



The Educational Experiences of Children and Youth in Foster Care

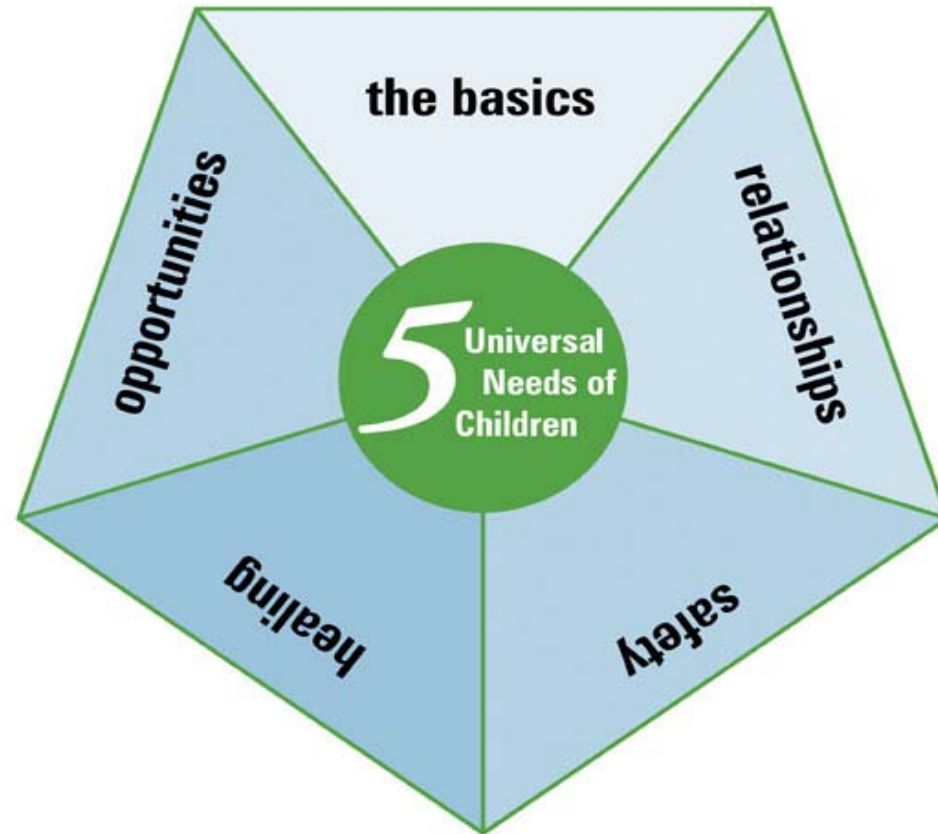


EDUCATION TELECONFERENCE

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FIVE UNIVERSAL NEEDS





National Data

- Education is the key to success for every child
- Nationally there are 532,000 children in foster Care.
- Average Ages of Children in Foster Care - 10.8 years.
- 20,000 – 25,000 Youth age out of the foster care system yearly



CHILDREN ENTER CARE:

- With traumatic Placement experiences
- Behind in school
- With more medical problems
- Without an educational advocate



CHILDREN IN FOSTER CARE :

- Poor attendance rates
- Less likely to perform at grade level in math/reading
- More likely to have behavior/discipline problems
- More likely to be assigned to special education
- More likely to repeat a grad
- Less likely to attend college
- Twice as likely to drop out before graduation
- Less likely to earn a GED



SCHOOL ISSUES FOR CHILDREN/YOUTH IN CARE



- Frequent placement changes/frequent school changes
- Loss of school records
- Delay in school registration
- Low expectations on part of school staff
- Stigma of Being in Foster Care
- Behavior Issues

WHAT WORKS/BEST PRACTICES

- Interagency coordination and collaboration
- Cross discipline training
- Examine biases of low education expectations for youth in care
- Use of Educational liasions
- Expedite prompt school enrollment
- Expedite transfer of school records
- Involve birth, foster parents, and Kin caregivers in educational process
- Provision of mentors/volunteers





Conclusions:

- Challenge to meet the educational needs of youth in care
- Requires collaboration among all systems
- Tuition assistance and scholarships available for youth who graduate
- **GOAL IS TO GET THEM TO GRADUATION**

Values



- child-focused,
- family-driven,
- integrated, collaborative, coordinated and community-based,
- culturally relevant and competent, strength-based and provided by knowledgeable, skilled providers who understand the cultural diversity of the community, and
- timely, effective, evidence-based, and outcome-driven.

Principles



- Service coordination and case/care management
- Prevention and early identification
- Planned and coordinated transitions among agencies and providers and between the child and adult systems
- Human rights and responsibilities regarding protection and advocacy pertaining to minor children, family members, and emancipated young people and their family members
- Nondiscrimination in access to services



Principles, cont

- .Service coordination and case/care management
 - .Prevention and early identification
 - .Planned and coordinated transitions among agencies and providers and between the child and adult systems
 - .Human rights and responsibilities regarding protection and advocacy pertaining to minor children, family members, and emancipated young people and their family members
 - .Nondiscrimination in access to services
- Endorsed by NCJFCJ, NASADAD, NASMHPD and APPA, under review by NAPCWA



RESOURCES

■ RESOURCES

Yu, E., Day, P., & Williams, M. (2002) Improving Educational outcomes for youth in Care (Monograph) Washington, DC: Child Welfare League of America

Yu, E., Day, P., & Williams, M (2002) Improving educational outcomes for youth in care: Symposium summary report. Washington, DC; Child Welfare League of America



RESOURCES

- McNaught, Kathleen Learning Curves: Education advocacy for children in foster care, (2004) ABA Center on Children and the law: National Child Welfare Resource Center on Legal and Judicial Issues, Washington, DC

To order a copy: call the ABA Service Center at
800- 285-2221

ISBN: PC 5490441 PRICE \$15.95

- Foster Children and Education – Vera Institute of Justice publications looks at how to make education a positive experience for children in foster care

[Http://www.vera.org/publication_pdf/241_452.pdf](http://www.vera.org/publication_pdf/241_452.pdf)



FOR MORE INFORMATION CONTACT

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