

Commission on
Improving *the* Status
of Children in Indiana

Commission on Improving the Status of Children

MAY 8, 2019

Agenda

1. Welcome and Introductions
2. Consent Agenda—Minutes

Agenda

3. Executive Director Update

- Legislative Report
- Accountability report
- Youth Engagement

Agenda

4. Strategic Priority: Child Safety & Services

- Framework for the Prevention of Child Maltreatment

Agenda

4. Strategic Priority: Child Safety & Services

- Sarah Sailors: DCS Data Update



**DCS update to the
Commission on Improving
the Status of Children**

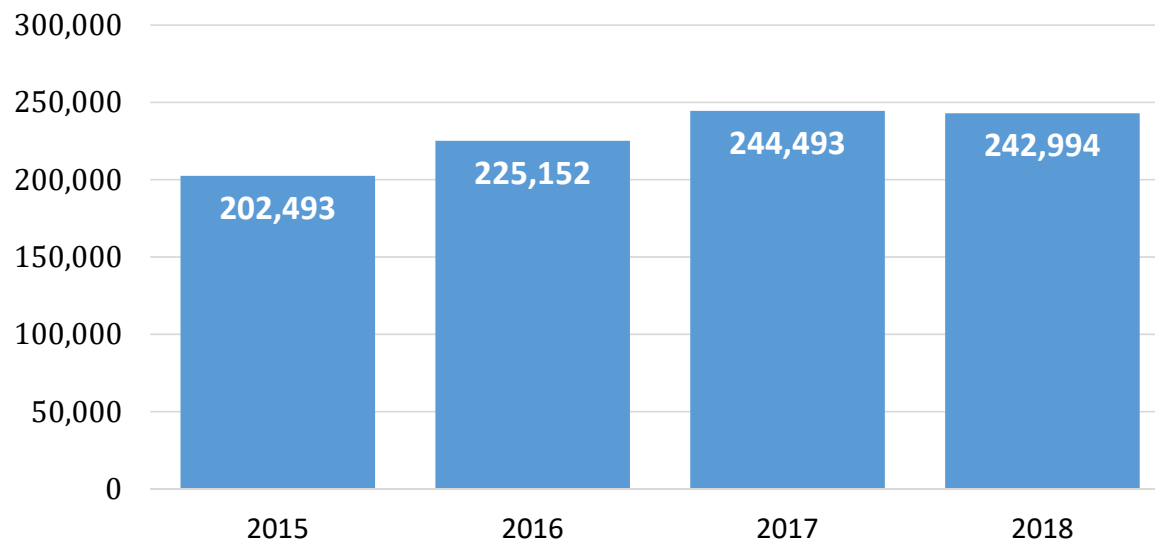
May 8, 2019

**Sarah Sailors, MSW
Deputy director, field operations**

Child Abuse & Neglect Hotline

- Reports to the hotline are stable:
 - 242,994 reports in 2018 (20% increase since 2015)

Hotline reports by Calendar Year



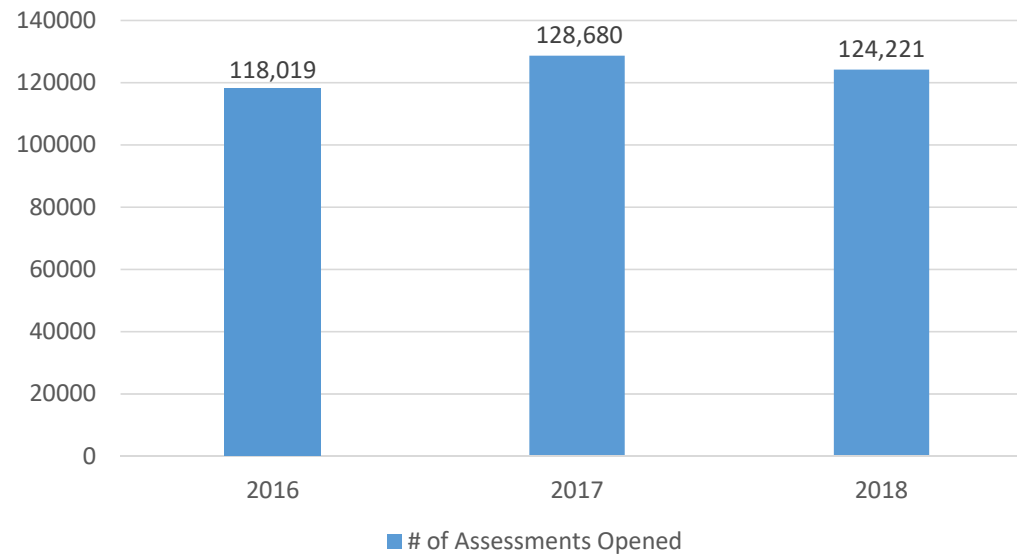
Source: MaGIK Hotline data



Indiana children will live in safe, healthy and supportive families and communities

Assessments Assigned

Assessments assigned during the calendar year



Indiana children will live in safe, healthy and supportive families and communities

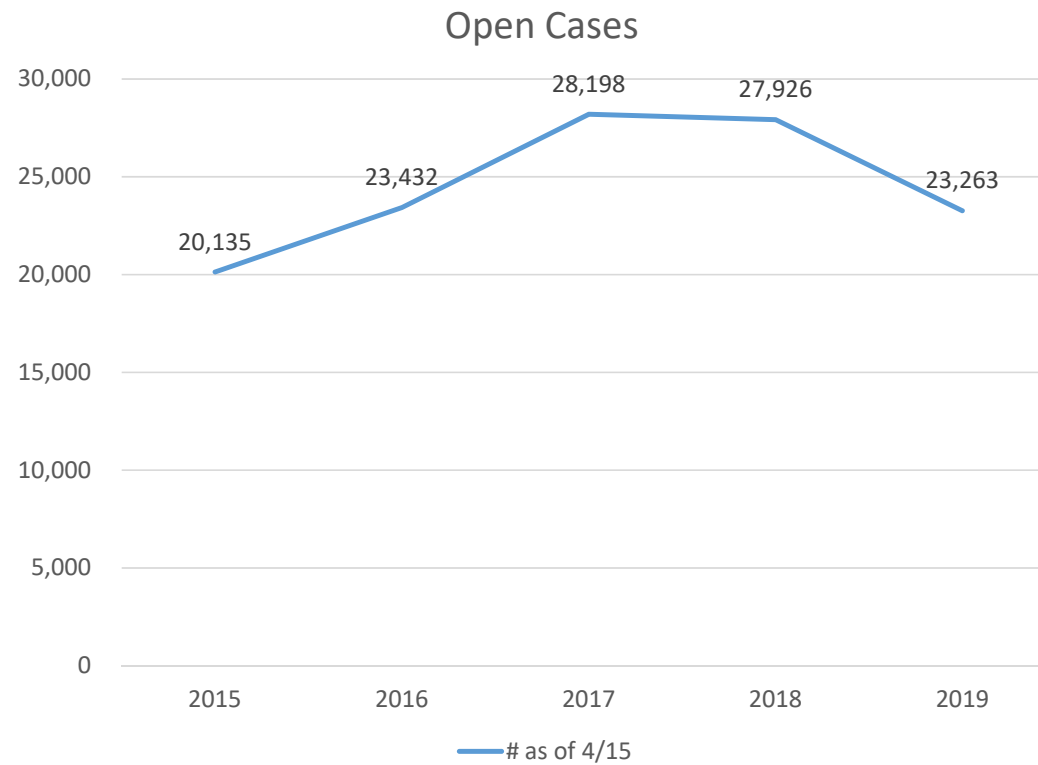
Case Numbers

- At the end of April 2019, DCS had:
 - 23,263 open cases
- Of those 23,263 open cases:
 - 19,094 Child in Need of Service (CHINS) cases
 - 3,375 Informal Adjustments (IAs)
 - 794 Collaborative Care cases
- 11,295 new assessments assigned in April 2019



Indiana children will live in safe, healthy and supportive families and communities

Case Numbers

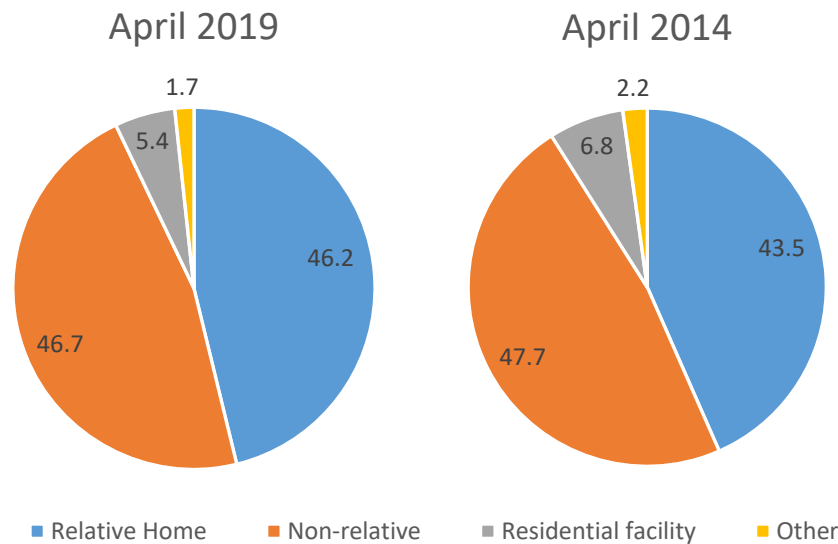


Indiana children will live in safe, healthy and supportive families and communities

CHINS Cases & Placement

- 19,094 open CHINS cases at the end of April 2019
- 14,434 (76%) were placed in out-of-home care

Out-of-home placement breakdown (by %)



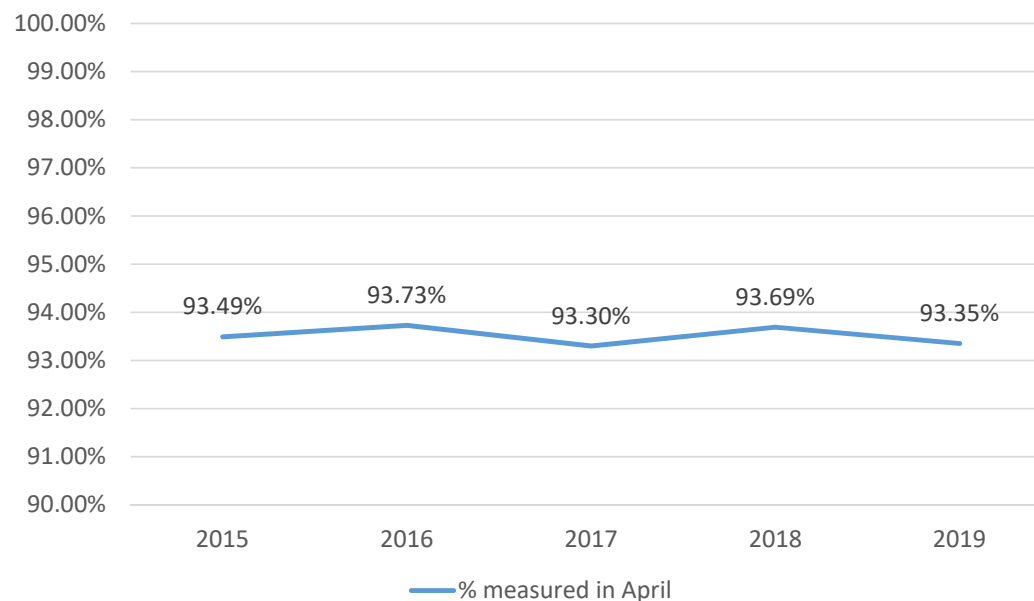
Source: MaGIK Monthly Data



Indiana children will live in safe, healthy and supportive families and communities

Absence of repeat maltreatment

Absence of repeat maltreatment within six months



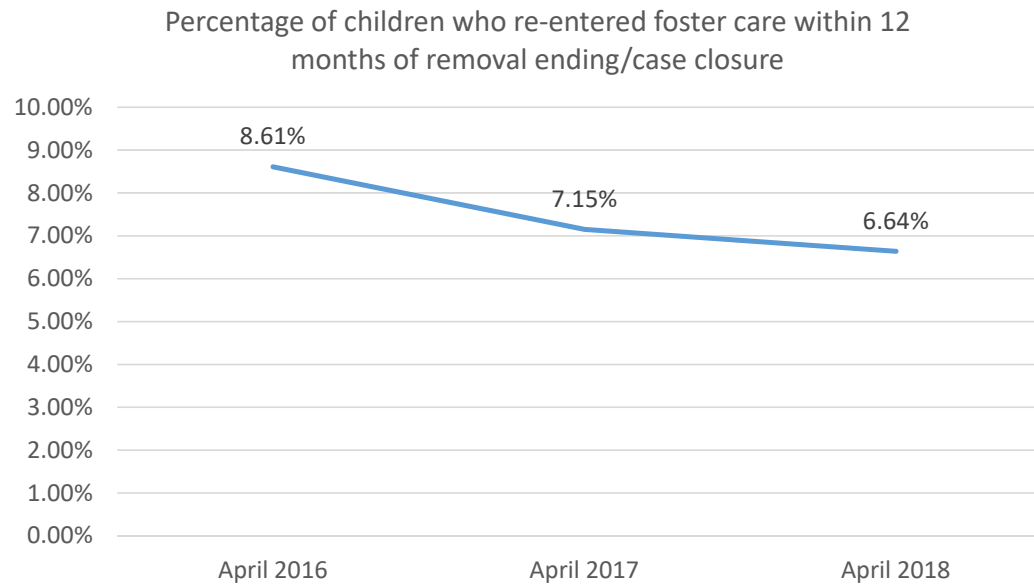
- 94.6% is the national standard for absence of repeat maltreatment within six months.

Source: MaGIK Monthly Data



Indiana children will live in safe, healthy and supportive families and communities

Re-entry into the DCS system



- NOTE: This data is for cases that closed specifically with closure type of guardianship, permanent placement with relative or reunification. It is not all case closures.

Source: MaGIK Monthly Data



Indiana children will live in safe, healthy and supportive families and communities

Agenda

5. Strategic Priority: Educational Outcomes

- Valerie Beard, IDOE
 - Educational Outcomes of Homeless Youth

Educational Outcomes for Indiana's Homeless Youth

Valerie Beard

Assistant Director of English Learner &
Migrant Education Programs



Indiana
DEPARTMENT OF
EDUCATION



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Working Together for Student Success

Statutory Authority: HEA 1314-2018

In 2018, the Indiana legislature passed House Enrolled Act 1314, which requires the Indiana Department of Education (IDOE), the State Board of Education (SBOE), and the Department of Child Services (DCS) to work collaboratively to prepare an annual report on the educational outcomes of homeless children and youth in our state.

The first [Annual Report on Homeless Youth Educational Outcomes](#) was reviewed and approved by SBOE on April 10.



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Defining Homelessness

Homeless students are those who lack a **fixed, regular, and adequate** nighttime residence. This includes students who are:

- Sharing housing due to loss of housing, economic hardship, or a similar reason (i.e., “doubled up”).
- Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative housing
- Staying in emergency and transitional shelters



Defining Homelessness

Homeless students are those who lack a **fixed, regular, and adequate** nighttime residence. This includes students who are:

- Living in public or private places not designed for humans to live
- Living in cars, parks, or bus or train stations
- Living in abandoned buildings or substandard housing
- Migratory children or unaccompanied youth living in any of the above situations



National Homeless Youth Statistics

- Each year, over 700,000 youth aged 13-17 experience homelessness in the United States.
- The prevalence of homelessness is comparable across rural and urban contexts.
- Between 20-40% of homeless youth identify as LGBTQ.
- 46% of “runaway” and homeless youth report having been physically abused, and 17% report having been forced into unwanted sexual activity by a family or household member.



Homeless Youth in Indiana

School Enrollment (2017-2018)

	Homeless Students	All Students
Traditional Public Schools	16,723	1,006,278
Charter Schools	612	47,089
State-Run Schools (Blind, Deaf, Corrections)	16	821



Homeless Youth in Indiana

Graduation Rate (2017-2018)

	Homeless Students	All Students
Cohort Size	1088	82,234
Total Graduates	895	72,466
Graduation Rate	82.3%	88.1%



Homeless Youth in Indiana

Disciplinary Incidents (2017-2018)

	Homeless Students	All Students
Total Students Suspended	3,302	96,370
% of Population Suspended	17.9%	8.9%
Total Students Expelled	81	3,088
% of Population Expelled	0.43%	0.28%



@Edu

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Homeless Youth in Indiana

Grades 3-8 ISTEP+ Proficiency (2017-2018)

	Homeless Students	All Students
English/Language Arts Pass Rate	41.3%	64.1%
Math Pass Rate	34.0%	58.3%



Homeless Youth in Indiana

Grade 10 ISTEP+ Proficiency (2017-2018)

	Homeless Students	All Students
English/Language Arts Pass Rate	28.8%	58.9%
Math Pass Rate	11.8%	36.2%



What's Next?

IDOE is consulting with DCS and other stakeholders to develop and finalize the remediation plan for Indiana's homeless youth by August 31.

Interested in providing input? Please let me know!

Valerie Beard

Assistant Director of EL
and Migrant Education Programs

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(317)232-0558



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Agenda

5. Strategic Priority: Educational Outcomes

- Jeff Wittman, IDOE and Melaina Gant, DCS
 - Educational Outcomes of Foster Youth



HEA1314-2018: Annual Report on Foster Care Youth Educational Outcomes

Melaina Gant, DCS and Jeff Wittman, IDOE



Statutory Authority (IC 20-19-3-18)

- HEA 1314-2018 required:
 - Report of foster youth educational outcomes
 - Remediation plan
 - Annual updates
- Mandated data sharing procedures between DOE and DCS



Report Development Timeline

- ▶ January 15, 2019: Graduation Rate
- ▶ January 31, 2019: DOE staff to send SBOE staff data
- ▶ March 12, 2019: SBOE staff to review DOE data; DOE and DCS to prepare Foster Care Youth Report and send report to SBOE for review
- ▶ April 1, 2019, and each year thereafter: DOE shall submit the Homeless Youth Care Report to DCS and the Legislative Council
- ▶ June 30, 2019: Remediation plan



The Unique Academic Challenges of Foster Care Population

- More likely to:
 - change schools during the school year
 - be in special education classes
 - fail to receive passing grades
- Dropout rates=3x higher for foster youth than other low-income children
- Only about 50% graduate from high school.
- >40% of school-aged children in foster care have educational difficulties



The Unique Academic Challenges of Foster Care Population

- Medical, mental, oral, and psychosocial health issues
- Especially trauma
- Compounded by a lack of adequate access to health services



National Foster Youth Statistics

- ▶ 34% of 17-18-year-olds have experienced 5 or more school changes
- ▶ 3x more likely to be expelled
- ▶ 2x more likely to have out-of-school suspension
- ▶ Average reading level of 17-18-year-old foster youth is 7th grade
- ▶ 35%-47% are receiving special education services
- ▶ 63% in the Midwest complete high school by age 18



National Foster Youth Statistics

- ▶ 437,465 youth were in foster care as of September 30, 2016 with 65% experiencing more than one home placement while in care
- ▶ Foster children are categorically eligible for free meal benefits per the USDA Food and Nutrition Services Eligibility Manual



Indiana's Foster Youth Statistics

- ▶ 31,042 Indiana students foster care in 2017
- ▶ First time collecting this data at the state level
 - ▶ Local DCS offices notified schools of a child's foster status by submission of a form via email to the LEA's identified Point of Contact.
 - ▶ LEAs reported their foster youth data at the end of the academic year to IDOE.
- ▶ Majority (8,335) in traditional public schools, small percentage attending charters.
- ▶ Nonpublic schools do not report foster care status to the state, so the enrollment of foster care students is currently unknown.

Enrollment

	School Type (Enrollment Count)			
	Foster Care Student Count	Percentage	All Students	Percentage
Traditional Public	8335	91.8%	1006278	88.3%
Charter	469	5.2%	47089	4.1%
State Run (Blind, Deaf, Corrections)	9	0.1%	821	0.1%
Non-public*	263	2.9%	85634	7.5%

*Non-public schools do not report foster care status

Graduation Rates and Waivers

Overall Graduation Rate

	Cohort Size	Total Graduates	Graduation Rate
Foster Care	378	244	64.6%
All Students	82234	72466	88.1%

Waivers for Graduation Requirements

	Waiver Graduates	Graduate Waiver Rate	Non-Waiver Graduates	Non-Waiver Graduation Rate
Foster Care	51	20.9%	193	79.0%
All Students	6029	8.3%	66437	80.8%

Diploma Types

	Diploma Type			
	Foster Care	% Diploma (Foster)	All Students	% Diploma (All)
General	45	18.4%	6862	9.5%
Core 40	177	72.5%	36740	50.7%
Core 40 - Academic Honors	19	7.8%	23770	32.8%
Core 40 - Technical Honors	2	0.8%	1567	2.2%
Core 40 - Academic and Technical Honors	1	0.4%	3278	4.5%
International Baccalaureate	0	0%	248	0.3%

Grade Promotion and Retention Rates

2017-18 Total Grade Promotion/Retention (PreK-11)

	Student Count	Retained	Retained %	Promoted	Promotion %
Foster Care	8019	315	3.9%	7704	96.1%
All Students	1009855	18464	1.8%	991391	98.2%

2017-18 and 2018-19 Total Grade Promotion/Retention Disaggregated by Grade

	Student Count	Retained	Retained %	Promoted	Promotion %
Prekindergarten	186	76	40.9%	110	59.1%
Kindergarten	811	83	10.2%	728	89.8%
Grade 1	870	42	4.8%	828	95.2%
Grade 2	758	19	2.5%	739	97.5%
Grade 3	798	14	1.8%	784	98.2%
Grade 4	712	5	0.7%	707	99.3%
Grade 5	677	11	1.6%	666	98.4%
Grade 6	587	8	1.4%	579	98.6%
Grade 7	558	5	0.9%	553	99.1%
Grade 8	561	5	0.9%	556	99.1%
Grade 9	535	16	3.0%	519	97.0%
Grade 10	547	14	2.6%	533	97.4%
Grade 11	419	17	4.1%	402	95.9%

Grade Promotion and Retention Rates – Delineated by Subgroups

2017-18 Grade Promotion/Retention Disaggregated by Subgroup

	Student Count	Retained	Retained %	Promoted	Promotion %
American Indian/ Alaskan Native	27	***	***	***	***
Black	1621	59	3.6%	1562	96.4%
Asian	30	0	0.0%	30	100.0%
Hispanic Ethnicity	643	16	2.5%	627	97.5%
White	5070	218	4.3%	4852	95.7%
Multiracial (two or more races)	620	22	3.5%	598	96.5%
Native Hawaiian or Other Pacific Islander	8	***	***	***	***
Female	3851	127	3.3%	3724	96.7%
Male	4168	188	4.5%	3980	95.5%
Free/Reduced Lunch	2709	169	6.2%	2540	93.8%
Paid Lunch	5310	146	2.7%	5164	97.3%
Special Education	27	***	***	***	***
General Education	1621	59	3.6%	1562	96.4%

Disciplinary Actions

Discipline (Public Schools)

	Students Suspended	Suspension %	Students Expelled	Expulsion %	Total number of students
Foster Care	1923	21.0%	51	0.55%	9145
All Students	96370	8.9%	3088	0.28%	1075466

Discipline Disaggregated by Grade

	Students Suspended	Students Expelled	Total Students
Pre-Kindergarten	1	0	146
Kindergarten	88	0	887
Grade 1	101	1	926
Grade 2	111	0	809
Grade 3	110	0	849
Grade 4	130	1	768
Grade 5	137	1	729
Grade 6	189	2	635
Grade 7	189	8	598
Grade 8	220	9	611
Grade 9	200	12	626
Grade 10	217	6	666
Grade 11	162	7	610
Grade 12	79	4	428

Disciplinary Actions – Delineated by Subgroups

	Discipline Disaggregated by Subgroup		
	Students Suspended	Students Expelled	Total Students
American Indian/ Alaskan Native	***	***	31
Black	627	15	1914
Asian	3	0	39
Hispanic Ethnicity	144	2	733
White	976	33	5715
Multiracial (two or more races)	164	1	704
Native Hawaiian or Other Pacific Islander	***	***	9
Female	650	17	4390
Male	1273	34	4755
Free/Reduced Lunch	828	10	3062
Paid Lunch	1095	41	6083
Special Education	650	17	4390
General Education	1273	34	4755

Standardized Testing Results – ISTEP Grades 3-8

Total ISTEP Passage Rates (Grade 3-8)

	English/Language Arts			Math		
	Tested Students	Students Passing	Pass Rate	Tested Students	Students Passing	Pass Rate
Foster Care	3820	1653	43.3%	3842	1471	38.3%
All Students	503181	322541	64.1%	504261	294050	58.3%

ISTEP Passage Rates (Grade 3-8) Disaggregated by Grade

	English/Language Arts			Math		
	Tested Students	Students Passing	Pass Rate	Tested Students	Students Passing	Pass Rate
Grade 3	796	403	50.6%	800	372	46.5%
Grade 4	735	335	45.6%	745	296	39.7%
Grade 5	671	261	38.9%	672	333	49.6%
Grade 6	564	243	43.1%	567	182	32.1%
Grade 7	525	210	40.0%	524	133	25.4%
Grade 8	529	201	38.0%	534	155	29.0%

Standardized Testing Results – ISTEP Grades 3-8 – Delineated by Subgroups

ISTEP Passage Rates (Grade 3-8) Disaggregated by Subgroup

	English/Language Arts			Math		
	Tested Students	Students Passing	Pass Rate	Tested Students	Students Passing	Pass Rate
American Indian/ Alaskan Native	***	***	***	***	***	***
Black	726	220	30.3%	729	175	24.0%
Asian	15	12	80.0%	15	8	53.3%
Hispanic Ethnicity	332	143	43.1%	330	122	37.0%
White	2441	1139	46.7%	2459	1036	42.1%
Multiracial (two or more races)	290	137	47.2%	293	125	42.7%
Native Hawaiian or Other Pacific Islander	***	***	***	***	***	***
Female	1872	933	49.8%	1878	704	37.5%
Male	1948	720	37.0%	1964	767	39.1%
Special Education	1115	199	17.8%	1123	221	19.7%
General Education	2705	1454	53.8%	2719	1250	46.0%

Standardized Testing Results – ISTEP Grades 10 (First Time)

ISTEP Grade 10 (First Time)

	English/Language Arts			Math		
	Tested Students	Students Passing	Pass Rate	Tested Students	Students Passing	Pass Rate
Foster Care	498	143	28.7%	497	45	9.1%
All Students	80265	47240	58.9%	80192	29003	36.2%

Standardized Testing Results – ISTEP Grade 10 (First Time) – Delineated by Subgroups

ISTEP Grade 10 Disaggregated by Subgroups (First Time)

	English/Language Arts			Math		
	Tested Students	Students Passing	Pass Rate	Tested Students	Students Passing	Pass Rate
American Indian/ Alaskan Native	***	***	***	***	***	***
Black	126	20	15.9%	125	4	3.2%
Asian	***	***	***	***	***	***
Hispanic Ethnicity	34	7	20.6%	33	4	12.1%
White	292	102	34.9%	292	32	11.0%
Multiracial (two or more races)	41	10	24.4%	42	3	7.1%
Native Hawaiian or Other Pacific Islander	0			0		
Female	270	86	31.9%	265	24	9.1%
Male	228	57	25.0%	232	21	9.1%
Special Education	151	10	6.6%	151	2	1.3%
General Education	347	133	38.3%	346	43	12.4%

Standardized Testing Results – IREAD Grade 3

IREAD-3			
	Tested Students	Students Passing	Pass Rate
Foster Care	803	634	79.0%
All Students	84405	73547	87.1%

School Accountability Grades

	School Accountability Grades					
	A	B	C	D	F	No Grade/Appeal Pending
Foster Care Student Count and %	1640 (18.5%)	3145 (37.6%)	1996 (22.5%)	936 (10.5%)	638 (7.2%)	522 (5.9%)
All Students Count and %	348952 (30.8%)	413636 (37.6%)	205648 (18.2%)	91659 (8.1%)	40137 (3.5%)	32394 (2.9%)



Pre-Kindergarten Pilot Program

- ▶ IDOE and DCS did not receive any data from the LEAs regarding the number and percentage of eligible foster care youth enrolled in the prekindergarten program under IC 12-17.2-7.2
- ▶ The On My Way Pre-K (OMW) program is also required to gather this information per the federal Child Care Development Block Grant reauthorization
- ▶ Further collaboration with OMW Pre-K staff is planned to provide a more comprehensive and informed picture



What now?

- ▶ Remediation plan due June 30, 2019
 - ▶ IDOE working with DCS, SBOE, local stakeholders, and foster youth to identify known barriers, develop plans and research available interventions



What now?

- ▶ Guiding principles for successful interventions include:
 - ▶ Immediate accessibility
 - ▶ Individualized, flexible, and choice-based
 - ▶ Developmentally appropriate for youth
 - ▶ Culturally competent
 - ▶ Trauma-informed
 - ▶ Housing First approach
 - ▶ Positive Youth Development
 - ▶ Family reunification and resiliency strategies

Education *is* a Path to Permanency

Agenda

5. Strategic Priority: Educational Outcomes

- Christy Berger, IDOE
 - Resilience Film Screening
 - [Trailer](#)

Agenda

5. Strategic Priority: Educational Outcomes

- Dr. Theresa Ochoa, Indiana University, and Derek Grubbs, IDOC
- Educational Passport Findings, Phase I

Education Outcomes Taskforce: Educational Passport Subcommittee

Theresa A. Ochoa, Indiana University & Derek Grubbs, Department of Correction

Susan Lightfoot, Henry County Probation

Mary Beth Buzzard, Department of Correction

Jesse Cooperman, Indiana University

May 2019 Report Summary

Subcommittee's Charge

- **Charge 1:** Describe the history of vulnerable children and youth and how they move from place to place and from school to school.
- **Charge 2:** Identify best-practice transition models at the state and national levels.

Approach to Study

Used a cross-sectional approach of three different student cases to develop a composite picture of vulnerable children

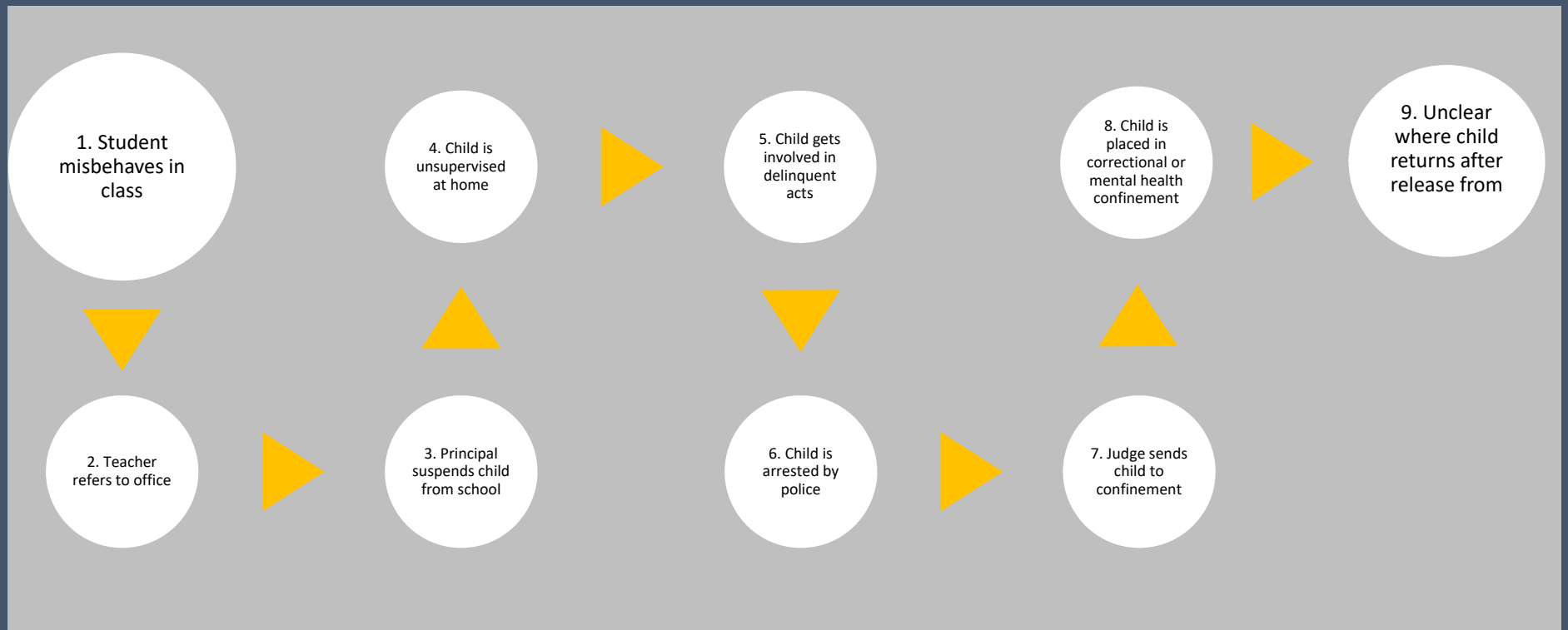
1. Thomas, a student in elementary school (Jesse Cooperman)
2. Joe, a student in probation (Susan Lightfoot)
3. Terry, a student in juvenile corrections (Mary Beth Buzzard)

Characteristics of vulnerable children in Indiana

- Persistent behavioral challenges
- Poor academic performance
- Diagnosis of a behavioral disorder or/and learning disability
- Low IQ but no reported special education services provided
- History of neglect, abuse, exposure to violence and drugs

Characteristics of vulnerable children in Indiana are consistent with those of vulnerable children in the rest of the country

Findings for Charge #1: Children and youth who are not in school are frequently lost in the transition process



Findings for Charge 2: Describe transition best-practices at the national level

Review of Literature on Transition from Correctional Programs

1. Natural Bridge Transition Program
2. Youth Reentry Specialist Program
3. Achieving Rehabilitation Individualized Education, and Employment Success (ARIES)
4. Intensive Aftercare Program
5. Nashua Youth Reentry Project
6. Service Utilization to Promote the Positive Rehabilitation and Community Transition of Incarcerated Youth with Disabilities (SUPPORT)
7. Georgia Department of Juvenile Justice Student Transition Program
8. Transition Services for Juvenile Detainees with Disabilities

Findings for Charge 2: Describe transition best-practices at the national level

- Transition planning should begin as soon as the youth enters confinement (Baltodano, Mathur, & Rutherford 2005; Risler & O'Rourke, 2009)
- Conduct a comprehensive assessment of academic, vocational, and mental health needs (Gies, 2000; Hogan, Bullock, & Fritsch, 2010; Risler & O'Rourke, 2009; Stephens & Arnette, 2000)
- Contact community school to request records (e.g., IEP, school transcripts) as soon as possible (Gemignani, 1994; Hogan, Bullock, & Fritsch, 2010; Muller, 2011; Risler & O'Rourke, 2009; Sheldon-Sherman, 2012)
- Use assessment results to design and implement a comprehensive individualized program (Gies, 2000; Muller, 2011; Nellis & Wayman, 2009; Osher, Amos, & Gonsoulin, 2012)
- Establish who among the staff personnel will be responsible for transition (Clark & Unruh, 2010; Gies, 2000)

Transition back to the community should drive educational programming while in confinement (Baltodano, Mather, & Rutherford, 2005; Ingersol & LeBoueff, 1997)

- **Involve the youth and his or her family to the extent possible** (Geddes & Keenan, 2006; Risler & O'Rourke, 2009; Sheldon-Sherman, 2010)
- **Create a transition portfolio** (Clark & Unruh, 2010; Osher, Amos, & Gonsoulin, 2012; Risler & O'Rourke, 2009)
- **Form a multi-disciplinary interagency transition team** (Ingersol & LeBoueff, 1997; Muller, 2011; Nellis & Wayman, 2009; Osher, Amos, & Gonsoulin, 2012; Risler & O'Rourke, 2009)
- **Indicate each service provider's responsibilities and create a system of accountability for transition goals** (Clark & Uhrh, 2010; Geddes & Keenan, 2006; Sheldon-Sherman, 2010)
- **Monitor progress in the individual learning plan and/or IEP and modify goals as needed** (Clark & Uhrh, 2010; Hogan, Bullock, & Fritsch, 2010; Osher, Amos, & Gonsoulin, Risler & O'Rourke, 2009)

Determine the most appropriate educational placement in the community for each youth (Geddes & Keenan, 2006; Gemignani, 1994)

- **Conduct pre-release meeting 60 days prior to release to review portfolio and discuss plans for return to community** (Risler & O'Rourke, 2009)
- **Visit the community school with the youth** (Sheldon-Sherman, 2010; Stephens & Arnette, 2000)
- **Finalize educational plan from facility to school prior to release** (Gemignani, 1994; Sheldon-Sherman, 2010)
- **Conduct formal exit interview at least 10 days prior to release** (Risler & O'Rourke, 2009)
- **Finalize portfolio noting achievements, growth and accomplishments during confinement** (Risler & O'Rourke, 2009)
- **Send records from confinement facility to community school** (Clark & Unruh, 2010; Hogan, Bullock, & Fritsch, 2010; Risler & O'Rourke, 2009; Roy-Stevens, 2004; Stephens & Arnette, 2000)

Information Models in Indiana

- CHIRPS – immunization records: <https://chirp.in.gov/main.jsp>
- INSPECT – drug monitoring program: <https://www.in.gov/pla/inspect/>
- Opioid Addiction Multi Agency Coordination :
<https://snohomishcountywa.gov/DocumentCenter/View/48010/Community-Coming-Together-Opioid-Response-Group-Established-with-Multi-Agency-Commitment>
- Migrant Students Records Exchange Initiative (MSIX):
<https://www2.ed.gov/admins/lead/account/recordstransfer.html>
- Oddysey Public Access (MyCase) <https://secure.in.gov/judiciary/2984.htm>
- Indiana Health Information Exchange: <https://www.himss.org/indiana-health-information-exchange-ihie>

Conclusions

- **Children who are not in school get lost in the transition process as they move between different child-serving providers.** Agencies and institutions treat vulnerable children as best they can but when children move from one institution or agency to another, their records do not consistently follow them.
- **Currently, there is an institutional barrier around communication and information sharing between child-serving stakeholders.** Addressing the need to share information between the various child-serving agencies and institutions is a critical first step in improving the lives of vulnerable children.

Recommendations for Indiana

- **Children who are not in school have a higher risk of getting lost in the system. We recommend that the state**
 1. Expand training to improve classroom behavior management techniques used by teachers to keep students in the classroom
 2. Have schools adopt positive behavioral interventions and supports (PBIS) frameworks
 3. Focus on student engagement not punishment
 4. Minimize suspensions and expulsions from school
- **Transitioning out of an agency or program poses the most challenges. Once the youth exits a program agencies struggle to keep track of the youth's whereabouts. We recommend:**
 1. Add transition experts within schools, programs, and agencies charged with the sole responsibility to transition children in and out of agencies and programs
 2. Require a multi-disciplinary team to monitor when children transition into and out of programs
 3. Expect the multi-disciplinary transition team delineate transition needs and goals with specific names of the individual accountable for monitoring progress of each goal
 4. Appoint a team and allocate the resources for the team to establish a unified multi-agency information gathering and data sharing system

Agenda

6. Strategic Priority: Mental Health & Substance Abuse

- Sirrilla Blackmon, DMHA



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Division of Mental Health and Addiction

Overview of School and Community Based Services

Substance Abuse Mental Health and Services Administration

- Substance Abuse Prevention Treatment Block Grant
- Strategic Planning Framework-Partnerships for Success

State of Indiana

- Child Psychiatric Services Fund



The Substance Abuse Prevention and Treatment Block Grant

The Center for Substance Abuse Prevention developed and recognizes the delivery of prevention services through a comprehensive, multi-strategic prevention approach. Using as many or all six of the following strategies has the greatest potential to reduce and prevent substance misuse and use by reducing risk and increasing protective factors:

1. Information Dissemination
2. Prevention Education
3. Alternative Activities
4. Community Based Processes
5. Environmental Approaches, and
6. Problem Identification and Referral.



Strategy #1 Information Dissemination

This strategy provides information about the nature of drug use, abuse, addiction and the effects on individuals, families and communities. It also provides information of available prevention programs and services.

Strategy # 2 Prevention Education

This strategy involves two way communication and its distinguished from merely disseminating information by the fact that it is based on interaction between educator and the participants. Activities under this strategy aim to effect critical life and social skills, including decision making, refusal skills and critical analysis (e.g. of media messages)



Strategy #3 Alternative Activities

This strategy provides for the participation of the target populations in activities that exclude alcohol, tobacco and other drug use. The assumption is the constructive and healthy activities offset the attraction to, or otherwise meet the need usually filled by alcohol, tobacco and others drugs and therefore, minimize or prevent use.

Strategy # 4 Community Based Processes

This strategy aims to enhance the ability of the community to more effectively provide prevention and treatment services for drug abuse disorders. Activities in this strategy include organizing, planning, enhancing the efficiency and effectiveness of service Implementation, building coalitions and networking.



Strategy #5 Environment Approaches

This strategy seeks to establish or change community standards, codes, and attitudes, thereby influencing the incidence and prevalence of drug abuse in the general populations.

Strategy # 6 Problem Identification

This strategy aims to identify those who have indulged in the illegal use of drugs in order to assess if their behavior can be reversed through education. It should be noted, however, that this strategy does not include any activity designed to determine if an individual is in need of treatment.



■ Substance Abuse Prevention & Treatment Block Grant

- 14 Counties
- 14 Grantees
- 143 Schools
- Estimated Reach -17,298



Strategic Prevention Framework Partnership For Success



Partnership for Success is a discretionary grant. The purpose of this grant program is to address two of the nation's top substance abuse prevention priorities:

- 1) Underage drinking among persons aged 12-20; and
- 2) Prescription drug misuse among persons aged 12 to 25

The grant program is intended to prevent the onset and reduce the progression of substance misuse and its related problems while strengthening prevention capacity and infrastructure at the state and community levels.

■ SPF-Partnership for Success Grant

- 10 Counties
- 10 Grantees
- 47 Schools
- Estimated Reach – 3,200 students



Child Psychiatric Services Fund

The Child Psychiatric Services Fund is a state budget allocation that designates a portion of the funding \$3,500,000 to implement evidence-based program that partners with school corporations, and accredited nonpublic schools to provide social work services and evidence-based prevention programs to children, parents, caregivers, teachers, and the community to prevent substance abuse, promote healthy behaviors, and maximize student success.

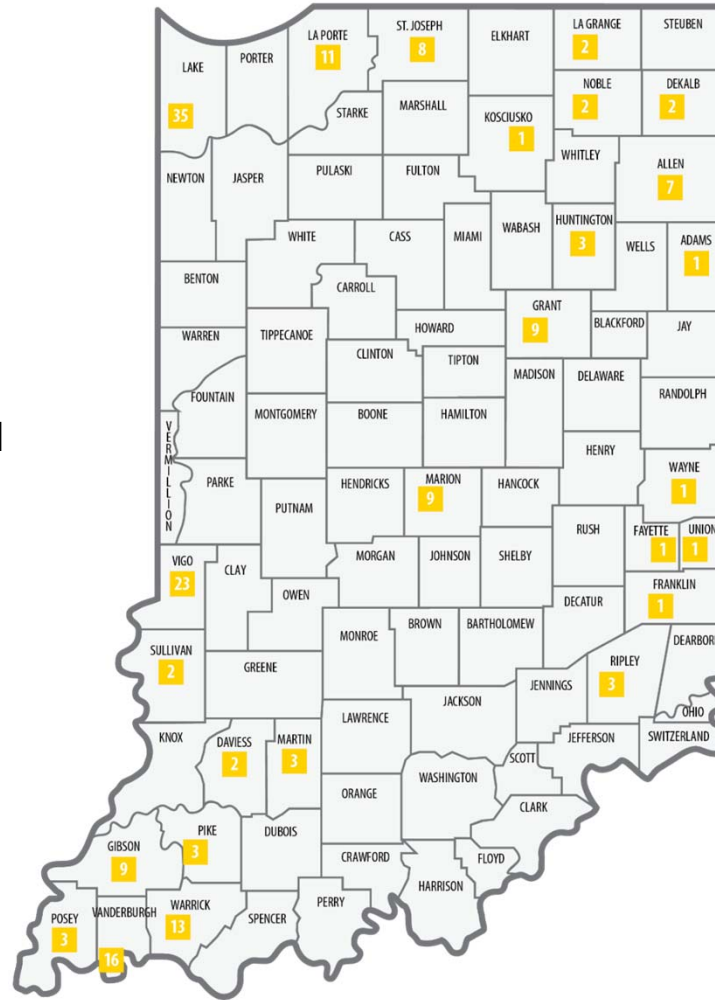
The remainder of the funds are designated to support the operation of services and programs for:

- Seriously Emotionally Disturbed Children
- Child Assessment Needs Survey CANS



■ **Child Psychiatric Services Fund**

- 14 Grantees
- 26 Counties
- 171 School
- Over 32,000 students served
- Over 3,500 School Staff trained
- At least 3,500 parents engaged



Child Psychiatric Fund SFY 2020 and SFY 2021

The appropriation of \$3,500,000 in both FY 2020 and FY 2021 for the Family and Social Services Administration to contract with *no more than three regionally diverse social services providers* to implement an evidence-based program that partners with school corporations, charter schools, and accredited nonpublic schools to provide social work services and evidence-based prevention programs to children, parents, caregivers, teachers, and the community to prevent substance abuse, promote healthy behaviors, and maximize student success. *In making contracts for FY 2020 and FY2021, the Family and Social Services Administration shall require the contracted social services providers to secure matching funds that obligates the state to no more than sixty-five percent (65%) of the total program cost and require the contracted social services providers to have experience in providing similar services including independent evaluation of those services.*



Certified Community Mental Health Centers School-Based Services Assessment

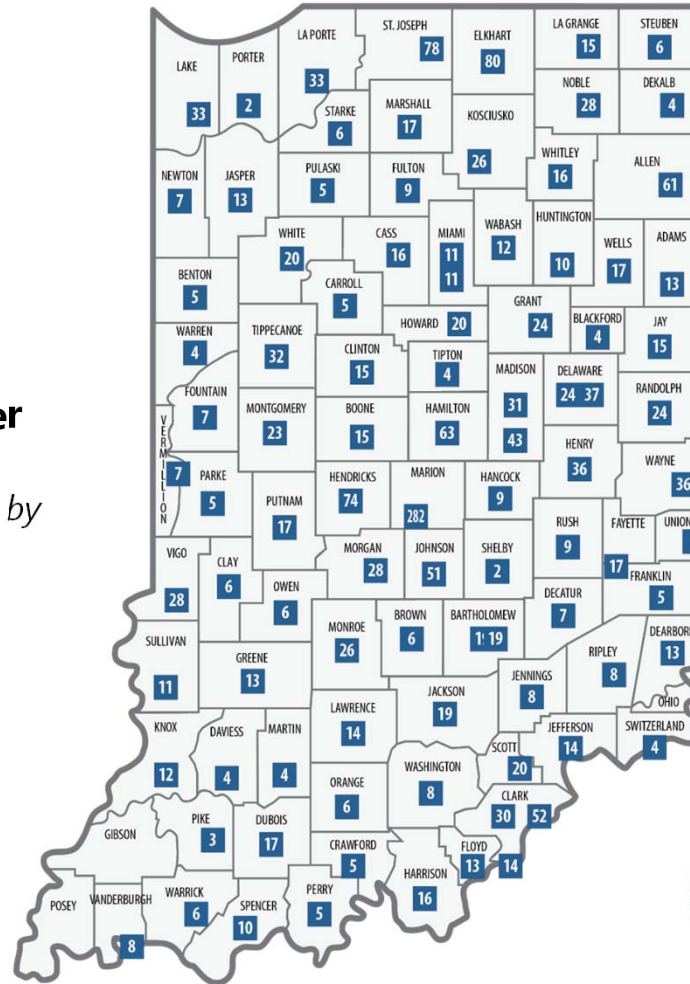
Assessment of current CMHC School-Based Services was conducted in the Fall of 2018. The following information was requested from the centers.

- Agency Name
- County/Counties Served
- School District/Corporation
- School Name
- Number of Masters and Bachelors Level Providers
- Frequency of Service Provided and
- Funding Source

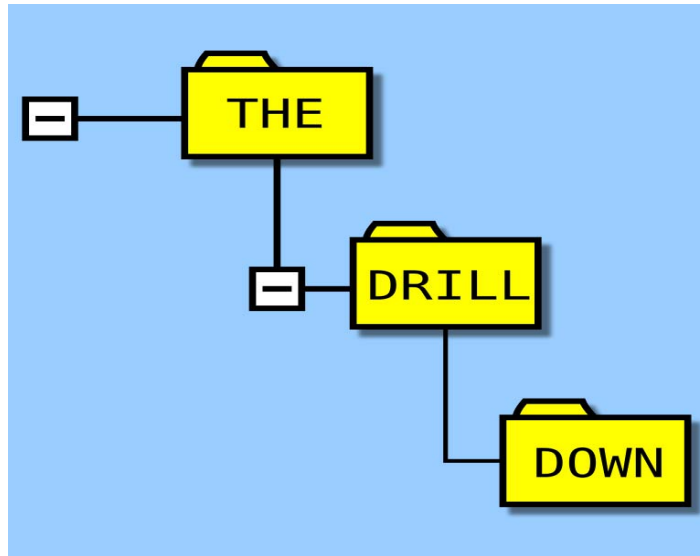


- **Community Mental Health Center**

Mental health services in schools reported by CMHCs include alternative, charter, pre-K, public, non-public and private schools.



Next Steps



- Workforce
- Categorize funding sources
- Formal vs informal relationships between the school and CMHC
- Frequency and type of services provided by group



May is Mental Awareness Month
May 9th is Children Mental Health
Awareness Day



Agenda

7. Committee Updates

- Tamara Weaver and Tyler Brown, Data Sharing and Mapping Committee

Agenda

7. Committee Updates

- Kathryn Dolan: Communications Committee

Agenda

8. Equity, Inclusion and Cultural Competence

- Jane Seigel and Brenda Graves-Croom
- Gina Peralta, W. Haywood Burns Institute

ADVANCING RACIAL AND ETHNIC EQUITY TO IMPROVE CHILD-WELL BEING

May 8, 2019

Gina Peralta, Director of Site Management

W. Haywood Burns Institute

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THE W. HAYWOOD BURNS INSTITUTE (BI)

- ❑ Promotes **equity** by working with stakeholders in youth and adult criminal justice agencies to deconstruct their decision-making and its impact on people of color.
- ❑ Strongly encourages a **collaborative** and **inclusive process** that engages people and communities directly and deeply impacted by the justice apparatus, in partnership with system stakeholders.
- ❑ Facilitates community and system stakeholders through a **data-driven process** to improve justice system decision-making.
- ❑ Focuses on a **structural analysis** of the problem (and structural solutions) rather than on individual beliefs and behavior.





FRAMING THE CONVERSATION

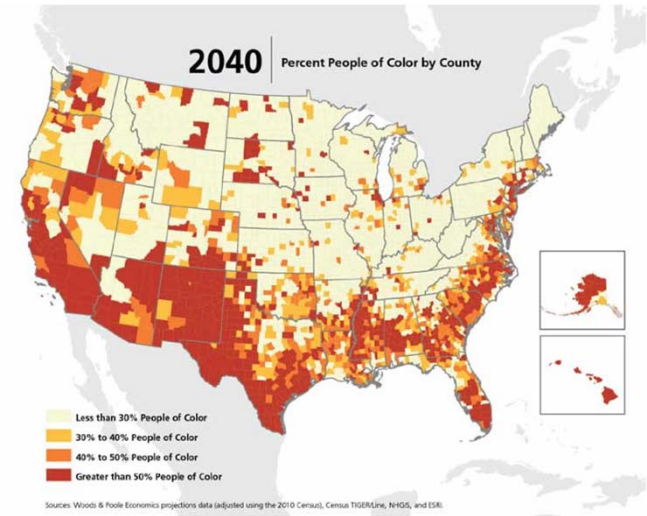
Why do we start our analysis with race and ethnicity?

Key terms and concepts

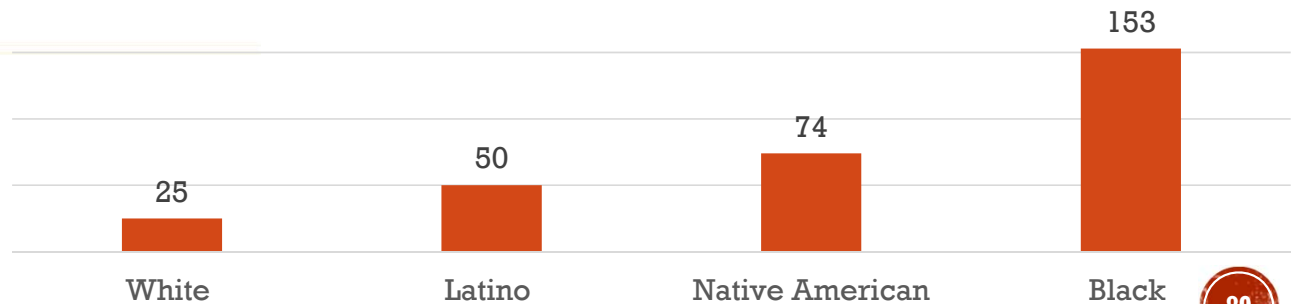
WHY DO WE START WITH RACE & ETHNICITY?

CHANGING DEMOGRAPHICS: PERCENT OF PEOPLE OF COLOR BY COUNTY

NATIONAL RACE FOR RESULTS INDEX SCORES



NATIONAL DETENTION RATES (2015) PER 100,000 YOUTH IN POPULATION



NOTE: Racial and Hispanic origin categories are mutually exclusive.

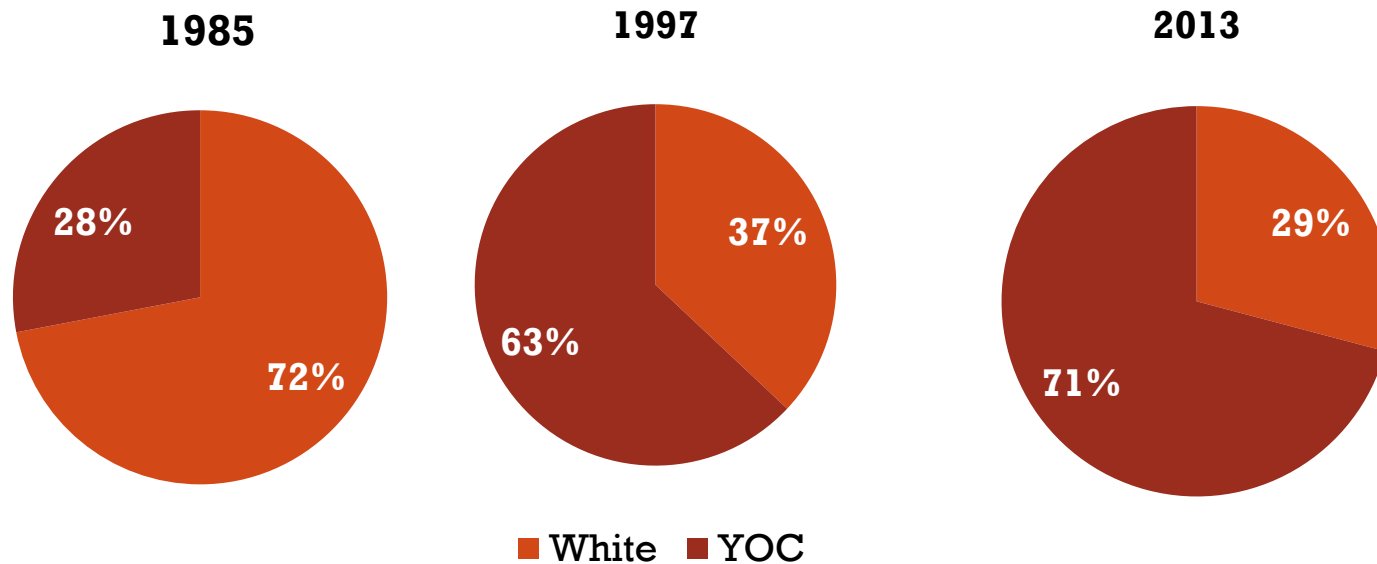


HISTORY OF DISPARITIES IN YOUTH JUSTICE

- **New York House of Refuge (1825)**
 - A pattern of exclusion manifested itself from the beginning: “*colored section*” not opened until 1834.
 - Slavery abolished in 1865 and commenced the black codes
- **First Juvenile Court Established (1899)**
 - Vast differences in the administration of justice for youth of color versus white youth.
 - By 1925, 48 states had created their own JJ systems
 - Services for youth of color was not a priority
- **Whitter State School (1891-2004)**
 - Latino Spanish-speaking boys subject to IQ testing in English and sterilization
- **Indian Boarding Schools (1860)**
 - “Kill the Indian, save the man”
 - Focus on assimilation
 - Severe punishment leading



NATIONAL DATA: SHIFT IN COMPOSITION OF PUBLIC DETENTION CENTERS



**Detention of youth of color has increased since 1985.
By 2013, 71% of detained youth nationwide were youth of color.**



Source: Census of Public and Private Juvenile Detention, Correctional and Shelter Facilities, 1985.
Census of Juveniles in Residential Placement, 1997 & 2011.



SETTING A FOUNDATION

HOUSING



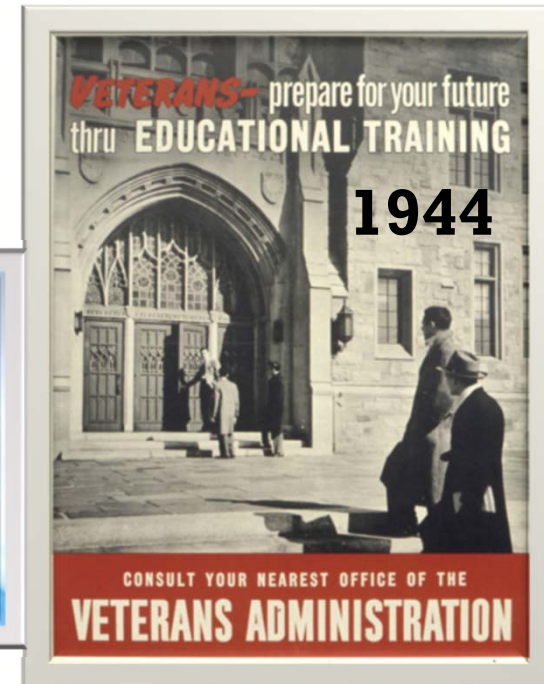
1930-1950, 3 out of 5 homes bought were financed by FHA. Only 2% of FHA loans were made to non-White buyers.

75% of Black Americans denied coverage

RETIREMENT

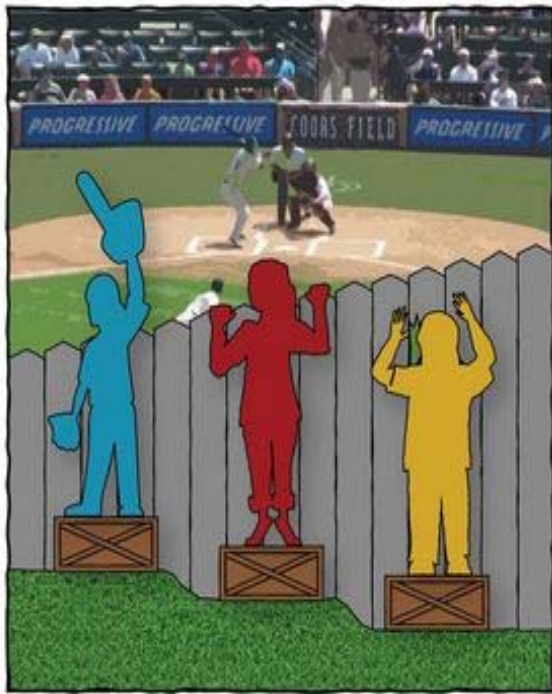


EDUCATION/EMPLOYMENT



1/5 of 100,000 Black vets who applied for educational benefits went to college
67,000 mortgages were insured by GI Bill. Fewer than 100 were by Non-Whites

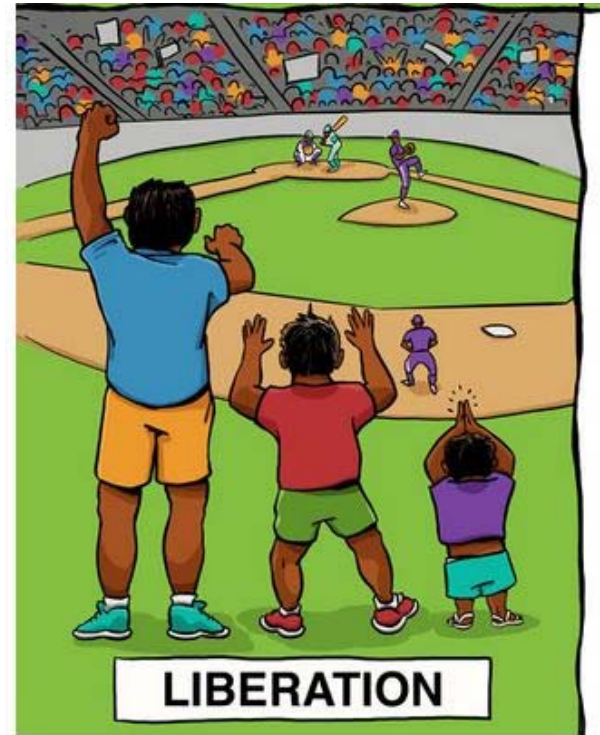
EQUALITY, EQUITY & STRUCTURAL CHANGE



EQUALITY



EQUITY



LIBERATION

DISMANTLING THE JUSTICE MAZE

Justice Maze: Complex

- Too easy to get in
- Too hard to get out

Too many entries:

- Criminalizing age-appropriate behavior
- Disparate enforcement and treatment

Not enough exits:

- Need for alternative to detentions
- Diversion
- Age-appropriate services and response
- Pro-social activities



Need practical and effective responses to ensure future generations are productive members of society.

FUNDAMENTALS OF BI WORK TO PROMOTE EQUITY AND REDUCE DISPARITY

- Collaboration and Facilitation
- Using Data
- Meaningful Community Engagement



Considerations for Building & Sustaining Collaborative Structures

- **Composition**
 - Justice and Community Partnership
 - Involvement of Supervisors/Line Staff
- **Authority**
 - Collaborative must have the sufficient authority to implement the policy/practice/programmatic changes
- **Structure**
 - Ensure oversight and direction (Meeting Chairs)
 - Institute a process for decision-making
 - Clear communication strategy (i.e. internal and external)
- **Leadership and Coordination**
 - Taking ownership over the work (Serve as an Ambassador)
 - Willing to share decision making and resources
 - Consistent Representation



USES FOR DATA

- ~~Grant applications~~
- ~~Reporting requirements (federal or state law)~~
- ~~Academic studies (testing a hypothesis)~~
- To Inform and Drive Department Policy
 - To understand your system
 - To define and refine the problem
 - To establish reform goals
 - To select effective strategies
 - To track progress



WHY INVOLVE THE COMMUNITY/IMPACTED INDIVIDUALS?

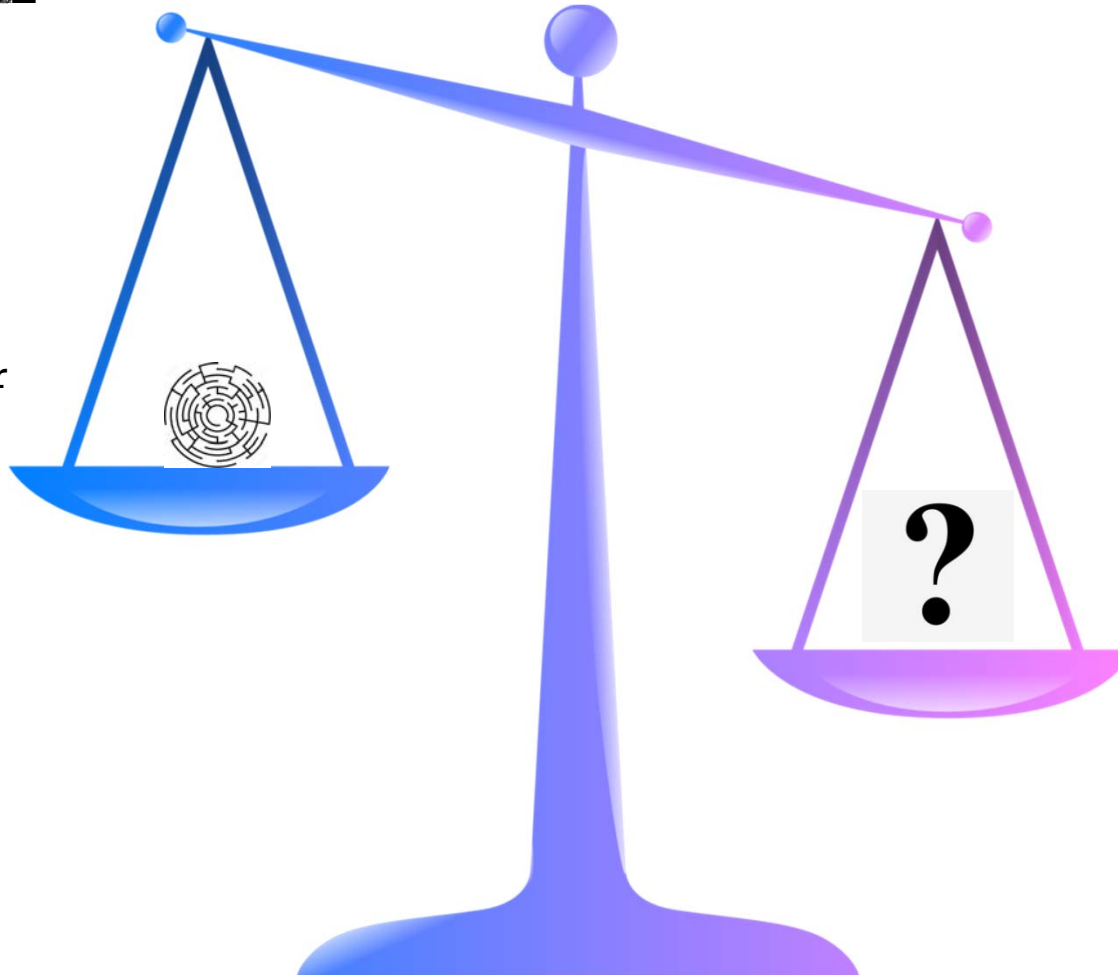
- **Insight**
- **Unique Resources**
- **Added Capacity**
- **Urgency**
- **Credibility**
- **Repair & Strengthen Relationships**



HOLDING TWO “OPPOSING” NOTIONS AT THE SAME TIME

Harm reduction

- “Right sizing” the maze/apparatus
- Restructuring
- Accountability for the agencies & entire apparatus



A new vision for youth justice

- Community centered
- Culturally appropriate, strength-based
- Child well-being
- Recidivism is not the only or key measure

CONTACT US

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Gina Peralta, Director of Site Management – gperalta@burnsinstitute.org, xt. 108



Agenda

9. Future Meeting Topics or other Items from Commission Members

10. Next Meeting: May 8, 2019, Indiana State Library, Author's Room



Commission on
Improving *the* Status
of Children in Indiana

Contact Information

Julie.Whitman@courts.in.gov; 317-232-1945; www.in.gov/children

ADVANCING RACIAL AND ETHNIC EQUITY TO IMPROVE CHILD-WELL BEING

May 8, 2019

W. Haywood Burns Institute

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- ❑ Focuses on a **structural analysis** of the problem (and structural solutions) rather than on individual beliefs and behavior.



KEY TERMS: OUR DEFINITIONS

- **Equity** is just and fair inclusion into a society in which all can participate, prosper, and reach their full potential.
- **Inclusion** is an action or state of including or of being included within a group or structure. More than simply diversity and numerical representation, inclusion involves authentic and empowered participation and a true sense of belonging
- **Disparity** is the difference in level of system involvement as expressed by a rate, proportion, average or some other quantitative measure. (i.e., *disproportionality and overrepresentation*)
- **Disparate Treatment** is being treated differently than someone else who is similarly situated when the outcome is avoidable and unjust.
- **Interpersonal Prejudice or Bias** (often called Racism, Interpersonal Racism or “Reverse Racism”) are how private beliefs about race and ethnicity become public when we interact with others.
- **Discrimination** is a form of interpersonal bias and means unfairly treating a person or group of persons.
- **Systemic and Structural Racism** is a system in which public policies, institutional practices, cultural representations, and other norms work in various, often reinforcing ways to perpetuate racial/ethnic inequity.



Sources: BI drew upon and modified key terms being used by other thought leaders in the field, including the Aspen Institute, Annie E. Casey Foundation's Race Equity Inclusion work, Centers for Disease Control (CDC), Government Alliance on Race and Equity (G.A.R.E.), and PolicyLink.

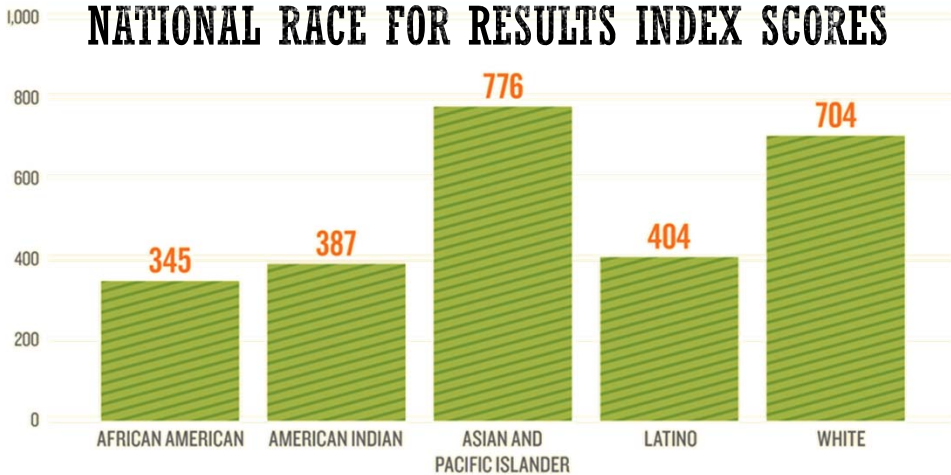


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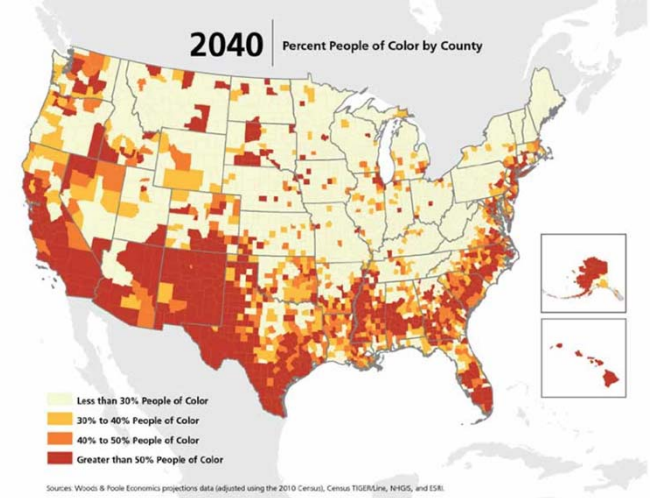
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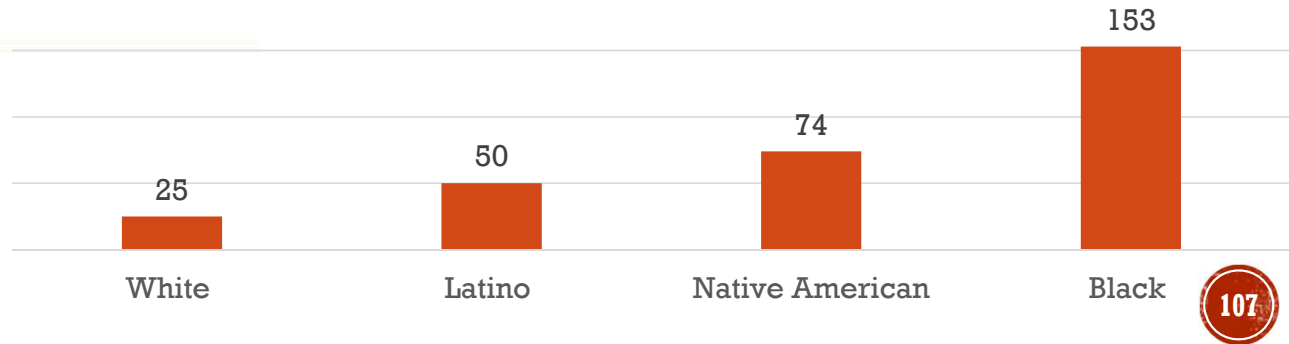


NOTE Racial and Hispanic origin categories are mutually exclusive.

CHANGING DEMOGRAPHICS: PERCENT OF PEOPLE OF COLOR BY COUNTY



NATIONAL DETENTION RATES (2015) PER 100,000 YOUTH IN POPULATION



JIM CROW JUVENILE JUSTICE



History of the Youth Justice System: Puritans to Early Youth Court: 1600-1900s



Puritans, 1600-1800

- Family unit of social control
- Children viewed as property
- Children presumed born with sin
- Stubborn Child Law, Death Penalty

Enlightenment Period, 1800-1900

- Agrarian to Industrial Revolution
- New York House of Refuge (1825)
- Probation Created, Augustus (1848)
- Emancipation Proclamation (1863)
- Chicago Hull House, Addams (1889)

Early Juvenile Court, 1900-1950

- Protections from law enforcement
- Justice system expands to 48 states
- Crowded facilities; Limited services

History of the Youth Justice System: African American Youth (1914)

White Juvenile Court and
Detention Facility



Black Juvenile Court and
Detention Facility



History of the Youth Justice System: Native American Youth

“Kill the Indian, Save the Man”



Lakota boys *before* boarding school



Lakota boys *after* boarding school



History of the Youth Justice System: Mexican-American Youth



Whittier State School (1891-2004)



Sleepy Lagoon Trial (1942)

“Aztec blood was present in Mexicans and because of these roots, Mexicans were more prone to violence and were blood – seeking people.”



History of the Youth Justice System: From Children's Rights to "Super-Predator"

- Re Gault – Due Process (1967)
- Juvenile Justice Delinquency Prevention Act Passed (1974)
- Central Park Jogger Case (1989)
- DMC elevated to Core Req. (1992)
- Super-Predator Theory, Dilulio (1995)
- Media and Legislative Frenzy



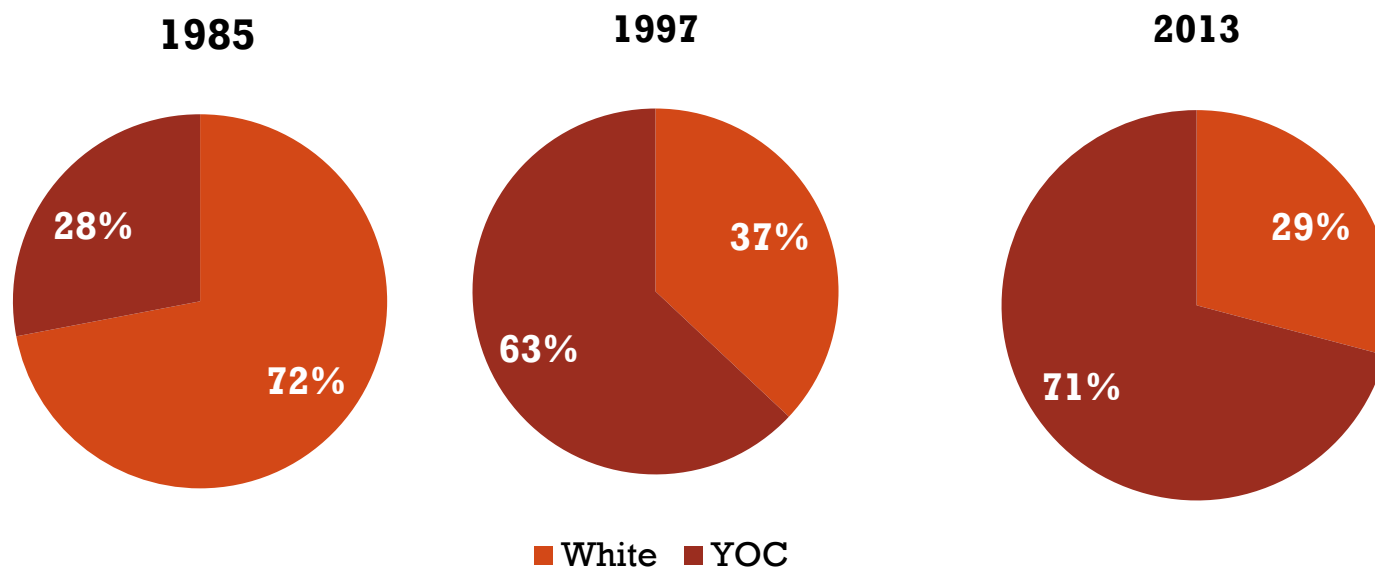
From 20/20:

“These children are fatherless, godless and without conscience.”

“They have no hope, no direction and no future.”



NATIONAL DATA: SHIFT IN COMPOSITION OF PUBLIC DETENTION CENTERS



**Detention of youth of color has increased since 1985.
By 2013, 71% of detained youth nationwide were youth of color.**

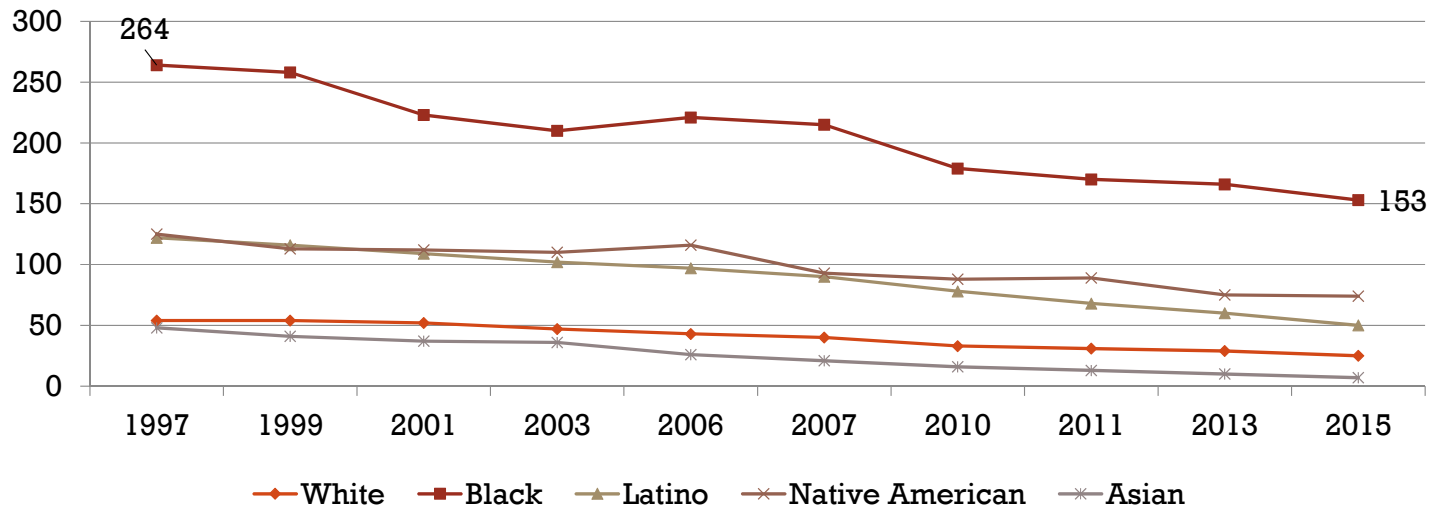


Source: Census of Public and Private Juvenile Detention, Correctional and Shelter Facilities, 1985.
Census of Juveniles in Residential Placement, 1997 & 2011.



NATIONAL DETENTION RATES BY R/E ONE DAY COUNT 1997-2015

**National One Day Count
Detention Rates (per 100,000 youth)**

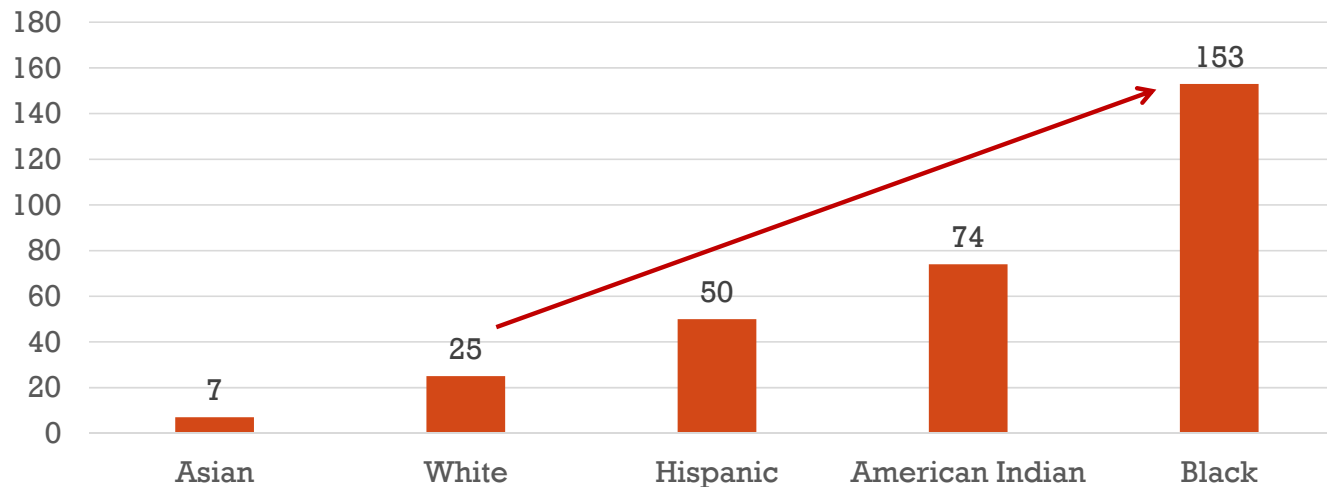


	1997	1999	2001	2003	2006	2007	2010	2011	2013	2015	Percent Change (1997-2015)
White	54	54	52	47	43	40	33	31	28	25	-53%
Black	264	258	223	210	221	215	179	170	153	153	-42%
Latino	122	116	109	102	97	90	78	68	57	50	-59%
Native American	125	113	112	110	116	93	88	89	73	74	-41%
Asian	48	41	37	36	26	21	16	13	9	7	-85%
Total	613	582	533	505	503	459	394	371	320	309	-50%



NATIONAL DETENTION RATES ONE DAY COUNT (2015)

**National One Day Count
Detention Rates (per 100,000 youth)**



In a one day count of detention in the US in 2015:

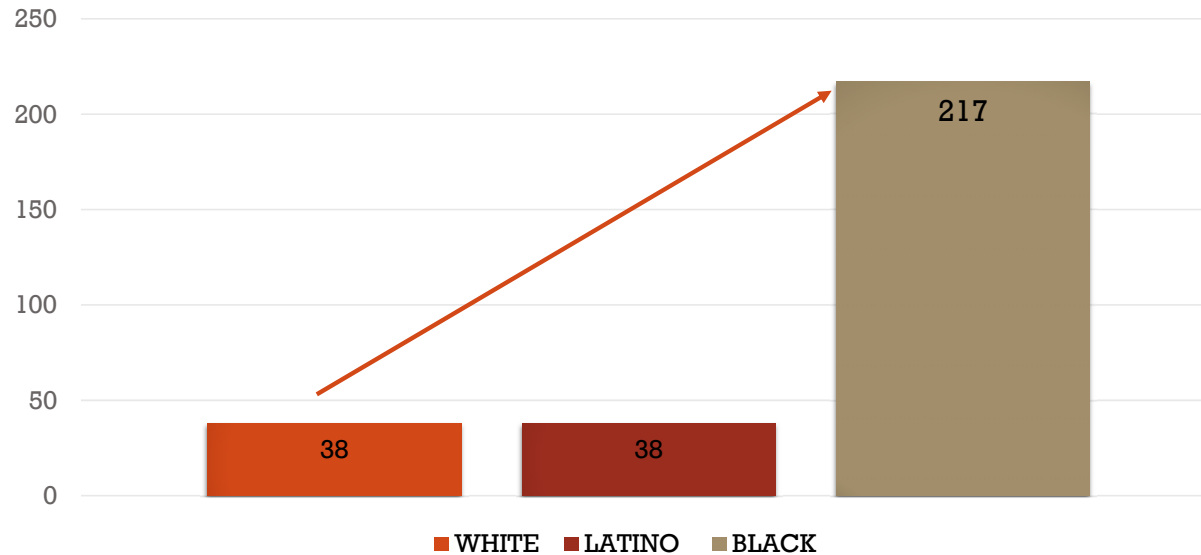
- Latino youth were **twice as likely** as White youth to be detained.
- Native American youth were nearly **3 times as likely** as White youth to be detained.
- Black youth were more than **6 times as likely** as White youth to be detained.

Source: Sickmund, M., Sladky, T.J., Kang, W., and Puzzanchera, C. (2017) "Easy Access to the Census of Juveniles in Residential Placement." Online. Available: <http://www.ojjdp.gov/ojstatbb/ezacjrp/>



INDIANA NATIONAL DETENTION RATES ONE DAY COUNT (2015)

**Indiana One Day Count
Detention Rates (per 100,000 youth)**

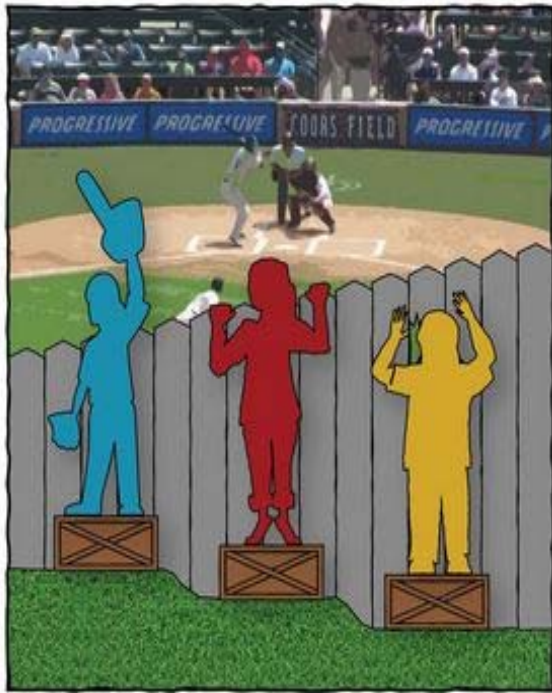


In a one day count of detention in the State of Indiana in 2015:

- Black youth were more than 6 times as likely as White youth to be detained.



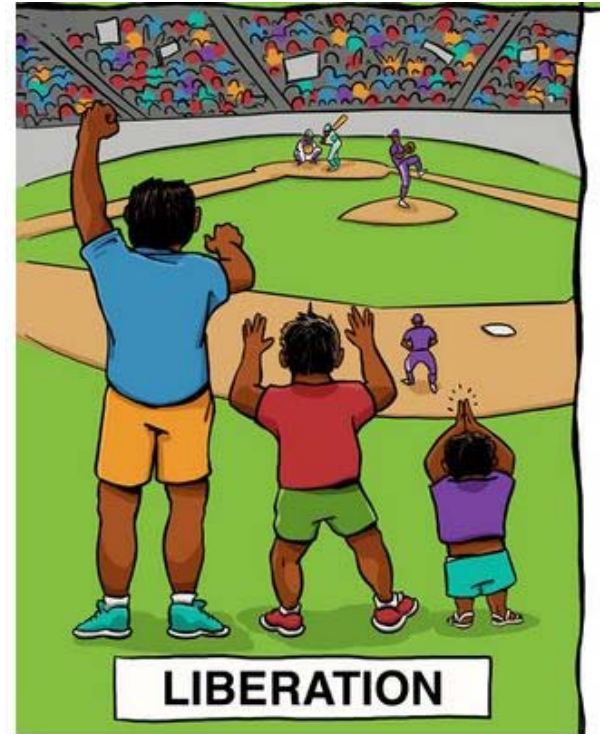
EQUALITY, EQUITY & STRUCTURAL CHANGE



EQUALITY



EQUITY



LIBERATION

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- Collaboration and Facilitation
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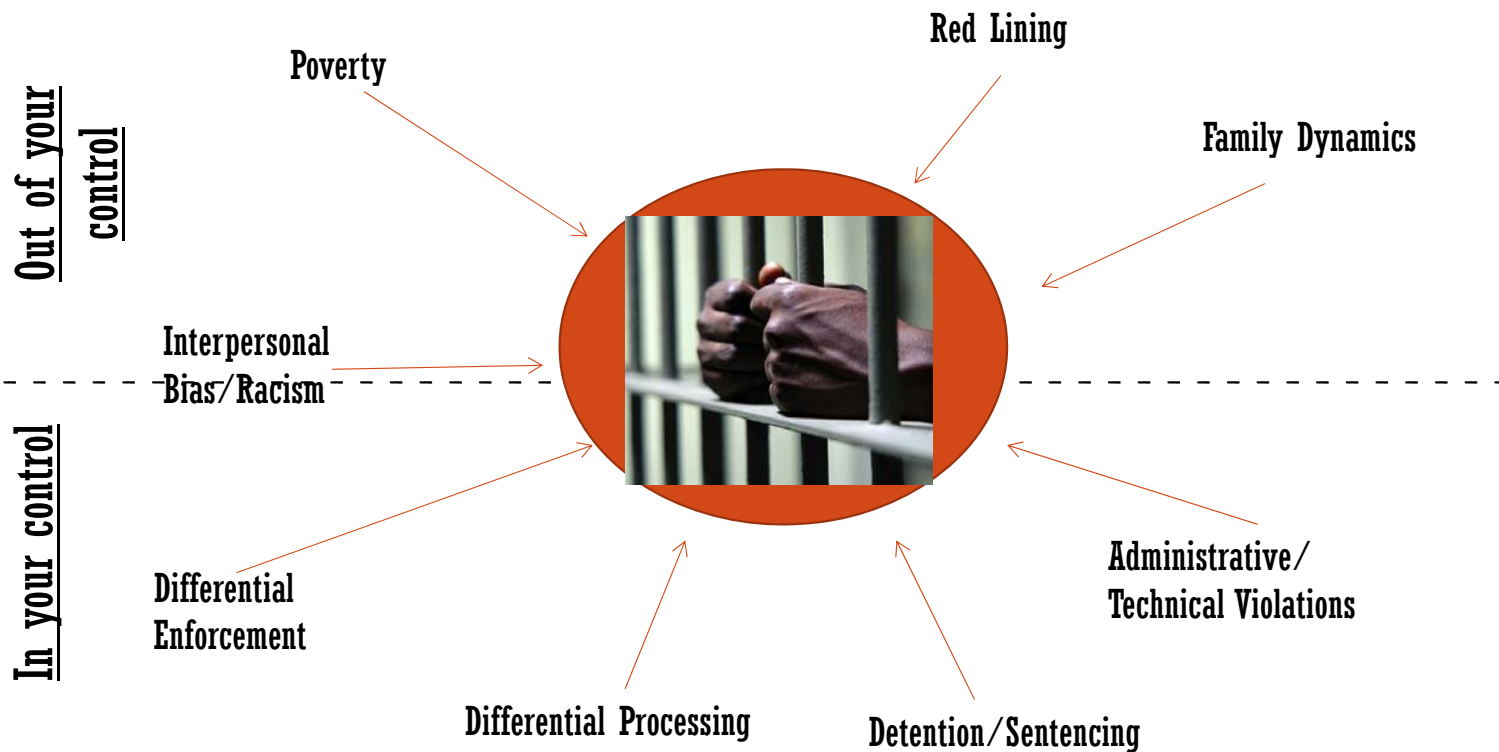
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 - Willing to share decision making and resources
 - Consistent Representation



BARRIERS TO THE WORK: GETTING DISTRACTED BY FACTORS THAT ARE OUT OF YOUR CONTROL

DRIVERS



USES FOR DATA

- ~~Grant applications~~
- ~~Reporting requirements (federal or state law)~~
- ~~Academic studies (testing a hypothesis)~~
- To Inform and Drive Department Policy
 - To understand your system
 - To define and refine the problem
 - To establish reform goals
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BI STRATEGY FOR REDUCING RACIAL AND ETHNIC DISPARITIES

Ongoing process

- 1. Identify Disparities**
 - Identify whether and to what extent racial and ethnic disparities exist
- 2. Identify, Analyze and Strategize around a “Target Population”**
 - Identify target population to focus the work
 - “Dig deeper” into target population to learn more about policy, practice, and/or procedure and other factors contributing to disparities.
 - Strategize
 - Pilot or adopt policy change
- 3. Measure Progress**
 - Monitor Effectiveness of Policy Change
 - Document changes in disparities



DEFINING THE PROBLEM: WHETHER DISPARITIES EXIST VS. WHY DISPARITIES EXIST.

1. Whether Disparities exist:

Over-representation of youth of color in the justice system

- Example: Black youth are more than four times as likely to be admitted to detention than White youth.

2. Why Disparities exist:

The unnecessary and inappropriate entry and deeper “advancement” of Youth of Color into the justice system

- Example: Youth of color are involved in the justice system for low level and/or technical reasons.

Disparate Treatment of Youth of Color

- Example: Youth of color who are “similarly situated” to White youth are nevertheless treated more harshly.



STEP 2: IDENTIFY TARGET POPULATION

1. **WHY youth are in detention: Is there Inappropriate or Unnecessary Detention of Youth of Color?**

- Probation Violations, Failing to Appear in Court
- Lower level offenses
- Status Offenses

2. **Is Decision Making Consistent?**

- Between agencies
- Within an agency

3. **Different Treatment of Similarly Situated Youth**

- Risk Assessment data: override rates, override reasons
- Lengths of stay for specific offenses charged



DIGGING DEEPER—GUIDING QUESTIONS

Peeling Back the Onion...

1. **What** more do we need to know about this target population to reduce system involvement for youth of color?
2. **Why** is answering this question key to reducing disparities?
3. **How** will we answer this question? (Data Source)

Where will you find answers?

- Regularly Reported Data
- Detention Utilization Studies
- Case Management System Query
- Other Research & Analysis
 - Case File Review
 - Prospective Data Collection
 - Interviews or Focus Groups
 - Surveys (Online, Phone, Hard Copy)



STEP 3: MEASURE PROGRESS

- **Regular reporting on program data**
 - Decide on key indicators to monitor monthly or quarterly
- **Evaluation**
 - Conduct an evaluation if possible after 6 months or one year, can partner with local university
- **Develop process for making adjustments to policies/interventions**
 - Lessons learned
 - What is working? What is not working?
 - Get input from staff and participants



WHY INVOLVE THE COMMUNITY?

- **Insight**
- **Unique Resources**
- **Added Capacity**
- **Urgency**
- **Credibility**
- **Repair & Strengthen Relationships**



COMMUNITY ENGAGEMENT STRATEGIES

Increase/Maintain Community Awareness

- Inform/Engage broader community of the local reform
 - Community Forums

Data Collection

- Utilize qualitative methods of data collection
 - Focus groups/Interviews/Surveys
 - Community-based Participatory Research

Community Stakeholders

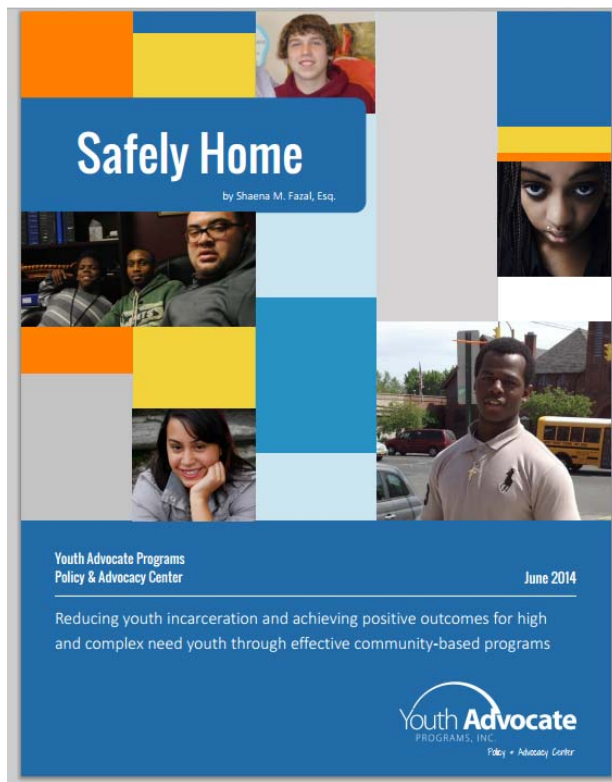
- Equitable membership/participation at the decision-making table
 - Serve an advisory function (i.e. advisory councils)

Formal Partnership with Community Based Organization

- Serve as a formal partner maintain community-based alternatives to formal system involvement



COMMUNITY BASED STRATEGIES



Community Based Alternatives are:

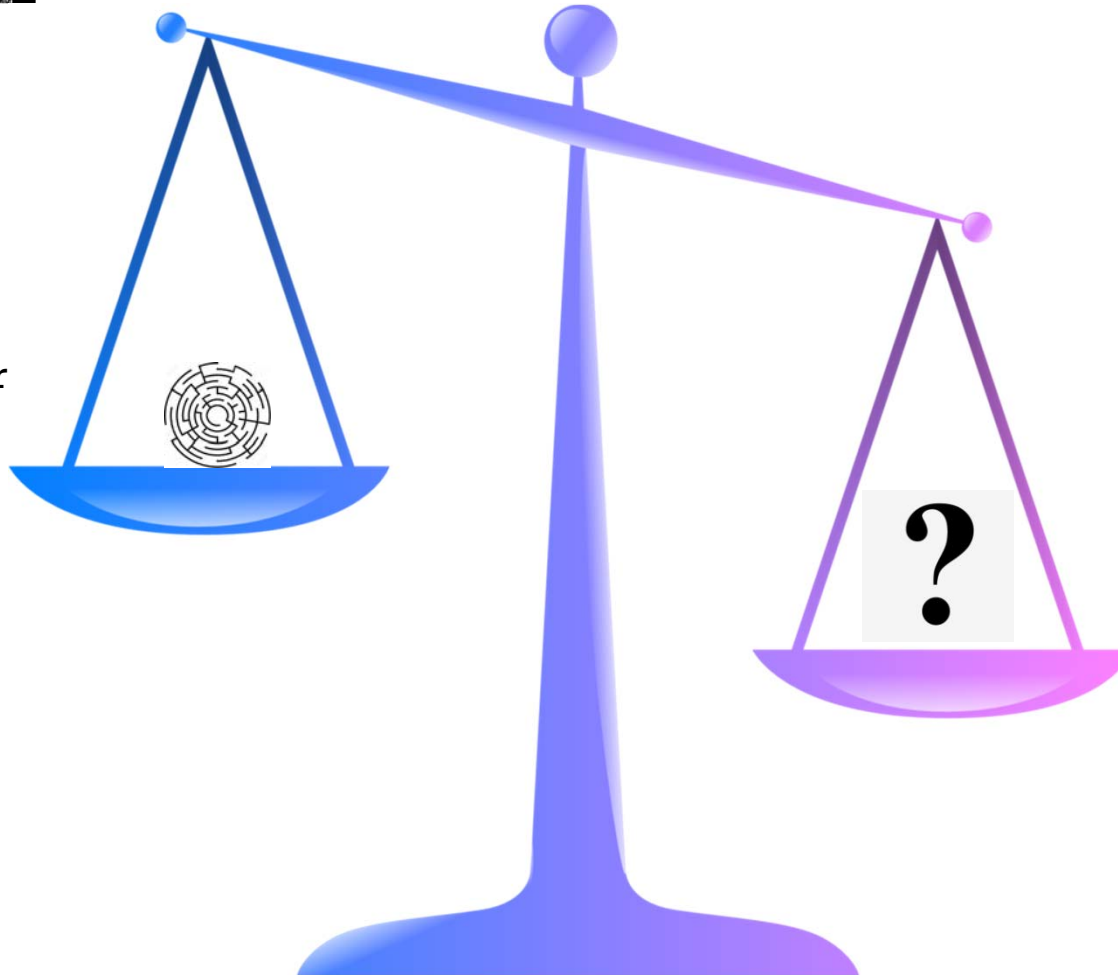
- Less Expensive
- More Effective in:
 - Reducing Recidivism
 - Engaging Youth
 - Ensuring Family Focus
 - Offering Culturally relevant service and rehabilitation
 - Cultivating long-term connection to community



HOLDING TWO “OPPOSING” NOTIONS AT THE SAME TIME

Harm reduction

- “Right sizing” the maze/apparatus
- Restructuring
- Accountability for the agencies & entire apparatus



A new vision for youth justice

- Community centered
- Culturally appropriate, strength-based
- Child well-being
- Recidivism is not the only or key measure

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