

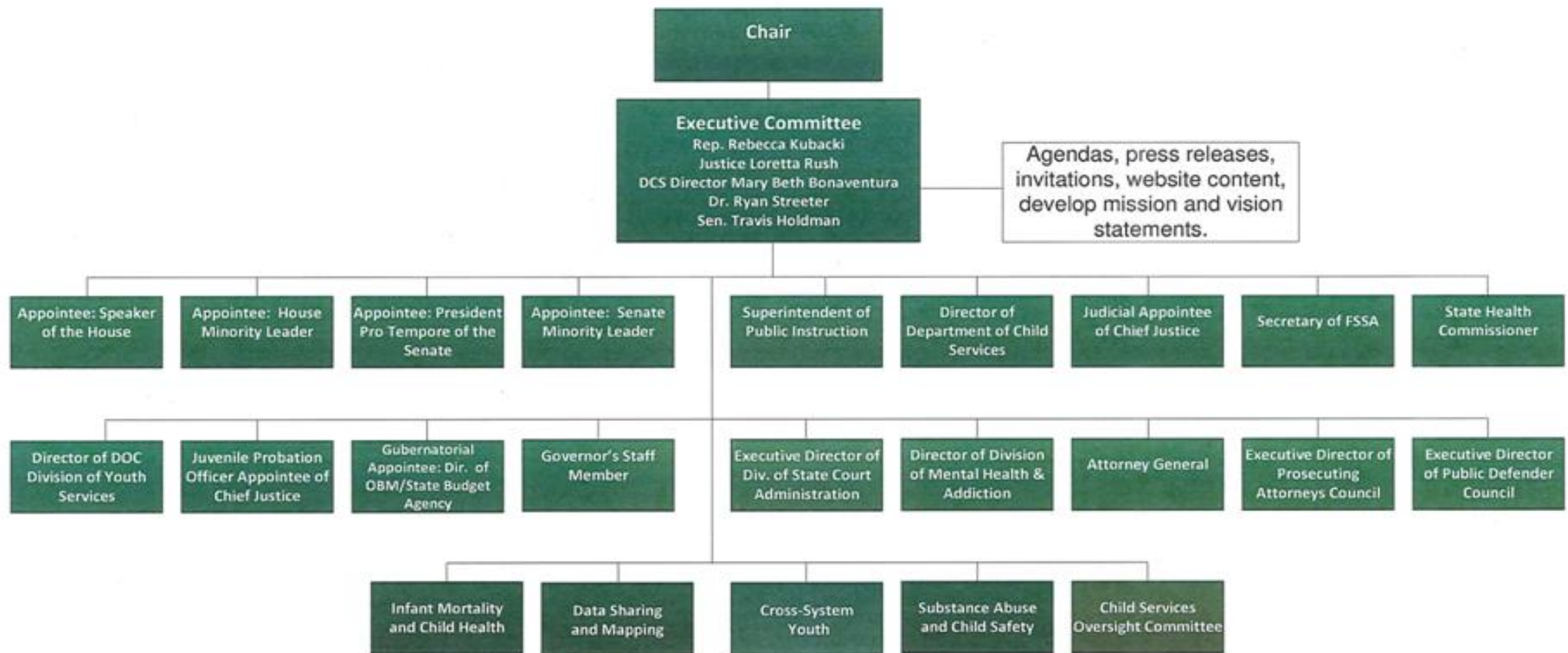


Commission on Improving the Status of Children in Indiana  
February 19, 2014

# Agenda

- Welcome
- Approval of Minutes from the December 11, 2013 Meeting
- Discussion: Child Services Oversight Committee

# COMMISSION ON IMPROVING THE STATUS OF CHILDREN IN INDIANA



- Each task force/working group will engage in interagency coordination, communication, and data sharing.
- Each task force/working group will make proposals for improvement to the Commission for its consideration and approval, and for eventual inclusion in the annual report.

# Child Services Oversight Committee

## Members

- **Senator Carlin Yoder**, Chair
- **Senator John Broden**
- **Representative Kevin Mahan**
- **Representative Gail Riecken**
- **Mary Beth Bonaventura**, Director, Indiana Department of Child Services
- **Leslie Dunn**, State Director, Office of Guardian Ad Litem, Court Appointed Special Advocates
- **Larry Landis**, Executive Director, Indiana Public Defender Council
- **Suzanne O'Malley**, Assistant Executive Director, Indiana Prosecuting Attorneys Council
- **Jolene Bracale**, Program Coordinator for Student Health Services, Indiana Department of Education
- **Christopher L. Burnham**, Judge, Morgan Superior Court 2
- **Sean McCrindle**, Vice President of Program Operations, Bashor Children's Home

# Agenda

- Educational Outcomes

- **Department of Education**

- Michael Williams, Program Coordinator for School Social Workers*

- **Department of Child Services**

- Reba James, Deputy Director, Permanency and Practice Support*

- **Local School System**

- Steve Baker, Principal, Bluffton High School*

- **Department of Correction, Division of Youth Services**

- Susan Lockwood, Director, Juvenile Education; Kellie Whitcomb, Director of Reentry & External Relations; Laurie Elliott, Youth Law Team of Indiana*

- **Center for Education and Career Innovation**

- Claire Fiddian-Green, Special Assistant to the Governor for Education Innovation*

- **Commission Discussion: Next Steps**



**Indiana**  
**Department of Education**  
Glenda Ritz, Superintendent of Public Instruction

**INDIANA COMMISSION ON  
VULNERABLE YOUTH**  
FEBRUARY 19, 2014

# IDOE Mission

Build an education system of equity and high quality focused on student centered accountability.



# Overview

- Services to Vulnerable Youth
- Alternative Education Opportunities
- Court Involved Youth - Tracking and Outcomes





# Services for Vulnerable Youth



# IDOE Serves:

Public Schools – 1,933 (Students = 1,031,391)

Non-Public Schools – 310 (Students = 76,850)

Total Students – 1,108,241

McKinney-Vento Students – 13,418

Incarcerated Students – 731 mobilized (500 daily long-term)

Truant Students – 56,581

Suspended Students – 117,585

Expelled Students – 3,755

Students with Chronic Health Conditions – 425,000



## Enrollment – Public Schools

Grade	2012-13
Kindergarten	80,610
Grade 1	80,077
Grade 2	77,393
Grade 3	80,401
Grade 4	75,611
Grade 5	78,385
Grade 6	82,080
Grade 7	80,887
Grade 8	79,839
Grade 9	82,483
Grade 10	80,183
Grade 11	78,592
Grade 12	74,850
Total Enrollment	1,031,391

## Enrollment – Non- Public Schools

Grade	2012-13
Kindergarten	6,365
Grade 1	6,440
Grade 2	6,637
Grade 3	6,571
Grade 4	6,305
Grade 5	6,374
Grade 6	6,257
Grade 7	5,836
Grade 8	5,527
Grade 9	5,302
Grade 10	5,175
Grade 11	4,948
Grade 12	5,113
Total Enrollment	76,850



# Student Services

511 IAC 4-1.5

- (h) “Student services” means:
  - (1) educational and career services;
  - (2) student assistance services; and
  - (3) health services.

<http://doe.in.gov/sites/default/files/student-services/student-services-rule.pdf>



# Student Assistance Services

## 511 IAC 4-1.5-5

- Services that prevent or alleviate problems that interfere with student learning (*required for accreditation – legal standard 7*)
  - Sec. 5. (a) School corporations shall provide student assistance services at the elementary and secondary school levels.
  - Student assistance services shall be coordinated by a:
    - (1) certified school counselor;
    - (2) certified school psychologist; or
    - (3) certified school social worker (master's level).
- (c) Student assistance services shall include, but are not limited to, the following:
- a. prevention,
  - b. assessment,
  - c. intervention, and
  - d. referral



# Student Assistance Services

## Professional development, customer service/technical assistance and resources:

- Suicide prevention and intervention
- Bullying prevention and intervention
- Response to Instruction (RTI)
- Crisis prevention, intervention, and response
- Positive Behavior Interventions and Supports (PBIS)
- School climate
- Behavioral interventions
- School safety
- Homeless youth
- Assessment
- Child abuse
- 504 Plans
- Counseling



# Related Services

## 511 IAC 7-43-1

(g) Counseling services may include:

- (A) sharing career information;
- (B) administering interest inventories or other career assessment instruments;
- (C) providing assistance in career planning;
- (D) guiding the identification of and planning for a student's course of study designed to help the student achieve the postschool goals and outcomes; and
- (E) assisting the student to:
  - (i) understand and cope with a disability;
  - (ii) cope with a personal problem or crisis; and
  - (iii) develop and implement a behavioral intervention plan;

(2) be provided by:  
school social workers or school counselors...  
.. other qualified professionals



# Educational and Career Services

## 511 IAC 4-1.5-4

School corporations shall at the secondary level and should at the elementary level, provide educational and career services; coordinated by a certified school counselor.

**\*Indiana's School Counselor Ratio 620:1 (American School Counselor Association recommends 250:1)**

### Services include:

- Admission and orientation
- Study skills and tutoring
- Achievement testing
- Advising and scheduling
- Career services, including career education, information, assessment, planning, and placement





# Educational & Career Services

**Professional development, customer service/technical assistance and resources:**

- Graduation/postsecondary plans
- College & Career Awareness & Readiness
- Creating a college-going culture
- First generation college students
- 21<sup>st</sup> Century Scholars and other scholarship and financial aid, specifically for low income students
- Identifying students to take rigorous courses (challenging at-risk youth to take advanced courses)
- Academic, college, & career advising

Amanda Culhan, Program Coordinator for School Counseling, 317-232-0510 or  
aculhan@doe.in.gov



# School Social Work Services

## 511 IAC 7-43-1 (t)

(1) may include:

- (A) serving as a member of the educational evaluation multidisciplinary team with responsibilities that may include the preparation of a social and developmental history on a student;
  - (B) group and individual counseling with the student and family;
  - (C) working, in partnership with parents and others, on those problems in a student's home, school, and community life that affect the student's adjustment in the educational setting;
  - (D) mobilizing school and community resources to enable the student to learn as effectively as possible in the student's educational program; or
  - (E) assisting in developing positive behavioral intervention strategies;
- and

(2) must be provided by a licensed school social worker.

Michael Williams, Program Coordinator for School Social Work, 317-234-4827 or [mwilliams@doe.in.gov](mailto:mwilliams@doe.in.gov)



# Special Education Services

**511 IAC 7-40-2** Comprehensive and coordinated early intervening services

(b) In implementing comprehensive and coordinated early intervening services under this section, a public agency may carry out activities that include, but are not limited to, the following: .....

(2) Providing educational and behavioral evaluations, services and supports..

Becky Bowman, Director of Special Education, 317-232-6622 or [bbowman@doe.in.gov](mailto:bbowman@doe.in.gov)



# Health Services

**Health services include, but are not limited to, the following:**

- (1) Prevention
- (2) Assessment
- (3) Intervention
- (4) Referral



## Medications:

- Approximately 71,926 Indiana students take medications during the school day
- Additionally, another 69,233 Indiana students have emergency medications at school
- There are 402,333 students with chronic health conditions in Indiana schools

Jolene Bracale, Program Coordinator for Student Health Services, 317-232-0541 or [jbracale@doe.in.gov](mailto:jbracale@doe.in.gov)



# The McKinney-Vento Act

- School access
- School stability
- Support for academic success
- Child-centered, best interest decision making
- Critical role of the local homeless education liaison



# Who Qualifies

- Awaiting foster care placement
- Living in a public or private place not designed for humans to live
- Living in cars, parks, abandoned buildings, substandard housing, bus or train stations, or a similar setting
- Migratory children living in the above circumstances
- Unaccompanied youth living in the above circumstances



# HOMELESS DATA

## Total Number of Homeless Students Enrolled in LEAs

<b>2008-2009</b>	<b>10,364</b>
<b>2009-2010</b>	<b>12,248</b>
<b>2010-2011</b>	<b>13,418</b>
<b>2011-2012</b>	<b>14,870</b>
<b>2012-2013</b>	<b>15,777*</b>

\*Preliminary data





# Homeless Students Enrolled in LEAs with or without McKinney-Vento Subgrants: 2011-12

• Ages 3 to 5	122
• Grades K to 3	6,175
• Grades 4 and 5	2,709
• Grades 6 to 8	3,023
• Grades 9 to 12	6,175
• Total	<b>14,870</b>

Michael Williams, McKinney-Vento State Coordinator, 317-234-4827 or [mwilliams@doe.in.gov](mailto:mwilliams@doe.in.gov)



# Chronic School Absenteeism (IC 20-8-8)

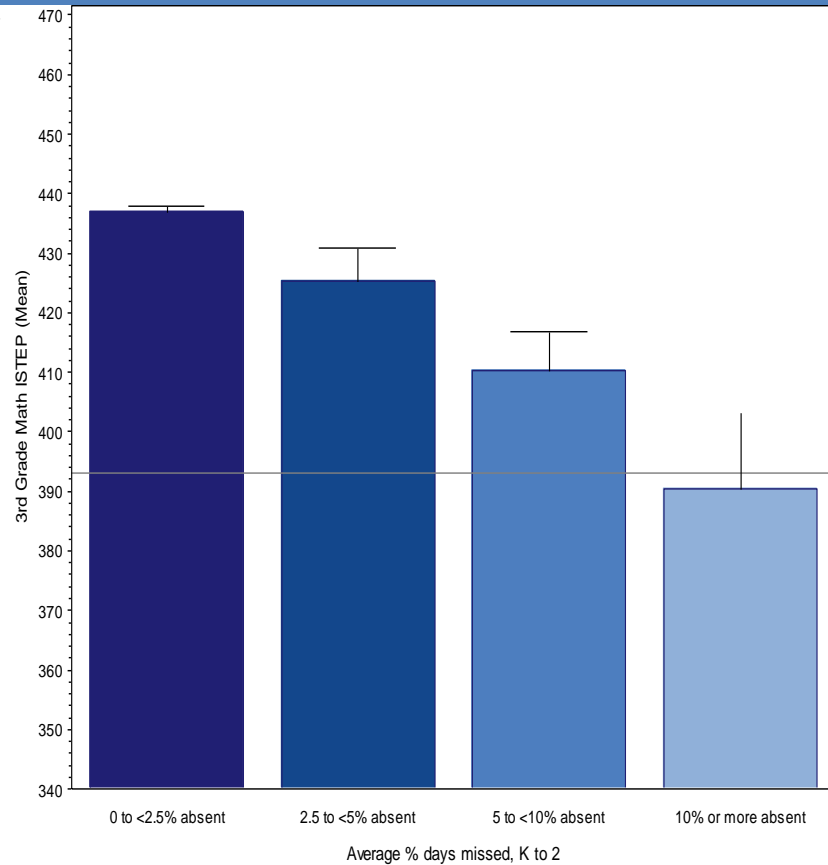
- Made changes to habitual truant and chronic absenteeism
- Habitual truancy includes students absent 10 days or more without being excused
- Chronic absenteeism includes students absent from school for 10% or more of a school year for any reason



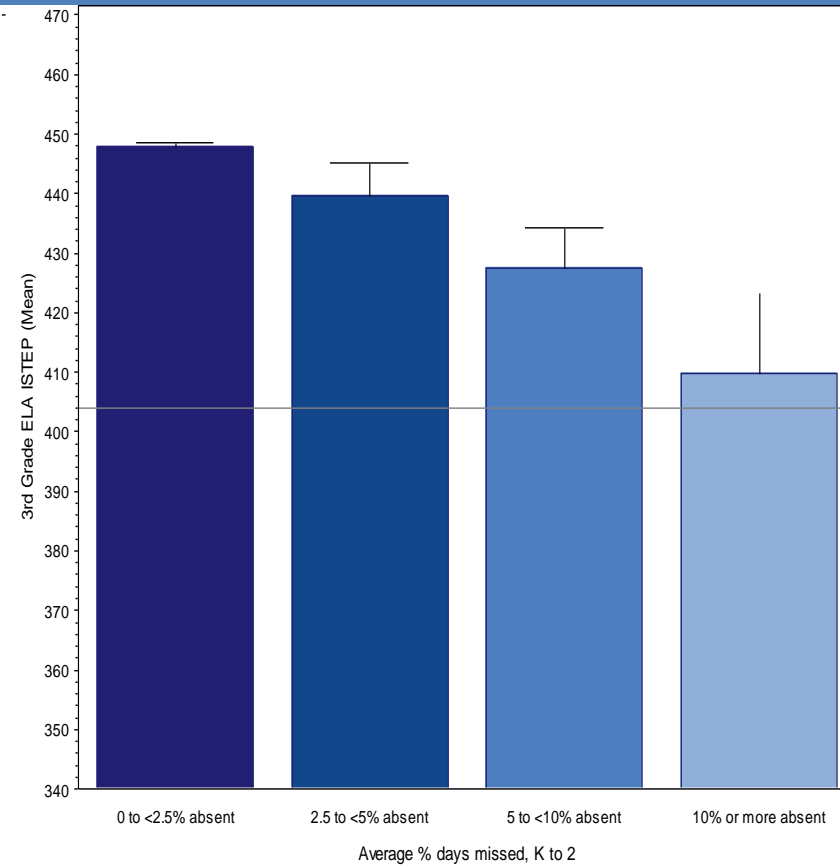
# Indiana data confirms chronic absence is an early warning sign of academic trouble



## Grade 3 ISTEP Math Scores Vs Attendance

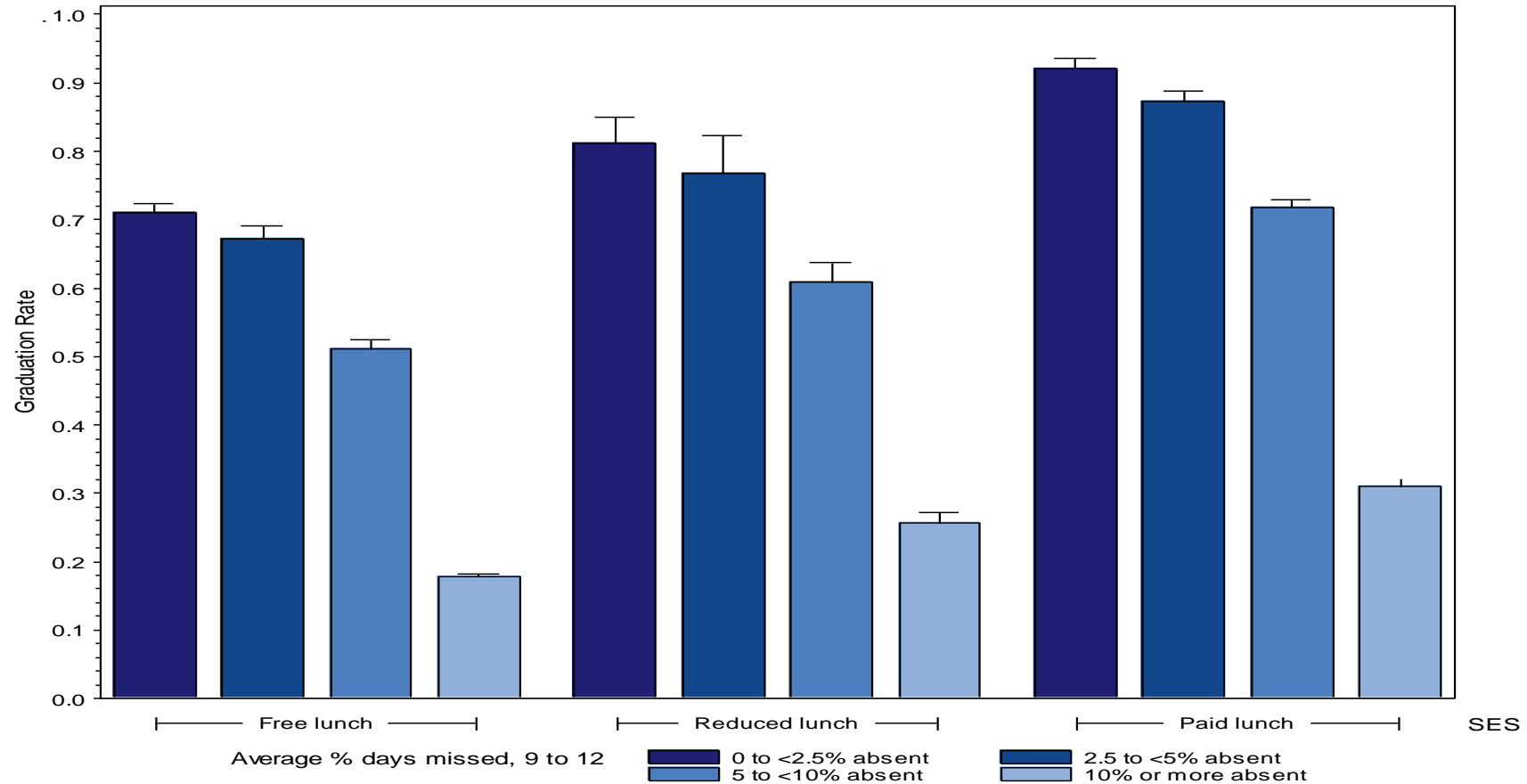


## Grade 3 ISTEP ELA Scores vs Attendance



# At risk & chronic absence during high school predict drop outs

## Grades 9-12 Graduation Rates by SES



# Why Are Students Chronically Absent?

## Myths

Absences are only a problem if they are unexcused

Sporadic versus consecutive absences aren't a problem

Attendance only matters in the older grades

## Barriers

Lack of access to health care

Poor transportation

No safe path to school

## Aversion

Child struggling academically

Lack of engaging instruction

Poor school climate and ineffective school discipline

Parents had negative school experience



# Chronic School Absenteeism

- School Improvement plan can include objectives relating to the educational needs of students who are chronically absent or habitually absent from school
- School corporations must report number of students chronically absent and habitually truant in annual performance report
- <http://www.doe.in.gov/absenteeism>

Catherine J. Danyluk, Assistant Director, Office of Student Services, Chief State Attendance Officer  
[cdanyluk@doe.in.gov](mailto:cdanyluk@doe.in.gov) or 3317-232-9150



# Truancy Data

<b>TRUANT STUDENTS</b>	<b>2011-12</b>
<b>PUBLIC</b>	<b>55,608</b>
<b>NON-PUBLIC</b>	<b>973</b>



# Suspension and Expulsion Data

2011-12

ISS - PUBLIC							
SEX	IND	BLACK	ASIAN	HISPANIC	WHITE	MULTI	ISLANDER
F	86	11498	116	4223	18758	2490	13
M	223	20542	556	8949	45489	5126	28

NONPUBLIC							
SEX	IND	BLACK	ASIAN	HISPANIC	WHITE	MULTI	ISLANDER
F	1	1	0	1	22	4	0
M	0	10	2	13	23	2	0

OSS - PUBLIC							
SEX	IND	BLACK	ASIAN	HISPANIC	WHITE	MULTI	ISLANDER
F	75	15608	63	2896	12462	2276	9
M	238	30308	298	7409	40022	5616	30

NONPUBLIC							
SEX	IND	BLACK	ASIAN	HISPANIC	WHITE	MULTI	ISLANDER
F	2	13	0	2	43	13	0
M	0	50	0	26	111	15	0

EXP - PUBLIC							
SEX	IND	BLACK	ASIAN	HISPANIC	WHITE	MULTI	ISLANDER
F	2	286	1	84	581	50	0
M	12	685	25	241	1643	140	4

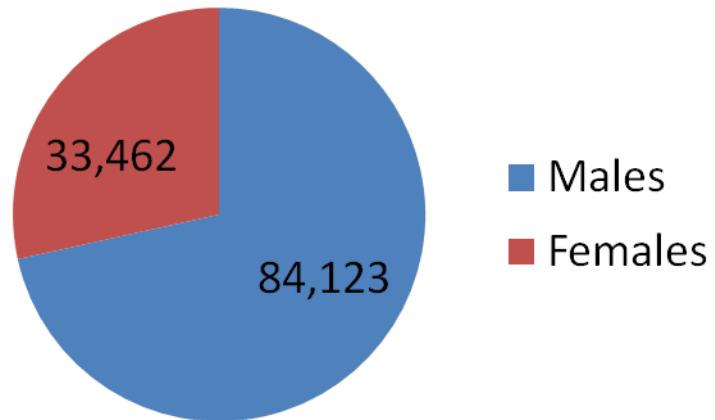
NONPUBLIC							
SEX	IND	BLACK	ASIAN	HISPANIC	WHITE	MULTI	ISLANDER
F	0	0	0	0	0	0	0
M	0	0	0	0	1	0	0



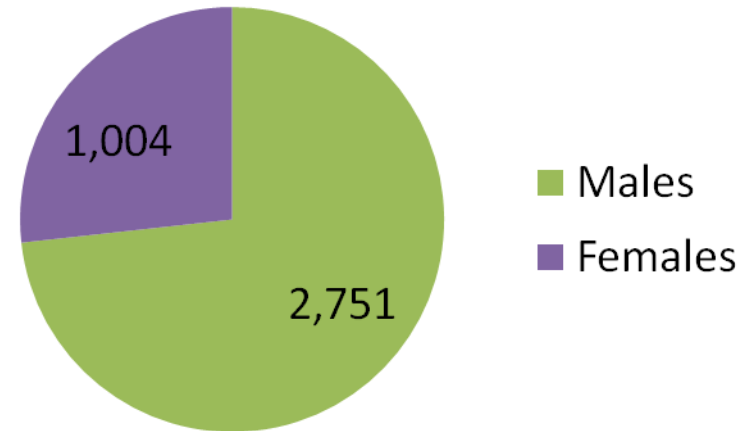


# 2011-2012

## Out of School Suspension



## Expulsions



2013 KIDS COUNT PROFILE

# INDIANA

OVERALL RANK

30



THE ANNIE E. CASEY FOUNDATION



**ECONOMIC WELL-BEING**

DOMAIN RANK

26

Children in poverty

2011

23%

361,000 CHILDREN

WORSENERD

2005 17%

Children whose parents lack secure employment

2011

33%

527,000 CHILDREN

WORSENERD

2008 28%

Children living in households with a high housing cost burden

2011

31%

487,000 CHILDREN

WORSENERD

2005 29%

Teens not in school and not working


2011

9%

33,000 TEENS

WORSENERD

2008 8%



**EDUCATION**

DOMAIN RANK

34

Children not attending preschool

2009-11

60%

108,000 CHILDREN

IMPROVED

2005-07 61%

Fourth graders not proficient in reading

2011

67%

N.A.

IMPROVED

2005 70%

Eighth graders not proficient in math

2011

66%

N.A.

IMPROVED

2005 70%

High school students not graduating on time

2009/10

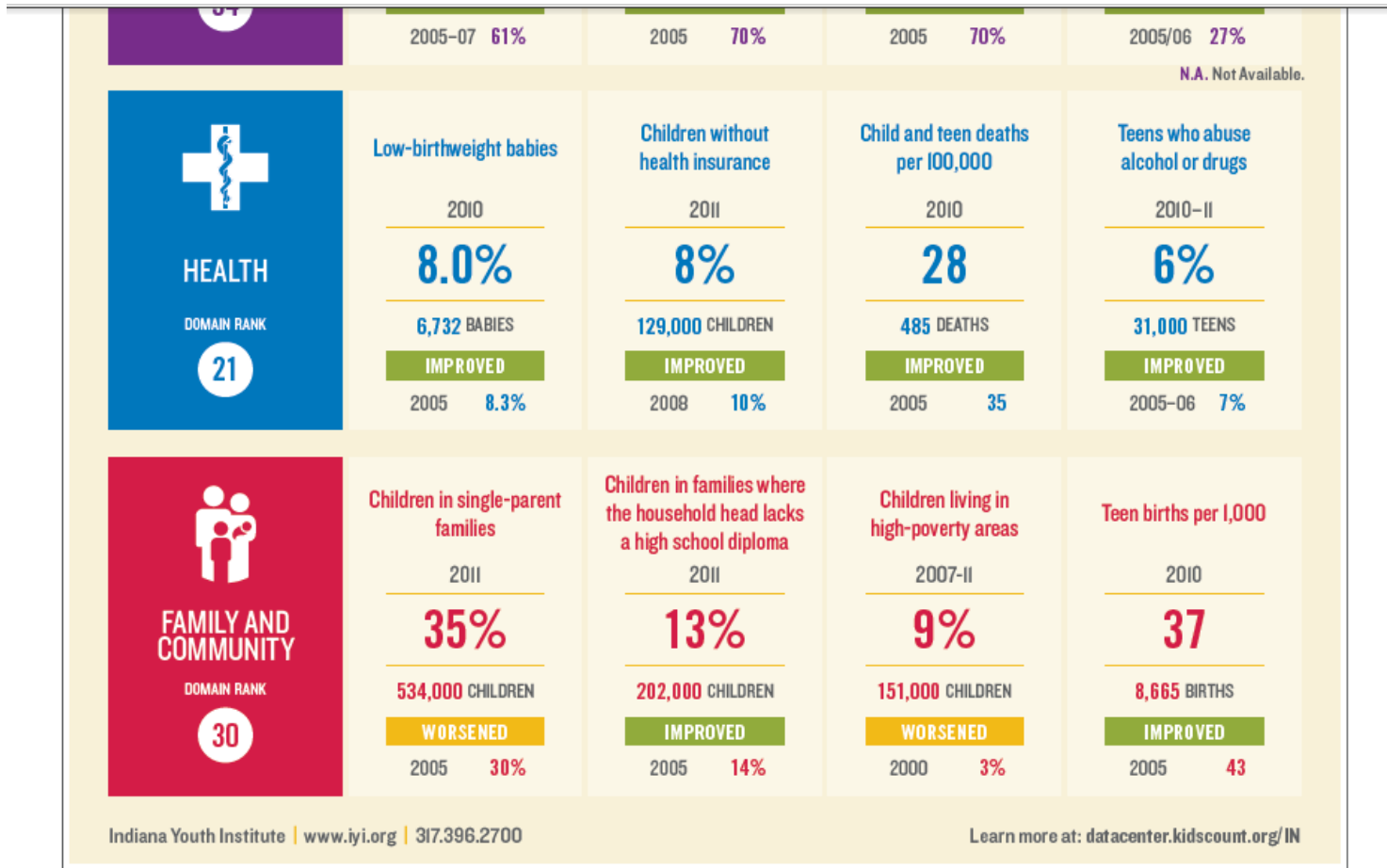
23%

19,046 STUDENTS

IMPROVED

2005/06 27%

N.A. Not Available.



Learn more at: [datacenter.kidscount.org/IN](http://datacenter.kidscount.org/IN)

# RECOMMENDED NEXT STEPS

- There is a need for more school counselors
- Increased pathways to higher education
- Increased funding for homeless student education efforts
- Ensure that students have access to a Registered School Nurse during the school day

# **Alternative Education Opportunities**

# Educational Alternatives For Vulnerable Youth

- Alternative Education is designed to meet the needs of at-risk students who are not succeeding in the traditional setting
- These programs help students master the Indiana Academic Standards and must comply with educational laws and rules or seek appropriate waivers
- Currently, the Alternative Education Grant funds programs for grades 6-12

## Educational Alternatives For Vulnerable Youth:

- Indiana currently has 206 alternative education programs throughout the state
- Alternative education programs are often funded via the state's alternative education grant
- Some alternative education programs offer after school/evening sessions to students in lieu of suspension and expulsion



# Educational Alternatives For Vulnerable Youth

- Some programs are specifically for the middle school student, like Rebound in Columbus, as a turn around program to teach students the skills they need to be successful in the traditional high school setting
- Other programs , like the Young Mother's program in South Bend, are designed especially for young pregnant girls/or those who already have children and want to finish school in an alternate setting
- Still other programs like Hope Academy, also offer drug and alcohol treatment programs and offer counseling - especially post secondary transitional training or plans for after high school



# Credit Recovery

**Credit Recovery** is an educational service that most schools offer students who have failed a course in the traditional classroom setting or, who are in danger of not having enough credits to graduate on time.

- Most credit recovery programs in Indiana are online.
- Most students focus on one or two classes at a time and are allowed to work at their own pace.
  - can access their courses off school grounds
  - the average time it takes to finish one course varies, usually between 4-8 weeks

Julia Johns, Alternative Education/Literacy Specialist, 317-233-4936 or [jjohns@doe.in.gov](mailto:jjohns@doe.in.gov)



# RECOMMENDED NEXT STEPS

- Increased funding for Alternative Education programs at all grade levels
- Funding for grades 4- 6 programs to respond to reported needs; many students could benefit from earlier interventions

# COURT INVOLVED YOUTH TRACKING AND OUTCOMES



According to national statistics, youth who go into detention centers are 48% more likely not to attain a high school diploma.

As we all know, education and employment give people dignity, a sense of worth, and help to make them contributing members of society.



# INCARCERATED STUDENTS

- All incarcerated students between the age of 7 and 18 must receive educational services.
- There are 23 Juvenile Detention Facilities in Indiana. The average time of stay is 16 days.
- There are three male and one female IDOC Juvenile Correctional Facilities in Indiana. The average length of stay is 6 months.



# DATA CURRENTLY COLLECTED

- 731 Students mobilized to incarceration during the 2012/2013 school year.
- On any given day, IDOC has about 500 youth incarcerated in long-term juvenile correctional facilities.



# Juvenile Detention Alternative Initiative (JDAI)

- The goal is to reduce the average daily population in detention center programs
- The focus is on placing the right youth, in the right place, for the right reason, for the right amount of time



- JDAI is currently in 19 Indiana Counties
- Reduced youth detention from 9,266 in their baseline year to 5,123 youth detained in 2012 (45% reduction)
- Fewer youth detained should reduce/impact the high school drop-out rate





	<b>Drop out rate</b>	<b>Graduation Rate</b>
2011/12	5.8% (4,187)	88.4%
2010/11	5.3% (3,955)	86.8%
2009/10	5.6% (4,106)	85.4%
2008/09	7.7% (5,743)	82.7%

# RECOMMENDED NEXT STEPS

## Standardization of intake information across all Detention Centers

- Education Portfolio that follows youth to Detention Centers (currently done at IDOC)

## Standardization of education activities during detention (IDOE is currently collaborating with IDOC on Detention Education Standards)

- Educational hours per day
- Number of days of education each year
- On-site teacher and teacher's assistant
- Opportunity for Credit Recovery
- High School Equivalency study and testing available
- Education Transition Plan upon release from Detention



# RECOMMENDED DATA COLLECTIONS

Follow-up regarding Educational Progress (3, 6, and/or 12 months after returning home from Detention and/or correction)

- In/Out of School
- Grade Level Placement
- Same School as Before Detention
- New School after Detention
- Reason for not returning to school
  - Drop-Out
  - Suspended/Expelled
  - Homeschooled
  - Working toward High School Equivalency Diploma
  - Received Diploma/ Passed Equivalency Test

Catherine J. Danyluk, Assistant Director, Office of Student Services, Chief State Attendance Officer

[cdanyluk@doe.in.gov](mailto:cdanyluk@doe.in.gov) or 3317-232-9150



# IDOE Outreach Division

*It is the IDOE's goal to improve services to schools and ultimately improve student academic growth and achievement*

- Help to identify and recruit Community partners throughout the State to provide service, personnel, and support to Indiana schools
- Serve as the bridge for community partners and Indiana educators
- Differentiate supports and interventions by being responsive, supportive, and proactive and capitalizing upon the strengths of each school



# Outreach continued...

- Connect schools in need of services and support with other schools that can share resources and celebrations.
- Build successful community schools with equitable and high quality opportunities for all students by working together and utilizing our diverse talents.



**“The main hope of a nation lies in  
the proper education of its youth”  
-Erasmus**



# Michael Williams

Indiana Department of Education  
Office of Student Services

[mwilliams@doe.in.gov](mailto:mwilliams@doe.in.gov)

317-234-4827





INDIANA  
DEPARTMENT OF  
CHILD  
SERVICES

# The Indiana Department of Child Services (DCS) Education Services

Presentation to the Commission on  
Improving the Status of Children  
February 19, 2014

Reba James, DCS Deputy Director of Permanency &  
Practice Support





# Education Facts

---

- Foster children:
  - Have significantly higher rates of school disciplinary referrals than their peers.
  - Are more likely to be retained a grade than their peers.
  - Graduate at lower rate than the general population.
  - Often suffer delayed enrollment when they enter care or transfer schools.
  - Are less likely to enter or complete a postsecondary educational program.
  - On average, perform well below grade level.



# History

---

- DCS Pilot Project
  - Started in the 2011- 2012 academic year in Marion County.
  - The project was a part of FosterED, a project of the National Center for Youth Law.
  - Pilot was used to determine the effectiveness of the program.
  - Lasted 9 months and handled over 75 cases.
  - Partners on the project included DOE, and the Indiana Youth Institute.



# History

---

- Statewide expansion of Project
  - August 1, 2012
  - Created 16 Education Liaison positions within DCS.
  - As of November 2012 over 500 cases had been handled.
  - Support of DCS, DOE, school districts, and CASA's.



# Ed Liaison map

## Indiana Department of Child Services Education Liaison Phone List



Director: Dr. Anita Silverman 317-232-4435

Please note that emails are formatted like the following:  
first name.last name@dcs.in.gov

**Regions 1,2, 5**  
(Northwest Indiana)  
Tina Hickey 317-264-9979  
Traci Larrison 317-264-9992  
Brandon Baisden 317-515-7332

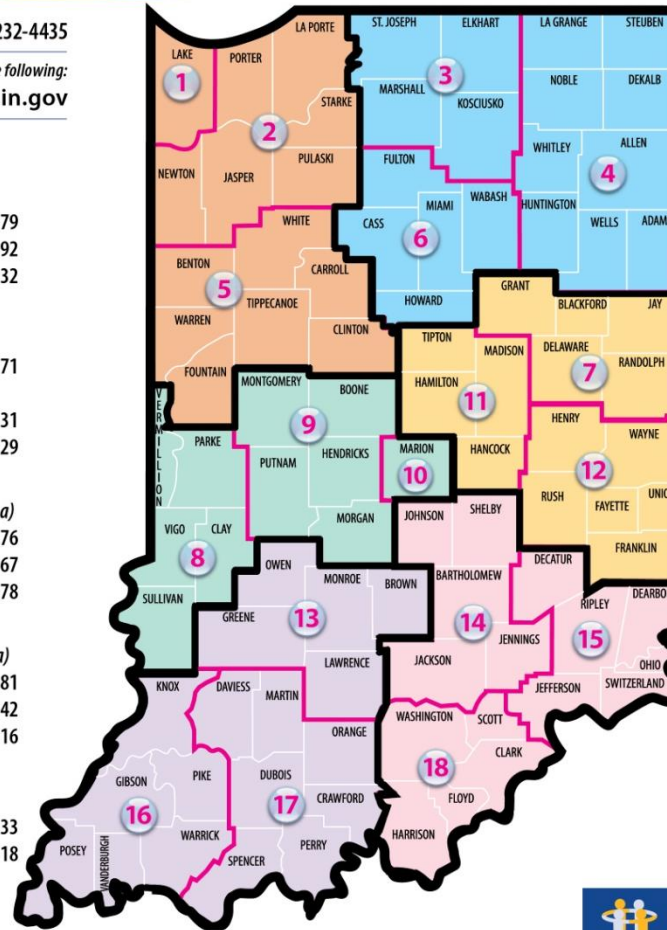
**Regions 3,4, 6**  
(Northeast Indiana)  
Verne McCue 317-260-3671  
Margaret  
(Melaina) Gant 317-515-7331  
Travis Stahl 317-515-7329

**Regions 8, 9, 10**  
(Central to West Central Indiana)  
Sabrina Ellison 317-264-9976  
Tyler Small 317-264-9767  
Steven Takacs 317-264-9678

**Regions 7,11, 12**  
(Central to East Central Indiana)  
Jeri Gibson 317-296-1081  
Jill Russ 317-260-3542  
Mark Cosand 317-296-2316

**Regions 14, 15, 18**  
(Southeast Indiana)  
Jeff Neumann 317-260-3833  
Kelly Hargett 317-260-3718

**Regions 13, 16, 17**  
(Southwest Indiana)  
Naomi Koeplin 317-260-3885  
Kristina Deters 317-260-3859  
Kelly Hargett 317-260-3718





# Education Liaison Objectives

---

- Education Liaisons collaborate with DCS Family Case Managers (FCMs), families, students and schools to ensure that the educational needs of children in DCS care are met which will lead to more positive outcomes in their lives.



# Education Liaison Functions

---

- Assistance on individual cases.
- Help the FCM identify educational strengths and needs.
- Participate in child and family team meetings (CFTMs), case staffing, planning sessions, and school meetings to help create an education plan to assist the child.
- Model interventions for the FCMs, resolving educational issues while building the FCM's capacity to support educational success.
- Connect the FCM and family to community agencies committed to providing specific kinds of educational assistance.
- Identify education services and resources.
- Provide information to FCMs about resources and how to access them.
- Prepare and deliver training to DCS staff, foster parents, etc.
- Serve as a subject matter expert and resource to DCS staff and external stakeholders.
- Prepare and disseminate resources that assist FCMs and schools in assessing and meeting the educational needs of youth in care.



# Referral Reasons

---

- Poor/failing grades
- Behavioral concerns at school
- Child has an IEP/504 but is not demonstrating school success
- Possible Educational Testing – to identify if a child qualifies for an IEP or other academic resources
- Poor attendance/frequent tardiness
- Child is not enrolled in a State accredited school
- High School Student does not have grade appropriate credits
- Child has multiple suspensions or is facing expulsion
- Little or no academic support in the home
- Assistance to obtain school records
- Early Childhood Program/ Head Start for preschool age wards
- Assistance reviewing transcripts, IEP, 504 plan, education plan
- Assistance in creating an education plan



# Most Common Referral Reasons

---

- Overall special education issues
- Requests for education evaluations -- DCS often has a barrier with the schools when the parent is not the one asking for assistance
- Transportation when child has to change schools
- Change of school place and transfer of records, especially credits
- Post high school planning





# Available Trainings

---

- Education Success for Children in Care
- Autism and the rest of the spectrum
- Brain Based Learning
- Special Education Alphabet Soup
- 10 Things Schools should know about DCS
- How to Apply to College
- State Exams – ISTEP, iRead, ECA – Let’s discuss and understand the test
- Life After High school
- Survival Kit to Winter Break
- Response to intervention (RTI)
- School readiness



# Collaboration with DOE

---

- DOE assists DCS with sending messages out to the schools.
- Guest presenter at regional guidance counselor trainings sponsored by the DOE.
- Work closely with the Chief Attendance Officer regarding attendance, State Test Number site information, and working through viable alternatives to expulsion.
- Work with the DOE attorney on special education issues.
- Ongoing collaboration with the DOE Outreach team to combine community resources such as after school programs, tutoring, and mental health availability combined with the regular school day.

# Education Services in Secure Settings

## Indiana Department of Correction Division of Youth Services



# IDOC Juvenile Facilities

- Facilities in LaPorte, Logansport, Pendleton and Madison
- Facility School Accredited by AdvancEd as Comprehensive Special Purpose Schools



# IDOC Juvenile Facilities



- **High School curriculum aligned to Indiana Core 40**
- **Career Technical Programs (Vocational)**
- **High School Equivalency (TASC)**

# IDOC Juvenile Facilities

- **Transition to Public School**
  - 1. Transition Coordinator in each facility school
  - 2. Facilitates transfer of school records, including updated transcripts
  - 3. Formal support from IDOE and IDWD



# IDOC Juvenile Facilities

- **“Money follows the child...??”  
Not exactly...**



- **On average, 45-60% of IDOC students qualify for special education services**
- **On average, over 60% test below 6<sup>th</sup> grade on math and/or reading**

# IDOC Juvenile Facilities

## Outcomes 2012-2013

- 1,393 students
- 924 students for at least 90 days
- 60% of those 924 students qualified for special education services
- Average length of school enrollment 122 days
- 970 students earned high school credits



# IDOC Juvenile Facilities

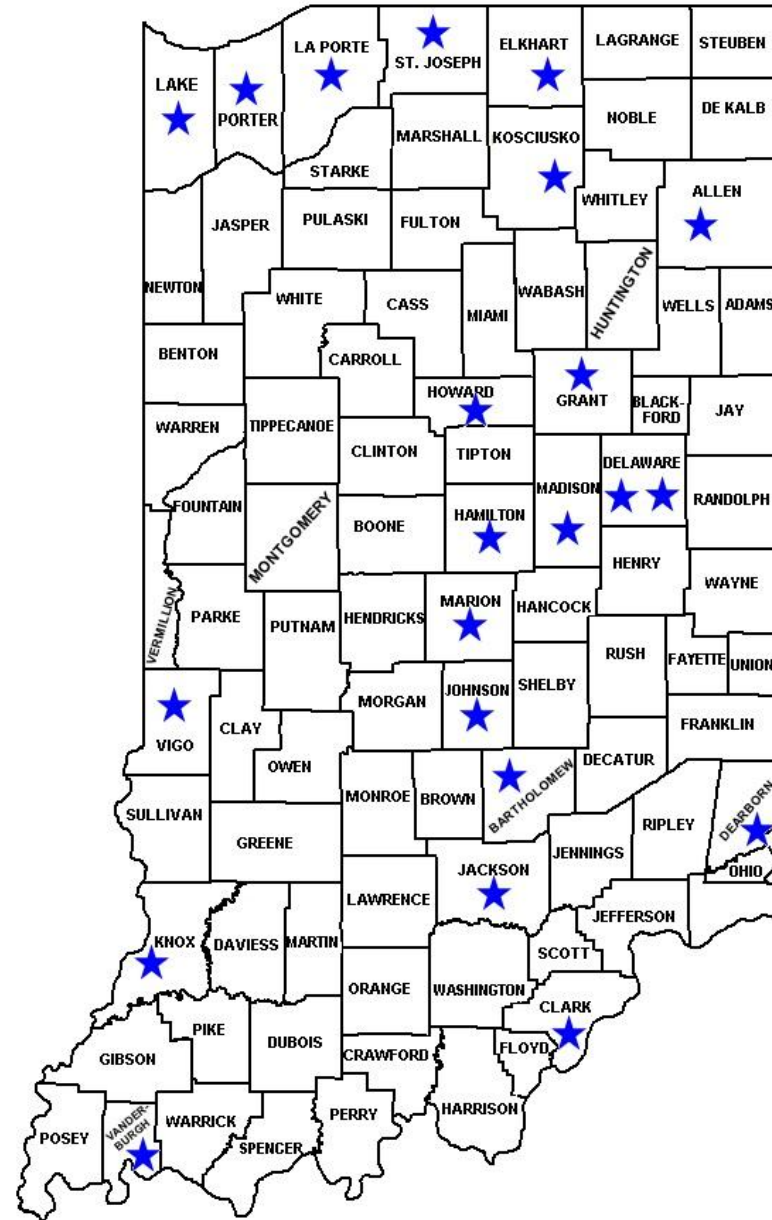
- 326 students re-enrolled in public school
- 253 eligible students received GED
- 94 students enrolled in post-secondary
- 63% of those with at least 90 days of instruction gained at least one grade level in reading
- 47% of those with at least 90 days of instruction gained at least one grade level in math

# I **Indiana Juvenile Detention Centers**



# Juvenile Detention Centers

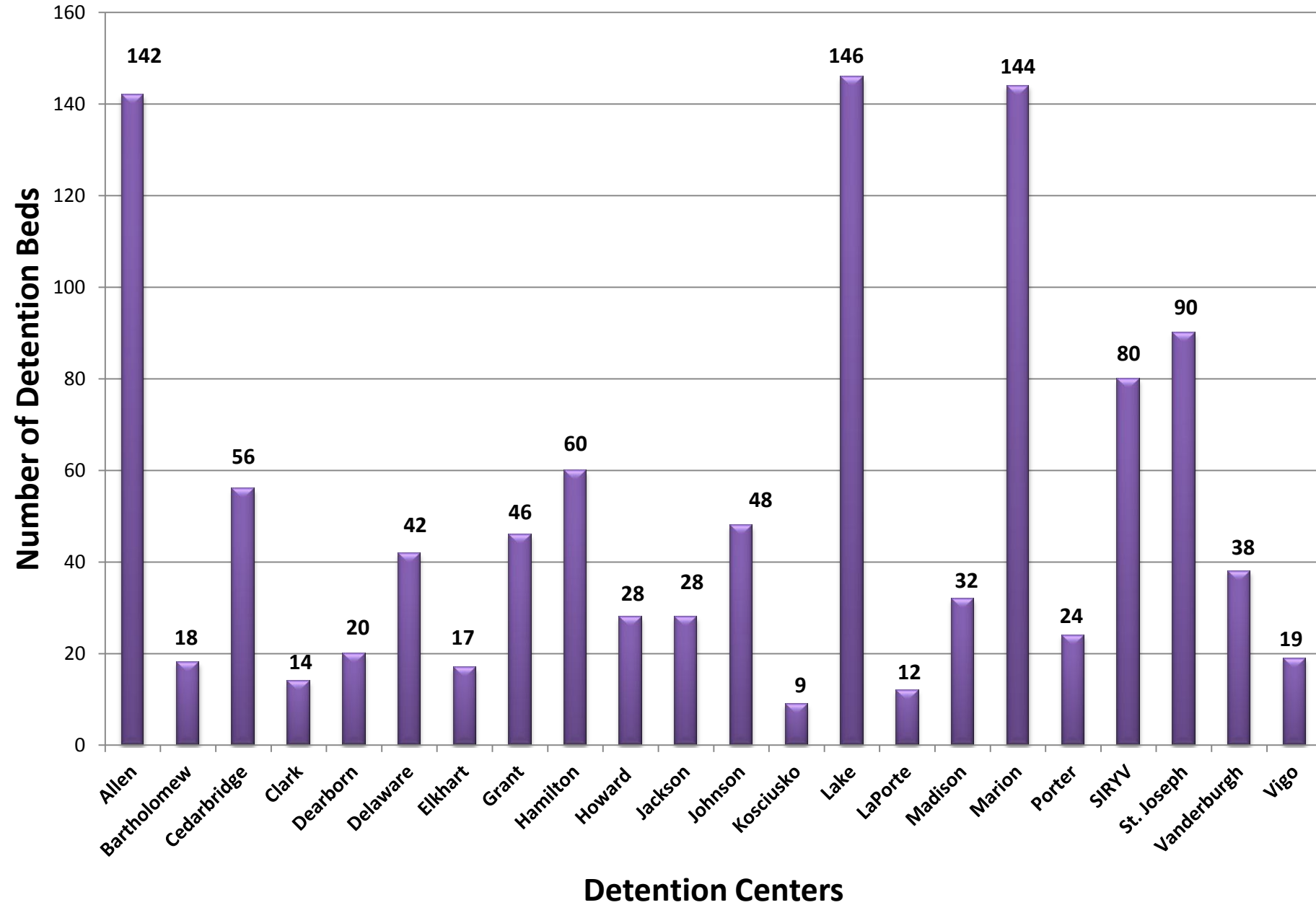
- Allen County
- Bartholomew County
- Clark County
- Dearborn County
- Delaware County - 2 private
- Elkhart County
- Grant County
- Hamilton County
- Howard County
- Jackson County
- Johnson County
- Knox County - private
- Kosciusko County - private
- Lake County
- La Porte County
- Madison County
- Marion County
- Porter County
- St. Joseph County
- Vanderburgh County
- Vigo County



# **Secure Detention Beds**

- **1,113 secure detention beds in Indiana**
- **14,955 admissions in 2013**

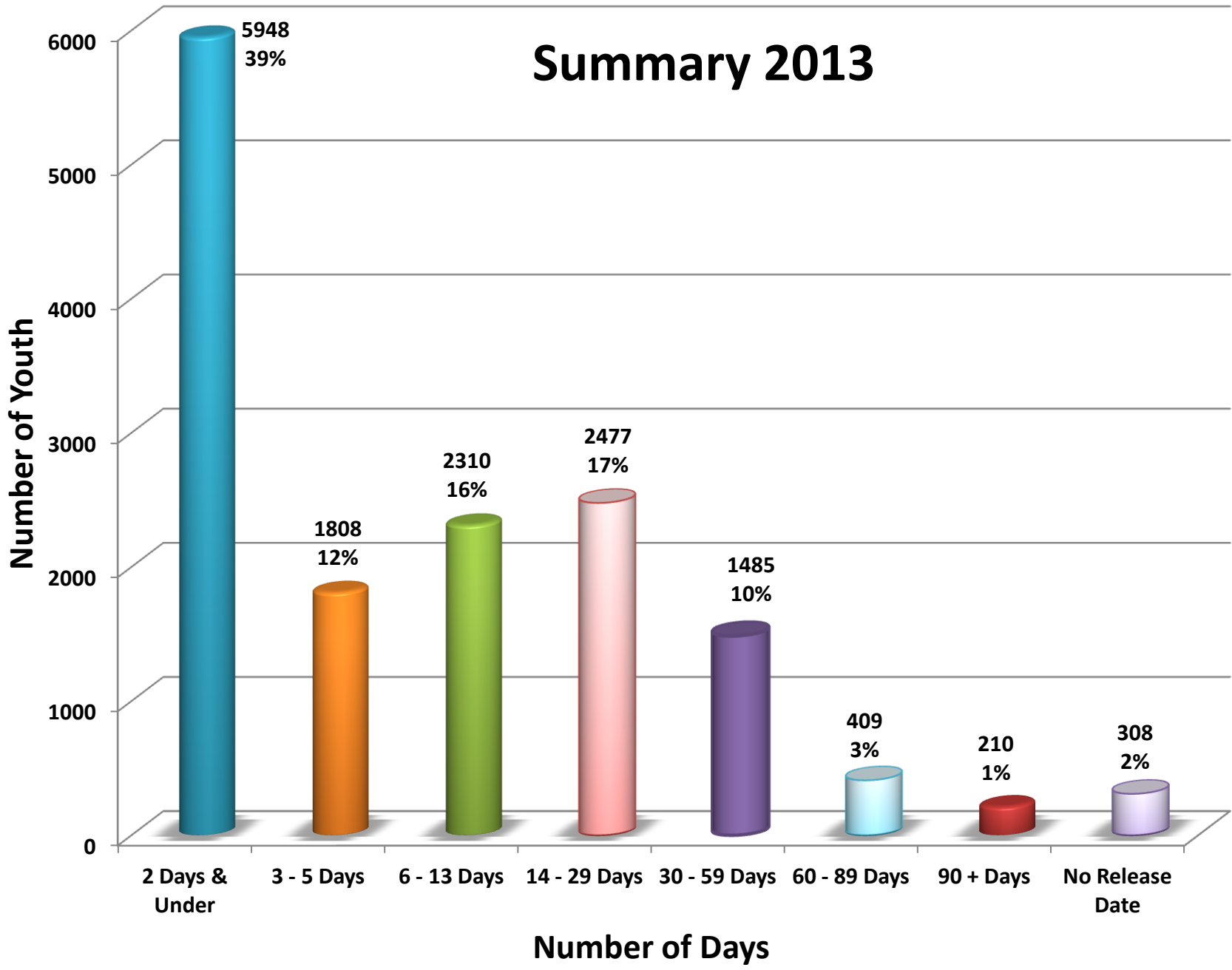
# 2013 Detention Beds



# **2013 Length of Stay**

- **39% of youth enter and leave detention in 2 days or less;**
- **31% of youth entering detention in 2013 were detained longer than 14 days**
- **This equals over 4,500 youth**

# Summary 2013

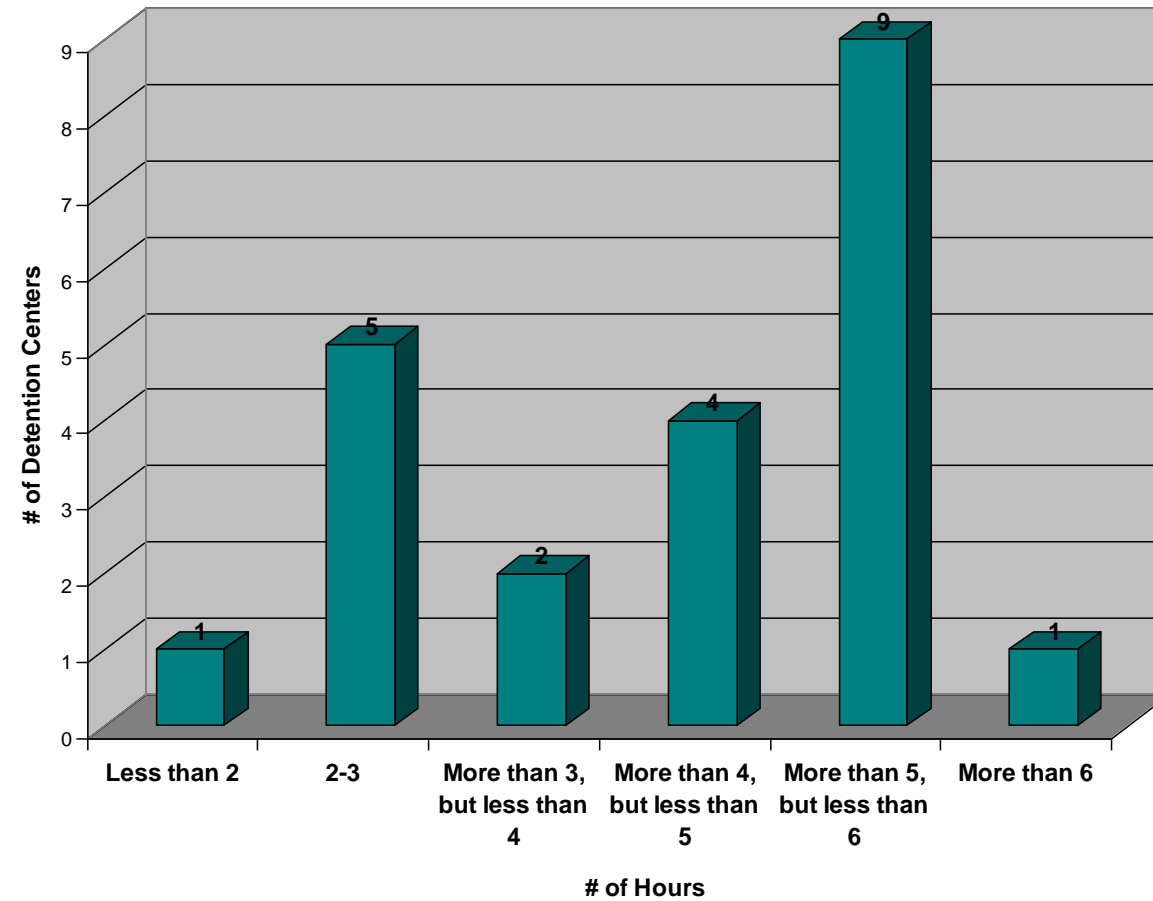


# **Educational Programming Local Juvenile Detention Facilities**

- **There are a variety of ways educational programming is provided:**
  - **Teachers are county employees, with minimal involvement of local school corporations**
  - **Teachers are provided by the local school corporation pursuant to the public school calendar**
  - **One facility is considered a local public school**
  - **Other varieties of local school corporation support**
  - **Private facilities that employ their own teachers, with minimal involvement of local school corporations**
- **No standardized or required programming or curriculum**



# How many hours of instructional time does the average student received each day?



# Current Results

- Youth are not receiving the state mandated number of hours instructional time applicable to public schools;
- Youth are not receiving academic credit and are not able to progress toward a high school diploma;
- Education gains made in detention are frequently not communicated to public school;

# Current Results - continued

- **There is rarely an evaluation of the quality of general and/or special education services provided in detention;**
- **Result...a population of youth who are already more likely to be academically being fall further behind**

# New Recommended Standards

- **Memorandum of Understanding between the Court and the local school corporation**
  - **Funding allocations**
  - Transfer of education records
  - **Special education service delivery**
  - Grade and credit transfers
  - **Access to on-line education programs**
  - Evaluation of detention education program
  - **Plan for suspended/expelled and out-of-county youth**

- **A Comprehensive Education Program**
  - Operates a minimum of 210 instructional days a year;
  - **Consists of at least 6 hours of educational programming for youth in grades 7-12 and at least 5 hours of educational programming for youth in grades 6 and lower;**
  - Enrollment, screening, and participation in educational programming no later than 3 days following admission;
  - **Teachers shall possess appropriate certification or licensure;**

- **Remedial reading services shall be provided to identified youth;**
- **Curriculum that allows youth to progress toward high school diploma, IEP goals, or High School Equivalency Exam;**
- **Special education programs are available and aligned to the student's IEP;**
- **Detention staff will provide academic progress information to the juvenile's home school district within 7 days of discharge to allow for evaluation towards high school credit.**

# **New Recommended Standards - Mental Health**

- **Mental health issues are prevalent among detained youth and directly impact a youth's ability to be successful in an education program**
- **Required mental health screening**
- **Follow-up assessments/evaluations where indicated**

# Contact

**Michael Dempsey**

**Executive Director**

**Division of Youth Services**

**Indiana Department of Correction**

**[mdempsey@idoc.in.gov](mailto:mdempsey@idoc.in.gov)**



# Improving Educational Outcomes

**Claire Fiddian-Green**  
**Special Assistant to the Governor**  
**for Education Innovation**

Commission on Improving the Status of  
Children in Indiana  
February 19, 2014



# Today's Discussion

## The Problem: Improving Educational Outcomes

### Indiana's Opportunity:

- **Indiana's Success**
- **Center for Education and Career Innovation**
- **State Board of Education**
- **Indiana Career Council and Regional Works Councils**

### Questions

# Improving Educational Outcomes: Post-Secondary Skills and Credentials in Indiana

- \* According to the Indiana Business Research Center, 65% of jobs created this decade will require post-secondary skills and credentials. Indiana needs to make substantial strides over a short period of time in order to meet this requirement. In Indiana today:
  - \* One in six Hoosiers lacks a high school diploma or equivalency. (BLS, American Community Survey)
  - \* Only 33% of Hoosiers have a college degree. (Indiana Commission for Higher Education)
  - \* Last year alone, more than 10,000 of our high school graduates needed remediation in college. (Indiana Commission for Higher Education)
  - \* Only 4% of Indiana's two-year college students complete on time and only 12% graduate within three years (Indiana Commission for Higher Education, 2011)
  - \* Despite a state unemployment rate of 6.9%, good paying jobs are going unfilled due to the skills gap between employment and workforce qualifications.



# Today's Discussion

## **The Problem: Improving Educational Outcomes**

### **Indiana's Opportunity:**

- **Indiana's Success**
- **Center for Education and Career Innovation**
- **State Board of Education**
- **Indiana Career Council and Regional Works Councils**

## **Questions**

# Indiana's Opportunity:

## Building on our Recent Success in Education

- \* 2013 NAEP Scores
- \* Indiana ranked 1<sup>st</sup> by Education Week
- \* Model of education innovation in K-12, adult and postsecondary education
- \* K-12 academic proficiency and graduation rates have increased over the past 4 years
- \* Excellent foundation in longitudinal data system with the Indiana Workforce Intelligence System
- \* Indiana continues to make strides in economic development/job growth:
  - \* Ranks fifth nationally in the rate of private sector job growth;
  - \* In Top 10 of Tax Foundation's 2014 State Business Tax Climate Index

# Indiana's Opportunity:

## The Center for Education and Career Innovation (“CECI”)

- \* Indiana’s economic future requires a bold vision for an integrated approach in education and workforce development, which will serve Hoosier children and adults more effectively.
- \* In August 2013, Governor Mike Pence issued an Executive Order to establish the Center for Education & Career Innovation, bringing together the staff and budgets of four state entities already under the Governor’s authority.
  - \* Career Council, Works Councils, Education Roundtable, and State Board of Education
- \* Building on his “Roadmap” commitments to education and workforce development, Governor Pence worked with the General Assembly to implement key priorities such as the Indiana Career Council and the Indiana Works Councils—both of which received unanimous, bipartisan legislative support.
- \* 59% of state budget dedicated to education and workforce development, and more than 30 federal and state funding streams.



# Indiana's Opportunity:

## CECI's Mission

- \* The Center's mission is to improve learning outcomes for Hoosier students and adult workers by: (1) aligning statewide efforts to connect the education and workforce training pipeline with the needs of Indiana's employers, and (2) supporting the expansion of innovative and highly effective education and career development initiatives. The Center addresses the entire spectrum of education and career preparation, from pre-kindergarten through higher education and beyond.
- \* Through collaborations with the Department of Education, Commission for Higher Education and Department of Workforce Development, in addition to other state and external partners, the Center is part of a growing national focus by governors and legislative leadership to integrate state efforts in education and workforce to deliver significantly improved outcomes.



# Indiana's Opportunity:

## State Board of Education and Education Roundtable

- \* State Board of Education and Education Roundtable maintaining focus on academic proficiency, rigorous standards and assessments, and a transparent accountability system
- \* Current Priorities:
  - \* Strategic Planning Process to establish K-12 goals and tighten linkages to needs of higher education and employers
  - \* Developing a balanced scorecard that enables Indiana to measure and report K-12 progress
  - \* Adopt college-and-career ready Math and English/Language Arts standards and aligned state assessments
  - \* Revise the A-F School Accountability System



# Indiana's Opportunity:

## Indiana Career Council and Works Councils

### Indiana Career Council

- \* **Alignment & coordination of education & training activities** in the context of Career Pathways along Sectors to meet industry demand
  - \* Skills Gap Analysis and Asset Mapping
  - \* Incorporate efforts among partners in K-12, Postsecondary, Economic and Workforce Development
- \* **Oversight & Administration of IWIS** to inform sector focus and offer clients much more informed choice in education & training leading to identified employment

### Works Councils

- \* Regional Consortia model with employer-led focus on CTE alignment to meet industry needs
- \* Explore alternatives ways to meet industry needs

# Indiana's Opportunity:

## Commission's Recommended Focus Areas

- \* At its October 2013 meeting, the Commission on Improving the Status of Children identified 6 areas where Indiana needs to focus its attention and resources to improve educational outcomes:
  - \* Address quality/consistency of education in detention
  - \* Increase school stability and decrease absenteeism
  - \* Increase availability of quality early childhood programs and after school programs
  - \* Develop a pre-K system in Indiana
  - \* Increase mental health services in schools, including focus on early identification and intervention
  - \* Increase coordination regarding education among DOE, DCS, Probation and school districts

# Indiana's Opportunity:

## CECI Initiatives Tied to Commission's Focus Areas

### **Policy Initiatives – 2014 Legislative Session**

- \* Voluntary Pre-K Voucher Program – HB 1004
- \* Adult High Schools

### **State Board of Education Rulemaking**

- \* SBOE, in conjunction with a stakeholder group, is developing rules related to children who are placed in residential care facilities as a result of SB 464 (2013).
  - \* SB 464: Provides that if a student is placed in a state licensed residential mental health facility under written orders of a licensed physician, if the student receives educational services provided by the facility, and if certain other conditions are satisfied, the school corporation receiving state tuition support for the student at the time of the student's admission to the facility shall pay the facility a per diem for the educational services provided by the facility to the student during the student's admission in the facility. Requires the state board of education to adopt rules to implement these provisions.

# Today's Discussion

## **The Problem: Improving Educational Outcomes**

### **Indiana's Opportunity:**

- **Indiana's Success**
- **Center for Education and Career Innovation**
- **State Board of Education**
- **Indiana Career Council and Regional Works Councils**

**Questions**

# Agenda

- Update from the Data Sharing and Mapping Task Force
  - *Lilia Judson, Executive Director, Division of State Court Administration, Indiana Supreme Court; Julie Whitman, Vice President of Programs, Indiana Youth Institute*

# Agenda

- Legislative Update

- *Brady Brookes, DCS Legislative Director; Jeff Bercovitz, Director, Juvenile & Family Law, Indiana Judicial Center*


# Agenda

- Future Topics


# Unassigned Priorities



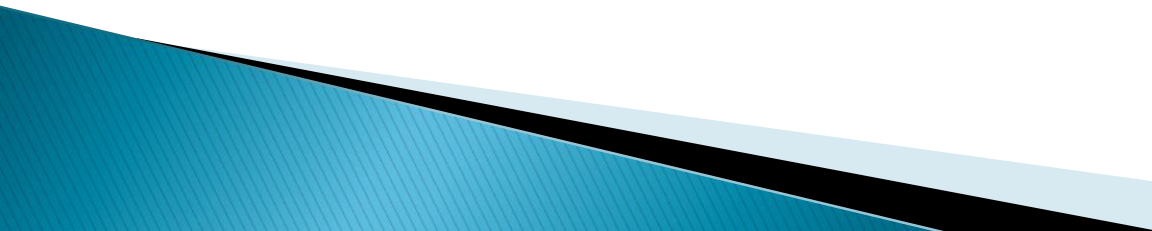
# Juvenile Justice

- ▶ Increase training on trauma & adolescent development for law enforcement & juvenile justice staff
  - ▶ Increase availability & access to effective substance abuse treatment services for children & youth
  - ▶ Continue to expand JDAI and disproportionate minority contact initiatives
- 


# Juvenile Justice

- ▶ Increase alternatives to detention for youth with mental health issues
  - ▶ Address structure & funding for indigent counsel in JD, JC, & JT cases
  - ▶ Address structure & funding for probation officers
  - ▶ Increase early identification and intervention with at-risk youth
- 


# Juvenile Justice

- ▶ *Develop policies and procedures to improve communication, cooperation, & clarity about roles/responsibilities, especially with DOE, probation, and juvenile courts*  
(cross-system priority issue)
  - ▶ Address the quality/consistency of education of youth in detention
- 

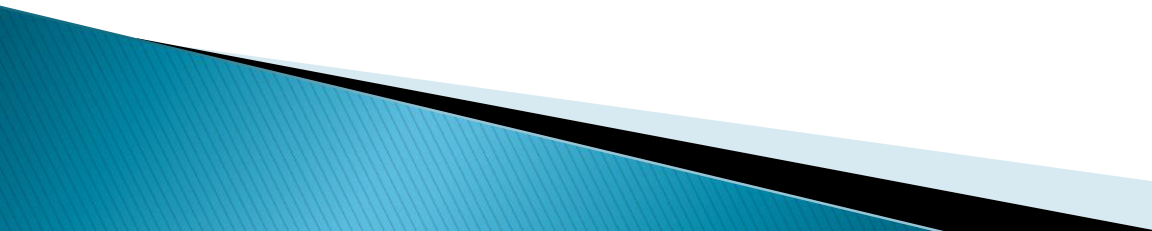
# Education

- ▶ Increase school stability and decrease absenteeism
  - ▶ Increase the availability of quality early childhood programs and after-school programs
  - ▶ Develop a pre-K system in Indiana
  - ▶ Increase mental health services in schools, including focus on early identification and intervention
- 

# Youth in Foster Care

- ▶ Increase availability & access to effective substance abuse treatment services for children & youth
  - ▶ Address foster care system reforms
  - ▶ Address court delays that keep children in the foster care system
- 

# Mental Health

- ▶ Increase services for children who have had Adverse Childhood Experiences (ACE)
  - ▶ Ensure appropriate capacity is available for BDDS services and effective crisis intervention to support families of children with intellectual/developmental disabilities
  - ▶ Increase residential placement options for high-need mental health and high-need developmentally disabled youth
- 

# Agenda

- Future Meeting Dates: Indiana Government Center South

- April 16, 2014 10:00 A.M. – 2:00 P.M.
- June 18, 2014 10:00 A.M. – 2:00 P.M.
- Sept. 17, 2014 10:00 A.M. – 2:00 P.M.
- Nov. 19, 2014 10:00 A.M. – 2:00 P.M.



THE WEBSITE TO VIEW ALL  
DOCUMENTS HANDED OUT AT  
COMMISSION MEETINGS AND THE  
WEBCAST OF TODAY'S MEETING  
CAN BE FOUND AT  
[WWW.IN.GOV/CHILDREN](http://WWW.IN.GOV/CHILDREN).