

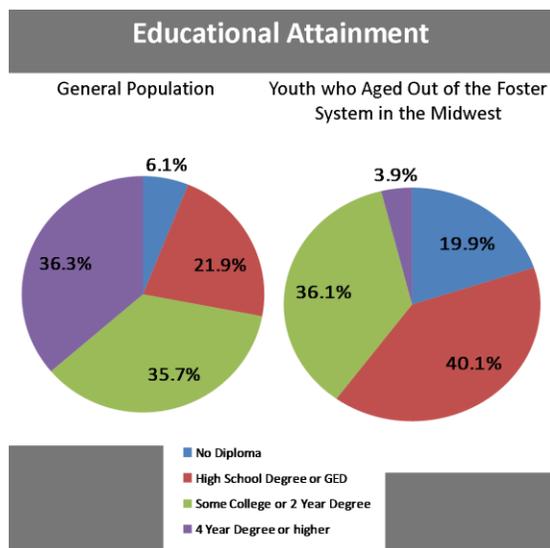
Educational Outcomes for System-Involved Youth

Juvenile Justice Systemⁱ

- First-time arrest during high school nearly doubles the odds that a student will drop out of high school, and a court appearance nearly quadruples the odds.
- Youth who are less involved in delinquency are more affected by having to appear in court than those who are already extensively involved in delinquent activities.
- Of youth who received remedial education while in detention, 43% did not return to school after release and an additional 16% dropped out after five months.
- Most incarcerated 9th graders return to school but within a year more than two thirds either withdraw or drop out. After four years, less than 15% of 9th graders who had been detained completed secondary education.

Child Welfare System

- Of children who aged out of the foster system in the Midwest, 3.9% completed a 4-yr degree, compared to 36.3% of the general population.ⁱⁱ
- Children who have experienced abuse or neglect show less academic engagement and more academic risk than non-maltreated children.ⁱⁱⁱ
- Abused or neglected children have significantly lower grades and test scores than their peers and are more likely to repeat a grade.^{iv}
- Children who have experienced neglect show the poorest outcomes on academic performance and physically abused children show the most discipline problems.^v



ⁱ The Dangers of Detention: The impact of incarcerating youth in detention and other secure facilities: A justice policy institute report. Annie E. Casey. http://www.justicepolicy.org/images/upload/06-11_rep_dangersofdetention_jj.pdf

ⁱⁱ Midwest Evaluation of the Adult Function of former Foster youth: Outcomes at Age 26. Chapin Hall at the University of Chicago. 2011. http://www.chapinhall.org/sites/default/files/Midwest%20Evaluation_Report_4_10_12.pdf

ⁱⁱⁱ Maltreatment, competency deficits, and risk for academic and behavioral maladjustments. Developmental Psychology. 2001. <http://psycnet.apa.org/journals/dev/37/1/3/>

^{iv} School performance and disciplinary problems among abused and neglected children. Developmental Psychology. 1993.

^v Ibid.