



**The National
Evaluation and
Technical
Assistance Center**

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

Strand 2: Promoting Change

**Driving Change by Promoting the Implementation of
Effective Strategies**

www.neglected-delinquent.org

As a State ND Coordinator, how can you affect change in the field even if you don't feel you have decision making authority?

1. Data-Driven Decision Making
2. Identifying Effective Strategies
3. Promoting Implementation of Effective Strategies

Plenary Presentations

Presenter	Topic
Bi Vuong Strategic Data Fellow School District of Philadelphia	Statewide data systems
Jamie Miller Coordinator of School Improvement Services Northwest Tri-County Intermediate Unit (PA)	Data quality
Heather Griller Clark Principal Research Specialist Arizona State University	Identifying effective practices
Jacki Harasym ND Coordinator (ND)	Getting to know your facilities

Breakout Sessions

Transitions	Curriculum and Instruction	At-Risk Programming
<ul style="list-style-type: none">• Dorothy Wodraska, Director of Juvenile Transition, Maricopa County• Darryl Washington, ND Coordinator (AL)• Nick Read, NDTAC	<ul style="list-style-type: none">• David Houchins, Associate Professor, Georgia State University• William Cohee, ND Coordinator (MD)• Thomas O'Rourke, Former Superintendent of Schools, Georgia Department of Juvenile Justice• Lindy Khan, Academic Administrator, Educational Services, Contra Costa County	<ul style="list-style-type: none">• Kenya Haynes, ND Coordinator (WY)• Mindee O'Cummings, NDTAC• Lili Garfinkel, PACER Center

Strand 2 Resources

Transitions

- NDTAC Transition Toolkit

- OJJDP Model Program Guide

Curriculum and Instruction

- NDTAC Adolescent Literacy Guide

- NDTAC Making it Count

At-Risk Programming

- Child Development, Children's Mental Health, and the Juvenile Justice System: Principles for Effective Decision Making (David E. Arredondo, M.D.)

- First Do No Harm: How Educators and Police Can Work Together More Effectively To Preserve School Safety and Protect Vulnerable Students (CHHIRJ Policy Brief)

- Improving Family Involvement for Juvenile Offenders With Emotional/Behavioral Disorders and Related Disabilities (Lili Garfinkel, PACER Center)

- Indicators of School Crime and Safety, 2010 (NCES and BJS)

- Joint Policy Statement on Aftercare (PA)

- Aftercare Reality and Reform (PA Progress)

Promoting Change: Leveraging Statewide Longitudinal Data Systems

2011 NDTAC National Conference
June 2, 2011

Bi Vuong
Harvard Strategic Data Fellow

Outline

- SLDS: What Is It?
- Cross-Sector Data Linking:
 - The Imperative
 - The National Status
- What You Can Do...
- Additional Resources

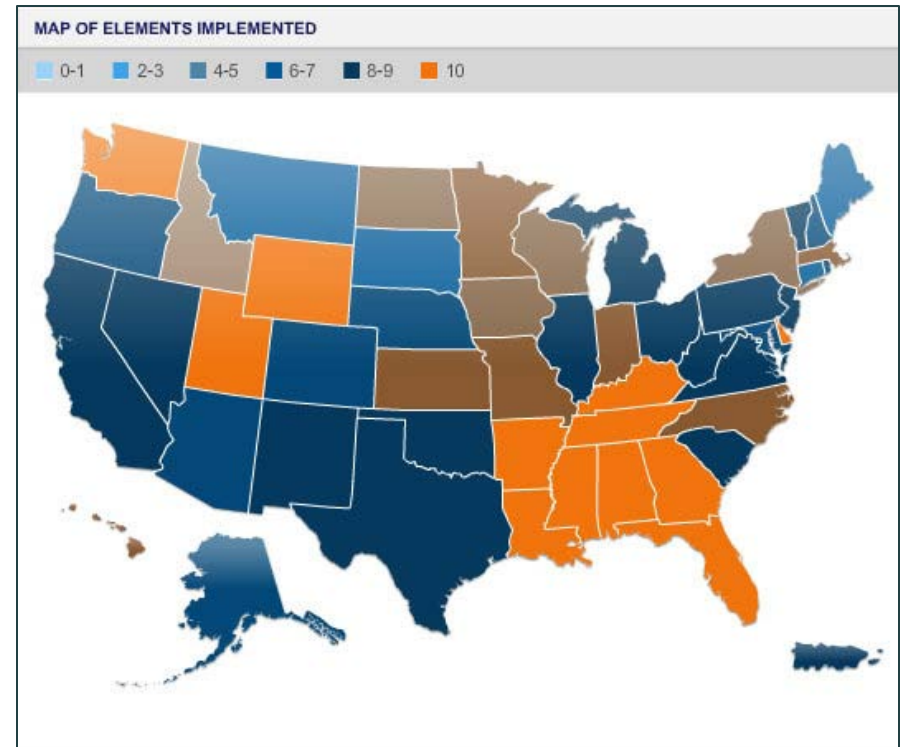
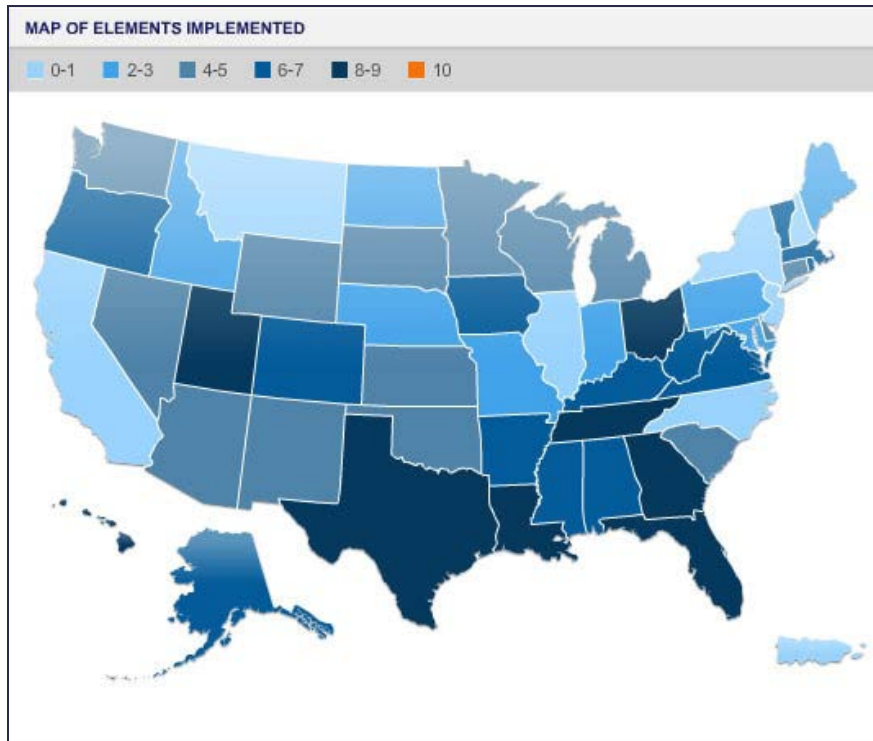
Statewide Longitudinal Data Systems

- **Data Type:** Education data
- **Unit of Data:** Student-level
- **Longitudinal:** Ability to connect data from year-to-year

Statewide Longitudinal Data Systems

America COMPETES Act	DQC 10 Essential Elements
1. A unique Statewide student identifier	1. A unique Statewide student identifier
2. Student-level enrollment, demographic, and program participation information	2. Student-level enrollment, demographic, and program participation information
3. Student-level information about points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs	8. Student-level graduation and dropout data
4. The capacity to communicate with higher education data systems	9. The ability to match student records between P-12 and higher education
5. A State data audit system	10. A State data audit system
6. Yearly test records of individual students	3. The ability to match individual students' records from year to year to measure academic growth
7. Information on students not tested by grade and subject	4. Information on untested students and the reasons they were not tested
8. A teacher identifier system with the ability to match teacher to students	5. A teacher identifier system with the ability to match teachers to students
9. Student-level transcript information	6. Student-level transcript information
10. Student-level college readiness test scores	7. Student-level college-readiness test scores
11. Information regarding the extent to which students transition successfully from secondary school to postsecondary education	9. The ability to match student records between P-12 and higher education
12. Other information determined necessary to address alignment and adequate preparation for success in postsecondary education	9. The ability to match student records between P-12 and higher education

SLDS: National Status



Cross-Sector Data Linking: The Imperative

- Expands ability to address broader set of policy and programmatic questions.
 - Referral
 - **Project:** Interactions Between Schools and the Juvenile Justice System
 - Service
 - Transition
- Increases Efficiency
 - Streamlines and improves service coordination
 - Minimizes collection and reporting
 - Improves data quality
 - Makes each system more powerful; improves data availability

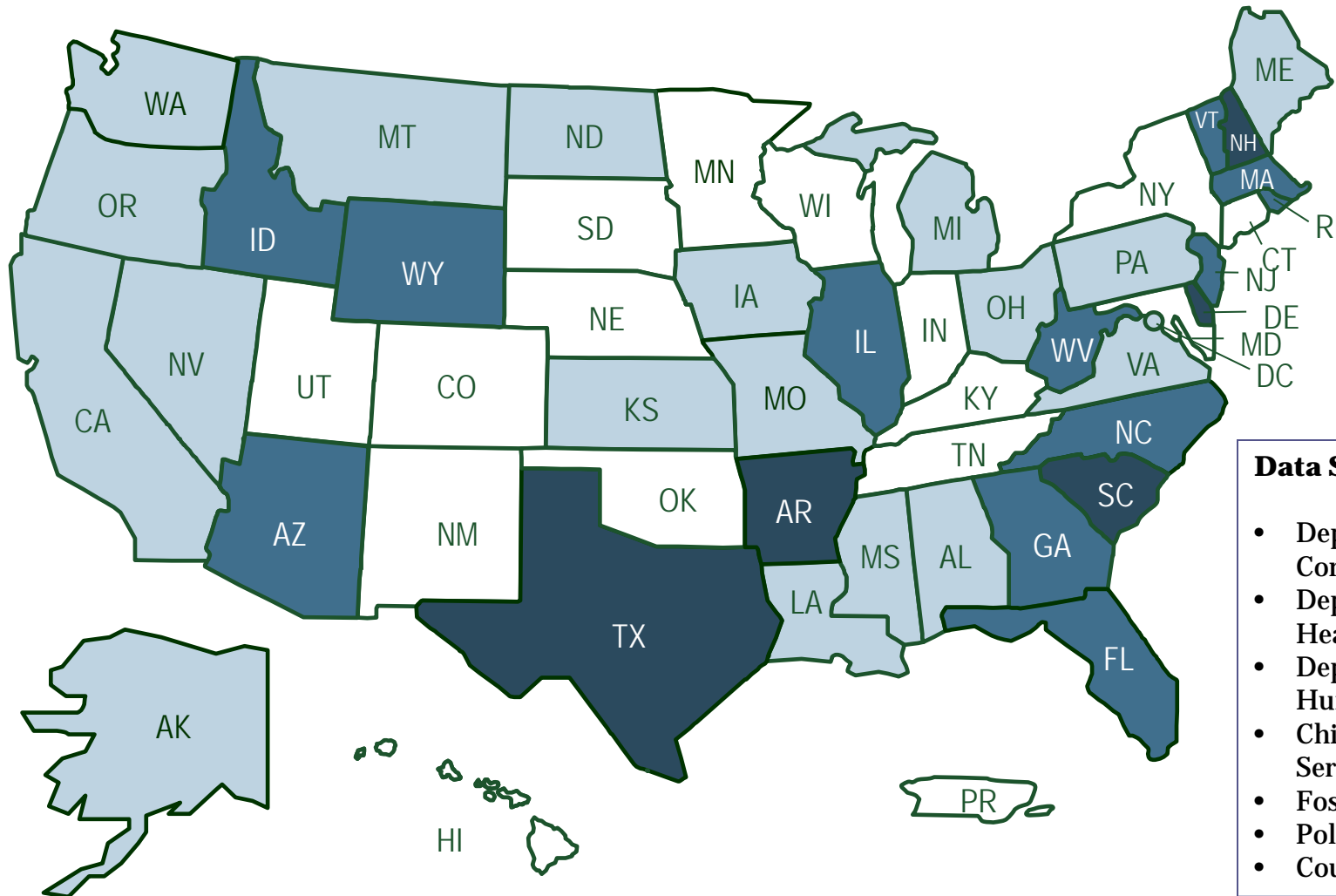
Cross-Sector Data Linking: National Status

1 or 2 Links

3 or 4 Links

5 or 6 Links

7 Links



Data Sources / Type

- Department of Corrections
- Department of Health
- Department of Human Services
- Child Protective Services
- Foster Care Data
- Police Data
- Court Data

What You Can Do...

- State Policymakers
 - Establish governance structures
 - Clarify State privacy and security policies
 - The Federal Government has recently clarified FERPA
 - Provide resources to ensure that stakeholders have the capacity to understand and use data

What You Can Do...

- Practitioners
 - Communicate to policymakers and stakeholders the types of questions that you need answered and the data you need to do your jobs
 - Work with your districts and programs to determine what they need to do their jobs
 - Improve internal coordination and data linking
 - Foster political buy-in from all levels to ensure on-going support
 - Encourage relevant State agencies (K-12, postsecondary, workforce, health and human services, etc.) to develop a memorandum of understanding (MOU)

Additional Resources

- NDTAC (www.neglected-delinquent.org)
 - *NDTAC Practice Guide: Improving Educational Outcomes for Youth in Juvenile Justice and Child Welfare Systems Through Interagency Communication and Collaboration*
- Common Data Standards (www.commondatastandards.org)
- Data Quality Campaign (www.DataQualityCampaign.org)
- EducationCounsel (www.educationcounsel.com)
- National Center for Education Statistics, Institute for Education Sciences Statewide Longitudinal Grant Program (<http://nces.ed.gov/programs/slds/>)

Contact Information

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Pennsylvania's Approach

N&D REPORTING



Our System

- Secure, online system
- Provider reports each student and can only see their students' data
- Student information contains two parts
 - Demographic Information
 - Profile (Stay) Information

Overview of the Process

Step	Responsibility
1. Enter basic student demographic information into system	Provider
2. Enter student profile(s), making sure the placement date is not before school year start date and discharge date is not after school year end date	Provider
3. School year marked complete	Provider
4. Review profiles	LEA
5. Flag inappropriate/incorrect profiles or approve profiles	LEA
6. If flagged profiles exist, unmark school year as incomplete	Provider
7. Correct and resubmit profiles as needed	Provider

Repeat steps 6 and 7 until all profiles are successfully submitted and approved



Pennsylvania's N&D Reporting System

Cheat Sheet

Student Name: _____ ID Number: _____

Birth Date: _____ PA Secure ID: _____

Gender: _____ Grade upon Discharge: _____

Ethnicity: Hispanic or Latino Not Hispanic or Latino

Race: (Choose all that apply)

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White

Placement Date: _____ Discharge Date: _____

Services Received: Reading Math

While in the facility, did the student:	Yes	No	N/A
Earn high school course credits?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enroll in a GED program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enroll in elective job training courses/programs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

While in the facility or within 30 calendar days after exit, did the student:	Yes	No	N/A
Enroll in their local district school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Earn a GED?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Obtain a high school diploma?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Get accepted into post-secondary education?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enroll in post-secondary education?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enroll in external job training education?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Obtain employment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

You will only be prompted for Performance information if the student's length of stay is 90 days or greater.

Reading Exam Performance	Yes	No
Student tested below grade level on entry?	<input type="checkbox"/>	<input type="checkbox"/>
Student was pre-tested?	<input type="checkbox"/>	<input type="checkbox"/>
Student was post-tested?	<input type="checkbox"/>	<input type="checkbox"/>
If yes to both, student showed (choose one):	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Negative grade level change <input type="checkbox"/> No grade level change <input type="checkbox"/> Improvement of up to ½ grade level <input type="checkbox"/> Improvement of up to one full grade level <input type="checkbox"/> Improvement of more than one full grade level		

Math Exam Performance	Yes	No
Student tested below grade level on entry?	<input type="checkbox"/>	<input type="checkbox"/>
Student was pre-tested?	<input type="checkbox"/>	<input type="checkbox"/>
Student was post-tested?	<input type="checkbox"/>	<input type="checkbox"/>
If yes to both, student showed (choose one):	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Negative grade level change <input type="checkbox"/> No grade level change <input type="checkbox"/> Improvement of up to ½ grade level <input type="checkbox"/> Improvement of up to one full grade level <input type="checkbox"/> Improvement of more than one full grade level		

Other Notes: _____

Edit Student

Student #

[\[View Student\]](#)

PAsecureID:

Name (First, Last):

Ethnicity:

Hispanic or Latino Not Hispanic or Latino

Race:

American Indian or Alaska Native

Asian

Black or African American

Hispanic or Latino

Native Hawaiian or Other Pacific Islander

White

Date of Birth:

Age: **13**

Gender:

Male Female

Save

Delete

Edit Student

Student # [\[View Student\]](#)

PAsecureID:

Name (First, Last):

Ethnicity: Hispanic or Latino Not Hispanic or Latino

Race: American Indian or Alaska Native

Asian

Black or African American

Hispanic or Latino


Native Hawaiian or Other Pacific Islander

White

Date of Birth:

Gender: Male Female

Message from webpage



Please verify that the student's age is 13 years old

OK

Edit Profile: Student, Test

Student # 12345 [\[View Student\]](#)
Name: Student, Test

Agency: ZAP - Test Agency
252 Waterford St.
Edinboro PA, 16412

School Year: 2010-2011
Placement Date:
Discharge Date:
Length of Stay:

LEA: ZAP - LEA
252 Waterford St.
Edinboro PA, 16412

Profile Entered: 5/24/2011
Profile Approved: Not Approved

Grade Upon Discharge:

This student has received services in the following areas.**Instructional**

- Reading
 Mathematics

While in the facility, was the student:

- Earning high school course credits? Yes No Not Applicable
Enrolled in a GED program? Yes No Not Applicable
Enrolled in elective job training courses/programs? Yes No Not Applicable

While in the facility or within 30 calendar days after exit, did the student:

- Enroll in their local district school? Yes No
Earn a GED? Yes No Not Applicable
Obtain a high school diploma? Yes No Not Applicable
Get accepted into post-secondary education? Yes No Not Applicable
Enroll in post-secondary education? Yes No Not Applicable
Enroll in external job training education? Yes No Not Applicable
Obtain employment? Yes No Not Applicable

Edit Profile: Student, Test

Student # 12345 [\[View Student\]](#)
Name: Student, Test

Agency: ZAP - Test Agency
252 Waterford St.
Edinboro PA, 16412

School Year: 2010-2011
Placement Date: 10/1/2010
Discharge Date: 4/1/2011
Length of Stay:

LEA: ZAP - LEA
252 Waterford St.
Edinboro PA, 16412

Profile Entered: 5/24/2011
Profile Approved: Not Approved

Grade Upon Discharge: - choose one -

This student has received services

Instructional

- Reading
- Mathematics

While in the facility, was the student

- Earning high school course credit? Yes No Not Applicable
- Enrolled in a GED program? Yes No Not Applicable
- Enrolled in elective job training courses/programs? Yes No Not Applicable

While in the facility or within 30 calendar days after exit, did the student:

- Enroll in their local district school? Yes No
- Earn a GED? Yes No Not Applicable
- Obtain a high school diploma? Yes No Not Applicable
- Get accepted into post-secondary education? Yes No Not Applicable
- Enroll in post-secondary education? Yes No Not Applicable
- Enroll in external job training education? Yes No Not Applicable
- Obtain employment? Yes No Not Applicable

Save

Delete

Message from webpage



Please verify that the student's length of stay is 182 days.

OK

Reading exam performance

Student tested below grade level on entry? Yes No Not Applicable

The Student was pre-tested

The Student was post-tested

- Student showed negative grade level change from the pre- to post-test exams
- Student showed no change in the grade level from the pre- to post-test exams
- Student showed improvement of up to 1/2 grade level from the pre- to post-test exams
- Student showed improvement of up to one full grade level from the pre- to post-test exams
- Student showed improvement of more than one full grade level from the pre- to post-test exams

Save

Delete

Unapproved Profiles: ZAP - Test Agency (2010-2011)

<input type="checkbox"/> Check All	Student #	Name
<input type="checkbox"/>	123-45-6789	321321 , 3213
<input type="checkbox"/>	1147	Allshouse, Tara
<input type="checkbox"/>	100286	Brown, Joe
<input type="checkbox"/>	100286	Brown, Joe
<input type="checkbox"/>	189-72-8831	Carlson, John
<input checked="" type="checkbox"/>	189-72-8836	Cora, Ben

Approve Checked

Student Profile: Brown, Joe

Student # 100286
Name: Brown, Joe

Agency: ZAP - Test Agency
252 Waterford St.
Edinboro PA, 16412

School Year: 2010-2011
Placement Date: 12/1/2010
Discharge Date: 12/13/2010
Length of Stay: 12

LEA: ZAP - LEA
252 Waterford St.
Edinboro PA, 16412

Profile Entered: 1/6/2011

Profile Approved:

[\[Back To List\]](#)

Grade: 11

This student has received services in the following areas.

Instructional

While in the facility, was the student:

Earning high school course credits?	Not Applicable
Enrolled in a GED program?	Not Applicable
Enrolled in elective job training courses/programs?	Not Applicable

While in the facility or within 30 calendar days after exit, did the student:

Enroll in their local school district?	No
Earn a GED?	Not Applicable
Obtain a high school diploma?	Not Applicable
Get accepted into post-secondary education?	Not Applicable
Enroll in post-secondary education?	Not Applicable
Enroll in external job training education?	Not Applicable
Obtain employment?	Not Applicable

Unapproved Profiles: ZAP - Test Agency (2010-2011)

<input type="checkbox"/> Check All	Student #	Name
<input type="checkbox"/> !	100286	Brown, Joe
<input type="checkbox"/>	100286	Brown, Joe
<input type="checkbox"/>	189-72-8831	Carlsom, John
<input type="checkbox"/>	189-72-8836	Cora, Ben

Approve Checked

Search Students

Student #:

Name:

Birth Date:

School Year: 2010-2011



- All Students in Your Agency
- ...Without Profiles
- ...With Profiles
- ...With Approved Profiles
- ...With Unapproved Profiles
- ...With Flagged Profiles

Search

[\[Add New Student\]](#)

Create Report

Students

Student #	Last Name	First Name	Birth Date	Gender
100286	Brown	Joe	04/05/1995	Male

Student Information: Brown, Joe

Student #: 100286 [\[Edit Student\]](#)

PAsecureID: 1234567

Name: Brown, Joe

Birth Date: 04/05/1995

Gender: Male

Ethnicity: Not Hispanic or Latino

Race: Asian

Student Profiles

Year	Approved	Agency
2010-2011 <input type="button" value="▼"/>	[Add New Profile]	
2000-2001	Yes	ZAP - Test Agency
2003-2004	No	ZAP - Test Agency
2003-2004	Flagged	ZAP - Test Agency
2003-2004	Flagged	ZAP - Test Agency
2005-2006	Yes	ZAP - Test Agency
2007-2008	Yes	ZAP - Test Agency
2008-2009	No	ZAP - Test Agency
2010-2011	No	ZAP - Test Agency
2010-2011	Flagged	ZAP - Test Agency

Duplicate Student Records

Student #	Agency
10307m	Adelphoi Village - Miller Home
11790	Keystone Adolescent Center - Group 2
4567890	ZAP - Test Agency

Agency Profile Totals Report: 2010-2011

Name	Unapproved	Approved	Total
Allegheny - Clarion Valley School District	0	0	0
Mid - Atlantic Youth Services - Western PA Child Care	0	0	0
Ambridge Area School District	0	0	0
Girls Hope of Pittsburgh - Ambridge	0	0	0
Appalachia IU # 8	0	0	0
Children's Aid Home Programs of Somerset	0	0	0
Cove Forge	0	0	0
Avonworth School District	0	0	0
Holy Family Institute	0	0	0

For More Information

- Go to www.ndprogramspa.com
- Use the bottom navigation pane on the left side of the screen
- Reporting System – the live system
- Cheat Sheet – one page sheet that answers all information required for a student
- Provider/LEA Guidelines – reporting manual, including test account information
- FAQs – frequently asked questions on reporting

Reporting Information
Reporting System
Cheat Sheet
Provider Guidelines
LEA Guidelines
FAQs

Any Questions?



Promoting Change: Identifying Effective Programs for N or D Youth

Heather Griller Clark
Arizona State University

Why Don't We Implement Evidence-Based Strategies?

- We don't invest in developing data systems that allow us to monitor which programs are working and which are not.
- Many policymakers are often unaware of research evidence on programs and policies that are not only effective in reducing juvenile delinquency but also cost-effective.
- Often what works is at odds with “get tough on crime” public sentiment.

We Know What Doesn't Work

- Programs like:
 - DARE
 - Scared Straight
- Boot Camps
- Transferring juveniles to adult courts

Do we still do these things even though we know they don't work?

What Does Work?

“Model Programs”

- Perry Preschool
- Project SUPPORT

Tool Kits and Guides

- NDTAC Transition Toolkit <http://www.neglected-delinquent.org>
- Office of Juvenile Justice and Delinquency Prevention's Model Programs Guide (MPG) <http://www.ojjdp.gov/mpg/Default.aspx>
- National Institute of Corrections *Putting the Pieces Together: Practical Strategies for Implementing Evidence-Based Practices* <http://nicic.gov/>

“Promising Practices” or “Evidence-Based Practices”

- *What Works Clearinghouse* <http://ies.ed.gov/ncee/wwc/>
- *Effective Practices in Juvenile Correctional Education* (Coffey & Gemignani, 1994) & SCANS Report
- *Tools for Success – NASDE & NDRN*

What Qualifies as an Evidence-Based Strategy?

- “Educational practices and specific strategies supported by rigorous educational intervention research which have yielded evidence of positive results for students” (NSTTAC, 2010)
- Must be proven/based on “scientific results”

Narrow Your Scope To Identify Evidence-Based Strategies

- Transition
 - Special education
 - Juvenile justice
 - Long-term
- Curriculum
 - Grade level
 - Subject area
 - Population
- At-Risk Programming
 - Type of setting
 - Focus of intervention
 - Social skills

Some Evidence-Based Strategies in Transition

- Align instruction with IDEA requirements
- Pinpoint student needs and interests with formal and informal assessment strategies
- Strengthen IEPs with measurable, relevant, and specific postsecondary goals
- Teach students the skills needed to succeed
- Use the most effective instructional strategies
- Assess effectiveness of instruction
- Increase student and family involvement in transition planning

Some Evidence-Based Strategies in JJ Transition

- Developing staff awareness of and familiarity with all county, State, local, and private programs that receive and/or send youth to/from long-term correctional facilities
- Individualized pre-placement planning prior to the transfer of youth from jails, detention centers, or other programs to long-term correctional facilities
- The immediate transfer of youth's educational records from jails, detention centers, or other programs to long-term correctional facilities
- A variety of specific educational programs are provided
 - Academics, vocational and job related skills, social skills, independent living skills, and law-related education
- A variety of support services are provided
 - Work experience and placement, alcohol and drug abuse counseling, anger management, vocational counseling, health education, and training for parenthood

From *EDJJ* <http://www.edjj.org/focus/TransitionAfterCare/effectivePractice.html>

Determine a Plan for Implementing Evidenced-Based Strategies

- **Understand the problem**
 - What are the contributing factors?
 - What data should be reviewed?
 - What are the policies involved?
- **Determine what aspect of the problem you want to focus on**
 - Review associated policies
 - Review reliable data
 - Assess climate/ask those involved
 - Review other programs
 - Identify successful programs to implement
 - Critique current practices/needs
 - Secure support
 - Commit to change
- **Conduct strategic planning based on reliable data**