

**Prepared By Kathleen King Thorius, Ph.D.**

**Summary of Work**

**Introduction to Scope of Project**

The Board for the Coordination of Programs Serving Vulnerable Individuals (hereafter, Board) first convened early 2010, following legislation that regulated its formation by the Indiana General Assembly in 2009. The role of the Board is to facilitate and ensure the implementation of the recommendations of the Commission on Disproportionality in Youth Services across Indiana's juvenile justice, child welfare, education, and mental health and addiction services systems. Board members were appointed in relation to their key positions as heads of agencies or units. The Board meets on a bi-monthly basis (i.e., every other month), and is led by the Executive Director of the Indiana Commission on Civil Rights, Mr. Jamal Smith.

Following the first several meetings and prompted by community stakeholders, the Board determined a need for the development of a process for meeting facilitation, progress monitoring, and dissemination of outcomes of their work. Upon recommendation of members of the Indiana Disproportionality Committee, a state wide collaborative network of public and private entities working together to address racial disproportionality and disparities within child welfare, juvenile justice, education and mental health systems, Mr. Smith requested facilitation of Dr. Kathleen King Thorius, who holds expertise in assisting public educational systems at the state and local level in addressing disproportionality. As agreed, Dr. Thorius and colleague, Dr. Monica Medina, facilitated the following scope of work:

- Supported the Board in examining the nature and scope of disproportionality across agencies, such that access to services, opportunities, and outcomes for vulnerable populations are improved in tandem with the reduction and elimination of disproportionality.
- Provided and supported the Board in adopting a framework for system coordination grounded in public health and policy, such that the Board is able to organize efforts to remediate disproportionality across agencies in order to meet and exceed its legislated duties.
- Provided support for the creation of consistent statewide standards to guide the development of needs assessment tools that are culturally responsive and address disproportionality in decision making at the point of service delivery across agencies and systems serving members of a vulnerable population.

## **Process**

**Defining disproportionality: widening the scope.** During the meeting prior to that first facilitated by Drs. Thorius and Medina, the Board grappled with a common understanding of disproportionality and how it played out across all their respective agencies. Dr. Thorius, who was in attendance at this meeting, noted a need for an expanded definition that accounted for disproportionate rates of access to, participation in, and both desired (e.g., high school graduation), and negative outcomes (e.g., incarceration) as a result of services provided by each agency across demographic groups.

## Understanding systems and systemic change from a public policy perspective.

Although the Board had a clear understanding of the 74 recommendations of the Commission on Disproportionality in Youth Services, including those 11 for which responsibility cut across all four organization and agency areas, Drs. Thorius and Medina determined a need for facilitating the Board's vision of how each of the remaining 63 agency-specific recommendations related to each other. During the first facilitated meeting, and using a framework grounded in the research on systemic/organizational change (Ferguson, Kozleski, & Smith, 2003),

the Board learned about and applied their expanded understanding of disproportionality and respective recommendations to each of the following six arenas necessary for equity-focused change to take hold across a large system:

- *Equitable resource development and improvement.* The agency considers how the allocation of financial and human resources are distributed not equally, but equitably, so that all regional/local professionals are provided with what they need to provide high quality services that result in favorable and proportionate outcomes for children and families.
- *Leadership for equity and outcomes.* The agency understands that the ways decisions are made has a strong impact on the agency's culture, its potential to address



disproportionality, and that the interaction between leadership and accountability help determine the agency's success. Agency leadership asks, "How is input from diverse perspectives elicited in the agency's decision-making process?"

- *Culture of renewal and improvement.* The agency is explicit in its reform and learning (professional development) initiatives that are informed by the current context of disproportionality, and driven by the way things could be if all children and families had equitable access, participation, and outcomes. To do so, they utilize current data about how children and families are served, and to what outcomes, to inform future work in the form of agency improvement plans.
- *Board/agency/community connections & partnerships.* The agency forms mutually beneficial relationships with community and family organizations, to ensure that they represent and incorporate the knowledge and resources of all those they serve.
- *Systemic infrastructure and organizational support.* The agency makes a priority the acquisition of technology and technological capacity for all professionals, and provides professional learning structures and topics that support building this capacity. These resources help build and maintain open lines of communication between the state level agency, local/regional sites, and children and families to address disproportionality.
- *Inquiry on equity and outcomes.* The agency supports inquiry on equity, including addressing disproportionality. This inquiry uses real data as a source of information and makes explicit the links between data and agency policy and services, to improve these data.

Following each of the four groups' sharing of where their respective recommendations fell within this framework, public comments provided additional insight into how the Board might coordinate their efforts in a systemic way to ensure the recommendations of the Commission on Disproportionality Youth Services were met. Board members submitted reports documenting their respective organization's efforts within each change arena, following a discussion with the appropriate stakeholders back at their agencies. Drs. Thorius and Medina reviewed and utilized these reports in planning for the subsequent Board meeting, which was focused on assessing the current progress made on the recommendations to the juvenile justice, child welfare, education, and mental health services systems.

**Assessing current landscape.** Building on the momentum of the previous meeting, and facilitated by a process presented by Drs. Thorius and Medina, the Board shared reports of their current efforts (see above). Highlights included:

Systemic Change Arena	Organization and Highlight
<i>Equitable resource development and improvement.</i>	<b>Indiana Civil Rights Commission:</b> Orchestration of a series of statewide workshops to bring together parent groups, education institutions, educators, and community members to generate solutions for school improvement.
<i>Culture of renewal and improvement</i>	<b>Division of Mental Health and Addiction:</b> Funded the IUPUI School of Education to develop and provide Cultural Competence Training to mental health and addiction providers statewide via webinar and technical assistance video and telephone conferencing.
<i>Leadership for equity and outcomes</i>	<b>Indiana State Office of Guardian Ad Litem/Court Appointed Special Advocates:</b> Led and supported the development of viable diversity plans across local programs.
<i>Board/agency/community connections &amp; partnerships</i>	<b>Department of Child Services:</b> Developed contracts with face-to-face and telephone language translation providers, and created and filled a new staff position to specifically address the needs of Indiana's growing Latino population.

<b><i>Systemic infrastructure and organizational support</i></b>	<b>Indiana Public Defender Council:</b> Continued development of website, and addition of member resources dedicated to addressing disproportionality, including those focused on African-American Youth in the justice system and what juvenile defenders can do to reduce disproportionate minority contact
<b><i>Inquiry on equity and outcomes</i></b>	<b>Indiana Criminal Justice Institute:</b> Statewide Disproportionate Minority Contact (DMC) Data Collection Project. ICJI partnered with the IU Center for Criminal Justice Research to collect and analyze statewide DMC data for 8 of the 9 decision points along the juvenile justice system continuum, all of which were disaggregated by race and ethnicity. This information, once analyzed, will be released in a public report to the state and all of Indiana's 92 counties.

*Mapping the system.* Organizations split into four small groups on the basis of their affiliation with the juvenile justice, child welfare, education, and mental health and addiction services systems, respectively. Using a process adapted from one developed by the National Center for Culturally Responsive Education Systems to address disproportionality across school districts, and an assessment rubric provided by Drs. Thorius and Medina, the groups discussed each of the recommendations for which their service system was responsible and determined the progress of their system on each. Of central importance in these discussions was the link between each group's assessment and concrete evidence of progress. Groups completed the rubric (see Figure 1, below), and following each group's reporting of findings, Drs. Thorius and Medina asked the Board members to continue the conversation back at each of their respective agencies, using another blank rubric provided to them.

This step of bridging Board assessment of progress with the assessment of stakeholders at each agency represented by the Board continues to be a crucial factor in addressing Commission on Disproportionality in Youth Services recommendations. Each

organization submitted their completed rubric to Mr. Smith prior to or at the following Board meeting.

Figure 1.

**Indiana Board for the Coordination of Services for Vulnerable Individuals Juvenile Justice Subcommittee**

This document is designed to help State Agencies assess the degree to which their organization(s) have addressed the recommendations of the Disproportionality Commission. Please convene vertical teams (i.e., individuals representing a variety of decision-making roles across different levels of the organization) of at least five individuals to review each recommendation and assess the organization's progress. *Of importance is that each team provides concrete and detailed evidence that shaped the team's assessment rating.* Examples of evidence include, but are not limited to: specific staff positions created and associate responsibilities, amounts of funding allocated, descriptions of organizational policies, analysis of staffing demographics, etc. This activity will inform next steps in identifying priority recommendations, and plans of action for further developing our work in addressing disproportionality in Indiana. Please come to our next Board Meeting with this activity completed.

Recommendation	No Movement	Beginning	Developing	Accomplished	Evidence
#51 Review and amend the Indiana Juvenile Code to include a non-discrimination principle.	No movement has been made on this recommendation.  The group came to the consensus that it might be difficult to address this recommendation since it requires amending the IN juvenile code.				
#52 Each juvenile justice professional discipline and its direct service providers should make reducing DMC a priority and should develop their own pre-service and ongoing cultural competency training based on best practices and standards adopted by the legislature.		Work is currently being done on this recommendation.  The group decided that in order to fully address this recommendation "... standards adopted by the legislature" should be omitted for now.			Probation officers, court, and other juvenile justice personal currently receive cultural competency and diversity training.

*Development of organizational priorities and action steps.* The purpose of the third facilitated meeting was to move forward on determining priority recommendations, based on the data gathered from the process of mapping each agency's progress, and to

determine a timeline, concrete action steps, and persons responsible for each. Using a set of guiding questions (see Figure 2, below), the Board members re-assembled into four groups and, reviewed the recommendations they determined to be in the *beginning or developing* phases and determined three areas of priority, as informed by both the stage of progress and the answers to the guiding questions.

**Figure 2. Guiding Questions in Determining Priority Recommendations**

**CONTROL:** To what degree is this something you have control to change or address?

**TREND:** Based on the data, is this recommendation likely to get worse, stay the same, or get better? What is the potential cost of not addressing it now?

**SCOPE:** What is the breadth and depth of benefits of addressing this recommendation? How many would benefit if you addressed this recommendation? Who would benefit? What other contexts are important for understanding where you are and where you want to be?

**URGENCY:** What relevance does this recommendation have to your organizations' current goals or needs?

**PRIORITY:** How would youth/family/community members rank this recommendation in terms of priority?

**PRACTICALITY:** What is the likelihood of success? Does your team have access to known solutions? Is there expertise or support available to address this recommendation?

**BIG PICTURE:** To what extent will addressing this recommendation prepare your organizations to take on more systemic or long-term goals?

Three of the four groups submitted action plans on the basis of their respective discussions. The education sub-group did not have full representation for the entire meeting, and will need to submit an action plan prior to or at the next Board meeting. The priority recommendations determined by each of the remaining juvenile justice, child welfare, and mental health groups are as follows:



Group	Priority 1	Priority 2	Priority 3
Education	#29 Provide funding for grants and technical assistance to school corporations to use best and promising practices to increase the number of students from racial and ethnic groups who have been under-represented in gifted and talented programs.	#32 School corporations should appoint and train diverse teams of teachers, administrators, parents, and students to assess disproportionality by utilizing data from local assessments, rubrics, and state data banks, and to use that information to improve corporation practices and inform professional development.	#33 In order to better ensure the cultural responsiveness of all school personnel in Indiana's schools, Indiana's colleges and universities should improve teacher training and practicum.
Child Welfare	#12 Targeted recruitment efforts are needed to increase the pool of available foster adoptive and kinship families of color.	#24 DCS will collaborate with licensed child placing agencies (LCPAs) and Court Appointed Special Advocates (CASAs) to explore avenues that encourage positive relationships between foster parents and parents.	#18 Effective data collection, evaluation, accountability and reporting tools and methods are needed at each decision making point to adequately assess and address disproportionality levels.
Juvenile Justice	#55 The Department of Child Services (DCS), through its Regional Service Councils (RSCs), should provide an adequate level of funding opportunities in order to address, as a priority goal, reducing disproportionality and disparity in the child welfare and juvenile justice systems in their service delivery efforts.	#56 The Indiana Supreme Court, in collaboration with juvenile justice courts, practitioners and stakeholders, should develop a statewide juvenile justice data collection system that disaggregates data based on race/ethnicity at all decision points throughout the juvenile justice system. Data collection systems at the county level must	#53/54 (linked) Each Indiana county should create a community juvenile justice council or expand an existing countywide group that will implement the mandate in the Recommendation 54. All agencies and courts associated with the juvenile justice system should make preventing and reducing disproportionate minority contact (DMC) a priority goal

		<p>be consistent with uniform collection and reporting systems implemented at the state level and should be easily accessible to juvenile justice practitioners and the public.</p>	<p>through the development and implementation of best practice prevention and intervention strategies for all points of contact. Local juvenile justice agencies should work collaboratively with each other and systemically within their agencies to identify and address policies, practices and procedures that contribute to disparate treatment and disproportionate impact on youth of color.</p>
Mental Health/ Addiction	<p>#66 Reduce stigma, which is a significant barrier among people of color in need of mental health services.</p>	<p>#68 Provide adequate resources to create educational information to youth and families of color. Educational information will assist families in knowing what services are available to them, reduce stigma, promote early intervention, and contribute to equity in service delivery.</p>	<p>#73 Create a listing of service providers and organizations that identifies specific cultural areas of expertise to assist in the referral process for youth of color with mental health and addiction needs.</p>

While preliminary action plans in relation to each of the priority recommendations have been drafted by each of the Board's four subgroups, the next meeting will focus on further refinement of these plans, and increased specificity in relation to the following areas:

- People responsible
- Who is needed to enlist
- What resources are needed
- What actions are needed next week (immediately) and by whom?
- What actions are needed next month (for follow-up in the near-term) and by whom?
- What actions are needed at six months (progress and accountability measures) and by whom?

## **Board Outcomes**

To date, the Board has demonstrated significant progress toward the following four key outcomes necessary to ensuring the recommendations by the Commission on Disproportionality in Youth Services are met:

1. Development of a concrete *process for* and *assessment of* work to date.
2. Enhanced communication within and across agencies represented by the Board members.
3. Determination of priority recommendations.
4. Development of action plan for meeting priority recommendations.

A summary of each of the progress reported by Board members associated with Juvenile Justice, Child Welfare, Education, and Mental Health organizations is provided below. Note that these assessments are self-reported only, and that there are some remaining questions noted by Dr. Thorius under each of the respective reports. These questions should be addressed as part of the four recommendations made in the Next Steps section of this report (below).

## Child Welfare Recommendation Progress Assessment

Recommendation	Not Addressed	Beginning	Developing	Accomplished	Evidence
<p><b>Recommendation # 12</b> Targeted recruitment efforts are needed to increase the pool of available foster adoptive and kinship families of color.</p>			X		<p>In 2010, DCS began to reorganize its approach to foster care and as a result there are now 120 specialized staff whose responsibilities include recruiting, licensing, and supporting prospective and active foster parents. This increase in specialized staff enhances targeted recruitment statewide.</p> <p>Materials have been developed to provide guidance for staff practice with African American foster, kinship, and adoptive families. Given the growing Indiana Hispanic population, a current goal over 2012 is to develop recruitment materials in Spanish to better engage this population.</p>
<p><b>Recommendation # 13</b> Make every reasonable effort to avoid placement outside of the home, while ensuring that the health and safety of children remain</p>		X			<p>One of the larger campaigns that DCS has embarked upon related to addressing disproportionality is the “Safely Home, Families First” initiative. This initiative is tied closely with the agency values that parents have the responsibility to care for their children and that their own homes are the most desirable place for children to grow up. To this</p>

<p>paramount when appropriate.</p>				<p>end, staff work to build upon and enhance family strengths and resources, but when this cannot be accomplished, DCS seeks other family members to provide care. This increases likelihood that children will be placed with those of the same ethnicity and culture, and maintain important family connections.</p> <p>An executive level position was recently created to ensure the above initiative and related practice permeates all levels of DCS.</p>
<p><b>Recommendation # 14</b> Provide training for all CPS workers, child welfare attorneys, child advocates and juvenile court judges regarding cultural competency and the criteria regarding a preponderance of evidence to verify allegations.</p>				<p>Culture and Diversity Awareness training is provided to DCS and CPS workers, and is reinforced throughout new cohort and experienced worker training. These sessions include <i>Culture and Diversity, Engagement, Teaming, Assessing Child Maltreatment, and Effects of Abuse, Neglect, and Separation on Child Development</i>, all of which explicitly attend to cultural diversity.</p> <p>The Indiana Judicial Center provided diversity training for judges, court personnel, and probation officers, as well as cultural sensitivity training to judges working with Hispanic populations. These occurred on</p>

				<p>September 2008, July, September, &amp; December 2010, and April &amp; May, 2011. These will continue to be provided.</p> <p>The State Office of GAL/CASA provides cultural competence training to GAL/CASA staff and volunteers every year at the annual fall conference. Most recently in Fall, 2011 two sessions were specifically geared toward working with vulnerable populations and cultural competence: 1. Building relationships across the cultural divide, and 2. Working with gay, lesbian, transgendered, bisexual, and questioning youth. The first of these was presented by the Cultural Diversity Manager from the National CASA Association.</p> <p>In 2010, the State Office Director and Program Coordinator attended a two day conference called Courts Catalyzing Change: Achieving Equity and Fairness in Foster Care. In 2011, these same staff attended a two day meeting entitled Undoing Racism, related to individual, societal, and institutional racism as it relates to services and outcomes for our youth. The State Office has partnered with</p>
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					<p>the local Indianapolis Child Advocates program to make this second training available to all CASA directors, and as a result, many directors and volunteers have attended.</p> <p>Moving forward, the State Office would like to expand upon the requirement that child advocates receive some training on “criteria regarding preponderance of evidence to verify allegations,” by partnering with DCS to provide training to GAL.CASA directors and volunteers.</p>
<p><b>Recommendation # 15</b> Provide supportive practices to assist youth in transitioning to independence.</p>			X		<p>DCS continues to make adjustments to ensure that the agency is providing supportive practice to assist youth in transitioning to independence. Transition planning now begins at 15 ½ years of age. Plans are created through a child and family team that is comprised of participants selected by the youth who have been identified as resources in transition. Plans are resource driven and youth focused, and recognize differing needs based on family of origin, ethnicity, and culture. Independent living service standards are now youth outcome focused which ensures youth attain,</p>



				<p>learn, and demonstrate skills necessary for successful independence.</p> <p>An independent living manager position, who focuses on issues of disproportionality, has been created and filled.</p> <p>In March 2010, the GAL/CASA program was selected to pilot a program called <i>Fostering Futures</i> for transition to foster care to adulthood. The program was awarded a 75K grant from National CASA Association and trained volunteers to engage older foster youth in building positive self-identity and setting/achieving future goals. The program's goal is to help older foster youth build supportive adult connections and develop supporting transition plans. Since inception, the State Office of GAL/CASA has provided 8 FF events across IN, from Evansville to South Bend. Project goals were exceeded through the training of 102 volunteers from 30 programs across IN. These volunteers are working with approx. 120 older youth. Upon conclusion, the curriculum was reviewed and revised based on participant</p>
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					feedback. Revised training curriculum is now available. The State Office will continue to offer the FF training.
<b>Recommendation # 16</b> A culturally sensitive, standardized risk/needs assessment tool is needed for utilization at the beginning of the assessment (investigation) and throughout the decision making process to assist in reducing disproportionality.			X		Beginning in 2009, DCS began to review the tools that field staff used to make decisions throughout case cycles. Analysis revealed necessary improvements to decision making tools. Prior to the purchase of a new Safety and Risk Tool, IN consulted with expertise the Child Welfare field to ensure this tool was free of racial bias.  IN adopted another new tool to assess strengths and needs of caregivers; the Child and Adolescent Needs and Strengths (CANS), which takes into account the child and family's culture before each action level or need is identified and before each measure is rated. One of the CANS domains, the Acculturation Domain, includes four items which allow the rater to address culture related needs, which may require accommodations such as Language, Identity, Ritual, or Cultural Stress.
<b>Recommendation # 17</b> Create a Child and Family Team			X		The Child and Family Team meeting process in an integral part of the DCS practice model. This Team consists of informal supports identified by

<p>which includes a review of child's history, needs and appropriate available settings. The team should participate in development of recommendations which include a treatment plan, anticipated length of stay and discharge plan.</p>					<p>family) and formal (members added for professional services). The family has the autonomy to select all team members, which assists the department with ensuring that supports are trusted and hold cultural expertise. Since many of the team members are family and friends, plans to continue the teaming process are developed to continue after DCS exit.</p>
<p><b>Recommendation # 18</b> Effective data collection, evaluation, accountability and reporting tools and methods are needed at each decision making point to adequately assess and address disproportionality levels.</p>			X		<p>Specific staff has been charged with analyzing these data, which includes those that are agency-generated, and from national data repositories. In January 2010, DCS created the Services and Outcomes Division, which will evaluate outcomes pertaining to service delivery quality, various tools, and provider services.</p>
<p><b>Recommendation # 19</b></p>			X		<p>The Safely Home, Families First Initiative renewed emphasis on</p>

<p>The planning process in foster care, kinship care, and/or adoption should be revised to align with best practices in addressing disproportionality.</p>					<p>placing with and licensing individuals who will cultivate connectedness to a child’s family, and relatedly, their culture and ethnicity. This has also resulted in the increased opportunity to discuss with families the provision of non-relative foster care, potentially enhancing the diversity of the DCS foster parent population.</p>
<p><b>Recommendation # 20</b> Media relations and community education are needed to inform the media and communities of color of DCS focus on “helping to keep families together,” provide information regarding strengths of child welfare, and inform the community of progress made on addressing disproportionality.</p>			<p>X</p>		<p>Communications staff have coordinated with DCS to create materials about child welfare issues as they relate to communities of color, which is posted on the DCS public website. Communications staff have contacted various media outlets to promote the importance of Safely Home, Families First and the strengths and improvements to Indiana’s child welfare system.</p>

<p><b>Recommendation # 21</b> DCS shall contract with minority owned agencies and minority faith-based organizations at a percentage level that is proportionate to the youth of color in out-of home placement and/or the service delivery system.</p>		X			<p>DCS recognizes the importance of this recommendation and the majority of providers are not-for-profit entities, some of which are minority owned and minority faith-based organizations.</p>
<p><b>Recommendation # 22</b> DCS will ensure that bilingual case managers and/or interpreters are accessible at any point of contact with DCS.</p>				X	<p>DCS has contracts with two providers for these services, who together provide both face-to-face and telephone services.</p> <p>In 2009, DCS created and filled a staff position address the needs of Indiana’s Latino population. This staff person has provided direct translation services, assisted and supported other staff with understanding the unique needs of this population, and participated in the review of service standards to ensure that culturally competent services are available to Latino</p>

					families.
<p><b>Recommendation # 23</b>  African American families are more likely to be reported for alleged substance abuse than white families presenting similar situations. DCS shall explore mandated reporter bias (e.g., hospitals, schools) and address its effect on disproportionality.</p>		X			<p>In August 2010, DCS completed a statewide implementation of the Hotline, a centralized intake unit operating within a call center environment. This unit receives all IN abuse and neglect reports and determines the course of action for the report. While the Hotline does not inquire about race during the intake, they consistently run reporters through a series of guided questions to ascertain as much info as possible to determine if legal sufficiency exists to conduct an abuse assessment. The Hotline is in the process of implementing a new, nationally recognized risk and safety assessment tool which will provide even more consistency in capturing information and making appropriate decisions regardless of race, ethnicity, age, or gender.</p>
<p><b>Recommendation # 24</b>  DCS will collaborate with licensed child placing agencies (LCPAs) and Court Appointed Special Advocates (CASAs) to explore avenues</p>			X		<p>The DCS Practice Model supports the concept of creating positive partnerships and a teamwork concept between all providers and the biological family. Also, with an emphasis on placing youth with “families first” the likelihood of a more positive working relationship between a foster caregiver and a biological parent may be enhanced.</p>

<p>that encourage positive relationships between foster parents and parents.</p>					<p>With the expansion of the DCS Regional Foster Care Staff across the state, opportunities to license families through DCS, instead of through external LCPAs, have grown significantly. With DCS staff providing the primary guidance and support to these foster parents, positive working relationships between foster parents can be emphasized and supported directly in practice.</p> <p>DCS and the State office have provided collaborative trainings that fall in this category. In addition to the Safely Home, Families First trainings described above, DCS obtained a grant and provided training to GAL/CASA staff across IN on Reactive Attachment Disorder. The State Office of the GAL/CASA is committed to providing various types of training that will promote positive relationships with foster and biological parents on an ongoing basis.</p>
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## Education Recommendation Progress Assessment

Recommendation	Not Addressed	Beginning	Developing	Accomplished	Evidence
<p><b>Recommendation # 25</b>            Re-establish an Office of Educational Equity in the Indiana Department of Education (IDOE) headed by a new position at the Associate Superintendent level, to coordinate and monitor issues of disproportionality across achievement, discipline, special education, alternative programs, dropout and graduation, and gifted and talented programs.</p>		X			<p>The IDOE has established a position for an expert in cultural competence and diversity, with the title Assistant Director of Community Outreach, held by Jacqueline J. Cissel.</p>
<p><b>Recommendation # 26</b>            Pass legislation</p>		X			<p>No legislation has been passed, which is outside the purview of this committee, but the IDOE requires by law (IC 20-31-6-2) to</p>



<p>that mandates cultural competency standards for education.</p>					<p>develop a “Cultural Competency component of a school plan          Sec. 2 (a) In developing a school’s plan, the committee shall consider methods to improve the cultural competency of the school’s teachers, administrators, staff, parents, and students.          (b) The committee shall: 1. Identify the racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups that are included in the school’s student population; 2. Incorporate culturally appropriate strategies for increasing educational opportunities and educational performance for each group in the school’s plan; and 3. Recommend areas in which additional professional development is necessary to increase cultural competency in the school’s educational environment.          © The committee shall update annually the information identified under subsection (b) (1).”</p> <p>The IDOE is required by law (IC 20-31-6) to “develop and make available to school corporations and nonpublic school materials that assist teachers, administrators, and staff in a school in developing cultural competency for use in providing professional and staff development programs.”</p>
<p><b>Recommendation # 27</b>          The State of</p>					<p>Federal funding for schools is dependent on the characteristics of the school’s population (Title 1 funding for those students in need of</p>

<p>Indiana must ensure that its school funding formula guarantees adequacy of resources across school corporations for addressing racial/ethnic disparities, English Language Learners, and children living in poverty. All schools should be comparable in the provision of facilities, technology, and instructional resources, providing all students in Indiana with access to smaller class sizes; higher paid and more experienced teachers; highly qualified teachers; educational specialists; high-</p>					<p>supports who meet socio-economic eligibility requirements, special education, ENL services, etc.) General education funding is now provided by the state on a per student basis- as opposed to the prior practice of partial funding by local property taxes. This was instituted to allow for more equitable distribution of educational funding.</p> <p>Recently passed legislation indicates that the IDOE is moving away from the “highly qualified” standard for teachers to the “highly effective” standard as demonstrated by the now required annual evaluations.</p>
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<p>quality instructional resources, such as textbooks; up-to-date tests, libraries, computers, and equipment; and high quality upper level courses.</p>					
<p><b>Recommendation # 28</b>  Increase the availability of quality early childhood opportunities in order to improve school readiness for students who may be at-risk for school failure. In particular, require and fund Pre-K and full day kindergarten in Indiana's public schools.</p>		<p>X</p>			<p>There is limited funding for pre-school programs except for those students who qualify for Head Start and Special Education. Nutrition programs are also available for existing early childhood programs.</p>
<p><b>Recommendation # 29</b>  Provide funding</p>			<p>X</p>		<p>The IDOE supports a specialist for gifted and talented programs who provides professional development and technical</p>

<p>for grants and technical assistance to school corporations to use best and promising practices to increase the number of students from racial and ethnic groups who have been under-represented in gifted and talented programs.</p>					<p>assistance to schools in this area.</p>
<p><b>Recommendation # 30</b> Expand statutory language regarding school discipline to allow and encourage a broader range of disciplinary options so that schools have a greater variety of resources at their disposal for addressing student</p>		<p>X</p>			<p>While IC 20-33-8-25 currently lists the options available for school discipline, it is necessary to understand any disproportionate patterns related to discipline issue, student demographic, and person determining the course of disciplinary action.</p>

discipline.					
<b>Recommendation # 31</b> Indiana should immediately make a statewide commitment to reduce Indiana’s dropout rate, and in particular address disproportionality in dropout through an initiative that requires and provides a dropout prevention fund available to school corporations.	X				While the IDOE has developed an A-F model of school accountability that uses a growth model to measure student achievement in each corporation, it is unclear how the current system in which a corporation acquires points for improved achievement results in the lower quartile impacts dropout rate.
<b>Recommendation # 32</b> School corporations should appoint and train diverse teams of teachers, administrators, parents, and students to assess disproportionality by utilizing data		X			Professional development for schools pertaining to data analysis is now available online on the IDOE student services webpage and through the IU Equity Project as a result of the HEA requirement to support schools in disaggregating discipline data in order to drive goals related to improving discipline and behavior. The extent to which this PD is accessed and utilized, however, is not tracked.

<p>from local assessments, rubrics, and state data banks, and to use that information to improve corporation practices and inform professional development.</p>					
<p><b>Recommendation # 33</b> In order to better ensure the cultural responsiveness of all school personnel in Indiana’s schools, Indiana’s colleges and universities should improve teacher training and practicum.</p>		X			<p>Several local universities, including IU and IUPUI have obtained federal program improvement grants to do exactly this. State standards are incorporated into all teacher education syllabi and course content, as are common core standards, where relevant.</p>
<p><b>Recommendation # 34</b> The Indiana Department of Education should collect and monitor educational data</p>					<p>Schools must submit educational data, disaggregated by race, ethnicity, gender to the IDOE which makes these date available through the STN website or by request from the IDOE STN Support Team. Data may be analyzed for disproportionality but such analysis is not provided by the IDOE.</p>

<p>on disproportionality from every school and school corporation. This data should be accurate, use uniform definitions and calculations and be current. This data should be made easily accessible to and understandable by the general public.</p>					<p>Deadlines for data reporting keep this information current.</p>
<p><b>Recommendation # 35</b> The Indiana Department of Education should adopt methods, for use at the local level, that provide guidelines on how educators and the community can evaluate the cultural bias in instructional materials, and use such guidelines as part of each school</p>					<p>Textbooks are reviewed annually by the IDOE, but schools have discretion as to the instructional materials they adopt. The IDOE provides rubrics for schools to assist with the process of evaluation. An example of the health rubric that references cultural acceptability may be found at <a href="http://www.doe.in.gov/opd/textbook/docs/health-rubrics/HealthEd_Rubric_General_Characteristics.pdf">http://www.doe.in.gov/opd/textbook/docs/health-rubrics/HealthEd_Rubric_General_Characteristics.pdf</a></p>

corporation's textbook adoption procedure.					
<p><b>Recommendation # 36</b>  For over 30 years, the issue of due process rights with respect to exclusion from school for disciplinary reasons through suspension and expulsion has been a source of controversy in the State of Indiana. In order to resolve this controversy, the Indiana Department of Education should convene a task force of school leadership associations, parents and parent advocates, youth, the legal community, and other key</p>	X				No task force has been established. Due process rights for suspension and expulsion are currently identified in IC 20-33-8.



<p>stakeholders in order to find a solution to the issue of due process in a way that both preserves the right and responsibility of school administrators to maintain a safe and orderly school environment, and protects federally and state-guaranteed rights of parents and students to due process in cases of school exclusion.</p>					
<p><b>Recommendation # 37</b> As part of a planning process to improve cultural responsiveness, school corporations, local schools and their communities, should be encouraged to</p>		<p>X</p>			<p>Since 2011, the IDOE has provided diversity training to its staff through a day long workshop with Roger Cleveland, and the IN courts are providing Undoing Racism training, which is open to education professionals. More needs to be incorporated into the content areas as well as built into job embedded professional learning, rather than separate workshops.</p>

directly address issues of race and ethnicity, and engage in a continuing dialogue about the reality of racial disparities.					
<b>Recommendation # 38</b> The State of Indiana should address the critical shortages of teachers of color in Indiana’s public schools.		X			The IDOE has made the recruitment of teachers of color a priority in 2010-2011, by dedicating online resources for schools <a href="http://doe.in.gov/teachindiana/minority.html">http://doe.in.gov/teachindiana/minority.html</a>
<b>Recommendation # 39</b> School corporations and local schools in collaboration with parent associations/groups, students, parent training organizations and the Indiana Department of Education, should		X			The IDOE has instituted the “Parent Pledge” initiative as an example of its commitment to improved parent involvement in schools. <a href="http://www.doe.in.gov/parentpledge/">http://www.doe.in.gov/parentpledge/</a> Resources for parents may be found at <a href="http://www.doe.in.gov/communications/parents.html">http://www.doe.in.gov/communications/parents.html</a>

improve parent involvement in the educational process.					
<b>Recommendation #40</b> The General Assembly should pass legislation, provide resources, and advise the Indiana Department of Education to provide guidance to shift the focus of instruction and intervention from a “wait-to-fail” approach to proactive intervention and instructional strategies that prevent school failure.			X		The “Response to Instruction” initiative prompted by 511 IAC 7-40-2 “comprehensive and coordinated early intervening services” has been in place for the past three years with extensive professional development provided to schools. Information may be found at <a href="http://www.doe.in.gov/rti/">http://www.doe.in.gov/rti/</a>
<b>Recommendation # 41</b> In order to address disproportionality	X				Information regarding the qualifications and licensure may be found at <a href="http://www.doe.in.gov/educatorlicensing">http://www.doe.in.gov/educatorlicensing</a> and the state is moving from a highly

<p>in the availability of highly qualified teachers in the state of Indiana, the Indiana Department of Education should develop, gather, analyze, and disseminate data in that area.</p>					<p>qualified teacher model to a highly effective model of teaching evaluation (mapped onto student performance). This information has not been analyzed for disproportionality.</p>
<p><b>Recommendation # 42</b> School corporations, local schools, community- and faith-based organizations, civic groups, businesses, and labor unions should work to improve the collaboration of education and other youth-serving agencies to better meet the needs of children and youth.</p>		<p>X</p>			<p>This need has been articulated through the HEA 1419 recommendations and School Corporation Plan Rubrics,, but progress is unknown.</p>

<p><b>Recommendation # 43</b>  School corporations and local schools should be provided expanded resources and guidance regarding issues of problem or disruptive behavior in order to reduce disproportionality in school discipline and expand the options of schools for maintaining safe and orderly learning environments.</p>		X			<p>Workshops and online trainings are available to address disproportionality in school discipline.  <a href="http://www.doe.in.gov/services/discipline">http://www.doe.in.gov/services/discipline</a></p>
<p><b>Recommendation # 44</b>  School corporations, local schools, community- and faith-based organizations, in conjunction with the Indiana Department of Education, should</p>		X			<p>Resources regarding college and career prep for all students may be found at <a href="http://www/doe/in/gov/octe/welcome.html">http://www/doe/in/gov/octe/welcome.html</a>  Info related to the successful Jobs for America’s Graduates program are also available on the IDEO website. All students must develop and maintain a graduation plan beginning in 6<sup>th</sup> grade, which are reevaluated in high school.</p>

<p>develop programs that can ensure that students of color have the resources needed in order to be able to meet high academic and behavioral expectations and become more engaged in their educational program.</p>					
<p><b>Recommendation # 45</b>  School corporations and local schools should ensure that there are multiple forms of authentic, culturally responsive assessments (see e.g., NEA, AFDC, Wiggins) that go beyond current ISTEP testing, e.g., formative assessments,</p>	<p>X</p>				<p>No data reported for this recommendation.</p>

<p>quarterly assessments, benchmarks, to measure student academic success and identify students at risk and in need of intervention.</p>					
<p><b>Recommendation # 46</b> The state of Indiana should address the critical shortages of teachers of color in Indiana’s public schools</p>			X		See Recommendation 38
<p><b>Recommendation # 47</b> Provide an expanded range of effective alternative options and vocational programs for those students who are at risk for failure in mainstream settings.</p>		X			There has been a significant increase in alternative education settings in recent years, which include alternative credit recovery programs offered by school corporations, an expansion of chapter schools, online public virtual schools, voucher programs to private schools, as well as traditional alternative programs geared to a response to discipline issues.

<p><b>Recommendation # 48</b> Ensure the cultural responsiveness of school disciplinary systems.</p>		X			<p>The PBIS(Positive Behavior Interventions and Supports) Indiana project <a href="http://www.indiana.edu/~pbisin/about/">http://www.indiana.edu/~pbisin/about/</a> was funded by the IDOE in partnership with IU, and is currently in implementation. The DOE has also made available recommendations for schools to address this recommendation. <a href="http://www.doe.in.gov/sservices/discipline">http://www.doe.in.gov/sservices/discipline</a></p>
<p><b>Recommendation # 49</b> In order to better ensure the cultural responsiveness of all school personnel in Indiana’s schools, Indiana’s colleges and universities should develop and present curriculum for administrators that provides training concerning causes of disproportionality and strategies for identifying and eliminating it, developing school improvement plans that include</p>			X		<p>This recommendation cuts across numerous organizations and there is evidence from course syllabi at IU, IUPUI and Butler University that inclusive education, culturally responsive pedagogy, and disproportionality are being addressed, although, primarily in special education courses of study.</p> <p>Membership between IUPUI’s school of education faculty on the Indiana Disproportionality Committee, it’s Education Subcommittee, as well as collaboration between the IUPUI SOE and the National Council on Educating Black Children and the Greater Indianapolis NAACP have fostered shared sense of responsibility and inquiry into addressing disproportionality.</p>



assessments, audits, staff surveys, and continuous professional development to address racial and ethnic disparities.					
<b>Recommendation # 50</b> Ensure the availability of personnel support in school to better meet the needs of students who are at-risk of failure.			X		Article 4-511 IAC 4-1.5-5 Student Assistant Services Authority: IC 20-19-2-8; IC 20-31-4-17 identifies those personnel (school counselors, school social workers, and school psychologists) and those services (prevention, assessment, intervention, and referral) that schools are mandated to provide at the elementary and secondary levels to support students at risk of failure. Ratios are recommended but schools may use discretion as to the level of support provided. Special education services are provided through Article 7: 511 IAC 7-32 and Title 1 Supports are also provided.

**Remaining questions:**

How is the equitable distribution of resources noted in Recommendation 27 being ensured and what is the current situation in relation to this distribution across school corporations and schools?

Why are some disproportionality data not made publicly available, as they are required to be reported to the U.S. Department of Education in annual required State Performance Profiles? This related to Recommendation 34

The link provided for the Health Rubric referenced as evidence of Recommendation 35 is not valid.

Note that legislative code is not always enough to ensure recommendations are being met. Consider providing more information in areas where legislation is the only evidence provided for a status report on a particular recommendation.

## Juvenile Justice Recommendation Progress Assessment

Recommendation	Not Addressed	Beginning	Developing	Accomplished	Evidence
<p><b>Recommendation # 51</b> Review and amend the Indiana Juvenile Code to include a non-discrimination principle.</p>	X				This requires amending IN juvenile code, making this recommendation difficult to address.
<p><b>Recommendation # 52</b> Each juvenile justice professional discipline and its direct service providers should make reducing DMC a priority and should develop their own pre-service and ongoing cultural competency training based on best practices and standards adopted by the legislature.</p>		X			No standards have been adopted by legislature; therefore, this part of the rec. cannot be met. However, other progress has been made; probation officers, court, and other juvenile justice personnel receive cultural competence and diversity training.

<p><b>Recommendation # 53</b> Each Indiana county should create a community juvenile justice council or expand an existing countywide group that will implement the mandate in the Recommendation 54.</p> <p><b>Recommendation # 54</b> All agencies and courts associated with the juvenile justice system should make preventing and reducing disproportionate minority contact (DMC) a priority goal through the development and implementation of best practice prevention and</p>			X		<p>Marion, Lake, Porter, Tippecanoe, and Johnson JDAI sites have created or are in the process of creating JDAI/DMC subcommittees. These groups are subcommittees of the local JDAI collaborative composed of key stakeholders, which includes the juvenile court judge, probation, public defender prosecutor, law enforcement, and community members.</p> <p>An active racial/ethnic disparities DMC subcommittee is part of the JDAI Statewide Steering Committee. It's goals are to review and change policies and practices that contribute to disparate numbers of youth of color in the JJ system. As support, the JDAI Statewide Steering Committee will receive ongoing technical assistance.</p>
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<p>intervention strategies for all points of contact. Local juvenile justice agencies should work collaboratively with each other and systemically within their agencies to identify and address policies, practices and procedures that contribute to disparate treatment and disproportionate impact on youth of color.</p>					
<p><b>Recommendation # 55</b> The Department of Child Services (DCS), through its Regional Service Councils (RSCs), should provide an adequate level of funding opportunities in</p>	<p>X</p>				<p>There was not DCS representation in attendance at the Board meetings, which was problematic for exploring the extent to which this recommendation may have been addressed. DCS controls funding used to provide local JJ services, making the absence of DCS representation an obstacle in the Board's work.</p>

<p>order to address, as a priority goal, reducing disproportionality and disparity in the child welfare and juvenile justice systems in their service delivery efforts.</p>					
<p><b>Recommendation # 56</b>  The Indiana Supreme Court, in collaboration with juvenile justice courts, practitioners and stakeholders, should develop a statewide juvenile justice data collection system that disaggregates data based on race/ethnicity at all decision points throughout the juvenile justice system. Data collection systems at the</p>		<p>X</p>			<p>The Indiana Criminal Justice Institute (ICJI) has partnered with a group of IUPUI School of Public and Environmental Affairs graduate students to examine states with a statewide JJ data collection system. Students will identify how the system was developed, associated costs, parties involved, time lines, corresponding legislation (if any), and feasibility exploration. Findings and recommendations will be available April, 2012.</p>

<p>county level must be consistent with uniform collection and reporting systems implemented at the state level and should be easily accessible to juvenile justice practitioners and the public.</p>					
<p><b>Recommendation # 57</b>          Incorporate into the inter-agency cross-system efforts an advisory panel to the Indiana legislature, judiciary and executive branches on public policy initiatives and legislation involving juvenile justice, delinquency prevention, DMC, and equal access</p>	<p>X</p>				<p>See earlier comment about lack of DCS representation; ICJI will move forward with exploring DCS representation on the ICJI Board of Trustees.</p>

to services for youth of color in the juvenile justice system.					
<p><b>Recommendation #58</b>  Provide sufficient resources to the Indiana Criminal Justice Institute (ICJI) for the reduction of DMC in order to increase their internal capability to oversee and deliver technical assistance to counties and other juvenile justice agencies and organizations. ICJI is the state planning agency for criminal justice, juvenile justice, traffic safety, and victim services, and is the pass-through agency for federal delinquency</p>		X			<p>There is a need for additional resources; ICJI routinely receives Formula Grant funds, used to support the DMC Coordinator and local JDAI/DMC Coordinator positions, as well as JJ system improvement efforts.</p>



<p>prevention/law enforcement funding opportunities. It is the primary agency responsible for overseeing the state's obligation under federal law to reduce DMC in the juvenile justice system.</p>					
<p><b>Recommendation # 59</b> Provide increased state funding to the Department of Correction for community correction opportunities at the local level that will reduce disproportionality, e.g. alternatives to arrest, detention and incarceration, including the development of culturally competent</p>		<p>X</p>			<p>There is a need for additional resources. Department of Corrections provides funding for Community Corrections for focus on JJ at local levels and has been meeting with county community corrections agencies to assist them in developing JJ corrections programs.</p>

<p>diversion and re-entry programs for youth of color. Designate a specific amount or percentage of community correction funding to juvenile services, or create a separate line item for juvenile services.</p>					
<p><b>Recommendation # 60</b> Every juvenile court should, in accordance with best practice standards, work with juvenile justice agencies to increase the number of qualified interpreters available to youth, families and court personnel at all points of contact.</p>			<p>X</p>		<p>The Indiana Division of State Court Administration has a Court Interpreter Program.</p> <p>The Indiana Judicial Center partnered with the Supreme Court, Division of State Court Administration, and Ivy Tech Community College to provide workplace Spanish Training for the Indiana Judicial System. Curriculum provides basic info needs by court employees to effectively communicate information with Spanish-speaking individuals.</p>

<p><b>Recommendation # 61</b>          Juvenile justice agencies and courts should work with the mental health community to ensure access to services in a culturally competent manner for all youth of color at each point of contact in the juvenile justice system.</p>	<p>X</p>				<p>Contacts between JJ and Mental Health have not been made.</p>
<p><b>Recommendation # 62</b>          Increase the recruitment of minority and bilingual staff within all juvenile justice agencies and professional disciplines, to ensure that they are representative of the youth populations they serve. This would</p>		<p>X</p>			<p>Probation officer salary scale allows for a bonus for specialized skills, particularly for bilingual staff.</p>

<p>include but not be limited to all personnel within law enforcement, prosecutors, public defenders, attorneys, judiciary, probation departments, detention centers, direct service providers, Department of Correction, Department of Child Services, and all state agencies interacting with the juvenile justice system.</p>					
<p><b>Recommendation # 63</b>          Juvenile justice agencies should incorporate the crucial role of families and positive youth development approaches into all juvenile justice</p>		<p>X</p>			<p>IDOC/Division of Youth Services implemented Performance Based Standards in correctional facilities, which track outcome measures that include family participation in programming and supports. IDOC/DYS implemented Community Based Standards with contract residential group homes utilized for re-entry programs. CBSs were established to sustain systems for continuous improvement and accountability in CB residential programs across the U.S., including the tracking of</p>

strategies and programming.					family involvement and participation in feedback (e.g. surveys).
<b>Recommendation # 64</b> All disciplines in the juvenile justice system should, in accordance with best practice standards, develop and train all involved in decision making about youth on professional practice guidelines in order to reduce or eliminate racial and ethnic biases.		X			JDAI sites are and will continue to receive ongoing training on exploration and change of policies and practices that result in disparities and DMC.

**Remaining questions:**

What are the sources and content of trainings referenced above? Are there ways to incorporate professional development into job embedded activities?

How is DS representation on the Board, as well as the JDAI Board of Trustees being secured?

## Mental Health Recommendation Progress Assessment

Recommendation	Not Addressed	Beginning	Developing	Accomplished	Evidence
<p><b>Recommendation # 65:</b> Provide adequate resources to ensure parity so that any child in the state, particularly children of color, receives needed mental health and addiction services and treatment. Funding is needed to address prevention, early intervention, increased access to services, service delivery and follow up needs.</p>	X				There is no funding available to meet this recommendation.
<p><b>Recommendation # 66</b> Reduce stigma, which is a significant barrier among people of color in need of mental health</p>		X			DMHA providers address stigma associated with mental health and addiction services in their local communities.

services.					
<b>Recommendation # 67</b> All programs in each child serving system should make every effort to provide access to mental health assessment and treatment prior to involving children in the juvenile justice system.		X			These efforts are locally driven by juvenile probation staff and judges that have established relationships with service providers.
<b>Recommendation # 68</b> Provide adequate resources to create educational information to youth and families of color. Educational information will assist families in knowing what services are available to them, reduce stigma,	X				This recommendation cannot be addressed as providers have decreased funding in the area of education information provision to all populations served.

<p>promote early intervention, and contribute to equity in service delivery.</p>					
<p><b>Recommendation # 69</b>          Provide sufficient resources to support the expansion of qualified service providers and eliminate barriers to care for youth and families of color in need of mental health and addiction treatment. The lack of available service providers often delays treatment and requires youth/families to remain involved with the legal or child welfare system for a longer period of time contributing</p>	<p>X</p>				<p>Resources not available.</p>



to disproportionality.					
<b>Recommendation # 70</b> Ensure sufficient resources at each point of entry into mental health and addiction, child welfare, education, or juvenile justice. Establish “braided funding” (all state agencies working together sharing funds to benefit the child) efforts to eliminate funding and service silos.	X				Resources not available.
<b>Recommendation # 71</b> Require strength-based approaches that have been identified as best practices in working with diverse populations to be utilized in working		X			Indiana’s intensive community based services (Community Alternative to Psychiatric Treatment Facility Medicaid Demonstration Grant) uses the Wrap Around Services Model (Bruns et al., 2010) to engage families and youth and coordinate services for youth who might otherwise be served in a PRTF. At the end of four years, 74% of youth improved in mental health symptoms, functioning, strengths, risk behaviors, or caregiver strengths and needs

<p>with youth of color. Evidence-based programs using strength-based approaches should be used as models to change the culture of agencies providing services.</p>					<p>as measured by the Child and Adolescent Needs and Strengths (CAMS), Lyons, 2009). Youth and families with high fidelity wraparound services were more likely to improve. The grant evaluation found no statistical differences related to race or age (Wallace, Stanistic, &amp; Moore, 2011). A sustainability plan is under implementation to continue and grow effective intensive community based services statewide.</p> <p>The CANS is being used across public services to identify needs/strengths and recommend the intensity of services that have been found to be effective for individuals with varying patters. Identified needs/ strengths are applied to the development of individualized intervention plans, which utilize and build upon strengths. Behavioral health clinicians and child welfare staff must maintain certification to use these tools, which consider development and cultural factors. Cultural needs are identified so that appropriate accommodations are made by providers, and cultural sensitivity training is part of the CANS training/certification process.</p>
<p><b>Recommendation # 72</b> Mandate cultural competency and other training so</p>	<p>X</p>				<p>DMHA is jointly participating in an ongoing project: Juvenile Detention Alternatives Initiatives. The program is adopted by the State and implemented in 7 counties.</p>

<p>that the following audiences are better able to recognize potential mental health issues: juvenile court judges, attorneys, mental health providers, substance abuse providers, juvenile justice professionals, law enforcement officers, educators and line staff at points of entry in the decisions making process regarding youth of color.</p>					
<p><b>Recommendation # 73</b>  Create a listing of service providers and organizations that identifies specific cultural areas of expertise to assist in the referral process for youth of color</p>	<p>X</p>				

with mental health and addiction needs.					
<b>Recommendation # 74</b> Develop memorandums of understanding (MOUs) to support additional linkages and collaborative relationships among organizations serving youth and provide avenues which support additional communication and record sharing among organizations serving youth.	X				

**Remaining questions:**

In what ways do DMHA providers address stigma in local communities, how are associated outcomes tracked, and what resources could be leveraged to support this work?

Since several recommendations center around the generation of resources, how will these resources be accessed? Who needs to be involved and what means will be employed (e.g., legislative, lobbying, grant funding)?

What are the key partnerships that need to be forged in relation to Rec. 74?

## Next Steps

In order to continue the progress documented herein, it is necessary that the Board continue to refine and revise the following, as they relate to each of the four outcomes, above:

1. *Continuous assessment of work to date:* Use of the same or a similar process of assessing each recommendation in relation to beginning, developing, and accomplished status, linked to very specific evidence of these assessments is required. We recommend that this process is engaged at least twice yearly, within each of the respective Board members' agencies, with reports of progress submitted to the Board and disseminated publicly through a number of forums.
2. *Enhanced communication within and across state agencies:* To date, there have been many core Board members who have attended each meeting. However, there are also several agencies that send proxies in the place of agency administrators, and these proxies often vary from meeting to meeting. It is imperative that even when a proxy is appointed, that the same proxy is in attendance at Board meetings each month. This will ensure continuity in the process of assessing, prioritizing, planning, and acting upon each recommendation, which to date, has proved challenging. Also necessary in the case of proxy attendance is that communication with agency heads is engaged following each Board meeting. These recommendations are in response to concerns that those in attendance at Board meeting are not always, and

- frequently not, those who are in positions to make key decisions about the appropriation of resources and the determination of agency priorities.
3. *Moving beyond initial priorities:* Despite the determination of initial recommendation priorities, the Board must regularly review those recommendations that remain unmet. Further, the entire Board will need to revisit, assess progress on, and prioritize the 11 general recommendations made across all four service areas.
  4. *Scaling up action plans and accountability for results:* It is recommended that the current draft action plan for addressing each of the four sub-groups' priority recommendations be scaled up to incorporate all recommendations which have not yet been adequately addressed. This will take significant time, and it is thus recommended that each of the four groups hold a half-day meeting devoted entirely to the drafting of this expanded plan. This meeting should be facilitated by a member of the Board who has been present at all meetings up until this point, and should extend invitations to and include those heads of agencies who are able to make key decisions about the dedication of human and financial resources in addition to current Board members. These improved action plans should be submitted to Mr. Smith, and publicly disseminated.

## **Conclusion**

We have included protocols developed as part of this process as an Appendix to this report in order to aid in the Board's continued work. It is our hope that the process we have engaged has set up conditions for the Board to move forward in meeting the recommendations made by the Commission on Disproportionality in Youth Services, and

where not possible because of current constraints in terms of control, trend, scope, urgency, priority, or practicality within each agency, these constraints be brought to light and presented to the Indiana Commission on Civil Rights so that current conditions do not serve as barriers to this important work. We commend all those community stakeholders, as well as state agencies and their employees who have worked together to make addressing and eliminating disproportionality in Indiana's youth services a statewide priority.

### **References**

Ferguson, D. L., Kozleski, E. B., & Smith, A. (2003). Transformed, inclusive schools: A framework to guide fundamental change in urban schools. *Effective Education for Learners with Exceptionalities, 15*, 43–74.

### **Appendices**

Recommendation Assessment Rubrics

Priority and Action Planning Worksheet

**CHILD WELFARE RECOMMENDATION ASSESSMENT RUBRIC** This document is designed to help State Agencies assess the degree to which their organization(s) have addressed the recommendations of the Disproportionality Commission. Please convene vertical teams (i.e., individuals representing a variety of decision-making roles across different levels of the organization) of at least five individuals to review each recommendation and assess the organization’s progress. ***Of importance is that each team provides concrete and detailed evidence that shaped the team’s assessment rating.*** Examples of evidence include, but are not limited to: specific staff positions created and associate responsibilities, amounts of funding allocated, descriptions of organizational policies, analysis of staffing demographics, etc. This activity will inform next steps in identifying priority recommendations, and plans of action for further developing our work in addressing disproportionality in Indiana. Please come to our next Board Meeting with this activity completed.

Recommendation	Beginning	Developing	Accomplished	Types of Evidence that Account for the Group’s Decision: <i>Describe how this has been addressed, thus far, providing EVIDENCE in the form of concrete examples of actions and persons responsible.</i>
<p><b>12</b> Targeted recruitment efforts are needed to increase the pool of available foster adoptive and kinship families of color.</p>				
<p><b>13</b> Make every reasonable effort to avoid placement</p>				



Recommendation	Beginning	Developing	Accomplished	Types of <b>Evidence</b> that Account for the Group's Decision: <i>Describe how this has been addressed, thus far, providing EVIDENCE in the form of concrete examples of actions and persons responsible.</i>
<p>outside of the home, while ensuring that the health and safety of children remain paramount when appropriate.</p>				
<p><b>14</b> Provide training for all CPS workers, child welfare attorneys, child advocates and juvenile court judges regarding cultural competency and the criteria regarding a preponderance of evidence to verify allegations.</p>				
<p><b>15</b> Provide supportive practices to assist youth in transitioning to independence.</p>				

Recommendation	Beginning	Developing	Accomplished	Types of <b>Evidence</b> that Account for the Group's Decision: <i>Describe how this has been addressed, thus far, providing EVIDENCE in the form of concrete examples of actions and persons responsible.</i>
<p><b>16</b> A culturally sensitive, standardized risk/needs assessment tool is needed for utilization at the beginning of the assessment (investigation) and throughout the decision making process to assist in reducing disproportionality.</p>				
<p><b>17</b> Create a Child and Family Team which includes a review of child's history, needs and appropriate available settings. The team should participate in development of recommendations</p>				

Recommendation	Beginning	Developing	Accomplished	Types of <b>Evidence</b> that Account for the Group's Decision: <i>Describe how this has been addressed, thus far, providing EVIDENCE in the form of concrete examples of actions and persons responsible.</i>
<p>which include a treatment plan, anticipated length of stay and discharge plan.</p>				
<p><b>18</b> Effective data collection, evaluation, accountability and reporting tools and methods are needed at each decision making point to adequately assess and address disproportionality levels.</p>				
<p><b>19</b> The planning process in foster care, kinship care, and/or adoption should be revised to align with best practices in addressing disproportionality.</p>				

Recommendation	Beginning	Developing	Accomplished	Types of <b>Evidence</b> that Account for the Group's Decision: <i>Describe how this has been addressed, thus far, providing EVIDENCE in the form of concrete examples of actions and persons responsible.</i>
<p><b>20</b> Media relations and community education are needed to inform the media and communities of color of DCS focus on “helping to keep families together,” provide information regarding strengths of child welfare, and inform the community of progress made on addressing disproportionality.</p>				
<p><b>21</b> DCS shall contract with minority owned agencies and minority faith-based organizations at a</p>				

Recommendation	Beginning	Developing	Accomplished	Types of <b>Evidence</b> that Account for the Group's Decision: <i>Describe how this has been addressed, thus far, providing EVIDENCE in the form of concrete examples of actions and persons responsible.</i>
<p>percentage level that is proportionate to the youth of color in out-of home placement and/or the service delivery system.</p>				
<p>22 DCS will ensure that bilingual case managers and/or interpreters are accessible at any point of contact with DCS.</p>				
<p>23 African American families are more likely to be reported for alleged substance abuse than white families presenting similar situations. DCS shall explore mandated reporter</p>				

Recommendation	Beginning	Developing	Accomplished	Types of <b>Evidence</b> that Account for the Group's Decision: <i>Describe how this has been addressed, thus far, providing EVIDENCE in the form of concrete examples of actions and persons responsible.</i>
<p>bias (e.g., hospitals, schools) and address its effect on disproportionality.</p>				
<p>24 DCS will collaborate with licensed child placing agencies (LCPAs) and Court Appointed Special Advocates (CASAs) to explore avenues that encourage positive relationships between foster parents and parents.</p>				

**EDUCATION RECOMMENDATION ASSESSMENT RUBRIC** This document is designed to help State Agencies assess the degree to which their organization(s) have addressed the recommendations of the Disproportionality Commission. Please convene vertical teams (i.e., individuals representing a variety of decision-making roles across different levels of the organization) of at least five individuals to review each recommendation and assess the organization’s progress. ***Of importance is that each team provides concrete and detailed evidence that shaped the team’s assessment rating.*** Examples of evidence include, but are not limited to: specific staff positions created and associate responsibilities, amounts of funding allocated, descriptions of organizational policies, analysis of staffing demographics, etc. This activity will inform next steps in identifying priority recommendations, and plans of action for further developing our work in addressing disproportionality in Indiana. Please come to our next Board Meeting with this activity completed.

Recommendation	Beginning	Developing	Accomplished	Types of <b>Evidence</b> that Account for the Group’s Decision: <i>Describe how this has been addressed, thus far, providing EVIDENCE in the form of concrete examples of actions and persons responsible.</i>
<p>25  <b>Re-establish an Office of Educational Equity in the IDOE headed by a new position at the Associate Superintendent level, to coordinate and monitor issues of disproportionality across achievement, discipline, special education, alternative programs, dropout and graduation, and gifted</b></p>				

Recommendation	Beginning	Developing	Accomplished	Types of <b>Evidence</b> that Account for the Group's Decision: <i>Describe how this has been addressed, thus far, providing EVIDENCE in the form of concrete examples of actions and persons responsible.</i>
and talented programs.				
<p>26</p> <p>Pass legislation that mandates cultural competency standards for education.</p>				
<p>27</p> <p>The State of Indiana must ensure that its school funding formula guarantees adequacy of resources across school corporations for addressing racial/ethnic disparities, English Language Learners, and children living in poverty. All schools should be comparable in the provision of facilities, technology,</p>				



Recommendation	Beginning	Developing	Accomplished	Types of <b>Evidence</b> that Account for the Group's Decision: <i>Describe how this has been addressed, thus far, providing EVIDENCE in the form of concrete examples of actions and persons responsible.</i>
<p>and instructional resources, providing all students in Indiana with access to smaller class sizes; higher paid and more experienced teachers; highly qualified teachers; educational specialists; high-quality instructional resources, such as textbooks; up-to-date tests, libraries, computers, and equipment; and high quality upper level courses.</p>				
<p><b>28</b> Increase the availability of quality early childhood opportunities in order to improve school readiness for students who may be at-risk for school failure. In</p>				

Recommendation	Beginning	Developing	Accomplished	Types of <b>Evidence</b> that Account for the Group's Decision: <i>Describe how this has been addressed, thus far, providing EVIDENCE in the form of concrete examples of actions and persons responsible.</i>
particular, require and fund Pre-K and full day kindergarten in Indiana's public schools.				
<p>29</p> <p>Provide funding for grants and technical assistance to school corporations to use best and promising practices to increase the number of students from racial and ethnic groups who have been under-represented in gifted and talented programs.</p>				
<p>30</p> <p>Expand statutory language regarding school discipline to allow and encourage a broader range of</p>				

Recommendation	Beginning	Developing	Accomplished	Types of <b>Evidence</b> that Account for the Group's Decision: <i>Describe how this has been addressed, thus far, providing EVIDENCE in the form of concrete examples of actions and persons responsible.</i>
<p>disciplinary options so that schools have a greater variety of resources at their disposal for addressing student discipline.</p>				
<p><b>31</b> Indiana should immediately make a statewide commitment to reduce Indiana's dropout rate, and in particular address disproportionality in dropout through an initiative that requires and provides a dropout prevention fund available to school corporations.</p>				
<p><b>32</b> School corporations should appoint and</p>				

Recommendation	Beginning	Developing	Accomplished	Types of <b>Evidence</b> that Account for the Group's Decision: <i>Describe how this has been addressed, thus far, providing EVIDENCE in the form of concrete examples of actions and persons responsible.</i>
<p>train diverse teams of teachers, administrators, parents, and students to assess disproportionality by utilizing data from local assessments, rubrics, and state data banks, and to use that information to improve corporation practices and inform professional development.</p>				
<p><b>33</b> In order to better ensure the cultural responsiveness of all school personnel in Indiana's schools, Indiana's colleges and universities should improve teacher training and practicum.</p>				

**Recommendation**

**Beginning**

**Developing**

**Accomplished**

**Types of Evidence that Account for the Group's Decision:**  
*Describe how this has been addressed, thus far, providing EVIDENCE in the form of concrete examples of actions and persons responsible.*

**34**

**The Indiana Department of Education should collect and monitor educational data on disproportionality from every school and school corporation. This data should be accurate, use uniform definitions and calculations and be current. This data should be made easily accessible to and understandable by the general public.**

**35**

**The Indiana Department of Education should adopt methods, for use at the local level, that provide guidelines**

Recommendation	Beginning	Developing	Accomplished	Types of <b>Evidence</b> that Account for the Group's Decision: <i>Describe how this has been addressed, thus far, providing EVIDENCE in the form of concrete examples of actions and persons responsible.</i>
<p>on how educators and the community can evaluate the cultural bias in instructional materials, and use such guidelines as part of each school corporation's textbook adoption procedure.</p>				
<p><b>36</b> For over 30 years, due process rights with respect to exclusion from school for disciplinary reasons through suspension/expulsion has been a source of controversy in Indiana. To resolve this controversy, the IDOE should convene a task force of school leadership associations, parents &amp; parent advocates,</p>				

Recommendation	Beginning	Developing	Accomplished	Types of <b>Evidence</b> that Account for the Group's Decision: <i>Describe how this has been addressed, thus far, providing EVIDENCE in the form of concrete examples of actions and persons responsible.</i>
<p>youth, the legal community, &amp; other key stakeholders in order to find a solution to the issue of due process in a way that preserves the right &amp; responsibility of school administrators to maintain a safe &amp; orderly school environment, and protects federally &amp; state-guaranteed rights of parents &amp; students to due process in cases of school exclusion.</p>				
<p><b>37</b> As part of a planning process to improve cultural responsiveness, school corporations, local schools and their</p>				

Recommendation	Beginning	Developing	Accomplished	Types of <b>Evidence</b> that Account for the Group's Decision: <i>Describe how this has been addressed, thus far, providing EVIDENCE in the form of concrete examples of actions and persons responsible.</i>
<p>communities, should be encouraged to directly address issues of race and ethnicity, and engage in a continuing dialogue about the reality of racial disparities.</p>				
<p><b>38</b> The State of Indiana should address the critical shortages of teachers of color in Indiana's public schools.</p>				
<p><b>39</b> School corporations and local schools in collaboration with parent associations/groups, students, parent</p>				



Recommendation	Beginning	Developing	Accomplished	Types of <b>Evidence</b> that Account for the Group's Decision: <i>Describe how this has been addressed, thus far, providing EVIDENCE in the form of concrete examples of actions and persons responsible.</i>
<p>training organizations and the Indiana Department of Education, should improve parent involvement in the educational process.</p>				
<p>40 The General Assembly should pass legislation, provide resources, and advise the Indiana Department of Education to provide guidance to shift the focus of instruction and intervention from a "wait-to-fail" approach to proactive intervention and instructional strategies that prevent school failure.</p>				
<p>41</p>				

Recommendation	Beginning	Developing	Accomplished	Types of <b>Evidence</b> that Account for the Group's Decision: <i>Describe how this has been addressed, thus far, providing EVIDENCE in the form of concrete examples of actions and persons responsible.</i>
<p>In order to address disproportionality in the availability of highly qualified teachers in the state of Indiana, the Indiana Department of Education should develop, gather, analyze, and disseminate data in that area.</p>				
<p>42 School corporations, local schools, community- and faith-based organizations, civic groups, businesses, and labor unions should work to improve the collaboration of education and other youth-serving agencies to better meet the needs of children and</p>				

Recommendation	Beginning	Developing	Accomplished	Types of <b>Evidence</b> that Account for the Group's Decision: <i>Describe how this has been addressed, thus far, providing EVIDENCE in the form of concrete examples of actions and persons responsible.</i>
youth.				
<p><b>43</b>  School corporations and local schools should be provided expanded resources and guidance regarding issues of problem or disruptive behavior in order to reduce disproportionality in school discipline and expand the options of schools for maintaining safe and orderly learning environments.</p>				
<p><b>44</b>  School corporations, local schools, community- and faith-based organizations, in conjunction with the</p>				

Recommendation	Beginning	Developing	Accomplished	Types of <b>Evidence</b> that Account for the Group's Decision: <i>Describe how this has been addressed, thus far, providing EVIDENCE in the form of concrete examples of actions and persons responsible.</i>
<p>Indiana Department of Education, should develop programs that can ensure that students of color have the resources needed in order to be able to meet high academic and behavioral expectations and become more engaged in their educational program.</p>				
<p>45 School corporations and local schools should ensure that there are multiple forms of authentic, culturally responsive assessments (see e.g., NEA, AFDC, Wiggins) that go beyond current ISTEP testing, e.g., formative</p>				

Recommendation	Beginning	Developing	Accomplished	Types of <b>Evidence</b> that Account for the Group's Decision: <i>Describe how this has been addressed, thus far, providing EVIDENCE in the form of concrete examples of actions and persons responsible.</i>
<p>assessments, quarterly assessments, benchmarks, to measure student academic success and identify students at risk and in need of intervention.</p>				
<p><b>46</b> The state of Indiana should address the critical shortages of teachers of color in Indiana's public schools.</p>				
<p><b>47</b> Provide an expanded range of effective alternative options and vocational programs for those students who are at risk for failure in</p>				

Recommendation	Beginning	Developing	Accomplished	Types of <b>Evidence</b> that Account for the Group's Decision: <i>Describe how this has been addressed, thus far, providing EVIDENCE in the form of concrete examples of actions and persons responsible.</i>
mainstream settings.				
<p><b>48</b> Ensure the cultural responsiveness of school disciplinary systems.</p>				
<p><b>49</b> In order to better ensure the cultural responsiveness of all school personnel in Indiana's schools, Indiana's colleges and universities should develop and present curriculum for administrators that provides training concerning causes of disproportionality and strategies for identifying and eliminating it,</p>				

Recommendation	Beginning	Developing	Accomplished	Types of <b>Evidence</b> that Account for the Group's Decision: <i>Describe how this has been addressed, thus far, providing EVIDENCE in the form of concrete examples of actions and persons responsible.</i>
<p>developing school improvement plans that include assessments, audits, staff surveys, and continuous professional development to address racial and ethnic disparities.</p>				
<p>50 Ensure the availability of personnel support in school to better meet the needs of students who are at-risk of failure.</p>				

**JUVENILE JUSTICE RECOMMENDATION ASSESSMENT REBRIC** This document is designed to help State Agencies assess the degree to which their organization(s) have addressed the recommendations of the Disproportionality Commission. Please convene vertical teams (i.e., individuals representing a variety of decision-making roles across different levels of the organization) of at least five individuals to review each recommendation and assess the organization’s progress. ***Of importance is that each team provides concrete and detailed evidence that shaped the team’s assessment rating.*** Examples of evidence include, but are not limited to: specific staff positions created and associate responsibilities, amounts of funding allocated, descriptions of organizational policies, analysis of staffing demographics, etc. This activity will inform next steps in identifying priority recommendations, and plans of action for further developing our work in addressing disproportionality in Indiana. Please come to our next Board Meeting with this activity completed.

Recommendation	Beginning	Developing	Accomplished	Types of <b>Evidence</b> that Account for the Group’s Decision: <i>Describe how this has been addressed, thus far, providing EVIDENCE in the form of concrete examples of actions and persons responsible.</i>
<b>51</b> <b>Review and amend the Indiana Juvenile Code to include a non-discrimination principle.</b>				
<b>52</b> <b>Each juvenile justice professional discipline and its direct service providers should make reducing DMC a priority and should develop their own pre-</b>				



Recommendation	Beginning	Developing	Accomplished	Types of <b>Evidence</b> that Account for the Group's Decision: <i>Describe how this has been addressed, thus far, providing EVIDENCE in the form of concrete examples of actions and persons responsible.</i>
<p>service and ongoing cultural competency training based on best practices and standards adopted by the legislature.</p>				
<p><b>53</b> Each Indiana county should create a community juvenile justice council or expand an existing countywide group that will implement the mandate in the Recommendation 54.</p>				
<p><b>54</b> All agencies and courts associated with the juvenile justice system should make preventing and reducing disproportionate minority contact</p>				

Recommendation	Beginning	Developing	Accomplished	Types of <b>Evidence</b> that Account for the Group's Decision: <i>Describe how this has been addressed, thus far, providing EVIDENCE in the form of concrete examples of actions and persons responsible.</i>
<p>(DMC) a priority goal through the development and implementation of best practice prevention and intervention strategies for all points of contact. Local juvenile justice agencies should work collaboratively with each other and systemically within their agencies to identify and address policies, practices and procedures that contribute to disparate treatment and disproportionate impact on youth of color.</p>				
<p>55 The Department of Child Services (DCS),</p>				

Recommendation	Beginning	Developing	Accomplished	Types of <b>Evidence</b> that Account for the Group's Decision: <i>Describe how this has been addressed, thus far, providing EVIDENCE in the form of concrete examples of actions and persons responsible.</i>
<p>through its Regional Service Councils (RSCs), should provide an adequate level of funding opportunities in order to address, as a priority goal, reducing disproportionality and disparity in the child welfare and juvenile justice systems in their service delivery efforts.</p>				
<p>56 The Indiana Supreme Court, in collaboration with juvenile justice courts, practitioners and stakeholders, should develop a statewide juvenile justice data collection system that disaggregates data</p>				

Recommendation	Beginning	Developing	Accomplished	Types of <b>Evidence</b> that Account for the Group's Decision: <i>Describe how this has been addressed, thus far, providing EVIDENCE in the form of concrete examples of actions and persons responsible.</i>
<p>based on race/ethnicity at all decision points throughout the juvenile justice system. Data collection systems at the county level must be consistent with uniform collection and reporting systems implemented at the state level and should be easily accessible to juvenile justice practitioners and the public.</p>				
<p>57 Incorporate into the inter-agency cross-system efforts an advisory panel to the Indiana legislature, judiciary and executive</p>				

Recommendation	Beginning	Developing	Accomplished	Types of <b>Evidence</b> that Account for the Group's Decision: <i>Describe how this has been addressed, thus far, providing EVIDENCE in the form of concrete examples of actions and persons responsible.</i>
<p>branches on public policy initiatives and legislation involving juvenile justice, delinquency prevention, DMC, and equal access to services for youth of color in the juvenile justice system.</p>				
<p>58 Provide sufficient resources to the Indiana Criminal Justice Institute (ICJI) for the reduction of DMC in order to increase their internal capability to oversee and deliver technical assistance to counties and other juvenile justice agencies and organizations. ICJI is the state planning agency for</p>				

Recommendation	Beginning	Developing	Accomplished	Types of <b>Evidence</b> that Account for the Group's Decision: <i>Describe how this has been addressed, thus far, providing EVIDENCE in the form of concrete examples of actions and persons responsible.</i>
<p>criminal justice, juvenile justice, traffic safety, and victim services, and is the pass-through agency for federal delinquency prevention/law enforcement funding opportunities. It is the primary agency responsible for overseeing the state's obligation under federal law to reduce DMC in the juvenile justice system.</p>				
<p>59 Provide increased state funding to the Department of Correction for community correction opportunities at the local level that will reduce</p>				

Recommendation	Beginning	Developing	Accomplished	Types of <b>Evidence</b> that Account for the Group's Decision: <i>Describe how this has been addressed, thus far, providing EVIDENCE in the form of concrete examples of actions and persons responsible.</i>
<p>disproportionality, e.g. alternatives to arrest, detention and incarceration, including the development of culturally competent diversion and re-entry programs for youth of color. Designate a specific amount or percentage of community correction funding to juvenile services, or create a separate line item for juvenile services.</p>				
<p>60 Every juvenile court should, in accordance with best practice standards, work with</p>				

Recommendation	Beginning	Developing	Accomplished	Types of <b>Evidence</b> that Account for the Group's Decision: <i>Describe how this has been addressed, thus far, providing EVIDENCE in the form of concrete examples of actions and persons responsible.</i>
<p>juvenile justice agencies to increase the number of qualified interpreters available to youth, families and court personnel at all points of contact.</p>				
<p>61 Juvenile justice agencies and courts should work with the mental health community to ensure access to services in a culturally competent manner for all youth of color at each point of contact in the juvenile justice system.</p>				
<p>62 Increase the recruitment of minority and bi-lingual staff within all juvenile</p>				



Recommendation	Beginning	Developing	Accomplished	Types of <b>Evidence</b> that Account for the Group's Decision: <i>Describe how this has been addressed, thus far, providing EVIDENCE in the form of concrete examples of actions and persons responsible.</i>
<p>justice agencies and professional disciplines, to ensure that they are representative of the youth populations they serve. This would include but not be limited to all personnel within law enforcement, prosecutors, public defenders, attorneys, judiciary, probation departments, detention centers, direct service providers, Department of Correction, Department of Child Services, and all state agencies interacting with the juvenile justice system.</p>				
<p>63 Juvenile justice</p>				

Recommendation	Beginning	Developing	Accomplished	Types of <b>Evidence</b> that Account for the Group's Decision: <i>Describe how this has been addressed, thus far, providing EVIDENCE in the form of concrete examples of actions and persons responsible.</i>
<p>agencies should incorporate the crucial role of families and positive youth development approaches into all juvenile justice strategies and programming.</p>				
<p>64 All disciplines in the juvenile justice system should, in accordance with best practice standards, develop and train all involved in decision making about youth on professional practice guidelines in order to reduce or eliminate racial and ethnic biases.</p>				

**MENTAL HEALTH AND ADDICTION RECOMMENDATION ASSESSMENT RUBRIC** This document is designed to help State Agencies assess the degree to which their organization(s) have addressed the recommendations of the Disproportionality Commission. Please convene vertical teams (i.e., individuals representing a variety of decision-making roles across different levels of the organization) of at least five individuals to review each recommendation and assess the organization’s progress. ***Of importance is that each team provides concrete and detailed evidence that shaped the team’s assessment rating.*** Examples of evidence include, but are not limited to: specific staff positions created and associate responsibilities, amounts of funding allocated, descriptions of organizational policies, analysis of staffing demographics, etc. This activity will inform next steps in identifying priority recommendations, and plans of action for further developing our work in addressing disproportionality in Indiana. Please come to our next Board Meeting with this activity completed.

Recommendation	Beginning	Developing	Accomplished	Types of <b>Evidence</b> that Account for the Group’s Decision: <i>Describe how this has been addressed, thus far, providing EVIDENCE in the form of concrete examples of actions and persons responsible.</i>
<p>65 Provide adequate resources to ensure parity so that any child in the state, particularly children of color, receives needed mental health and addiction services and treatment. Funding is needed to address prevention, early intervention, increased access to services, service delivery and</p>				

Recommendation	Beginning	Developing	Accomplished	Types of <b>Evidence</b> that Account for the Group's Decision: <i>Describe how this has been addressed, thus far, providing EVIDENCE in the form of concrete examples of actions and persons responsible.</i>
follow up needs.				
<p><b>66</b> Reduce stigma, which is a significant barrier among people of color in need of mental health services.</p>				
<p><b>67</b> All programs in each child serving system should make every effort to provide access to mental health assessment and treatment prior to involving children in the juvenile justice system.</p>				

**Recommendation**

**Beginning**

**Developing**

**Accomplished**

**Types of Evidence that Account for the Group's Decision:**  
*Describe how this has been addressed, thus far, providing EVIDENCE in the form of concrete examples of actions and persons responsible.*

**68**

**Provide adequate resources to create educational information to youth and families of color. Educational information will assist families in knowing what services are available to them, reduce stigma, promote early intervention, and contribute to equity in service delivery.**

**69**

**Provide sufficient resources to support the expansion of qualified service providers and eliminate barriers to care for youth and families of color in**

Recommendation	Beginning	Developing	Accomplished	Types of <b>Evidence</b> that Account for the Group's Decision: <i>Describe how this has been addressed, thus far, providing EVIDENCE in the form of concrete examples of actions and persons responsible.</i>
<p>need of mental health and addiction treatment. The lack of available service providers often delays treatment and requires youth/families to remain involved with the legal or child welfare system for a longer period of time contributing to disproportionality.</p>				
<p>70 Ensure sufficient resources at each point of entry into mental health and addiction, child welfare, education, or juvenile justice. Establish "braided funding" (all state agencies working</p>				

Recommendation	Beginning	Developing	Accomplished	Types of <b>Evidence</b> that Account for the Group's Decision: <i>Describe how this has been addressed, thus far, providing EVIDENCE in the form of concrete examples of actions and persons responsible.</i>
<p>together sharing funds to benefit the child) efforts to eliminate funding and service silos.</p>				
<p><b>71</b> Require strength-based approaches that have been identified as best practices in working with diverse populations to be utilized in working with youth of color. Evidence-based programs using strength-based approaches should be used as models to change the culture of agencies providing services.</p>				
<p><b>72</b></p>				

**Recommendation**

**Beginning**

**Developing**

**Accomplished**

**Types of Evidence that Account for the Group's Decision:**  
*Describe how this has been addressed, thus far, providing EVIDENCE in the form of concrete examples of actions and persons responsible.*

**Mandate cultural competency and other training so that the following audiences are better able to recognize potential mental health issues: juvenile court judges, attorneys, mental health providers, substance abuse providers, juvenile justice professionals, law enforcement officers, educators and line staff at points of entry in the decisions making process regarding youth of color.**

**73**

**Create a listing of service providers and organizations that identifies specific**



Recommendation	Beginning	Developing	Accomplished	Types of <b>Evidence</b> that Account for the Group's Decision: <i>Describe how this has been addressed, thus far, providing EVIDENCE in the form of concrete examples of actions and persons responsible.</i>
<p>cultural areas of expertise to assist in the referral process for youth of color with mental health and addiction needs.</p>				
<p>74 Develop memorandums of understanding (MOUs) to support additional linkages and collaborative relationships among organizations serving youth and provide avenues which support additional communication and record sharing among organizations serving youth.</p>				

## Priority and Action Planning Worksheet

Indiana Board for the Coordination of Programs Serving Vulnerable Individuals

February 15, 2012

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*Reflect on your recommendations by reviewing the following questions. Please ensure everyone has a chance to offer their perspectives as you discuss your answers.*

**CONTROL:** To what degree is this something you have control to change or address?

**TREND:** Based on the data, is this recommendation likely to get worse, stay the same, or get better? What is the potential cost of not addressing it now?

**SCOPE:** What is the breadth and depth of benefits of addressing this recommendation? How many would benefit if you addressed this recommendation? Who would benefit? What other contexts are important for understanding where you are and where you want to be?

**URGENCY:** What relevance does this recommendation have to your organizations' current goals or needs?

**PRIORITY:** How would youth/family/community members rank this recommendation in terms of priority?

**PRACTICALITY:** What is the likelihood of success? Does your team have access to known solutions? Is there expertise or support available to address this recommendation?

**BIG PICTURE:** To what extent will addressing this recommendation prepare your organizations to take on more systemic or long-term goals?

**Select three priority recommendations and begin planning your actions for addressing each. Please be as specific as possible.**

<b>Priority Recommendation #1:</b>					
<b>People responsible</b>	<b>Who do you need to enlist?</b>	<b>What resources are needed?</b>	<b>What actions are needed next week and by whom?</b>	<b>What actions are needed next month and by whom?</b>	<b>What actions are needed at 6 months and by whom?</b>

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**Priority Recommendation #2:**

<b>People responsible</b>	<b>Who do you need to enlist?</b>	<b>What resources are needed?</b>	<b>What actions are needed next week and by whom?</b>	<b>What actions are needed next month and by whom?</b>	<b>What actions are needed at 6 months and by whom?</b>

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**Priority Recommendation #3:**

<b>People responsible</b>	<b>Who do you need to enlist?</b>	<b>What resources are needed?</b>	<b>What actions are needed next week and by whom?</b>	<b>What actions are needed next month and by whom?</b>	<b>What actions are needed at 6 months and by whom?</b>

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