

2015 NDTAC NATIONAL CONFERENCE

Looking Ahead: Preparing for the Future of Your State
Title I, Part D Program

Arlington, VA | May 19-21, 2015



CONFERENCE PROGRAM

**Looking Ahead:
Preparing for the Future of Your State Title I, Part D Program**

May 19-21, 2015

**DoubleTree by Hilton Hotel
Washington DC-Crystal City**

Arlington, VA



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Dear State Title I, Part D coordinators and participants,

Hello, and welcome to the 2015 NDTAC National Conference, *Looking Ahead: Preparing for the Future of Your State Title I, Part D Program!* It is our pleasure to bring together State Title I, Part D (TIPD) coordinators, Title I administrators, representatives from the U.S. Department of Education and other Federal partners, experts in the field, and NDTAC staff. It is our hope that you enjoy our 3 days together; have an opportunity to network with your peers from around the country; determine how NDTAC can assist you in the near future; and leave Washington, DC, invigorated to tackle the many tasks of a State TIPD coordinator!

This year's conference will open with a keynote address on Arizona State University's Reentry Demonstration Grant. Plenary and breakout sessions offered on the second day will provide State TIPD coordinators with ideas and strategies that you can put into place to identify and address risks that may stand in the way of you fully implementing your State TIPD program goals. These sessions will also discuss the value of revising or modifying your State TIPD plan as well as engaging in annual goal-setting. Always a favorite at our conference will be our specialized ND Community Working Sessions, during which you will be able to participate in a facilitated conversation with your fellow State TIPD coordinators in a learning community approach.

Throughout the conference, we have set aside special time for participants to interact with our Federal partners. We will be offering two preconference workshops this year. As always, John McLaughlin, Federal Program Manager for TIPD, and the NDTAC team will officially welcome all new State TIPD coordinators during our New Coordinators Meeting, where novice coordinators will learn more about NDTAC and what we might do to assist you in your role as a TIPD coordinator. A second preconference workshop will be led by Dr. McLaughlin, who will provide guidance on the Federal monitoring process. We have also scheduled a Q&A session with Dr. McLaughlin on the second day of the conference. The third and final day will feature a panel of Federal speakers, who will relay updates on Federal initiatives that may impact your State TIPD programs.

As always, NDTAC is thrilled you have joined us for our 2015 conference! The Center's staff and your peers have worked hard as conference Planning Committee members to organize an agenda that should be informative, thought provoking, and useful to each of you in your roles. The conference is the highlight of our year as we get to meet newly appointed TIPD coordinators and others working with TIPD programs, get reacquainted with seasoned coordinators, work more closely with our NDTAC expert panelists, and collaborate with our Federal partners.

We hope the conference exceeds your expectations and look forward to working with you in the near future upon your return home.

Again, welcome, and enjoy the conference.

Sincerely,
Simon G. Gonsoulin, M.Ed.

Project Director, NDTAC
Health and Social Development Program
American Institutes for Research



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Planning Committee Members

We would like to recognize the time and effort of our Planning Committee members. Many thanks to them for their dedication and flexibility throughout the planning process.

Margaret Baune

North Dakota Title I, Part D Coordinator

Jim Lovett

Arizona Title I, Part D Coordinator

Heather Denny

Montana Title I, Part D Coordinator

Don McCrone

Pennsylvania Title I, Part D Coordinator

Pat Frost*

Nebraska Title I, Part D Coordinator

Vanessa Nelson-Reed

North Carolina Title I, Part D Coordinator

Kenya Haynes*

Wyoming Title I, Part D Coordinator

Aundrea Kerkenbush

Wisconsin Title I, Part D Coordinator

* NDTAC Expert Panel member

* NDTAC Expert Panel member

Agenda

| Tuesday, May 19 | |
|-------------------|---|
| 7 a.m.–6 p.m. | Registration |
| 9–11:30 a.m. | Preconference Workshop: New Coordinators Meeting (invitation only) <i>Location: Monroe</i> |
| 11:30 a.m.–1 p.m. | Lunch on your own |
| 1–2:30 p.m. | Preconference Workshop: Federal Monitoring (open to all) <i>Location: Wilson/Harrison/Jackson</i> <ul style="list-style-type: none"> • John McLaughlin, Office of Safe and Healthy Students (OSHS) • Maureen Herman, OSHS • Debbie Little, OSHS • Sharon Burton, OSHS • Andy Brake, OSHS |
| 2:30–3 p.m. | Break |
| 3–3:45 p.m. | Opening & Federal Remarks <i>Location: Wilson/Harrison/Jackson</i> <ul style="list-style-type: none"> • John McLaughlin, OSHS • David Esquith, OSHS • David Osher, NDTAC Principal Investigator |
| 3:45–5 p.m. | Keynote Presentation: Reentry Demonstration Grantees <i>Location: Wilson/Harrison/Jackson</i> <ul style="list-style-type: none"> • Heather Griller-Clark, NDTAC Expert Panelist; Principal Research Specialist, Mary Lou Fulton Teachers College; Principal Investigator, Project Rise, Arizona State University • Sarup Mathur, Associate Professor, Mary Lou Fulton Teachers College; Principal Investigator, Project Rise, Arizona State University • James Short, Project Manager, Project Rise, Arizona State University • Leslie LaCroix, Transition Specialist, Project Rise, Arizona State University |
| Wednesday, May 20 | |
| 7:30 a.m.– 6 p.m. | Registration |
| 8:30–9:15 a.m. | Conference Welcome <i>Location: Wilson/Harrison/Jackson</i> <ul style="list-style-type: none"> • Simon Gonsoulin, NDTAC Project Director • Stephanie Lampron, NDTAC Deputy Director |

| | | | |
|----------------------------------|---|---|---|
| 9:15–10:15 a.m. | Plenary Session I: Using the Federal Guiding Principles for Providing High-Quality Education in Juvenile Justice Secure Care Settings to Support Risk Management <i>Location: Wilson/Harrison/Jackson</i> <ul style="list-style-type: none"> • Edward Loughran, Executive Director, Council of Juvenile Correctional Administrators • Susan Lockwood, Director, Juvenile Justice Education, Indiana Department of Correction • Jeannette E. Allen, Principal, Northern Virginia Juvenile Detention Center School • Simon Gonsoulin, NDTAC Project Director • Lauren Amos, NDTAC State Liaison | | |
| 10:15–10:30 a.m. | Break | | |
| Wednesday, May 20 (cont.) | | | |
| 10:30–11:30 a.m. | Risk Management Breakout: Group A <i>Location: Wilson/Harrison/Jackson</i> <i>Lauren Amos, Simon Gonsoulin, Jeannette E. Allen, and Allie Brawley</i> | Risk Management Breakout: Group B <i>Location: Monroe</i> <i>Liann Seiter, Stephanie Lampron, and Susan Lockwood</i> | Risk Management Breakout: Group C <i>Location: Madison</i> <i>Katie Deal, Nick Read, Edward Loughran and Jake Sokolsky</i> |
| 11:30 a.m.–1 p.m. | Lunch on your own | | |
| 1–2 p.m. | Plenary Session II: Title I, Part D State Plans <i>Location: Wilson/Harrison/Jackson</i> <ul style="list-style-type: none"> • John McLaughlin, OSHS • Katie Deal, NDTAC State Liaison • James Lovett, State TIPD Coordinator, Arizona • Kathleen Sande, State TIPD Coordinator, Washington • Stacy Wojdak-Goodman, State TIPD Coordinator, Colorado | | |
| 2–2:15 p.m. | Break | | |
| 2:15–3:45 p.m. | State Planning Workshop: Group A <i>Location: Wilson/Harrison/Jackson</i> <i>Liann Seiter, Stephanie Lampron, and Allie Brawley</i> | State Planning Workshop: Group B <i>Location: Monroe</i> <i>Katie Deal, Nick Read, and Jake Sokolsky</i> | State Planning Workshop: Group C <i>Location: Madison</i> <i>Lauren Amos and Simon Gonsoulin</i> |
| 3:45–4 p.m. | Break | | |

| | | | |
|-------------------------|--|--|--|
| 4–5 p.m. | Federal Q&A <i>Location: Wilson/Harrison/Jackson</i> <ul style="list-style-type: none"> • John McLaughlin, OSHS • Elizabeth Fening, National Center for Education Statistics (NCES) • Mark Glander, NCES | | |
| Thursday, May 21 | | | |
| 8:30–10 a.m. | Federal Panel <i>Location: Wilson/Harrison/Jackson</i> <ul style="list-style-type: none"> • John McLaughlin, OSHS • John Linton, Office of Career, Technical, and Adult Education (OCTAE) • Seth Galanter, Office for Civil Rights (OCR) • Lisa Taylor, Office of Justice Programs (OJP) (U.S. Department of Justice) • Curtis Kinnard, Office of Special Education Programs (OSEP) • Marion Crayton, OSEP • Joaquin Tamayo, Office of Elementary and Secondary Education (OESE) | | |
| 10–10:15 a.m. | Break | | |
| 10:15–11:45 a.m. | ND Community Working Sessions | | |
| | Gold Community Meeting <i>Location: Wilson/Harrison/Jackson</i> <i>Liann Seiter</i> | Salmon Community Meeting <i>Location: Monroe</i> <i>Lauren Amos</i> | Teal Community Meeting <i>Location: Madison</i> <i>Katie Deal</i> |
| 11:45 a.m.–12:30 p.m. | Reflections, Closing, and Adjourn <i>Location: Wilson/Harrison/Jackson</i> <ul style="list-style-type: none"> • John McLaughlin, OSHS • David Osher, NDTAC Principal Investigator • Simon Gonsoulin, NDTAC Project Director • Katie Deal, NDTAC State Liaison • Lauren Amos, NDTAC State Liaison • Liann Seiter, NDTAC State Liaison | | |

Staff and Presenter Bios

NDTAC Leadership

David Osher is Vice President, American Institutes for Research (AIR), and Institute Fellow and Senior Advisor to the Health and Social Development Program at AIR. Dr. Osher leads numerous research and evaluation projects regarding social and emotional learning, youth development, resilience, conditions for learning, and implementation science as well as the National Center on Safe and Supportive Learning Environments, the National Clearinghouse on Supportive School Discipline, NDTAC, and the National Resource Center on Mental Health Promotion and Youth Violence Prevention (co-Principal Investigator). Dr. Osher, who is this year's Chair of the American Educational Research Association's Social and Emotional Learning Special Interest Group, serves on numerous expert panels and editorial boards and has authored or coauthored over 350 books, monographs, chapters, articles, and reports, including *Safe, Supportive and Successful Schools: Step by Step*. He received his A.B., A.M., and Ph.D. from Columbia University and has taught and served as a dean at colleges and universities.

Simon Gonsoulin, NDTAC Director and Principal Researcher at AIR, brings to the Center more than 35 years of experience in education, administration, special education, and juvenile justice. In addition to his work with NDTAC, Mr. Gonsoulin is a juvenile justice technical assistance specialist for the Center for Coordinated Assistance to States, which supports the technical assistance needs of Juvenile Justice State Advisory Groups and juvenile justice systems around the country. For many years he served as the juvenile justice resource specialist for the Technical Assistance Partnership for Child and Family Mental Health, supporting System of Care Communities focusing on the needs of youth involved in the juvenile justice system. As Deputy Secretary of the Office of Youth Development within the Governor's Cabinet in Louisiana, he served as the lead administrator for the State's juvenile justice system, including its secure care facilities, statewide probation and parole functions, contracted community-based programming, and a newly created stand-alone State agency of juvenile justice. Prior to that, he served as the State director of education for the same office. Mr. Gonsoulin also has worked directly in the central office of school districts, schools, and classrooms as a supervisor, principal, and instructor.

Stephanie Lampron, Deputy Director of NDTAC and Senior Researcher at AIR, has been with the Center since 2004. During that time, she has worked closely with the U.S. Department of Education on the implementation of the national evaluation framework for Title I, Part D programs. Ms. Lampron has led the Center's technical assistance efforts around data quality improvement and program evaluation and has prepared numerous presentations and developed tools around these topics. Ms. Lampron has 15 years of experience in research, evaluation, and technical assistance. In addition to her work with NDTAC, Ms. Lampron currently serves as a technical assistance provider through the OJJDP-funded Center for Coordinated Assistance to States on emergency preparedness in juvenile justice facilities. She has worked on a number of research projects spanning both the education and mental health fields, including topics related to youth involvement in systems of care, social and emotional learning, and school reform. Ms. Lampron holds an M.A. in social psychology from The Ohio State University.

NDTAC Staff

Lauren Amos, Senior Research Analyst at AIR, has more than 17 years of experience in research, evaluation, and technical assistance in education, with a focus on programs and initiatives designed to improve academic outcomes for students at risk of academic failure, underrepresented minorities, and economically disadvantaged students. Dr. Amos joined NDTAC in 2010 and serves

as the lead technical assistance provider. In addition to her work with NDTAC, Dr. Amos directs the National Clearinghouse on Supportive School Discipline, with funding from the Atlantic Philanthropies and the Open Society Foundations; is the project director for the evaluation of the Mentoring for REAL program in New York City Public Schools, which was established to improve the conditions for learning for Black and Hispanic males who have been placed at risk for academic failure; directs the Satellites, Weather and Climate project, which provides technical assistance for the evaluation of the University of Vermont's geosciences professional development program; and is a co-facilitator of the CS10K community, an online community of practice designed to support computer science educators funded by the National Science Foundation. Dr. Amos has worked as an information technology consultant, middle school computer science and humanities teacher, K-8 and postsecondary computer literacy instructor, K-12 staff developer, curriculum developer, and corporate instructional designer. She earned her B.A. in public policy studies and English from Duke University and her doctorate in the learning sciences, with a specialization in cognitive development and adolescent literacy instruction, from Northwestern University.

Alexandra Brawley is a research associate for the Health and Social Development Program at AIR and joined NDTAC in 2014. Ms. Brawley works across various tasks, including the expert panel, collaboration, Webinars, and Center evaluation, as well as managing the logistics for the annual conference. Additionally, she works on the Education Initiative for higher adult education at AIR. Ms. Brawley graduated from Virginia Commonwealth University with a B.S. in both psychology and criminal justice. She also holds an M.A. in experimental/biological psychology from American University.

Okori Christopher is a project technology specialist for the Health and Social Development (H&SD) at AIR. Mr. Christopher provides overall technology assistance to H&SD projects, supports the Project Technology Team in completing technology-related tasks and assignments, develops and implements Webinar and virtual meeting training and support, provides technical support and training on project technologies, and assists in the development and implementation of pilots for various technology-related projects. Mr. Christopher has served on the Child, Youth and Families Workgroup; Lesbian, Gay, Bisexual, and Transgender Workgroup; Young Adults of Transition Age Community of Practice; Juvenile Justice Symposium; and Eliminating Mental Health Disparities and International Initiative for Mental Health Leadership. He holds an M.S. in criminal justice, specializing in juveniles, from the University of Baltimore and a B.S. in psychology from Morgan State University.

Greta Colombi, Senior Researcher at AIR, has over 15 years of experience in program monitoring and reporting, technical assistance, and research in both the education and the health and human services fields. Ms. Colombi has been part of the NDTAC team since 2007 and currently co-leads NDTAC's Supportive School Discipline Communities of Practice—an effort to bring together education and justice leaders from across the country to use positive discipline approaches that prevent children from entering the juvenile justice system and promote positive student outcomes. Ms. Colombi is also Deputy Director of the National Center on Safe Supportive Learning Environments. In addition to managing the Center, she is responsible for strategizing and coordinating product development, developing and updating the Center's online resources, and identifying and vetting experts utilized for Center and grantee activities. She earned her bachelor's degree in psychology and urban studies at the University of Pittsburgh and her master's degree from the University of Chicago.

Katie Deal is NDTAC's State Liaison for the Teal Community. As a technical assistance consultant in AIR's Health and Social Development Program, she also focuses on violence prevention, mental health promotion, and improving conditions for learning. Her interests include special education, mental health, violence and suicide prevention, and maternal and child health. Prior to joining AIR, she worked for the Suicide Prevention Resource Center, where she was Deputy Secretary of the National Action Alliance for Suicide Prevention; provided technical assistance to State, tribal, and local practitioners; and specialized in suicide prevention for youth in the juvenile justice and child welfare systems. She has also worked for The Carter Center (Mental Health Program), Centers for Disease Control and Prevention (National Center on Birth Defects and Developmental Disabilities), and U.S. Peace Corps (Health Program), after beginning her career in early childhood special education. Katie received her M.P.H. from Emory University and earned her undergraduate degree in psychology and special education from Florida State University.

Nicholas Read, Senior Researcher at AIR, has been a member of the NDTAC team for nearly 10 years. He currently oversees the Center's online learning activities and training and technical assistance publications. Previously, he served as the lead for NDTAC's direct technical assistance and as a technical assistance liaison to States administering Title I, Part D funds. Mr. Read has authored numerous toolkits, practice guides, issue briefs, factsheets, and other publications and has conducted many Webinars, conference workshops, and other presentations. Mr. Read's work has focused largely on the areas of transition, reentry and aftercare, mentoring, family involvement, and program administration. In addition to his work on NDTAC, Mr. Read serves as a site liaison and data manager for the evaluation of OJJDP's Mentoring Enhancement Demonstration Program and a data manager for OJJDP's evaluation of the Safe and Successful Youth Initiative, a community-based violence prevention program in Massachusetts. Mr. Read earned his master's degree in social policy from The George Washington University and his undergraduate degree in political science from Wake Forest University.

Dory Seidel, Researcher at AIR, joined NDTAC in 2008. She has worked on a number of activities with the Center, including providing direct technical assistance, organizing the NDTAC Webinar series, and leading the data analyses and data quality reviews for the Title I, Part D data collection. In addition, she also works on Institute of Education Sciences studies, including the Teacher and Leader Evaluation Systems Study, where she has been involved in planning and coordinating the administration of teacher and principal surveys and data analysis, and the Impact Evaluation of Support for Principals as the deputy director. Ms. Seidel earned her B.A. in psychology from the University of Chicago.

Liann Seiter, Researcher at AIR, has worked with NDTAC since 2010. She currently acts as the technical assistance liaison for the Gold Community and provides direct training and technical assistance. She coordinates topical calls, facilitates community calls, and answers requests from State coordinators. As a member of the Data Team she has conducted data reviews and analyses, written annual reports, and created technical assistance tools around the Title I, Part D Consolidated State Performance Report. Additionally, Ms. Seiter works on the National Resource Center for Mental Health Promotion & Youth Violence Prevention. Ms. Seiter earned her B.S. in marriage, family, and human development and her M.S. in sociology from Brigham Young University.

Jake Sokolsky is a research associate at AIR working on numerous projects, including NDTAC. For the NDTAC project, Mr. Sokolsky is transitioning into the role of task leader for the Data Reporting and Evaluation Team. This team is tasked with data-related assistance to State and local

coordinators, the compilation and analysis of State-submitted data, and various reports that showcase the aforementioned data.

Jenna Tweedie is a research assistant at AIR. In this role, Ms. Tweedie provides program support to the Nationals Girls' Institute (NGI) and NDTAC. Previously, she worked with the Western and Pacific Child Welfare Implementation Center to enhance the capacity of State and tribal child welfare systems to achieve sustainable system change, resulting in improved service delivery and well-being outcomes for children, youth, and families. Prior to joining AIR, Ms. Tweedie served as a youth resident care provider at Pine Rest Christian Mental Health Services for at-risk youth, an adoption specialist for youth in the foster care system at Bethany Christian Services, and a team leader of group therapy for children with mental health challenges at the Family Outreach Center. As a resident care provider she developed and implemented programming on independent health issues and healthy coping skills. After working on both the girls' and the boys' units, she became passionate about broadening and strengthening gender-specific programming in residential treatment facilities. Ms. Tweedie graduated from Grand Valley State University with her bachelor's degree in social work.

Presenters

Jeannette E. Allen is the Principal of the Northern Virginia Juvenile Detention Center School. Jeannette has an impressive background in education and social work that includes extensive work with diverse students and staff in alternative education settings. Allen's education includes Masters of Education degrees in Education Leadership and in Curriculum and Instruction, with specialization in Multicultural Multilingual Education; and a Bachelor of Arts in Integrative Studies: Social Work. She is scheduled to earn her Doctor of Education in Educational Administration and Policy Studies in 2015 from The George Washington University.

Sharon J. Burton is an Education Program Specialist for the Office of Safe and Healthy Students, Office of Elementary and Secondary Education at the U.S. Department of Education. In this capacity she works with NDTAC and Carolyn White Physical Education grant program and school climate related interagency initiatives. Her career has focused on adolescent and school health, and youth development issues. She holds a bachelor degree in business administration from St. Paul's College and a Master of Public Administration from Clark Atlanta University.

Marion Crayton is an education program specialist with the U.S. Department of Education in the Monitoring and State Improvement Planning Division of the Office of Special Education Programs (OSEP). Dr. Morton Crayton is the lead area person for Implementation Science, which is a critical part of OSEP's Results-Driven Accountability work. Previously, she was Acting Special Education Compliance Supervisor for a school district with over 13,000 students with Individualized Education Programs.

David Esquith is the Director of the U.S. Department of Education's Office of Safe and Healthy Students located within the Office of Elementary and Secondary Education. Mr. Esquith is a former Peace Corps volunteer, special education teacher, lobbyist for the Arc (previously the Association for Retarded Citizens), and Congressional aide.

Liz Fening is the EDFacts data steward to the N or D program office. She joined ED six months ago following four years on the EDFacts support contract. In her prior role, Liz provided direct support to state data submitters regarding technical submission questions, as well as facilitated responses

between ED and the data submitters about policy related questions. Currently, Liz works primarily with N or D, NCES, the Office of Special Education Programs (OSEP), Safe and Healthy Schools and the Office of Indian Education. In her role at ED, she acts as the primary point of contact between the technical data reporting and systems work and the program offices. She is pleased to be participating in the NDTAC Conference to learn more about the data and policy issues facing the program.

Seth Galanter, Principal Deputy Assistant Secretary, U.S. Department of Education, Office for Civil Rights, started his career at the U.S. Department of Justice, where he worked in the Civil Rights Division. He later moved into private practice at Morrison and Foerster, LLP. He joined the Department of Education in 2011. Mr. Galanter received his B.A. from Columbia University and his J.D. from the University of Pennsylvania.

Mark Glander has worked at the U.S. Department of Education's National Center for Education Statistics (NCES) since 2012. He is the collection manager for the nonfiscal Common Core of Data, the Department's database of public schools and schools districts. Prior to joining the department, Mr. Glander supported NCES' administrative data collections as a contractor for almost twenty years.

Heather Griller-Clark is a principal research specialist with the Mary Lou Fulton Teachers College. She has been working with and on behalf of youth with disabilities in the juvenile justice system since 1993. She is currently Principal Investigator, with Sarup Mathur, on Project RISE, an Office of Special Education Programs-funded model demonstration grant with the Arizona Department of Juvenile Corrections. She is also Principal Investigator on Learner Outcomes for Merging Two Worlds, a transition curriculum with the Arizona Department of Education. She is the conference director for Teacher Educators for Children with Behavioral Disorders and a member of Arizona State University's Social & Behavioral Institutional Review Board.

Maureen Herman is a Management & Program Analyst at the U.S. Department of Education's Office of Safe & Healthy Students (OSHS), where she works on the Title I, Part D program for Neglected, Delinquent & At-Risk Youth and the School Climate Transformation grant program. Prior to joining the OSHS staff, Ms. Herman was a Monitoring & Evaluation Specialist for the Guatemalan Secretary of Food Security. She has also worked for the U.S. Peace Corps Headquarters in Washington, D.C. and as a Site Director for the Latin American Youth Center. Before focusing her efforts on youth in the United States, Ms. Herman served as the Executive Director of ProJOVEN (ForYOUTH), a non-profit organization that pioneered in the application of alternative measures to incarceration for youth in conflict with the law in Paraguay. Originally from Detroit, MI, Ms. Herman has degrees from the Elliott School of International Affairs at George Washington University and from Boston University.

Curtis Kinnard is an education program specialist in the Monitoring and State Improvement Planning Division at the Office of Special Education Programs. Dr. Kinnard is the lead area person for IDEA Correctional Education. He is a former public school special education and correctional education teacher. He has prior experiences as an administrator and as a coordinator for special education programs for two major metropolitan youth correctional facilities.

Leslie LaCroix is a Transition Specialist at Arizona State University for Project RISE, a four year OSEP funded Model Demonstration Grant. Leslie has immense passion and extensive experience working with juveniles with disabilities involved in the juvenile justice system. Prior to her current position she was a Restoration Specialist in the Mental Competency Department of the Maricopa

County Juvenile Court. Leslie lived most of her life in Minnesota, where she received both her BA and MAT from the University of St. Thomas in Minneapolis. She spent over ten years with the South Washington County School District working with special education students and serving on the Special Education Advisory Board prior to relocating to Arizona in 2009.

John Linton is Director, Office of Correctional Education, in the Department of Education's (ED's) Office of Career, Technical, and Adult Education (OCTAE) and a member of OCTAE's Adult Education Team. He provides leadership for ED's work involving educational services to U.S. correctional populations. Mr. Linton represents ED on the workgroup supporting the Cabinet-level Federal Interagency Reentry Council. Prior to his Federal appointment, Mr. Linton was Director of the education and library programs in Maryland's adult prisons, working first in the Maryland Department of Public Safety and Correctional Services and then in the Maryland State Department of Education. Mr. Linton trained as a reading teacher and began his professional career as an adult education teacher in a correctional setting.

Susan Lockwood is Director of Juvenile Education for the Indiana Department of Correction, Division of Youth Services. The Governor's Commission on Improving the Status of Children in Indiana has appointed Dr. Lockwood to be Chair of its Educational Outcomes Task Force. She is a past member of the American Correctional Association Delegate Assembly, representing juvenile education. She is a past president of the Council of State and Federal Directors of Correctional Education and a past member of the Executive Board of the Correctional Education Association. Dr. Lockwood and her colleagues, Dr. John Nally, Dr. Taiping Ho, and Ms. Katie Knutson, have published several research articles on the impact of correctional education on employment and recidivism. She completed her bachelor's and master's degrees at Ball State University and her doctoral degree at Oakland City University.

Edward "Ned" Loughran is Executive Director of the Council of Juvenile Correctional Administrators (CJCA). His career in juvenile justice spans four decades. He conducted programs for delinquent youths for the New York State Division for Youth in the 1970s and led the Massachusetts Department of Youth Services (DYS) as Deputy Commissioner and Commissioner under three governors in the 1980s until 1993. During his tenure, the National Council on Crime and Delinquency declared DYS the most cost effective juvenile justice agency in the country with the lowest recidivism rate. Mr. Loughran is the founding executive director of CJCA, a national organization of youth corrections chief executive officers formed in 1994. He has served as a consultant to a variety of juvenile justice agencies throughout the country and Canada. He coauthored a book, *Balancing Juvenile Justice*. He earned an M.A. in religious education from Fordham University.

James Lovett has spent more than 25 years in public education working with at-risk students, schools, and districts. He currently serves at the Arizona Department of Education (ADE) as the Title I, Part D Neglected and Delinquent State coordinator. This is his fourth year of being a lead evaluator for AdvancED, and he has chaired accreditation visits from preschool through high school. Mr. Lovett earned a B.S. from the University of Iowa and an M.A. from Clarke University. He has also earned administrative certification through Northern Arizona University. He served in the Arizona public school system as a reading specialist, an assistant principal, and a principal before joining the ADE in 2005. Mr. Lovett is very active in the State of Arizona, working with many different organizations to improve educational opportunities for at-risk students. He has been recognized as a Fellow through the Center for Juvenile Justice Reform at Georgetown University and is currently a member of the Maricopa County Steering Committee as part of the Juvenile Justice

System Improvement Project in Arizona. He is also a member of the Maricopa County Juvenile Detention Alternatives Initiative, the Maricopa County Education Service Agency Youth Transition Advisory Council, and the Youth on the Rise Committee in Pima County.

Sarup R. Mathur is Associate Professor of Special Education in the Division of Educational Leadership and Innovation at Mary Lou Fulton Teachers College. Dr. Mathur is nationally recognized for her work in the field of emotional and behavioral disorders. She has been the coeditor of the Teacher Educators for Children with Behavioral Disorders (TECBD) Monograph Series on Severe Behavior Disorders of Children and Youth for more than 20 years. She has authored/coauthored numerous articles on topics related to professional development of teachers, effective strategies for children with emotional and behavioral disorders, and transition and reentry of juvenile offenders. She is a former secretary and president of the Council for Children with Behavioral Disorders and the past president of TECBD. She is the Principal Investigator, with Heather Griller-Clark, of Project RISE, funded by the Office of Special Education Programs, which focuses upon reentry success of youth released from secure care, and a Co-Principal Investigator of a USAID project aimed at providing various professional learning experiences to 2 cohorts of 110 Indian teacher educators.

John McLaughlin has been Federal Program Manager of the Title I, Part D NDTAC Program and the McKinney-Vento Education for Homeless Children and Youth Program since March 2008. Prior to that, he was State Coordinator for homeless, neglected, and delinquent education programs with the Minnesota Department of Education. He has been an educator in the fields of teaching English as a second language (ESL), migrant education, teacher education, and service learning. Dr. McLaughlin started out as a counselor at a group home for runaway and at-risk youth in New Haven, CT, in 1988; then he was a high school ESL and social studies teacher and later a teacher educator at the University of Michigan English Language Institute. He has a doctorate in education, a master's degree in public administration, and a bachelor's degree in sociology.

Kathleen O'Neill Sande has been an advocate for students for the past 20 years in Washington State. She spent 7 years as a program coordinator of the State's workforce training program, advocating for dislocated timber workers searching for new careers, and 5 years at the Washington State Department of Corrections as the statewide program manager for adult and youth offender basic skills programs. Ms. O'Neill Sande is currently at the Washington Office of Superintendent of Public Instruction, where she has been the statewide program supervisor for juvenile offender education programs and Title 1, Part D supplemental programs for over 10 years. She has demonstrated talent collaborating with and linking diverse stakeholders, providing research-based professional development as manager of an annual conference for 500-plus institution education principals, teachers, and juvenile justice staff. She is best known for her innovative program design, planning, and coordination skills utilizing Federal Title 1, Part D funding from the U.S. Department of Education.

James Short is the Project Manager at Arizona State University for Project RISE. James has over 14 years of experience working in the fields of juvenile justice and behavioral health. Prior to his time at ASU, James was the Director of Correctional Programs for the Boys & Girls Clubs of Greater Scottsdale, the Director of Residential Treatment for Arizona Youth Associates and a juvenile corrections officer and case worker for the Arizona Department of Juvenile Corrections. James has authored or co-authored articles for correctional publications and has conducted numerous workshops, presentations, and trainings on a variety of topics related to juvenile corrections, youth development and transitional programs.

Joaquín Tamayo, a former high school teacher and principal, is Special Assistant to the Assistant Secretary in the Office of Elementary and Secondary Education at the U.S. Department of Education (ED). In his capacity at ED, Mr. Tamayo focuses on issues related to teacher quality, student supports, and school climate and discipline. Prior to his Federal service, Mr. Tamayo was the assistant director of The Aspen Institute Education and Society Program, where he researched and advised on educational improvement and innovation in large, urban school districts. He also managed the Aspen Senior Congressional Education Staff Network, a bipartisan network of senior congressional education committee staff that focuses on critical issues in Federal K–12 policy. Before joining Aspen, Mr. Tamayo served as high school principal at the Capitol Hill campus of the César Chávez Public Charter Schools for Public Policy in Washington, DC, and, in 2005, founded the Urban Assembly Academy of Government and Law, a small government- and law-themed college preparatory high school in New York City’s Lower East Side. From 1998 to 2002, Mr. Tamayo served as a high school social studies teacher at Huntington Park High School in the Los Angeles Unified School District.

Lisa Taylor is a civil rights attorney at the Department of Justice (DOJ). She started her career at DOJ in the Civil Rights Division, Educational Opportunities Section (EOS). During her tenure in EOS, Ms. Taylor successfully settled a case in Evangeline Parish, LA, resulting in Ville Platte High School, a majority Black school, receiving \$3 million in renovations, adding advanced placement classes to the curriculum, and hiring qualified teachers in the system. She also prevailed in correcting the over-identification of Black students in special education in St. Landry Parish, LA, and investigated allegations of racial harassment at a public university in California. In the aftermath of Hurricane Katrina, she fought school districts that attempted to segregate displaced students from New Orleans. Later, she served as a senior trial attorney in DOJ’s Disability Rights Section and enforced the Americans with Disabilities Act by investigating claims of discrimination in employment, education, correctional facilities, and hospitals throughout the country. Currently, Ms. Taylor is an attorney adviser at the Office for Civil Rights in the Office of Justice Programs (OJP), where she ensures that recipients of financial assistance from OJP, the Office of Community Oriented Policing Services, and the Office on Violence Against Women comply with Federal laws that prohibit discrimination based on race, color, national origin, sex, religion, disability, age, sexual orientation, and gender identity.

Stacy Wojdak-Goodman moved to Denver, CO, 3 years ago with her family. She is a Title I program specialist for the Colorado Department of Education, where she provides technical assistance to districts in a variety of areas, including Title I, Part A; Title I, Part D; and Title VI, Part B. Ms. Wojdak-Goodman started her career in early childhood education and then decided to explore alternative education for at-risk youth in Philadelphia. She developed and worked with dropout prevention programs in Philadelphia for 8 years, then oversaw operations on the district side for the charter schools authorized by the School District of Philadelphia for 5 years. This will be Ms. Wojdak-Goodman’s second year leading the work for Title I, Part D in Colorado.

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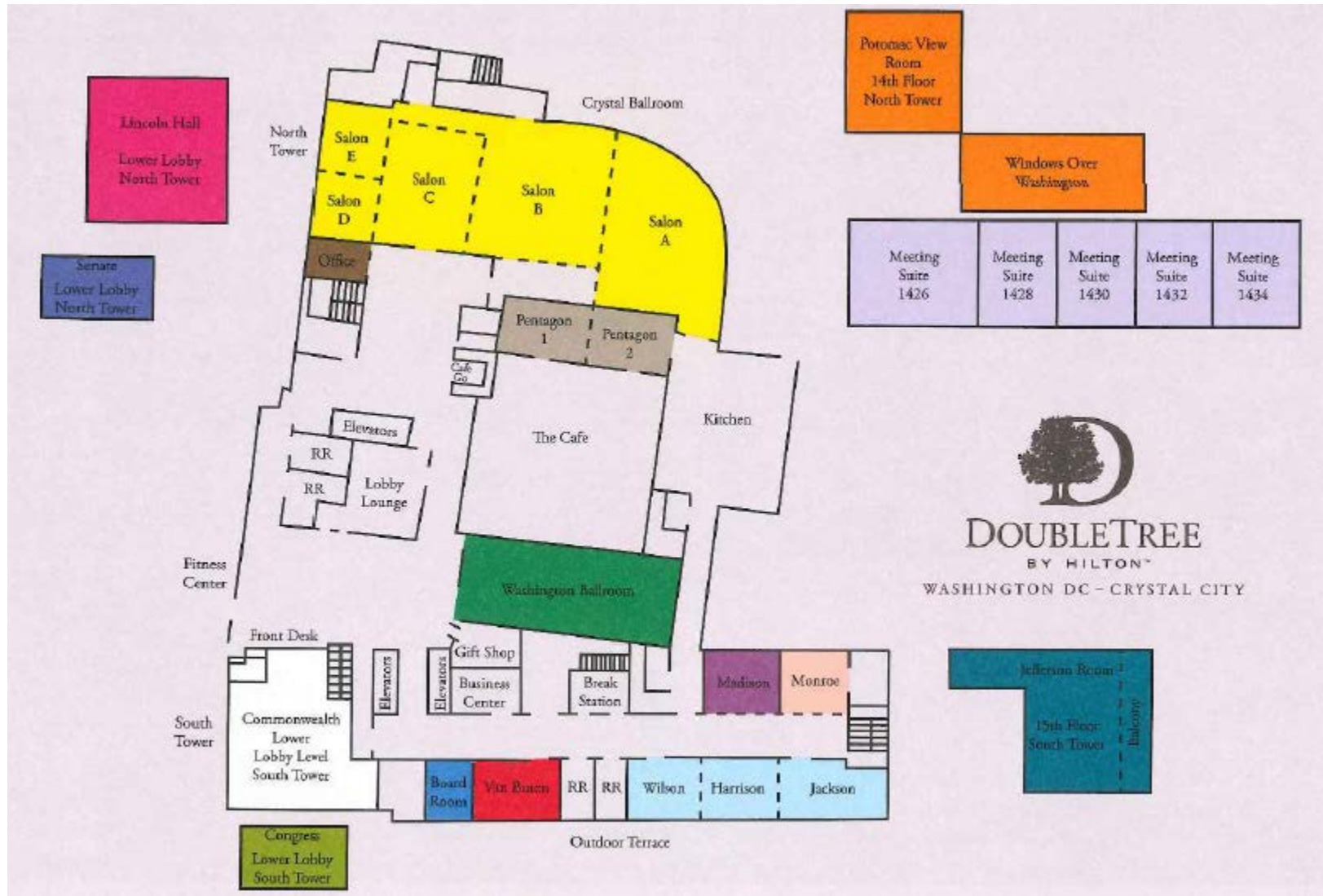
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Hotel Map



Menu



Restaurant Guide

- featuring -

Crystal City and Pentagon City

Pentagon Center (about 0.6 miles from the DoubleTree)

| Name | Address | Phone | Cuisine |
|---------------------------------|-----------------|--------------|---------|
| California Pizza Kitchen (\$\$) | 1201 S Hayes St | 703-412-4900 | Pizza |
| Chevy's Fresh Mex (\$\$) | 1201 S Hayes St | 703-413-8700 | Mexican |

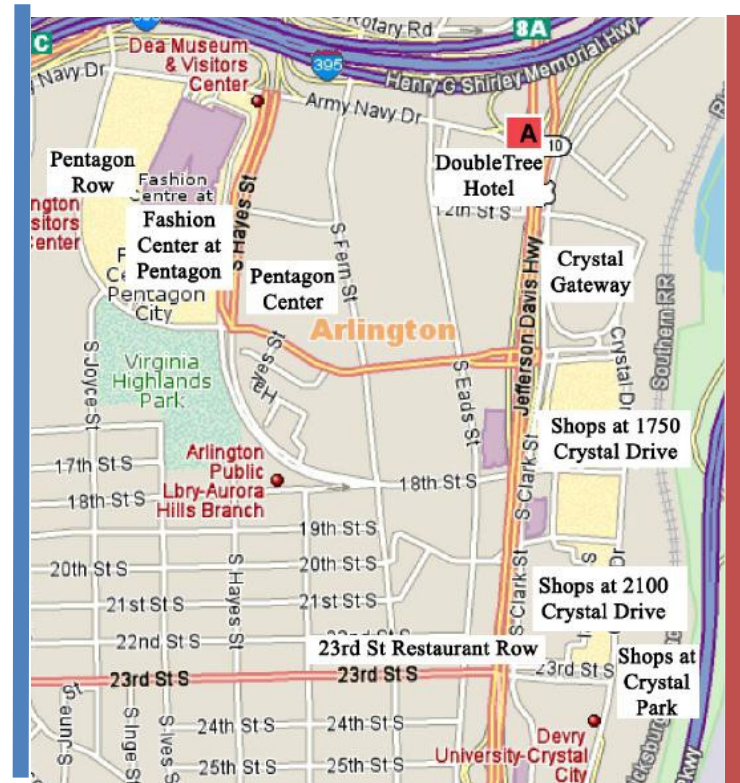
Fashion Center at Pentagon City (about 0.6 miles from the DoubleTree)

| Name | Address | Phone | Cuisine |
|-----------------------------|-----------------|--------------|-------------|
| Au Bon Pain (\$) | 1100 S Hayes St | 703-415-0973 | Bakery/Café |
| Auntie Anne's Pretzels (\$) | 1100 S Hayes St | 703-413-1111 | Pretzels |
| Chipotle Mexican Grill (\$) | 1100 S Hayes St | 571-858-4005 | Mexican |
| Dippin' Dots (\$) | 1100 S Hayes St | 703-415-1575 | Ice Cream |
| Godiva Chocolatier (\$) | 1100 S Hayes St | 703-415-3811 | Chocolate |
| Harbor Daze (\$) | 1100 S Hayes St | 703-415-5540 | Ice Cream |

DoubleTree by Hilton Washington DC-Crystal City

| Name | Address | Phone | Cuisine |
|----------------------------------|-------------------------------------|--------------|-----------------|
| Made Market (\$) | Lobby | 703-416-3861 | Coffee & Snacks |
| The Café (\$\$) | Lobby | 703-416-3861 | American |
| SkyDome Lounge (\$\$) | North Tower, Top Floor | 703-416-3862 | American |
| Windows Over Washington (\$\$\$) | North Tower, 14 th Floor | 877-335-2844 | American |
| Harry's Smokehouse (\$\$\$) | 1100 S Hayes St | 703-416-7070 | American |
| Johnny Rockets (\$\$) | 1100 S Hayes St | 703-415-3510 | American |
| Kelly's Cajun (\$) | 1100 S Hayes St | 703-415-5797 | Cajun |
| Maki of Japan (\$) | 1100 S Hayes St | 703-412-1135 | Japanese |
| McDonald's (\$) | 1100 S Hayes St | 703-418-4020 | American |
| Panda Express (\$) | 1100 S Hayes St | 703-415-5220 | Chinese |
| Panera Bread | 1100 S Hayes St | 703-412-5080 | Bakery/Café |
| Popeye's Chicken & Biscuit (\$) | 1100 S Hayes St | 703-415-2320 | Southern |
| Sala Thai (\$) | 1100 S Hayes St | 703-418-3933 | Thai |
| Salad Creations (\$) | 1100 S Hayes St | 703-415-2599 | Salads |
| Subway (\$) | 1100 S Hayes St | 703-415-8883 | Sandwiches |
| Starbucks (\$) | 1100 S Hayes St | 703-418-0617 | Coffee & Snacks |
| Taco Bell (\$) | 1100 S Hayes St | 703-412-5893 | Mexican |
| Texas BBQ (\$) | 1100 S Hayes St | 703-415-0090 | BBQ |
| The Sweet Factory (\$) | 1100 S Hayes St | 703-415-4240 | Candy |
| Villa Pizza (\$) | 1100 S Hayes St | 703-413-9867 | Italian |

| Pentagon Row (behind Fashion Center at Pentagon City; about 0.7 miles from the DoubleTree) | | | |
|--|-----------------|--------------|---------------------|
| Name | Address | Phone | Cuisine |
| Asia Bistro (\$\$) | 1101 S Joyce St | 703-413-2002 | Asian |
| Brasserie Creperie (\$\$) | 1101 S Joyce St | 703-415-0560 | French |
| Champps Americana (\$\$) | 1101 S Joyce St | 703-414-3601 | American |
| Lebanese Taverna (\$\$) | 1101 S Joyce St | 703-415-8681 | Lebanese |
| Lime Fresh Mexican Grill | 1101 S Joyce St | 703-412-6234 | Mexican |
| Naked Pizza | 1101 S Joyce St | 703-412-3777 | Italian |
| Nando's Peri Peri | 1301 S Joyce St | 571-858-9953 | Portuguese-American |
| Noodles and Company (\$) | 1101 S Joyce St | 703-418-0001 | Asian |
| Ristorante Murali (\$\$) | 1101 S Joyce St | 703-415-0411 | Italian |
| Saigon Saigon (\$\$) | 1101 S Joyce St | 703-412-0822 | Vietnamese |
| Sine Irish Pub (\$\$) | 1101 S Joyce St | 703-415-4420 | Irish |
| Smoothie King (\$) | 1101 S Joyce St | 703-414-7832 | Smoothies |
| Starbucks (\$) | 1101 S Joyce St | 703-415-0601 | Coffee & Snacks |
| Tasteful Delight Chinese Café (\$\$) | 1101 S Joyce St | 703-418-9898 | Chinese |
| Thai Phoon (\$\$) | 1101 S Joyce St | 703-413-8200 | Thai |
| Yogi Castle (\$) | 1101 S Joyce St | 703-584-7907 | Frozen Yogurt |
| Zen Bistro and Wine Bar (\$\$) | 1101 S Joyce St | 703-413-8887 | Asian |





| Shops at 2100 Crystal Drive (about 0.8 miles from the DoubleTree) | | | |
|---|---------------------------|--------------|-------------|
| Name | Address | Phone | Cuisine |
| Au Bon Pain (\$) | 2102 Crystal Plaza | 703-418-0715 | Bakery/Café |
| Chick-fil-A (\$) | 2200 Crystal Drive | 703-415-7815 | Chicken |
| Cold Stone Creamery (\$) | 2200 Crystal Drive | 703-418-2223 | Ice Cream |
| Corner Bakery Café (\$) | 2200 Crystal Drive | 703-412-0131 | Bakery/Café |
| Deli Works (\$) | 2136 Crystal Plaza Arcade | 703-415-1515 | Sandwiches |
| Good Stuff Eatery | 2110 Crystal Drive | 703-415-4663 | American |
| Jaleo Spanish Tapas and Bar (\$\$\$) | 2250 Crystal Drive | 703-413-8181 | Spanish |
| Kora Restaurant (\$\$\$) | 2250 Crystal Drive | 571-431-7090 | Italian |
| McCormick and Schmick's (\$\$\$\$) | 2010 Crystal Drive | 703-413-6400 | Seafood |
| Neramitra Thai (\$\$) | 2200 Crystal Drive | 703-413-8886 | Thai |
| Plaza Gourmet | 2173 Crystal Plaza Arcade | 703-414-3661 | Sandwiches |
| Slice N Dice (\$) | 2173 Crystal Drive | 703-418-4444 | Salads |
| Subway (\$) | 2154 Crystal Plaza Arcade | 703-413-2233 | Sandwiches |
| Ted's Montana Grill (\$\$) | 2200 Crystal Drive | 703-416-8337 | Steakhouse |

Crystal Gateway (about 0.2 miles from the DoubleTree)

| | | | |
|-------------------------|--------------------------|--------------|-----------------|
| Greenleaf's Grille (\$) | 1235 South Clark St | 703-414-3788 | Soup & Sandwich |
| Quizno's (\$) | 1215 Jefferson David Hwy | 703-415-0900 | Sandwiches |

Shops at 1750 Crystal Drive (about 0.6 miles from the DoubleTree)

| | | | |
|----------------------------------|----------------------------|--------------|----------------------------|
| Auntie Anne's Pretzels (\$) | 1675 Crystal Square Arcade | 703-413-6408 | Pretzels |
| Café Jenna (\$) | 1642 Crystal Square Arcade | 703-415-0061 | Sandwiches |
| Dunkin Donuts (\$) | 1687 Crystal Square Arcade | 703-412-8912 | Coffee & Donuts |
| King Street Blues (\$\$) | 1648 Crystal Square Arcade | 703-415-2583 | BBQ |
| Market Basket and Grocery | 1669 Crystal Square Arcade | 703-412-3770 | Groceries & Prepared Foods |
| Morton's Steakhouse (\$\$\$\$) | 1750 Crystal Drive | 703-418-1444 | American |
| Philadelphia Mike's (\$) | 1668 Crystal Square Arcade | 703-416-6640 | American |
| Potbelly Sandwich Works (\$) | 1615 Crystal Square Arcade | 703-415-0003 | Sandwiches |
| San Antonio Bar and Grill (\$\$) | 1664 Crystal Square Arcade | 703-415-0126 | American |
| Starbucks (\$) | 2231 Crystal Drive | 703-413-6226 | Coffee & Snacks |
| Sushi Garden | 1680 Crystal Square Arcade | 703-413-5477 | Sushi |
| The Perfect Pita (\$) | 2345 Crystal Drive | 703-418-6656 | Mediterranean-American |

Restaurant Row (23rd Street Dining; about 0.9 miles from the DoubleTree)

| | | | |
|--|-------------------------------|--------------|-----------|
| Athena Pallas (\$\$) | 556 South 22 nd St | 703-521-3870 | Greek |
| Bonsai Grill (\$\$) | 553 South 23 rd St | 703-553-7723 | Japanese |
| Buffalo Wild Wings (\$\$) | 2450 Crystal Drive | 703-413-0160 | Wings |
| Café Italia (\$\$) | 519 South 23 rd St | 703-521-2565 | Italian |
| Café Pizzaiolo (\$\$) | 507 South 23 rd St | 703-894-2250 | Italian |
| Cesar's Diner (\$) | 539 South 23 rd St | 703-920-2700 | American |
| Charlie Chiang's Restaurant (\$\$) | 320 South 23 rd St | 703-413-3440 | Chinese |
| Crystal City Sports Pub (\$\$) | 529 South 23 rd St | 703-521-8215 | American |
| Freddie's Beach Bar and Grill (\$\$) | 555 South 23 rd St | 703-685-0555 | American |
| Harar Mesob Restaurant (\$\$) | 542 South 23 rd St | 703-553-5500 | Ethiopian |
| Kabob Palace (\$\$) | 2315 South Eads St | 703-486-3535 | Pakistani |
| Khoinoor Dhaba (\$) | 2800 South Eads St | 703-778-5005 | Indian |
| La Bettola Italiano (\$\$) | 558 South 23 rd St | 703-271-0032 | Italian |
| Legal Sea Foods (\$\$\$) | 2301 Jefferson Davis Highway | 703-415-1200 | Seafood |
| The Portofino Restaurant (\$\$) | 526 South 23 rd St | 703-979-8200 | Italian |
| Top Thai Restaurant (\$\$) | 523 South 23 rd St | 703-521-1305 | Thai |
| Tortoise and Hare Bar and Grill (\$\$) | 567 South 23 rd St | 703-979-1872 | American |
| Urban Thai (\$\$) | 561 South 23 rd St | 703-979-0777 | Thai |

Shops at Crystal Park (about 0.9 miles from the DoubleTree)

| | | | |
|-------------------------------------|--------------------|--------------|-----------------|
| Café Manna (\$) | 2345 Crystal Drive | 703-418-0341 | Sandwiches |
| Chipotle Mexican Grill (\$) | 2231 Crystal Drive | 703-920-8779 | Mexican |
| Cosi (\$) | 2011 Crystal Drive | 703-521-1904 | Soup & Sandwich |
| FroZenYo (\$) | 2231 Crystal Drive | 571-431-6103 | Frozen Yogurt |
| Noodles and Company (\$) | 2011 Crystal Drive | 703-979-1525 | Noodles |
| Ruth's Chris Steak House (\$\$\$\$) | 2231 Crystal Drive | 703-979-7275 | Steak |
| Starbucks (\$) | 2231 Crystal Drive | 703-413-6226 | Coffee & Snacks |
| The Perfect Pita (\$) | 2345 Crystal Drive | 703-412-9440 | Mediterranean |



Handouts

**Monitoring Indicators for Title I, Part D Program
Standards, Assessment, and Accountability**

| 1.1: The SEA conducts monitoring and evaluation of its subgrantees sufficient to ensure compliance with Title I, Part D program requirements and progress toward Federal and State program goals and objectives. [§§1426 and1431] | | |
|---|--|--|
| Guiding Questions | Acceptable SEA Evidence | Acceptable SA/LEA Evidence |
| <p><u>Questions:</u></p> <ul style="list-style-type: none"> ▪ How does the SEA ensure that students in Title I, Part D programs receive instruction that is aligned with state standards and accountability? ▪ What is the SEA process for monitoring Subpart 1 and 2 programs from selection and notification to reporting and corrective action follow-up? ▪ What is the process for data collection that the SEA uses to obtain demographic, academic and vocational outcome information on all Subpart 1 and 2 programs? ▪ How does the SEA evaluate statewide and subgrantee program performance and report the results of such evaluations? | <p><u>Documentation:</u></p> <ul style="list-style-type: none"> ▪ Written material describing statewide program performance for the last school year: reports, report cards, handouts, PowerPoint slides, agendas and notes, etc. ▪ Evidence SEA provided technical assistance to subgrantees on how to efficiently and effectively collect and use data, including training or conference agendas, presentation materials, activity descriptions, evaluations. ▪ A subgrantee monitoring schedule for the current Fiscal Year (FY). ▪ A plan for monitoring all subgrantees through desk review and site visits. ▪ Monitoring interview protocols for Subpart 1 and 2. ▪ Application review checklists or notes. ▪ The most recent monitoring reports for subgrantees. ▪ SEA documents tracking subgrantee responses to corrective actions. | <p><u>Documentation:</u></p> <ul style="list-style-type: none"> ▪ The most recent annual data report for the SA or LEA subgrantee. ▪ Any longitudinal tracking of annual outcome data for the SA or LEA subgrantee. ▪ The most recent agency or program-specific evaluation reports that include mention of the Title I, Part D program. ▪ Documents submitted to the SEA to address corrective actions required by the SEA. |

**Monitoring Indicators for Title I, Part D Program
Instructional Support**

| 2.1: The SEA ensures that SA programs for eligible students meet all requirements, including facilities that operate institutionwide projects. [§1412(A); §1414(a) and (c), 1416] | | |
|---|--|---|
| Guiding Questions | Acceptable SEA Evidence | Acceptable SA/LEA Evidence |
| <p><u>Questions:</u></p> <ul style="list-style-type: none"> ▪ What are the SEA’s goals and objectives for the Title I, Part D Program? Have they been reviewed and updated recently? ▪ How does the SEA inform SAs about their eligibility and application requirements for a Title I, Part D subgrant? ▪ What technical assistance does the SEA provide the SAs on developing or revising their Subpart 1 applications? ▪ How does the SEA review and evaluate the Subpart 1 applications? ▪ Do institutionwide project plans include a comprehensive needs assessment across all education program services? ▪ How are the needs assessment, curriculum, plans for professional development and program evaluation aligned in institutionwide projects? | <p><u>Documentation:</u></p> <ul style="list-style-type: none"> ▪ Updated State plan tracking performance of SEA goals and objectives. ▪ Documents concerning eligibility of SA facilities for Title I, Part D funds or institutionwide projects, including checking the Child Count, minimum hours of a regular program of instruction, age of students and average length of stay in institutions. ▪ Written SEA guidance to SAs on developing or revising Subpart 1 applications, including institutionwide projects for specific facilities or programs, such as written instructions, agenda, notes or minutes and handouts from meetings with prospective applicants. ▪ Checklists, notes or other written evidence that the SEA has a review process for awarding subgrants to SA and approving institutionwide project plans. ▪ A list of subgrant awards to all SA and facilities served by Subpart 1 funds. | <p><u>Documentation:</u></p> <ul style="list-style-type: none"> ▪ State agency applications and supporting documents addressing the 19 application elements, including assurances and descriptions, from the current or past FY, including the length of the school day, weekly hours of a regular program of instruction, and parental involvement activities. ▪ Documents related to the 8 institutionwide project application requirements for each facility conducting an institutionwide project, such as comprehensive needs assessment or program evaluation reports. ▪ Documents from professional development meetings and program evaluation meetings for institutionwide projects such as reports, agenda, notes or handouts. |

**Monitoring Indicators for Title I, Part D Program
Instructional Support**

| 2.2: The SEA ensures that LEA programs for eligible students meet all requirements. [§1423 and §1425] | | |
|--|--|---|
| Guiding Questions | Acceptable SEA Evidence | Acceptable LEA Evidence |
| <p><u>Questions:</u> <u>SEA Questions:</u></p> <ul style="list-style-type: none"> ▪ How do you inform LEA’s about the application requirements for a Title I, Part D subgrant? ▪ What criteria does the SEA use to determine Subpart 2 programs with “high numbers”? ▪ What technical assistance does SEA provide to LEAs and eligible institutions operating Title I, Part D, programs, including developing or revising its Subpart 2 application? ▪ How does the SEA review and evaluate the Subpart 2 applications? <p><u>LEA Questions:</u></p> <ul style="list-style-type: none"> ▪ How does the LEA consult with each N or D facility in the program planning and evaluation process? ▪ Are formal agreements between the LEA and these facilities reviewed and updated annually? | <p><u>Documentation:</u></p> <ul style="list-style-type: none"> ▪ Written guidance to LEAs on developing or revising Subpart 2 applications such as written instructions, agenda, notes or minutes and handouts from meetings with prospective applicants. ▪ Checklists, notes, or other written evidence of the SEA review process for subgrants to LEAs that ensures that all funded facilities meet program goals and provide qualified instructional staff. ▪ Written information used by the SEA to identify eligible institutions, such as State agency licensing lists, and notifications to LEAs of their eligibility to submit child counts and apply for funds. ▪ A list of all LEA subgrant awards and N or D facilities served by these subgrants. | <p><u>Documentation:</u></p> <ul style="list-style-type: none"> ▪ LEA applications and supporting documents that address the 13 application elements, including assurances and descriptions, from the current or past FY. ▪ Formal agreements between LEAs and neglected or delinquent facilities and programs outlining responsibilities for providing services mentioned in the 13 application elements. ▪ Qualifications of Title I, Part D staff when a facility is privately managed and served by the LEA. |

**Monitoring Indicators for Title I, Part D
Fiduciary**

3.1 The SEA ensures each State agency complies with the statutory and other regulatory requirements governing State administrative activities, providing fiscal oversight of the grants including reallocations and carryover, ensuring subgrantees reserve funds for transition services, demonstrating fiscal maintenance of effort and requirements to supplement, not supplant. [§1004, §1414 (c)(7), §1415(b) and §1418] [Also OMB Circular A-87, Part 80, Subpart C of EDGAR, and any other relevant standards, circulars, or legislative mandates]

| Guiding Questions | Acceptable SEA Evidence | Acceptable SA Evidence |
|---|---|--|
| <ul style="list-style-type: none"> ▪ How much of the Subpart 1 allocation does the SEA reserve for State administration activities and for what activities? ▪ When do SA receive their Title I, Part D subgrants? If there was a delay of more than three months, why was that? ▪ How does the SEA ensure that 15% - 30% of funds are reserved and used for transition activities? ▪ What is the SEA’s policy regarding carryover and reallocation of funds? ▪ What internal fiscal controls does the SEA have in place to account for the use of Title I, Part D funds in a way that meets Federal requirements? ▪ What other technical assistance does the SEA provide to the SAs on uses of funds? <p><u>For the State agency:</u></p> <ul style="list-style-type: none"> ▪ For what transition-related activities are reserved funds used by the SA? ▪ How does the SA demonstrate fiscal maintenance of effort? ▪ How is the Title I, Part D program supplemental to the regular instructional program? ▪ What internal fiscal controls does the SA have in place to account for uses of funds in a way that meets Federal requirements? | <p><u>Documentation:</u></p> <ul style="list-style-type: none"> ▪ SEA budget detail on reserved funds for State administrative activities for the current FY and use of funds for the last FY. ▪ Written guidance sent to SAs outlining requirements for reserving funds for transition services under Subpart 1. ▪ Requirements on the State agency application to calculate the percentage and provide budget detail on transition services. ▪ Evidence that the SEA reviews fiscal maintenance of effort for SA and any follow-up action when an SA fails to maintain effort. ▪ Any other fiscal reporting or oversight of Subpart 1 subgrantees, for example, quarterly reports, budget amendment requests and approvals, etc. | <p><u>Documentation:</u></p> <ul style="list-style-type: none"> ▪ Evidence that the SA reserves the appropriate amount of funds as required for transition services. ▪ Documentation of expenditures from the transition reservation for the current and prior FYs and/or documentation concerning the transition services provided at each of the funded facilities or programs. ▪ Evidence that the SA is implementing planned and approved activities, for example, budget reports at the end of a FY, records of expenditures, carryover and other summary reports. ▪ A current list of all personnel (instructional and administrative staff) paid with Title I, Part D funds and the proportion of their salaries, benefits and duties that are funded by Title I, Part D. |

**Monitoring Indicators for Title I, Part D
Fiduciary**

3.2 The SEA ensures each LEA complies with the statutory and other regulatory requirements governing State administrative activities, providing fiscal oversight of the grants including reallocations and carryover, and allowable uses of funds. [§1424] [Also OMB Circulars A-87, Part 80, Subpart C of EDGAR and any other relevant standards, circulars, or legislative mandates]

| Guiding Questions | Acceptable SEA Evidence | Acceptable LEA Evidence |
|--|--|---|
| <ul style="list-style-type: none"> ▪ How do the SEA and LEA ensure that the Title I, Part D program activities are within the uses of funds and purposes of the Title I, Part D program? What other technical assistance does the SEA provide to the LEAs on uses of funds? ▪ When do LEAs receive their Title I, Part D subgrants? If there was a delay of more than three months, why was that? ▪ What is the SEA’s policy regarding carryover and reallocation of funds? ▪ What kind of internal fiscal controls do SEAs and LEAs have in place to ensure that they can account for the use of Title I, Part D funds in a way that meets Federal requirements? <p><u>For the LEA:</u></p> <ul style="list-style-type: none"> ▪ What consultations does the LEA have with each N or D facility or program that will be served with Subpart 2 funds? | <p><u>Documentation:</u></p> <ul style="list-style-type: none"> ▪ SEA budget detail on reserved funds for State level activities for the current FY and use of funds for the last FY ▪ Any other fiscal reporting or oversight of Subpart 2 subgrantees, for example, quarterly reports, budget amendment requests and approvals, etc. | <p><u>Documentation:</u></p> <ul style="list-style-type: none"> ▪ Formal agreements between an LEA, an N or D facility or alternative school program governing the use of Subpart 2 funds when they are subcontracted to a facility or program. ▪ Evidence that the LEA or facility is implementing planned and approved activities, including budget reports, records of expenditures, carryover and other summary reports. ▪ A current list of all personnel (instructional and administrative staff) paid with Title I, Part D funds. |

Summary of Guiding Principles and Core Activities for Providing High-Quality Education in Juvenile Justice Secure Care Settings

| Guiding Principle | I. A safe, healthy, facility-wide climate that prioritizes education, provides the conditions for learning, and encourages the necessary behavioral and social support services that address the individual needs of all youths, including those with disabilities and English learners. | II. Necessary funding to support educational opportunities for all youths within long-term secure care facilities, including those with disabilities and English learners, comparable to opportunities for peers who are not system-involved. | III. Recruitment, employment, and retention of qualified education staff with skills relevant to juvenile justice settings who can positively impact long-term student outcomes through demonstrated abilities to create and sustain effective teaching and learning environments. | IV. Rigorous and relevant curricula aligned with state academic and career and technical education standards that utilize instructional methods, tools, materials and practices that promote college- and career- readiness. | V. Formal processes and procedures—through statute, memoranda of understanding, and practice—that ensure successful navigation across child-serving systems and smooth reentry into communities. |
|-------------------|---|---|--|---|---|
| Core Activities | <ul style="list-style-type: none"> • Establish a school- and facility-wide climate with a focus on family engagement in which youths are free from threats of or actual physical or emotional harm. • Create and/or revise policies, procedures, and progress measures that prioritize education and student educational achievement. • Develop a continuum of academic and behavioral supports and services to promote long-term educational outcomes for youths who are system-involved, potentially through a tiered framework. • Ensure fairness and equity in the provision of educational services and the promotion of a facility-wide climate that supports learning consistent with federal law. | <ul style="list-style-type: none"> • Plan and develop dedicated and appropriate education budgets at the agency and facility levels. • Establish processes to ensure that secure care facilities receive adequate state and local funds and effectively leverage available federal education dollars to supplement core education programs. | <ul style="list-style-type: none"> • Require that education staff, including special education, LEP, and related service providers, hold valid education credentials consistent with federal requirements and state law. • Provide or otherwise facilitate access to professional development opportunities for education staff so they can develop the skills to address the unique needs of students in juvenile justice settings more effectively. • Use a teacher evaluation process that continuously assesses teacher performance based on accepted state standards for highly effective instruction. | <ul style="list-style-type: none"> • Employ current instructional methods and materials appropriate to each student’s age, grade placement, development, and culture. • Promote student engagement through high educational expectations for all students in the juvenile justice system. • Require that students in juvenile justice residential facilities participate in the same curriculum and state accountability systems as students in traditional schools, and provide instruction and assessments with appropriate services and accommodations for students with disabilities and English learners. • Collect and use data to monitor student academic progress, make data-informed decisions, and continuously evaluate and improve the education program. • Provide access to postsecondary programming, including college and career and technical education that prepares students for successful transitions to adulthood. | <ul style="list-style-type: none"> • Immediately upon entry of a youth into a juvenile justice residential facility, create individualized prerelease plans in partnership with the youth and his or her family that identify action steps and support services to ensure reenrollment in a community school and reduce the likelihood of rearrest or reoffending. • Prior to release, offer additional formal learning opportunities for the youth that are grounded in evidence- and practice-based service models and focused on social, emotional, and behavioral skill development, especially for youths with mental health conditions. • Establish policies and procedures that promote school assignments best suited for students’ educational success and the timely transfer of their accurate education and related records. |