REPORTING AND EVALUATION
ADDRESSING LOW ACADEMIC ACHIEVEMENT

Overview

Session Description

This session will begin with a brief discussion of the challenges faced and lessons learned by State Part D coordinators supporting subgrantee efforts to improve low academic achievement. On the basis of NDTAC's "Individual Academic and Behavioral Approaches Strategy Guide," participants will work in small groups to develop program evaluation criteria that Part D coordinators can use to assess the instructional strengths and weaknesses of their subgrantees when desk monitoring, reviewing applications, or conducting site visits. To close the session, participants will come together as a large group to share their evaluation criteria. They will discuss how they might use these criteria to develop or refine their existing subgrantee monitoring tools and provide targeted technical assistance as appropriate to help facilities address gaps in academic skills and accelerate learning in the areas of highest need.

Select Subgrantee Capacity Building Needs

1. What instructional practices, strategies, or interventions would you recommend for a small State with limited Part D allocations and cannot hire full-time staff to lead academic programs?

2. In an effort in improve our ability to assist students who are at risk for school failure as well to improve our reported data, can you suggest any math and reading pre-post assessments that are fairly quick to administer so we are not taking time from their work toward credits or the GED, and something that the students can work on independently?

3. How do you use data (once you've established progress monitoring) to improve math instruction and student learning? Do you know of any data that addresses different instructional techniques that can be tried, depending on what the data indicates, to improve teaching and learning?

4. What are the most popular reading and math programs in the field?

5. We are interested in purchasing online tutorials in reading and math as well as career development (e.g., career assessments and interviewing skills). Do you have any recommendations?

6. Can a facility participate as a pilot site in a research or evaluation study of a math and/or reading program?

7. May a subgrantee use Part D funds to start an extracurricular robotics club? The students served would be "at-risk of academic failure" under the Federal nonregulatory guidance because they do not currently participate in extracurricular activities and lack connection to the school.

Session Agenda

A. Whole Group Discussion: Supporting Subgrantee Efforts To Improve Low Academic Achievement: Issues, Challenges, and Subgrantee Capacity Building Needs (15 minutes)

B. "Individual Academic and Behavioral Approaches Strategy Guide" Overview (5 minutes)

C. Small Group Activity: Developing Program Evaluation Criteria To Assess Instructional Program Performance (35 minutes)

D. Whole Group Discussion: Using Program Evaluation Criteria To Identify Subgrantee Instructional Strengths and Weaknesses (20 minutes)

Related NDTAC Resources

- NDTAC Practice Guide: Providing Individually Tailored Academic and Behavioral Support Services for Youth in the Juvenile Justice and Child Welfare Systems (http://www.neglected-delinquent.org/nd/docs/NDTAC_PracticeGuide_IndividualSrvcs.pdf)

- Making It Count: Strategies for Improving Mathematics Instruction for Students in Short-Term Facilities (http://www.neglected-delinquent.org/nd/docs/numeracy_guide_201008.pdf)

- Adolescent Literacy Guide: Meeting the Literacy Needs of Students in Juvenile Justice Facilities (http://www.neglected-delinquent.org/nd/docs/adolescent_literacy_guide_201008.pdf)

- The NDTAC Assessment Toolkit: Measuring Student Academic Progress (http://www.neglected-delinquent.org/nd/resources/toolkits/tool_prepost.asp)

- Transition Toolkit 2.0: Meeting the Educational Needs of Youth Exposed to the Juvenile Justice System (http://www.neglected-delinquent.org/nd/resources/toolkits/transition_200808.asp)