



# **Individualized Higher Education Course of Action**



## **Introduction:**

Every young person deserves the opportunity to plan ahead for their future, including plans to pursue higher education. To help facilitate this process for youth in juvenile justice facilities, Juveniles for Justice, a project of Juvenile Law Center, has created this Individualized Higher Education Course of Action guide. Teachers, social workers and other facility staff members should work with students to assist the youth in developing and following concrete steps to prepare them to successfully graduate from high school and move on to post-secondary education.

Students and facility staff should work together to complete this Individualized Higher Education Course of Action. This document should be reviewed and updated at least once per month to ensure that all responses are timely and up-to-date.

**Juveniles for Justice is a youth engagement program of Juvenile Law Center. The program includes youth who are or have been in the juvenile justice system. Juveniles for Justice offers the youth an opportunity to assess the juvenile justice system's strengths and weaknesses, and then develop and implement advocacy projects to improve the system based on the youth's research and personal experiences.**

**Section 1: Learning About the Student**

**This section is intended to help staff gauge student’s interests and goals to gain a better understanding of what students need to pursue higher education. Often, juvenile justice involved youth are not provided with the opportunity to even consider college as a goal. Asking some of these questions may help the youth open up about their aspirations, and may even get them thinking about going to college.**

1. Staff: Find out how youth is doing in placement school currently.

a. What do you enjoy about school?

---

---

---

---

---

b. What don’t you enjoy about school?

---

---

---

---

---

c. What would help make school better for you?

---

---

---

---

---

d. Do you feel as though you are getting the help/support you need? If not, what other help/support would you like to have?

---

---

---

---

---

2. Staff: Find out youth's interests (academic, career) and goals for the future

- a. Once you leave placement, how do you hope your schooling will be different then it was before placement and how it is in placement? How do you hope to make school a better experience?

---

---

---

---

---

---

---

---

---

---

- b. What do you see yourself doing in 5 years? *Have the youth picture what they want their day-to- day life to be like 5 years down the line. If youth have a hard time imagining what they are doing in 5 years, ask them what will they be doing to support themselves financially, OR where do they see themselves living?*

---

---

---

---

---

---

---

---

---

---

- c. Based on what you see yourself doing in the future, what level of education do you need to accomplish these goals? *Review levels and types of education- high school diploma, GED, college diploma, master's degree, Phd, technical certificate and training. The youth might not know that type of career or paycheck they can received with each level or type of education. If youth is still confused, **allow them time on the computer to research.** The PHEAA website has many helpful resources.*

---

---

---

---

---

---

---

---

---

---

3. Help youth identify 3-5 steps they must take during their remaining time in placement to move closer to their higher education goals. For example: Take the SATs, research colleges, take geometry, increase GPA.

Step 1.

---

---

---

When will I achieve this step? \_\_\_\_\_

Step 2.

---

---

---

When will I achieve this step? \_\_\_\_\_

Step 3.

---

---

---

When will I achieve this step? \_\_\_\_\_

Step 4.

---

---

---

When will I achieve this step? \_\_\_\_\_

Step 5.

---

---

---

When will I achieve this step? \_\_\_\_\_

**Section 2: Academic Preparation Checklist**

**This section is intended to support students in achieving academic success in high school in order to prepare them to move on to college. Though the youth can begin to work toward these steps while in placement, they should continue to work toward their goals when they leave placement as well.**

a. Current GPA: \_\_\_\_\_

GPA goal: (maintain/raise GPA): \_\_\_\_\_

Steps to maintain or raise GPA:

---

---

b. Current Number of Credits: \_\_\_\_\_

Number of Credits Needed to Graduate High School: \_\_\_\_\_

Steps to Earn Credits Needed to Graduate High School:

---

---

c. Current Coping Skills to Manage Positive Behavior in the Classroom:

---

---

New Coping Skills to Manage Positive Behavior in the Classroom:

---

---

Steps to Achieve New Skills:

---

---

d. Current Extracurricular Activities: \_\_\_\_\_

New Extracurricular Activities: \_\_\_\_\_

Steps to Begin New Activities:

---

---

### **Section 3: Important Discussion Topics with Youth**

**This section is intended to create a continued dialogue between youth and worker about their education goals. The discussion topics below may require follow up or action steps (SAT classes, college applications); while others can help the youth and the worker have a better understanding of what supports need to be in place for the youth to be academically successful.**

#### **Adult Supports**

- Talk about including family or supportive adults in education decisions in placement.
- Talk about who will help support youth's education goals after they leave placement.

#### **Finding a College**

- Talk with youth about their interests, demographics, school cost, housing, etc to help them identify some programs that they might be interested in.
- Allow youth to use computer to research programs.

#### **Paying for College**

- Even if youth is not ready for college, talk about how youth could pay for college.
- Go over the FAFSA- let youth know that they might be able to file as independent under question #53.
- Make sure the youth is aware of the implications of taking out loans.
- Identify all possible scholarships and grants that the youth is eligible for.

#### **Applying to College**

- Even if youth is not ready for college, review what is needed to apply.
- Allow youth to research applications online and practice.
- Use checklists on the PHEAA website

#### **Getting the Most out of EDU in Placement School**

- Ask the youth about the work in their classes and whether or not the youth thinks they are learning what they should be learning.
- Offer suggestions for the youth to develop more skills in the classroom.

**Use this page to document the meetings between youth and advisor.**

Date \_\_\_\_\_  
Staff Signature \_\_\_\_\_  
Youth Signature \_\_\_\_\_  
Date of Next Check-In \_\_\_\_\_  
Sections Reviewed in the Meeting \_\_\_\_\_

Date \_\_\_\_\_  
Staff Signature \_\_\_\_\_  
Youth Signature \_\_\_\_\_  
Date of Next Check-In \_\_\_\_\_  
Sections Reviewed in the Meeting \_\_\_\_\_

Date \_\_\_\_\_  
Staff Signature \_\_\_\_\_  
Youth Signature \_\_\_\_\_  
Date of Next Check-In \_\_\_\_\_  
Sections Reviewed in the Meeting \_\_\_\_\_

Date \_\_\_\_\_  
Staff Signature \_\_\_\_\_  
Youth Signature \_\_\_\_\_  
Date of Next Check-In \_\_\_\_\_  
Sections Reviewed in the Meeting \_\_\_\_\_

Date \_\_\_\_\_  
Staff Signature \_\_\_\_\_  
Youth Signature \_\_\_\_\_  
Date of Next Check-In \_\_\_\_\_  
Sections Reviewed in the Meeting \_\_\_\_\_

Date \_\_\_\_\_  
Staff Signature \_\_\_\_\_  
Youth Signature \_\_\_\_\_  
Date of Next Check-In \_\_\_\_\_  
Sections Reviewed in the Meeting \_\_\_\_\_