Overview diagrams the process of Nebraska’s Child Welfare/Juvenile Justice System through the Department of Health and Human Services for three system paths—child welfare, status offense, and juvenile offense—and documents who provides services for each step.

**New Jersey**

**A Family Guide to Juvenile Justice, Monmouth County: A Handbook for Families**

This handbook by the Monmouth County Youth Services Commission, as part of its Juvenile Detention Alternatives Initiative, explains how the New Jersey juvenile justice system works, and provides information and resources on substance abuse, domestic violence, mental health, and education issues youth may face. It offers advice on what to do if a child is acting out from feeling overwhelmed, provides definitions for common court terms, and explains the various court-related positions and roles.

**Ohio**

**Families as Partners: Supporting Incarcerated Youth in Ohio**

This research brief from the Vera Institute of Justice’s Family Justice Program explores findings on the Juvenile Relational Inquiry Tool (JRIT), a family engagement tool for facilities.

**Ohio’s Family & Youth Guide: The Family Guide to the Juvenile Justice System in Ohio**

This guide, produced by Voices for Ohio’s Children, provides parents with information on the Ohio juvenile justice process as well as highlights youth rights and commonly used juvenile justice terms.

**Ottawa County (Ohio) Juvenile Court: FAQs**
http://www.ottawacountyjuvenilecourt.com/faq.htm

On this Web page, the Ottawa County Juvenile Court lists answers to frequently asked questions.

**South Carolina**

**South Carolina Department of Juvenile Justice: Resources for Parents**
http://www.state.sc.us/djj/parents.php

This site provides parents and guardians with the resources necessary to be properly informed and involved in their child’s juvenile justice process and to be partners in prevention for those who are at risk. It lists local and state resources, including publications, videos, and Web sites.

**Texas**

**National Juvenile Justice Network: New Juvenile Justice Training & Resources: Guides to the Juvenile Justice System**
http://www.njjn.org/our-members/texas/

The National Juvenile Justice Network’s Texas Criminal Justice Coalition provides parents and family advocates with four one-page guides around juvenile justice and the role of families:
- “The Juvenile Justice Court Process”
- “What Can I Expect When My Child is Locked Up?”
- “When Can I Visit My Child?”
- “Sealing Your Child’s Juvenile Record”

**Understanding the Texas Youth Commission and the Parents’ Bill of Rights: The TYC Family Handbook**


This handbook by the Texas Youth Commission contains information about the state’s juvenile justice process, ways for parents to get involved, and parent rights. It also defines common terms and acronyms.

**Washington**

**Juvenile Court Department of the King County Superior Court: Juvenile Justice 10**


The King County Juvenile Justice 101 program page provides information on various agency partners and community organizations as well as links to an archived court orientation video and accompanying resource booklet.