

Results of Indiana State Office of GAL/CASA and Youth Law T.E.A.M. of Indiana  
**ASSESSMENT REGARDING BARRIERS TO ACCESSING MAXIMUM EDUCATIONAL ATTAINMENT OF YOUTH**

<b>Expulsion/Suspension</b>	<b>Provision of Spec. Ed. Services.</b>	<b>Access to Educational Records</b>	<b>Student Enrollment</b>	<b>Transitional Services</b>	<b>Would you benefit from having access to a Volunteer/GAL Specializing in Educational Issues facing youth you represent?</b>	<b>What educational issues do you most often face when advocating for youth?</b>
<i>Rate 1-5; 5 being greatest barrier and 1 being least</i>					<i>Yes or No</i>	
5	3	1	2	4	-	-
4	5	1	3	2	Yes	Having the school leaders work with the child to identify triggers and behaviors that lead to punishment. Educators need to allow students with special needs a cooling off safe place- not cycle of punishment. Also school counselors are needed in all schools
-	-	-	-	-	Yes	-
4	4	-	-	-	Yes	-
1	2	5	3	4	Yes	DCS note being realistic about an almost 18 year old child not ready to graduate and denying the opportunity to get a GED; Time lapse in getting testing for kids in need of special services
5	5	2	2	3	Yes	Expulsion/suspension and IEPs
3	1	4		5	Yes	Schools not following up with testing, schools seeming to not make an effort with children once they discover the child/family is involved with the court system
2	5	3	1	4	Yes	Special education needs
1	4	3	2	4	Yes	IEPs, assessments and special education. Another barrier is foster care tutoring.
5	3	4	2	2	Yes	-
3	1	5	2	4	Yes	New CASA
1	2	5	4	3	Yes	Lack of individuals who can assess the kids. Difficult to find Ph.D. who have experience with special education and who work in Cass County
5	3	2	1	4	Yes	Changing schools too often so child struggles to fit in and learn new procedures; emotional issues cloud educational needs
-	-	-	-	-	-	Just became volunteer
5	4	2	3	-	Yes	Not knowing what/how to advocate for educational issues
3	5	2	1	4	Yes	Special education services
3	5	2	1	4	Yes	Children needing evaluation for potential special needs services, who can request these services/evaluations.
5	2	3	1	4	Yes	Children being suspended/expelled due to behavior issues thereby continuing an attitude/belief that education is not important. They continue to misbehave and spend greater amounts of time without instruction
3	4	5	1	2	Yes	-

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4	1	2	5	3	Yes	Not being informed of kids' academic issues in general. Right hand not knowing what the left hand is doing - falling through the cracks. We encourage our Volunteers to pursue the educational price of the child's case - DCS not proactive in our counties.
4	3	5	2	1	Yes	-
1	2	5	4	3	Yes	Children who are performing poorly but foster parents aren't aware of it. Kids get expelled then they have more free time to get into trouble.
5	4	2	1	3	Yes	IEP not being followed
5	4	2	1	3	Yes	Special education services and transitional services
2	4	2	1	3	Yes	Getting specific educational services for a learning disability
5	3	3	3	5	-	-
-	-	-	-	-	Yes	Quality of alternative school. Our current alternative school is a "silent" rigid workplace where individuals do a computer based curriculum and is used primarily for cases with extreme "absenteeism" and for discipline infractions
3	1	4	5	2	Yes	-
4	5	2	1	3	Yes	IEPs - Children who have them but schools don't follow them or children who need them but schools won't test for them. Lake of funding for schools to deal with their children with special needs
5	1	4	3	2	Yes	"Seamless" transition from one school to another; not knowing all the services available; difficulty with paperwork in enrollment
-	-	-	-	-	No	Our children are so far behind on class level because of numerous moves or parental lack to enforce attendance.
5	3	2	1	4	-	Parents do not understand services available to their child within the schools either with ASA or specialized. It is overwhelming and intimidating
5	4	3	1	2	Yes	The continuing of services after CASA and DCS leaves or case is closed
1	4	2	1	4	Yes	When child goes from school to school and starts all over from scratch and not one wants to listen to you. Also they just keep passing the child on even though they are doing so poorly.
1	5	4	3	2	Yes	-
1	3	4	5	2	No	Students starting in new school system; foster parents without knowledge that student had received special education services at previous school - student "fails" for several months at new school without special education before anyone realizes
5	4	1	3	2	Yes	I am new to the CASA program
3	4	5	2	1	Yes	Poor Grades - not being placed at an appropriate level in school; not being challenged

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2	5	3	1	4	Yes	
5	1	3	2	4	Yes	Resistance to IEPs; changing schools- records and testing does not follow them
5	3	4	2	1	Yes	I am fairly new to the CASA Program
4	5	2	3	1	Yes	It seems to take such a long time to get an IEP in place that often times by the time we are able to get one started, the children are changing schools again and I think the IEP is either not provided to the new school or the new school wanted to do their own IEP
5	1	2	3	4	Yes	I am only one year in as Volunteer so not much experience. But having children not enrolled as independent student while in residential care has raised. Same student denied enrollment at Merrillville because they couldn't accept Ladoga Academy credits.
2	4	3	1	5	Yes	Getting educators to follow through with plans set during meetings; Lack of effort from the child especially if a teen; Lack of communication among service providers; Too many service providers where duties overlapped
5	5	0	-	1	Yes	Transition from Elementary Special Education to "Resource" only at Jr-Sr. High Level; Lack of updated testing; Lack of transportation from specialized classrooms; Lack of empathy and effort from particular educators; Suspension not as a last result.
5	3	1	2	4	Yes	When a child is expelled from school what services can be provided to keep the child on track when the parents/guardians of the child have to follow through or interest in pursuing resources.
4	3	2	1	4	-	Probably in the future
4	3	1	2	5	yes	-
3	5	2	1	4	Yes	Bring in a small community, many specialized services that are needed cannot be provided locally and children must be "bussed out". Our school systems are very good about working with Volunteer volunteers, trying to meet requests, listening to recommendations with the limited resources in our community
2	5	1	2	3	Yes	Would love to have access to someone specializing in educational issues. Problem we face is rural area and access to special educational services for therapeutic foster care and for proper diagnosis and treatment
4	5	2	1	3	Yes	Dealing with special education issues
4	3	2	1	5	Yes	Transition to new schools when moving foster homes and managing students who transition from residential to regular school setting

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5	3	1	2	4	Yes	Making sure DCS takes the educational issues seriously. They don't always include the Volunteer in educational meetings nor do they inform us when these meetings are held.
-	5	-	-	-	Yes	Students' low grades are frequently due to failure to complete assignments and/or homework. Parents have to be encouraged to establish daily communication with the school and take responsibility for their child's performance
3	5	1	2	4	Yes	"No child left behind" nonsense. The individual needs of child are not being addressed. Even children with special needs are being pushed through the system - once failed a grade they will be passed onto next level regardless of achievement or behavior
5	3	1	2	4	Yes	Children with emotional issues suspended or expelled and receiving a minimum amount of schooling per day i.e.. 1 hour. This is happening to children placed out of county.
2	4	3	1	5	Yes	-
5	4	1	2	3	Yes	Having GLASS evaluations done in a timely manner and having the IEP properly provided when these are complete and available. For example learning disabled vs emotionally disabled.
5	-	-	-	-	-	If the child is going to receive a certificate of attendance or receive a waiver to be allowed to receive a graduation diploma - what is required to receive a waiver
5	4	2	1	3	Yes	Proper planning to ensure that a student received the courses needed to complete high school and to receive them in the order required for needed total credits.
2	3	1	3	2	Yes	Unavailable or missing IEPs when transfer schools; school reluctance to provide IEP prior to meeting
<b>203</b>	<b>195</b>	<b>139</b>	<b>106</b>	<b>171</b>		