



Commission on
Improving the
Status of Children

Commission on Improving the Status of Children

JUNE 17, 2020

Agenda

1. Welcome and Introductions
2. Consent Agenda
 - a. Minutes from February 2020 meeting
 - b. Minutes from April 2020 meeting

Agenda

3. Equity, Inclusion, and Cultural Competence

- Calvin Roberson, Indiana Minority Health Coalition
- Tarrell Berry, Indiana Department of Education
- Jessica Tomasino, Indiana Department of Education

Equity, Inclusion and Cultural Competency Committee

June 17, 2020

Purpose of the Commission's Guide for Equity Consideration

- ▶ The Guide for Equity Consideration is designed to assist Commission members in examining how proposed actions will affect different groups of people.
- ▶ It can be used to identify and help address the unintended consequences of policies, practices, and decisions on disparate populations.
- ▶ We recommend utilizing this framework as a tool to incorporate the voices of those most impacted by decisions being made on behalf of Indiana's Children.

Commission Guide for Equity Consideration

Does the intended action:

1) Have data analyzing its effect on disparate populations?

- ▶ What are major data supported trends and anecdotal experiences for disparate populations associated with this action? What is the data source(s) for these trends and experiences?
- ▶ What additional data will you collect, track and evaluate to assess the equity impacts of this action moving forward, and how will that data inform your future decisions?

Does the intended action:

2) Engage and integrate disparate populations' voices? If

so, how?

- ▶ Was a meaningful effort made to gather the perspectives of the people who will be impacted by this decision? Were these perspectives representative of all the populations affected?

Does the intended action:

3) Benefit disparate populations short- and long-term?

If so, how?

- ▶ What are the economic, personal, familial, community, and educational impacts of this action on disparate populations?

Does the intended action:

- 4) Potentially harm disparate populations short- and long-term? If so, how?
 - ▶ What are the potential risks to or unintended consequence that this action has on disparate populations?

Does the intended action:

5. Come from a position of privilege?

- ▶ In what ways are the actions perpetuating inequitable policies or practices?

Does the intended action:

6. Promote equitable connections for disparate populations to resources and services?
 - ▶ How are disparate populations informed of and linked to available resources or services related to this action?

Does the intended action:

7. Protect individuals and/or groups if they respond to issues of inequity? If so, how?
 - ▶ Are people able to freely share feedback, including negative feedback, about the decision without risking harm (such as a loss of benefits or having their view disregarded in future decisions)?



Guide for Equity Consideration in Action

Example: School Retention Policy

ABC School's Retention Policy

In order for a student to be considered for retention at a particular grade level, the following procedure will be used.

1. The classroom teacher makes a referral to the RtI Team and interventions will be suggested.
2. When considering the retention of a student, the parents will be consulted, and topics may include:
 1. Current level of academic achievement
 2. Potential for success at the next academic grade level
 3. Emotional, Physical, and social maturity
3. A conference must be scheduled no later than early April of the current school year, and the following individuals must be in attendance:
 1. Classroom Teacher
 2. Parent(s)
 3. Building principal

Final decisions in student promotion, placement, or retention rest with the building principal.

Equity Considerations in Action

Does the intended action:

1. Use data to analyze effects on disparate populations?

Status Quo	With Equity Considerations
<ul style="list-style-type: none">• Data is not currently examined	<ul style="list-style-type: none">• Institute data collection at the individual level via MTSS• Aggregate and analyze the data by demographic variables to monitor outcomes

Equity Considerations in Action

Does the intended action:

2. Engage and integrate disparate populations' voice? If so, how?

Status Quo	With Equity Considerations
<ul style="list-style-type: none">• Parents consulted and required to attend a conference	<ul style="list-style-type: none">• Intentional steps to consider needs of parents• Add language to policy that requires a mutually agreed upon time for conference, asks about needs for accommodations• Involve families who have been through the process in updating the policy

Equity Considerations in Action

Does the intended action:

3. Benefit disparate populations short- and long-term? If so, how?

Status Quo	With Equity Considerations
<ul style="list-style-type: none">• Intent of policy is to enhance children's short- and long-term educational outcomes	<ul style="list-style-type: none">• Set benchmark goals• Define root causes of barriers• Identify means to address barriers• Measure students' academic outcomes after retention, and analyze by group

Equity Considerations in Action

Does the intended action:

4. Potentially harm disparate populations short- and long-term? If so, how?

Status Quo	With Equity Considerations
<ul style="list-style-type: none">• Current policy has the potential to widen achievement gaps	<ul style="list-style-type: none">• Consider access to resources, needs of child and family• Does retention actually address the child's needs?• Does it do more harm than good?• Would another solution better address the needs without incurring harm that could come from retention?

Equity Considerations in Action

Does the intended action:

5. Come from a position of privilege?

Status Quo	With Equity Considerations
<ul style="list-style-type: none">• Policy developed by educators or administrators with advanced degrees, stable homes, steady salaries, mostly (or all) white	<ul style="list-style-type: none">• Include diverse families who have experienced a retention conference in a process of revising the policy• Include considerations such as:<ul style="list-style-type: none">• scheduling conferences• virtual/remote options• interpreter needs• time of day• reading level of materials, acronyms and jargon• opportunities to ask questions and prepare

Equity Considerations in Action

Does the intended action:

6. Promote equitable connections for disparate populations to resources and services

Status Quo	With Equity Considerations
<ul style="list-style-type: none">• Policy does not mention resources and services available to families	<ul style="list-style-type: none">• Use MTSS or RtI to collect information about services and resources that would help student progress throughout the year• Educate families about available resources and services• Ask the family what they think their child needs• Link families with services and resources• Clarify how services, either with or without retention, are expected to lead to academic progress

Equity Considerations in Action

Does the intended action:

7. Protect individuals and/or groups if they respond to issues of inequity and how?

Status Quo	With Equity Considerations
<ul style="list-style-type: none">• The policy does not provide any redress options for families• Family input is through their participation in the meeting	<ul style="list-style-type: none">• Include expectation of psychological safety in conference• Provide parents the option of sharing concerns with a designated person who is not part of the conference (e.g., the school-to-home liaison)• Routinely ask families for feedback after conference, including at intervals throughout the next year to get their assessment of the outcome of the decision

Equity Considerations in Action: Sustainability and Systems Change

- ▶ School districts have local control - they choose their goals and action steps
 - ▶ So it is up to building leadership at each school to embrace equity as an imperative in their policy making
- ▶ Equity Considerations can be used at the individual policy level, when schools make revisions
 - ▶ BUT, handbooks are made up of many policies, and these are not often changed
- ▶ Can also be used as a check list at a higher planning level to ensure sustainability and systems change when making decisions for school improvement

Equity Consideration in Action: The School Improvement Plan

- ▶ All Indiana public, charter, and state-accredited non-public schools must have a strategic and continuous school improvement plan (see IC 20-31-4-6(5); 511 IAC 6.1-1-4(1)(J))
- ▶ Method of accountability for local school districts to the state, based on school's mission and vision

School Improvement Plan

Guidance from Brown University's Education Alliance was used when creating the new School Improvement Plan template

Guidance on the Principles for CRT from Brown University's Education Alliance	Alignment to CNA/SIP Template
Seek to understand parents' hopes, concerns and suggestions	What strategies will the school use to understand parents' hopes, concerns, and suggestions?
Keep parents apprised of services offered by the school	How will the school keep parents apprised of services offered by the school?
Gain cross-cultural skills necessary for successful exchange and collaboration	How will the school ensure its staff have the cross-cultural skills necessary for successful collaboration with family members?

School Improvement Plan

- ▶ Core Element 1: Curriculum
- ▶ Core Element 2: Instructional Program
- ▶ Core Element 3: Assessment
- ▶ Core Element 4: Coordination of Technology Indicatives
- ▶ Core Element 5: Career Awareness and Development
- ▶ Core Element 6: Safe and Disciplined Environment
- ▶ Core Element 7: Cultural Competency
- ▶ Core Element 8: Review Attendance
- ▶ Core Element 9: Parent and Family Engagement
- ▶ Core Element 10: Provision for Secondary Schools
- ▶ Core Element 11: Provision for Title I Schools

Questions?

Agenda

4. Commission Members Report on Ongoing COVID Response and Re-opening strategies
 - Round-robin updates and discussion



INDIANA
DEPARTMENT OF
CHILD
SERVICES

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



June COVID-19 Update



DCS: AN OVERVIEW

Mission: The Indiana Department of Child Services engages with families and collaborates with state, local and community partners to protect children from abuse and neglect and to provide child support services.

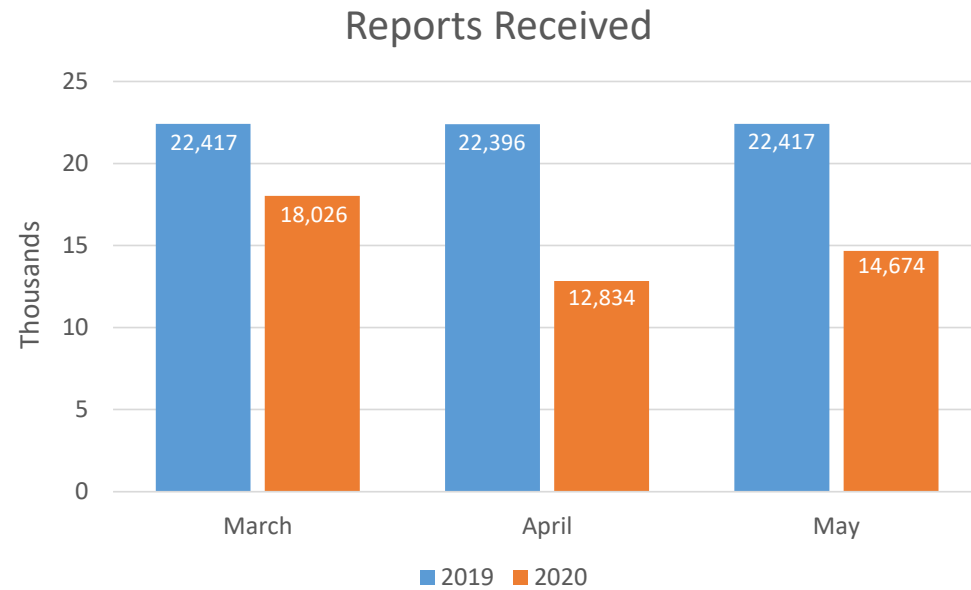


ONGOING SERVICES

- Investigation of allegations of abuse or neglect
 - *May 2020: 7,295 assessments*
- Parenting time
- Virtual visits
- Foster home licensing
- Reunifications & Adoptions
- Family preservation services



INDIANA CHILD ABUSE & NEGLECT HOTLINE: 800-800-5556



www.in.gov/dcs/4089.htm





CONTINUED SUPPORT FOR OLDER YOUTH IN FOSTER CARE

- Aging out suspended
- Continued financial assistance for older youth during pandemic
- Extended Chafee services up to 23
- Collaborative Care services up to age 21



EXPANDING OUR REACH: COMMUNITY PARTNERS

- Offered statewide
- Focus on family supports

www.in.gov/dcs/4089.htm





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Agenda

5. Executive Director Update

- Julie Whitman

Executive Director Update

- Juvenile Justice Review with the Council of State Governments Justice Center
- Child Maltreatment Prevention Framework
- Legislative Wrap-up
- Family YES!
- Annual report:
 - You will receive content 6/25
 - Comments due back to Julie 7/10

Agenda

6. Future meeting topics or other discussion items
7. Next meeting: August 19, 2020, 10 a.m. – noon, location TBD