



Success Stories from TLC's Education Advocate Project

Student One: Student is a 16 year old male who has been in the foster care system since age 10, living in more than 17 different placements. Student was struggling academically and had difficulty focusing due to violent emotional outbursts, which resulted in his placement in an alternative school and his removal from his latest foster home. Student was sent to live in a residential treatment center and had to start again in another new school. The Education Advocate mentored and tutored the Student and worked with CPS and CASA to ensure the school addressed both the Student's academic and emotional issues by implementing a special education plan and a behavioral plan. Through the Education Advocate's relationship with the Student, it was discovered that the Student had a talent for cooking. The Education Advocate helped the Student gain a paid internship in a program that teaches cooking skills, restaurant management, and behavioral skills to at risk youth. Student has received excellent reviews from the program's staff and chefs, and since beginning the program, his teachers report he is more diligent and focused than most students. Student is now highly motivated to graduate and is on target to succeed in doing so.

Student Two: Student is a 15 year old male who appears to be able to perform college level work; however, he was failing Chemistry, Geometry, and French. Student was appointed an Education Advocate who engaged the school's counselor and Student's teachers in his unique educational struggles and in providing him more support and positive reinforcement. After the interventions implemented by the Education Advocate, the Student is now passing all classes and is enrolled in a nursing vocational program at school. Student is inspired by the support and encouragement of the Education Advocate to succeed in school.

Student Three: Student is a male in tenth grade who appears to be on track for graduation and is passing all classes. However, Student frequently asks to leave the classroom, where he wanders the halls for an extended period before returning to class (or sometimes not returning at all). Student's Education Advocate met with the school's counselor and behavior specialist, and together they implemented steps to address the issues triggering Student's desire to leave the classroom. As a result, Student's grades improved in all subjects and he requested to leave the classroom far less frequently than before.

Student Four: Student is 15-year-old male transitioning from middle school to high school, though he does not display the academic skills or maturity level appropriate for high school. Student's Education Advocate determined that his foster parents strongly want him to continue his education, and Student has dreams of playing college football. The Education Advocate attended the "Admission, Review, and Dismissal" meeting held at the school to discuss the Student, and worked with the school to obtain necessary accommodations for Student, enroll the Student in a special program for African American males at the school, and enroll the Student in college prep classes that include a male mentor and regular tutoring. The Education Advocate also used personal contacts to obtain a football training visit and campus tour for Student and his foster mom. Student is now doing very well academically and appears motivated to work towards graduation and college.

Student Five: Student is a third grader, but reads at a first grade level and performs at the first grade level in math. Student is receiving special education services due to emotional disturbances and learning disabilities. Even with these services, Student has trouble staying on task, is unable to maintain a stable emotional state, and fails to complete homework. Student's Education Advocate worked with the school counselor and teacher and implemented a plan for the Student to ensure completion of homework while at school. The Education Advocate also involved a social worker to work with the foster parents on becoming more invested in the Student's educational goals, and is working to obtain tutoring services and a computer to enable the Student to do homework at the foster home. Student is now receiving B's in all classes and is a cheerleader. The Education Advocate is continuing to work with the Student and her foster parents on improving educational outcomes and addressing the Student's mental health issues.

