

House Enrolled Act 1314-2018:

Annual Report on Homeless Youth Educational Outcomes Statutory Authority (IC 20-19-3-18)

May 2020

This document represents the second annual report on homeless youth educational outcomes as stipulated by House Enrolled Act 1314-2018, which requires the State Board of Education (SBOE) to, in collaboration with the Department of Education (IDOE) and the Department of Child Services (DCS), annually prepare and submit the following:

- (1) A report on foster care youth educational outcomes, and
- (2) A report on homeless youth educational outcomes.

It requires IDOE to develop and submit a copy of the following:

- (1) A remediation plan concerning foster care youth, and
- (2) A remediation plan concerning homeless youth.

As a review, the legislation requires certain information regarding students in foster care to be included in a school corporation's annual performance report. The bill requires IDOE and the DCS to enter into a memorandum of understanding that, at a minimum, requires DCS to share with IDOE, at least one time each month, disaggregated information regarding youth in foster care that is sufficient to allow IDOE to identify students in foster care. It repeals, for purposes of provisions concerning the transportation of a homeless student to a school of origin, a provision that provides "homeless student" includes a student who is awaiting placement in foster care.

Timeline for Plan Updates:

March-May: IDOE to review and update Homeless Youth Report by 1) reporting out on remediation plan activities and progress toward 2019-2020 remediation goals, and 2) review and report updates on most recent statewide data on homelessness; SBOE staff to review IDOE data;

June 1: Per IC 20-19-3-18(d), IDOE shall submit the Homeless Youth Care Report to the Indiana Housing and Community Development Authority and the Legislative Council in an electronic format under IC 5-14-6.

(As presented in the 2019 Original IDOE Report on Homelessness)

Federal Authority: McKinney-Vento Homeless Education Act

In 1987, Congress passed the Stewart B. McKinney Homeless Assistance Act (subsequently renamed the McKinney-Vento Homeless Assistance Act) to aid homeless persons. On December 10, 2015, the Every Student Succeeds Act (ESSA) was enacted, amending McKinney-Vento in Title VII-B. The McKinney Vento Act is designed to address the challenges that homeless children and youths have faced in enrolling, attending, and succeeding in school. This particularly vulnerable population of children has been increasing. Under the McKinney-Vento Act, State educational agencies (SEAs) must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youths. Homeless children and youths must have

access to the educational and related services that they need to enable them to meet the same challenging State academic standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. SEAs and local educational agencies (LEAs) are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as barriers to the identification, enrollment, attendance, or success in school of homeless children and youths.

Defining Homelessness: Section 725(2) of the McKinney-Vento Act defines “homeless children and youths” as individuals who lack a fixed, regular, and adequate nighttime residence. The term includes:

- I. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as “doubled-up”); living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations; living in emergency or transitional shelters; or abandoned in hospitals;
- II. Children and youths who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- III. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- IV. Migratory children who qualify as homeless because they are living in circumstances described above. The term “migratory children” means children who are (or whose parent(s) or spouse(s) are) migratory agricultural workers, including migratory dairy workers or migratory fishermen, and who have moved from one school district to another in the preceding 36 months, in order to obtain (or accompany such parents or spouses in order to obtain) temporary or seasonal employment in agricultural or fishing work.

Under the Indiana Education for Homeless Children and Youth State Plan, homeless children are defined as “children living with a parent in a domestic violence shelter; runaway children and children and youth who have been abandoned or forced out of their home by parents or other caretakers; and school-aged parents living in houses for school-aged parents if they have no other available living accommodations.”

The Unique Challenges of Homeless Youth: Youth experiencing homelessness can find it difficult to access stable income, education, and employment, as do many single parents. Though many programs for homeless youth in Indiana focus on skills development, homeless families find it challenging in obtaining adequate educational supports for their children.

Homeless youth may experience any, or often several, of the following complications that can inhibit their physical, emotional, social, and academic development:

- Youth homelessness stems in large part from problems or conflict in families and homes.
 - Research has found a clear link between parental substance abuse and youth running away from home. Increasingly these substances are opioids, leading to both youth and family homelessness.
 - 20-40% of unaccompanied homeless youth were sexually abused in their homes, while 40-60% were abused physically.
- Youth are served by a distinct infrastructure involving separate systems of justice, education, health, and child protection/welfare.
- Many youth enter homelessness with little or no work experience.

- Youth are in the process of transitioning toward adulthood and may not have acquired personal, social, and life skills that make independent living possible.
- Youth often avoid the homeless-serving system out of fear of authorities.

For youth under age of 18, the situation is complicated by the obligation of families and/or the government to care for them and provide for their basic needs. Many youth are forced to abandon their education because of homelessness. For youth involved with the Child Intervention System, these issues are further magnified if healthy transitions are not prioritized.

Youth who experience homelessness are especially vulnerable to criminal victimization, sexual exploitation, labor and sex trafficking, or traumatic stress. As communities are creating systems of support for precariously housed youth and those experiencing homelessness, they must take all of these different life experiences into account.

The Barriers for Homeless Youth: Students experiencing homelessness face extreme challenges in completing high school. They frequently go hungry, suffer chronic and acute illnesses, and are subjected to constant stress. They also have high levels of school mobility. Homeless youth move frequently due to limits on the length of their stay in a shelter or temporary accommodations or to escape abusive family members. Too often, these moves lead to school changes. Although the McKinney-Vento Act provides homeless students with the right to remain in a single school despite housing changes, the reality of their living situation often forces students to transfer schools multiple times in a single year.

The absence of a stable living arrangement has a devastating impact on educational outcomes for youth. For many students who are homeless, not having the proper school records often leads to incorrect classroom placement. Medical records, immunization records, previous school transcripts, proof of residency, and for unaccompanied youth, parental permission slips, are some of the “paper” barriers to students being placed efficiently and appropriately within school districts.

When students change schools frequently, it is difficult for educators to correctly identify their needs and ensure proper academic placement. Parents and educators may also have difficulty identifying the difference between academic or social difficulties that result from the stress of homelessness and mobility. Also, transportation can be an obstacle that further prevents many homeless children and youth from obtaining education. Stigmas about homelessness combined with lack of support from the school district can often prevent homeless students from receiving the best education possible.

The lack of education is the top risk factor for youth homelessness. The only way to keep unaccompanied homeless youth safe is to ensure they can access services, such as shelter and housing, health care, and education. Yet, a recent survey in Indiana revealed significant barriers for youth accessing these services in addition to the “paper” barriers impeding their educational success. Youth under 18 in particular face logistical hurdles, including:

- Inability to consent for shelter and housing services;
- Avoiding services due to fear of child welfare involvement; and
- Inability to obtain their own birth certificate and state-issued identification card.

National Homeless Youth Statistics:

National Alliance to End Homelessness studies show that:

- One in seven youths between the ages of 10 and 18 will run away from home;
- Youth ages 12 to 17 are more at risk of homelessness than adults;
- 75% of runaways are female;
- Estimates of the number of pregnant homeless girls are between 6 to 22%;
- Between 20 to 40% of homeless youth identify as LGBTQ;
- 46% of runaway and homeless youth reported being physically abused; 38% reported being emotionally abused; and 17% reported being forced into unwanted sexual activity by a family or household member;
- 75% of homeless or runaway youth have dropped out or will drop out of school;
- Nationally, 700,000 youth ages 13-17 experience homelessness each year and 3.5 million young adults ages 18-25 experience homelessness each year; and
- The prevalence of homelessness is almost the same in both rural and urban areas.

Indiana's Homeless Youth Statistics:

2019 Graduation Rate			
	Graduates	Cohort Size	Graduation Rate
Homeless	844	1093	77.2%
All Students	74368	85195	87.3%

When comparing the graduation rates from 2018 to 2019, the rate of graduation for homeless youth dropped from 82.3% to 77.2% while the graduation rate of non-homeless students remained virtually the same at 88.1% in 2018 and 87.3% in 2019.

2019 Graduation Waivers					
	Waiver Graduates	Non-Waiver Graduates	Graduates	Graduate Waiver Rate	Non-Waiver Graduation Rate
Homeless	196	648	844	23.2%	76.8%
All Students	9001	65367	74368	12.1%	87.9%

Homeless youth in Indiana are graduating more often with a waiver when compared to their non-homeless peers. Non-waiver graduation rates were significantly higher in 2019 (63.6% in 2018, an increase of 13%) even though the overall graduation rate for homeless youth dropped.

2019 Diploma Type Awarded				
Diploma Type	Homeless	% Diploma (Homeless)	All Students	% Diploma (All)
General	176	20.9%	7196	9.7%
Core 40	536	63.5%	37576	50.5%
Core 40 - Academic Honors	104	12.3%	23921	32.2%
Core 40 - Technical Honors	11	1.3%	1871	2.5%
Core 40 - Academic and Technical Honors	16	1.9%	3546	4.8%
International Baccalaureate	1	0.1%	258	0.3%

12.3% of graduating homeless youth earned the Core 40 with Academic Honors diploma in 2019 compared to 10.5% in 2018 (+ 1.8%). All other data reflects very little change, suggesting there is a great deal of room for improvement.

Promotion/Retention (KG-11)					
	Student Count (Enrolled in 18-19 and 19-20 on PE)	Retained	Promoted	Retained %	Promotion %
Homeless	13641	342	13299	2.5%	97.5%
All Free/Reduced Lunch Students	468450	6785	461665	1.4%	98.6%
All Students	980509	9524	970985	1.0%	99.0%
(Demographics)	Student Count (Enrolled in 18-19 and 19-20)	Retained	Promoted	Retained %	Promotion %
American Indian/Alaskan Native	36	1	35	2.8%	97.2%
Black	3699	106	3593	2.9%	97.1%
Asian	212	3	209	1.4%	98.6%
Hispanic Ethnicity and of any race	1523	37	1486	2.4%	97.6%
White	7099	164	6935	2.3%	97.7%
Multiracial (two or more races)	1057	30	1027	2.8%	97.2%
Native Hawaiian or Other Pacific Islander	15	1	14	6.7%	93.3%
(Grade Level)	Student Count (Enrolled in 18-19 and 19-20)	Retained	Promoted	Retained %	Promotion %
Kindergarten	1325	112	1213	8.5%	91.5%
Grade 1	1362	87	1275	6.4%	93.6%
Grade 2	1314	35	1279	2.7%	97.3%
Grade 3	1364	25	1339	1.8%	98.2%
Grade 4	1254	12	1242	1.0%	99.0%
Grade 5	1247	7	1240	0.6%	99.4%
Grade 6	1177	6	1171	0.5%	99.5%
Grade 7	1052	9	1043	0.9%	99.1%
Grade 8	1040	4	1036	0.4%	99.6%
Grade 9	935	2	933	0.2%	99.8%
Grade 10	795	7	788	0.9%	99.1%
Grade 11	776	36	740	4.6%	95.4%
(Gender)	Student Count (Enrolled in 18-19 and 19-20)	Retained	Promoted	Retained %	Promotion %
Male	6943	192	6751	2.8%	97.2%
Female	6698	150	6548	2.2%	97.8%

(Other)	Student Count (Enrolled in 18-19 and 19-20)	Retained	Promoted	Retained %	Promotion %
Free/Reduced Lunch	11800	302	11498	2.6%	97.4%
Paid Lunch	1841	40	1801	2.2%	97.8%
Special Education	3133	87	3046	2.8%	97.2%
General Education	10508	255	10253	2.4%	97.6%

Data on retention and promotion remains a concern. In 2019 homeless youth were retained at a frequency twice that of students also impacted by poverty but not necessarily experiencing homelessness at rates of 2.5% vs. 1.4% respectively. Considering the potentially negative impact that retention can have on overall educational outcomes, this comparison remains noteworthy.

The majority of retentions remain in grades K-2. Generally speaking, there do not seem to be notable differences in rates of retention across other subgroups.

Discipline (Public Schools)			
	Students Suspended	Students Expelled	Unique Student Count (Students enrolled at any time during school year)
Homeless	3392	81	18097
All Free/Reduced Lunch Students	68791	1808	512072
All Students	100527	2682	1076827
(Demographics)	Students Suspended	Students Expelled	Unique Student Count (Students enrolled at any time during school year)
American Indian/Alaskan Native	8	0	53
Black	1412	21	5017
Asian	25	0	299
Hispanic Ethnicity and of any race	287	6	2240
White	1377	44	9128
Multiracial (two or more races)	281	10	1333
Native Hawaiian or Other Pacific Islander	2	0	27
(Grade Level)	Students Suspended	Students Expelled	Unique Student Count (Students enrolled at any time during school year)
Pre-Kindergarten	1	0	158
Kindergarten	120	0	1640
Grade 1	145	0	1664
Grade 2	195	0	1547
Grade 3	217	1	1655
Grade 4	244	0	1484

Grade 5	257	2	1512
Grade 6	324	6	1392
Grade 7	393	8	1267
Grade 8	399	13	1266
Grade 9	374	16	1161
Grade 10	305	17	1019
Grade 11	225	9	1185
Grade 12	200	9	1297
(Gender)	Students Suspended	Students Expelled	Unique Student Count (Students enrolled at any time during school year)
Female	1135	21	8924
Male	2257	60	9173
(Other)	Students Suspended	Students Expelled	Unique Student Count (Students enrolled at any time during school year)
Free/Reduced Lunch	3120	73	16282
Paid Lunch	272	8	1815
Special Education	1049	16	3891
General Education	2343	65	14206

Regarding data on discipline, in SY2019 homeless students were suspended from school at a rate that is significantly higher than students who are not homeless. Students experiencing homelessness are suspended more frequently than students impacted by poverty but not homeless. It is also clear that homeless students of color are suspended more often than their white peers. Twenty-eight percent and 21% of black and multi-racial homeless youth (respectively) experienced school suspension compared to 15% of white homeless youth. Suspension and expulsion of homeless youth also seems to impact students in grades 7-10 more often than at other grade levels. Other sub-groups that are more significantly impacted by suspension and expulsion are those eligible for special education.

When comparing SY 2018 and SY 2019 data, there is no significant change in the area of student discipline.

ILEARN (Grade 3-8) E/LA			
	Passing Students	Tested Students	Pass Rate
Homeless	1806	7830	23.1%
All Free/Reduced Lunch Students	81825	245587	33.3%
All Students	240515	507013	47.4%
(Demographics)	Passing Students	Tested Students	Pass Rate
American Indian/Alaskan Native	5	17	29.4%
Black	263	2156	12.2%
Asian	21	104	20.2%
Hispanic Ethnicity and of any race	182	985	18.5%
White	1189	3977	29.9%

Multiracial (two or more races)	144	578	24.9%
Native Hawaiian or Other Pacific Islander	2	13	15.4%
(Grade Level)	Passing Students	Tested Students	Pass Rate
Grade 3	335	1518	22.1%
Grade 4	311	1368	22.7%
Grade 5	314	1409	22.3%
Grade 6	300	1269	23.6%
Grade 7	277	1144	24.2%
Grade 8	269	1122	24.0%
(Gender / Other)	Passing Students	Tested Students	Pass Rate
Female	1047	3830	27.3%
Male	759	4000	19.0%
Special Education	118	1814	6.5%
General Education	1688	6016	28.1%
ILEARN (Grade 3-8) Math			
	Passing Students	Tested Students	Pass Rate
Homeless	1756	7824	22.4%
All Free / Reduced Lunch Students	81467	245543	33.2%
All Students	239454	506971	47.2%
(Demographics)	Passing Students	Tested Students	Pass Rate
American Indian/Alaskan Native	4	17	23.5%
Black	248	2148	11.5%
Asian	19	104	18.3%
Hispanic Ethnicity and of any race	172	989	17.4%
White	1192	3974	30.0%
Multiracial (two or more races)	118	579	20.4%
Native Hawaiian or Other Pacific Islander	3	13	23.1%
(Grade Level)	Passing Students	Tested Students	Pass Rate
Grade 3	510	1515	33.7%
Grade 4	364	1367	26.6%
Grade 5	292	1412	20.7%
Grade 6	268	1265	21.2%
Grade 7	170	1143	14.9%
Grade 8	152	1122	13.5%
(Gender / Other)	Passing Students	Tested Students	Pass Rate
Female	853	3830	22.3%
Male	903	3994	22.6%
Special Education	145	1805	8.0%
General Education	1611	6019	26.8%

	Passing Students	Tested Students	Pass Rate
Homeless	243	773	31.4%
All Free/Reduced Lunch Students	14813	31771	46.6%
All Students	48904	78320	62.4%
(Demographics)			
American Indian/Alaskan Native	***	5	***
Black	42	220	19.1%
Asian	5	21	23.8%
Hispanic Ethnicity and of any race	34	116	29.3%
White	148	361	41.0%
Multiracial (two or more races)	12	49	24.5%
Native Hawaiian or Other Pacific Islander	***	1	***
(Gender / Other)			
Female	155	395	39.2%
Male	88	378	23.3%
Special Education	13	146	8.9%
General Education	230	627	36.7%

ISTEP Grade 10- 1st Time Math			
	Passing Students	Tested Students	Pass Rate
Homeless	86	776	11.1%
All Free/Reduced Lunch Students	6157	31874	19.3%
All Students	27711	78455	35.3%
(Demographics)			
American Indian/Alaskan Native	***	5	***
Black	9	218	4.1%
Asian	3	20	15.0%
Hispanic Ethnicity and of any race	9	119	7.6%
White	61	364	16.8%
Multiracial (two or more races)	4	49	8.2%
Native Hawaiian or Other Pacific Islander	***	1	***
(Gender / Other)			
Female	51	399	12.8%
Male	35	377	9.3%
Special Education	4	146	2.7%
General Education	82	630	13.0%

*** = Less than 10 students

Pass rates from SY2019 are lower in all categories than SY2018 and ISTEP+ (grades 3-8) results continue to reflect a significant deficit in pass rates for homeless students when compared to all students. Identified McKinney-Vento students are passing at a rate almost 50% below their peers in both English/language arts and math. The data for ISTEP+ (grade 10) shows similar comparative trends.

Two areas of concern are the pass rates for grade 10 math testers and male testers in grades 3 through 8. The trend of homeless students of color passing at a rate significantly lower than homeless white students continues.

IREAD-3			
	Passing Students	Tested Students	Pass Rate
Homeless	1076	1503	71.6%
All Free/Reduced Lunch Students	33888	41354	81.9%
All Students	72139	82646	87.3%

The IREAD-3 data is virtually unchanged from SY2018 to SY2019.

School Type (Enrollment Count from PE Count Day)				
	Homeless Student Count	Percentage of Homeless Students	All Students	Percentage of All Students
Traditional Public	16034	95.3%	1004627	88.0%
Public Charter	772	4.6%	50248	4.4%
State Run (Blind, Deaf, Corrections)	17	0.1%	833	0.1%
Non-Public	N/A	N/A	85539	7.5%

Non-public schools do not report homeless status

Review 2019 IDOE’s Homelessness Remediation Plan: This remediation plan represents the culmination of feedback, data analysis, and research to improve the educational outcomes for Indiana’s homeless children and youth. In May 2019, IDOE released a survey to all Indiana schools to solicit input from stakeholders who work with homeless youth across the state and to respond to the released annual report. The optional survey was completed by 77 respondents representing a variety of roles and contexts, with the majority serving as homeless education liaisons in a local education agency (LEA). Per 1603(b) of the *Every Student Succeeds Act (ESSA)*, IDOE presented the remediation plan to the Federal Advisory Board to gather feedback, as it pertains to interaction with federal Title I and McKinney-Vento law. Feedback reflected that the goals were thoughtful and meaningful in order to improve student outcomes.

On August 6, 2019 IDOE facilitated an action planning session with the Homeless Statewide Coalition. This group consists of 30+ stakeholders including IDOE, other partner state agencies, homeless-serving community organizations, various school personnel, and families impacted by homelessness. The LEA participation included representation from rural, urban, and suburban areas; public and non-public schools; traditional public and public charter schools; and various geographic regions across the state. IDOE solicited support from the National Center for Homeless Education to inform the data analysis and provide of resources for the coalition. The materials from the Homeless Statewide Coalition can be found [here](#).

The Coalition reviewed the data published in the Annual Report on Homeless Youth Educational Outcomes, focusing on areas of greatest identified concern to develop seven goals with action steps to guide the ongoing statewide response to supporting Indiana’s homeless youth.

Goal 1: Restructure McKinney-Vento grant program to incentivize community and LEA collaboration and prioritize high-impact grant activities shown to affect long-term change when awarding supplemental funding to Indiana LEAs to support homeless students.

Progress Update (1): 2019-2022 McKinney-Vento sub-grant awards prioritized consortia applicants, ensuring that a higher number of schools and students would receive support through these funds:

- Increased the number of schools receiving sub-grant funds from 33 in 2018 to 59 in 2019
- District and regional consortia are working together to address interdistrict transience and collaborative interventions with community partners
- LEAs reported more high-yield / high-impact interventions strategies in their budget requests and less funds allocated for transportation support than in the previous grant award cycle

Goal 2: Implement plans and support for county-wide / regional collaboration among homeless education liaisons and community-based service providers. A standardized guideline including data-driven goal-setting and regular progress monitoring will be developed to create a model for best practice among collaborators. Successful models of collaboration will then be replicated across the state.

Progress Update (2): Strong collaborative relationships exist between the IDOE, the Marion County CoC (CHIP Indy) and the Balance-of-State CoC (IHCDA). IDOE is working to ensure local liaison involvement with regional CoCs.

- Consortia sub-grant awardees are meeting regularly to build local collaborative plans that better serve McKinney-Vento eligible students and address the challenges that can exist as a result of preventable school transience

Goal 3: Broaden and intensify services and supports offered to students at high risk of homelessness, including LGBTQ+ youth, teen parents, unaccompanied youth, and trauma-impacted students, by partnering with service providers who work closely to identify and address the needs of these populations.

Progress Update (3): Through a variety of resources, local McKinney-Vento liaisons are receiving resources and professional development addressing the needs of identified high risk populations.

- Monthly resource shares are provided to liaisons to share with school staff who work directly with homeless youth in schools
- Training resources for liaisons are currently under review to better address the needs of high-risk youth populations and provide a better understanding of how these identified high-risk populations are impacted by housing instability

Goal 4: Create and share a variety of targeted professional development resources specific to the role of various school personnel (administrators, secretaries, support staff) emphasizing collaboration and the development of a supportive and inclusive school culture for all students and families impacted by homelessness – professional development should aim to humanize the experience of homelessness and ensure all staff know how to identify warning signs and risk factors of homelessness.

Progress Update (4): The current professional development plan for local McKinney-Vento liaisons is being reviewed and re-launched for the 2020-2021 school year:

- IDOE has contracted with the National Center for Homeless Education to create a new e-learning opportunity for liaison training
- Opportunities for all school staff training in the area of supporting homeless youth are being created and shared with local liaisons
- IDOE has created a face-to-face training opportunity for liaisons through the annual Title Con conference

Goal 5: Provide tools that support LEAs in the decision-making process in regard to school selection, transportation and enrollment procedures for homeless students ensuring equitable access and full compliance with law and rule building consistency across Indiana schools.

Progress Update (5): The current professional development plan for local school staff is being reviewed and re-launched for the 2020-2021 school year:

- Opportunities for all school staff training in the area of supporting homeless youth are being created and shared with local liaisons
- Professional development guidance for training all school staff is available for local liaisons is now available on the IDOE website

Goal 6: Develop or acquire an electronic system that will track and maintain individualized student eligibility, goal setting, service delivery, and transportation plans for homeless children and youth. This system will also allow for information sharing between Indiana schools and appropriate parties when working with students qualifying as homeless throughout their experience, eliminating the barriers inherent to the traditional transfer process and procedure. This system will also prioritize vital exposure to college and career readiness skill-building. The system components could be expanded to provide a similar service for foster children and/or neglected and delinquent children to easily transfer information between DCS, LEAs, court system, and so on, in addition to supporting improved outcomes for homeless children and youth.

Progress Update (6): IDOE has initiated project development with PCG to create an electronic system that will help track and maintain individualized data and student plans guiding support and intervention success with homeless students.

Goal 7: Enact positive discipline practices to prevent actions and deliver resources that will reduce the suspension and expulsion of homeless children and youth

Progress Update (7): Local McKinney-Vento liaisons are encouraged to review and utilize IDOE social and emotional learning resources that support positive discipline and trauma-informed practice to begin addressing the current disproportionality in applied consequences.