Advancing Pathways to Education and Workforce Opportunities for Systems-Involved Youth

Monday, September 25, 2017





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Supporting Pathways to Long-Term Success for Systems-Involved Youth: Lessons Learned

> AYPF Brief September 2017

FACT SHEET: Education and Workforce Related Policies Affecting Systems-Involved Youth

This resource intends to inform researchers, policymakers, and practitioners of the federal legislation that govern systems-involved youth, and highlights grant opportunities. This resource does not include all legislation impacting systems-involved youth, but rather highlights legislation and grants specifically focused on supporting secondary, postsecondary, and workforce success among these youth. The term 'systems-involved youth' is used to describe youth involved in the juvenile justice system, foster care system, or both systems (i.e., crossover youth).

Legislation/Grants with Attention to Systems-Involved Youth

Every Student Succeeds Act

The Every Student Succeeds Act (ESSA) was signed into law on December 10, 2015, reauthorizing the 6 Secondary Education Act (ESEA) of 1965 and replacing the No Child Left Behind Act (NCLB) of 2001. As education legislation law governing all K-12 education, ESSA underscores the commitment to uphold in standards for all students, but aims to fix the one-size-fits-all approach to education associated with N

In an effort to ensure quality education for all students, ESSA includes provisions in Title I, Part D solel prevention and intervention programs for neglected, delinquent, or "at-tisk" youth. Title I, Part D provinding to states to establish and improve programs targeted to these youth. Specifically, some change Part D of ESSA aim to improve educational services in juvenile justice facilities in order help youth me academic standards; promote the transition of youth from facilities to further education or employme dropping and pushing out of youth in school, and provide reentry support to young people returning and/or community. Additional key provisions under ESSA include requiring state and local education a parents, family members, and communities in improving educational outcomes for justice-involved you funding for support and transitional services for tribal youth, and demonstrate how Title I, Part D fund coordinate with bother federal, state, and local programs, such as career and technical education programs.

ESSA also includes <u>special protections</u> for youth in foster care in order to promote their <u>educational</u> st These protections require states to disaggregate data on student achievement and graduation rates fo care, ensure students remain in their school of origin (unless it is not within their best interest), allow enrollment and record transfer to a new school if necessary, and ensure access to necessary transport school. State and local education agencies must also designate state and local points of contact for ch agencies to ensure effective Collaboration and implementation of foster care provisions. Understanding Foster,
Juvenile Justice, and Crossover Youth

American Youth Policy Forum May 2017

Crossover Youth Callout: Who are they? How are they affected by ESSA?

Youth who come in contact with both the child welfare and juvenile justice systems are known as crossover youth. Crossover youth may occupy these systems at different points or at the same time, and their status may or may not be known to either the child welfare or juvenile justice systems.

ESSA specifies in Title L Part D Julipart 1 that table agencies, to the extent feable, must note when a youth has come in contact with both the onlid weither and juvenile justice spectam and use faunds for targeted evidence-based services and interventions to teep these youth in school. Additionally, the definition of "at-viat" was memored to incluse those at risk of "dependency adjudication, or delinquency adjudication" and those teats come in contact with the drive system.

For more resources related to ESSA, please reference AYPF's resource page



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OUTCOMES & IMPACT SNAPSHOT FY2017

RECIDIVISM — EMPLOYMENT — EDUCATION

40%

UTEC OUTCOMES

90% of young adults served were not arrested during the year.

99% were not convicted.

of young adults who left UTEC programming were employed two years later.

of young adults engaged in our HiSET classes obtained a high school credential within the last year.

Learn more at www.utec-lowell.org

MA and U.S. OUTCOMES

49% of 18-24 year-olds incarcerated to county facilities in Massachusetts are not re-arraigned within 1 year.*

Former inmates earn, on average, 40% less than they would, had they not been incarcerated. In Massachusetts this totals \$760 million annually in lost wages.** UTEC works to help our young adults avoid this potential wage loss.

of incarcerated males ages 18-24 nationally have attained at least a high school diploma or GED.***

136 young adults ages 17-25 participated in our intensive programming in FY17.



HAD A CRIMINAL RECORD



WERE GANG
INVOLVED



HAD NO HIGH SCHOOL CREDENTIAL



WERE PREGNANT OR PARENTING

96% met multiple risk criteria, including 11% who had all four.

additional young adults were served through Streetworker engagement, enrichment activities, and other event

*Statistic from CSG Justice Center, shared with UTEC via email, September 2016. **Forman, B. and Larivee, J. (2013). Crime, cost, and consequences: Is it time to get smart on crime. Boston: MassINC. ***Schiraldi, V., Western, B., and Bradner, K. (2015). Community-based

responses to justice-involved young adults. New Thinking in Community Corrections. Cambridge, MA: Harvard Kennedy School.





Streetworker Program



















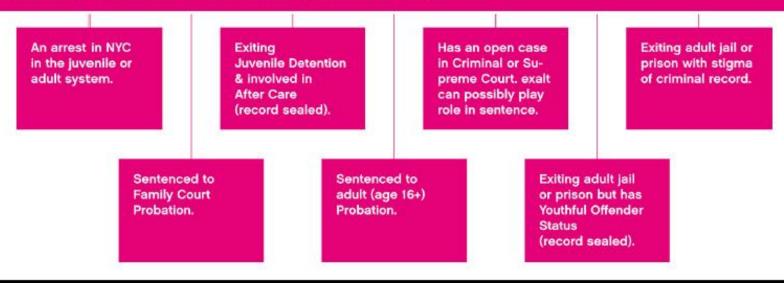






Founded in 2006, exalt is modeled on an award-winning bestpractice designated program. exalt's mission is to elevate the expectations of personal success for youth ages 15-19 who have been involved in the criminal justice system.

SUMMARY OF THE SPECTRUM



40%

of inmates in New York State recidivate within 3-years of their release. **67**%

Sixty-seven percent of prison inmates nationwide are high school dropouts.

OUR MODEL COUR APPROACH

Change is a process not an event

4-Week Interview + Engagement Phase





1-Week
Placement +
8-Week Paid
Internship
Phase



2-Week Career Prep Phase



Alumni Network Phase



Youth served to date, but over 15,000 young people in New York City need our services.

JOIN OUR MISSION

exaltyouth.org

We believe in culturally relevant curriculum.

FOUR CORE SKILLS

- Communication
- Critical Thinking
- Creative Problem Solving
- Resource Management

IMP<u>ACT</u>

"The class ended up being a lot different from what I expected. I thought it was just going to be another program, but it was much more than that. exalt teachers want us to be smart, so that we can change our lives and our communities, not just pass a test."

- Ebony, Cycle 12

- 83% of participants with eligible and closed cases receive sentence reductions
- More than 80% of our high school seniors receive their diploma or GED
- Ongoing education and criminal justice support for ALL alumni

95%

of our participants do not recidivate 2-years post program, compared to the 60% state average.

99%

of our participants are enrolled and progressing in school 2-years postprogram.





First Place for Youth

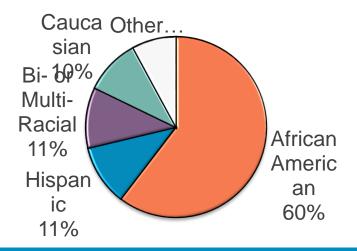


FOUNDED:1998

- □ **VISION**: We believe that all foster kids in the United States can achieve self-sufficiency and make a successful transition to adulthood so that the disparities between them and their nonfoster care peers are eliminated. First Place is a national leader in building the evidence to support this drive and in increasing awareness, changing perceptions and building a movement to make it happen.
- □ YOUTH SERVED: 556 in My First Place[™], total of 1,460 (FY17)
- □ **LOCATIONS**: Headquartered in Oakland, providing direct services in 6 counties in California; First My First Place affiliate site set to launch programming in Fall 2017 in Boston, MA



Demographics + Risk Factors of Participants



Mental Health & Education Levels	
Youth with mental health issues/illnesses	60%
Average youth CASAS score in reading at program entry	232 (equivalent to grade 8 reading level)
Average youth CASAS score in math at program entry	215 (equivalent to grade 4 math level)

Risk Factors		
Experienced Homelessness	47%	
Unemployed	58%	
No HSD / GED	32%	
Has at least one child	22%	
Ever Arrested	49%	

Foster Care Experience	
Avg. # of foster care placements	6.2
Avg. age when entered foster care	11.1
Avg. years in foster care	8.2

^{*}All data on slide is based on youth served in FY16. Mental health indicator includes additional data through 9/1/16 and reflects youth who have received at-risk or vulnerable rating on at least 1 mental health indicator (of three) on monthly outcomes scales at any point in program.



My First Place Outcomes

AREA	OUTCOMES AT PROGRAM EXIT*
Housing	While 40% of the nation's former foster youth experienced homelessness by age 24, 73% of MFP youth exit to stable housing.
Education and	 96% of eligible MFP youth earn their HSD/GED or were actively pursuing their HSD or equivalent
Employm	 77% of MFP youth are employed and/or realized wage increase.
ent	 82% of MFP youth are enrolled in school or employed at exit.
	 While less than 5% of foster youth will graduate from a 4-year college, 83% of eligible MFP youth enrolled in PSE
Healthy Living	Over 70% of female and 50% of male foster youth will be parents, compared to 41% and 28% of their peers.
	97% of MFP youth retain custody of their children
	 94% of MFP youth do not have new pregnancy
	Nearly 43% of female and 74% of male foster youth will have been incarcerated, compared to 6% and 23% of their peers. • 92% of MFP youth did not experience an arrest while in program

^{*}MFP data from youth who exited program in FY17. Comparison data from *The Midwest Evaluation of the Adult Functioning of Former Foster Youth: Outcomes*



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