

**Education Outcomes Task Force
The Commission on the Improvement of the Status of Children in Indiana
Indiana Government Center South Building, Conference Room 17
January 8, 2016**

Members Present:

Melissa Ambre, Leslie Crist, Cathy Danyluk, Melaina Gant, Reba James, Terri Miller, Lenee Reedus-Carson, Theresa Ochoa, Paul Runyan, Julie Smart, Christopher Stilwell, and Susan Lockwood

Guests: JauNae Hanger, Children’s Policy and Law Initiative of Indiana, and Shaina Cavazos, Chalkbeat

The meeting began with introductions of new task force member, Mr. Christopher Stilwell, who is the Assistant Principal at Tri Junior-Senior High School in Spiceland, Indiana. Susan Lockwood indicated that Mr. Stillwell has also been the principal at the Pendleton Juvenile Correctional Facility and has extensive experience working with youth who are in the juvenile justice system.

Minutes from the November, 2015 meeting of the Education Outcomes Task Force were approved.

School Discipline and Culture:

Ms. JauNae Hanger, President of the Children’s Policy and Law Initiative provided an update to the group about the CLPI’s Summit on School Discipline, held October 6, 2015. The Summit on School Discipline was titled, “Leaders Collaborating to Advance Positive School Discipline in Indiana.”

The participants included representatives from a variety of stakeholders, including public school administrators, mental health professionals, juvenile justice, universities, researchers, Indiana Department of Education, and others.

Some of the questions discussed by the multi-disciplinary teams included, “What kinds of supports do we need in schools for early interventions?”, “What systems are already in place?”, “How can we prevent youth from going into the justice system”.

During the presentation, Ms. Hanger reviewed school discipline data from Dr. Russ Skiba, of the Equity Project at Indiana University. Based on data from 2012-2013, 1 in 9 students are suspended. 1 in 5 suspended students are African American.

It was noted that School Suspension and Expulsion is an issue being addressed across the state, and due to current interventions, current data might show improvement over the 2012-2013 data.

Cathy Danyluk, from the Indiana Department of Education, indicated that the “Other” category for STN reporting for suspension and expulsion has been updated. A current issue is the need to continue work

to make sure individual school information managements systems are aligned to the IDOE STN system so that the reporting codes correspond.

Additionally, the group discussed the need to capture information about what adults do with youth prior to suspending or expelling them from school. Does Higher Ed need to provide formal preparation to pre-service teachers to help them learn strategies for this?

Ms. Hanger reports that there is a group from CPLI, along with support from the IUPUI School of Social Work, who is developing a report from the School Discipline Summit, with a draft expected in late March and early April. She offered to distribute the draft to the Education Task Force prior to finalizing the report. The final report is expected by June and will be shared with policy makers. Ms. Hanger will discuss the final report with the Education Outcomes Task Force in July, 2016.

Ms. Hanger wants to present the report to the Commission on the Improvement of the Status of Children in Indiana, and also JDAI (Juvenile Detention Alternatives Initiative) and professional organizations.

Susan Lockwood emphasized the various federal initiatives that are aligned to this work, including the Supportive Schools Discipline Initiative, with resources and information available at: <http://www.neglected-delinquent.org/resource/supportive-school-discipline-initiative>

Ms. Julie Smart updated the group on the School Discipline and Climate sub-committee work. The Indiana Association of School Principals invited Ms. Smart to make a presentation at their annual conference in December. Additionally, she has been working with a Technical Assistance Advisor from the Safe and Supportive Discipline Initiative, provided through the American Institute of Research to guide Indiana school districts to complete surveys and develop plans to address school suspension and expulsion. She reported that Mr. Scott Bogan from the Indiana Department of Education would make a presentation to the Sub-Committee regarding teacher education preparation.

Systems of Care:

Dr. Terri Miller provided the group with a presentation about Systems of Care (SOC). She stated with SOC, youth and families need to be viewed under the same lens when we develop policies and interventions.

SOC Core Values: Community Based, Family Driven, Youth Guided, Culturally and Linguistically Competent

Supporting Principles

- ▶ Broad Array of Effective Services and Supports
- ▶ Individualized, Wraparound Practice Approach
- ▶ Least Restrictive Setting
- ▶ Family and Youth Partnerships

- ▶ Service Coordination & Cross-Agency Collaboration
- ▶ Services for Young Children and Their Families, Youth and Young Adults in Transition to Adulthood
- ▶ Linkage With Promotion, Prevention, and Early Identification
- ▶ Accountability

She indicated the Department of Mental Health and Addictions SAMHSA has a grant to expand SOC across the state

SOC outcomes realized include **decreased**:

- ▶ Behavioral and emotional problems
- ▶ Suicide rates
- ▶ Substance use
- ▶ Juvenile justice involvement

Additionally, outcomes include **increased**:

- ▶ Strengths
- ▶ School attendance & grades
- ▶ Stability of living situation

Indiana SOC Vision:

All young people, surrounded by supportive adults, achieve wellness, engage in their community, and together, promote wellness for generations to come.

State leaders and stakeholders envision communities that offer a sense of hope, community accountability and the pursuit and maintenance of wellness for the state's youth (i.e., mental, physical, emotional, spiritual wellness). This will be achieved through a coordinated effort among youth, families and community stakeholders that will break the cycle of untreated mental illness and generational challenges associated with trauma and end the stigma associated with seeking services and supports to achieve mental health wellness.

Youth and Family Involvement in the State's SOC:

Family and youth will be integrally involved in the oversight of the SOC expansion activities at the state and local levels.

- ▶ Family & Youth Sub-Committee was developed by the IN-SOC Governance Board to ensure active youth and family participation and oversight at the state-level SOC.
- ▶ Local SOC governance boards will develop family and youth involvement subcommittees to address the unique needs of youth and family in their community.

Indiana will create an ongoing process for the recruitment, orientation and participation of family and youth within state and local SOC.

Dr. Miller stated there is an SOC Coordinator in every county, and she provided the Task Force with a list of these county coordinators.

Virtual Schools: Hoosier Academy

Mr. Paul Runyan presented information about the Hoosier Academy to the group.

Hoosier Academy provides a Free Appropriate Public Education virtually. The internet is the “bus” to school.

Hoosier Academy has **Family Academic Support Teams (FAST)** providing support that helps families deal with technical issues, including how to enter attendance and check for progress. The family does not provide instruction, but a family member or adult over the age of 18 acts as the Learning Coach in the home who assures student engagement.

With Hoosier Academy, the student spends 3-5 hours per day with the Learning Coach “doing school”. As students get older, the Learning Coach is more of a mentor. There is an expectation that the Learning Coach is spending time with the student guiding instruction by not teaching.

The Hoosier Academy is chartered through Ball State University. There is no charge for books. It is not a “home school”. Some students enjoy a hybrid experience at the Hoosier Academy facility in Franklin, Indiana. There are approximately 250 students enrolled at the Franklin facility, and 3900 virtual students from all around the state.

Title I and Special Education services are available through the Hoosier Academy. Special Education Case Conferences are held virtually. The Hoosier Academy is funded at 90% of the school funding formula, and is eligible for supplemental funding through Title I and Special Education.

The Hoosier Academy promotes “community” through monthly activities in communities involving bowling events, ball games, park events, museum days, etc. which are optional for families.

Internet Access: Families with high school students are provided to those who need them. For those families with students in grades K-8, a desktop computer is provided. Those students who qualify for Free and Reduced lunch receive a \$20 per month stipend to assist with internet fees. Comcast offers significantly reduced internet subscriptions for those who need it.

Standardized Testing: Hoosier Academy has documented 96% participation in ISTEP and ECA. Families are not permitted to “opt out” of ISTEP and ECA.

Alternative to Expulsion: Hoosier Academy does not accept students who have been expelled from other schools. “Back on Track” plans: no option to withdraw. Hoosier Academy is piloting a Virtual

“Alternative School”. Truancy Officers have stated that if students withdraw and goes to virtual school, they would not be expelled.

Substance Abuse and Education

Susan Lockwood informed the group that Governor Pence and the Executive Committee of the Commission had asked the Education Outcomes Task Force and the Substance Abuse and Child Safety Task Force to work together to develop age appropriate substance abuse curriculum for students and offer ways to better connect affected youth with substance abuse services.

To date, Senator Head (Chair of the Substance Abuse and Child Safety Task Force) and Susan Lockwood have had some initial discussions and will convene a joint sub-committee to work on this project.

“GAP” Funding for School Corporations to offer Alternative Placements

Susan Lockwood informed the group that she had asked the Indiana Association of Public School Superintendents and Indiana Association of School Principals to provide input and ideas regarding the need for any additional funding for alternative placements as a means of keeping students connected to school instead of suspension and expulsion. Surprisingly, most responses from school administrators centered on the need to incentivize school districts to continue to work with the youth (incentives need to include options in the School Accountability Plan)....not necessarily additional funding.

Most administrators stated they were concerned that keeping a “marginal” student would hurt accountability measures such as graduation rates, and standardized testing.

This information will be discussed during the School Discipline and Climate Sub-Committee meeting.

OJJDP Reentry Projects with IDOC/DYS

Susan Lockwood provided the group with a written update on three reentry grant projects currently underway with the Indiana Department of Correction/Division of Youth Services, since the Education Outcomes Task Force is fulfilling the role of the Statewide Reentry Task Force for these projects.

Meeting adjourned at 12:00 noon.