



The National Evaluation and Technical Assistance Center

for the
Education of Children and Youth
Who Are Neglected, Delinquent
or At-Risk (NDTAC)

Making Change Proactively Within Existing Systems

Moderator: Greta Colombi (NDTAC)

Panel: Simon Gonsoulin (NDTAC), Kathleen Sande (WA),
Shelly Patton (MI), and Lynne Kendal-Wilson (VA)

www.neglected-delinquent.org



**The National
Evaluation and
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Introduction and National and State Examples of Proactive Systems Change

Simon Gonsoulin, NDTAC Director

www.neglected-delinquent.org

How Can I Proactively Make Change?

1. Policies
2. Programming
3. Practices



How Might State Part D Coordinators Proactively Make Change

- Inform or educate about the change
- Influence the change
- Be the person on the ground moving the change or related initiative forward (trench work)
- Be the champion, big-idea level, decisionmaker, originator of change

National Example: A Blueprint for Juvenile Justice Reform

Nine Tenets for Improving Outcomes for Youths

National Partners:

MacArthur Foundation	Annie E. Casey Foundation	Vera Institute	Eckerd Family Foundation
Robert F. Kennedy Foundation	Tow Foundation	Bureau of Justice Assistance	Juvenile Law Center
Office of Juvenile Justice and Delinquency Prevention	Juvenile Detention Alternative Initiative	National Center for Mental Health and Juvenile Justice	Systems of Care

Title I, Part D, can proactively influence seven of the nine tenets found in the Blueprint.

5

Blueprint's Nine Tenets

1. Create a range of community-based programs.
2. Reduce institutionalization.
3. Recognize and serve youth with specialized needs.
4. Improve aftercare and reentry.
5. Maximize youth, family, and community participation.
6. Reduce racial disparities.
7. Promote and create smaller rehabilitative centers.
8. Ensure access to quality counsel.
9. Keep youth out of adult prisons.

State Example: Maximizing Participation Through Effective Communication and Collaboration

- **Challenge**
Involvement of family organizations and advocacy groups
- **Opportunity**
Regional community meetings
- **Benefits**
Exceptional strategic plan, family orientation DVD, staff training, family reconnecting with youth at time of disaster



WASHINGTON STATE TITLE I, PART D, SYSTEM CHANGE

Kathleen Sande

Washington State Office of Superintendent of
Public Instruction

Title I, Part D, Program Manager

EXAMPLE OF SMALL CHANGE

Challenge:

Quarterly meetings
ill-attended by institution,
State, and local grantees

Opportunity:

- Solicit input and participation
- Increase attendance
- Provide structure
- Improve services

Action:

Schedule regular quarterly
meetings with grantees
that include:

- More structure
- Pertinent speakers
- Tours of facilities
- Clear roles and responsibilities

Regular Scheduled Meetings

Impacts:

- Relationship-building
- Information exchange
- Networking
- Unity among grantees
- Increased collaboration
- Increased professional development time
- Group ownership

Benefits:

- Improved data
- Decreased technical assistance calls
- One voice for system improvements and legislation
- Decreased overall reliance on State education agency to run the meetings

Samples of Quarterly Meeting Agenda and Schedule

**Institutional Education
Spring Quarterly Training
Agenda**

Thursday, March 3, 2011
Education Service District 189,
Anacortes, WA

Host: Sheila Woods, ESD 189

**Institutional Education
Administrators**

Vision
To provide a safe and compassionate learning environment that empowers students to become productive citizens.

Mission
To engage in collaborative activities that will result in improved learning and performance of correctional education leaders, staff and students.

Training Committee Members
Larry Gardner, ESD101 Spokane
Woody Woodcock, Park Creek
Alan Spaulding, Tumwater West
Rue Palmer, Remond Hall, Tacoma

8:00 Sign-in/Coffee
8:30 Welcome
Dr. Jenkins, NWESD Superintendent
Agenda review
9:00 Facility school round robin
10:00 NW Regional Learning Center presentation - NWRLC Students
10:45 - Kathleen Sands, OSPI
• Title 1 D Activity/Update 2010-11
• Title 1 D annual outcomes
• CPR visits outlined
12:00 Working-lunch
12:30 Credits/Transcripts Next Steps
• Consistency & creditability
• Length of stay
• Hours translated to credits
Woody Woodcock, Park Creek
1:00 Skagit Detention and Whatcom Detention Center Presentation
2:00 JRA updates- Formal Agreements-status
-Jennifer Radman, JRA
2:30 Break
3:00 Panel Presentation- ESD189 Prevention Staff
Maureen Stanton
4:00 Maple Lane Presentation-Bill Detmering
Trainings will be at least once per quarter with sub-committee meetings as needed.

Friday, March 4, 2011
ESD189, Anacortes

8:00 Coffee
8:30 Special Education
-John Breako, OSPI
9:30 Washington State Partnership Council on Juvenile Justice (WA-PCJJ) presentation - Ryan Pinto
10:30 Dropout Summit Report
Aurida/Mike/Mark H/ Sheila Woods
11:00 Conference Planning
11:00 Conference Planning
11:00 Conference Planning

Click-hours signing & adjourn

Questions/comments:
Kathleen Sands, Institutional Education
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kathleen.sands@ki12.wa.us

**Institutional Education
Administrators
2010-11 Quarterly Trainings
Schedule**

Vision
To provide a safe and compassionate learning environment that empowers students to become productive citizens.

Mission
To engage in collaborative activities that will result in improved learning and performance of correctional education leaders, staff and students.

Detention Curriculum & Funding Committee
Chair: TBD

Credits Committee
Chair: Bill Detmering, Anacortes

Assessment Committee
Chair: Woody Woodcock, Skagit

Transition Committee
Chair: Alan Spaulding, Olympia

Training Committee
Bob Walters, Green Hill
Larry Gardner, ESD101
Marcia Morgan, Coville Detention
Woody Woodcock, Park Creek
John Breako, OSPI

Agenda will be provided prior to each training. Details subject to change.

Fall Training
October 7-8, 2010
Host: Dottie Stevens
Columbia Basin College
Pasco, WA

Winter Training
December 2-3, 2010
Host: Alan Spaulding
Tumwater School District
Tumwater, WA

Spring Training
March 3-4, 2011
Host: Shirley Cutshall
ESD189
Anacortes, WA

**2011 Conference
& Summer Training**
Tentative Date/Location:
May 4-6 Sunnada Lodge,
Cle Elum, WA

Revised 9/20/10

Questions/comments:
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EXAMPLE OF LARGE CHANGE

Challenge:

Rise in Title I, Part D, allocation for Washington

Other Related Issues:

- Only facility schools received allocations.
- Prevention services were needed in the local schools.
- Current formula (October Count) allocated too much per grantee.

Action:

Adjusted how funds are allocated by adding discretionary funding:

- Formula
- Targeted
- Competitive

Discretionary Grants

Impacts:

- Initial dismay and confusion led to cooperative learning.
- Collaboration between
 - New grantees
 - Probation
 - Detention
 - Community partners
- New grant-funded ideas
- Resource sharing

Benefits:

- Higher number served
- Improved outcomes
- Improved data collection
- Increased case management consistency
- Partnerships for future work
- Variety of grants: Formula, targeted, and competitive

Sample of Competitive Grant

159 Washington State Title 1, D Special Projects Grant Application

Special Project Proposal (Parts - 1, 2, 3)

Total Projected youth to be served: _____ Funding Request: \$ _____

Part 1 Needs Assessment and Targeted Youth

1. Describe the needs of the youth, parents, families and the community at large for this project.
2. Provide details of youth targeted for the special project. Include project relevant information such as age, ethnicity, and determining risk factors for service. The target population must be aligned with the needs assessment and outcomes.
3. Based on the needs assessment, check which outcomes this special project will address for the targeted youth:

- Number of School Credits
- Number enrolled in GED program
- Number enrolled in Job training courses
- Number Returned to community school
- Number enrolled Into Post-secondary school
- Number obtaining Employment
- Number earning High School Diplomas
- Number completing GEDs
- Number previously incarcerated
- Number NOT re-incarcerated

Part 2 Project Design

4. If the grantee was awarded a 2008-09 special projects grant, outline three lessons learned from that project and three improvements from that grant which will be incorporated in the new grant for 2009-10.
5. Describe how your partnership(s) for this special project will increase the number of high needs/at-risk youth receiving supplemental services, increase the number of youth returning to school and/or work, and decrease number of youth returning to juvenile justice.
6. Describe the project services and activities that will be provided with special projects funding. Include in your description how you will increase the number of youth served and/or how you will enhance/expand the existing service delivery model.

Part 3 - Evaluation and Sustainability

7. Describe your evaluation plan for:

1. Determining project impacts on the participants
2. Improving project services

8. Describe your plan to sustain this project or any portion of this project after the grant ends.

Partnership Information (Part 4)

Add a Partner

Organization Name:

Organization Type:

Primary Contact:

Contact Title:

Contact Phone & Email:

A. Describe the partner organization, and their experience and success rate in working with at-risk youth. (500 words or less)

B. Describe the youth currently served by the partner organization, including demographics and number currently served. (500 words or less)

C. Explain the partner role and responsibilities in the project, including involvement in services, activities and project management (500 words or less)

D. Describe the partner role in development of this application. (500 words or less)

E. Outline the resources, materials and facilities that partner organization will provide for this project.

Staffing Chart (Part 5)

Complete a chart for staffing information related to coordination and administration, education advocates, data management, and other staff positions.

List FTE and Salary/Benefits that are funded out of this Title 1 D grant only

Shelly Patton

**Section 31a
Consultant**

**Title I, Part D,
Consultant**



The Great Challenge for Michigan's At-Risk Youth

Two funds exist for at-risk youth in the State of Michigan; however, there was no real oversight or collaboration between the two.

- Section 31a
- Title I, Part D



Opportunity Came a Knockin'!

- 2007: Federal School Achievement and School Accountability Audit
- 2009: Departmental Reorganization
- 2010: Office of Field Services (OFS) added Section 31a and Title I, Part D, to the Special Populations Unit



OFS MISSION

Accelerate student achievement
through school improvement
by working as partners to
maximize the allowable use
of supplementary resources.



GUIDING PRINCIPLES

Align

Is our work aligned and cohesive?

Balance

Are we making decisions to improve compliance and consistency within the context?

Communicate

Are we communicating clearly?
Are we engaging in two-way communication?

Develop Relationships

Are we using relationships effectively to improve our work and address student achievement?

Evaluate

Is this implemented as intended?
Is it making the intended difference?

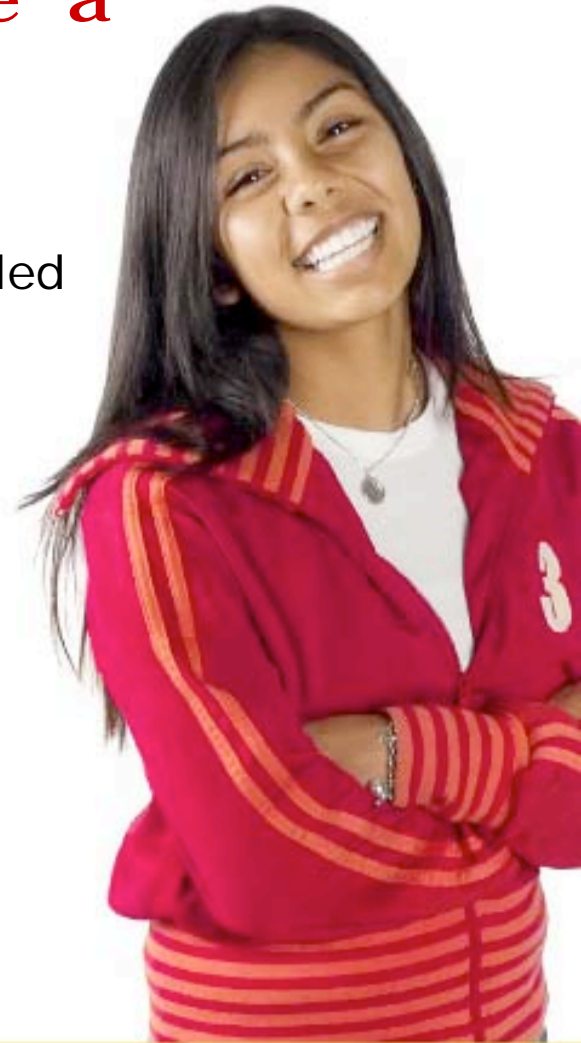


Small Changes Sometimes Make a BIG Difference!

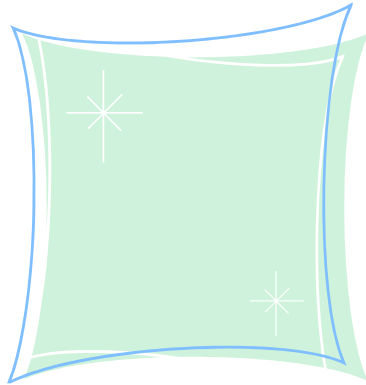


Title I, Part D, had always been handled by the **Finance Unit**.

It only made sense that when the **Education Consultant** came on board that the two would work together.



Big Changes Sometimes Have To Come From Outside the Box



Who Benefits and Why?

- Office of Field Services
- Section 31a and Title I, Part D, funds
- Office of Special Populations
- Students



Data, Data, Data

Lynne Kendal-Wilson
Federal Programs' Coordinator
State-Operated Programs, Virginia

Challenges

- Increasing demands to generate reports to fulfill State and Federal reporting requirements
- Issues in maintaining the integrity of data
- Haphazard data collection, with little uniformity
- Data needed on enrollment, demographics, English language learners, students who require special education, contact information, course-taking, and grades

Opportunity

VA State-Operated Programs developed and implemented a Student Information System (SIS).

- It is remotely hosted.
- It can generate numerous reports.
- It allows for standardization of data collection.
- All data needed for reports can be generated centrally.
- Point-in-time data are easily accessed.

VA State-Operated Programs' Student Information System

[Transaction History](#)
[Assessment History](#)
[Split Student](#) | [Merge Student](#) | [Export to PDF](#)

Student Name: **NORTHERN VIRGINIA JUVENILE DETENTION HOME (9010001)** Gender: [REDACTED]
 School: **10** Birth Date: [REDACTED]
 Grade: **10**
 STI: **1012644880**

User ID/Date/Time: dwilder 05/18/2011 08:36 PM
 Transaction/Action: SIF / Update

Demographics: **NORTHERN VIRGINIA JUVENILE DETENTION HOME (9010001)**, No, Black or African American and other students you only have access to their enrollment history.
 05/18/2011 08:36 PM, 9010892, NORTHERN VIRGINIA JUVENILE DETENTION HOME (9010001), R302, 05/12/2011

Enrollment: **George Massie 05/18/2011 10:43 AM**
 User ID/Date/Time: George Massie 05/18/2011 10:43 AM
 Transaction/Action: File Upload / Update
 File: EXPORT.txt

Record #: [REDACTED]
 Demographics: **T.C. WILLIAMS HIGH (1010210)**, Active
 10:43 AM, 730953195, T.C. WILLIAMS HIGH (1010210), 09/07/2010, E119

Enrollment: **04/25/2011 11:56 AM**
 User ID/Date/Time: [REDACTED] 04/25/2011 11:56 AM
 Transaction/Action: File Upload / Update
 File: export422MISADD R1.txt

Search for a Student(s):
 To search for a student, enter a minimum of the Last Name and/or STI and click Search. Enter additional demographic data to narrow your search. To search for multiple students, enter the STIs in a comma-separated list and click Search.

Student Name: **Abbey, Gertrude**
 School: **NORTHERN VIRGINIA JUVENILE DETENTION HOME (9010001)**
 Grade: **10**
 STI: **1012644880**

[Transaction History](#)
[Assessment History](#)
[Split Student](#) | [Merge Student](#) | [Export to PDF](#)

Filter Custom Sorting
Sorting Column **Sorting Order**
 Select Sorting Column Ascending
 Select Sorting Column Ascending
 Select Sorting Column Ascending

[Filter Admin](#)
[Descending](#)
[Clear Filter](#)

[Filter Division](#)
[Clear Filter](#)

[Filter School](#)
[Clear Filter](#)

[Filter Teacher/Group](#)
[Clear Filter](#)

Results: 1-10 of 19

Search	Search	Search	Search
GO	GO	GO	GO
Spring 2010	Spring 2010	Spring 2010	Spring 2010
Alexandria City Public Schools(101)	Alexandria City Public Schools(101)	Alexandria City Public Schools(101)	Alexandria City Public Schools(101)
T.C. Williams High(1010210)	T.C. Williams High(1010210)	T.C. Williams High(1010210)	T.C. Williams High(1010210)
Francis C. Hammond Middle(1010170)	Francis C. Hammond Middle(1010170)	Francis C. Hammond Middle(1010170)	Francis C. Hammond Middle(1010170)

World History
 Algebra I
 Biology
 Gr & S

Add a Student:
 Student Add provides the ability to enter student demographic data and add the student directly to the system along with creating an STI for downloading to your local system.

To add a student, enter the Last Name, First Name, and Birth Date. Leave STI blank and keep Active Status, Division, Grade, and Gender set to the default of ALL and click Search. The New Student button will be enabled when the search

Benefits

- The transfer of student records is facilitated.
- Students' academic history is readily available.
- Students' educational needs can be promptly met.
- Students' testing history is readily available.
- Principals have become instructional leaders through the use of the SIS.
- Teachers are able to provide targeted instruction through the use of the SIS.
- The SIS allows for an enhanced collection of longitudinal data.

Opportunity To Address Another Challenge While Making the Change

- **Challenge:** Administrative assistants, the staff partially responsible for data entry, felt isolated and didn't have ownership over the data system.
- **Opportunity:** VA State-Operated Programs (SOP) helped empower assistants to become database experts.
 - A group was convened to write instruction manuals and training manuals.
 - The group was responsible for regional training.
 - Assistants trained teachers on Grade Book.
 - The group mentored new assistants.
- **Benefit:** Assistants became more invested in SOP.

Suggested Role of Title I, Part D, State Coordinators

- To support proactive change among your subgrantees:
 - Facilitate collaboration between State agencies and State Information Technology and Monitoring Specialists.
 - Facilitate collaboration between all Title I, Part D, subgrantees, including State agencies and local educational agencies (e.g., divisions, districts).