ECC LOGIC MODEL

ECC Strategic Plan 2024-2029

ECC MISSION: RAISE THE EDUCATIONAL ACHIEVEMENT OF SYSTEM INVOLVED YOUTH

KEY CHALLENGES raised by youth and system partners in listening sessions	ROOT CAUSES of the key challenges	ECC PRIORITY derived from challenges & causes	OBJECTIVES needed to address ECC focus area	ACTIVITIES to achieve activities	OUTCOMES to accomplish within five years
Youth expressed feeling uninformed on school-of-origin (SOO) rights, saying that increased communication about these rights is needed. While Los Angeles County and its community partners have designed/implemented a model system for school-stability transportation, system partners and resource parents said that, in practice, implementation remains a challenge. School stability is critical to youth engagement and academic achievement.	• Placement instability • Lack of transportation • Lack of engaged Educational Rights Holders (ERHs) • Barriers to Educational Rights Holders receiving timely information regarding school and placement changes that would allow them the chance to make informed decisions • Lack of communication and teaming when a child is first detained or changes placement	**STABILITY**	• Ensure that school stability is considered in placement decisions. • Strengthen SOO transportation implementation, especially for youth in STRTPs and youth with transportation written into their Individualized Education Plans (IEPs). • Enhance communication between school districts, child welfare, and ERHs. • Secure sustainable funding for school-of-origin transportation.	See **pages 30-31** in the full ECC Strategic Plan for a list of activities and action steps.	• 100% of youth involved with systems will have school stability considered in their placement decisions. • 100% of youth involved with systems will have an ERH who makes a Best-Interest-Determination decision in consultation with the youth, when developmentally appropriate, and informed by district Foster Youth Liaisons, child-welfare staff, and the youth's attorney. • 100% of youth involved with systems will stay in their school of origin until a Best-Interest Determination has been completed.
System partners (child welfare, probation, and school districts) lack shared data, linkages, and integration between/among data sources. This makes it difficult for youth to get the services they need in a timely manner and for agencies to make data-driven policy decisions.	• Insufficient technology and staffing for data-sharing • Non-standardized processes for data-sharing • Different interpretations of existing laws around data-sharing • Records not shared in a timely manner	**INFORMATION-SHARING & DATA INTEGRATION**	• Address legal barriers/differing interpretations of what information can be shared between partners. • Address issues with integrating different data systems, capacity challenges, and ensuring that systems include updated education information and current records. • Ensure that the data systems in place can track education-outcome information on an ongoing basis for youth involved with systems. • Strengthen the development of processes/systems for the consistent identification on school campuses of youth involved in the juvenile-justice and child-welfare systems. • Ensure that staff with access to this information are trained to interact with youth in a trauma-informed manner and that system involvement is not used to discriminate against youth.	See **pages 34-36** in the full ECC Strategic Plan for a list of activities and action steps.	• Secure agreements across County and educational systems for what individual and aggregate data can be shared • Education outcomes on all priority areas are tracked by district, placement type, race, ethnicity, gender, etc., across all priority areas for youth involved in the child-welfare and juvenile-justice systems

KEY CHALLENGES	ROOT CAUSES	ECC PRIORITY	OBJECTIVES	ACTIONS	OUTCOMES

Caregivers and school districts expressed difficulty getting students to attend school consistently, and that it is challenging to support or achieve academic success when students are not in school. Additionally, youth in foster care are more likely to be subject to exclusionary discipline, and Black youth in foster care are disproportionately subject to disciplinary procedures.	• Unmet mental health needs
	• Lack of transportation
	• Lack of motivation and encouragement
	• Youth do not feel engaged and/or safe at school
		CHRONIC ABSENTEEISM	• Address transportation challenges.
			• Identify solutions and youth-engagement strategies to support caregivers/STRTP providers caring for youth struggling to regularly attend school.
			• Improve the notification process/communication between stakeholders regarding absences that should be marked as 'excused.'
			• Prevent suspensions/expulsions and address the disproportionate rates of suspensions/expulsions for Black youth in foster care.
			• Provide individualized, trauma-informed, and culturally responsive supports to address the root causes of attendance issues.
			• Address unmet mental health needs in and out of school that contribute to absenteeism.
				See **pages 39-41** in the full ECC Strategic Plan for a list of activities and action steps.	• Decrease the countywide chronic-absenteeism rate for youth in foster care from the 2022–2023 rate to the 2018–2019 foster-youth chronic-absenteeism rate:
					
					  ○ All grades: from 38.7% to 28%
					  ○ K–8: from 33.1% to 22%
					  ○ 9–12: from 51.2% to 44.2%
					
					• Decrease the countywide suspension rate for youth in foster care from the 2022–2023 rate of 9% to 2% (the Los Angeles County non-foster youth suspension rate for 2022–2023). Decrease the countywide suspension rate for Black youth in foster care from the 2022–2023 rate of 13.3% to 2%.

Students expressed a lack of motivational support, and stakeholders expressed a lack of student engagement, as primary barriers to educational success. When students are not motivated and engaged in all aspects of school, their education and academic achievement suffer.	• Unmet mental health needs • Lack of encouragement from educators, adults, and caregivers • School is not always a pleasant place to be. • Youth are not centered in their education decision-making. • Lack of knowledge of education rights by youth, caregivers, biological parents, and Educational Rights Holders • High mobility of youth involved with systems	**YOUTH ENGAGEMENT AND SUPPORTS**	• Center youth in education decision-making. • Ensure that youth, caregivers, ERHs, and County staff are trained on education rights and how to help youth implement those rights. • Strengthen communication around available enrichment activities and increase access to them. • Provide supportive adults and peer mentors/supporters to form stronger attachments. • Add more resources—especially non-traditional approaches—to address unmet mental health needs.	See **pages 44-46** in the full ECC Strategic Plan for a list of activities and action steps.	• After collecting initial baseline data on youth access to extracurriculars, increase the rate of youth participating in these activities by 5% each year until it is on a par with all students. • Ensure that 100% of youth have a completed CFT education action plan.

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Stakeholders desire better collaboration, communication, and partnership—in particular, more support navigating the IEP process, pathways to support youth on school campuses, and the upholding of education rights. There is also a lack of clarity as to which systems partners, in addition to CSWs, can provide support when education challenges arise. And although both youth and school districts have needs for services, community-based organizations often have difficulty navigating district processes to execute agreements to provide services to youth in foster care directly on school sites.	• Lack of engaged Educational Rights Holders • Barriers to Educational Rights Holders receiving information regarding education rights and available resources • Placement stability • Lack of communication/teaming when a child is first detained or changes placement • Lack of clear guidelines on how to partner between school districts, the County, and community-based organizations	**COLLABORATION, COMMUNICATION & PARTNERSHIPS**	• Develop and implement a standardized process to facilitate communication, collaboration, and teaming. • Provide resources for caregivers, CASAs, and other adult supports to help youth with navigating the IEP process in different languages. • Develop best practices/guidance for community-based organizations to provide services to support systems-involved youth.	See **page 49** in the full ECC Strategic Plan for a list of activities and action steps.	• Ensure that DCFS notifies school districts of a pending detention and/or placement change within one day—or 10 days for youth with IEPs—for 75% of youth. • Create a best-practice guide with strategies to support community-based organizations in partnering with school districts to provide services to youth involved in systems.
Both young people and system partners feel that youth don't have the resources or support they need to succeed academically. Youth, caregivers, and Educational Rights Holders are not informed on education rights. School districts lack support to provide/address all education needs. Caregivers and ERHs struggle to navigate systems to secure needed education supports.	• Adults telling (verbally and non-verbally) system-affected youth that they can't achieve their academic goals, including pushing youth who are systems-involved out of schools • Lack of understanding and trauma-informed schools • Lack of resources and complicated processes to access existing resources	**ACADEMIC ACHIEVEMENT**	• Assess and address education services needs, including access to intensive one-on-one tutoring. • Ensure that all youth who are systems-involved have access to the technology resources they need to succeed in school. • Ensure that all youth who are systems-involved have the resources—including books and supplies—they need to succeed in school. • Implement solutions to address lower English/Language Arts and Math test scores for youth in foster care. • Ensure that all youth who are systems-involved have the academic skills needed to succeed in post-secondary education.	See **pages 52-54** in the full ECC Strategic Plan for a list of activities and action steps.	• Increase the percentage of youth in foster care 'meeting or exceeding the standard' for English Language Arts from 20.5% to 47.3% (to match the non–foster-youth meet/exceed rate for 2022-2023). • Increase the percentage of youth in foster care 'meeting or exceeding the standard' for Math from 11.1% to 34.9% (to match the non–foster-youth meet/exceed rate for 2022-2023). • Increase high-school graduation rates for youth in foster care from 61.3% to 84% (to match the countywide rate for all youth for 2022-2023).

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Youth and system partners identified the need for support around college, trade and vocational schools, and workforce development. In particular, young people need funding for basic needs—plus information about available resources/funding—to be accessible and more clearly communicated. System partners also identified supports needed to ensure that youth success fully transition from high school to college, as many youth may apply and/or enroll in college but do not make it to the first day of classes. This is often referred to as the 'summer melt.'	• Generational poverty • Unaffordable costs to attend college (e.g., housing, food, transportation, etc.) • Judgement and bias (racial and otherwise) toward youth involved in systems • Lack of a positive support system • Lack of basic academic skills	**POST-SECONDARY EDUCATIONAL ACHIEVEMENT AND WORKFORCE READINESS**	• Increase direct college enrollment and completion rates. • Facilitate 'warm handoffs' between high schools and colleges to ensure that youth successfully transition to post-secondary education. • Support efforts to fully fund college for youth in foster care, including basic needs such as housing and food while they are attending. • Support efforts to connect youth with career and technical education programs.	See **page 56** in the full ECC Strategic Plan for the planned action steps.	• Increase rates of college graduation by age 23 for youth involved in the child welfare system from 10% to 36% (California's rate for non-foster youth). • Increase college-enrollment rates for high-school seniors involved in the child welfare system from 29.2% (2021–2022) to 53% (California's rate for non-foster youth). • Attain a college-persistence rate (the rate at which students return to college at any institution for their second year) for youth in foster care attending community colleges of 67% (the current rate for all community college students who persisted from fall to spring at any community college). • Work with Probation, LACOE, and post-secondary partners to collect baseline data on the college graduation, college enrollment, and college-persistence rates of youth involved in the juvenile-justice system and work on increasing these rates. • Work with the LA Opportunity Youth Collaborative (OYC) to collect baseline data on the number of youth involved in the child-welfare and juvenile-justice systems enrolled in workforce and/or career training programs and work on increasing the number of youth involved in systems enrolled in these programs.