

# Welcome to Today's Supportive School Discipline Webinar Series Event!

## Addressing the Educational Challenges of Youth who are Confined in Juvenile Justice Secure Settings



*This event will start at 3:30 p.m. E.T.*

# Welcome to Today's Supportive School Discipline Webinar Series Event!

## Addressing the Educational Challenges of Youth who are Confined in Juvenile Justice Secure Settings



*Joyce Burrell, Project Director, STTAC*  
*Linda Rosen, Program Manager, OJJDP*

# SSD Webinar Series

- Increase understanding of exclusionary school discipline & its consequences
- Provide positive alternatives to help ensure student success
- Promote fair & equitable administration of school discipline

## Q&A

If you have a question for the presenters, please type it in the Q&A Pod or email [sttac@air.org](mailto:sttac@air.org) during the Webinar.

## Event Feedback

At the end of the presentation, a series of event feedback questions will appear. Please provide feedback on this event so that we can better provide the resources that you need. All answers are completely anonymous and are not visible to other participants.

For assistance during the Webinar, please contact OJJDP's State Training and Technical Assistance Center at [sttac@air.org](mailto:sttac@air.org).

# Polling Question #1

Which of the following best describes your role?

- State agency administrator
- School/district administrator
- School/student support staff
- Teacher
- School resource officer
- Probation/parole officer
- Law enforcement personnel
- Judge or court administrator
- Family member
- Youth
- Community stakeholders
- Facility teacher
- Facility administrator
- Facility staff
- Other

# Polling Question #2

What are you MOST interested in learning from this Webinar?

- The latest guidance from the US Departments of ED and DOJ on juvenile correctional education.
- The latest trends in juvenile correctional education and how these trends may impact programming and outcomes for youth.
- About the State of Indiana's efforts to promote positive educational outcomes for the students attending school in their secure care settings.
- How quality education and effective transition activities can improve the likelihood of successful reentry to the community and school.

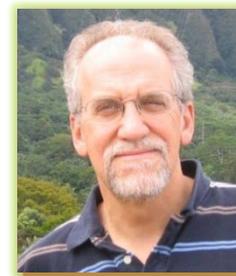
# Today's Guests



**Simon Gonsoulin**  
Principal Researcher,  
AIR; Project Director,  
NDTAC



**David Domenici**  
Executive Director,  
Center for Educational  
Excellence in Alternative  
Settings (CEEAS)



**Peter Leone**  
Professor,  
University of  
Maryland



**Michael Dempsey**  
Executive Director,  
Indiana Department  
of Corrections



**Susan Lockwood**  
Director of Juvenile  
Education,  
Indiana Department of  
Corrections



**Chris Stilwell**  
Principal,  
Indiana Department  
of Corrections

# Agenda

- 1** **Connection between Discipline and Educational Services in Secure Care and Introduction to Recently Released Memo**  
Greta Colombi
- 2** **Overarching Characteristics for Providing High-quality Educational Services for Youth in Long-term Secure Care Facilities**  
Simon Gonsoulin, Peter Leone, and David Domenici
- 3** **Perspectives on Improving Educational Services in Long-term Secure Care Facilities**  
Michael Dempsey, Susan Lockwood, & Chris Stilwell

# Connection Between School Discipline and Educational Services in JJ Facilities

- Students who are suspended and expelled are at a higher risk of juvenile justice involvement.

## WASHOE COUNTY EXAMPLE

Preliminary results from the Washoe County School District and Juvenile Justice Services effort to match student data found:

- The average amount of time from first school suspension to first referral to the juvenile justice system was 5.13 months.
- The average amount time from first school suspension to first juvenile justice supervision was 27.8 months.

# Connection Between School Discipline and Educational Services in JJ Facilities (cont.)

- Many students are arrested on school grounds, and directly engaged with the juvenile justice system despite the overwhelming majority of offenses being non-violent in nature.

## 2011-12 OCR DATA

- 260,000 students were referred to law enforcement.
- 92,000 students were subjected to school-based arrests.
- Black students are disproportionately referred to law enforcement and subjected to school-based arrests compared to their peers.

## WASHOE COUNTY

- 20% of school-based referrals were due to felony offenses; all others were minor or administrative offenses.

# June 9 Memo



UNITED STATES DEPARTMENT OF JUSTICE  
UNITED STATES DEPARTMENT OF EDUCATION



June 9, 2014

Dear Chief State School Officers and State Attorneys General:

For youth who come into contact with our juvenile justice systems, it is imperative that they obtain the skills and competencies necessary for a smooth transition back into their communities. The academic and career outcomes of our youth in confinement make clear, however, that most have not received the supports and services necessary for their success. Thus, in recent years, the U.S. Departments of Education (ED) and Justice (DOJ) have partnered to promote improved supports for adults and juveniles who are, or who have been, in confinement. In an effort to encourage both juvenile justice and educational agencies to strengthen educational services for these youth, we are pleased to share our latest efforts to clarify the approaches and practices that are needed to appropriately serve these youth.

While incarcerated youth, many of whom are students with disabilities, are among those in greatest need of academic, emotional, and behavioral supports, they often lack access to high-quality educational services. A significant number of these youth are below grade level in both reading and mathematics at the time they enter correctional facilities, and few make meaningful educational progress during their confinement. During the 2011-2012 school year, only 47 percent of the youth served by ED's Title I, Part D program who were between the ages of 13 and 21 in juvenile correctional facilities (for an average stay of 4 months) earned high school course credits. Moreover, among those aged 14-21, only 8.2 percent of the youth were enrolled in a General Educational Development (GED) program, and only 6.6 percent earned a GED or obtained a high school diploma. For more information about the Title I, Part D data, please see [http://www.neglected-delinquent.org/sites/default/files/NDTAC\\_Ann\\_Perf\\_2011-12\\_2\\_508.pdf](http://www.neglected-delinquent.org/sites/default/files/NDTAC_Ann_Perf_2011-12_2_508.pdf).

To address the educational challenges faced by these youth, ED and DOJ are working together to help communities reduce the number of youth entering the justice system and to ensure that those who have entered the system return to their communities with dignity, skills, and viable educational and employment opportunities. A number of notable actions reflect our recent and ongoing commitment to these goals:

- In 2014, ED and DOJ jointly released a *School Discipline Guidance Package* to (a) clarify schools' civil rights obligation to not discriminate on the basis of race, color, or national origin in the administration of school discipline, and (b) provide a set of principles to help schools improve school climate and discipline practice. (Please see [www.ed.gov/school-discipline](http://www.ed.gov/school-discipline).)
- In 2014, ED released the results of the 2011-2012 Civil Rights Data Collection, which includes school discipline data from every school in the country and certain juvenile justice facilities (including long-term secure facilities), and announced plans for future collection of juvenile justice data regarding facility type, school year length, educational

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program duration, and the number of students participating in the educational program for varying lengths of time.

- ED and DOJ have engaged with various philanthropies to commission a School Discipline Consensus Project, led by the Council of State Governments, to bring together practitioners from the fields of education, juvenile justice, behavioral health, and law enforcement, to develop recommendations to address the school-to-prison pipeline, including recommendations for strengthening services to youth in confinement. (See <http://esgjusticecenter.org/youth/school-discipline-consensus-report/>.)
- DOJ sponsored a 2013 National Academy of Sciences report, *Reforming Juvenile Justice: A Developmental Approach*, which clarified that the harsh, punitive practices that characterize most juvenile facilities do not meet the developmental needs of the youth in their care and often interrupt the provision of effective correctional education.
- In 2012, ED published *A Reentry Education Model*, which outlined strategies designed to meet the educational needs of adults in, and returning from, correctional confinement that are currently in use by several demonstration projects, funded by DOJ and administered by ED (see <http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/reentry-model.pdf>). ED is also planning to make a new round of correctional education grants to help develop of effectiveness in a variety of institutional contexts. ED and DOJ are also developing a pilot youth aftercare/reentry education model for use in several sites in 2015.
- ED funded three model demonstration projects in 2012 to improve the reentry of youth with disabilities from juvenile justice facilities into education, employment, and community programs.

While it is imperative that communities strengthen school, family, and community supports to prevent youth from having any contact with the justice system in the first place, educational and juvenile justice agencies must also ensure that youth who are already confined receive the services they need to meet their educational goals, obtain employment, and avoid recidivism. ED and DOJ both administer programs to support improved educational services in juvenile justice facilities. ED administers the Title I, Part D State agency and local education agency programs under the Elementary and Secondary Education Act of 1965, as amended, which provide youth in confinement with increased access to educational services. These programs also support the provision of reentry services for youth returning from confinement. During the 2011-2012 school year, ED-funded programs helped to provide educational services to over 187,474 youth in juvenile detention facilities, and nearly 60,000 youth in juvenile correctional facilities (see [http://www.neglected-delinquent.org/sites/default/files/NDTAC\\_Ann\\_Perf\\_2011-12\\_2\\_508.pdf](http://www.neglected-delinquent.org/sites/default/files/NDTAC_Ann_Perf_2011-12_2_508.pdf)). States may also use DOJ funding for aftercare/reentry and education programs through its formula grant appropriations. DOJ has used its Second Chance Act funds to support comprehensive educational programs in juvenile facilities to help participants obtain a high school diploma, its recognized equivalent, a vocational certificate, or a postsecondary degree or credential.

It is also important to note that, with regard to students with disabilities, the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990 (as amended) obligate specific public agencies, in certain instances, to provide educational services to eligible youth in confinement. In addition,

Title VI of the Civil Rights Act of 1964 requires facilities to provide services to English language learners to ensure that they can fully participate in educational programs.

To strengthen educational services for youth in confinement, we are engaging with communities and practitioners to develop a set of overarching characteristics for providing high-quality educational services for youth in long-term secure care facilities. We will focus on the following characteristics in a forthcoming joint resource guide that will include core activities related to each characteristic and offer additional information to aid implementation:

- 1) 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 youth, including youth with disabilities and English learners.
- 2) Necessary funding to support educational opportunities for all youth within long-term secure care facilities, including youth with disabilities and English learners, comparable to opportunities for peers who are not system-involved.
- 3) Recruitment, employment, and retention of qualified educational 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.
- 4) Rigorous and relevant curricula aligned with State academic and career/technical standards that utilize instructional methods, tools, materials, and practices that promote college and career readiness.
- 5) Formal processes and procedures – through statute, memoranda of understanding, and practice – that ensure successful, navigable transitions across multiple child-serving systems, and smooth reentry into communities.

We look forward to collaborating with you to implement these principles so that we can provide all youth, across the country, with high-quality educational services.

Sincerely,

  
Eric H. Holder, Jr.  
Attorney General  
of the United States

  
Arne Duncan  
Secretary of Education

cc: ESEA Title I, Part D State Directors; State Directors of Special Education; Office of Juvenile Justice and Delinquency Prevention State Program Managers; Second Chance Act Project Directors; State Planning Agency Directors; State Advisory Group Chairs; Juvenile Justice Specialists

# Polling Question #3

Which one of 5 overarching characteristics do you feel would be the most challenging to implement for your secure care facility schools?

- Characteristic 1: Facility wide climate and conditions for learning.
- Characteristic 2: Comprehensive educational services in juvenile corrections
- Characteristic 3: Human capital strategy
- Characteristic 4: Rigorous and relevant curriculum
- Characteristic 5: Effective transitions between systems and community

# Characteristic 1 of June 9 Jointly Issued Memo: *Facility-wide Climate and Conditions for Learning*



**Simon Gonsoulin**

**Principal Researcher, American Institutes for Research**

**TA Specialist, STTAC**

**Project Director, NDTAC**

# Characteristic 1 from June 9 Jointly Issued Memo

- A safe, healthy, facilitywide climate that ensures the conditions for learning, prioritizes education, and provides the behavioral and social support services necessary to address the individual needs of all students, including youth with disabilities and limited English proficiency

# Polling Question #4

Which best describes the administrative authority in your secure care schools?

- Operated by state/local juvenile justice agency authority
- Operated by state (SEA)/local (LEA) education authority
- Operated by private provider/contract
- Combination of 2 or more above
- None above describes the administrative authority over our secure care schools

# Safe, healthy facilitywide climate...

- Develop a continuum of academic and behavioral supports and services to promote the long-term educational outcomes desired for youth who are system involved, potentially through a tiered framework.

# Safe, healthy facilitywide climate...

- Create and/or revise policies, procedures, and progress measures that prioritize education and student educational achievement.

# Safe, healthy facilitywide climate...

- Establish a school and facilitywide climate with a focus on family engagement where youth are free from threats of or actual physical or emotional harm.

# Characteristic 2 of June 9 Jointly Issued Memo: *Comprehensive Education Services in Juvenile Corrections*



**Peter Leone**  
**Professor**  
**University of Maryland**

# Comprehensive Education Services in Juvenile Corrections

- Education services and supports for youth in juvenile corrections is a right, not a privilege
- Federal legislation and corresponding federal and state regulations entitle youth eligible for special education to individually tailored services.
- All incarcerated youth should have the opportunity to earn credits toward graduation.

# Comprehensive Program Components

- Literacy
- Credit accumulation and credit recovery
- Career and technical education
- Special education services
- Post-secondary readiness
- High school equivalency options



# Funding Comprehensive Education Services

- Options
  - Special school districts with funding formulas based on need, mobility of youth
  - Monies follow youth. Home school districts continue to support education services
  - Juvenile justice agencies contract out education services to private providers
- Many of the failures of juvenile justice education programs are associated with inadequate funding and infrastructure to support education

# Polling Question #5

Do all students in your secure care settings participate in the mandatory statewide student accountability system/testing, unless the youth holds a high school diploma or GED?

- Yes
- No
- Not Sure

# Characteristics 3 and 4 of June 9 Jointly Issued Memo: *Develop Human Capital Strategy and Rigorous and Relevant Curriculum*



**David Domenici**  
**Executive Director**  
**Center for Educational Excellence in Alternative Settings**

# Develop an Explicit Human Capital Strategy

- Recruit mission-driven teachers who are fully committed to and believe that incarcerated youth deserve a top notch education
- Recruit teachers who are committed to developing strong personal relationships with the students they serve
- Schools cannot afford to simply advertise on the agency website, or rely on human resources office to attract and select teachers
- Hold teachers accountable to meeting clear, agreed to standards that align with mission and instructional and curricular design strategy
- Support teachers who are committed to improving their craft; remove teachers who have low expectations and are not willing to do the hard, hard work required to prepare and deliver high quality instruction to students

# Develop Curriculum to Meet the Needs of Students with a Wide Range of Academic Skills

- Focus on project and theme-based curriculum that offers students a chance to demonstrate mastery around problems and challenges that are relevant and meaningful
- Ensure that curriculum is modular, offering students chances to complete mini-units, get feedback and earn credits in short time periods
- Scaffold curriculum so that it aligns with the common core, while also offering lower skilled students significant opportunities to develop skills
- Integrate technology and a range of multimedia platforms to enhance curriculum, offer wide range of content, and support individualization
- Avoid 'packets' and photocopies of low rigor, low interest work that simply keeps students busy

# Polling Question #6

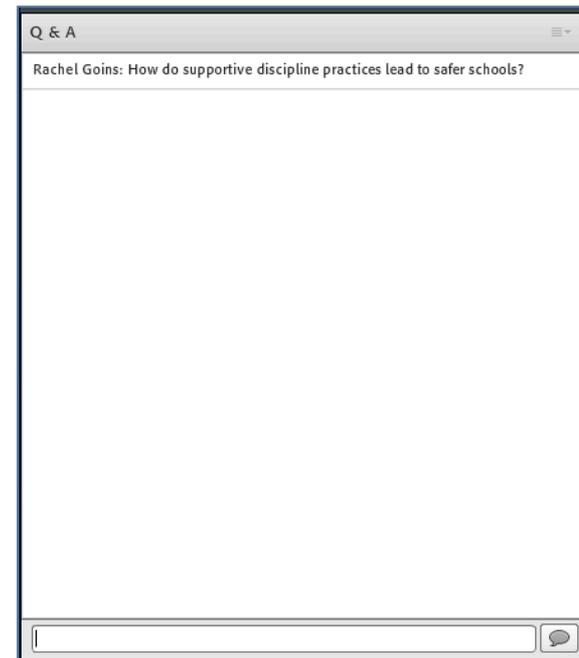
Do you currently have a quality assurance protocol and formal processes that are specifically designed for educational programming within your secure care settings designed to promote quality educational services and continuous quality improvement?

- Yes
- No
- Not Sure

# Discussion with.....



# Questions?



If you have a question for the presenters, please type it in the Q&A Pod or email [sttac@air.org](mailto:sttac@air.org) during the Webinar.

# Providing High Quality Educational Services for Young People in Custody



**Michael Dempsey**

**Executive Director, Division of Youth Services**

**Indiana Department of Correction**

# Positive Youth Development

- Education is the foundation and core program for the Division of Youth Services;
- We expect all youth to be fully engaged in school for 6 hours per day, regardless of their needs, behavior, or assignment within the facility;
- Facility climates place a high priority on education and promote learning, all staff are involved in the process;
- High expectations for staff and youth to stay engaged in the process of learning and to promote long-term outcomes for youth;
- Youth Development Specialists and Counselors are in the school with their kids throughout the day and assist in any behavioral and de-escalation situations to keep the kids engaged in school and reduce any need for removal or separation;
- Everyone's focus is on keeping kids engaged and progressing in school;

# Importance of Involving Parents

How has your agency's work with the Vera Institute impacted family involvement with the youth while they are with Indiana DYS?

- Surveys helped us recognize the need to embrace parents/families in the education process – **parent engagement impacts educational outcomes!**;
- Created a Parents/Guardians Bill of Rights to engage parents in all aspects of their child's life while with DOC/DYS;
- Promote an atmosphere of engagement, trust and compassion which improves quality of life, facility atmosphere, safety, and education performance and outcomes;
- Better use of technology to enhance family engagement and education;
- PIES (Parent Information and Education Sessions);
- Receive progress reports and participate in IEP's and case conferences;
- Family Days and special activities in the school, facility & school tours;
- Parents involved reducing need for separation and assist in de-escalation;

# High Expectations

## Expectations for school attendance and education services for the youth?

- Time spent in instruction impacts academic achievement and improves long-term outcomes;
- Addressing behavior is critical, but needs to be done in a manner that keeps kids engaged in the learning process;
- Exclusion from the learning process only exacerbates poor behavior and further declining education performance;
- All youth are expected to participate in 6 hours of education;
- Special and separated populations all receive the same full day of school regardless of the nature of their behavior and/or need for separation;
- Emphasis is always on school participation;
- All students receive comparable services to youth in public schools, state accountability and grades that transfer to home school upon release;

# Polling Question #7

Do you currently have school related activities designed specifically to engage family members in their child's education in secure care settings (i.e.: special family events at the facility school, school open house, award's day, graduation ceremonies, art and poetry event for parents?)

- Yes
- No
- Not Sure

# Discussion with Michael Dempsey



# Reforming Education Delivery in the JJ Educational System



**Susan Lockwood**

**Director of Juvenile Education, Division of Youth Services  
Indiana Department of Correction**

# Working through Challenges

- Had to convince staff that:
  - There are viable alternatives to punishing students when misconduct occurs
  - Kids need to be actively engaged in learning
  - The importance of consistency and routines for student success

# “Regular” School in Indiana DYS

- Same curriculum as public schools
- Same expectations of teachers as public schools
- Involving parents as much as possible
- Working together to develop and implement individual learning plans for kids
- Consultative approach with youth and family in the development of ILP and educational goals—increasing youth buy in and engagement

# Parent Involvement

- Individual Learning Plans
- Special Education Case Conferences
- Progress Reports/Student Overview Reports/Report Cards

# Discussion with Susan Lockwood



# Polling Question #8

Are you actively working on a response to the federal characteristics outlined in the June 9 letter?

- Yes
- No
- Not Sure

# Ensuring Equitable Service in a JJ School



**Chris Stilwell**

**Principal**

**Providence Junior-Senior High School**

**Pendleton Juvenile Correctional Facility**

# Guarding Instructional Time

- Expanded access to education services
  - Fundamental belief that all kids need to be in school six hours per day five days per week
  - Limiting access to education only makes matters worse for kids when they go back to their communities
  - Transformation in culture and attitude

# High Expectations

- Focus on students achieving high outcomes
- Teachers are held accountable
- Ensure quality teachers—great teachers lead to students who achieve and a quality school

# Transition and Reentry

- Provide services to students that support their transition and reentry process.
  - Focus on educational success upon discharge
  - Ensure pro-social decision-making
  - Include career planning
  - Provide transition coordination/coordinators

# Polling Question #9

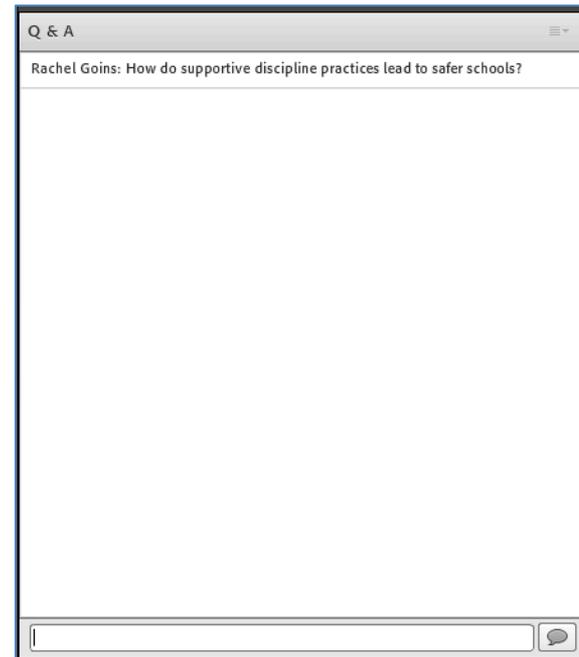
Do you currently mail/email report cards home to parents at the traditional grading periods (4 to 6 times per school year) to inform parents of their children's progress in school?

- Yes
- No
- Not Sure

# Discussion with Chris Stilwell



# Questions?



If you have a question for the presenters, please type it in the Q&A Pod or email [sttac@air.org](mailto:sttac@air.org) during the Webinar.

# To Access the School Discipline Package

[www.ed.gov/school-discipline](http://www.ed.gov/school-discipline)

The screenshot displays the ED.gov website interface. At the top, the ED.gov logo and "U.S. Department of Education" are visible, along with a search bar and navigation tabs for Funding, Policy, Research, News, and About ED. The main content area is titled "GENERAL School Climate and Discipline" and features a video player. The video player shows a man speaking, with a subtitle in Spanish: "El Paquete incluye nuevas directrices sobre la obligación legal de todas las escuelas, según la ley federal, de administrar la disciplina estudiantil sin discriminar por motivos de raza, color, u origen nacional." Below the video, there is a link: "Click here for an alternate version of the video with an accessible player." To the right of the video player, there is a "How Do I Find...?" section with a list of links: Student loans, forgiveness; Pell grants; College accreditation; Grants; No Child Left Behind; and More. Below this is a "Popular Searches" section with links for Contact, FERPA, Race to the Top, FAFSA, and 1098-E, tax forms. Further down are buttons for Teachers, Parents & Families, Preschool-12 Reform, and College Affordability. At the bottom right, there is a "Get Connected" section with links for Facebook, YouTube, Twitter, and Email Updates, and a "More..." link. The "Related Topics" section at the very bottom lists "Key Policy Letters".

**ED.gov** U.S. Department of Education

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- Web Survey

**GENERAL**  
**School Climate and Discipline**

U.S. Departments of Education and Justice Relea...

Click here for an [alternate version of the video with an accessible player.](#)

**GUIDANCE PACKAGE**

- Dear Colleague letter**  
Guidance letter prepared with our partners at the U.S. Department of Justice describing how schools can meet their obligations under federal law to administer student discipline without discriminating on the basis of race, color, or national origin.  
[English](#) [PDF, 587] | [En español](#) [PDF, 644K]
- Guiding Principles** [PDF, 1MB] Prólogo de Secretario Arne Duncan [En español](#) [PDF, 314K]  
Guidance document which draws from emerging research and best practices to describe three key principles and related action steps that that can help guide state- and locally controlled efforts to improve school climate and school discipline.

**How Do I Find...?**

- Student loans, forgiveness
- Pell grants
- College accreditation
- Grants
- No Child Left Behind
- More

**Popular Searches**

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- FERPA
- Race to the Top
- FAFSA
- 1098-E, tax forms

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**Preschool-12 Reform**

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- Key Policy Letters

# For More Information

- June 9 Memo:  
<http://www2.ed.gov/policy/elsec/guid/secletter/140609.html>
- School Discipline Consensus Report:  
<http://csgjusticecenter.org/youth/school-discipline-consensus-report/>
- Discipline Disparities Research to Practice Collaborative:  
<http://www.indiana.edu/~atlantic/>
- Commission on the Improvement of the Status of Children in Indiana:  
<http://www.in.gov/children/>
- Title I, Part D, data: [http://www.neglected-delinquent.org/sites/default/files/NDTAC\\_AnnPerf\\_2011-12\\_2\\_508.pdf](http://www.neglected-delinquent.org/sites/default/files/NDTAC_AnnPerf_2011-12_2_508.pdf)
- Reentry Education Model:  
<http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/reentry-model.pdf>
- InFocus Web Training: Successfully Transitioning Youth From Secure Care Back To School  
<http://www.neglected-delinquent.org/events/successfully-transitioning-youth-secure-care-back-school>

# For Assistance

The logo for STTAC (Office of Juvenile Justice and Delinquency Prevention's State Training and Technical Assistance Center) features the letters "STTAC" in a bold, white, serif font, set against a dark brown rectangular background.

OJJDP State Training and  
Technical Assistance Center

Office of Juvenile Justice and Delinquency Prevention's State Training  
and Technical Assistance Center (STTAC)

U.S Department of Justice

[www.juvenilejustice-tta.org](http://www.juvenilejustice-tta.org)

The logo for Supportive School Discipline Communities of Practice (SSDCOP) features the words "Supportive School Discipline" in a bold, sans-serif font, with "Supportive" and "Discipline" in white and "School" in dark brown. Below this, the words "COMMUNITIES OF PRACTICE" are written in a smaller, dark brown font.

Supportive School Discipline Communities of Practice (SSDCOP)

U.S. Department of Education

<http://ssdcop.neglected-delinquent.org>

The logo for NDTAC (The National Evaluation and Technical Assistance Center for the Education of Children and Youth who are Neglected, Delinquent or At-Risk) features the letters "nd" in a stylized, lowercase font. The "n" is dark brown and the "d" is white with a dark brown outline. Below the logo, the website address "www.neglected-delinquent.org" is written in a small, dark brown font.

The National Evaluation and Technical Assistance Center for the  
Education of Children and Youth who are Neglected, Delinquent or At-  
Risk (NDTAC)

U.S. Department of Education

<http://www.neglected-delinquent.org>

# Reminders

- Sign up for the monthly SSD E-Digest. The latest issue will be released on July 16!
  - <http://ssdcop.neglected-delinquent.org/subscribe-ssdedigest>
- *We need your help!*
  - Please complete the series of polling questions that will now appear on your screen to provide feedback on today's event.