

neglected-delinquent.org

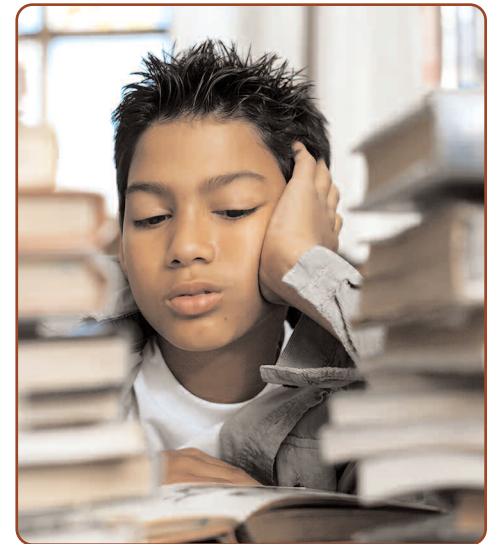


# The National Evaluation and Technical Assistance Center for the Education of Children and Youth Who are Neglected, Delinquent, or At Risk



February 2005  
Improving educational  
programming for  
youth who are  
neglected or delinquent

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## Who Are We?

Supported by the U.S. Department of Education's (ED) Office of Student Achievement and School Accountability Programs, Office of Elementary and Secondary Education, the National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent, or At Risk (NDTAC) was established in 2002 as a national resource center that provides direct technical assistance to States, schools, communities, and parents seeking information on the education of children and youth who are neglected, delinquent, or at risk (N or D).

NDTAC works with Title I, Part D State and local administrators and services providers to:

- Ensure youth who are neglected or delinquent have the opportunity to meet the same challenging State academic content and achievement standards that all children are expected to meet
- Improve educational services for children and youth who are neglected or delinquent in local and State institutions
- Provide children and youth who are neglected or delinquent with the services needed to make a successful transition from institutions to schools and/or employment
- Prevent youth who are at risk from dropping out of school
- Provide those who have dropped out as well as children and youth returning from institutions with a support system to ensure their continued education



*"Education is the key to unlocking the future of youth involved in the juvenile justice system. These youth are more likely to contribute to their communities if taught to read, write, and negotiate societal systems. If they are not educated, they will increase the rolls of the unemployed, medically uninsured, homeless, and those in prison. We must invest in the real education of these youth." — Joyce Burrell, NDTAC Project Director*

## What Are NDTAC's Goals and Activities?

The overarching mission of NDTAC is to improve educational programming for youth who are neglected or delinquent by working with Title I, Part D State and local administrators and education providers. More specifically, the goals of the NDTAC are threefold:

1. Provide information, resources, and direct technical assistance to States and those who support or provide education to youth who are neglected or delinquent.
2. Serve as a facilitator to increase the sharing of information, such as innovative practices that support the education of youth who are neglected or delinquent, and peer-to-peer learning at the State and local levels.
3. Develop and enhance evaluation models and tools to assist States and providers to evaluate and manage their services more effectively.

In the more than 2 years that NDTAC has existed, it has addressed these goals through a series of targeted activities briefly described on page 5–7.



*"Finally, a meeting focused on us. I have never been to an education conference anywhere where everything was so focused on the educational needs of delinquent youth and the educators and administrators who serve them. This is a great contribution to the field."  
—New Orleans Transition Conference Participant*

*"From the smallest detail to a question regarding a long explanation; the Center and our area's representative have been great...diligent and thorough! The Center is only an e-mail away, and I use it almost weekly for checking out the Web site, the informative Webinars, or getting clarification on questions." — Pat Frost, Nebraska Title I, Part D State coordinator*

## Providing Information, Resources, and Direct Technical Assistance

Information, resources, and direct technical assistance are provided through a variety of systems, including the NDTAC Web site, conferences and Webinars, and personalized assistance.

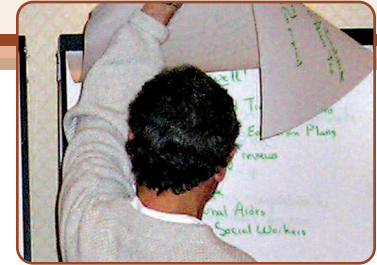
The **NDTAC Web site** ([www.neglected-delinquent.org](http://www.neglected-delinquent.org)): On this site, visitors can learn about innovative programs and practices; access summaries of articles relevant to the N or D field; and gain information on No Child Left Behind, its requirements, and how it affects students and their service provision. Also available are pages devoted to highlighting the N or D resources in each State, which include contact information for key players at the State level.

**Webinars** ([www.neglected-delinquent.org/nd/events/webinars.asp](http://www.neglected-delinquent.org/nd/events/webinars.asp)): NDTAC's recent expansion into Web-based teleconferences is helping provide high-quality, cost-effective, targeted technical assistance. Using Web-based technology, participants are able to view PowerPoint slides, listen to presentations, and join in group discussion from offsite locations. Online discussion boards allow participants to type questions during conferences and send them directly either to Center moderators or to the whole group. In addition, each conference is archived and easily accessible via the Web for complete replay of presentations and discussions.

The content of this Web site does not necessarily reflect the views or policies of the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government. The programs/models featured on this site have not been evaluated by the Center. The site is meant to serve as a tool and to provide examples of work being done in the field. This Web site was created and is maintained by Access Services for Students (AIS) through funding from the U.S. Department of Education, contract no. ED-01-CO-0026/0012.

*"Meeting others in the field was extremely important. Learning NEW resources, getting ideas. Also lots of outstanding materials. Thanks for the opportunity to come."  
— New Orleans Transition Conference Participant*

**Individualized Technical Assistance:** Our regional conferences (described below) and Webinars are only a springboard for a range of technical assistance and outreach efforts. NDTAC offers individualized assistance with States through regular dialogue, providing quick responses and followup to questions from Title I, Part D coordinators, practitioners, and local program administrators.



## Facilitating Information Sharing and Peer-to-Peer Learning

State and local administrators often face similar challenges and NDTAC recognizes that the opportunity to discuss questions and solutions with other administrators, practitioners, and experts in the field is invaluable. Therefore, the Center coordinates activities that facilitate cross-agency and cross-State communication.

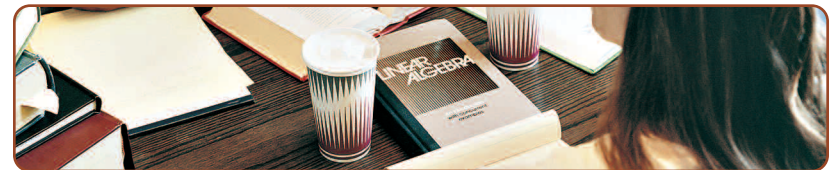
**Regional Conferences:** The regional conferences provide participants with extensive resources on relevant N or D educational practices and programs. At these conferences, participants are given the opportunity to network and gain a better understanding of what is going on in the field as a whole. Attendees at conferences include Title I, Part D coordinators, State education directors, and other State regional partners and practitioners.

*"[NDTAC] directly addressed an area that has not been clear...with strategies, data and research on best practices. It put in perspective an element of necessity that is essential to successful adulthood." – Washington, DC Transition Conference Participant*

## Enhancing Evaluation Models and Tools

The implementation of comprehensive data collection methods and the effective use of data are key components of program improvement. NDTAC seeks to assist coordinators on both of these fronts by participating in the development of quality indicators for N or D education and by presenting available data in a manner that is meaningful and easily accessible.

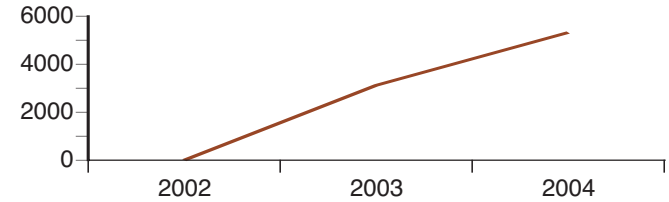
**Uniform Evaluation Model:** The goal of the uniform evaluation model is to develop a set of performance measures that can be used to evaluate all Title I, Part D programs. NDTAC is in the process of developing indicators in consultation with the NDTAC panel of experts, performing a review of the literature, and conducting a thorough analysis of existing evaluation models. NDTAC will pilot test the indicators through site visits and by speaking with State and facility N or D coordinators, educational and assessment professionals, and students at facilities around the country to ensure these measures are valid and reliable in the field.



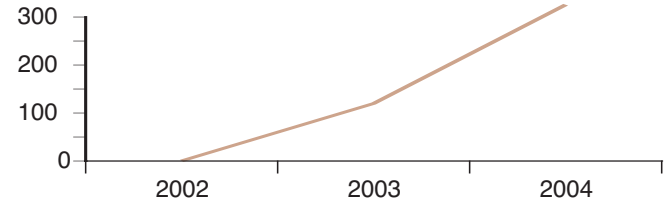
## What is the Impact of NDTAC?

NDTAC has reached out to States, local education agencies, and others through a variety of approaches. As of December 2004:

- NDTAC's Web site reached a **monthly audience of approximately 5,000**. Visitors continue to increase as new resources are added each month.
- NDTAC's listserv enrollment grew to more than **350 State coordinators, local providers**, and others who receive NDTAC information monthly, and the number steadily grows.



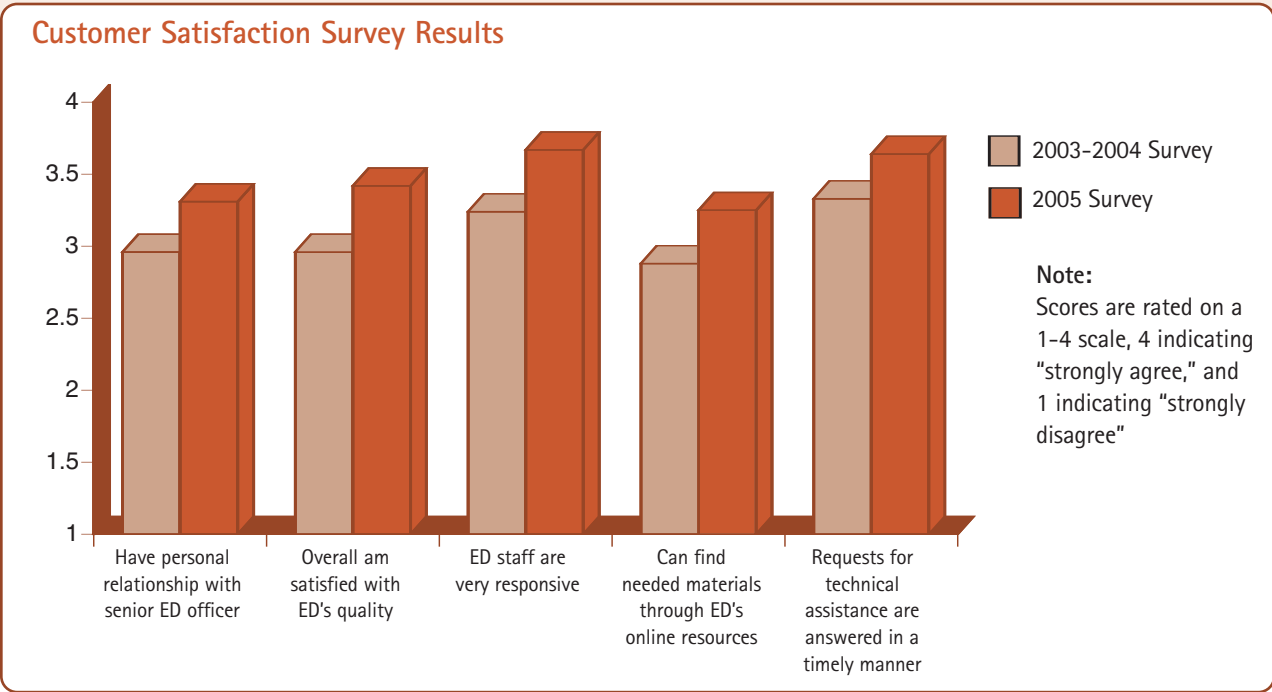
Monthly Web site visits



Listsrv subscribers

*Research has shown that youth who were engaged in school or work 6 months after leaving the juvenile correction system were over 3 times more likely to remain engaged and out of the juvenile correctional system one year after exit than were youth who did not engage within that first 6-month period. Dr. Michael Bullis, who authored that study, noted that intensive services "would reduce return rates and improve subsequent work and educational success—achievements which hopefully will foster youths' positive growth into adulthood."*

— Dr. Michael Bullis, Professor, College on Education and Principal Investigator at the Institute on Violence and Destructive Behavior, University of Oregon



In 2004 alone, NDTAC provided in-person technical assistance to **more than 200 State and local representatives from 43 States.**

Overall, NDTAC has also directly addressed the needs of its target audience: State administrators of the Title I, Part D, program. In a survey asking Title I and Title I, Part D coordinators to rate the quality and quantity of support they received from the U.S. Department of Education and NDTAC, scores improved across all 5 domains from when the survey was first administered in 2003-2004, to a recent 2005 survey sent to all Title I, Part D coordinators.

By keeping in close contact with professionals in the field, NDTAC is able to develop products that address the real needs and concerns of State coordinators and other core constituents. By anticipating key constituent needs, we hope to increase NDTAC's outreach capability.

## What Title I, Part D State coordinators and others are saying about NDTAC conferences and technical assistance:



*"When I became the N or D coordinator, the only information I was handed was a binder. Since then, the NDTAC has consistently provided me with additional information and support. This conference has provided me with a stepping-stone to collaboration with other agencies. I'm now sitting at the table with a man who works in the same building with me, but we had never met before this conference."*

*David J. Davidson*

*Georgia Utah Title I, Part D State coordinator*

*"I believe...NDTAC have been very helpful with any questions or concerns I have had. The October 11-14 meeting in D.C. was one of the best I have attended...This effort seems to me to show concern for N or D children that has not been a 'Front Burner' issue in a very long time. I sincerely appreciate all the staff that are so cooperative and helpful."*

*James Smith*

*South Carolina Title I, Part D State coordinator*

*"The information and support I have received from NDTAC has been invaluable. It is very reassuring to know that if I need individualized technical assistance it is only a phone call/email away. Every time I have submitted a question to any member of the NDTAC staff, I have received an immediate accurate response. I have been impressed by every aspect of service provided by NDTAC; the regional conference, online web seminars, one-to-one support provided by my state contact have all be exceptional. "*

*Travis J. Cook*

*Utah Title I, Part D State coordinator*

*"The knowledge I have gained from...presenters and programs, you and your staff and the essential connections with other resources...have been shared widely with my colleagues throughout Arizona and other locations. NDTAC's influence is far reaching and effective, and I am grateful to have the opportunity to participate with you. I look forward to a growing mutually beneficial relationship on behalf of the youth that we serve."*

*"I also want to thank Gary Rutkin and the U.S. Department of Education, Office of Elementary and Secondary Education for support of the conference. Gary's presentations and presence at the conference gave evidence of the importance given to the challenges and opportunities related to education of neglected and delinquent youth."*

*Dorothy (Dottie) Wodraska, Correctional Education Specialist/Director of Federal Education Grant Programs  
Arizona Supreme Court*



## The Future of NDTAC: What's Ahead?

In the coming year, NDTAC will build on the networks, resources, and activities established in its first 2 years. In addition, NDTAC will focus on assisting ED with analyzing State and local data to assist States and local agencies to use these data to inform and improve services. NDTAC seeks to assist ED in bringing the Nation's attention to the successes, challenges, and improvements in the education of youth who are neglected, delinquent, or at risk.

NDTAC will also continue to provide technical assistance to State agencies with Title I, Part D programs to improve the education services for children and youth who are neglected, delinquent, or at risk. Through conferences, NDTAC will facilitate further dialogue on issues and challenges with those educating youth who are neglected or delinquent and will encourage peer-to-peer networking and cross-agency collaboration so that States can learn from one another. NDTAC will also continue to expand the Web site's library to include the latest tools and resources available to practitioners, researchers, and policymakers to improve the educational programming for youth who are neglected or delinquent to ensure they successfully transition back into their communities.



*"...programs that promote education and literacy are far more effective at reducing recidivism rates than "shock incarceration" or "boot camp" programs. This is especially important for children and youth that have some form of disability that prevents them from learning using traditional curricula and methods." — Dr. Peter Leone; Dr. Mary Quinn; and Dr. David Osher, Center for Effective Collaboration and Practice*

## Contact Us

### NDTAC

<http://www.neglected-delinquent.org>

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### U.S. Department of Education

Title I, Part D

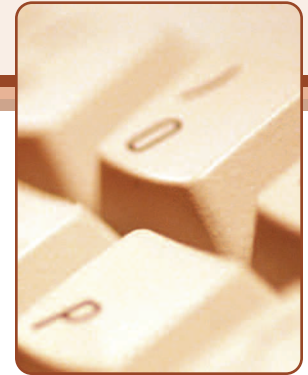
Program for the Education of Children Who Are Neglected, Delinquent, or At Risk

Office of Elementary and Secondary Education

Student Achievement and School Accountability Programs

Telephone: (202) 260-4412

<http://www.ed.gov/programs/titleipartd/index.html>



Sign up for the NDTAC listserv at  
[www.neglected-delinquent.org](http://www.neglected-delinquent.org)



## Did You Know?

- In 2000, law enforcement agencies made an estimated 2.4 million arrests of persons under the age of 18. (National Center for Juvenile Justice)
- Over 100,000 juveniles are held in residential placement on a given day. About 15 percent of these youth are female. (Office of Juvenile Justice and Delinquency Prevention, 2004)
- Between 1981 and 1997, the arrest rate for girls committing crimes from the Violent Crime Index (VCI) rose 103 percent. (American Bar Association and National Bar Association, 2001)
- In 1995 and 1996, juveniles were twice as likely as adults to be victims of serious violent crime and three times as likely to be victims of simple assault. (Office of Juvenile Justice and Delinquency Prevention, 1999)
- Approximately 14 percent of incarcerated juveniles reside in adult facilities. The number of juveniles housed in adult jails rose 366 percent from 1983 to 1998. (Department of Justice, 2000)
- In 2001, the total number of abused or neglected children in out of home placements was estimated at 543,000. (Child Welfare League of America)
- In 2001, as estimated 295,000 children were removed from their custodial homes and entered out of home care. (Children's Bureau, AFCARS)
- Over one-third of youth in juvenile corrections qualified for special education services during the 2000-01 year. (Quinn, Rutherford, Leone, Osher and Poirer, 2004)





AIR ([www.air.org](http://www.air.org)) is a nonprofit research organization that performs basic and applied research, provides technical support, and conducts analyses based on methods of the behavioral and social sciences. AIR's program areas focus on education, health, individual and organizational performance, and quality of life.

This document was produced under U.S. Department of Education contract no. EDOESE-02-001-267.

For additional copies, contact NDTAC at [NDTAC@air.org](mailto:NDTAC@air.org).



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## The National Evaluation and Technical Assistance Center

for the Education of Children and Youth Who are Neglected, Delinquent or At Risk

American Institutes for Research  
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Washington, D.C. 20007-3835

February 2005

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