



**The National
Evaluation and
Technical
Assistance Center**

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

Improving Outcomes and Making Change for Children and Youth

David Osher, NDTAC Principal Investigator

www.neglected-delinquent.org

Why Does NDTAC Exist?

- Poor outcomes for youth who are neglected, delinquent, or at risk (N or D)
- Gaps in services and supports for youth who are N or D
- Challenges to
 - Monitoring N or D program outcomes
 - Continuous improvement in N or D programs
- Challenges you face

Title I, Part D: Goals

The goals of Title I, Part D, programs are to

- Improve educational services for children and youth who are N or D so that they have *the opportunity to meet challenging State academic content and achievement standards*
- Provide them with services *to successfully transition from institutionalization to further schooling or employment*
- Prevent youth who are at risk from dropping out of school, and provide dropouts and children and youth returning from correctional facilities with a support system to ensure their continued education

What Do We Need To Do To Improve Outcomes for Youth? (1 of 5)

- Relationships, respect, and high expectations are key.
- All environments should be safe, supportive, and engaging.
- Second chances are important.

What Do We Need To Do To Improve Outcomes for Youth? (2 of 5)

- Make interventions flexible--address individual needs and build strengths, as well as being needs driven and strengths based.
- Make interventions youth and family friendly, consumer driven, and culturally and linguistically competent.
- Ensure family and community engagement and support for transitions.
- Provide caring adults, mentors, and role models.
- Provide physical and emotional safety.

What Do We Need To Do To Improve Outcomes for Youth? (3 of 5)

- Respect, listen to, and empower youth in a manner that demonstrates respect for their culture and perceptions.
- Enable youth to develop their skills, passions, and interests.
- Provide support to achieve their goals.
- Provide opportunities for youth engagement and enrichment.
- Help youth learn to engage in self-advocacy and issue advocacy.

What Do We Need To Do To Improve Outcomes for Youth? (4 of 5)

- Create opportunities for civic engagement.
- Individualize planning and programming for youth.
- Strengthen conditions for learning, expand opportunities for learning relevant skills, and provide life skills education and social-emotional learning.
- Use flexible, tailored, respectful, inclusive, and culturally and linguistically competent approaches to engage youth.
- Be driven by the goals, as well as the needs, of youth.

What Do We Need To Do To Improve Outcomes for Youth? (5 of 5)

- Focus on the whole child and family (*see handout*).
- Strengthen, support, engage, and empower families.
- Use collaborative approaches to meet youth needs.
- Encourage cost-effective models of service provision.

Collaboration

- Data use and accountability should enhance collaboration and the ability to both prevent problems and support youth who are currently underserved.
- Collaboration is important and should be operationalized through common definitions, approaches, data, language, and goals.
- A focus on programs, rather than on addressing individual needs, perpetuates silos.

The Challenge of Change

- Good change, bad change
- Change and resistance
- Are you the subject or object of change?
- Partnering for change

Collaboration Part II

- Collaboration for what?
- The challenges of collaboration
- What is real collaboration?
 - Is it just partnering?
 - Who participates?
 - What are its goals?
 - How is it nurtured and sustained?
- Collaboration with youth and families

Data Challenges

- Drowning in data
- Drowning in information
- Indicators that may not matter much
- Lack of alignment between and among levels of performance
- Competing, unaligned, or underaligned indicators

How Do We Use Data? (1 of 2)

- Data or information
- Transparency
- Compliance or continuous improvement
 - The importance of “actionability”
- Indicator silos or common indicators

How Do We Use Data? (2 of 2)

- Indicators that matter
 - Garbage in, garbage out
 - What are the levers of change and leading indicators?
- Applying what we know from cognitive psychology
 - Scaffold
 - KISS
- The importance of common performance indicators

How Do We Address the Economic Crisis?

- Context: States' cannot afford recidivism
- Creating and demonstrating cost efficiencies that are not counterproductive
- Creating cost benefits—returns on investment

Tensions

- Manufacturing hope or hopelessness (*e.g., Stadium View*)
- Engagement or disengagement
- Connection or disconnection
- Citizens or subjects



Birds Do It, Bees Do It . . .

