



# The National Evaluation and Technical Assistance Center

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

## Making Change Proactively Within Existing Systems

Moderator: Greta Colombi (NETAC)

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

[www.neglected-delinquent.org](http://www.neglected-delinquent.org)



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Who Are Neglected, Delinquent  
or At-Risk (NDTAC)

# **Introduction and National and State Examples of Proactive Systems Change**

Simon Gonsoulin, NDTAC Director

[www.neglected-delinquent.org](http://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.***

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# 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 signing & adjourn

Questions/comments:  
Kathleen Sands, Institutional Education  
OSPI, Olympia, WA  
(360) 725-6046  
[kathleen.sands@ki12.wa.us](mailto: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.

A training will be at least once per quarter with sub-committee meetings as needed.

**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. Agenda subject to change.

**Questions/comments:**  
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**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

# 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.

#### Part 4 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.

##### Part 5 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?

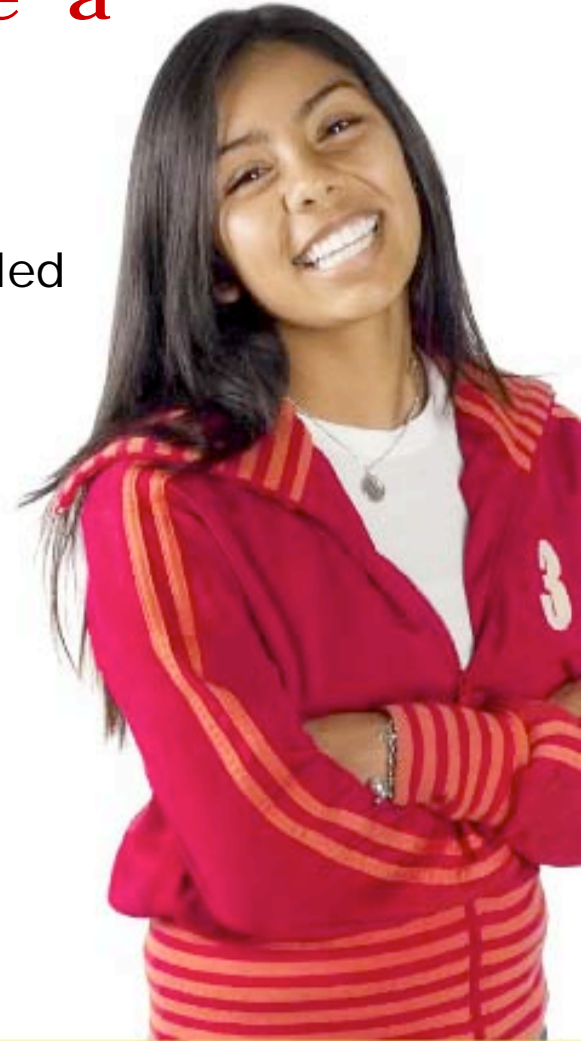


# Small Changes Sometimes Make a BIG Difference!

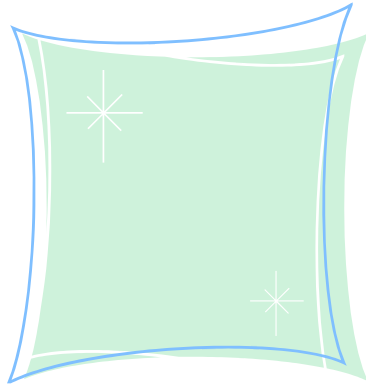


Title I, Part D, had always been handled by the **Finance Unit**.

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.



# 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).