

153

00:27:13.430 --> 00:27:22.649

Lynn Bauer: Alright, so this kicks us off. Our first presentation here is from Helen Avis from Methodist Home for Children.

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00:27:22.650 --> 00:27:44.129

Lynn Bauer: National Partnership for Juvenile Services. So this opening session will discuss the challenges that state coordinators may face and reimagine compliance as a tool for improving outcomes for youth. And it has three core objectives. The first is understanding the why

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00:27:44.130 --> 00:27:45.979

Lynn Bauer: Behind the requirements.

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00:27:46.410 --> 00:27:52.400

Lynn Bauer: And reconnecting them to the student problems that they were intended to solve.

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00:27:53.170 --> 00:27:57.019

Lynn Bauer: The second objective is transforming data collection.

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00:27:57.020 --> 00:28:17.120

Lynn Bauer: into data use by turning what coordinators already collect into actionable tools for program improvement. This is a key thread throughout all of... much of what we will discuss over the next four days, this data use component. And the third objective is shifting from monitoring mindset

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00:28:17.120 --> 00:28:19.450

Lynn Bauer: Into a supportive coaching role.

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00:28:19.730 --> 00:28:28.230

Lynn Bauer: That moves facilities beyond the minimum requirements, beyond just being compliant toward high-quality programs.

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00:28:28.990 --> 00:28:49.339

Lynn Bauer: So through discussions, activities, and practical reflection, participants will leave, hopefully, with a renewed sense of purpose, and we hope that you'll identify one concrete step that you can take in your state to build higher quality Title I, Part D programs. So, with that said, I'll step back, let's welcome Helen.

162

00:28:51.600 --> 00:28:55.120

Dr. Helen Avis, NC: Alright, I'm trying to share my screen, one second. Ugh!

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00:28:55.890 --> 00:28:57.290

Dr. Helen Avis, NC: Share screen.

164

00:28:58.720 --> 00:28:59.910

Dr. Helen Avis, NC: Alright.

165

00:29:01.450 --> 00:29:04.039

Dr. Helen Avis, NC: Can everybody see that? You'll have to...

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00:29:04.040 --> 00:29:04.489

Kristine Chan, NDTAC: We can't.

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00:29:04.490 --> 00:29:07.090

Dr. Helen Avis, NC: Yes? Okay, everybody can see?

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00:29:07.570 --> 00:29:09.760

Dr. Helen Avis, NC: From compliance to confidence.

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00:29:09.760 --> 00:29:10.420

Kristine Chan, NDTAC: Yes.

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00:29:10.690 --> 00:29:25.770

Dr. Helen Avis, NC: Alright, I didn't expect it to work that quickly. Thank you! Alright, it's so great to see everyone. I am Helen Avis, I am in North Carolina, but I work, across the U.S. in juvenile justice education.

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00:29:25.770 --> 00:29:30.939

Dr. Helen Avis, NC: And so today, I am here to talk about what data we collect.

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00:29:30.940 --> 00:29:41.569

Dr. Helen Avis, NC: And how we can use that instead of just using it as a checkbox. But let's move through the presentation a little bit.

173

00:29:42.800 --> 00:29:45.709

Dr. Helen Avis, NC: Let's see, I need to close my chat.

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00:29:45.870 --> 00:29:47.500

Dr. Helen Avis, NC: There we go. Okay.

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00:29:47.500 --> 00:29:53.150

Kristine Chan, NDTAC: And Helen, you may want to do full screen. We currently see the.

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00:29:53.150 --> 00:29:55.799

Dr. Helen Avis, NC: You see everything? Okay, there. How's that?

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00:29:55.800 --> 00:29:56.820

Kristine Chan, NDTAC: Yep, perfect.

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00:29:56.820 --> 00:30:06.050

Dr. Helen Avis, NC: Okay, perfect, see? And now I can't see y'all, so you'll just have to interrupt. Does... does everyone have the ability to unmute themselves?

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00:30:06.350 --> 00:30:07.309

Kristine Chan, NDTAC: Yes, they do.

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00:30:07.310 --> 00:30:24.319

Dr. Helen Avis, NC: Okay, great. So, in true juvenile justice education style, please just interrupt. I'm used to it, I enjoy it, so if you have a question, a thought, they're gonna help me monitor the chat, but please feel free to interrupt.

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00:30:25.080 --> 00:30:39.800

Dr. Helen Avis, NC: Alright, so who am I, and, why am I here today? So, I have been a juvenile justice educator, I have been a public school educator, I have worked, as, you know, floor staff.

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00:30:39.800 --> 00:30:53.490

Dr. Helen Avis, NC: in juvenile justice residential facilities, and I have... now, I am over several different... 9 different residential facilities for justice-involved youth.

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00:30:53.540 --> 00:31:08.460

Dr. Helen Avis, NC: I'm trying to switch to saying youth who are justice-involved, so that it's person first. So if you hear me switching back and forth, it's just me trying to continue to become a better person in juvenile justice.

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00:31:08.820 --> 00:31:15.659

Dr. Helen Avis, NC: Okay, so while I was in school, I became...

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00:31:15.660 --> 00:31:29.970

Dr. Helen Avis, NC: I started doing some volunteer work in a North Carolina youth development center, which are prisons in North Carolina for, juvenile justice, and while I was there, there was no English teacher for, like.

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00:31:30.560 --> 00:31:45.699

Dr. Helen Avis, NC: a year and a half. I was just volunteering, there was no English teacher. So I ended up taking over that position. So, that's where I really became involved in Title I, Part D, and really learned a lot about it, was just...

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00:31:45.990 --> 00:31:58.360

Dr. Helen Avis, NC: In the thick of it. And then for the last 10 years, I have studied best practices in, education, specifically serving kids who are involved in the justice system.

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00:31:59.170 --> 00:32:07.830

Dr. Helen Avis, NC: Alright, so, moving on to today. So, like Lynn said, we're gonna reconnect to why. Why are we doing all this stuff other than...

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00:32:07.830 --> 00:32:20.770

Dr. Helen Avis, NC: we're going down a checklist. Why are we collecting data? And how can we better use that data? And how can we work as coaches instead of just

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00:32:22.780 --> 00:32:34.960

Dr. Helen Avis, NC: going in and making sure that people are complying. How can we really improve? And then, what are our minimum requirements to program quality, and how can we step that up?

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00:32:36.870 --> 00:32:56.190

Dr. Helen Avis, NC: Alright, so if you would, in your chat box, or you can just say it out loud, please put at least one Title I, Part D requirement into your chat box. Alright, what's one thing that, like, if I say, what is the requirement that you are tasked with collecting? What

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00:32:56.490 --> 00:32:57.480

Dr. Helen Avis, NC: Is it?

193

00:32:59.760 --> 00:33:06.560

Dr. Helen Avis, NC: Alright, annual account, annual count, formal agreements, A lot of annual count.

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00:33:07.710 --> 00:33:12.069

Dr. Helen Avis, NC: Pre and post. Alright, somebody talk me through annual count.

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00:33:16.920 --> 00:33:20.980

Dr. Helen Avis, NC: So you'll have to unmute. Somebody's gonna have to unmute and be brave.

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00:33:22.330 --> 00:33:29.309

Dr. Helen Avis, NC: I have a funny voice. We don't need to hear it the whole hour. We need to hear everybody's voices. Transition? Yep.

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00:33:31.560 --> 00:33:33.230

Dr. Helen Avis, NC: CSRP.

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00:33:35.580 --> 00:33:40.460

Rita Pello: Annual count has to do with eligibility of students in the facilities.

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00:33:41.690 --> 00:33:42.460

Dr. Helen Avis, NC: Yes.

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00:33:42.800 --> 00:33:47.310

Dr. Helen Avis, NC: Perfect, thank you. And CSRP for our guests?

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00:33:53.420 --> 00:34:01.229

Shannon Cranmore: That's the, actually, the CSPR, which is the Consolidated State Performance Report, which is data we submit to USED each year.

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00:34:01.480 --> 00:34:03.699

Dr. Helen Avis, NC: Right, and what goes into that?

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00:34:06.590 --> 00:34:10.710

Shannon Cranmore: Oh, somebody else want to grab it off the top of their head?

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00:34:10.719 --> 00:34:12.969

Dr. Helen Avis, NC: No, it's hard, right?

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00:34:12.969 --> 00:34:14.429

Shannon Cranmore: I don't remember.

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00:34:14.429 --> 00:34:23.759

Dr. Helen Avis, NC: No, it's okay, I don't either. That's the whole point of this. So it's okay, nobody does, or else we'd all be on muting and saying all of it, right? So we're collecting...

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00:34:23.760 --> 00:34:41.860

Dawn Carmody-MDE (MI): It's a data collection of who benefited from the Title I-D program the previous year, and we collect some information about the student demographics, you know, age, sex, whether they're English learner eligible or special ed eligible, and then some outcomes.

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00:34:41.860 --> 00:34:51.730

Dawn Carmody-MDE (MI): So, did we have, earned credits, or were they participating in vocational education? Did they graduate high school, or with a GED?

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00:34:51.940 --> 00:34:57.840

Dawn Carmody-MDE (MI): Both in the facility and after exit, and then growth in academic math and reading.

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00:34:58.230 --> 00:35:06.690

Dr. Helen Avis, NC: Yep, alright, I'm gonna stop sharing for a few minutes so we can talk about some of these different things in a more conversation setting.

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00:35:07.060 --> 00:35:08.910

Dr. Helen Avis, NC: So, Title I part...

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00:35:09.010 --> 00:35:23.170

Dr. Helen Avis, NC: Dee, there are 3 big things that we're working for, and probably why people like you, great people who really care a lot about education, particularly for vulnerable youth, why you got involved in this work.

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00:35:23.200 --> 00:35:30.779

Dr. Helen Avis, NC: The whole purpose of Title I, Part D, is equal academic opportunity.

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00:35:30.790 --> 00:35:50.519

Dr. Helen Avis, NC: Right? So that op... are our youth getting an equal education, compared to traditional students in public school? Successful reentry. We all know how hard successful reentry is, right? So, we're still... we're still working on that, but this...

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00:35:51.110 --> 00:35:56.310

Dr. Helen Avis, NC: It's supposed to be working... we're supposed to be working towards that. And then dropout prevention.

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00:35:56.650 --> 00:36:03.000

Dr. Helen Avis, NC: Are these kids being served a high-quality education in order to prevent dropout?

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00:36:03.170 --> 00:36:04.510

Dr. Helen Avis, NC: Okay, so...

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00:36:04.700 --> 00:36:15.800

Dr. Helen Avis, NC: we've got all these different data points that we just collect because it's our job, right? I mean, we all find ourselves in that position where

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00:36:16.030 --> 00:36:27.189

Dr. Helen Avis, NC: we know that we have to get certain information, and we have to turn it in. And so, I would like for us to elevate that and think about how

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00:36:27.360 --> 00:36:33.269

Dr. Helen Avis, NC: We can take these data points and improve our services to schools.

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00:36:34.080 --> 00:36:36.840

Dr. Helen Avis, NC: Alright, I'm gonna go back to sharing my screen.

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00:36:38.470 --> 00:36:42.849

Dr. Helen Avis, NC: Somebody just tell me if it doesn't work. Alright, is that working?

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00:36:42.850 --> 00:36:43.890

Kristine Chan, NDTAC: Yes, you're good.

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00:36:43.890 --> 00:36:44.520

Dr. Helen Avis, NC: Aye.

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00:36:44.970 --> 00:36:45.890

Dr. Helen Avis, NC: Great.

226

00:36:46.060 --> 00:36:46.810

Dr. Helen Avis, NC: Nope.

227

00:36:48.270 --> 00:37:01.300

Dr. Helen Avis, NC: Okay, so in our chat feature, what is the most challenging for us to collect? So, what is really hard data for you all to collect?

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00:37:02.570 --> 00:37:09.979

Dr. Helen Avis, NC: What's the easiest data to collect? And it would be great if y'all would come off of mute and just... we could have a conversation about this.

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00:37:10.720 --> 00:37:14.609

Francine Stromberg: The hardest data to collect is post-release.

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00:37:15.150 --> 00:37:16.230

Dr. Helen Avis, NC: Yes!

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00:37:16.400 --> 00:37:27.440

Dr. Helen Avis, NC: I bet everybody, yeah, 90 days after, yes, because we can't find the kit, right? Is that what everybody's thinking? We cannot find the kits.

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00:37:27.880 --> 00:37:29.700

Dr. Helen Avis, NC: Alright, so, our...

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00:37:29.700 --> 00:37:38.650

Dave Coffey (NYSED): In a lot of places, for a lot of programs and lots of states, not even allowed to collect that data. It's like there's state laws that literally prohibit the collection of that data.

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00:37:38.850 --> 00:37:43.550

Dr. Helen Avis, NC: Yep. Yep. Alright. What's the easiest?

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00:37:48.040 --> 00:37:50.730

Dr. Helen Avis, NC: Basic demographics is my easiest.

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00:37:50.940 --> 00:37:56.069

Dr. Helen Avis, NC: Because it's, like, all on the intake forms, or... I can ask the kid.

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00:37:58.250 --> 00:38:00.640

Ada.Daniels - OSPI (Washington state): The annual count is pretty easy.

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00:38:01.670 --> 00:38:02.290  
Dr. Helen Avis, NC: Yep.

239  
00:38:08.990 --> 00:38:10.130  
Dr. Helen Avis, NC: Alright.

240  
00:38:11.900 --> 00:38:15.879  
Dr. Helen Avis, NC: Any... any other super easy accounts and demographics?

241  
00:38:16.470 --> 00:38:22.669  
Dr. Helen Avis, NC: Why are the counts and demographics so easy? I shared a couple of reasons, but why do you find those easy?

242  
00:38:32.340 --> 00:38:42.639  
Francine Stromberg: I think it's mostly the facility has that stuff too, so it's on every intake form, no matter where you go, no matter what you do, that's...

243  
00:38:42.800 --> 00:38:48.680  
Francine Stromberg: You know, that's just part of every single intake for that person.

244  
00:38:48.980 --> 00:38:54.060  
Dr. Helen Avis, NC: Right, so it's that basic information that everybody's interested in, right?

245  
00:38:54.230 --> 00:38:58.150  
Dr. Helen Avis, NC: And is everybody really interested in that post data?

246  
00:39:00.180 --> 00:39:08.710  
Dr. Helen Avis, NC: the facility really is not, right? Because that's not... and that's not a slam to the facilities, but that's not their...

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00:39:08.890 --> 00:39:20.419  
Dr. Helen Avis, NC: That's not their job, right? It's to continue to follow the kids. And so, we lose power as the kids move through the program. We lose data collection power.

248  
00:39:21.380 --> 00:39:29.289  
Dr. Helen Avis, NC: And so it becomes just on your shoulders, typically. Sometimes your departments of public safety are looking for

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00:39:29.450 --> 00:39:35.189

Dr. Helen Avis, NC: You know, the same type of data, but a lot of times, it's just...

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00:39:35.740 --> 00:39:47.140

Dr. Helen Avis, NC: you all trying to chase down the kids, and trying to figure out if that's the best use of your time, because the facility has moved on to whoever took that bed, right?

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00:39:47.410 --> 00:39:54.089

Dr. Helen Avis, NC: And so, they're not going to be as helpful. But why is it really important to get that post data?

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00:39:57.370 --> 00:39:59.669

Dr. Helen Avis, NC: What does the post data inform?

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00:40:04.810 --> 00:40:09.199

Moi Boudoir: They get informed what services the kids received inside the facility.

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00:40:09.750 --> 00:40:10.180

Dr. Helen Avis, NC: Yep.

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00:40:10.180 --> 00:40:10.570

Moi Boudoir: You see?

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00:40:10.570 --> 00:40:10.900

Dr. Helen Avis, NC: So.

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00:40:10.900 --> 00:40:15.719

Moi Boudoir: receipt... How... what the... what it is that they're using.

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00:40:16.140 --> 00:40:19.270

Moi Boudoir: 90 days later, to see if their life is improving.

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00:40:20.280 --> 00:40:22.060

Dr. Helen Avis, NC: Yes, thank you.

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00:40:22.190 --> 00:40:39.930

Dr. Helen Avis, NC: I see a lot of, a lot of things in the chat about... that are supporting what you just said, and then that are also, looking at transition supports. How well did the program work? What supports are the kids getting once they leave?

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00:40:40.380 --> 00:40:48.409

Dr. Helen Avis, NC: Alright, great. So... Out of all of this data, how can we... Take this data.

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00:40:48.810 --> 00:40:52.690

Dr. Helen Avis, NC: And use it to...

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00:40:53.920 --> 00:41:00.719

Dr. Helen Avis, NC: help some of your goals, help inform some of your goals. So what... what goals do you all have?

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00:41:02.430 --> 00:41:06.009

Dr. Helen Avis, NC: When you go into a program, and you're going in to collect data.

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00:41:06.160 --> 00:41:10.369

Dr. Helen Avis, NC: What is your goal? Other than to just make sure that you get the data?

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00:41:11.890 --> 00:41:13.520

Dr. Helen Avis, NC: Improve outcomes.

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00:41:14.840 --> 00:41:15.820

Dr. Helen Avis, NC: Alright.

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00:41:17.970 --> 00:41:20.160

Dr. Helen Avis, NC: What outcomes specifically?

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00:41:27.220 --> 00:41:40.809

G. Richardson: Well, I'm not sure that I understand the question, but when I get the... so if I'm not, just let me know I'm not answering it appropriately. When I get the data, I'm trying to determine if

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00:41:41.060 --> 00:41:43.389

G. Richardson: The funds that we utilized

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00:41:43.710 --> 00:42:03.290

G. Richardson: in the application, if they were effective. Like, I'm determining the efficacy of the use of funds. So, if you said mathematics was an area of growth, and we utilized funds to support that particular content, I now want to see the data to see, are we seeing improvement, or are things maintaining?

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00:42:03.290 --> 00:42:14.930

G. Richardson: or we taking a backward slide, so now we need to have a conversation, of maybe we should do something different if I'm seeing that the data does not support the use of funds. Is that your question?

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00:42:14.930 --> 00:42:33.900

Dr. Helen Avis, NC: Yeah, yeah, no, that was great, thank you, thank you. I apologize if I wasn't all the way clear. So, yes, so I... I just want us to refocus that we have these goals. For example, a facility says, I'll just use your example. A facility says, we really need to grow in mathematics.

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00:42:34.080 --> 00:42:41.760

Dr. Helen Avis, NC: So I want to make sure that the data that you're really focused on, even though you have this whole list of data that you have to

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00:42:41.960 --> 00:42:57.279

Dr. Helen Avis, NC: that you have to comply and collect. I want to make sure that everybody remembers their why. So as you go into each specific facility, remember, okay, this facility said they really wanted to work on math, so I'm going to focus on math.

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00:42:57.460 --> 00:43:08.920

Dr. Helen Avis, NC: Right? So I'm still gonna collect all my data over here, but who is doing really well in math, and who is not? And making sure that you're looking at the demographics.

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00:43:09.260 --> 00:43:12.570

Dr. Helen Avis, NC: And the mathematics, and putting them together.

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00:43:13.020 --> 00:43:34.719

Dr. Helen Avis, NC: Right? But then you may go to a different... I saw somebody else said, GEDs. They wanted to monitor... one of their goals is that they increase the number of GEDs that are being completed while in care. Okay, great. So, then you would switch gears when you go into that facility, because that facility is focused on a different goal.

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00:43:34.890 --> 00:43:40.549

Dr. Helen Avis, NC: And you want to look at your demographics of who is completing the GED and who is not.

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00:43:40.790 --> 00:43:49.980

Dr. Helen Avis, NC: So, you go into Facility A, and you're looking at who's growing in math, and who's not growing in math. And how can we help those who are not?

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00:43:50.760 --> 00:44:05.660

Dr. Helen Avis, NC: improve, and how... and how can I support those programs? And then how can we, continue the growth in that area? Because sometimes when we focus on, let's say, the girls

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00:44:05.810 --> 00:44:08.940

Dr. Helen Avis, NC: And the 7th and 8th grade are not...

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00:44:09.230 --> 00:44:17.229

Dr. Helen Avis, NC: showing as much progress as the males in the 7th and 8th grade. Sometimes when we switch our focus to the females, we

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00:44:17.230 --> 00:44:31.709

Dr. Helen Avis, NC: leave a site of the males, and you swap. So you want to make sure that you're telling your facilities, great job, where you are succeeding, keep that going, and then how to support. But do you see how we would use data to do that?

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00:44:31.710 --> 00:44:37.539

Dr. Helen Avis, NC: And it's gonna mean so much more to the facility if you can bring the actual data to the table.

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00:44:37.630 --> 00:44:53.680

Dr. Helen Avis, NC: Right? And show them the actual numbers. How many of you are bringing data to the tables, growth data, outcome data, to the tables with your main players to say, this is where you're succeeding, and this is where we need to grow?

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00:44:55.690 --> 00:44:57.780

Dr. Helen Avis, NC: Are you able to do that?

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00:44:59.250 --> 00:45:07.560

Francine Stromberg: This is Francine from New Jersey. I think we're, we're moving in that direction. I think it's, you know, trying to get

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00:45:07.720 --> 00:45:26.489

Francine Stromberg: the facilities with their applications and their data, and having that conversation on a continual basis. Not everybody does it, not everybody does it well, but it's a, you know, a continuous improvement to do well, and to use that data

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00:45:26.510 --> 00:45:28.689

Francine Stromberg: Effectively and efficiently.

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00:45:28.940 --> 00:45:49.869

Dr. Helen Avis, NC: Okay, great. So, and I see there are several people in the chat who are saying that they're working on, like, that's something that they're going to start implementing next year. And that this data is not only something that you're trying to start implementing, but you want to use it as a way to hold the facilities,

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00:45:49.870 --> 00:46:01.819

Dr. Helen Avis, NC: accountable. So, I would like to use some time today to talk about how we can use that data that you all are collecting in order to bring it to the table to help inform

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00:46:01.820 --> 00:46:11.579

Dr. Helen Avis, NC: The main players, the people who are actually working with the kids day in, day out on their education, right?

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00:46:12.110 --> 00:46:25.659

Dr. Helen Avis, NC: I think one thing that we really need to focus, and I mentioned it earlier, is making sure, you know, you always are gonna have those demographics. Those are gonna be... those numbers are gonna be strong.

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00:46:25.980 --> 00:46:29.730

Dr. Helen Avis, NC: And they're... easily...

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00:46:30.320 --> 00:46:38.069

Dr. Helen Avis, NC: utilized and understood. You don't have to be a data nut, right, to understand demographics. And so, I would always start there.

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00:46:38.410 --> 00:46:44.429

Dr. Helen Avis, NC: People think that they know who they're serving, but a lot of times, when you show them the actual numbers.

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00:46:44.630 --> 00:46:58.619

Dr. Helen Avis, NC: then two things can happen. One, they're surprised, because they're like, oh, I didn't realize that we served that many females last year. Or, wow, you know, our numbers last year, we had older kids, and this year, we have younger kids.

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00:46:58.620 --> 00:47:09.189

Dr. Helen Avis, NC: So, because when you're in it day in and day out, as so many classroom teachers, I know a lot of you have been classroom teachers before, when you're in it day in and day out, your mind is with who you're currently serving.

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00:47:09.780 --> 00:47:19.420

Dr. Helen Avis, NC: Right? You're not looking at trends. And that's... that's their job, and that's what they should be doing, but our job is to help them see trends, so that we can coach them to growth.

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00:47:19.660 --> 00:47:21.180

Dr. Helen Avis, NC: Does that make sense?

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00:47:21.990 --> 00:47:32.029

Dr. Helen Avis, NC: And so, one thing that you always want to start off with are just demographics. The other part about demographics is that it's highly motivating. To show a group

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00:47:32.210 --> 00:47:41.549

Dr. Helen Avis, NC: how many kids they've served, like, in the last 6 months, or in the last year, is really, really great. Like, look how many kids that you have worked with this year.

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00:47:41.740 --> 00:47:58.180

Dr. Helen Avis, NC: I think it's just a great jumping-off point to start that conversation. So I would always start with demographics, and then move into some of those outcome measures that you all mentioned, whether it be GEDs, whether it be,

305

00:47:58.180 --> 00:48:08.599

Dr. Helen Avis, NC: You can look at transitioning out, and where the kids have transitioned. A lot of times, you already have that data, because that data is in their discharge plan.

306

00:48:08.670 --> 00:48:24.509

Dr. Helen Avis, NC: Right? So you know where kids went. You may not know how they did once they got there, but you can at least see the trend of where kids are heading. Are they heading into alternative schools? Are they heading into high schools? To help prepare for transition.

307

00:48:25.710 --> 00:48:31.149

Dr. Helen Avis, NC: What are some other ways... I'll go back to sharing my screen. I just like to see who I'm talking to.

308

00:48:31.650 --> 00:48:43.210

Dr. Helen Avis, NC: Let's see. What are some other ways that we can turn our data into actionable and useful data.

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00:48:47.180 --> 00:48:49.100

Dr. Helen Avis, NC: Oh, I've gone all the way back.

310

00:48:49.280 --> 00:48:50.290

Dr. Helen Avis, NC: There we go.

311

00:48:53.290 --> 00:48:58.099

Dr. Helen Avis, NC: How can we turn... The data into actionable data.

312

00:49:09.570 --> 00:49:13.470

Dr. Helen Avis, NC: Alright, the data should drive the application, absolutely.

313

00:49:21.380 --> 00:49:24.320

Dr. Helen Avis, NC: Any other ideas how we can use the data?

314

00:49:28.490 --> 00:49:34.499

Dr. Helen Avis, NC: Who do you go in and meet with? Who would you share the data with? Who would be at the table?

315

00:49:37.010 --> 00:49:38.210

Dr. Helen Avis, NC: Principles.

316

00:49:40.060 --> 00:49:45.390

Dr. Helen Avis, NC: And you can encourage the principals to take the data back to the teachers, right?

317

00:49:47.150 --> 00:49:49.709

Dr. Helen Avis, NC: So, and transition specialists.

318

00:49:51.040 --> 00:49:54.820

Dr. Helen Avis, NC: So it's great, you know, if you have time.

319

00:49:54.940 --> 00:50:10.799

Dr. Helen Avis, NC: And I don't know that you necessarily do, but just a one-pager of data when you go in to talk to program leads, principals, administrators, something that they can take back to their teachers, to their staff.

320

00:50:15.200 --> 00:50:18.290

Dr. Helen Avis, NC: Yes, I see that there's a hand raised. Is it Moi?

321

00:50:19.330 --> 00:50:20.419

Moi Boudoir: Yes, it is.

322

00:50:20.420 --> 00:50:21.140

Dr. Helen Avis, NC: Okay.

323

00:50:21.630 --> 00:50:27.430

Moi Boudoir: The data should actually drive the... Improvement of a program.

324

00:50:27.850 --> 00:50:28.540

Dr. Helen Avis, NC: Yes.

325

00:50:29.630 --> 00:50:34.360

Moi Boudoir: Cause... The data shows how... Your programming is working.

326

00:50:34.810 --> 00:50:40.799

Moi Boudoir: So she drive... what I call continuous services throughout the year.

327

00:50:41.030 --> 00:50:47.230

Moi Boudoir: The data shows exactly what exactly what the programs are doing, and what they need to do better.

328

00:50:47.580 --> 00:50:48.300

Dr. Helen Avis, NC: Yes.

329

00:50:49.820 --> 00:51:04.999

Dr. Helen Avis, NC: And then, with the data, it's important to highlight and celebrate successes. Our sites don't get recognized or highlighted enough. Thank you, Sam, that's true, too. So, like Moi was saying, not only move... am I saying your name correctly? I hope so.

330

00:51:07.640 --> 00:51:08.849

Moi Boudoir: It's actually more.

331

00:51:09.140 --> 00:51:20.309

Dr. Helen Avis, NC: Mwah. Thank you. I knew I wasn't, and I wanted to make sure. Names are important. Alright, thank you, moi. So, as he was saying, you want to make sure

332

00:51:20.580 --> 00:51:28.900

Dr. Helen Avis, NC: that it's driving the changes to improve, but we also want to use it, as Sam is saying, to celebrate.

333

00:51:28.900 --> 00:51:40.800

Dr. Helen Avis, NC: So if you go in with a one-pager with a couple of data points that celebrates growth and a couple of improvement areas, then the principals or administrators can show those back to the teachers, and you can really help boost

334

00:51:40.800 --> 00:51:41.750

Dr. Helen Avis, NC: Morale.

335

00:51:42.050 --> 00:51:43.010

Dr. Helen Avis, NC: Right?

336

00:51:43.510 --> 00:51:47.570

Dr. Helen Avis, NC: It can also... those one-pagers can be used for funding.

337

00:51:48.000 --> 00:51:57.199

Dr. Helen Avis, NC: These data points can be used by you or by principals, administrators, community programs to help

338

00:51:58.020 --> 00:52:01.739

Dr. Helen Avis, NC: Earn some more funding. We all need funding. We all need money.

339

00:52:02.580 --> 00:52:07.449

Dr. Helen Avis, NC: So that would be great. I hope our legislators understand programs. Yes.

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00:52:07.580 --> 00:52:23.200

Dr. Helen Avis, NC: Our legislatures, they don't understand what we do most of the time, and the data points definitely can show that once kids are in programs, and we know that once kids are in programs, while it's not

341

00:52:23.280 --> 00:52:38.920

Dr. Helen Avis, NC: ideal to have kids in residential programs, by any means. School is just one or two steps away, and there's adults making sure that they get to school, and they have three meals, and they have a structured day, and so there's a great

342

00:52:40.680 --> 00:52:45.519

Dr. Helen Avis, NC: There's great growth, typically, for kids in these programs.

343

00:52:46.630 --> 00:52:56.849

Dr. Helen Avis, NC: Let's see, we have administrators use the data in their comprehensive needs assessments, yep, which should determine funding for their Title I, Part D programs. Exactly.

344

00:52:57.460 --> 00:52:59.230

Dr. Helen Avis, NC: Alright, great!

345

00:53:01.650 --> 00:53:18.009

Dr. Helen Avis, NC: So, we've already kind of started talking about this, but, I really would like to encourage everyone to start working towards, if you aren't already in the mental shift of, I collect data just to collect data, to get to, I collect data to use data.

346

00:53:18.540 --> 00:53:29.320

Dr. Helen Avis, NC: And to start working on that mental shift. And it doesn't mean that you have to love data, and it doesn't mean that the data is the only thing that matters, right?

347

00:53:30.000 --> 00:53:37.319

Dr. Helen Avis, NC: the kids' lives matter, their... all of the qualitative stuff matters just as much. Their stories...

348

00:53:37.370 --> 00:53:52.419

Dr. Helen Avis, NC: The stories of the administrators, but the hard data, the hard numbers often speak to our legislators, our funders, we have to turn that information in, so we want to make sure that we have really good, high-quality data.

349

00:53:52.950 --> 00:53:55.489

Dr. Helen Avis, NC: And that we're using it appropriately.

350

00:53:55.610 --> 00:53:57.840

Dr. Helen Avis, NC: And then a culture shift.

351

00:53:57.930 --> 00:54:03.679

Dr. Helen Avis, NC: And that's where I'm mentioning these data one-pagers that you could bring, possibly, in.

352

00:54:03.680 --> 00:54:19.160

Dr. Helen Avis, NC: Or how... it's all about how you share your data, right? If you just come in and you're like, we served 10 kids, and this is their growth, and these are their basic demographics, it's very boring. But if you come in and you're celebrating.

353

00:54:19.460 --> 00:54:22.830

Dr. Helen Avis, NC: How many kids you've served? The growth that you've seen.

354

00:54:23.110 --> 00:54:30.829

Dr. Helen Avis, NC: then at that point, you're starting to shift the culture. And then once you've got them hooked, you can start in with the..

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00:54:31.220 --> 00:54:33.519

Dr. Helen Avis, NC: I'm just gonna go back to the mathematics.

356

00:54:33.680 --> 00:54:41.809

Dr. Helen Avis, NC: You know, example. But you can go back and say, listen, we didn't see the growth that we wanted to see in math.

357

00:54:42.010 --> 00:54:50.389

Dr. Helen Avis, NC: How can we support change in that area? What do we need? What do the educators need in order to help

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00:54:50.820 --> 00:54:53.940

Dr. Helen Avis, NC: These students grow in this area.

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00:54:54.530 --> 00:55:11.629

Dr. Helen Avis, NC: And then, once you put those supports in place, you can come back and show that you're seeing small incremental change, right? And our small incremental change is going to be a little bit slower sometimes, because the kids cycle in and out. So it's really hard to compare

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00:55:11.860 --> 00:55:13.040

Dr. Helen Avis, NC: The growth.

361

00:55:13.280 --> 00:55:17.669

Dr. Helen Avis, NC: And so that also needs to be taken into consideration.

362

00:55:18.700 --> 00:55:21.790

Dr. Helen Avis, NC: And then we have that expectation shift.

363

00:55:22.540 --> 00:55:31.879

Dr. Helen Avis, NC: Right? So, if we start talking about data and bringing more data to the table, it's going to be expected that we bring the data to the table.

364

00:55:32.240 --> 00:55:43.159

Dr. Helen Avis, NC: So, as you go into facilities and meet with principals, they're gonna start expecting that you're gonna share the data, and that you're looking at the data for growth and improvement, and to hold them accountable.

365

00:55:43.640 --> 00:55:45.999

Dr. Helen Avis, NC: And that's gonna be a real...

366

00:55:46.180 --> 00:55:50.389

Dr. Helen Avis, NC: Shift if you allow the data to drive the conversation.

367

00:55:51.560 --> 00:55:54.240

Dr. Helen Avis, NC: The conversations will become tighter.

368

00:55:54.680 --> 00:56:10.779

Dr. Helen Avis, NC: improvement plans will start to become more evident, because they're gonna know that you're looking at the numbers. They're gonna understand what... what exactly your expectations are, not only for growth, but for the conversation.

369

00:56:15.070 --> 00:56:18.800

Dr. Helen Avis, NC: Okay, so how can we use all of this?

370

00:56:20.320 --> 00:56:23.290

Dr. Helen Avis, NC: To better serve our students.

371

00:56:25.500 --> 00:56:40.560

Dr. Helen Avis, NC: Because that's the goal. The goal is this equal academic opportunity, successful reentry, and dropout prevention. So, how can we use the why, which is our why, the data, which you're already collecting.

372

00:56:40.620 --> 00:56:49.589

Dr. Helen Avis, NC: And turn it into this coaching model. How can we use this and bring it back to the table to improve

373

00:56:50.900 --> 00:56:53.129

Dr. Helen Avis, NC: Services for the youth.

374

00:57:04.080 --> 00:57:05.410

Dr. Helen Avis, NC: Any ideas?

375

00:57:12.210 --> 00:57:12.679

David Sollami: He's like..

376

00:57:13.020 --> 00:57:14.630

Dr. Helen Avis, NC: late. Yeah, go ahead.

377

00:57:14.630 --> 00:57:17.299

David Sollami: No, first of all, hey, what's up?

378

00:57:17.300 --> 00:57:18.869

Dr. Helen Avis, NC: Hi! Good to see you!

379

00:57:19.020 --> 00:57:21.680

David Sollami: You didn't... we didn't see any pictures of the dogs.

380

00:57:21.680 --> 00:57:25.059

Dr. Helen Avis, NC: Oh, I know, I do, I have 3 dogs that I talk about a lot.

381

00:57:25.890 --> 00:57:34.570

David Sollami: I, I, no, I love this, because I think it does go along with the coaching model. So I coached high school baseball, and we use data all the time.

382

00:57:34.650 --> 00:57:52.340

David Sollami: Like, you know, baseball is all about data, and, you know, with our players, and just like with the facilities, you know, you're really looking at those, you know, those points and data which you really can then start to tailor individual goals, and individual,

383

00:57:52.830 --> 00:57:54.560

David Sollami: you know,

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00:57:54.750 --> 00:58:01.379

David Sollami: Plans for each, each one of those pro... you know, if we'll talk about facility-wise, like, for the programs, to help them

385

00:58:01.380 --> 00:58:26.379

David Sollami: kind of identify where, you know, again, their strengths and their weaknesses, and by using trends to do that, it really helps them point them in a direction maybe they didn't think of, you know? And sometimes we get hyper-focused and so focused in doing one way, and that we should be doing... focusing and doing it that way, that sometimes data helps challenge our thinking and say.

386

00:58:26.380 --> 00:58:44.959

David Sollami: oh, wait a minute, maybe if we focus our strengths here, that would help improve not just one area, but the entire practice, or the entire ecosystem in general. So, I think that's how you can kind of come in and help programs see that, and then help them identify it for themselves on what they need to work on next.

387

00:58:45.600 --> 00:58:55.789

Dr. Helen Avis, NC: I really like the... the sports and coaching analogy, right? Because that is what we're trying to do. We're trying to look at where a program is.

388

00:58:56.160 --> 00:59:03.910

Dr. Helen Avis, NC: What are they strong in? Where do they need to work? And then making a plan.

389

00:59:04.870 --> 00:59:13.360

Dr. Helen Avis, NC: And I think if you allow the data to drive the conversation, it takes a lot of the sting out of...

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00:59:13.480 --> 00:59:27.629

Dr. Helen Avis, NC: the areas of improvement, and it puts a lot of emphasis on the things that people are doing well. Because you're not just saying, I feel like you're doing it well, you're saying you are doing it well. Like, you're showing people the hard numbers.

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00:59:27.880 --> 00:59:29.130

Dr. Helen Avis, NC: Obiama?

392

00:59:29.690 --> 00:59:42.320

Obioma Okogbue, NDTAC: Yes, hi. And I'm not a sticker nurse, I'm from Endicat, but I did want to add on to what, Dave in Utah said, so something that, you know, Heda and Christina and I

393

00:59:42.510 --> 00:59:55.069

Obioma Okogbue, NDTAC: AnyTac as a whole, with Ed, we've been doing, is... so last year, we started out with these data workbooks, and they're great, had I built them from scratch. This year, they are even more improved, and we're very excited for Steak Good Needles to see them.

394

00:59:55.070 --> 01:00:02.620

Obioma Okogbue, NDTAC: But something that we've been doing, and something that we've been offering, is something called, data calls, so state data calls, where we actually get on a call.

395

01:00:02.940 --> 01:00:17.490

Obioma Okogbue, NDTAC: with kind of like what Dave said, right? And, you know, work states through their data across their state, from their... both their state agencies and their LEAs, and I think the goal with doing that is that coaching mentality, right, is for us to,

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01:00:17.920 --> 01:00:21.329

Obioma Okogbue, NDTAC: To kind of show the kind of, the kind of...

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01:00:21.600 --> 01:00:36.709

Obioma Okogbue, NDTAC: conversations that we're hoping that state coordinators are having with their state agencies, with their local educational agencies. A lot of times when we come in and we look at that data, right, like, a lot of times you can think, oh, my data works, and it looks good, and then you come in, and then you see stuff, and

398

01:00:36.710 --> 01:00:53.510

Obioma Okogbue, NDTAC: And you're like, okay, well, it looks like, you know, this facility is not really... they're not doing as well as we, you know, we had envisioned. I think something great about the data workbooks, and I know I'm just plugging them here, but, about them was that, HEDA has done it in a way where

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01:00:53.510 --> 01:00:56.539

Obioma Okogbue, NDTAC: Now, she's, compares...

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01:00:56.540 --> 01:01:05.829

Obioma Okogbue, NDTAC: student serves to student counted, and I know a lot of stakeholders will understand that reference. So, the number of students that they count compared to the number of students that they serve

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01:01:05.830 --> 01:01:27.999

Obioma Okogbue, NDTAC: And if your number of students that you serve, like, if it doesn't make sense, that's one place where you can go and

think about data improvement, right, and think about data quality and ask questions and say, hey, you know, the number of students that you're serving, it doesn't really, you know, it looks a little bit lower than what we would expect. Is there a problem? What's going on? So driving that kind of conversation with

402

01:01:28.000 --> 01:01:36.430

Obioma Okogbue, NDTAC: We're trying to, you know, get stakeholders, drive that kind of conversation with state coordinators, hoping that it also drives the kinds of conversations that they're having.

403

01:01:36.430 --> 01:01:42.959

Obioma Okogbue, NDTAC: With their own sub-grantees, their state agencies, their local educational agencies. It's also been great in...

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01:01:42.960 --> 01:01:46.360

Obioma Okogbue, NDTAC: kind of like what Sam said about celebrating successes, right?

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01:01:46.360 --> 01:02:10.649

Obioma Okogbue, NDTAC: to go on there and see, you know, a subgrantee that is, accessing... that is assessing, 91% or 90% of their student population, right? And we know that's a pretty high rate they're able to access and provide pre- and post-test data for all of those students. And we tell the state coordinator, hey, if this is real, if they're able to do this, you probably want to have them as an exemplar

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01:02:10.710 --> 01:02:28.499

Obioma Okogbue, NDTAC: and have them come present to your other, you know, subgrantees to talk about what they are doing that works really well. And so it's also really good to, as a place almost to, like, to get ideas and to get exemplars of people who are doing it well, who can then go and present, to...

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01:02:28.800 --> 01:02:33.500

Obioma Okogbue, NDTAC: Other subgrants to say, hey, this is what we're doing, and this is why it works, especially in our state.

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01:02:34.130 --> 01:02:41.680

Dr. Helen Avis, NC: Yeah, I think as coordinators, it'll really help you show which programs shine where, and who you can connect to.

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01:02:41.900 --> 01:02:57.400

Dr. Helen Avis, NC: those programs. So you can help build that networking in your state, because every facility is going to have some type of

strength, or every subgrantee is going to have a strength, and every subgrantee is going to have a weakness, because all of us are human.

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01:02:57.400 --> 01:03:03.870

Dr. Helen Avis, NC: Right? We can't... we're not all great at this. And so, it'll help you pair,

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01:03:03.870 --> 01:03:16.560

Dr. Helen Avis, NC: I think that's... that's a great way to use the data actionably. And then it's coming from people who are doing similar work. Instead of just coming from somebody from the outside.

412

01:03:16.560 --> 01:03:28.729

Dr. Helen Avis, NC: Because whether we want to admit it or not, we're... we're from the outside. We're not there every single day. And so, giving voice to people who are doing the work, is fantastic.

413

01:03:28.870 --> 01:03:34.100

Dr. Helen Avis, NC: Okay, Deb in Arizona was talking about the confidence in the data, and I cannot...

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01:03:34.620 --> 01:03:41.879

Dr. Helen Avis, NC: I cannot, say enough about this. We all sometimes get data, and we're like, there's no way.

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01:03:42.470 --> 01:03:57.890

Dr. Helen Avis, NC: Right? Sometimes data will surprise us because we weren't aware, and sometimes we're like, meh, this, there's no way. And so I do want to make sure that we talk a little bit about data confidence.

416

01:03:58.300 --> 01:04:08.530

Dr. Helen Avis, NC: And so Deb said, I'm gonna read your comment, I hope that's okay, Deb, but must have confidence around the data in order for it to be used correctly for coaching and improvement.

417

01:04:08.580 --> 01:04:25.140

Dr. Helen Avis, NC: Data needs to be accurate, not just typed in. We are at the stage of creating data governance, and then coaching and norming around what is collected and when. And I just want to say that that process has to be number one, so if your subgrantees don't have a good data collection.

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01:04:25.500 --> 01:04:29.459

Dr. Helen Avis, NC: process, then, like Deb is saying, that's where you have to start.

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01:04:29.780 --> 01:04:32.650

Dr. Helen Avis, NC: Because you can't use poor data.

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01:04:32.720 --> 01:04:44.289

Dr. Helen Avis, NC: to coach. It doesn't work. And so, you want to make sure that the data... and everybody's gonna be in different places.

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01:04:44.330 --> 01:04:58.439

Dr. Helen Avis, NC: Right? And even different states are gonna be in different places with that, and then different subgrantees are gonna be in different places with that. And so, that might be a place where you need to do some coaching, is in data collection.

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01:04:58.650 --> 01:05:10.149

Dr. Helen Avis, NC: And you might have one group that does it really well, and maybe they can share some of that wisdom with the group that needs to maybe tighten it up.

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01:05:10.960 --> 01:05:28.719

Dr. Helen Avis, NC: But yes, the data is only as good as the data is, right? So, and that can take, you know, in our own organization, we just went through that a few years ago, and it took a couple of years, because we were a larger agency, for us to really tighten that up.

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01:05:28.720 --> 01:05:31.959

Dr. Helen Avis, NC: So, that can be quite a process.

425

01:05:32.080 --> 01:05:45.640

Dr. Helen Avis, NC: And if anybody wants to talk more about that on the side, I'm always happy to talk about... I'm always really happy to talk about data, which probably says a lot about who I am, but that's okay.

426

01:05:47.440 --> 01:06:00.610

Dr. Helen Avis, NC: All right, so I want to talk about, a resource that, we have. So, I would like to invite everyone to check out the National Partnership for Juvenile Services. This is my little bit of a...

427

01:06:00.620 --> 01:06:15.309

Dr. Helen Avis, NC: commercial, but it's great resources that are out there for the support that you may need, to bring into your subgrantees, and so there are free training materials and monthly education... there's a monthly education discipline group.

428

01:06:15.350 --> 01:06:22.939

Dr. Helen Avis, NC: That is the second Tuesday of every month at 3.30 Eastern Time.

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01:06:22.970 --> 01:06:39.109

Dr. Helen Avis, NC: Where educators get on and discuss this type of stuff. It's education leaders that are discussing how we're using data, making progress, moving the needle forward, and providing, youth who are justice-involved a better

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01:06:39.110 --> 01:06:58.240

Dr. Helen Avis, NC: higher quality education, because that's what we're always moving towards. There's also, and I can send it to you, or you can find it on the website under training, and then under Educators down at the bottom. And we are rewriting it, and Sam, there's a few people on here who have helped write this.

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01:06:58.240 --> 01:07:15.050

Dr. Helen Avis, NC: But it's the domains for a high-quality juvenile justice education system. As we know, this education system is different, right, than a traditional public school setting. And so, there are different ways that we can best serve.

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01:07:15.100 --> 01:07:33.959

Dr. Helen Avis, NC: So please, if you would like any of those resources, like David's saying, there are tons of free resources, or if you need any help finding those, I just want to encourage you to check out the website, or feel free to reach out to me, and I'll make sure you have my contact information.

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01:07:35.580 --> 01:07:44.519

Dr. Helen Avis, NC: Alright, so let me make... I'm trying to monitor the chat at the same time, and you can tell my ADHD brain is like... it's like bouncy balls in there.

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01:07:44.520 --> 01:07:55.730

Dr. Helen Avis, NC: So... please put one thing in the chat that you're planning on adjusting or changing when it comes to data. Like, what changes can you yourself

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01:07:55.860 --> 01:07:56.870

Dr. Helen Avis, NC: make.

436

01:07:58.570 --> 01:08:17.349

Dr. Helen Avis, NC: For me, so I give everybody some time to put something in there. For me, I'm trying to... with my teachers, my job is a little different, but similar to you all's. I'm trying to use the data to drive the conversation with the educators that I'm coaching.

437

01:08:18.800 --> 01:08:25.220

Dr. Helen Avis, NC: So instead of coming in where it feels like an opinion, I'm trying to bring the numbers.

438

01:08:25.359 --> 01:08:26.350

Dr. Helen Avis, NC: N.

439

01:08:26.890 --> 01:08:28.060

Dr. Helen Avis, NC: as evidence.

440

01:08:33.029 --> 01:08:45.859

Dr. Helen Avis, NC: I'm gonna stop sharing, I can put my contact information. Yeah, making conversations and things more individualized and more meaningful, recently adjusting data collection tool.

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01:08:45.859 --> 01:08:55.420

Dr. Helen Avis, NC: to make it more user-friendly, that's great. Kelsey, if you want to talk any more about that, because the data collection tool is key.

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01:08:55.740 --> 01:09:04.869

Dr. Helen Avis, NC: Ashley, we're having a lot more conversations with principals about their assessment data, awesome, and how to make positive changes based on what they're seeing.

443

01:09:05.470 --> 01:09:17.900

Dr. Helen Avis, NC: And I think the way that Ashley phrased that is really important. It's how... it's... it's what you're seeing in the data. It's not what people are doing, or what the data is...

444

01:09:18.010 --> 01:09:28.159

Dr. Helen Avis, NC: showing. So having... thinking ahead before you get there about how you're going to share the data so that it doesn't feel like an attack, but it feels like a tool.

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01:09:28.670 --> 01:09:33.410

Dr. Helen Avis, NC: Because data... people in education are used to data being used as an attack.

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01:09:34.080 --> 01:09:37.699

Dr. Helen Avis, NC: And you don't want to do that. The data is a tool.

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01:09:37.819 --> 01:09:43.009

Dr. Helen Avis, NC: One of many tools that we're using to improve the quality of education.

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01:09:43.229 --> 01:09:46.170

Dr. Helen Avis, NC: Right? It's one piece of the puzzle.

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01:09:47.779 --> 01:10:02.370

Dr. Helen Avis, NC: Heather says she does a PD session in August for teachers and facilities focused on data, so they know what is tracked and what we see. That's awesome. Letting people know ahead of time, like, this is what we'll see. Looking for errors sooner.

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01:10:02.740 --> 01:10:12.420

Dr. Helen Avis, NC: going to take facility data with me to help guide our conversations and see how we can improve outcomes. That's great. Start with training.

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01:10:12.690 --> 01:10:16.230

Dr. Helen Avis, NC: Yeah, I think if you can start with training on data collection.

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01:10:16.510 --> 01:10:24.569

Dr. Helen Avis, NC: And then sit down one-on-one, like Barbara's saying, to sit down one-on-one with facility leaders to ensure that

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01:10:24.950 --> 01:10:30.949

Dr. Helen Avis, NC: They know what you're looking at, how you're using it, sharing data...

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01:10:31.380 --> 01:10:48.239

Dr. Helen Avis, NC: And I like the... Emily says, creating the one-pager, but she called it a best hits list. I like that. That's much more fun, and that's what I mean about how you come across, how you're bringing the information to the table has a lot to do with

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01:10:48.390 --> 01:10:52.250

Dr. Helen Avis, NC: How you will be received, and how the data will be received.

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01:10:56.040 --> 01:11:01.470

Dr. Helen Avis, NC: Definitely planning on in-person technical assistance meetings in the fall. Great.

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01:11:03.070 --> 01:11:12.960

Dr. Helen Avis, NC: Alright, it's important that juvenile justice partners realize that educational services is a critical component for juvenile services, right?

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01:11:13.150 --> 01:11:19.559

Dr. Helen Avis, NC: One of the leading driving forces of lowering recidivism is education.

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01:11:20.530 --> 01:11:24.680

Dr. Helen Avis, NC: And so, you can put education back up

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01:11:24.910 --> 01:11:43.569

Dr. Helen Avis, NC: on the pedestal, if it's not already there for that facility, and a lot of times it's not, safety and security are top, and they should be, but we want education to be right up there. And if you show that the programs are really working, that the kids are really making progress, I think that

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01:11:43.810 --> 01:11:50.070

Dr. Helen Avis, NC: All of the partners and everyone at the table will be more likely to support the educational programming.

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01:11:54.570 --> 01:11:59.920

Dr. Helen Avis, NC: Alright, when you're thinking about data, and I'm gonna close with this... Question.

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01:12:00.050 --> 01:12:13.600

Dr. Helen Avis, NC: Let's see... Wes said... hold on, I'm reading in the chat. I'd be interested to talk about some concrete ways to use data in conversation to support facilities. In Kentucky, Monica and I are considering highlighting

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01:12:13.600 --> 01:12:20.230

Dr. Helen Avis, NC: This more on a bird's-eye program level during training, and per program on monitoring trips.

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01:12:20.230 --> 01:12:24.610

Dr. Helen Avis, NC: So, when you say from a bird's-eye program level,

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01:12:24.920 --> 01:12:30.809

Dr. Helen Avis, NC: Can you elaborate? I don't know if you can come off of mute or not, but if you could elaborate.

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01:12:30.810 --> 01:12:47.360

Wes Blake: Yeah, sure. So, no, we're... we're talking... Monica and I have been talking with, our assistant director about... he's been helping us, we've been working together with him, because, I mean, just to be frank, you know, this is something we should probably all talk about. We all work with different programs.

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01:12:47.360 --> 01:13:01.649

Wes Blake: And so I'm sure... and I know Heather was kind of helping with this last year, I'm sure we'll find ways where we can do this briefer, because we get them pulled in so many directions. I know a problem for me has been when I try to learn data, the amount of time to learn it.

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01:13:01.650 --> 01:13:02.080

Dr. Helen Avis, NC: Yes.

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01:13:02.080 --> 01:13:19.620

Wes Blake: way that is meaningful, you know, I just... it's just, you know, it's a lot. But, anyways, yeah, to your question, just talk about Kentucky. Like, hey, look, here's what we're doing on academic and vocational outcomes in Kentucky. Like, look, we've increased the credits earned, you know, that's great. We've done this.

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01:13:19.620 --> 01:13:28.819

Wes Blake: You know, we've got more GEDs this year than last, you know, in the last 3 years. Here's where... here's an area for growth. That's... that's what I mean by bird's eye view.

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01:13:28.920 --> 01:13:47.509

Wes Blake: Yeah, and then, like, when we monitor, we're thinking, kind of copycatting off a U.S. Department of Ed. We saw that email, we thought, oh, that's a great idea, but like I said, we would need a little bit more help from folks just to figure out ways, like, we couldn't find the academic and vocational outcomes

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01:13:47.680 --> 01:13:54.190

Wes Blake: on the USED site that were... that were real current. So, I'm sure they're there, we just don't know how to... we should...

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01:13:54.190 --> 01:14:05.129

Dr. Helen Avis, NC: Well, I don't know that they're there or not, we can find out, but because all of the funding got caught, you know? I mean, so where we used to go to look at all of our national data.

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01:14:05.600 --> 01:14:06.020

Wes Blake: Yeah.

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01:14:06.020 --> 01:14:13.960

Dr. Helen Avis, NC: hard, because it's not there anymore. So it's really hard to compare. So I...

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01:14:14.190 --> 01:14:17.120

Dr. Helen Avis, NC: I think you're probably right, it's just not...

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01:14:17.770 --> 01:14:20.640

Dr. Helen Avis, NC: But I think that it's gonna come back.

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01:14:21.410 --> 01:14:32.679

Dr. Helen Avis, NC: But I don't think you're missing anything. I think... I think it's not there. I do love the bird's eye view, because I do love the idea of saying, instead of just...

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01:14:32.760 --> 01:14:45.470

Dr. Helen Avis, NC: program by program. Like, together, we're really moving the needle. Because sometimes when you look program by program, the needle is just moving just a little bit, and it can be discouraging, but when you say together as a whole.

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01:14:45.470 --> 01:14:53.960

Dr. Helen Avis, NC: And there's not a ton of conversation across programs, right? So, that bird's eye view can really help

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01:14:54.050 --> 01:15:12.079

Dr. Helen Avis, NC: start to bridge some of that conversation, because the more we can get folks talking, and sharing great ideas, the better we're gonna be able to serve the kids. Because they're not... then you don't have to start over, right? Somebody might be doing something that they can just pass right off, so that's...

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01:15:12.080 --> 01:15:12.610

Wes Blake: Yeah.

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01:15:12.610 --> 01:15:21.940

Dr. Helen Avis, NC: Awesome. It says the data on Eddata Express for TPID has not been updated recently. Yeah, so you're not missing anything.

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01:15:21.940 --> 01:15:36.940

Wes Blake: I guess the main thing is, though, that... I guess, like, the main thing we wanted to say, that we like this idea, we saw Ed was doing it, we'd like to do it, here's what we're thinking about doing, but where we kind of need support, and we can probably talk together during, you know, our week together, is...

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01:15:36.940 --> 01:15:47.719

Wes Blake: you know, what are some ways where we could focus on the data? Obviously, we're not going to focus on the after-exiting data, you know, which data points are going to be the most stable and concrete

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01:15:47.720 --> 01:16:00.669

Wes Blake: and, you know, how might we go about it, and is there... is there a way? I'm just looking for where are there ways where we could get to a meaningful data point that we could bring in without being, data experts, because,

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01:16:00.830 --> 01:16:05.720

Wes Blake: Yeah, I know it's possible, but maybe we could just help each other figure that out and kind of...

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01:16:05.890 --> 01:16:25.100

Dr. Helen Avis, NC: Yeah, absolutely, and I'm more than happy, too, to help, with that as well. So, you can always reach out to me. It's really hard, everybody is a little bit different, right? Every state is different, and especially now that funding's gone back, to being siphoned through the states instead of

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01:16:25.360 --> 01:16:34.690

Dr. Helen Avis, NC: through the federal government, everybody's gonna become a little bit more different than we even were before. And so, it's hard to talk

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01:16:34.790 --> 01:16:58.749

Dr. Helen Avis, NC: nationally about that specific question, but it's easy to talk state to state. And so that's one of the reasons why I love MPJS, because there's always somebody, like, from Kentucky, so I'm in North Carolina, and because I work nationally, I know a little bit about Kentucky, and I know a little bit about West Virginia, and I know a little bit about Utah, but I can always help connect you to other people in your state.

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01:16:58.870 --> 01:17:04.759

Dr. Helen Avis, NC: Through that organization. But I'm certainly more than...

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01:17:05.080 --> 01:17:10.979

Dr. Helen Avis, NC: more than willing to help with that. And you're right, like, If you're not a data...

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01:17:11.220 --> 01:17:20.069

Dr. Helen Avis, NC: person, and you don't really like data, then it can be challenging, and so sometimes just passing that off

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01:17:20.660 --> 01:17:30.009

Dr. Helen Avis, NC: you know, are working together. I'm glad that you, like, you and Monica are working together. That's great. It's nice to have somebody else in the fight with you.

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01:17:31.450 --> 01:17:38.819

Dr. Helen Avis, NC: But yeah, I'm happy to... see, I actually enjoy talking about it, so you could probably get some free work out of me.

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01:17:38.820 --> 01:17:41.279

Wes Blake: Well, thank you, we appreciate it.

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01:17:41.280 --> 01:17:43.500

Dr. Helen Avis, NC: Yeah, absolutely.

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01:17:44.900 --> 01:18:00.989

Kristine Chan, NDTAC: Helen, speaking of, like, NJPS, can you talk a little bit about your approach for developing the domains of, like, the high-quality juvenile justice education? I think just the framework about how states might, like, approach that if they were thinking about, like, important measures.

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01:18:01.360 --> 01:18:05.610

Dr. Helen Avis, NC: Yes, and I can, ask... Pulled it up...

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01:18:06.360 --> 01:18:11.790

Dr. Helen Avis, NC: So that I can share with you all, if you are interested.

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01:18:13.450 --> 01:18:18.900

Dr. Helen Avis, NC: Okay, let me go back to... Sharing my screen...

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01:18:20.030 --> 01:18:24.210

Dr. Helen Avis, NC: Okay, can everybody now see the website?

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01:18:24.210 --> 01:18:25.060

Kristine Chan, NDTAC: Yes.

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01:18:25.060 --> 01:18:34.300

Dr. Helen Avis, NC: Okay, great. So, this is the website for National Partnership, and where the domains are is training.

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01:18:35.160 --> 01:18:42.519

Dr. Helen Avis, NC: And then for educators, and then if you scroll down, there are all of these free trainings that you can pass along.

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01:18:43.030 --> 01:18:48.150

Dr. Helen Avis, NC: But right down here at the bottom is the domains for high-quality education.

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01:18:49.220 --> 01:18:56.220

Dr. Helen Avis, NC: And we are in the process of, like I said, revamping it. It should actually be done.. I'm almost done.

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01:18:56.340 --> 01:19:02.740

Dr. Helen Avis, NC: But it'll look very similar to this, but it should be updated within the next month and, back up.

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01:19:03.160 --> 01:19:09.370

Dr. Helen Avis, NC: But what we have are different areas, and this really started over COVID.

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01:19:09.950 --> 01:19:24.470

Dr. Helen Avis, NC: And it was a bunch of juvenile justice education leaders. There were, I mean, probably 20, 25 of us, that worked together, and we paired into working groups.

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01:19:24.580 --> 01:19:39.740

Dr. Helen Avis, NC: Within our specialties to create this document. And so, the whole idea behind the document is that, education leaders in juvenile justice could turn to this in order to find

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01:19:39.740 --> 01:19:48.569

Dr. Helen Avis, NC: Help in any of these areas of what it looks like to provide an equal academic opportunity to.. for kids in care.

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01:19:49.100 --> 01:20:05.370

Dr. Helen Avis, NC: And so it's everything from qualified teachers, to student information sharing, there's your... some of your data, to behavior management plans, to program funding, we still have DEI in there.

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01:20:05.650 --> 01:20:15.889

Dr. Helen Avis, NC: So that's still there, aftercare, and what it does is it breaks down, like, for qualified teachers, it breaks down.

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01:20:16.490 --> 01:20:20.769

Dr. Helen Avis, NC: Why? The first part is always the why this matters.

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01:20:20.880 --> 01:20:27.540

Dr. Helen Avis, NC: And then, what to take into account when you're looking to hire teachers.

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01:20:29.210 --> 01:20:36.410

Dr. Helen Avis, NC: And then, advocating for students, why it's important to advocate, and let's see...

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01:20:37.990 --> 01:20:45.089

Dr. Helen Avis, NC: But, okay, see how there's, like, issues right here with the formatting? All of that is fixed now. So,

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01:20:45.250 --> 01:20:47.460

Dr. Helen Avis, NC: That should all be up.

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01:20:47.630 --> 01:20:48.800

Dr. Helen Avis, NC: And the next.

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01:20:49.260 --> 01:21:00.660

Dr. Helen Avis, NC: month. But the idea is, is that when you're looking at your data, you can look and see, you know, where people need support and help, and how to

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01:21:01.540 --> 01:21:02.839

Dr. Helen Avis, NC: How to help them.

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01:21:03.270 --> 01:21:10.520

Dr. Helen Avis, NC: Also, sometimes your facility administrators don't... Have a strong education background?

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01:21:12.360 --> 01:21:21.290

Dr. Helen Avis, NC: And so, this would also help with that. Or they have a strong education background, but not juvenile justice, or juvenile justice is not education. It's hard to find somebody who has it all.

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01:21:21.520 --> 01:21:26.650

Dr. Helen Avis, NC: So, a few other things on here.

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01:21:26.990 --> 01:21:41.319

Dr. Helen Avis, NC: To notice, there's leadership development, here's the data management services, projects that we have going on, consultation, the discipline groups.

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01:21:42.390 --> 01:21:58.050

Dr. Helen Avis, NC: These are all the different groups. Some meet once a month, some meet quarterly, but anything that people find interesting, it's about an hour-long virtual meeting where everybody gets together and just

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01:21:58.120 --> 01:22:02.560

Dr. Helen Avis, NC: Shares and networks and, tries to improve services.

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01:22:04.030 --> 01:22:09.939

Dr. Helen Avis, NC: So, I just wanted to make sure everybody kind of sees... That, and that you're aware.

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01:22:09.940 --> 01:22:12.290

Barbara Bidell, Nevada Department of Education: Can anyone access this, Dr.

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01:22:12.290 --> 01:22:28.489

Dr. Helen Avis, NC: Anybody, yes, you can... anybody can access this, and then, so the rule is, is, like, you can come to the discipline group meetings. I run the education one, just... I'll send you a link if you want to come. So you can always come to that.

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01:22:28.490 --> 01:22:33.079

Dr. Helen Avis, NC: And if you're a member, then you get, like, a repeat invitation.

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01:22:33.120 --> 01:22:44.179

Dr. Helen Avis, NC: I think the membership is, like, \$40 for a year, though. It's cheap. But yes, the Domains for High Quality Education, it's free for anybody.

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01:22:46.690 --> 01:22:50.779

Dr. Helen Avis, NC: the education stuff, I think I've got... I think I've got it all free.

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01:22:52.160 --> 01:22:53.990

Dr. Helen Avis, NC: Nobody tell on me.

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01:22:55.080 --> 01:22:56.670

Dr. Helen Avis, NC: No, I think they know.

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01:22:59.880 --> 01:23:00.840

Dr. Helen Avis, NC: But yep.

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01:23:01.390 --> 01:23:02.330

Dr. Helen Avis, NC: Okay.

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01:23:02.550 --> 01:23:04.980

Dr. Helen Avis, NC: Any more questions about that?

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01:23:09.700 --> 01:23:11.910

Dr. Helen Avis, NC: Alright, thoughts, questions?

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01:23:13.080 --> 01:23:16.229

Dr. Helen Avis, NC: Information for the good of the group.

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01:23:20.640 --> 01:23:35.260

Dr. Helen Avis, NC: Well, I hope I've helped and not stressed anybody out. I hope I've helped you feel a little bit more comfortable about data. Again, feel free to reach out to me. I want to serve as a resource.

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01:23:35.340 --> 01:23:48.839

Dr. Helen Avis, NC: I want to help people, come up with, like, if you want some ideas about the one-pager, like, let's do it, you know? Let's get on a call for 30 minutes, and...

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01:23:49.130 --> 01:23:57.349

Dr. Helen Avis, NC: I really think, you know, knock it out. So just let me know how I can be supportive, and I hope it feels a little less...

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01:23:57.820 --> 01:23:59.060

Dr. Helen Avis, NC: Scary now.