YOUR LIFE MATTERS

REPORT TO THE MAYOR FROM THE YLM TASKFORCE

NOVEMBER 2014

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BACKGROUND

In 2013, the city of Indianapolis was confronted with an outbreak of murders. The surge in murders reached 125 – the largest number since 2006. Though Black males make up less than 2% of the population in Marion County, 66% of the victims and 64% of the murder suspects in Indianapolis were Black males.[i]

Prompted by such tragic incidents of death and violence that disproportionately involved Black men, Mayor Greg Ballard appointed Tanya Bell, President & CEO of Indiana Black Expo, Inc., and Jamal Smith, Executive Director of the Indiana Civil Rights Commission, to co-chair the Your Life Matters Violence Prevention ("YLM") Task Force in April, 2014. Recognizing that prison, violence and death are much too often the end results for disconnected young Black men and that prevention and intervention strategies are necessary to combat the root causes of disparities at all levels, the bi-partisan task force was formed to research and review programs and policies in Indianapolis that break down barriers to success and help Black males achieve their professional, educational and personal goals. In June 2014, YLM task force members were selected and the task force was charged to submit a 90 day report to the Mayor's office following its initial meeting on June 18, 2014.

MAKEUP OF YLM TASK FORCE

YLM Task Force members include:

CO-CHAIRS

Tanya Bell
President & CEO
Indiana Black Expo, Inc.

Jamal Smith
Executive Director
Indiana Civil Rights Commission

SUBCOMMITTEE CHAIRS

Michelle McKeown, Education
General Counsel
Indiana Charter School Board

Greg Taylor, Education
Senator
Indiana State Senate

Michael Huber, Employment
President
Indy Chamber

James Jackson, Employment
Lead Pastor
Fervent Prayer Church

Ontay Johnson, Mentoring
Executive Director
100 Black Men of Indianapolis

Darcey Palmer-Shultz, Mentoring
Chief Executive Officer
Big Brothers Big Sisters of
Central Indiana

Marilyn Moores, Justice & Reentry
Judge
Marion Superior Court,
Juvenile Division

Steve Quick, Justice & Reentry
President
AFSCME (Local 725)

Frankye Johnson-Shelby, Health
Administrator, Social Work
Marion County Public Health
Department
Association of Black Social Workers,
Central Indiana Chapter, Inc.

Jimmy Brown, Health
President & CEO
HealthNet, Inc.

Patricia Roe, Resources
Senior Program Officer
USA Funds

Martha Lamkin, Resources
Retired President & CEO
Lumina Foundation of Education

Steve Jefferson, Media
Crimebeat Reporter
WTHR 13

Rafael Sanchez, Media
Consumer Reporter/Investigator
WRTV 6

TASK FORCE ASSIGNMENT

The chairs of each subcommittee included experts and leaders from the following sectors: education, employment, mentoring, justice and reentry, health, philanthropy (resources), and media. Besides media, each subcommittee conducted the following tasks:

- collected and reviewed data to better understand the challenges facing Black men in Indianapolis;
- consulted with experts, including service providers, non-profit organizations, philanthropists and academics;
- conducted research in their areas that focused on evidence-based models and strategies; and
- observed program models and surveyed organizations in Indianapolis to better understand gaps in service, program needs and opportunities for expansion or adjustment to more directly target Black males.

The task force and subcommittee members also attended various community forums on crime prevention strategies and techniques utilized by public safety officials. Additionally, subcommittees utilized a survey data tool to collect demographics information and program data from program directors to help understand service gaps and program outcomes. The reports of each subcommittee have been incorporated in this report.

RESOURCES SUBCOMMITTEE AND MEDIA

The Resources subcommittee and media professionals were called upon to augment the efforts of the sector subcommittees. Specifically, the Resources committee was charged to assess programs based upon infrastructure, funding and measured outcomes and develop recommendations on the type of systems that work. This subcommittee was comprised of community leaders, philanthropists, education specialists and consultants from various areas within the P-20 pipeline who have had direct experience with programs focused on the target population. The Resources subcommittee met with Indianapolis program directors about program design, intended outcomes, successes and focused engagement with program participants. They also listened to program participants share their perspectives about the benefits and challenges of programs. This necessary dialogue helped subcommittee members better understand various circumstances and factors that cause individuals to become disconnected and working strategies that are needed to reengage them.

The task force called upon media professionals to identify ways the news media can cover more positive stories of Black men and boys to help combat negative public perceptions that might exist. Many young Black men and boys are overcoming obstacles to achieve major goals and more of their achievements should be highlighted and recognized by the community and media. There is a need to shift stereotypes about young, Black men, particularly men living in low-income urban areas.

A complete list of the task force sub-committee members is attached as Appendix A.

Lastly, in an effort not to reinvent the wheel, the task force also reviewed several reports, including the Report of the Community Crime Prevention Task Force published by a task force assembled by GIPC under the leadership of former Mayor Bart Peterson and City County Council President Monroe Gray following a spike in murders in 2006.

EARLY CHILDHOOD EDUCATION AND INTERVENTION STRATEGIES FOR DISCONNECTED YOUNG BOYS AND MEN

The years before a child reaches kindergarten are among the most critical in his or her life to influence learning. Evidence shows that disconnected children who do not receive a high-quality early childhood education are 25% more likely to drop out of school, 40% more likely to become a teen parent, 50% more likely to be placed in special education, 60% more likely to never attend college, and 70% more likely to be arrested for a violent crime.[ii] Early childhood programs are the most cost-effective way to ensure healthy development of low-income children and offer the greatest returns to society. A collaborative community effort is underway by the Mayor's office, community and business leaders and philanthropists to advocate for investment in early childhood education, which is an effective crime prevention strategy and one of the best proven strategies to reduce the opportunity gap for low income children and families. Consequently, the task force focused its review on programs that directly target disconnected Black men between the ages of 12 – 24 that are:

- not currently enrolled in school;
- academically struggling and at risk for dropping out of school or not graduating;
- middle or high school students or adults whose reading skills are below grade level;
- on probation, parole, on alternative-to- placement program, a court involved young adult, recently discharged from Marion County Jail or inmate housed in Marion County jail;
- receiving mental health treatment;
- at risk of placement into foster care; or
- unemployed.

The service gaps and recommendations of the task force are included in this report. The task force fully understands that developing a comprehensive set of meaningful solutions and strategies to combat the root causes of the plight of our young Black men and boys in Indianapolis is more than a 90 day journey. However, we are confident that a community collaborative that focuses on closing gaps and implementing the recommendations specified in this report will start leveling the playing field for our young Black men. This effort requires the entire community and we hope we will rise to the occasion.

THE CHALLENGE

Nearly 40% of Black children in Indianapolis live in poverty and 60% of them live in single-parent households.[iii] The unemployment rate for Black youth between the ages of 16-19 in Marion County is nearly triple the average youth unemployment rate for the State of Indiana. Black youth are more than 30% less likely to have a mentor than their white counterparts and 40% of Black boys out of 601 children are currently on a waiting list to receive a mentor through Big Brothers Big Sisters of Central Indiana.

A greater percentage of Black students are still receiving general diplomas rather than Core 40 and are not taking the more rigorous courses to ensure that they are more likely to enroll in college and less

likely to receive remediation upon entrance. For instance, according to the third edition of the State of Our Black Youth Report published by Indiana Black Expo, Inc., 16.4% of Black students in Indiana were in special education programs during the 2011-2012 school year compared to only 7% enrolled in gifted and talented programs. This same report revealed during the same year that 55% of Black students required remediation upon college enrollment compared to 31% of all students. According to the Indiana Department of Education, Black children accounted for nearly 43% of all out-of-school suspensions in Marion County.

The lack of education and employment for our Black youth directly correlates to their over-representation in our criminal justice system. For instance, a young Black boy has a 1 in 3 chance of going to prison in his lifetime compared to 1 in 17 for his white male counterpart. According to IDOC's 2013 Juvenile Recidivism Rates Report, the recidivism rate for Black students in 2013 was 42.6% compared to 24.9% for white students and 18.2% for Hispanic students.

RESOURCES

The Resources subcommittee considered several program model approaches that aligned support services for disconnected young Black men and boys. An effective practice is to meet our young men where they are individually, emotionally and spiritually and to work from a holistic approach of support. Not giving up on them when they falter is critical to successful outcomes. Based upon the age of the individual, support services will vary for both the individual or family and it is necessary to be flexible and nimble when considering the approach. Research has revealed that disconnected young Black men often times lack a loving or caring environment, money to support themselves or families and a feeling of powerlessness due to feelings of inadequacy, low self- esteem and the helplessness to pull them out of their current situation.

There are many impactful programs in Indianapolis that address the needs of disconnected youth, including young Black men and boys. Due to scarce resources, funders are looking to use their dollars more efficiently on what has proven to work as compared to what people think will work or what has traditionally been done. The Resources subcommittee acknowledges that every model identified might not provide every service or opportunity needed for young Black men. Many of these initiatives should be appropriately scaled or modeled to achieve greater impact.

INTEGRATED PROGRAM MODELS WITH COMPREHENSIVE SERVICES IN SOCIAL SERVICE INDUSTRY

Best practices tell us to consider programs that are replicable, scalable and comprehensive in nature. The Resources subcommittee reviewed several services and support options in our community. YouthBuild Indy and Fathers & Families Center are two examples of comprehensive programs in Indianapolis that target hard to reach and underserved men between the ages of 18-24. Both programs have proven to be effective and resourceful as they help program participants make significant life changes and overcome obstacles to become productive members of society. These programs provide "comprehensive" services that develop social, mental, health, job readiness, soft skills, and hard skills.

This is significant as research has shown that the fundamental key to success for disconnected and low-income individuals is being able to include job readiness, soft skills and hard skills as key properties in their development plan.

YouthBuild Indy

YouthBuild Indy is modeled after YouthBuild USA, a national best-practice program focused on career development, construction training and leadership development for 18 to 24-year olds. Program participants of YouthBuild Indy must have a low income, have dropped out of school and not earned a GED certificate, reside in Marion County and be committed to being drug free.

Specifically, participants receive: (a) customized GED instruction designed by the Marian University School of Education; (b) hands-on experience in construction, health care or information technology; (c) the opportunity to earn an internationally recognized, entry-level construction skills credential issued by the National Center for Construction Education and Research (NCCER); (d) career exploration support; (e) work-readiness training through the Jobs for America's Graduates out-of-school youth training curriculum; (f) leadership, life skills and community development opportunities; (g) preparation for and access to college and post-high school vocational training opportunities; (h) preparation and placement assistance for high-demand careers; and (i) a bi-weekly stipend during the program cycle.

Besides soft skills, work-readiness skills and hands-on job experience, 80% of participants complete the program by earning GEDs, NCCER certifications, post-secondary placements, occupational placements or job placements.

Fathers & Families Center

Fathers and Families Center provides services that enhance the capacity of young fathers to become responsible and involved parents, wage earners and providers of child support. Major actives of the center include educational and employment advancement, parenting and basic life skills training, and support services assistance. Thousands of individuals have completed the program's curriculum. Its programs and services embody employment counseling, career planning, job placement, retention services, GED preparation, counseling, parenting education, anger management and personal finance classes.

The task force recommends that YouthBuild Indy, Fathers & Families Center and other programs that might provide similar services be properly assessed to determine if they are ready to "scale up" and expand their services to reach a larger population. For example, the site locations of Fathers & Families Center might present a "barrier" to young men residing in neighborhoods outside of the 46208 and 46235 zip codes. Consequently, a multisite replication model might further benefit communities where there is an identified need. The addition of new Fathers & Families sites or a similar program providing comprehensive services in other areas of the community will likely fill existing resources and "access" gaps for disconnected Black men that need counseling, mental health, career planning and assistance, and parental education services. The task force recommends that other effective programs in Indianapolis should find ways to replicate similar wrap-around service components to expand the type of services that can be provided to low-income and disconnected men.

The Resources Committee also recognized the need for youth development programs that serve younger disconnected individuals, particularly upon initial contact with the Juvenile Detention Center. Research shows that model programs that aim to reduce recidivism and promote positive behaviors include wrap around services, including family support and mental health services.

An example of a youth development program that reaches disconnected youth that come into contact with the Juvenile Detention Center is Reach for Youth, Inc.

Reach for Youth, Inc.

Reach for Youth provides vital crime prevention and intervention services to youth and families in Indianapolis and Central Indiana. For nearly 40 years, the organization has been a valuable resource to schools, the juvenile justice system, and community organizations. Reach For Youth's mission is to empower Central Indiana youth and their families through prevention, intervention, counseling and youth development services. It serves more than 1,500 youth and their families each year.

Through Reach for Youth's nationally recognized Teen Court, low-level, first-time juvenile offenders ages 12 -17 are prosecuted, defended and judged by their peers. One of the sentences that may be imposed is attending *Educating Kids about Gun Violence*, a presentation offered by the Prosecutor's Office and Eskenazi Health.

Besides providing restorative justice conferencing and alternatives to expulsion, Reach for Youth offers youth and families intervention and youth development services, including counseling programs that address alcohol and drug addition, depression, anger management and sexual violence.

Again, programs like Reach for Youth that provide comprehensive services that touch disconnected youth (i.e., youth at risk of dropping out of school, academically disadvantaged, court involved, in foster care or in need of mental health treatment) should be expanded to reach more students ages 14-17 because there is a huge service gap for this group.

COMPREHENSIVE SERVICES IN THE HEALTHCARE INDUSTRY

Lastly, health care providers in Indianapolis are currently providing comprehensive services based upon the needs of patients while in their care. Many programs in this industry have experienced great success with low-income and disconnected individuals.

Prescription for Hope

Eskenazi's Health's Prescription for Hope is a model program that provides comprehensive services to disconnected individuals. Prescription of Hope is a program aimed at reducing violence-related injuries through education and support. It is touted as one of only a small number of similar programs nationwide. The program was formed in 2009 by Wishard Hospital's trauma center in partnership with Shepherd Community Center. Hundreds of patients have participated in the program and less than 5% of program participants have been re-admitted to the trauma center with violent injury, as compared to 31% percent trauma patient re-admittance rate prior to the start of the program.

The goals of Prescription for Hope are to reduce recidivism of violence-related injury and readmission to Eskenazi Hospital, reduce repeated criminal activity and arrest, develop effective life skills for responsible citizenship behavior, provide community education and information on violence and crime prevention to create safer homes and neighborhoods, and create a network of community agencies and programs which will serve as partners to provide accessible services for assistance and personal development.

Besides the identification of model programs that provide comprehensive services to disconnected individuals, the committee identified the following gaps in services and recommendations that will ensure the maximization of programmatic impact and support:

GAPS

- Once Black males are dis-engaged (i.e., dropped out, suspended or expelled) in the education process there are limited ways of identifying and reaching this population. This primarily impacts ages 14-17. There are limited alternatives for service to these individuals which represent a gap that must be addressed.
- Many effective programs are identified in other sections of this report. However, in many instances, those programs must be "scaled up" to expand their interventions to reach a larger population in order to have broader community impact. Funding sources are needed to "scale up" and careful planning, assessment and resources will be needed to ensure program quality.
- Access to and knowledge of programs is a major hurdle for individuals in this target group. Effective "saturation" marketing of program offerings is needed to reach disconnected men, youth and families.
- Providing job readiness skills, soft skills and hard skills is critical to facilitating long term success (retention) for this targeted group.
- Gaps in information about this population of males inhibit community effectiveness in addressing their needs, individually and collectively.
- Metrics and evaluation of outcomes is a gap in program design, reporting and stakeholder support.
- Lack of asset map of programs to understand program reach, locations for information to be shared and disseminated, locations for service delivery, and opportunities for coordination among programs.
- Lack of system of tracking students so when intervention services and strategies are needed there is a process and mechanism to assure contact and support.

RECOMMENDATIONS

While educational matters are addressed in the Justice and Education sections of this report, it is critical to emphasize the importance of programs, initiatives and policies that enforce the engagement and retention of young Black boys in the pre-K-12 educational system. The Resources subcommittee identified a huge gap in services to disconnected youth ages 14-17 once they become disengaged from the educational process. Economists estimate that increasing high school graduation rates would decrease violent crime by 20%. Thus, the best prevention strategy to keep disconnected youth, particularly young Black boys, out of the criminal justice system is to keep them in school. It is critical that we catch students before they drop out. However, if they happen to become disengaged from the educational process, for whatever reasons, the proper infrastructure and culture must exist to shepherd them to alternative opportunities, including "quality" alternative schools that are focused on their individual needs.

Creation of a repository of information and dissemination to stakeholders (media, government officials, etc.) for YLM's findings and similar studies to foster follow up, accountability and continued focus. Creation of this repository should be expedited, building on current efforts to achieve reliable and consistent data. This recommendation includes mandating the use of common definitions and terminology when collecting, recording and analyzing data. Information can be utilized to issue a call to action to discuss opportunities to help or to support initiatives that have positive outcomes for Black males.

Ensure that the YLM Initiative either resides in the Mayor's office (current and future) and/or an outside organization that has the capacity and expertise to lead such effort. Public will must also be created to help implement the recommendations. Without community will and continued focus, the effort will be lost. Past experience has shown a lot of task force reports brimming with solid recommendations end up gathering dust on a shelf and not carried out due to bureaucratic battles and administration changes. The hope is that agreed upon solutions and recommendations in the report will be legislated through policy to achieve outcomes. We also hope that the entire community will recognize that everyone is needed to improve outcomes for young Black men and boys.

Drive the development of successful cross sector community collaboration by prioritizing funding for programs that meet multiple needs of the target group or work collaboratively with other organizations with expertise in additional areas to address interrelated issues faced by this group. The barriers facing Black young men in Indianapolis are vast and complex. Consequently, collaboration between a number of organizations will allow organizations to provide a pooling of both tangible and information-based resources, sharing of ideas and information, diversification of individual talents, competencies and capabilities between agencies, and prevent the overlap in services and coordination of existing services. These collaborations create shared accountability and responsibility and provide a seamless support system reflective of the pipeline of services to targeted individuals. A preferred infrastructure regularly consists of a "one-stop shop" organization or agency that collaborates with multiple service providers to provide comprehensive services.

Encourage programs that are data rich and that provide program supporters with information about progress and successful behavior changes. Encourage funders to fund programs driven by measureable outcomes. With programs facing a growing emphasis on accountability for achieving results, decision makers such as funders and service providers are increasingly making programmatic choices based on results. These programs have shown to be effective through rigorous research and can assist organizations with developing and implementing programs that are driven by measurable outcomes.

Encourage funders to provide funds for organizational capacity to track and evaluate program data. A widespread challenge for non-profit organizations working with disconnected youth is the ability to collect and analyze programmatic results. Research has shown that nonprofits have significant barriers to conducting effective evaluations. Barriers include limited staff time, lack of financial resources, lack of sufficient evaluation expertise, and lack of leadership support for evaluation. Funding support is needed to help non-profits build capacity to collect and track data and then evaluate such data to appropriately scale their programs and improve outcomes.

Require programs to provide a focus and vision for the future which engages youth as leaders to the solution. The positive impact of youth involvement in the planning and implementation of programs which have direct impact on their lives is critical. Youth should be given an opportunity to assist with creating culturally relevant youth development, mentoring and life coaching programs for their peers and programs that reflect their own cultural identity.

EMPLOYMENT

Youth unemployment is a serious problem that contributes to crime and poverty within our community. Indianapolis' youth unemployment rate is alarmingly high, compared to the averages for the State of Indiana and Marion County. A recent American Community Survey indicated that unemployment among Black residents ages 16-19 is nearly triple the average youth unemployment rate for the State of Indiana.

UNEMPLOYMENT AMONG YOUNG ADULTS, 2012

		Indiana	Marion County
16-19	Overall	10.6%	17.5%
	Black	23.5%	27.0%
20-24	Overall	11.6%	15.3%

SOURCE: AMERICAN COMMUNITY SURVEY, TABLE BS23001

Why is the unemployment rate so high for youth in general? First, there are fewer jobs today, and the jobs that are available have increasing demand for higher skills. Indianapolis' economic base, particularly its manufacturing base, has been transformed by technology and globalization. Second, the manufacturing jobs which once helped build Indianapolis' neighborhoods now require more technical training, and often some level of college or career technical education.

While entering today's complex job market is perhaps more difficult than ever for young people, those young people living in high-poverty neighborhoods in Indianapolis find far fewer employment opportunities compared to their more affluent peers. Many of these youth must overcome challenges beyond their control, such as poverty, few role models of working adults, low-performing schools, and the need to care for a family member.

Indianapolis' youth unemployment problem goes beyond a "skills deficit" for disconnected Black males, particularly those living in poverty. These young men need help developing life skills to prepare them for the work force. Organizations interviewed that work with Black males cited an urgent need to help young men who lack male role models or career mentors. These young men need assistance developing life skills, confidence, and in some cases, according to one service provider, "strong validation that their lives have meaning."

Despite the alarming unemployment statistics, there is reason for optimism. Communities that place a high priority on youth employment can see the results in a relatively short amount of time. Early work experiences can help youth understand the importance of life skills including discipline, reliability, and teamwork. Youth who have positive work experiences as early as the age of sixteen or younger are more likely to finish high school, go to college, and succeed in the workforce. Conversely, the 2012 *Kids Count* study by the Annie E. Casey Foundation (www.aecf.org) demonstrated that youth who miss out on an early work experience are more likely to be unemployed for extended periods of time in adulthood, and are less likely to achieve higher levels of career attainment.

We cannot allow more young adults to slip through the cracks in the system and fail to develop the basic skills necessary to be productive members of society. We must act with urgency to fill gaps in Central Indiana's workforce system.

GAPS

We do not just have a youth unemployment problem; we have a youth "work readiness" problem. Interviewees had wide-ranging views on solutions that the community should pursue, but all interviewees agreed that the development of work readiness skills is as critical to today's youth as learning specific job skills. Said one manufacturing employer, "I can teach an employee how to do the job, but I can't teach him to show up on time and have a good attitude."

Specific findings indicated that the work readiness problem is made even worse by a lack of mentors and role models for young men. During the summer of 2014, one youth employment program, Clean for Green, surveyed more than 400 of its participating youth who worked in their jobs program about their needs, wants, and aspirations. Survey responses ranked "money" first, "jobs" second. Pastor James Jackson oversees the Clean for Green program and reviewed the survey responses, and stated:

> I was not surprised that they wanted more of both –money and jobs, but I was very concerned about the order of their response. Almost every young person who responded indicated wanting money first and then a job and in some of the responses there was no mention of wanting a job; just money. When our young people want money first with or without a job, it increases the possibility they will do whatever is necessary to get money, even if they don't have a job. It is critically important that we continue to mentor our youth and explain to them the importance and value of earning money from working on a job.
>
> *Pastor James Jackson.*

Multiple studies on successful youth employment strategies recommend that programs, especially for educationally disadvantaged youth, should address life skills that impact work readiness. For example, a program should cover barriers such as independent living, parenting, and mental health rather than solely job-related knowledge and skills. In fact, a March 2014 study by *Jobs for the Future* (www.jff.org) focused solely on promoting persistence in postsecondary education and career preparation through comprehensive support systems.

The community lacks a large-scale pathways to employment initiative, in spite of some outstanding standalone youth employment programs. "At the community level, disconnected young people have historically relied on little more than a collection of public and nonprofit agencies, or stand-alone programs, all supported by a fragmented array of funding sources," the Annie E. Casey Foundation 2012 Kids Count report states. Indianapolis is no different. The community lacks a visible, large scale youth employment effort that brings together city leadership, its workforce investment board (Employ Indy), private sector, educational institutions, and philanthropy.

A model to consider is the YouthWorks summer jobs program administered by the Mayor's Office of Employment Development in Baltimore, Maryland. The program is open to youth and young adult residents between the ages of 14-21, with a special emphasis on targeting young people who are economically disadvantaged, those aging out of foster care and out-of-school youth. Each year, a citywide campaign is launched to reach out to all segments of the community, including state and local government, business, philanthropy, faith-based and non-profit, to generate resources to fund participant wages and to identify meaningful work experiences in both the public and private sectors. Each summer between 5,000-7,000 young people participate in the six week program that provides many opportunities for youth to acquire familiarity with the world of work and to build important workplace skills.

YouthWorks tracks the following measured outcomes: positive youth participation and completion (85-90% achieved each year); effective payroll procedures (at least 95% of all youth get paid on time); youth acquire workplace readiness via a Skills for Success measuring tool (90% demonstrate work readiness by the end of the summer); employer satisfaction (98% of YouthWorks employers state they are pleased with their youth workers and are willing to participate in the following year's program). Another indicator of success is that many youth are offered the opportunity to continue to work on a part-time basis during the school year after the program ends.

The annual YouthWorks campaign garners funds from many businesses, local and national foundations and individual donors. In addition, city general funds, state grants and TANF dollars help fund the program. Overall, the program raises between $5 million and $7 million each year.

Publicly-funded grants for youth employment in Indianapolis are limited and we recommend they be reviewed. According to interviewees, the City's crime prevention grant allows for a maximum grant of $10,000 to organizations in the summer, which can make a small impact, but does not provide enough funding for grantees to create large-scale programs. (Clean for Green, mentioned earlier in the report, cost $12,000.00 each week for six weeks, and served over four hundred of our city's disconnected youth representing more than 20 zip codes.) Conversely, the City's crime prevention grant allows for maximum grants up to $80,000 in the fall, when the demand for youth employment programs is not as high. If we are to create a significant community initiative for youth employment, the City's crime prevention grant program must be reviewed and altered.

The Employment subcommittee identified many Indianapolis-based youth employment programs that achieve results. While the programs are too numerous to list, they include past and current City of Indianapolis-sponsored youth employment initiatives, including the Clean for Green program in partnership with Community Alliance of the Far Eastside (CAFÉ) and Fervent Prayer Church, Keep Indianapolis Beautiful (KIB) Youth Tree Team initiative, Pro 100 Teen Works and Save Our Seed. An ambitious youth employment initiative could provide greater publicity, funding, and "horsepower" to scale these programs that are already working.

Most employers, and much of the business community in general, lack awareness of the magnitude of Indianapolis' youth employment problem. Most businesses are unaware of the depth of Indianapolis' youth unemployment problem and how it contributes to community problems including crime. The business community plays a vital role in any solution to the youth unemployment problem, both as a source of internships for youth and in the recruitment of mentors.

A lack of logistical tools is a current obstacle to growing a community-wide youth employment initiative. Multiple community organizations cited logistical challenges that prevented them from starting or growing youth employment programs. These challenges included lack of transportation, lack of human resources support to manage youth, lack of coordinated systems to provide payroll and/or identification for youth, and a lack of community partners to provide internships or projects.

Youth employment programs could fill gaps in specific job categories, for which Central Indiana must currently import workers from out of market. Recent community efforts have highlighted a mismatch between workforce supply and demand in Central Indiana. One such initiative is Hire Up Indy, a project funded by the Joyce Foundation Indianapolis' workforce investment board (WIB) Employ Indy (www.employindy.org). Hire Up Indy's reports provide an analysis of careers in high demand in Indianapolis (e.g. registered nurses, truck drivers, aviation technicians) vs. the degrees students are selecting as they move through their educational careers.

The interviews and the work of the Education subcommittee did not indicate any meaningful link between existing youth employment programs and degrees or certifications for high-demand careers. We believe, however, there is great potential here to recruit and inspire youth to enter these high-demand careers. As the Hire Up Report states: "In secondary career and technical education programs, too few students are choosing to enter technical fields related to Central Indiana's key sectors and clusters."

RECOMMENDATIONS

Create an ambitious, regional, cross sector youth employment initiative, which provides multiple pathways to success. Indianapolis has an opportunity to make great strides forward in youth employment by creating an ambitious youth employment initiative. Keys to a successful youth employment initiative include, but are not limited to, the following recommendations:

a. **We recommend a cross sector partnership-based model, or collective impact initiative, as opposed to a top-down programmatic approach.** Most researchers and policy advocates recommend a partnership-based, rather than a program-based model for improving employment outcomes for at-risk youth and adults. Research has shown that work itself is the strongest and most effective "program" for increasing the likelihood of at-risk individuals attaining more work in the future. Partnerships between governments, community programs, and local businesses can provide opportunities for providing entry-level, career-building experiences for at-risk populations.

   At this preliminary stage, we do not believe that the creation of a new organization or entity is necessary to create an ambitious youth employment initiative, if the initiative was led by a strong leader with Central Indiana's private, public, philanthropic and educational sectors committed to achieving results.

b. **The initiative must be comprehensive, and include development of life skills and work readiness skills; not just job skills.** Any serious effort to create pathways to employment for youth must acknowledge that we have a work readiness problem, and not simply a job skills deficit. Development of life skills and work readiness skills must be a hallmark of the initiative.

c. **The initiative must allow for multiple pathways to success.** Young people need multiple, flexible pathways to gain educational credentials, employment, and economic success. A high school dropout seeking to return to school is on a very different path to success compared to a student who has just graduated from high school and is pursuing a four year degree. For a youth employment initiative to be successful, institutions including Ivy Tech, the Goodwill Excel Centers, mentoring programs and middle and high schools must be included in the conversation.

   Moving forward, Indianapolis should not re-invent the wheel. Other cities and states have created collaborative efforts including Baltimore YouthWorks, Philadelphia Youth Initiative, San Diego Workforce Partnership, JobsFirst NYC and the Maine Youth Transition Collaborative – with many documented successes and lessons learned.

Identify community youth employment programs that are already working in our community, and scale those efforts.

Clean for Green is a summer employment program for teenagers that was started two years ago by Pastor James Jackson of Fervent Prayer Church, in partnership with Community Alliance of the Far Eastside (CAFÉ). Participating teenagers must commit to a six-week program which helps youth

develop work readiness skills and life skills. The teenagers work on community beautification projects including trash cleaning, for four hours per shift and make $25 each shift. The program received a $10,000 grant from the Public Safety Foundation last fall for additional mentoring and employment opportunities, and leveraged the grant with contributions from businesses. This past summer, more than 400 teens filled more than 1,000 youth job units in the Clean for Green program over six weeks.

As the community seeks to "scale what works," churches are some of the most promising partners to make an impact on youth unemployment. Churches and faith-based organizations play a critical role (spiritual, cultural, convening) in any neighborhood, and often have a unique ability to leverage public, private, philanthropic, and in-kind resources. As we make youth employment a higher priority in the economic development of our community, we recommend that churches who already have established youth employment programs recruit and partner with other churches, and encourage other churches to make youth employment a key part of their ministry and missionary outreach.

Many community initiatives similar to Clean for Green are already working, but simply need more visibility, business partners, and funding. As mentioned earlier, a youth employment need not re-invent the wheel; it can leverage existing programs already working in our community.

Promote careers that are projected to be in high demand in Central Indiana, that do not require a four year college degree. As a community, we know what skills are in high demand among employers. Reports including *Hire Up Indy* indicate that Indianapolis needs more nurses, truck drivers, and aviation technicians, for example, than it currently produces through its educational system. Not all these careers require a four year college degree. Some of Indianapolis' most in-demand careers require just one or two years of career and technical education. Our community's youth employment strategy should help expose young Black males to the most in-demand careers in our community, including those that do not require a four year college degree.

Provide incentives for existing small business and social enterprise programs to hire youth. Small business programs and incentives are growing at a rapid rate in Central Indiana. The Indy Chamber's Entrepreneurial Services division, for example, saw nearly 2,000 small businesses in 2013 and possesses a microloan fund of more than $2 million dollars and growing. More and more banks are now participating in the program, and the Indy Chamber also houses the State of Indiana Small Business Development Center. The Indy Chamber and other partners could utilize these existing programs and other economic development incentives to promote the hiring of youth among small businesses.

MENTORING

Mentorship from a caring adult can provide parents and guardians with the partnership they need to put their children on a path to success. It also provides an avenue for those who want to help to make a meaningful difference. "The consistent, enduring presence of a caring adult in a young person's life can be the difference between staying in school or dropping out, making healthy decisions or engaging in risky behaviors, and realizing one's potential or failing to achieve one's dreams."[i]

National and local data has shown many challenges facing disconnected youth and the need for mentoring.[ii]

- One in three young people do not have a mentor (34%), and the rates are higher for disconnected youth (37%).
- Disconnected youth are more likely to want a mentor. 29% of all youth versus 37% of all underdeveloped youth). In fact, the more risk factors a youth has, the more likely they are to say they wished they had a mentor.
- Two-thirds of disconnected youth do not recall having a formal mentor in elementary school (66%), and over half do not recall having one in middle school or high school (57% and 56%, respectively).
- Four of five youth who struggle with attendance, behavior, and course performance do not have a structured mentor (80%).
- With an increase in mentors and funding, all local mentoring programs cite the ability and desire to serve more youth. At present, there is no large-scale initiative to motivate more adults to mentor, and there is no city or state funding designated specifically to grow or enhance youth mentoring programs.
- A young Black boy has a 1 in 3 chance of going to prison in his lifetime compared to 1 in 17 for his white male counterpart.
- Homicides among Black males ages 15-19 years of age represent one of the leading causes of death.
- 59 percent of Black males in their early 30s who dropped out of school had prison records.
- In Indianapolis, nearly 60% of Black children grow up in single parent households, and an increasing number of grandparents are raising children.[iii]

Unfortunately, community based service providers, the faith-based community and schools all face a mentor deficit challenge. For instance, one of the largest mentoring organizations in Indianapolis - Big Brothers Big Sisters of Central Indiana, has a waiting list that has swelled to 601 youth who are in need of a caring adult to provide mentorship. Sixty-five percent of these youth are boys and 40% are Black boys.

MENTORING IS CONSIDERED A BEST-PRACTICE BECAUSE IT IS COST EFFECTIVE

Upon the examination of juvenile incarceration rates among Black males and the costs of community-based programs, research strongly suggests that mentoring is one of the most cost effective interventions for youth.[iv] Depending on the nature of the program, mentoring programs' estimated costs range from $1000 to $1500 a year per mentor. These costs are much lower than intensive remedial programming and more comprehensive service programs. Further, the annual costs for

mentoring are considerably lower than the cost of incarcerating one juvenile for a year. Based on data from the Office of Juvenile Justice Delinquency and Prevention, the average amount of money it takes to incarcerate a youth for one year is $43,000 with low-end programs at approximately $23,000 and high-end detention programs costs approximately $64,000.[v]

A VARIETY OF MENTORING, OUTREACH AND AFTERSCHOOL PROGRAMS EXIST IN INDIANAPOLIS

Traditional one-on-one programs between mentor and mentee is offered by Big Brothers Big Sisters of Central Indiana, 100 Black Men, Jameson Camp, and many other organizations. School-based programs that typically focus on working with students during school hours is offered by College Mentors for Kids, GWCS Learning Center, 100 Black Men, Life Talks Intergenerational Mentor Program, Password Community Mentoring, Inc., New Opportunities for Indianapolis Youth through Mentoring, Vision of Truth Enterprise, HOSTS Help One Student to Succeed, Christel House Academy Lunch Buddies, Lutheran Child & Family Services, Youth Mentoring Initiative, and other organizations.

Career-based mentoring programs that explore education and career paths are offered by Starfish Initiative and group based programs are offered by Girls Scouts of Central Indiana, Girls, Inc., YMCA and others. Lastly, the Indianapolis Metropolitan Police Department conducts the Police Athletic League ("PAL Club"), a police mentoring program which connects disconnected youth ages 6 to 12 with educational, cultural and fitness activities that are designed to enhance self-esteem, reduce crime and promote a positive relationship with the police. Current PAL programs include sporting activities such as boxing and baseball.

Besides traditionally-structured mentoring programs, Indianapolis community and neighborhood and community centers, Indy Parks, libraries, youth organizations and churches offer many outreach and after-school programs that are critical to youth development and the provision of safe havens and resources.

RECOMMENDATIONS

Advance initiatives to encourage corporate, government and other employees to mentor. Consider modeling other cities like Pittsburgh who have offered employees paid time to mentor. The task force supports an effort by The Indianapolis Chamber of Commerce, supported by the Indiana Youth Institute, to roll out a pilot initiative in partnership with local member corporations to encourage employee volunteer service as mentors to middle school youth with quality mentoring organizations. The task force also encourages a public awareness strategy to promote employer Volunteer Time Off policies that allocate paid time for employees who volunteer as ongoing mentors.

Support awareness and outreach initiatives that promote the value and need for mentoring.* One way to provide public awareness is to actively promote National Mentoring Month in January. Indianapolis should also resurface the momentum of the "Our Children, Our City" series led by The Indianapolis Star to support a city-wide initiative to highlight community success stories and inspire more individuals to act. Other strategies include efforts to activate a social marketing campaign that

encourages community engagement in mentoring and the development of partnerships with local radio and television stations and media to create a public awareness campaign that encourages Black men to mentor.

Integrate mentoring into holistic approaches to drive achievement and increase opportunity at school, home, and in the workforce. Differentiation of mentoring services and engagement opportunities is encouraged to establish the best "fit" between youth/families, provider agencies, and mentors. Mentoring providers should be convened to seek out opportunities for collaboration, shared resources, improved quality, and increased scale in our community. In particular, it's critical to differentiate service that can be appropriately provided by average volunteers (e.g., mentoring program) vs. services that required paid professionals (e.g., mental health services).

Develop strategic collaborations and explore new funding sources for mentoring programs. In order to be sustainable, mentoring programs need to look at a variety of funding sources (federal, state, and local levels from public and private) to meet programmatic objectives. It is critical that they develop meaningful collaborations and partner with local community entities such as Indy Parks, social service agencies, IMPD and the Marion County Sheriff's department, local colleges and universities, businesses, and city government to ensure maximization of resources.

Encourage funders to fund capacity building efforts of mentoring organizations to align themselves with evidence-based standards of practice, including the Indiana Quality Mentoring Standards. The variety of mentoring programs available today can make it a challenge for parents and guardians to assess quality. Mentoring programs should be designed and structured to ensure program practices meet quality standards that are safe and effective. The Indiana Quality Mentoring Standards outline keys to achieving effective practice and the delivery of high-quality mentoring programs.

JUSTICE & RE-ENTRY

INCARCERATION OF BLACK MALES

Black males in Indiana are sentenced and incarcerated longer than any other ethnic group. In fact, they are about six times more likely to be incarcerated than their white male counterparts.[i] Though Blacks make up only 9.5% of the population in Indiana, 37% of inmates in the Indiana Department of Correction ("IDOC") in 2012 were Black males, according to the IDOC 2012 Annual Report.

RACE	TOTAL MALE POPULATION	TOTAL MALE INMATE POPULATION	RATIO
Whites	2,758,592	14,383	1 out of 192
Blacks	303,669	9,336	1 out of 32
Total	3,196,514	25,233	1 out of 127

2010 United States Census. 2012 IDOC Annual Report.

The disparate number of Black males incarcerated is a national trend. Blacks constitute nearly 1 million of the total 2.3 million offenders incarcerated in the United States.[ii]

This epidemic has had a disastrous impact on Black families and the Black community in general. Particularly, the overrepresentation of Black men in our prison systems leaves families without breadwinners, creates single-parent households and depressing incomes and takes an emotional toll on family relationships, particularly with the significant other and children. Research has also shown that incarceration of a parent is linked to health and negative behaviors in children, including aggression and delinquency.

RE-ENTRY

Upon release, ex-offenders are confronted with many collateral consequences of a having a criminal record – stigma, loss of dignity and respect as well as the lack of the necessities to live a quality life, including transportation, housing, and meaningful employment. These factors, coupled with debt that regularly stacks up during their incarceration, create significant barriers to their re-integration into society.

The IDOC defines recidivism as a return to incarceration within three years of the date of release from a state correctional institution. According to the 2009 IDOC Annual Report, 4,030 male offenders were released from a state correctional facility back to Marion County in 2009. Of this population, 1350 (34%) were Black men. According to the 2011 IDOC Adult Recidivism Rates Report, the recidivism rate for Black offenders in Marion County was 43.3% as compared to 36% for White offenders. The most recent data, according to the 2013 IDOC Adult Recidivism Rates Report, shows the recidivism rate for Black offenders is 40.7%.[iii]

EDUCATION AT RELEASE	RETURN RATE: EMPLOYMENT POST RELEASE	RETURN RATE: NO EMPLOYMENT POST RELEASE
College	17.3%	26.3%
GED/HS Diploma	23.3%	38.4%
Below GED	28.5%	44.7%

Nally, John, Lockwood, Susan, and Ho, Taiping, "The Impact of Education and Employment on Recidivism"

The average annual cost for an incarcerated offender is more than $25,000. Reducing the rate of recidivism in Indianapolis will result in significant economic and public safety benefits. The lack of employment and education are strong predictors of recidivism.[iv] Consequently, education and/or employment are two integral components of any successful re-entry program.

THE INDIANAPOLIS-MARION COUNTY CITY COUNTY COUNCIL RE-ENTRY POLICY STUDY COMMISSION'S REPORT

In order to reduce Black recidivism rates, adequate resources to fund best-practice models must be provided. Fortunately, work on Re-entry in Indianapolis has already been underway. In 2013, the Marion County Re-entry Coalition (MCRC) was asked by the City County Council to convene a study commission on Re-entry. The Indianapolis-Marion County Council Re-Entry Policy Study Commission (IMCCRPSC) submitted its report that included an assessment of current re-entry programs and practices in Indianapolis and comprehensive recommendations of the appropriate infrastructure, best-practice models and polices needed to ensure offenders are successfully transitioned into the community.

HEA 1006 – RECENT INDIANA SENTENCING REFORM

The overcrowding of our prison population prompted the Indiana General Assembly to make significant and far reaching changes to Indiana's sentencing law. Under the new amendments to HEA 1006, effective July 1, 2014, offenders that commit low-level nonviolent felonies will benefit from alternative sentencing, thereby increasing the amount of offenders under correctional supervision in the community. The new amendments also impose tougher sentences on violent crimes and reduce the allowable amount of credit for time served.

In 2013, the State of Indiana partnered with The American Institute of Research's (AIR) Health and Social Department to assess the impact of HEA 1006 on corrections, probation, and treatment programs at the state, county and community level. Based upon AIR's findings, in order to facilitate effective evidence-based treatment and program options for ex-offenders, there will be a significant financial impact at the local level. Specifically, AIR predicts, based on its analysis of IRAS data, that local communities might receive an additional 15,000 offenders annually that would normally be sentenced to IDOC.[v]

If AIR's predictions are correct, ex-offenders, particularly Black men, will be left without adequate resources to assist them with reintegrating into society without an increase in funding from the state.

RECOMMENDATIONS

Scale programs at all levels to afford opportunity for all incarcerated offenders to receive services and treatment. When examining the high recidivism rate, a major gap is the lack of programming and services received by individuals while they are incarcerated. A correctional facility representative acknowledged that capacity constraints exist that limits the provision of services to all level offenders, particularly those that serve less than 12 months. According to the representative, "so much attention and focus is paid to offenders with longer sentences or noticeable mental or substance abuse issues that little or no attention is provided to offenders with lesser sentences." Re-entry programming must begin prior to release (first day in) and not upon post-release. Unfortunately, this service gap may contribute to the likelihood for re-offenses among low level offenders.

Work to support IMCCRPSC's policy recommendations to reduce gaps in the current reentry service-delivery model, including the enhancement and development of best-practice re-entry programs. IMCCRPSC provided a list of comprehensive recommendations, which included the need for important collaborations as well as service-delivery components to provide comprehensive services to ex-offenders. An effective service-delivery model aimed to reduce recidivism must effectively address all of the collateral consequences experienced by ex-offenders with a criminal record, including the lack of transportation (and inability to obtain a valid driver's license), employment, housing, the accumulation of high debt from imprisonment and child support debt that continues to accumulate while incarcerated. Again, it is important to highlight that reentry programming must begin prior to release (first day in) and not post-release.

A model to consider is the Bexar County Jail Diversion Program, which is one of 16 federally funded National Diversion Programs. The program provides comprehensive, coordinated services and resources focusing on identification, diversion from jail and continuity of care for individuals who are about to enter or have entered the criminal justice system. The program focuses on addressing the needs of persons with mental illnesses, while providing treatment within the least restrictive and clinically appropriate setting.

The new Marion County criminal justice complex, proposed to open in 2015, could follow this model. Included in the design is dedicated space for programs "behind the walls" along with re-entry services that are intended to prepare individuals for release to the community. If individuals were released directly to this re-entry "diagnostic" center, they could receive immediate access to the services and supports that have been proven to reduce the chance of recidivism. The re-entry space should include re-entry provider co-located work space, where agencies that provide case management and referrals could be housed. Providers that specialize in re-entry, such as PACE, might have a full-time satellite office. Amongst the providers, a continuum of services should be made available, including case management/care coordination, including benefit enrollment, legal and financial services, housing placement, employment assessment and referral, support referrals by anonymous or faith-based groups, and health referrals if no health providers are onsite.

Currently, re-entrants only receive a 3-day prescription when they leave the Marion County jail. A health clinic could possibly be managed by Eskenazi, HealthNet or another community health center, where re-entrants could utilize health care navigators to sign up for health insurance, get a physical/mental health assessment, and access necessary medications.

Lastly, efforts to scale up programs will include the necessary training of staff at all levels on best-practice reentry service-delivery.

Work to establish incentives to allow inmates the opportunity to work off fees they accrue as part of their sentencing. As explained by an ex-offender when asked how he felt about re-entry and the current sentencing laws in Indiana . . . "When I was locked up, they took my freedom. But they provided me with a warm place to sleep, 3 meals a day, cable, medical attention, and other things. But when I was released and they gave me my freedom back, I had nothing. No money. And I couldn't get a decent paying gig, no place to live or sleep. I couldn't go to my mother's house for fear I would interfere with her assistance or section 8. And to make matters worse, I had a ton of fees [including

child support] that I had accumulated while locked up that I had to pay now that I was out. I had no way to catch up!"

To help alleviate this barrier, we recommend that an assessment be conducted to determine the feasibility of an employment model that allows offenders to work off their fees. These include pre-conviction and post-conviction fees such as restitution, drug testing and/or treatment, counseling, probation, home detention monitoring, parole as well as child support and driver's license fees. While inmates have an opportunity to earn money for working while incarcerated, their salaries are very low (approximately $0.65 per day). This money is then put into a fund which allows them to buy hygiene, snacks and other items not provided by the facility. Additionally, since many males incarcerated are required to pay child support, they should receive counseling and assistance with filing the necessary paperwork to modify their childcare payments while they are incarcerated.

Work to create new and innovative ways to incentivize businesses to recruit, train, and/or hire ex-offenders. Despite the current business incentive programs that exist to promote the hiring of ex-offenders, the buy-in from private employers has been low. Unfortunately, 71% of private businesses say they are unlikely to hire an ex-offender. In order to increase employer buy-in and increase the likelihood of employment for ex-offenders, we agree with many recommendations already put forth by IMCCRPSC, which include: (1) engaging employers and dispelling stereotypes and assumptions about ex-offenders; (2) considering policies that prohibit or limit an employer's ability to ask about criminal records; (3) supporting ways to help ex-offenders expunge or seal their records; and (4) providing financial incentives for employers to hire ex-offenders.

JUVENILE JUSTICE

Black youth are disproportionately overrepresented in the Marion County Juvenile Detention Center and a large number of these youth re-offend. In 2013, the average daily population of the Marion County Juvenile Detention Center was comprised of 70% Black youth, 18% White youth, 6% Latino youth, and 6% other youth.[vi] According to the Indiana Department of Corrections (IDOC), more than 42% (155) of Black "students" between the ages 13-15 were released from juvenile detention in 2010, and returned to IDOC as "students" in 2013.[vii] This is concerning when you consider Black men between the ages of 18-24 accounted for roughly 25% (194) of Marion Counties "New Admissions" in 2013.

Two plausible contributors to the overrepresentation of Black youth in our juvenile detention centers and the high recidivism rate that have been overlooked and/or inadequately addressed include: (1) the alarmingly disproportionate number of young Black boys being suspended and expelled from school, which will be covered in more detail in the Education section of this report; and (2) the underdiagnosed and lack of awareness of mental health disorders, including Reactive Attachment Disorder (RAD) & brain underdevelopment.

Behaviors of RAD include aggression that is related to a lack of empathy or poor impulse control and developmental delays. The symptoms of RAD are seen in a large amount of children who are victims of the child welfare system.

RAD is a rarely diagnosed condition caused by an infant or young toddler's lack of healthy attachments with parents and caregivers or experience of traumatic incidents at a young age. RAD may develop

if the child's basic needs for comfort, affection and nurturing are not met and loving, caring, stable attachments with others are not established. Though less than 10% of its respective population, children of color make up roughly 60% of the kids in foster care. In light of the lack of stability, RAD symptoms are readily seen throughout the foster care system. Proper medical diagnoses and education and awareness of this condition will help us implement effective strategies and adequate responses to such exhibited behaviors in our systems, particularly our schools.

RECOMMENDATIONS

Work to develop and implement alternative programming in lieu of school to police contact. There is no question that educators have many responsibilities and an unruly child should not hinder the educational progress of his or her fellow classmates. School districts in Indianapolis currently employ discipline policies and practices that push students out of the classroom and into the criminal justice system. Moreover, schools refer children – black males disproportionately so – to law enforcement at a distressing rate. According to the Indianapolis Police Department, nearly 35% of school referrals were for offenses not involving guns, drugs, or other weapons.

Amend Ind. Code §35-50-8 to change requirement that juvenile courts must report to schools that children have a 'true' finding for a felony even if the conviction is a non-school related offense. Regardless of whether or not an adjudicated offense is school related, the juvenile court must report to the schools that a child has a true finding for a felony. Unfortunately, Black children accounted for nearly 43% of all out-of-school suspensions in Marion County in 2013. Unfortunately, schools use the "conviction" to expel children at a disproportionately alarming rate.

Alternatives to out-of-school suspension must be put into place immediately. Leadership on all levels and the community should work to develop a comprehensive and collaborative partnership of stakeholders charged with developing alternatives to out-of-school suspension. There is a direct correlation between the amount of education a young person does not receive and the likelihood he or she may end up in prison. The easiest way for a young person not to be educated is to not have them attend school. It's nearly impossible to learn if you're never in class. Ironically, one of the common reasons for out-of-school suspensions is 'attendance.'

Require schools to provide additional information to the Indiana Department of Education when the code "other" is used on the state report. It is alarming that the most common reason for out-of-school suspensions is the ambiguous category of 'other.' There is certainly a need to examine the definition of 'other' and limit its use as much as possible in order to track and ascertain the specific reasons behind suspensions. It is more important, however, to develop alternatives to removing young people from the environment they need the most.

Work to develop a longitudinal outlook/study on the effects of Reactive Attachment Disorder & Brain Development and its impact on child to adult behavior. A combination of local health experts and agencies, including the Marion County Health Department, the Indiana Criminal Justice Institute, the Indiana Department of Child Services, juvenile courts, and public school systems should collaboratively work together to determine the effects of RAD and its correlation with student involvement in the juvenile justice system.

EDUCATION

Over the last 30 years, education policy research has continued to show an increase in racial disparities in multiple aspects of schooling and these disparities interconnect with racial disparities in poverty and crime.[i] Educational disparities have been shown in suspensions, expulsions, dropouts, academic achievement, including performance on AP assessments, college readiness, special education identification and high school graduation.

The American Association of School Psychologists released a position statement, which summarized the current national research. The position statement identified four significant points: 1) Black male students disproportionately experience exclusionary discipline practices at unexpectedly high rates; 2) Black male students are disproportionately identified for special education services at unexpectedly high rates; 3) students identified with disabilities disproportionately experience exclusionary discipline practices at unexpectedly high rates than their non-disabled peers; and 4) exclusionary disciplinary practices have long-term negative consequences for students' educational and career trajectory.[ii] Improvement in these racially disparate school practices would facilitate improvement in the long-term negative outcomes for students, particularly Black males.

RACIALLY DISPARATE SCHOOL DISCIPLINE

In March 2014, the Office of Civil Rights ("OCR") released a report regarding disproportionality and school discipline.[iii] The report shows a table of states' data for the 2011-2012 school-year for male out-of-school suspensions by ethnicity. Indiana's percentage of Black male students who experience out-of-school suspensions was 27% and was tied for the second highest percentage among all states in the United States. Only Wisconsin had a higher percentage with 32% and Missouri had 27% as Indiana.

DUE PROCESS RIGHTS FOR SUSPENSIONS & EXPULSIONS IN INDIANA

Indiana students have due process rights regarding suspension and expulsions under Indiana law. Under Ind. Code §20-33-8, each school corporation, not including a charter school,[iv] is required to develop a written discipline policy that includes a graduated system of discipline. All school corporations must make a good faith effort to disseminate the discipline policy to students or parents.[v]

Indiana defines an expulsion as any disciplinary action where a student is separated from school for more than 10 days, is separated from school for the remainder of a semester or current year (unless student is allowed to complete required examinations or receive credit for courses taken); or is separated from school for deadly weapons or destructive devices, even if the student is placed in an alternative school, alternative educational program, or a homebound educational program.[vi] If the student is separated from school for less than 10 days, then the discipline is categorized as a suspension.[vii] However, due process rights are not triggered until the separation from the regular classroom setting extends beyond 10 days.

A principal *may not* suspend a student until the student is provided (1) a written or oral statement of the allegations against the student; (2) if the student denies the behavior, a summary of the evidence; and (3) an opportunity for the student to respond and explain the behavior.

If the behavior requires that the student be removed immediately, the school is required to provide a meeting with the above information and opportunity to respond "as soon as reasonably possible" after the suspension.[viii] Each time that a student is suspended, the principal is required to send a written notice to the parent or guardian that describes the student's alleged misconduct and the action taken by the principal.[ix]

Expulsions require more procedural protections. Indiana Code §20-33-8-19 provides the procedural requirements, which include an expulsion meeting/hearing, written notice to the student and parents or guardians by certified mail or by personal delivery, which must provide the reasons for the expulsion and the procedure for requesting an expulsion meeting. The expulsion meeting may be conducted by the superintendent, counsel, or a member of the administrative staff of the school, and that person must make a written summary of the evidence heard at the expulsion meeting, and provide notice of the action. If the governing body has not voted to prohibit the hearing of appeals, the parent or guardian may appeal to the governing body for reconsideration. While the access to an administrative appeal may be acceptable for due process concerns, the student must have a summary of the evidence against him or her, the opportunity to question witnesses and present a defense including his or her own witnesses.[x]

Although some states provide a statutory right to have counsel present during an expulsion hearing, Indiana statute does not. However, a student has the right to consult counsel prior to the hearing and to have a parent or guardian present at the hearing.[xi]

SCHOOL DISCIPLINE DATA FOR MARION COUNTY

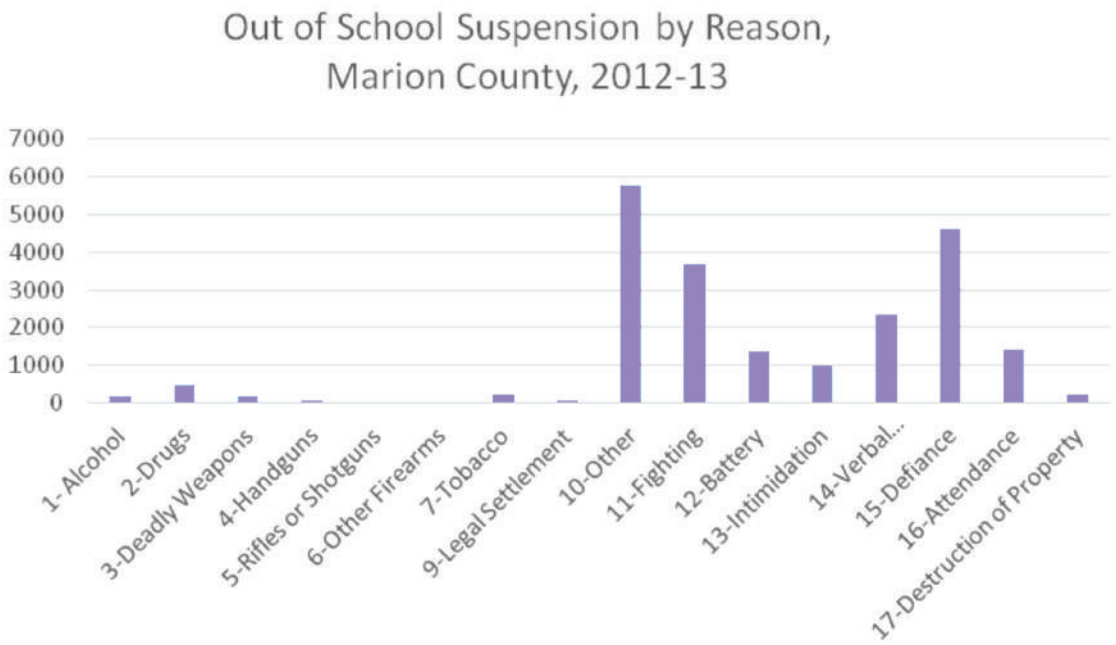
From research conducted on out-of-school suspensions in Marion County, the Education sub-committee found disturbing that (1) the number of out-of-school suspensions represented more than 60% of the student population at various schools, particularly in a number of charter and township schools, and a pattern of out-of-school suspensions was seen in some school districts; (2) the reason "other" was reported by the schools to the IDOE for many of the suspensions; and (3) "attendance" was the 5th most common reason for students being thrown out of school.

Appendix B of this report provides individualized data for each school corporation and charter school. We encourage a review of Appendix B for a comprehensive understanding of suspensions and expulsions in Marion County.

REQUIRED REPORT BY SCHOOLS TO IDOE ON SUSPENSIONS AND EXPULSIONS

Indiana requires that each public school submit a report at the end of the year to the Indiana Department of Education that includes the numbers of students suspended or expelled with the "code" for the reason. There are 16 reasons/codes for the IDOE form that are set forth in the chart below. [xii]

Out of School Suspensions by Reason in Marion County



n=21353; Total student enrollment = 138,130

In Marion County, the three most common reasons that students experienced out-of-school suspension were "other," defiance, and fighting. 5765 out-of-school suspensions were for "other" which was 27 percent (27%), 4595 were for defiance (22%), 3680 for fighting (17%), 2335 for verbal aggression (11%), 1410 for attendance (7%), 1347 for battery (6%), 1000 for intimidation (5%), 462 for drugs (2%), 221 for destruction of property (1%), 197 for tobacco (1%), 160 for deadly weapons (1%), 156 for alcohol (1%), 20 for handguns (less than 1%), and 5 for legal settlement (less than 1%). No students experienced out-of-school suspension for rifles/shotguns, or for other firearms.

The county-wide data should be read in the context of the body of research that looks at racially disproportionality in student discipline. Research has shown that racially disparate practices in suspension are not limited to urban districts, but exist in suburban districts too.[xiii] And, multivariate analyses have shown that the racial disproportionality remains even when controlling for poverty,[xiv] family structure, and parental education[xv] in these various school districts. In fact, race remains a factor even when student grade point average is considered.[xvi] Finally, research has shown that these exclusionary practices are often for minor offenses and that subjectivity plays a role.[xvii] The role of subjectivity is of particular concern since defiance was the second most common reason that students experienced out-of school suspension in Marion County and defiance is a category that invites subjectivity. The only guidance for the discipline category of defiance from the IDOE is an example where a student refuses to bring books to class.[xviii] As illustrated above, 4595 students received out-of-school suspension for defiance.

SPECIAL EDUCATION

Suspensions and expulsions may occur as a result of various student behaviors. However, under the federal Individuals with Disabilities in Education Act ("IDEA"), a student with a disability may be eligible for a Behavioral Intervention Plan ("BIP") that identifies specific strategies to mitigate behavioral challenges, if a Functional Behavioral Assessment ("FBA") determines that a BIP would be appropriate for the student.[xix] Once a student has been identified as eligible for services under IDEA, several procedural protections are granted to the student, including the requirement for a manifestation determination hearing.[xx] Under these provisions, a student may not be "excluded from school for behavior that was either caused by, or had a direct and substantial relationship to, the child's disability, or where the conduct was a direct result of the schools' failure to provide the special education supports and services described in the student's individual education plan."[xxi] Additionally, if a student does not have an IEP but has requested an evaluation either prior to a disciplinary action or during a disciplinary action, the school is on an expedited 20-day timeline to complete the evaluation.[xxii] Additionally, Indiana's Article 7 specifically requires that PBIS are considered by the Case Conference Committee.[xxiii]

However, some scholars and practitioners have also identified that eligibility for special education services may bring with it negative consequences. For example, students with disabilities are shown to be expelled at high rates and eligibility for special education services may lead to lowered expectations for students.[xxiv] Moreover, disproportionate numbers of students with disabilities experienced exclusionary disciplinary practices.[xxv] In fact, researchers have questioned whether schools have complied with the federal law requirements within IDEA, even though "[t]hese and related protections are at the heart of special education law, reflecting Congress' understanding that without protections, schools would deny students with disabilities their equal right to educational opportunity."

Special education regulations thus offer the promise of legal protections and the risk of lowered expectations; however, those legal protections may not be honored by schools.

NEGATIVE EFFECTS OF EXCLUSIONARY DISCIPLINE PRACTICES

Research continues to show the long-term negative consequences of exclusionary discipline practice, which include negative effects on academic engagement and student achievement, school alienation and subsequent delinquency, school dropouts, and involvement in the juvenile justice system.[xxvii] Not only do exclusionary practices frequently lead to negative outcomes for the individual students, but they also do not generate positive outcomes for schools. Research has generally shown that low-suspending schools show better academic performance by establishing positive school culture, which maintains student engagement and trust.[xxviii] Research specific to Indiana looked at schools serving similar populations and controlled for poverty showed that schools with low suspension rates had higher test scores.[xxix] Importantly, multiple studies have shown that the same behavior may produce different disciplinary action, depending on race.[xxx]

SCHOOL BEHAVIORAL SYSTEMS

Analyzing school discipline involves not only looking at data regarding suspension and expulsion but also evaluating the behavioral systems in schools, including their interaction with police and juvenile centers, as well as an overall understanding of students' rights, the purpose of public schools, and need for safe, culturally nourishing schools that enable and facilitate academic progress by students. "School behavioral systems" are simply the schools' discipline policies. Schools' policies may range from zero tolerance policies to research-based positive behavioral intervention support systems ("PBIS"). Zero tolerance and a PBIS "behavioral systems" refer to generally applicable policies and are not specific to students with disabilities.

ZERO TOLERANCE

Zero Tolerance policies became part of the mainstream debate after USA Today and ABC's 20/20 offered criticism of expulsion incidents such as the Florida kindergartener whose mother packed a plastic knife in her lunchbox was expelled, despite that the young child voluntarily handed it to her teacher after she saw it in her lunch. [xxxi]

These systems were largely borrowed from drug and other criminal law policies.[xxxii] Such policies are defined by rigid, mandatory enforcement of consequences irrespective of the context and circumstance of the behavior. These policies were implemented following tragic school shootings and the Gun-Free Schools Act of 1994, but research shows that gun cases make up the smallest category of expulsion, and instead students are expelled and suspended for minor infractions.[xxxiii] Moreover, research has continued to show that the policies have not been largely effective at curbing school violence and have not been largely effective at improving school climate.[xxxiv]

PBIS

PBIS systems have been recommended by researchers, including the American Psychological Association, for showing promise to mitigate students' disruptive behaviors and for keeping students in school. "The PBIS model is a shift away from punitive and reactive disciplinary measure that has largely proven ineffective in curbing crime, violence, and student misbehavior in schools."[xxxv] Research has shown PBIS to decrease the number of suspensions and expulsions in schools.[xxxvi] However, in 2011, research performed of disciplinary referrals in a representative sample of 436 elementary and middle schools that had all implemented PBIS for at least one year showed that while the overall number of referrals decreased, the disproportionate representation of Black and Latino students was not mitigated.[xxxvii] The study showed that Black and Latino students were up to five-times more likely than white students to be suspended or expelled for minor infractions. Other research has also shown similar disproportionate patterns despite PBIS.[xxxviii] Even though PBIS do not yet appear to address the underlying racial disproportionately, PBIS do offer researchers and practitioners some degree of optimism because it has been shown to decrease the overall number of incidents of exclusionary discipline.

RESTORATIVE JUSTICE AND RESTORATIVE DISCIPLINE

One of the universal interventions that researchers have recommended to improve the number of suspensions, expulsions, and the resulting negative outcomes is Restorative Justice ("RJ"). However, there have been few peer reviewed publications and studies that evaluate the affect that RJ may have on discipline practices.[xxxix] That said, RJ has been implemented in districts and schools in several states, including California, Illinois, Massachusetts, Minnesota, and Wisconsin.[xl] In the 2012 Harvard University Press book, *Disrupting the School-to-Prison Pipeline*, two chapters are dedicated to restorative justice approaches. In the chapter *Restorative Justice is Not Enough: School-Based Interventions in the Carceral State*, which describes the experiences of implementing an RJ model in a Chicago Public School,[xli] The Chicago Organization Community Justice for Youth Institute definition of RJ, which is "a theory of justice that emphasizes repairing the harm caused by crime and conflict" and added that "RJ takes into account the needs of victim, offenders, and others affected by an incident of harm working to rebuild what was lost rather than viewing punishment as a final resolution…and, ideally, to help prevent that same sort of harm from happening again. RJ practices may include peacemaking circles, mediation, alternative sentencing, and other accountability processes."[xlii] Multiple examples of RJ approaches have succeeded in avoiding students being turned over to the criminal justice system but the intervention ultimately failed due to lack of funding and lack of support by the district. Although teachers, parents, and community were initially slow to buy into the RJ approach, their crucial buy-in was eventually achieved and enabled program success.[xliii]

Community groups in Chicago have identified several positive effects from RJ programs being implemented, including improved behavior, attendance, and decreased suspensions. Specifically, the school showed an 82% decrease in arrests and misconduct reports after one year of implementing RJ.[xliv]

SCHOOL-TO-PRISON PIPELINE

One domain of research has looked at the relationship between school discipline practices and the juvenile justice system. Specifically, following many schools' development and implementation of rigid "zero tolerance policies," research has shown that "the increased reliance on more severe consequences in response to student disruption has also resulted in an increase of referrals to the juvenile justice system for infractions that were once handled in school. The term *school-to-prison* pipeline has emerged from the study of this phenomenon."[xlv]

The school-to-prison pipeline appears to have three domains: 1) suspension and expulsion practices that place students out of school and in situations where they are more likely to encounter the justice system; 2) formal interaction between the school and probation officers and/or police officers for violations of schools rules that result in arrest or probation violations, i.e. court referrals; and 3) exclusionary practices that lead students to become academically disengaged, to not have school success, and are more likely to commit crimes.[xlvi]

SUPPORTIVE SCHOOL DISCIPLINE INITIATIVE AND USDOJ ACTION FOR CIVIL RIGHTS VIOLATIONS

On July 21, 2011 Attorney General Eric Holder and Secretary of Education Arne Duncan announced the launch of the Supportive School Discipline Initiative ("SSDI").[xlvii] The SSDI is a collaborative project between the Departments of Justice and Education to address the school to prison pipeline and the policies and practices that can push students out of school and into the justice system. The initiative responds to the rising rates and disparities in discipline in American schools. The aim of the initiative is to support good disciplinary practices to foster safe and productive learning environments. The SSDI will also work closely with stakeholders to achieve this aim.

Following the announcement of the SSDI, the USDOJ filed a civil rights lawsuit against the city of Meridian, Lauderdale County, Mississippi Department of Youth Services and two local Youth Court judges for violations of the constitutional rights of public school children due to systematic actions by the agencies that created a school-to-prison pipeline.[xlviii] Among other allegations, the USDOJ alleged that at least 77 children, many as young as 10 and all children of color were routinely arrested on the say-so of teachers and administrators and handcuffed and taken to jail where they were held for days without a hearing, lawyer or understanding of Miranda rights. And the parents or guardians allegedly were not notified of the arrests until children were in lockdown in the facility. The USDOJ action should serve as a wake-up call to any Marion County school that enforces disparate discipline policies that result in the referral of students by school officials to the police department and thereafter the juvenile court without affording them their constitutionally protected due process rights. The SSDI initiative should serve as a resource for parents and guardians who feel that their child has been subjected to such exclusionary policies or practices.

ATTENDANCE

A fundamental aspect to student engagement and academic success is having students in school. Research has shown that school attendance is a strong predictor of graduation and academic achievement, including specifically in Indiana.[xlix] In *Attendance and Chronic Absenteeism in Indiana: The Impact on Student Achievement*, research showed that approximately 88% of students with good attendance (missing fewer than five days) throughout high school graduated compared to 24% of students who missed 18 or more days on average per school year" for the 2010 high school class. Students who were at higher rates of poverty were more likely to have more absences, and that the free and reduced lunch student population had the strongest impact on a school's attendance.[li] During the 2012-13 school year, approximately 1410 students in public schools in Marion County were kicked out, either through out-of-school suspension or expulsion, due to attendance, which is counter-productive to developing academic success.

RTI

One recommended approach for improving academic progress and improving student engagement is through the use of Response to instruction ("RTI"). As described by Swartz et al, RTI is based on five assumptions: " 1) All children can learn; 2) Instruction should be preventative rather than reactive; 3) Instruction and intervention should be research-based; 4) Ongoing formative assessment will result in student gains; and 5) Accurate information regarding student progress should be communicated

regularly to parents."[lii] RTI involves the provision of research-based core instruction to all students. This is "tier one" of RTI. Then, through the close monitoring of data, the teacher should identify students who are not making progress and design intervention to improve the students' progress, which can be delivered through small group instruction or pull out methods. This is "tier two" of RTI. Then, again through close monitoring of data, students in tier two who are not making adequate progress, should receive additional instructional interventions and supports. This is "tier three" of RTI. Students in tier three who do not respond to the tailored interventions, should be evaluated for eligibility for special education services, but referral could occur at any point.[liii] The RTI process is continual and looping, and importantly applies to all students rather than only students who may have disabilities. It facilitates the assurance that instruction responds to particular learning styles and needs, and intentionality of monitoring all students' performance and progress ensures that all students are being accounted for. RTI is widely considered a best practice for fostering student engagement and academic achievement.[liv]

COLLEGE AND CAREER READINESS

Indiana data continues to show that students are entering college without the necessary skills to immediately enroll and succeed in credit-bearing courses. This discourages students and it costs them additional time and money for remediation. Research has continually shown that college completion increases one's ability to avoid poverty and the criminal justice system.

Numbers of Marion County H.S.Graduates who required remediation in Indiana public college[lv]

RACE/ ETHNICITY	#ENROLLED	#NEEDING REMEDIATION	%NEEDING REMEDIATION	#EARNING REMEDIAL CREDITS	%EARNING REMEDIAL CREDITS
White	2426	602	25%	449	75%
Black	1416	703	50%	361	51%
Hispanic	254	112	44%	81	72%
Asian	110	20	18%	15	75%
Other	215	73	34%	49	67%
All	4421	1510	34%	955	63%

The table above provides numbers of students who required remediation after enrolling in an Indiana public college, by racial demographic. Although Black students represented 32% of the total students enrolled, Black students represented 47% of students requiring remediation, compared to 44% for Hispanics and 25% for Whites.

Similar to the information regarding the number of students requiring remediation, Advanced Placement tests also show a racial divide in performance.

AP data by Race/Ethnicity (2010-2011)

***Due to federal privacy laws, student performance data may not be displayed for any group of fewer than 10 students.

	AMERICAN INDIAN		ASIAN		BLACK		HISPANIC		MULTIRACIAL		WHITE	
Corp Name	% of Graduates who Took an AP Exam	% of Graduates who Passed an AP Exam	% of Graduates who Took an AP Exam	% of Graduates who Passed an AP Exam	% of Graduates who Took an AP Exam	% of Graduates who Passed an AP Exam	% of Graduates who Took an AP Exam	% of Graduates who Passed an AP Exam	% of Graduates who Took an AP Exam	% of Graduates who Passed an AP Exam	% of Graduates who Took an AP Exam	% of Graduates who Passed an AP Exam
M S D Decatur			***	***	3.6%	1.8%	14.8%	7.4%	***	***	21.7%	5.0%
Franklin Twnshp			47.6%	33.3%	6.0%	2.0%	16.7%	3.3%	31.8%	9.1%	30.2%	13.5%
M S D Lawrence			***	***	8.9%	2.4%	11.8%	10.9%	20.9%	14.9%	36.7%	22.7%
M S D Perry	***	***	17.3%	7.4%	10.7%	2.7%	14.4%	3.1%	12.5%	6.3%	27.6%	13.4%
M S D Pike			67.9%	46.4%	16.1%	2.6%	11.6%	7.4%	44.2%	11.5%	59.5%	38.0%
M S D Warren	***	***	***	***	12.2%	2.2%	10.1%	7.2%	24.4%	4.9%	30.6%	13.7%
M S D Washington			64.7%	41.2%	13.5%	3.2%	12.2%	2.4%	29.2%	10.8%	54.7%	34.5%
M S D Wayne	***	***	38.9%	22.2%	15.5%	1.5%	18.8%	4.4%	28.0%	4.0%	22.6%	7.9%
Beech Grove					***	***	8.3%	0.0%	***	***	26.9%	9.0%
IPS	***	***	***	***	11.9%	0.7%	20.7%	5.8%	8.7%	2.9%	15.8%	2.3%
Speedway			***	***	10.0%	5.0%	38.5%	15.4%	***	***	29.4%	20.6%

The above table illustrates that for IPS and Marion County township schools, Black students had the lowest participation and lowest passage rates on AP assessments. Moreover, data show that minority students in Indiana graduate high school at lower rates than their white peers.

Graduation data by Race/Ethnicity (2013-2014)

	AMERICAN INDIAN		ASIAN		BLACK		HISPANIC		MULTIRACIAL		NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER		WHITE	
Corp name	Graduates	Grad Rate	Graduates	Grad Rate	Graduates	Grad Rate	Graduates	Grad Rate	Graduates	Grad Rate	Graduates	Grad Rate	Graduates	Grad Rate
M S D Decatur Township	***	***	***	***	30	78.9%	18	81.8%	***	***			304	82.8%
Franklin Twnsp	***	***	17	100.0%	30	85.7%	29	96.7%	21	95.5%			469	95.3%
M S D Lawrence Township	***	***	15	83.3%	436	86.3%	99	83.9%	76	88.4%	***	***	445	88.3%
Perry Township Schools	***	***	109	94.8%	85	85.0%	70	84.3%	30	81.1%	***	***	608	93.8%
M S D Pike Township	***	***	23	100.0%	396	92.3%	88	88.0%	42	93.3%			116	92.1%
M S D Warren Township	***	***	***	***	358	83.3%	50	75.8%	49	89.1%			263	84.0%
M S D Washington Township			18	51.4%	246	75.5%	55	74.3%	45	78.9%			282	93.7%
M S D Wayne Township	***	***	***	***	352	87.1%	149	85.1%	51	87.9%			434	87.5%
Beech Grove City Schools	***	***	***	***	12	85.7%	***	***	***	***			131	95.6%
Indianapolis Public Schools	***	***	***	***	578	70.3%	175	74.5%	37	66.1%			131	56.5%
School Town of Speedway			***	***	15	93.8%	***	***	***	***			86	100.0%

The above chart illustrates that Black students graduate at lower rates than white students, and for MSD Decatur, Franklin Township, MSD Warren, MSD Wayne, Beech Grove, IPS, and Speedway the percentage of Black graduates was the lowest among the racial/ethnic subgroups.

RECOMMENDATIONS

Emphasize and support early childhood educational opportunities, including pre-kindergarten, to facilitate students' ability to develop research-based foundational skills and succeed academically. The benefits of early childhood education are well-known and undisputed. Children, particularly minority students, who participate in an early childhood education program show higher levels of educational attainment, socioeconomic status, and job skills, lower rates of substance abuse, felony arrests and incarceration than their non-program participant counterparts.

Modify Ind. Code §20-33-8-12 to specify that all public schools, including charter schools, must have a written discipline policy that addresses PBIS and Restorative Justice to minimize the number of exclusionary discipline practices.[lvi] School discipline policies must set clear expectations of behavior, use research-based interventions, such as PBIS and RJ when practicable. Compelling data and research shows that punitive, zero tolerance policies often exacerbate behavior issues for students. Students who are suspended or expelled are also at much greater risk of dropping out of school. Currently, charter schools are not legally required to have a written disciplinary policy and they should not be exempt from this recommendation. Students attending charter schools should also benefit from proper safeguards that prohibit disparate exclusionary discipline practices.

Require additional information to be provided when the term "other" is used by schools completing the state report for suspensions and expulsions to minimize the number of exclusionary discipline practices. As described on page 27 of this report, 5765 out-of-school suspensions were for "other." The fact that these suspensions did not fall under any of the 15 other reasons/codes calls into question the reasons that these students are experiencing exclusionary discipline and whether such discipline in those cases was appropriate or necessary.

Prohibit out of school suspensions for attendance problems to minimize the number of exclusionary discipline practices. Suspending students from school for tardiness or truancy is ineffective and can result in disparate exclusionary discipline practices. Student engagement starts with having students in school. Excluding students from school for attendance violation does not represent best practice and is counterproductive to student success. Additionally, suspending students for attendance problems is likely to lead to academic gaps due to loss of instruction, which could lead to future behavioral problems.

Modify the current Annual Percentage Rate (APR) requirement in Ind. §Code 20-20-8-8[lvii] **to include disaggregation of academic performance data and discipline data (by percentage of students) by race, grade, gender, F/R lunch status and eligibility for special education.** The Indiana General Assembly has passed legislation that requires every school corporation, including charter schools, to create and publish an annual performance report that provides information in multiple areas. The reporting requirement puts Indiana ahead of other states that have been criticized by researchers for not making discipline data more readily available.[lviii] In addition to the data provided for school and school corporation category designations, Indiana requires school to post an APR on the school's page and on the Department's page. The APR must information regarding student performance on state tests, discipline data, academic programs, and certain financial information such as average

teacher salary.[lix] Unfortunately, many schools reports do not include all of the required information, it can be difficult for parents to find the information, and the data is not required to be disaggregated. In order for teachers, administrators, parents and others to identify trends in disciplinary actions, the data should be disaggregated and easily accessible.

Modify the current APR requirement in Ind. Code §20-20-8-8 to include the number of special education proceedings (by the percentage of students) in which a school has been found to have committed due process violation and require that this be published along with other school accountability information. Students with disabilities have specific procedural protections when receiving suspension more than 10 days (whether aggregate (if related) or consecutive days). Students with disabilities may be best served with a BIP in place to mitigate behavioral challenges. However, the large numbers of students with disabilities who experience exclusionary discipline have led researchers to question whether schools are honoring the students' rights under IDEA. For these reasons, providing a report regarding the number of determined due process violations by school corporate, including charter schools, that is easily accessible to parents and the community will provide useful, transparent information regarding how schools serve students with disabilities.

Encourage approved teacher preparation programs to include coursework on Social Justice or imbed the content into appropriate existing program coursework. Students preparing to work in schools as teachers or other school professionals need a sound professional knowledge base to understand learning and the context of schools, families, and communities. They must comprehend and be able to apply knowledge related to the social, historical and philosophical foundations of education, professional ethics, law and policy. They also must understand language acquisition, cultural influences on learning, diversity of student populations, families, and communities and inclusion and equity in classrooms and schools. This recommendation will allow students pursuing a teaching degree to fully understand the implications of exclusionary discipline, including suspension and expulsion on students, families, communities and schools.

Require the collection and reporting of data for number of requests for police dispatch and arrests. Currently, data pertaining to police dispatch and arrests for schools is not being collected in a systematic way. Disaggregated data should be collected in a central location so parents, educators and policymakers can access information to ascertain more fully the prevalence of arrests and disparate outcomes. This is necessary for policymakers, educators, advocates and community leaders to focus attention and resources on the problem and determine which approaches to use to address it. Additionally, parents should be allowed to access this data to determine whether their school of choice has a culture that works for their students.

Amend Ind. Code §20-31-5 to require schools to address the concepts of RTI in their Strategic and Continuous School Improvement and Achievement Plans. When done properly, RTI ensures that students have responsive academic interventions in their education setting and that teachers are using effective pedagogy – incorporating different teaching strategies with students with different learning styles, backgrounds and abilities to improve learning outcomes. Not all students learn the same way and if students do not learning a subject the way one teaches does not mean they have a learning disability. RTI promotes the wellbeing of students,

teachers and the school community. All schools are required to update their School Improvement Plan annually. Requiring schools to incorporate specific strategies that encompass RTI could increase academic success for all children and further decrease the number of Black males that may incorrectly be identified as having a learning disability.

Encourage teachers and administrators to complete some of their required PGPs in areas related to PBIS and Restorative Discipline, culturally responsible instruction and classroom management, Civil Rights and Social Justice and RTI.[lxi] Quality teacher instruction and classroom management is essential to student success, both academically and socially. Teaching quality and school leadership are the most important factors in raising student achievement. It is critical that teaches and administrators continue to learn and incorporate best-practice models, such as PBIS, RJ, RTI in a culturally competent manner in their classrooms and school environment.

Provide statutory right to alternative school for expelled students. Indiana does not require districts or schools to provide alternative educational services to expelled students. Pursuant to Indiana Code §20-33-8-31, Indiana students who are expelled are not in violation of the compulsory attendance law. The parent or guardian of an expelled student may not enroll the student in another district without disclosing the expulsion and the consent of the district pursuant to Indiana Code §20-33-8-30 in order to provide an alternative educational environment for expelled students. Indiana should look at other states, including California, Colorado, Pennsylvania, Tennessee and Washington. For instance, pursuant to Colorado Revised Statue 22-33-205, the Expelled and At-Risk Student Services (EARSS) program was created and authorized to fund competitive grant proposals to school systems to provide educational services to expelled students. EARSS exists to assist districts, charter schools and private schools with their statutory obligation to provide alternative educational services that are agreed to by parents to expelled students.

Ensure access to rigorous instruction in alternative schools by clarifying those teachers in alternative programs fall within the definition of certificated employee under Ind. Code §20-28-11.5-4 for required teacher evaluations, and require that student data is included in school building and school corporation accountability. Indiana, like other states, has alternative schools. Alternative schools have the flexibility to offer innovative or nontraditional approaches to education and were designed to provide educational opportunities to students whose needs were not met in the traditional setting. However, alternative schools have been subject to criticism for lack of quality instruction and for lack of academic opportunity. Like regular schools, alternative schools should be held accountable for academic results.

Ensure that students in in-school suspension continue to have access to rigorous instruction. The basic in-school suspension model ensures that students will not receive a free "vacation" day from school due to their non-compliance. While educators agree that keeping suspended students in school is better than having them home unsupervised, a mere room and a teacher for in-school suspension is not sufficient. A model ISS structured program addresses multiple student issues and can help them return back to class faster and stay there.

The most effective in-school suspension programs address educational and social needs because suspended students often have both academic and behavioral problems. An in-school suspension program should be one part of a school-wide strategy for creating and sustaining a positive, nurturing school climate and is an important element of the overall dropout prevention and delinquency prevention strategies for aiding disconnected and disruptive students.

Continue to allow parents options that enable parents to place their children in schools that align with their children's learning styles and interests. In Indiana, parents are permitted to choose from a diverse menu of school options that works best for their child. Students have gained access to educational opportunities that otherwise may have been out of their reach because of their address. The task force recommends that education and outreach on school choice continues so that more parents and families are aware of their options.

Continue to support credit recovery schools for individuals over 18 without diplomas, where either industry certification or dual-credit opportunities are offered and emphasized. Indiana law grants each individual a right to a free, public education and H.S. Diploma, which continues until receipt regardless of age. A G.E.D. is not considered equivalent to a diploma and has not been interpreted to extinguish a student's right to a diploma. Since Indiana law does not terminate the right to a diploma at a particular age, there are "adult high schools" that are designed to meet the needs of adult students but offer a H.S. Diploma and not a GED, which qualifies these schools for state funding.[lxii]

Drop out recovery charter schools such as Goodwill Industries' Excel Centers and Christel House Academy Drop Out Recovery School (DORS) offer dual-credit coursework through partnership with Ivy Tech Community College and/or industry credentials so that graduating adults have the opportunity to achieve not only a diploma but also work towards industry credentials and/or college degrees that will enable the students to be more competitive in achieving employment.[lxiii] Under Indiana law, high school students are able to participate in dual credit opportunities that provide both credit towards a high school diploma and credits towards college degrees. Additionally, the State Board of Education A-F accountability system considers students' receipt of three or more college credits via a dual credit program as part of a school's college and career readiness score. The receipt of college credits from a dual credit program is also a component of the Core 40 with Honors diploma and the Technical Honors[lxiv] high school graduation diplomas. In 2013, these schools were removed out of the traditional school funding formula and have a separate funding stream to sustain their operations. Schools like the Excel Center and Christel House Academy DORS are great opportunities for older adults to receive their high school diploma while completing industry level certification or obtaining dual college credits.

Develop a grant program for innovations in developing a positive school environment, and allow the fund to be used to provide wraparound services or for professional development in the areas of restorative justice, PBIS, school – health partnerships and cultural competency. Research continues to show the relationship between access to health care and students' ability to succeed in education.[lxv] School programs that have wrap around services, including health care, have been successful with increasing student attendance. Research has shown that improved educational outcomes lead to better health outcomes later in life.[lxvi] Health partnerships have been successful in increasing school

attendance rates. When kids are healthier, they learn better. The challenge is these partnerships are expensive and require resources for schools to monitor. Grant opportunities like Innovations in Education could allocate a percentage of funding to initiatives such as school health partnerships, wrap around services and the development of behavior management systems.

Encourage charter organizers to limit hiring of building-level administrators to those who have developed a background in special education law, student discipline, working with diverse learners, and cultural competency. Traditional LEA's are required to hire a licensed principal that has a Master's Degree from an accredited University. The individual must have completed coursework in special education law, student discipline, and cultural competency, involving diverse student learners, in order to obtain their licensure. The task force does not suggest that charter organizers only hire a licensed administrator. Rather, the taskforce emphasizes that the building level administrator must have appropriate experience and skill sets to ensure children receive the right opportunities to be successful both academically and socially.

Consider amending Ind. Code §20-24 to require charter schools to either participate in the USDA lunch and breakfast programs or provide an alternative lunch, so that all students are enabled to succeed in school. Research shows a strong link between childhood hunger and socio-emotional health.[lxvii] Students who are hungry are more likely to exhibit behavioral problems[lxviii] and students who are hungry are less likely to make academic gains. Under Ind. Code §20-26-9, Indiana public and accredited nonpublic schools are able to participate in the U.S. Department of Agriculture ("USDA") school lunch and breakfast programs. All traditional public schools participate and many charter schools and nonpublic schools participate.[lxix] The current drafting of Indiana Code §20-24-8-5 and Ind. Code §20-26-9 provides Charter Schools with flexibility for participating in the USDA school lunch program and flexibility under the mandate for traditional public school to participate in the breakfast program if 15% or more of their student body would qualify.[lxx] The result is that many but not all charter schools participate in these programs.[lxxi] An alternative lunch should be provided to help place children on a path to success.

HEALTH

It is well documented that violence has become one of the nation's most endemic and epidemic health care crises. Research also shows that Blacks are at a significantly higher risk than any other racial or ethnic group.[i] Rising rates of youth homicides in the 1970's and 1980's led to the reframing of youth violence from a juvenile justice issue to a pervasive public health problem. This rethinking was part of a growing recognition that violence - domestic as well as street crime - is an important challenge to the public health of all Americans.[i]

PUBLIC HEALTH

Public health is defined as the science of protecting the safety and improving the health of our community through education, policy making, and research for disease and injury prevention. Public health's mission is to assure conditions in which people can be healthy. The three (3) core functions of public health are:

1. The health assessment and monitoring of communities and populations at risk to identifiable health risks;
2. The formulation of public policies designed to solve local health risk and identify underrepresented communities; and
3. To assure that all populations have access to appropriate and cost effective health care, including health promotion, disease prevention services, and evaluation of the effectiveness of that care.

Therefore, we focused our efforts on a review of programs and services of local health care providers and social service agencies that are currently impacting or have the ability to impact public health core functions.

VIOLENCE AND HOMICIDES

Violence is the number one killer of children and young adults between the ages of 15-24. The Federal Bureau of Investigation released a report that showed 21,500 people died as a result of homicide. That translates into a homicide rate of 8.7 deaths per 100,000 people. The homicide rate for young males, ages 15-24, was 21.9 deaths per 100,000 people. Alarmingly, the homicide rate for Black males in this age category is 85.6 per 100,000 people. The overall homicide rate for young males in the United States was between 4 and 73 times higher than the homicide rate for young men in any other industrial nation.[ii]

Sadly, the above statistics were gleaned from an article that was written almost 25 years ago by a second year law student at the University of Dayton Law School.

Worldwide, approximately 250,000 homicides occur among youth 10-29 years of age each year as noted in a 2011 report by the World Health Organization. For each person killed, 20-40 more sustain injuries that require hospital treatment. Youth violence has a serious and often lifelong impact on a

person's psychological and social functionality. Youth violence greatly increases the costs of health welfare and criminal justice services and undermines the fabric of our society.

Indianapolis is a microcosm of the United States and the world as a whole. In 2012 and 2013, a review of offenses reported to law enforcement by state and by cities 100,000 and over in population revealed that in Indianapolis with population of 836,650, offenses were as follows:

	2012	2013
Violent Crime	4,944	4,881
Murder	46	65
Rape	217	310
Robbery	1,600	1,650
Aggravated Assault	3,081	2,856
Property Crime	23,084	20,759
Burglary	7,034	6,301
Larceny/Theft	13,791	12,172
Motor Vehicle Theft	2,259	2,286
Arson	215	136

U.S. Dept. of Justice, Fed. Bureau of Investigation[iii]

There is an increase in violence and crime in neighborhoods where youth have no jobs, children fathers are absent, and health care and social institutions do not consistently address the needs of youth. Moreover, the above statistics verify that violence has become an epidemic and major public health issue.

DATA COLLECTION

A review of the data collected by health care and social service agencies revealed challenges and gaps in health care policy and practices in Indianapolis that may contribute to violence in this city. A survey questionnaire was sent to 49 agencies and organizations and 22 responded. Only 11 of the 22 respondents provided program information and only 7 of the 22 respondents provided statistical demographic data which potentially indicates a lack of resources and/or IT infrastructure needed to maintain the required data for reporting purposes.

The lack of available data may also signify the difficulty agencies face when looking to provide meaningful services and support to Black males between the ages of 14-24. What's troubling is that only 5 of the 7 Federally Qualified Health Centers (FQHC) surveyed provided demographic data. These respondents are all required by the federal government, as a condition of their grants, to electronically track and report data (workload, ethnicity, age, gender, financial status, etc.). A list of health care organizations and social service agencies that were requested to complete the survey is included in Appendix C.

Local agencies, organizations, and direct health care providers do not routinely gather and report data on their programs unless required to do so by a funding agency, or lack the commitment and/or resources to do so. Public health entails the assessment of threats to the health and safety of a population. It is difficult for public health planners to take violence among youth into consideration as they make plans to address the factors that impact the health and safety of all citizens when there is no meaningful or routinely collected data to support them in this effort.

SURVEY RESPONSES

All responses to survey questions are reported in the narrative and tables below. Data highlights are summarized as follows:

YOUTH SERVED	
RACE	NUMBER
African Americans	36,249
Asian	8,420
Caucasian	41,035
Hispanic	15,141
Native American	167
Bi-racial	1,032
Other	2,824
Total Number of Youth Served	**104,868**

MALES SERVED		
AGE	ALL MALES	AFRICAN AMERICAN
11-13	21,709	10,296
14-16	8,614	4,145
17-18	2,275	1,332
19-24	1,558	978
Total	**34,156**	**16,751**

MALES SERVED

Programs reported serving 104,868 youth between the ages of 11-24. Of that number 36,249 (35%) were Black males and females. However, only 16,751 or 16% of the total youth served were Black males between the ages of 11-24 compared to the total number of all males served at 33%.

Black males do not obtain health care and/or are not enrolled in programs at a rate equal to or higher than Black females or other groups. Factors contributing to poor health outcomes among Black males include discrimination, cultural barriers (i.e., stigmatization), and lack of access to health care.[iv]

ACCESS TO CARE

The Health sub-committee members conducted a focused review of "access to health care" issues among Black youth due to real or perceived barriers which contributes to actual acts of violence. Barriers to access may include, but are not limited to the lack of financial resources, lack of transportation, lack of culturally appropriate services provided by health care organizations, language, lack of available health care in underserved areas, and poor customer service issues.

Local FQHC's and school-based clinics offer demonstrated and viable solutions regarding access to care issues that will help overcome the gap among Black youths in obtaining health care.

FEDERALLY QUALIFIED HEALTH CENTERS

For more than 45 years, health centers have delivered comprehensive, high-quality primary health care to patients regardless of their ability to pay. FQHCs are community-based and patient-directed organizations that serve populations with limited access to health care, including low-income populations, the uninsured, those with limited English proficiency, homeless families and individuals, and those living in public housing.

Today, over 1,300 FQHCs operate approximately 9,000 service delivery sites that provide care to 20 million patients in every U.S. State, the District of Columbia, Puerto Rico, the U.S. Virgin Islands, and the Pacific Basin. These health centers give geographically isolated or economically distressed people access to preventive and primary health care.

- Nearly two-thirds of health center patients are members of minority groups.
- Over ninety percent are low income, and nearly forty percent have no health insurance.
- Health Centers, locally, provide care to a patient population with a payer mix of approximately 60 – 70% Medicaid and 25 -30% who have no insurance at all.

Health centers emphasize coordinated primary and preventive services or a "medical home" that promotes reductions in health disparities for low-income individuals, racial and ethnic minorities, rural communities and other underserved populations. Health centers place emphasis on the coordination and comprehensiveness of care, the ability to manage patients with multiple health care needs, and the use of key quality improvement practices, including health information technology.

SCHOOL BASED CLINICS

School-based clinics provide critical, developmentally appropriate services to children and adolescents where they spend most of their hours – at school. School clinics began in the early 70's and, today, there are more than 1,900 nationally and about 95 in Indiana. Locally, in Marion County, the number of school-based clinics in place for the 2014-2015 academic year is as follows:

- Indianapolis Public School system clinic – 16
- Indianapolis Public School system – 15, Learning Well[v]
- Perry Township – 4, Learning Well[vi]
- Speedway Township – 5, Learning Well[vii]
- Washington Township[viii]
- Warren Township[ix]
- Lawrence Township[x]
- Franklin Township[xi]

School-based clinics are integrated within the school community and require parental consent for treatment and care. Care and services, depending upon the medical practitioner, are provided by either nurses or nurse practitioners. There are distinct advantages for youth to receive health care services in school given that students who are healthy perform better in school, parents don't have to take time off from work, students receive comprehensive care with referrals to other providers and/or are connected with Outreach/Enrollment services and social service agencies and, most importantly and students avoid or minimize missed school days by receiving health care in school. The more time children spend in school the less likely they are to commit a violent activity, which is another advantage of school-based clinics.

PARENTAL SITUATION

A majority of surveyed respondents did not collect data or did not have the ability to report parental situations. However, of the 45,318 youth reported, 39,501 (87%) reported living in single parent homes with a female.

PARENTAL SITUATION	
PARENTS	NUMBER
Two Parents	4,207
Single Parent (Female)	39,501
Single Parent (Male)	486
Grandparent(s)	674
Foster Home	134
Other	316
Total	**45,318**

CONTACT WITH LAW ENFORCEMENT

Approximately 16,107 youth reported that one of their parents were incarcerated, had contact with the juvenile justice system or the Department of Children Services or were discharged from or housed as an inmate in the Marion County Jail. Of those, 11,541 (72%) reported that their parents were incarcerated or ex-offenders.

CONTACT WITH LAW ENFORCEMENT	
TYPE	NUMBER
Parents incarcerated or ex-offenders	11,541
Contact with Juvenile Justice System	2,413
Contact with Department of Child Services	2,077
Current inmate/Discharged from Marion County Jail	674
Foster Home	134
Other	316
Total	**16,107**

MENTAL HEALTH TREATMENT

Compared to other survey responses, the number of youth (72) who were reported to have received mental health treatment is low.

MENTAL HEALTH TREATMENT	
GROUP	NUMBER
Total number of youth receiving mental health treatment	72

Programs do not adequately provide required mental health services or are doing an inadequate job of capturing and reporting data.

Considering the data indicates poor children and youth have more documented mental health problems than children from more affluent families, Black males do not have access to mental health services at a rate equal to or higher than other groups.

It is normal for youth and young adults to experience various types of emotional distress as they develop and mature. While most youth are healthy, physically and emotionally, one in every four to five youth in the general population meet the criteria for a mental disorder.[xii] As with physical health, mental health is not merely the absence of disease or a mental health disorder. It includes emotional well-being, psychological well-being and involves being able to navigate successfully the complexities of life, develop fulfilling relationships, appropriately adapt to change, utilize effective coping mechanisms to achieve well-being without discrimination, realize their potential, have their needs met, and develop skills that help them navigate the different environments they inhabit.

As previously mentioned, data indicates poor children and youth have more mental health problems than other children[xii]; however, more low income youth are eligible for Medicaid and the State Children's Health Insurance Program (SCHIP). Such programs play a critical role in ensuring access to child and youth mental health services.

Several programs and services in Marion County have had a positive impact in providing services to youth with mental and behavioral health issues. Some of the organizations include:

- Gallahue Mental Health - Community Health Network - professional staff delivers mental health services to students in the school environment in more than 50 sites for Indianapolis Public Schools and the Metropolitan School Districts of Lawrence, Warren, Washington and Wayne townships.
- Midtown Community Mental Health - comprehensive mental health and behavioral health services for children and adolescents. Provides physicians and counselors who specialize in youth services. Youth services offered include: individual, group, and family counseling, anger management and school-based services, etc.
- Learning Well, Inc. (previously noted) is a partnership for Better Student Health and provides clinics at various schools throughout the county and city.

- The ACTION Health Center, thru the Marion County Public Health Department provides a one-stop shop where youth and young adults can obtain medical care, behavioral health and general health education all at one location.
- Reach for Youth, Inc., a non-profit United Way Affiliated agency (previously noted in Resources section of report) with several components for serving youth and their families. All of their programs offer some viable programming which can serve our Black males.

There are many programs in Marion County that deal with violence at various levels of effectiveness and support. However, there needs to be an aggressive and collaborative local approach to this issue in order to overcome political and financial barriers.

Many of these organizations are driven by today's competitive health care market. Unfortunately, the importance of mitigating the issue of violence among Black youth appears to be lost in the competition for limited financial resources. Therefore, it is recommended that a more unified and comprehensive approach be taken for the sake of all our children. Such a collaborative effort could combine the resources of different agencies and leverage the cost savings along with political affluence to make a more significant impact.

This multi-disciplinary approach must be supported financially, spiritually and physically. These efforts must include the involvement of healthcare organizations, social services agencies, parents and a strong commitment by political leaders. Additionally, the physician's offices, hospital emergency rooms and court system must work together to identify disconnected Black youth – specifically those with potential mental disorders. There then must be strong data collection and sharing amongst each health care organization, social service agency, juvenile court and school district. Such a true interdisciplinary partnership is needed in order to reduce the violence and eliminate the disparities that impact Black males between the ages of 14-24.

Many health care providers question whether violence prevention is an appropriate role for health care professionals to assume. However, associations and organizations representing physicians, nurses, mental health providers and health care organizations have increasingly began to view youth violence as a public health problem – to be addressed by health care professionals. This effort is in place and must continue on a national, state, and most importantly, at the local level.

However, despite the critical role that hospitals, clinics and health care providers can play in preventing and treating youth violence, the implementation of such preventive services within the health care sector remain disturbingly low. This failure can be attributed to:

- Inadequate training in violence prevention.
- Lack of knowledge of what can be done by providers to intervene or treat the consequences of youth violence
- Insufficient 'actual' treatment time and reimbursement.
- Inadequate funds and resources
- Lack of coordination between health care providers and other sectors, social service agencies.

- Concerns about patient confidentiality
- Need for valid, user – friendly screening measures that can alert health care providers to youth who exhibit risk factors associated with violent behaviors or emotional problems.

Given the general failure by some health care providers to address violence among Black youth, there are opportunities available to overcome this failure to address youth violence by:

- Developing and implementing community response plans
- Training health care professionals
- Conducting research into the risk factors for youth violence and the effectiveness of intervention.

For example: the Center for Disease Control has released the "Best Practice of Youth Violence Prevention" sourcebook which details four key strategies for preventing youth violence: *Parents and family – based strategies, home visitation programs, social and conflict resolution skills and mentoring*. This sourcebook, published in September 2000, is as applicable and appropriate today in Marion County as it was at the time of its publication. Our community, as a result, would be well served to collaboratively move these strategies forward under the auspices of a local leading health center organization such as the Marion County Health Department, Federally Qualified Health Centers, or Mental Health Association.

It is well documented that violence is one of Indianapolis' most endemic and epidemic health care crises. It is also documented that African American males are at a significantly higher risk than any other racial or ethnic group. Therefore, it is time for law enforcement, health care organizations, social service agencies and politicians to come together in a collaborative effort to mitigate the problem of violence before it erodes the public health and well-being of Marion County and its residents.

RECOMMENDATIONS

Health care organizations and social service agencies must work collectively and individually on effective program offerings, outreach and marketing strategies by (1) providing and offering culturally sensitive health and social services along with information to Black males that will facilitate entry into health/social service programs; (2) marketing health care services in a manner that will attract African American males to utilize these services (most services via media seem to focus on females and/or seniors); (3) decreasing barriers which prevent Black males from accessing services (i.e. offer more evening hours at clinics/community centers to accommodate work hours); (4) designing and implementing youth violence prevention projects as part of culturally sensitive health programming; and (5) funding and supporting innovative interventions and messaging that will attract Black youth to health centers and social service organizations.

Convene a meeting among health care providers (specifically, local Federally Qualified Health Center operators of school-based clinics) and social service agencies to establish framework for coordination of activities and services targeted for Black youth. Provide comprehensive primary health care services to anyone regardless of their ability to pay, and enable health care access to those affected by youth violence. Organization must also strategically market this importance, so as to reduce the stigma attached to seeking out and mental health services. Examples include the provision

of affordable mental health services in clinics, community health centers and the offering of life skill, anger-management, and violence prevention classes in non-traditional places and not mental health centers. Productive alternatives include hosting youth programs at churches or local YMCAs.

Encourage local funders 1) to emphasize the importance of data collection, tracking and sharing and 2) to provide support to health care providers and social service agencies to gather, track and report data regarding youth who access public health services. Unfortunately, many health care and social service organizations do not track and report data on relevant demographics, services, and health outcomes. In order for policymakers, health care professionals and the community to identify trends in disparate health care treatment and/or access, data should not only be tracked and shared but also be disaggregated and easily accessible.

Mandate that health care professionals receive training in the recognition of factors that contribute to youth violence including poverty, truancy, and mental health. Programs must educate, through various mediums and with positive reflection, the healthcare community on the importance of utilizing mental health services. Specific training could include (1) screening for risk factors for youth violence. According to the Centers for Disease Control and Prevention, risk factors include, but are not limited to: drug, alcohol, or tobacco use, association with delinquent peers, poor family functioning, and poor grades in school; and (2) the creation of partnerships with other health care and social service organizations and agencies to address the risk factors for youth violence. Activities may include enhanced communications regarding victims and those at risk, referral arrangements, and joint community-based activities.

Encourage Central Indiana Leadership Council, Indiana Minority Mental Health Professionals Association, local social services agencies and other health care providers to work collaboratively and focus on best practices to determine how best to provide health care and social services to underrepresented communities. Convening a meeting among the groups will be an initial step to achieving this goal. Programs must do more outreach in the Black communities – especially among young males to highlight preventative efforts in recognizing symptoms of depression, anxiety, anger management, and other mental health issues. Outreach outlets include the use of mobile mental health vans, visiting barbershops, night-clubs, or gyms where Black males frequent to provide and disseminate information. For example, the Marion County Public Health Department deploys a substance use outreach van which provides substance use screenings, HIV testing, counseling, and referral services throughout neighborhoods in Marion County.

CONCLUSION

The disproportionality of young Black men involved in deaths and murders in Indianapolis is an unfortunate result of their poor quality of life. In virtually every arena that counts – poverty, employment, education, criminal justice, access to health care, and exposure to violence – Black men come out worse in Indianapolis, the state of Indiana and across the nation.

We are on a rescue mission. Prevention efforts, including investment in early childhood education, are necessary to help our disconnected youth, particularly young Black men and boys, along a path to attain higher levels of education and employment without being arrested or having contact with the criminal justice system. But investment in early childhood education is not enough. Rather, we must also invest strategically in best-practice programs that are targeted to comprehensively serve Black males and hold program operators accountable for achieving measurable outcomes. This will involve public buy-in through a collaborative effort of various partnerships and adequate funding. Our hope is that the seriousness of this crisis facing the City and our communities will prevent this report from being caught in the middle of political futility.

This task force recommends that either the City lead this initiative and/or designate an organization with the capacity and expertise to lead and convene a collective group to move this initiative forward with haste. This initiative will die without the work of our entire community, including community leaders, elected and appointed officials, parents, educators, youth leaders and organizers, faith-based leaders and community outreach workers.

APPENDIX A

Task Force Subcommittee Members (Co-chairs not listed)

Resources

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APPENDIX B

In Marion County, the data for several traditional public schools, charter schools, and township schools show high numbers of exclusionary discipline practices. Indiana requires that each public school submit a report at the end of the year to the Indiana Department of Education, which must provide the numbers of students suspended or expelled as well as the code for the reason. There are 16 reasons/ "codes" for the IDOE form:

01= Alcohol;

02=Drugs;

03= Deadly Weapons;

04=Handguns (includes BB/Pellet gun);

05= Rifles or Shotguns (does not include BB, Gas or spring-loaded guns);

06= Other Firearms;

07= Tobacco;

There is no 08;

09=legal settlement;

10= Other;

11= Fighting (incident does not rise to level of batter);

12= Battery (student knowingly or intentionally touches another person in a rude, insolent, or angry manner causing or intent to cause bodily injury Ind. Code 35-42-2-1);

13= Intimidation (Communicating a threat with the intent that the other person engage in conduct against his or her will or that the person will be placed in fear of retaliation. Ind. Code 35-45-2-1);

14= Verbal aggression or profanity;

15=Defiance (an example provided on the report form is a student who refuses to bring books to class);

16=Attendance;

17= Destruction of Property.

The following tables illustrate 2012-2013 data for Marion County Schools.

Out-of-School Suspensions by Reason and School Building

SCHOOL CORP. NAME	SCHOOL BLDG NAME	TOTAL # OF STUDENTS RECEIVING OUT-OF-SCHOOL SUSPENSIONS	REASON CODE NUMBER	REASON
MSD Warren Township	Warren Central High School	354	10	Other
EdPower Arlington	Arlington Community High School	323	10	Other
MSD Washington Township	North Central High School	260	10	Other
CSUSA Howe	Thomas Carr Howe Comm High School	259	15	Defiance
CSUSA Howe	Thomas Carr Howe Comm High School	255	14	Verbal Aggression
EdPower Arlington	Arlington Community High School	245	15	Defiance
MSD Pike Township	Pike High School	243	16	Attendance
Indianapolis Public Schools	Arsenal Technical High School	226	15	Defiance
MSD Pike Township	Pike High School	197	15	Defiance
MSD Washington Township	North Central High School	180	15	Defiance

[1]See Indiana Department of Education, Expulsion and Suspension Report (DOE-ES), Version 03.05.14, available at https://learningconnection.doe.in.gov/Library/FilingCabinet/ViewFile.aspx?lfid=57281

The table above shows the data for the highest numbers of out-of-school suspensions by reason and school buildings. Three out of ten (30%), notably the top three, of the top ten reasons provided for out-of-school suspensions were "Other."Five of the top ten (50%) reasons provided for out-of-school suspensions were "Defiance."One of the top ten reasons (10%) provided for out-of-school suspensions was attendance, and one of the top ten reasons (10%) provided for out-of-school suspensions was verbal aggression.

Demographics for Out-of-School Suspensions for Corporations listed in Table 1

	CORPORATION NAME	TOTAL OOSS	AMERICAN INDIAN/ALASKAN NATIVE	BLACK	ASIAN	HISPANIC ETHNICITY AND OF ANY RACE	WHITE	MULTIRACIAL (TWO OR MORE RACES)	MULTIRACIAL (TWO OR MORE RACES)	MALE	FEMALE	SPED
2013	MSD Warren (Corp #5360)		***	1792	***	100	313	144	***	1600	751	640
2013	MSD Washington (Corp # 5370)		***	1335	***	219	172	134	***	1230	640	343
2013	IPS (Corp #5385)		***	4290	***	242	705	253	***	3720	1775	1751

***Less than 10 not provided Charter Schools USA, MSD Pike, and EdPower information was not provided

The table above illustrates the aggregate demographics for the students who experienced out-of-school suspensions in the school corporations for the schools that were listed in the out-of-suspensions table. The numbers represent the demographics of students who received in-school suspensions for any reason, and are not limited to the reasons that were listed in the previous table.

In-school Suspensions by Reason and School Building

SCHOOL CORP. NAME	SCHOOL BLDG NAME	TOTAL # OF STUDENTS RECEIVING OUT-OF-SCHOOL SUSPENSIONS	REASON CODE NUMBER	REASON
Perry Township Schools	Perry Meridian High School	542	16	Attendance
Perry Township Schools	Perry Meridian High School	461	15	Defiance
M S D Wayne Township	Ben Davis High School	426	16	Attendance
M S D Pike Township	Pike High School	374	15	Defiance
Perry Township Schools	Perry Meridian High School	317	10	Other
Beech Grove City Schools	Beech Grove Sr High School	307	10	Other
M S D Wayne Township	Ben Davis High School	293	15	Defiance
M S D Wayne Township	Chapel Hill 7th & 8th Grade Center	237	10	Other
Perry Township Schools	Southport Middle School	231	10	Other
M S D Wayne Township	Ben Davis Ninth Grade Center	220	10	Other

The table above illustrates the numbers of students who experienced in-school suspensions and the reasons reported by building. Five of the ten (50%) of the buildings reflected the reason "Other" as the bases for the suspensions. Three out of ten (30%), of the top ten reasons provided for in-school suspensions were "defiance." Two of the top ten (20%) reasons provided for in-school suspensions were for "attendance."

Demographics for In-School Suspensions for Corporations listed in In-School Suspensions

	CORPORATION NAME	TOTAL ISS	AMERICAN INDIAN/ALASKAN NATIVE	BLACK	ASIAN	HISPANIC ETHNICITY AND OF ANY RACE	WHITE	MULTIRACIAL (TWO OR MORE RACES)	MULTIRACIAL (TWO OR MORE RACES)	MALE	FEMALE	SPED
2013	MSD Wayne (Corp # 5375)		***	2209	11	513	1092	186	***	2661	1353	763
2013	Perry (Corp # 5340)		***	966	232	629	2716	329	***	3429	1446	932
2013	Beech Grove (Corp # 5380)		***	158	15	72	1006	78	***	796	536	253

***Less than 10 and not provided
MSD Pike's information was not available

The above table illustrates the aggregate demographics for the students who experienced in-school suspensions in the school corporations for the schools that were previously shown. The numbers represent the demographics of students who received in-school suspensions for any reason, and are not limited to the reasons that were listed in previously shown.

Student Expulsions by Reason and School Building

SCHOOL CORP. NAME	SCHOOL BLDG NAME	TOTAL # OF STUDENTS RECEIVING OUT-OF-SCHOOL SUSPENSIONS	REASON CODE NUMBER	REASON
Indianapolis Public Schools	Arsenal Technical High School	36	2	Drugs
M S D Washington Township	North Central High School	30	10	Other
Indianapolis Public Schools	Arsenal Technical High School	13	3	Deadly Weapons
Indianapolis Public Schools	George Washington Comm Jr HS	12	3	Deadly Weapons
Paramount School Of Excellence Inc	Paramount School of Excellence	11	16	Attendance
M S D Warren Township	Warren Central High School	11	10	Other
Paramount School Of Excellence Inc	Paramount School of Excellence	11	10	Other
Indianapolis Public Schools	Northwest Community Jr High School	10	2	Drugs
M S D Washington Township	North Central High School	8	11	Fighting
M S D Washington Township	North Central High School	8	2	Drugs

The table above illustrates the numbers of students expelled by reason and by building for the ten most-reported reasons. Three out of ten (30%) of the top ten reasons provided for student expulsion were "Other." And, three out of the top ten (30%) reasons provided for student expulsion were "drugs." Two of the top ten (20%) reasons provided for student expulsions was "deadly weapons." One of the top ten (20%) reasons provided for student expulsions was "attendance," and one of the top ten reasons (10%) provided for student expulsion was "fighting."

Demographics for Student Expulsions for Corporations

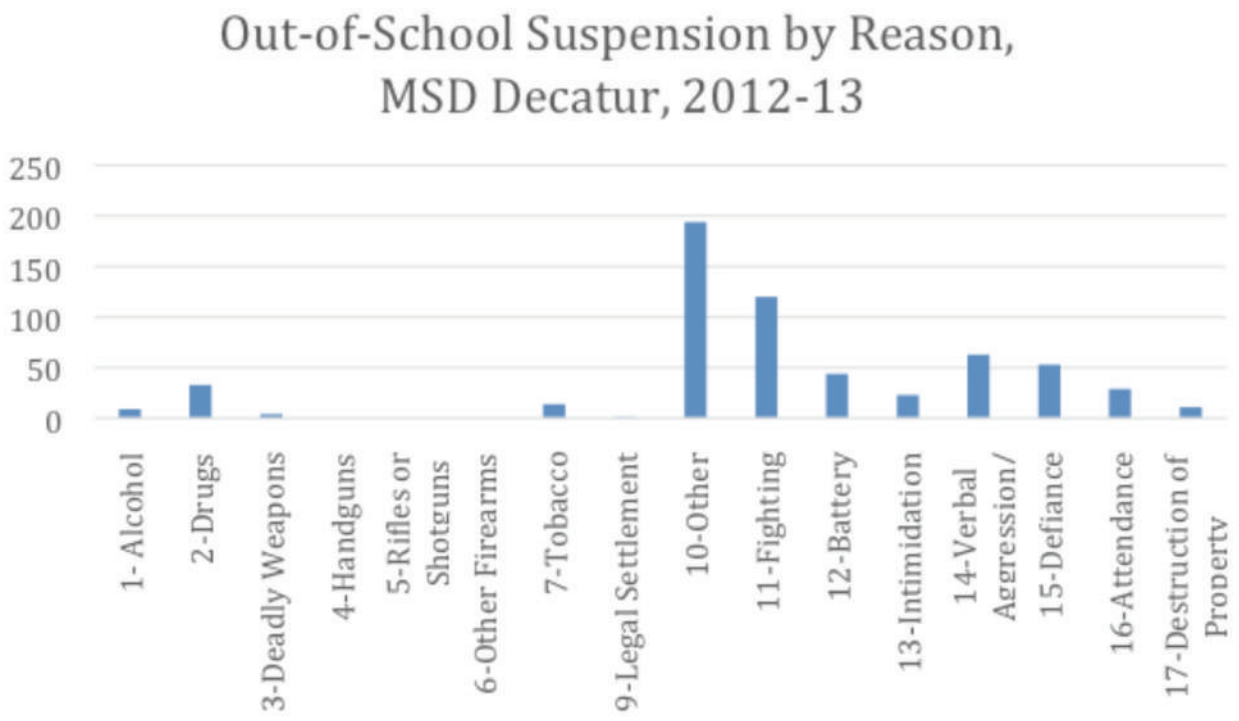
YEAR	CORPORATION NAME	TOTAL EXPULSION	AMERICAN INDIAN/ALASKAN NATIVE	BLACK	ASIAN	HISPANIC ETHNICITY AND OF ANY RACE	WHITE	MULTIRACIAL (TWO OR MORE RACES)	MULTIRACIAL (TWO OR MORE RACES)	MALE	FEMALE	SPED
2013	MSD Warren		***	26	***	***	***	***	***	18	11	***
2013	IPS		***	226	***	20	38	***	***	233	62	60
2013	MSD Washington		***	77	***	12	***	***	***	71	36	17

*** Less than 10 and not provided

The above table illustrates the aggregate demographics for the students who experienced expulsion in the school corporations for the schools that were previously shown. The numbers represent the demographics of students expelled for any reason, and are not limited to the reasons that were listed in the student expulsions by reason.

The charts below provide information on the reasons for out-of-school suspension for Marion County. County-wide data are described in aggregate, and then out-of-school suspension data are described by school corporation and by charter school organizer.

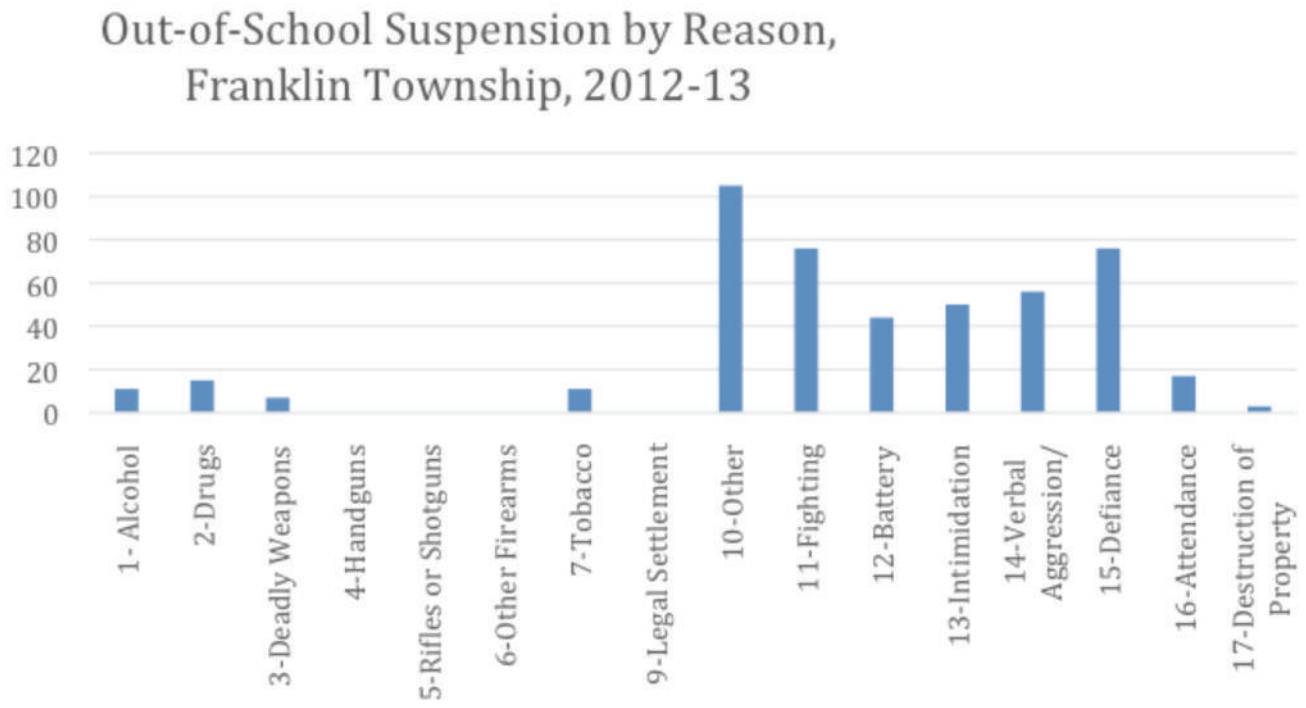
MSD Decatur



N=598 ; Total student ADM = 6,003

In MSD Decatur, the most common three reasons for out-of-school suspension were "other," fighting, and verbal aggression. 194 out-of-school suspensions were for "other" (32%), 120 for fighting (32%), 63 for verbal aggression (11%), 53 for defiance (9%), 44 for battery (74%), 33 for drugs (6%), 29 for attendance (5%), 23 for intimidation (4%), 14 for tobacco (2%), 11 for destruction of property (2%), 4 for deadly weapons (1%), and 1 for legal settlement (less than 1%).

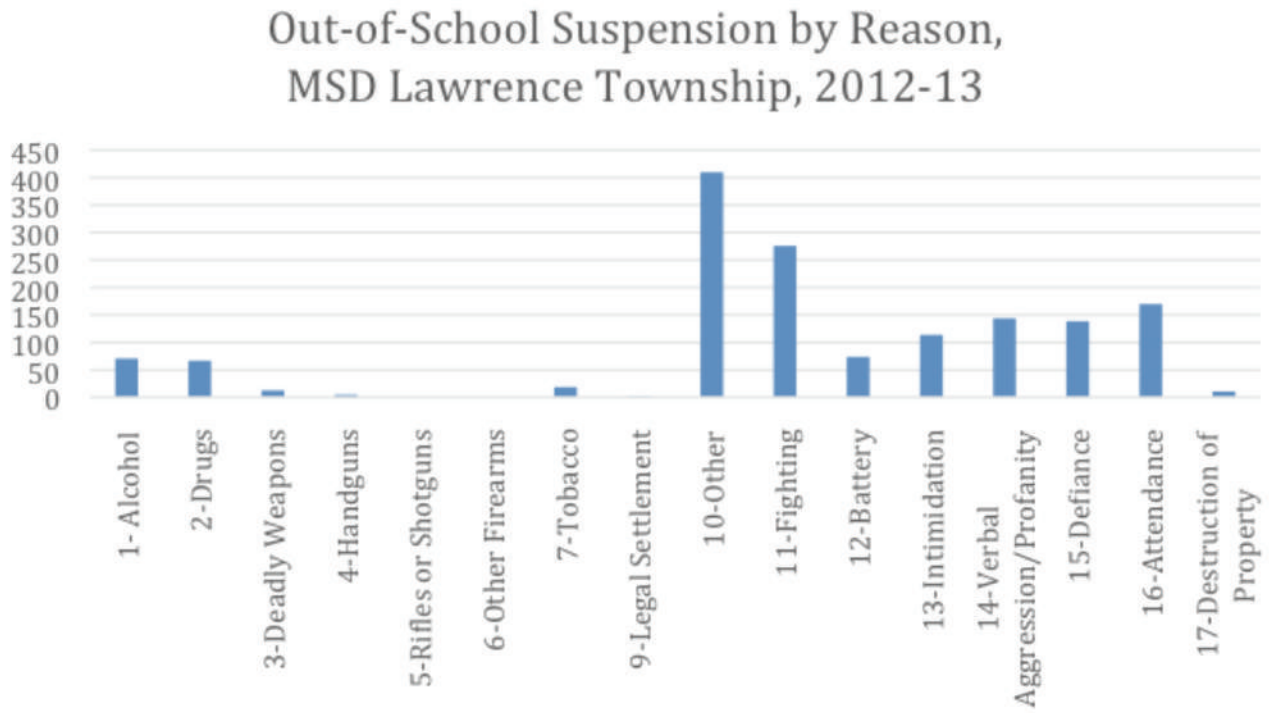
Franklin Township



N=471; Total student ADM = 8,164

Franklin township data showed that the most common three reasons for out-of-school suspension were "other," fighting, and defiance. Franklin Township' ADM was 8, 164 for 2012-13. 105 out-of-school suspensions were for "other" (22%), 76 for fighting (16%), 76 for Defiance (16%), 56 for Verbal Aggression (12%), 50 for intimidation (11%), 44 for Battery (9%), 17 for attendance (4%), 15 for drugs (3%), 11 for alcohol (2%), 11 for tobacco (2%), 7 for deadly weapons (2%), 3 for destruction of property (1%). No students experienced out-of-school suspension for Handguns, rifles or shotguns, other firearms, or legal settlement.

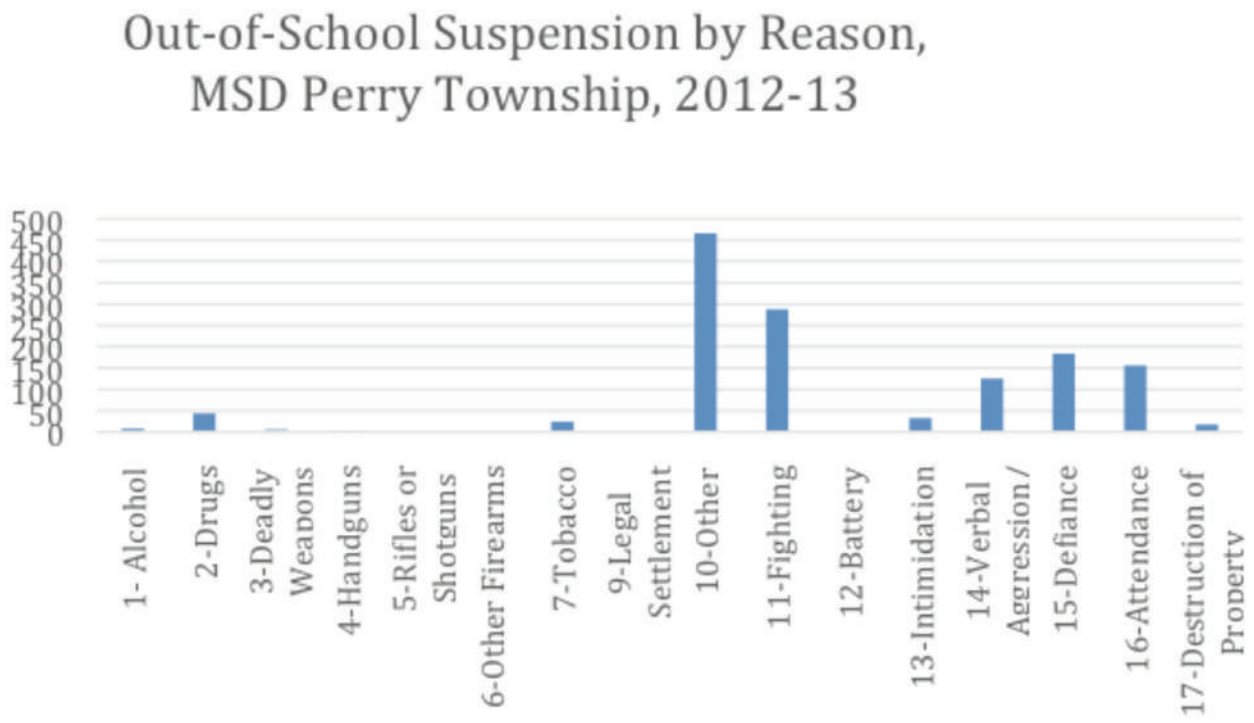
MSD Lawrence Township



N=1514; Total student ADM=14,283

In MSD Lawrence, the most common three reasons for out-of-school suspension were "other," fighting, and attendance. MSD Lawrence Township ADM for 2012-13 was 14,283. 410 out-of-school suspensions were for "other" (27%), 276 for fighting (18%), 170 for attendance (11%), 144 for verbal aggression (10%), 139 for defiance (9%), 114 for intimidation (8%), 74 for battery (5%), 71 for alcohol (5%), 67 for drugs (4%), 19 for tobacco (1%), 13 for deadly weapons (1%), 11 for destruction of property (1%), 5 for handguns (less than 1%), and 1 student experienced out-of-school suspension for legal settlement (less than 1%). No students experienced out-of-school suspension for rifles/shotguns or for other firearms.

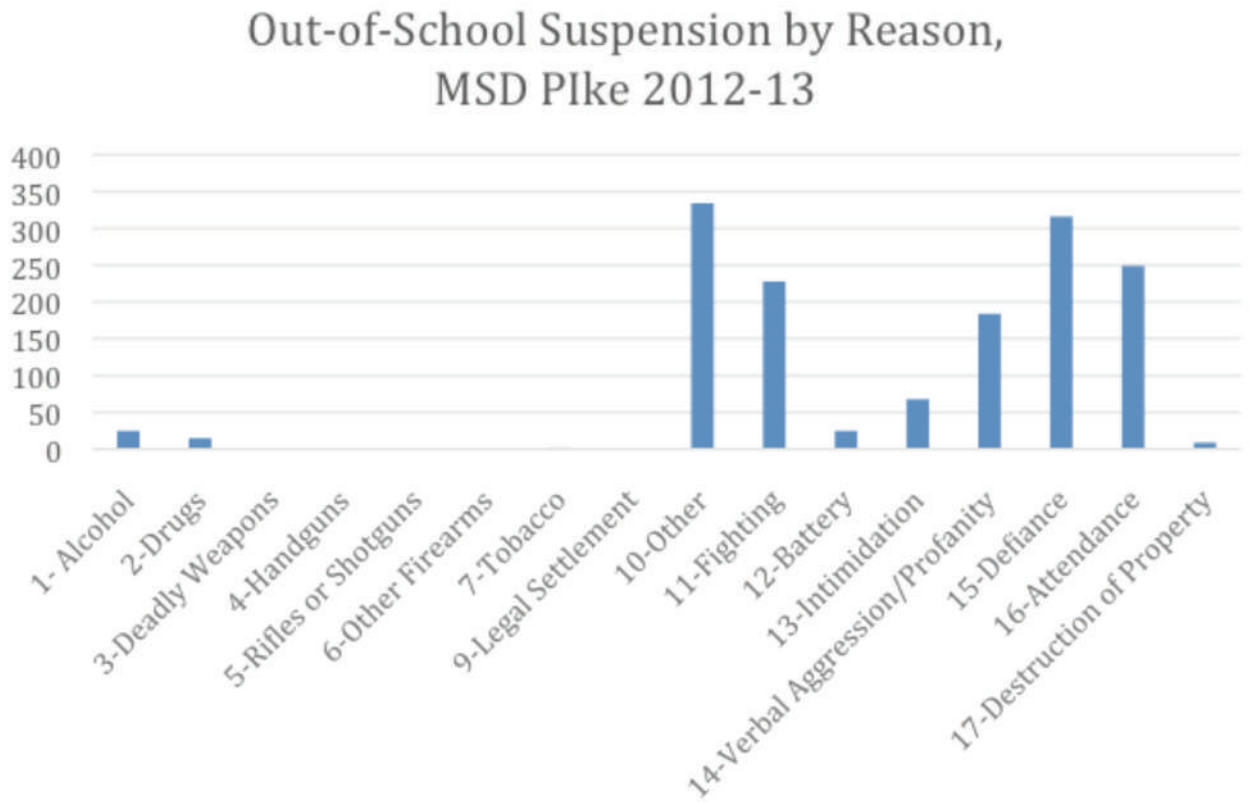
MSD Perry Township



N=1355; Total student ADM = 13,615

As shown, in MSD Perry Township, the three most common reasons for out-of-school suspension included "other," fighting, and defiance. 466 out-of-school suspension were for "other" (34%), 288 for fighting(21%),184 for defiance(14%), 156 for attendance(12%), 126 for verbal aggression(9%), 44 for drugs (3%), 33 for intimidation (2%), 25 for tobacco(2%), 18 for destruction of property(1%), 8 for alcohol (1%), 6 for deadly weapons (less than 1%), and one student experienced out-of-school suspension for handguns (less than 1%). No students were reported as receiving out-of-school suspension for rifles/shotguns, other firearms, legal settlement, or battery.

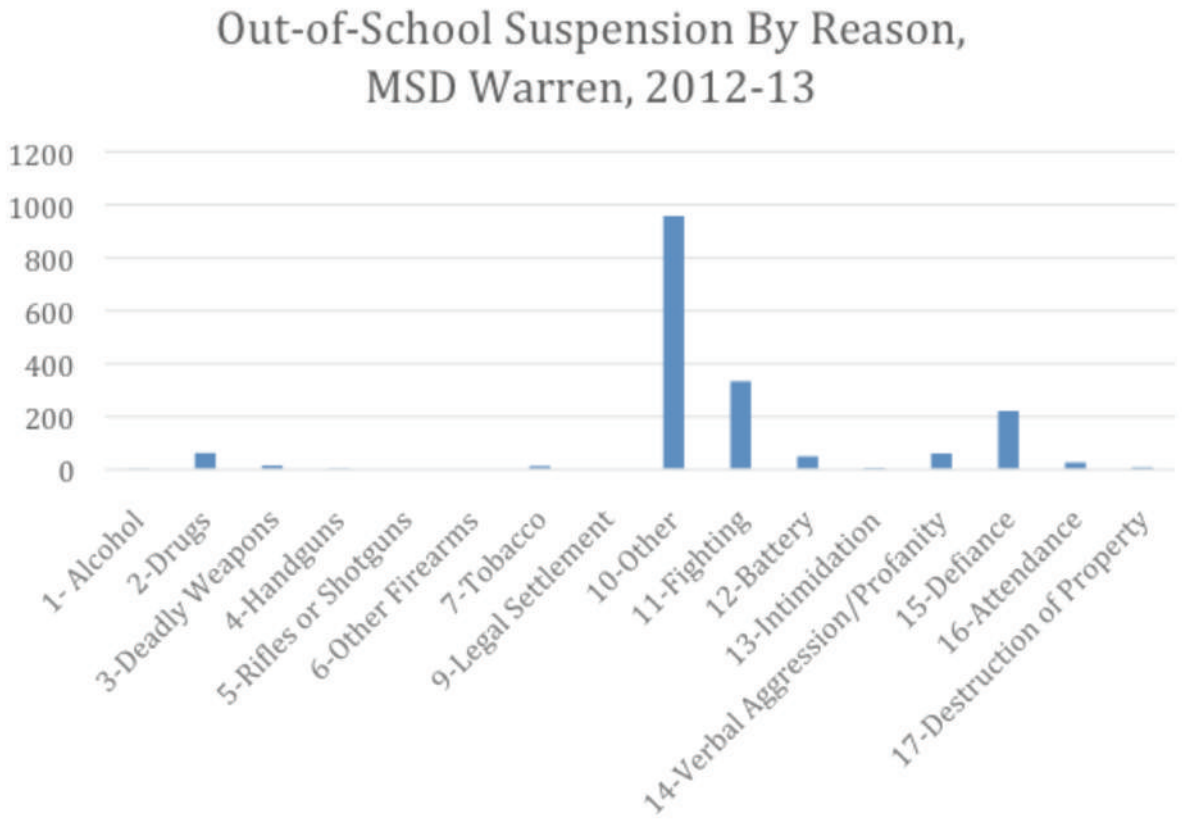
MSD Pike Township



N=1457; Total student ADM = 10,475

As shown, in MSD Pike, the three most common reasons for out-of-school suspension included "other," defiance, and attendance. 334 out-of-school suspensions were for "other" (23%), 316 for defiance (22%), 249 for (17%), 228 for fighting (16%), 184 for verbal aggression (13%), 68 for intimidation (5%), 25 for alcohol (2%), 25 for battery (2%), 15 for drugs (1%), 9 for destruction of property (1%), 2 for tobacco (less than 1%), 1 for handguns (less than 1%), and 1 for legal settlement (less than 1%). No students experienced out-of-school suspension for deadly weapons, rifles/shotguns, or for other firearms.

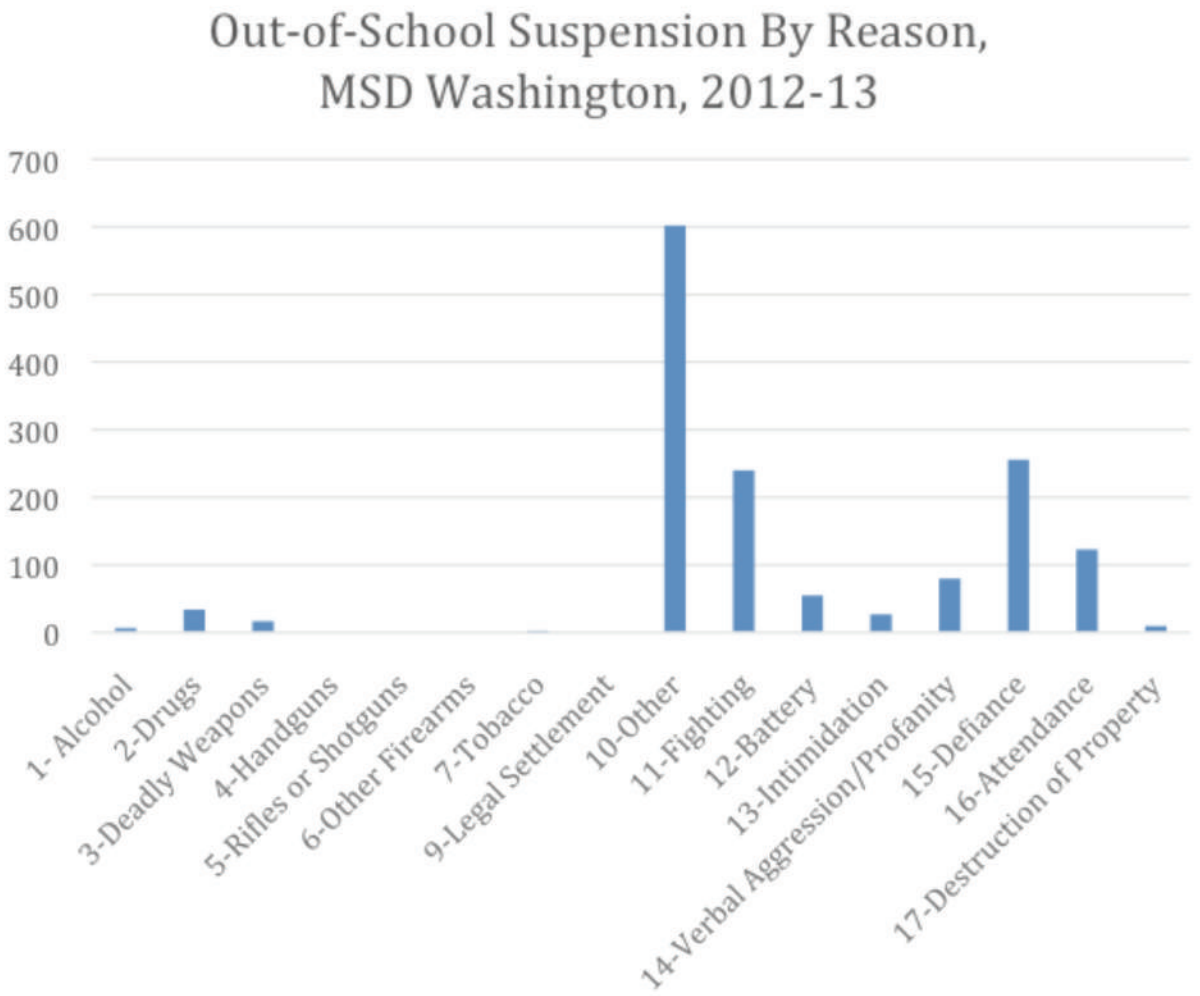
MSD Warren Township



N=1763; Total student ADM = 11,241

In MSD Warren, the three most common reasons that students experienced out-of-school suspension were "other," fighting, and defiance. 958 out-of-school suspensions were for "other"(54%), 334 for fighting (19%), 222 for defiance (13%), 63 for drugs (4%), 61 for verbal aggression (3%), 50 for battery (3%), 16 for attendance (2%), 15 for deadly weapons (1%), 13 for tobacco (1%), 9 for destruction of property (1%), 6 for intimidation (less than 1%), 3 for handguns (less than 1%), and 2 for alcohol (less than 1%). No students experienced out-of-school suspension for rifles/shotguns, other firearms, or for legal settlement.

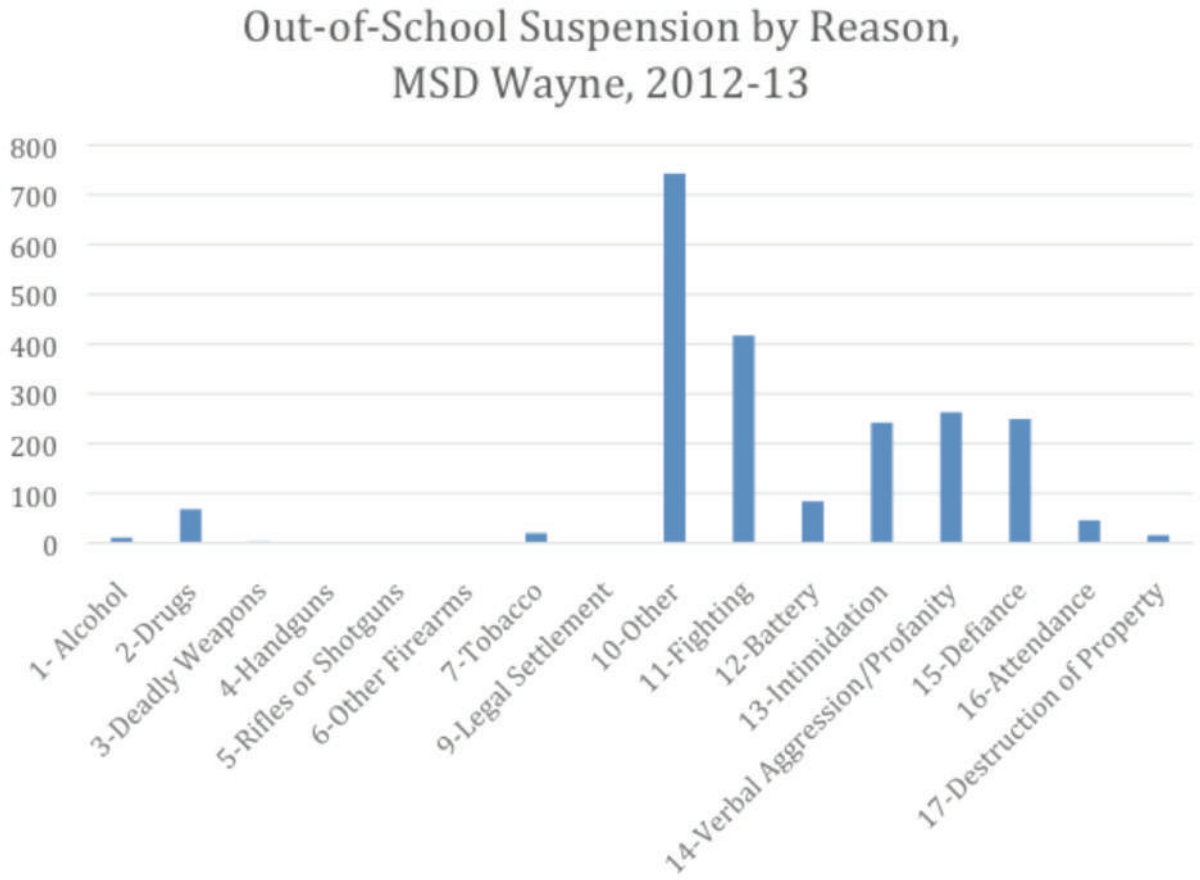
MSD Washington Township



N=1454; Total student ADM = 10,627

In MSD Washington, the most commonly reported reasons for out-of-school suspension were "other," defiance, and fighting. There were 602 reported out-of-school suspensions for "other" (41%), 256 for defiance (18%), 240 for fighting (17%), 123 for attendance (8%), 80 for verbal aggression (6%), 55 for battery (4%), 34 for drugs (2%), 27 for intimidation (2%), 17 for deadly weapons (1%), 10 for destruction of property (1%), 7 for alcohol (less than 1%), and 3 for tobacco (less than 1%). No students experienced out-of-school suspension for handguns, rifles/shotguns, other firearms, or legal settlement.

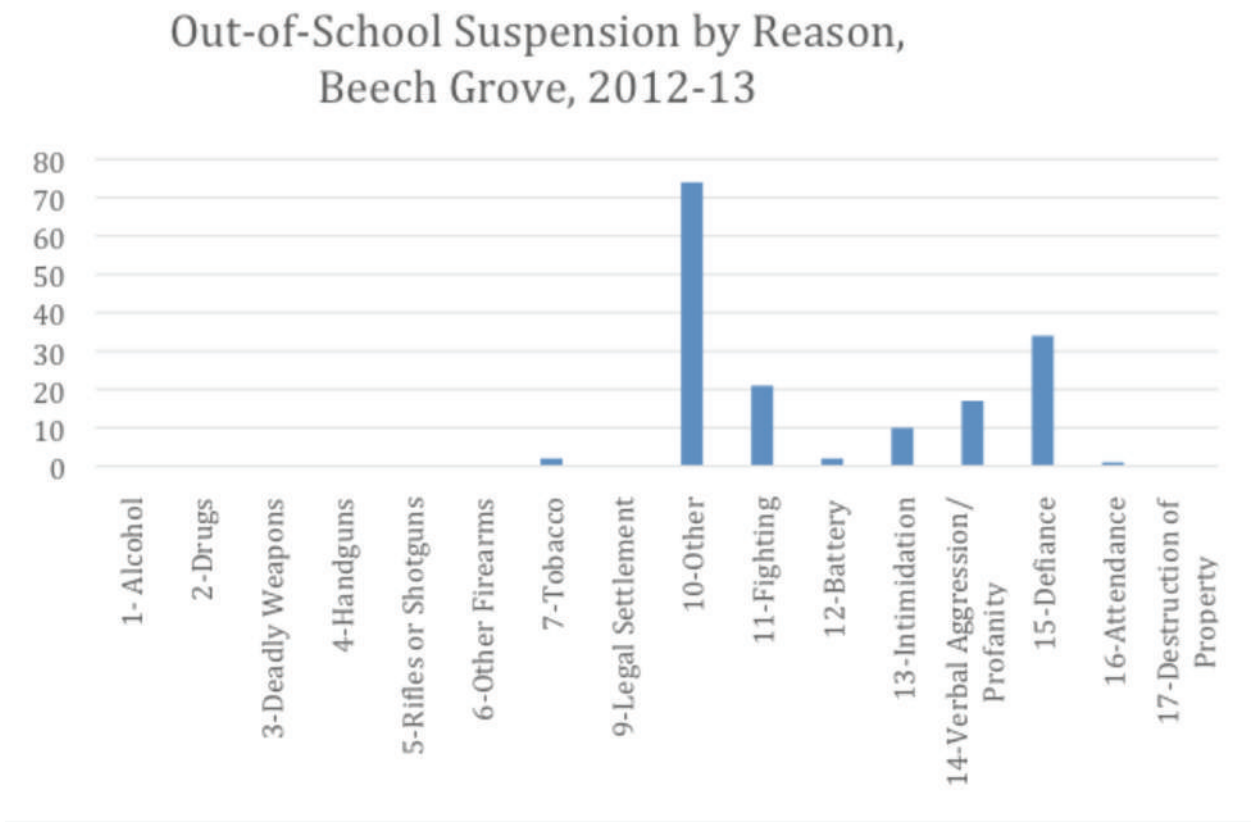
MSD Wayne Township



N=2163; Total student ADM = 14,804

In MSD Wayne Township, the three most commonly reported reasons for student out-of-school suspensions were "other," fighting, and verbal aggression. 743 out-of-school suspensions were for "other" (34%), 417 for fighting (19%), 263 for verbal aggression (12%), 249 for defiance (12%), 242 for intimidation (11%), 84 for battery (4%), 68 for drugs (3%), 46 for attendance (2%), 20 for tobacco (1%), 16 for destruction of property (1%), 11 for alcohol (1%), 3 for deadly weapons (less than 1%), and 1 for handgun (less than 1%). No students experienced out-of-school suspension for rifles/shotguns, other firearms, or legal settlement.

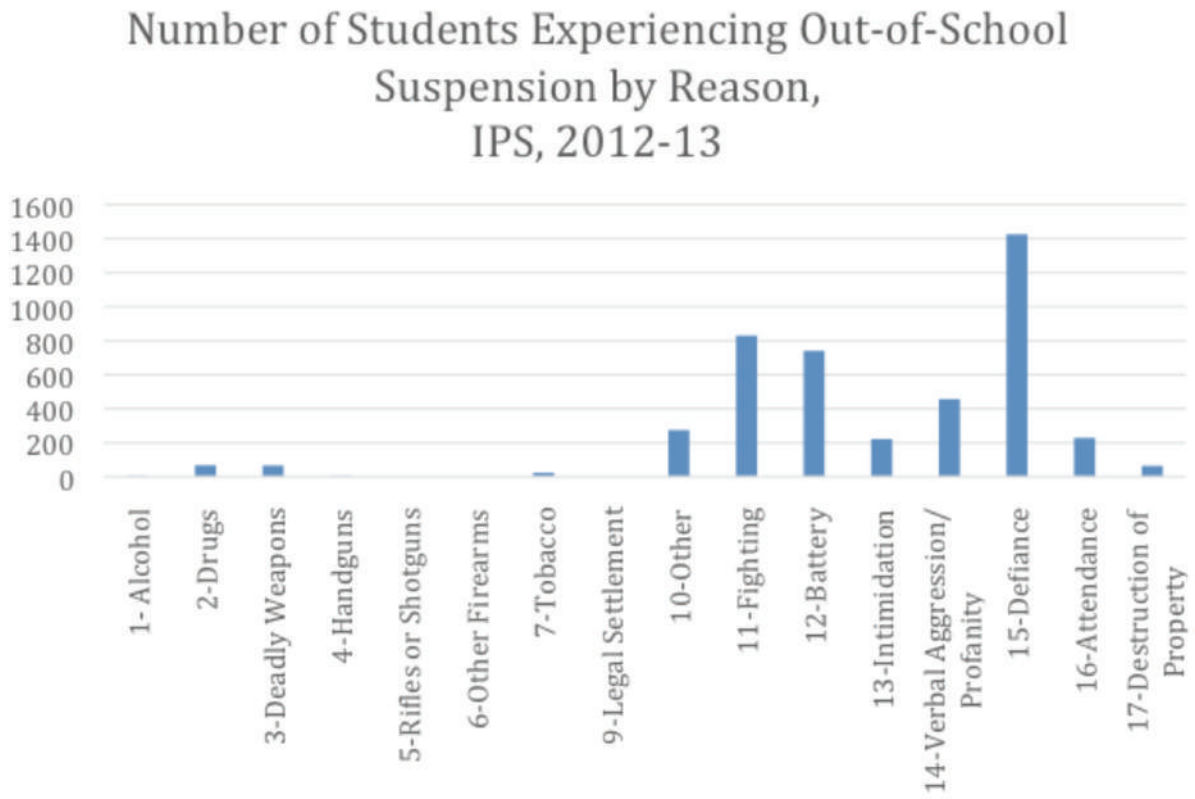
Beech Grove City Schools



N=161; Total student ADM = 2,667

In Beech Grove, the most common three reasons for students experiencing out-of-school suspension were "other," defiance, and fighting. 74 out-of-school suspensions were for "other" (46%), 34 for defiance (21%), 21 for fighting (12%), 17 for verbal aggression (11%), 10 for intimidation (6%), 2 for tobacco (1%), 2 for battery (1%), and one for attendance (1%). No students experienced out-of-school suspension for alcohol, drugs, deadly weapons, handguns, rifles/shotguns, other firearms, legal settlement, or for destruction of property.

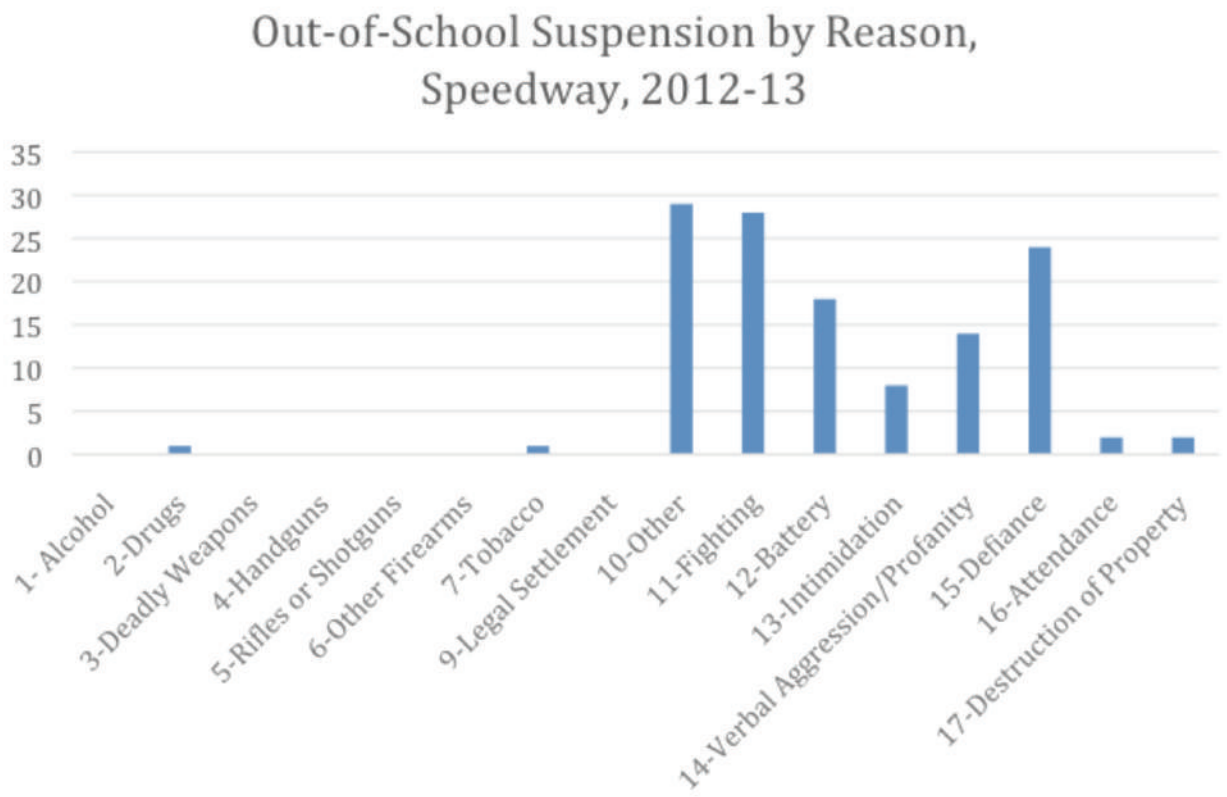
Indianapolis Public Schools



N=4415; Total student ADM = 30,872

For Indianapolis Public Schools, the most common three reasons for out-of-school suspension were defiance, fighting, and battery. 1425 out-of-school suspensions were for defiance (32%), 831 were for fighting (18%), 741 were for battery (17%), 457 were for verbal aggression (10%), 275 were for "other" (6%), 230 were for attendance (5%), 223 were for intimidation (5%), 68 were for drugs (2%), 67 were for deadly weapons (2%), 24 were for tobacco (1%), 4 were for alcohol (less than 1%), and 4 were for handguns (less than 1%).

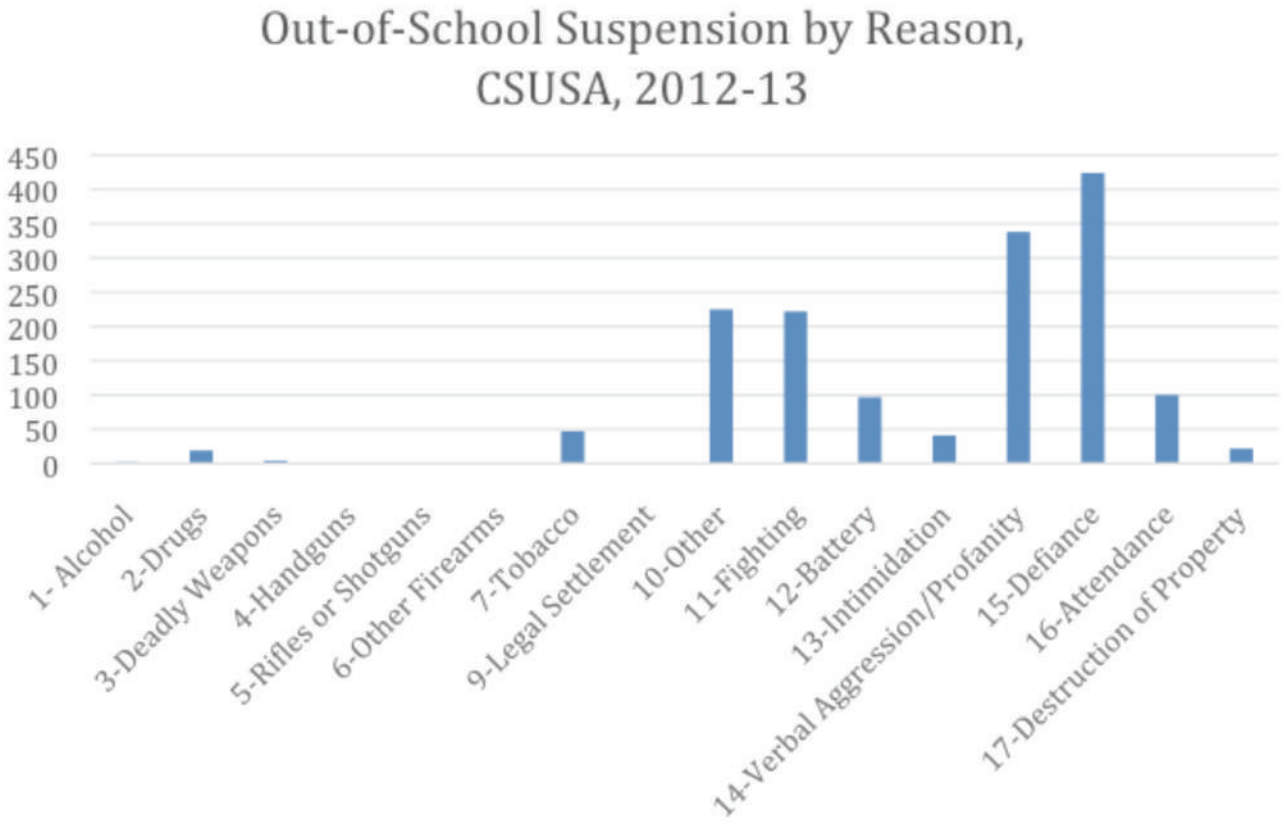
School Town of Speedway



N=161; Total student ADM = 2,667

In Speedway, the most common three reasons for students experiencing out-of-school suspension were "other," fighting, and defiance. 29 out-of-school suspensions were for "other" (22%), 28 for fighting (22%), 24 for defiance (19%), 18 for battery (14%), 14 for verbal aggression (11%), 8 for intimidation (6%), 2 for attendance (2%), 2 for destruction of property (1%), 1 for drugs (1%), and 1 for tobacco (1%). No students experienced out-of-school suspension for alcohol, deadly weapons, handguns, rifles/shotguns, other firearms, or legal settlement.

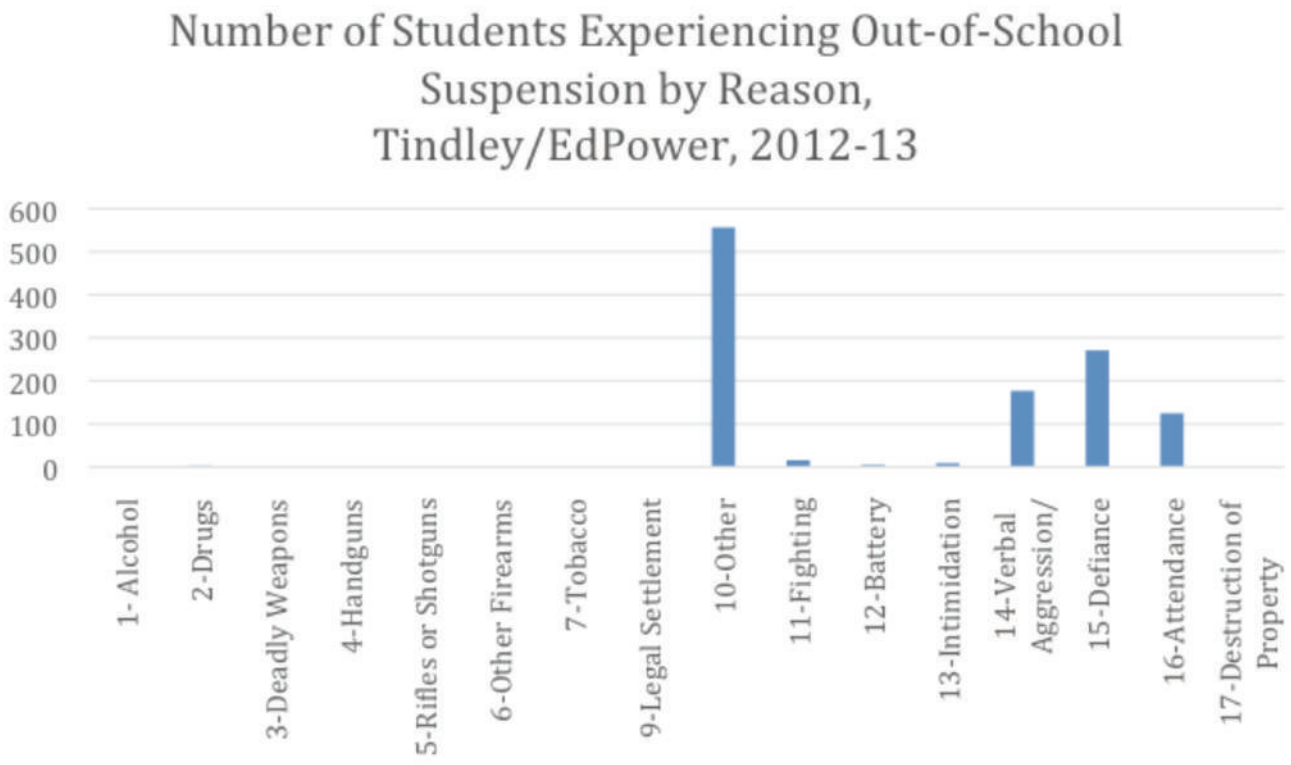
Charter Schools USA



N=1541; Total student enrollment=1447

For the Charter Organizer CSUSA, who operates *Emma Donnan Middle School*, *Emmerich Manual High School*, and *Thomas Carr Howe Community High School* in Indianapolis Public Schools through state intervention, the most common three reasons for students experiencing out-of-school suspension were defiance, verbal aggression, and other. 424 out-of-school suspensions were for defiance (28%), 338 for verbal aggression (22%), 225 for "other" (15%), 222 for fighting (14%), 100 for attendance (6%), 97 for battery (6%), 47 for tobacco (3%), 41 for intimidation (3%), 22 for destruction of property (1%), 19 for drugs (1%), 4 for deadly weapons (less than 1%), and 2 for alcohol (less than 1%).

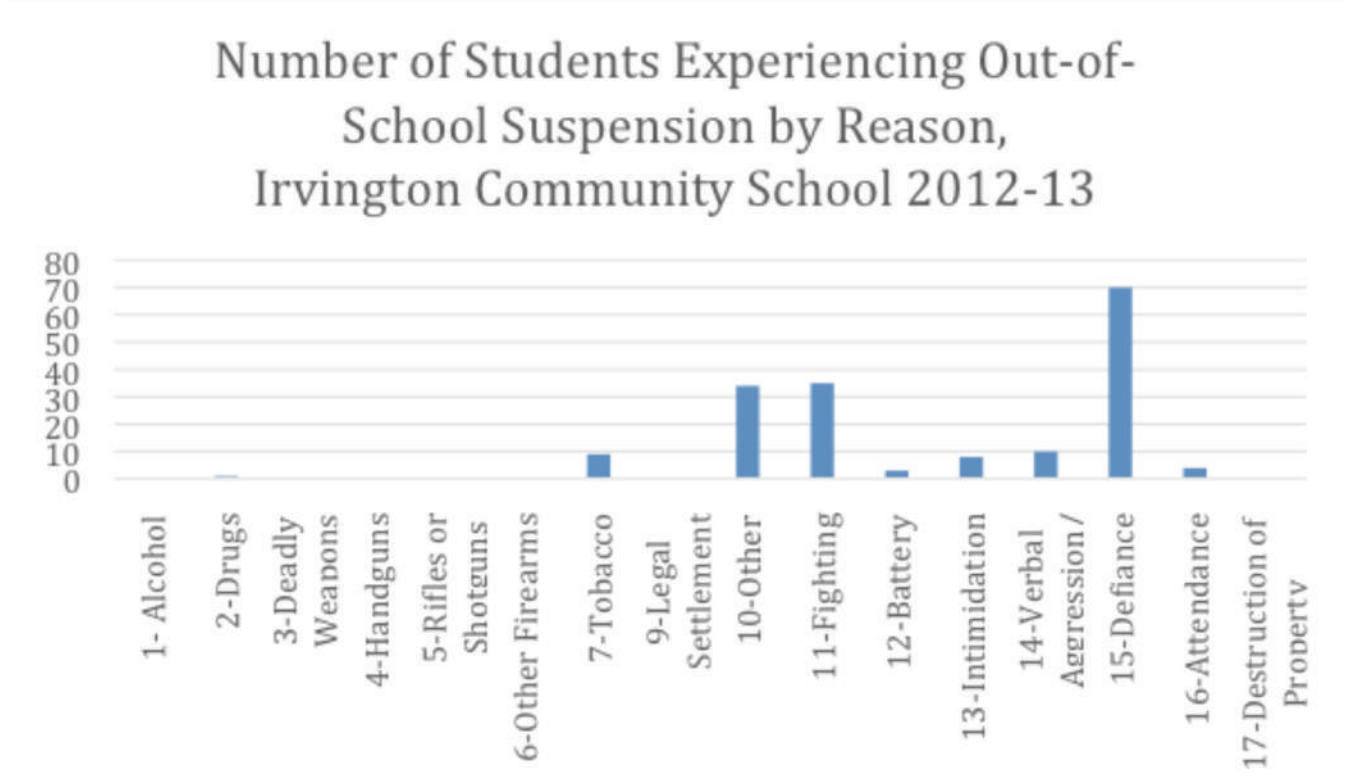
Tindley /EdPower



N=1165; Total student enrollment=1035

For the Charter School Organizier Tindley/EdPower, whose 2012-2013 data reflects operation of the Charter Schools *Charles A Tindley Accelerated School* and *Tindley Preparatory Academy* as well as Arlington High School in Indianapolis Public Schools, the most common three reasons for students experiencing out-of-school suspension were "other," defiance, and verbal aggression. 557 students experienced out-of-school suspension for "other" (48%), 271 for defiance (23%), 177 for verbal aggression (15%), 125 for attendance (11%), 16 for fighting (1%), 9 for intimidation (1%), 5 for battery (less than 1%), 3 for drugs (less than 1%), 1 for alcohol (less than 1%) and 1 for destruction of property (less than 1%). No students experienced out-of-school suspension for deadly weapons, handguns, rifles/shotguns, other firearms, tobacco, or legal settlement.

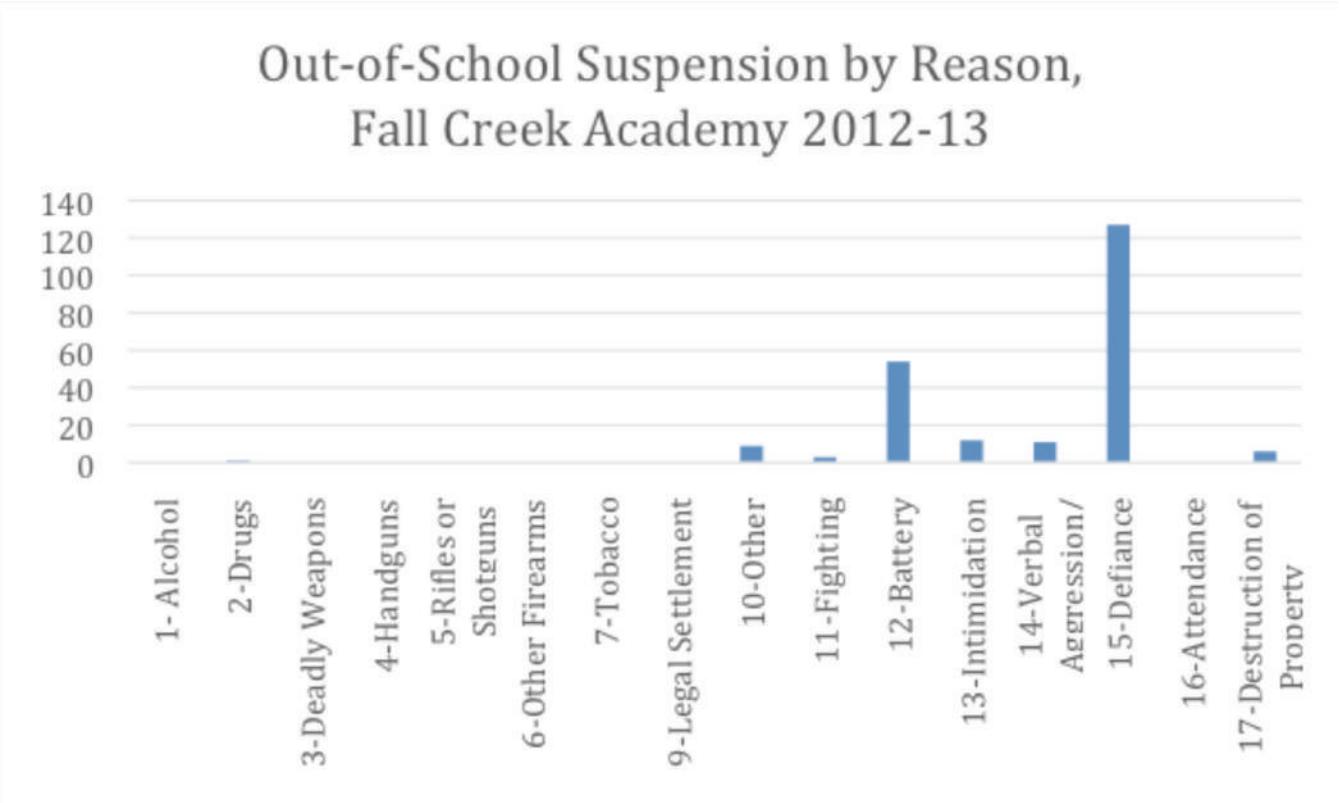
Irvington Community School



N=174; Total student ADM=975

For Irvington Community School, the most common three reasons for students experiencing out-of-school suspension were defiance, fighting, and "other." 70 out-of-school suspensions were for defiance (40%), 35 for fighting (20%) 34 for "other" (20%), 10 for verbal aggression, (6%), 9 for tobacco (5%), 8 for intimidation (5%), 4 for attendance (2%), 3 for battery (2%), and 1 for drugs (1%). No students experienced out-of-school suspension for alcohol, deadly weapons, handguns, rifles/shotguns, other firearms, legal settlement, or destruction of property.

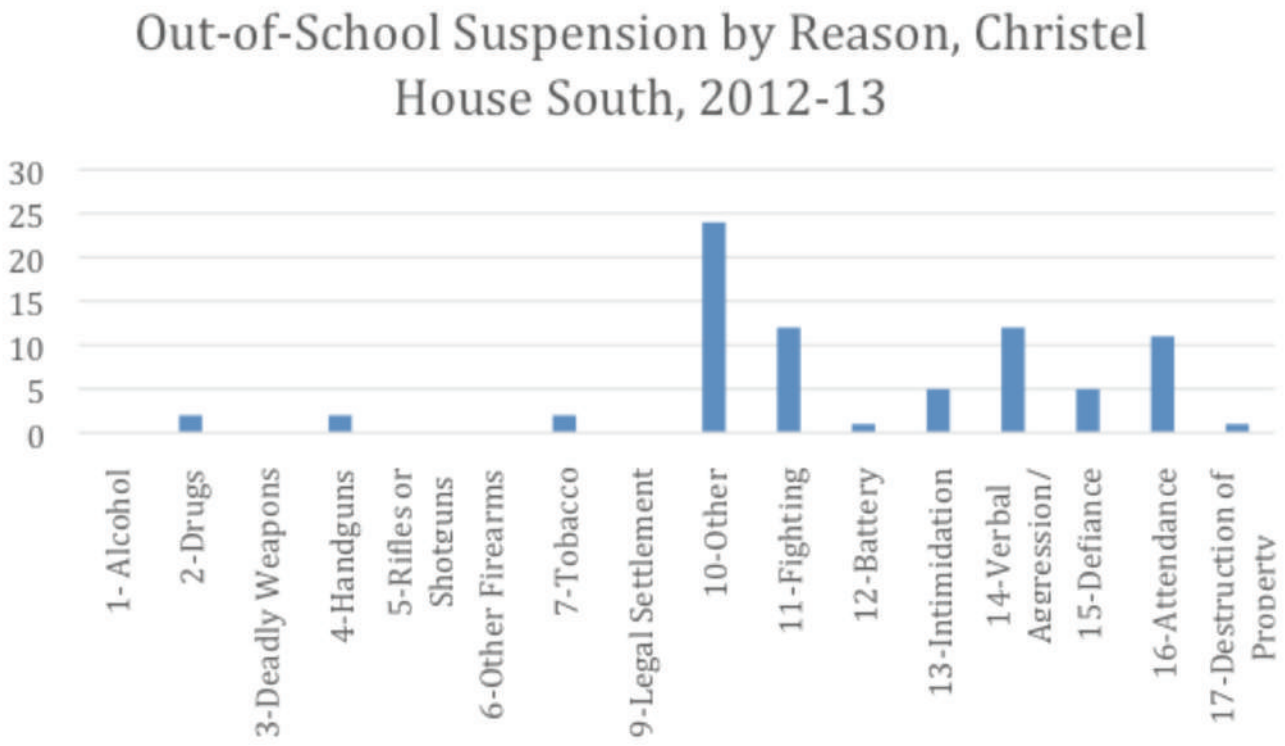
Fall Creek Academy



N=223; Total student ADM=403

For Fall Creek Academy, the most common three reasons for students experiencing out-of-school suspension were defiance, battery, and intimidation. 127 out-of-school suspensions were for defiance (57%), 54 for battery (24%), 12 for intimidation (5%), 11 for verbal aggression (5%), 9 for "other" (4%), 6 for destruction of property (3%), 3 for fighting (1%), and 1 for drugs (less than 1%). No students experienced out-of-school suspension for alcohol, deadly weapons, handguns, rifles/shotguns, other firearms, tobacco, legal settlement, or attendance.

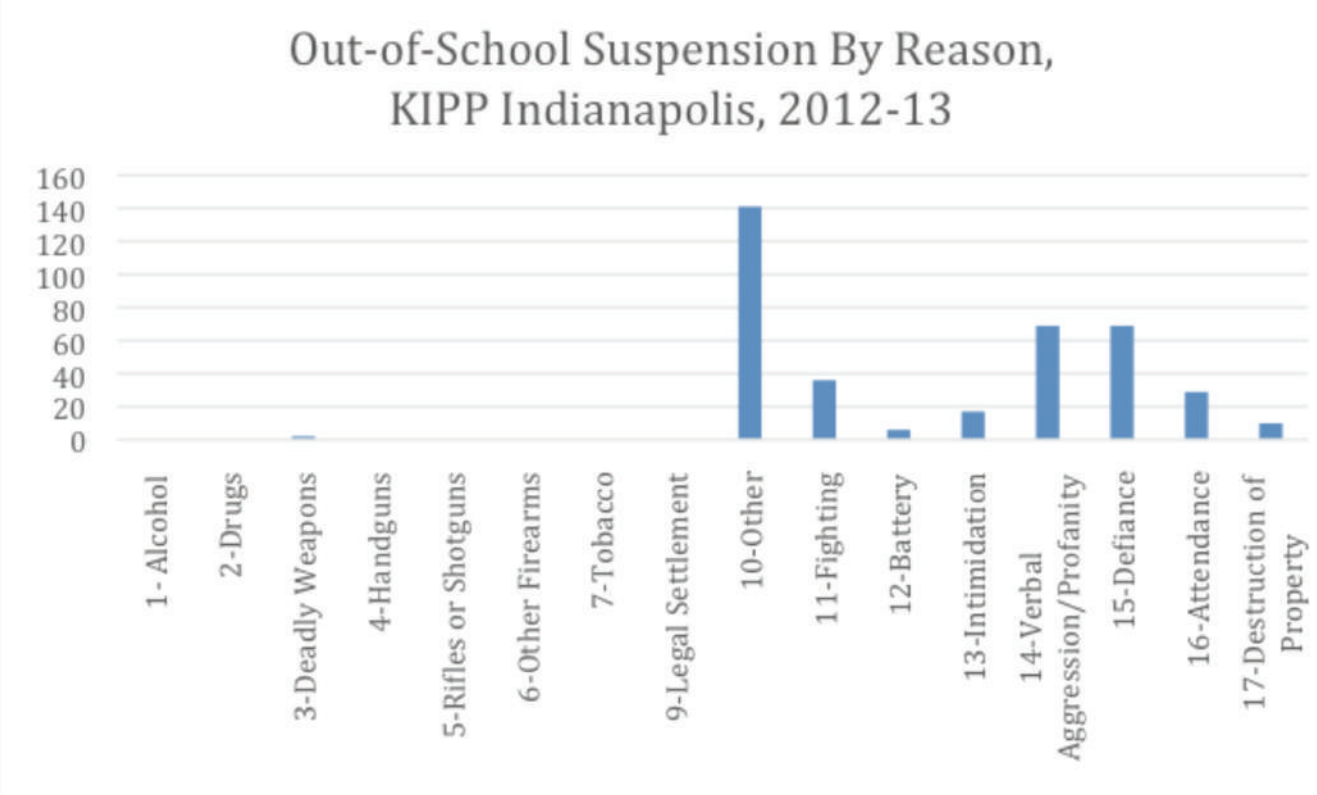
Christel House



N=77; Total student ADM=570

For Christel House South, the most common three reasons that students experienced out-of-school suspension were "other," fighting, and verbal aggression. 24 out-of-school suspensions were for "other" (31%), 12 for fighting (16%), 12 for verbal aggression (16%), 11 for attendance (14%), 5 for intimiation (6%), 5 for defiance (6%), 2 for drugs (3%), 2 for handguns (3%), 2 for tobacco (3%), 1 for battery (1%), and 1 for destruction of property (1%). No students experienced out-of-school suspension for alcohol, deadly weapons, rifles or shotguns, other firearms, or legal settlement.

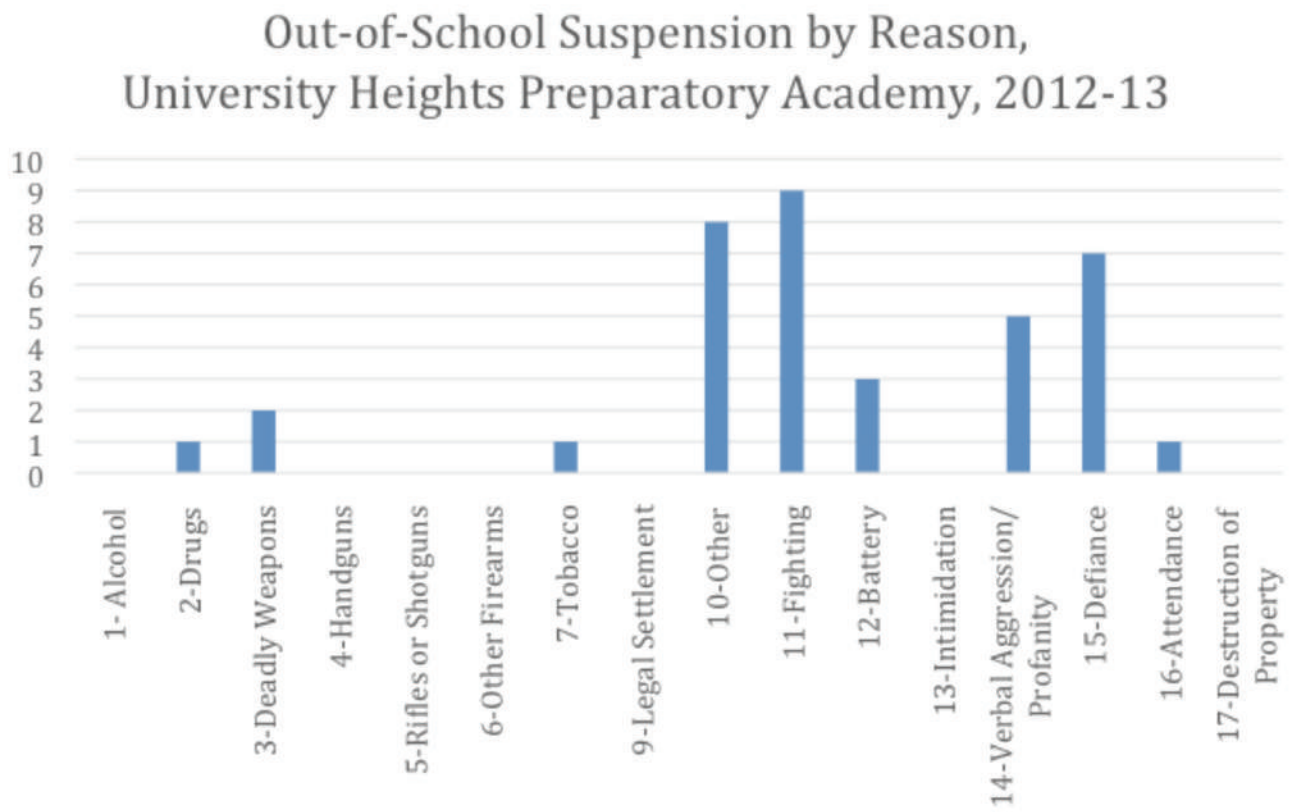
KIPP Indianapolis



N=379; Total student ADM=287

For KIPP Schools, the most common three reasons for students experiencing out-of-school suspension were "other," verbal aggression, and defiance. 141 out-of-school suspensions were for "other" (37%), 69 for verbal aggression (18%), 69 for defiance (18%), 36 for fighting (9%), 29 for attendance (8%), 17 for intimidation (4%), 10 for destruction of property (3%), 6 for battery (2%), and 2 for deadly weapons (1%). No students experienced out-of-school suspension for alcohol, drugs, handguns, rifles/shotguns, other firearms, tobacco, or legal settlement.

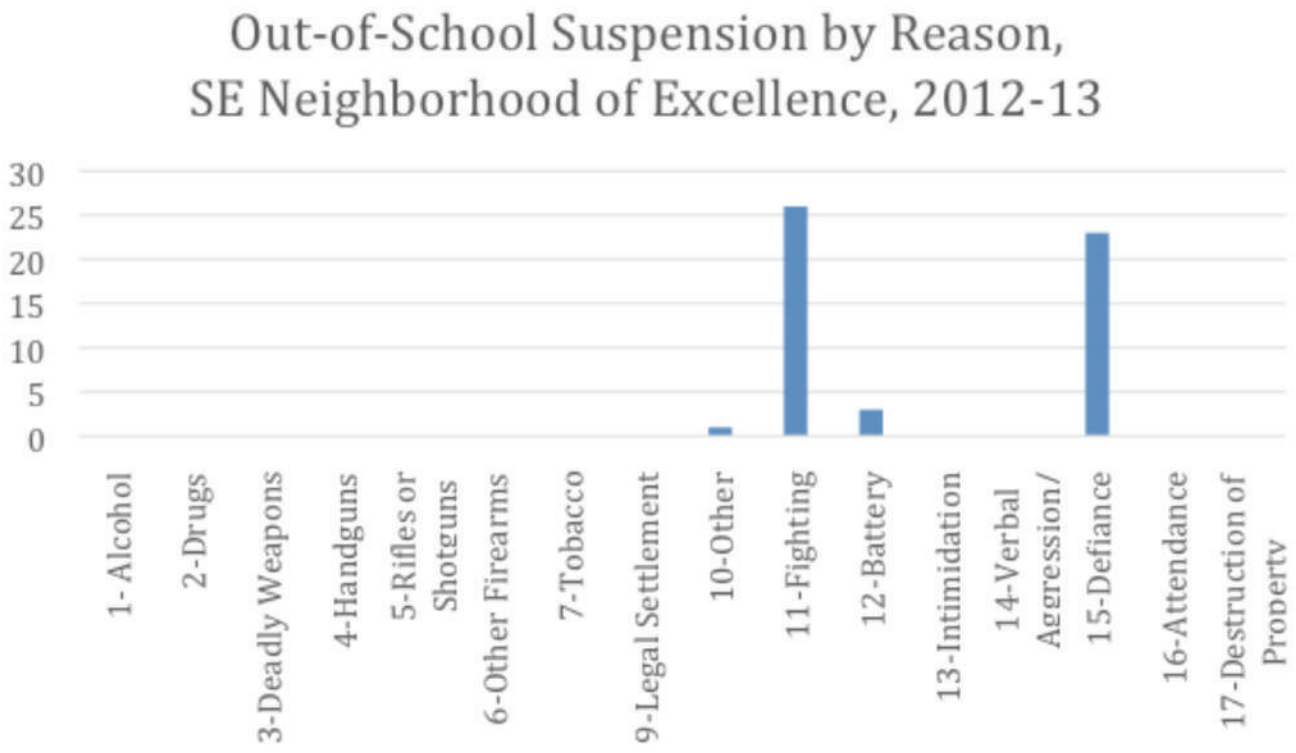
University Heights Preparatory Academy



N=37; Total student ADM=260

For University Heights Preparatory Academy, the most common three reasons for students experiencing out-of-school suspension were fighting, "other," and defiance. 9 out-of-school suspensions were for fighting (24%), 8 for "other" (22%), 7 for defiance (19%), 5 for verbal aggression (14%), 3 for battery (8%), 2 for deadly weapons (5%), 1 for drugs (3%), 1 for tobacco (3%), and 1 for attendance (1%). No students experienced out-of-school suspension for alcohol, handguns, rifles/shotguns, other firearms, legal settlement, intimidation, or destruction of property.

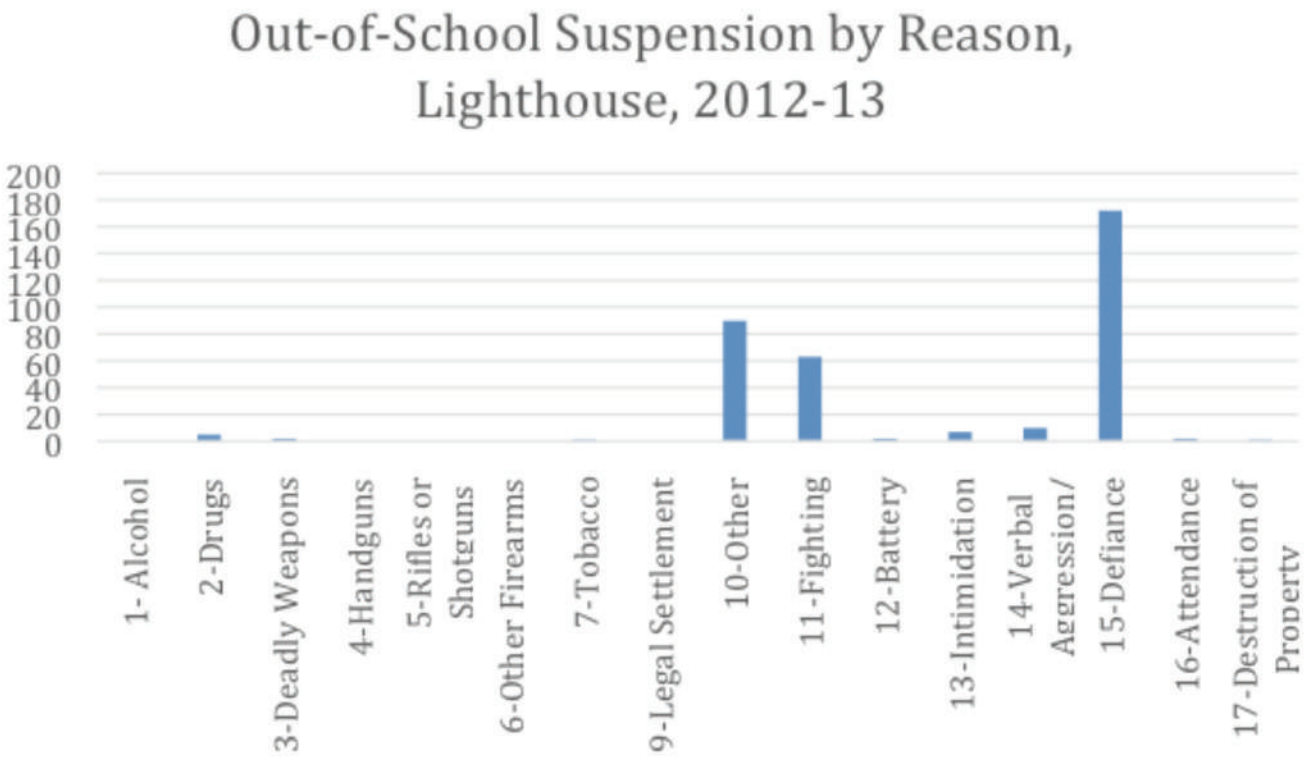
Southeast Neighborhood School of Excellence



N=53; Total student ADM =307

For SE Neighborhood of Excellence, the three most common reasons for students experiencing out-of-school suspension were fighting, defiance, and battery. 26 out-of-school suspensions were for fighting (50%), 23 for defiance (43%), 3 for battery (6%), and 1 for "other" (1%). No students experienced out of school suspension for alcohol, drugs, deadly weapons, handguns, rifles/shotguns, other firearms, tobacco, legal settlement, intimidation, verbal aggression, attendance, or destruction of property.

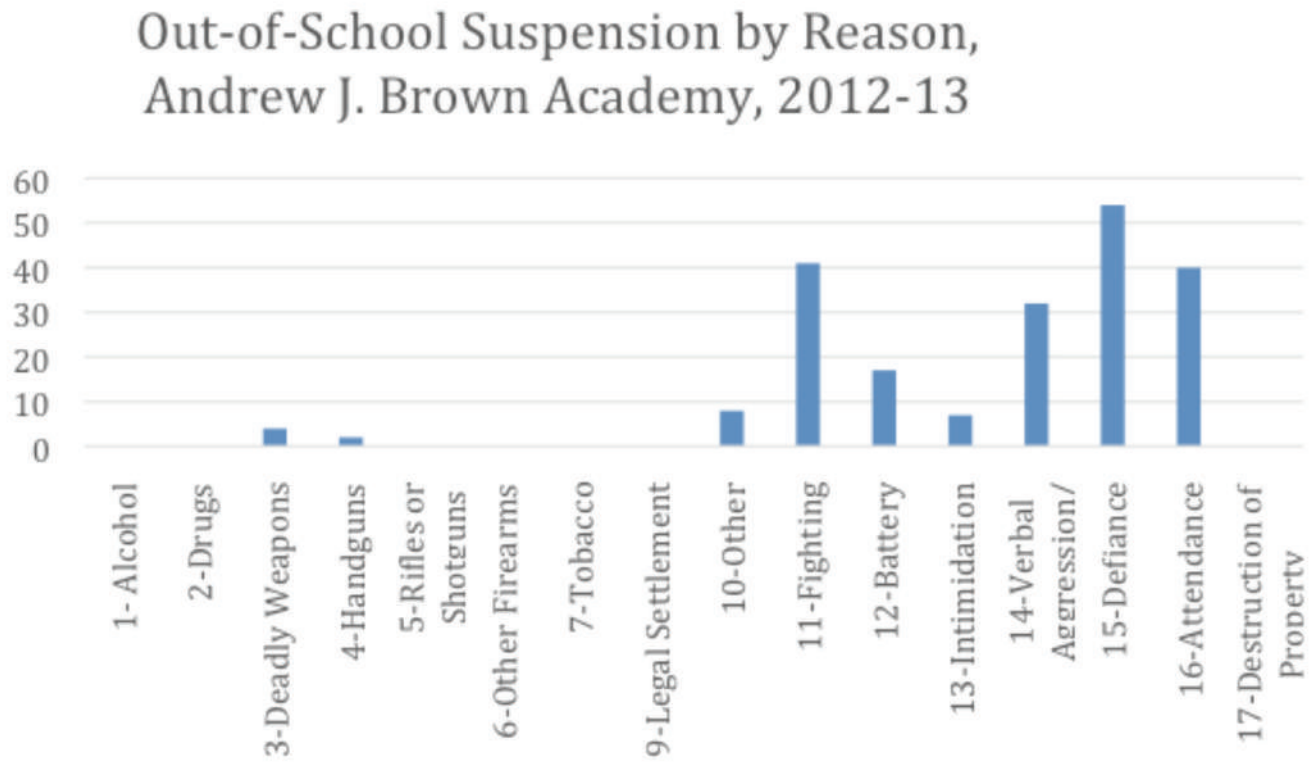
Lighthouse



N=355; Total student ADM=1220

For the two Lighthouse Academy Charter Schools of Indianapolis Lighthouse and Monument Lighthouse, the most common reasons for students experiencing out-of-school suspension were defiance, "other," and fighting. 172 out-of-school suspensions were for defiance (48%), 90 for "other" (25%), 63 for fighting (18%), 10 for verbal aggression (3%), 7 for intimidation (2%), 5 for drugs (1%), 2 for deadly weapons (1%), 2 for battery (2%), 2 for attendance (1%), 1 for tobacco (less than 1%), 1 for destruction of property (less than 1%). No students experienced out-of-school suspension for alcohol, handguns, rifles/shotguns, other firearms, or legal settlement.

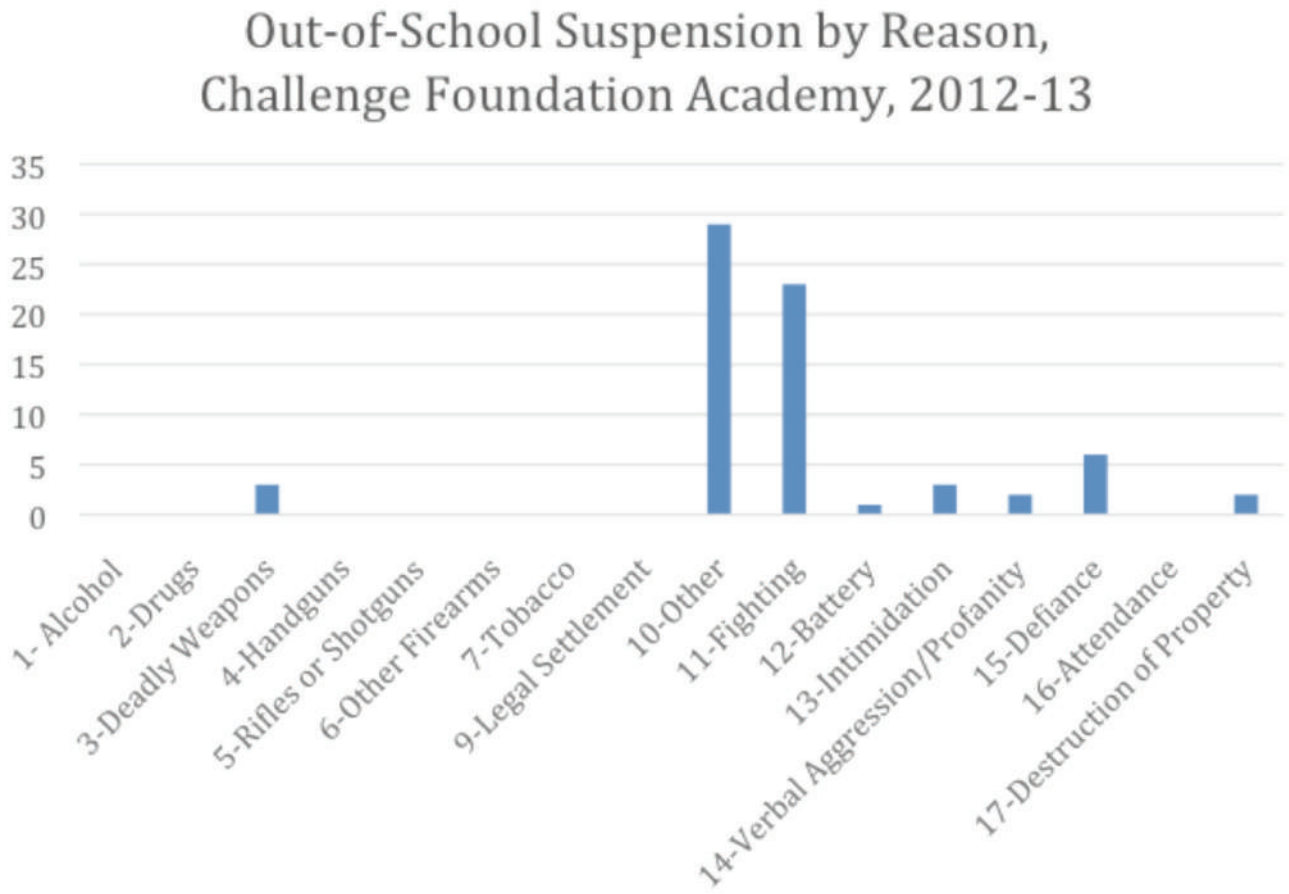
Andrew J. Brown Academy



N=205; Total student ADM=627

For Andrew J. Brown Academy, the most common three reasons for students experiencing out-of-school suspension were defiance, fighting, and attendance. 54 out-of-school suspensions were for defiance (26%), 41 for fighting (20%), 40 for attendance (20%), 32 for verbal aggression (16%), 17 for battery (8%), 8 for "other" (4%), 7 for intimidation (3%), 4 for deadly weapons (2%), 2 for handguns (1%). No students experienced out-of-school suspension for alcohol, drugs, rifles/shotguns, other firearms, tobacco, legal settlement, or destruction of property.

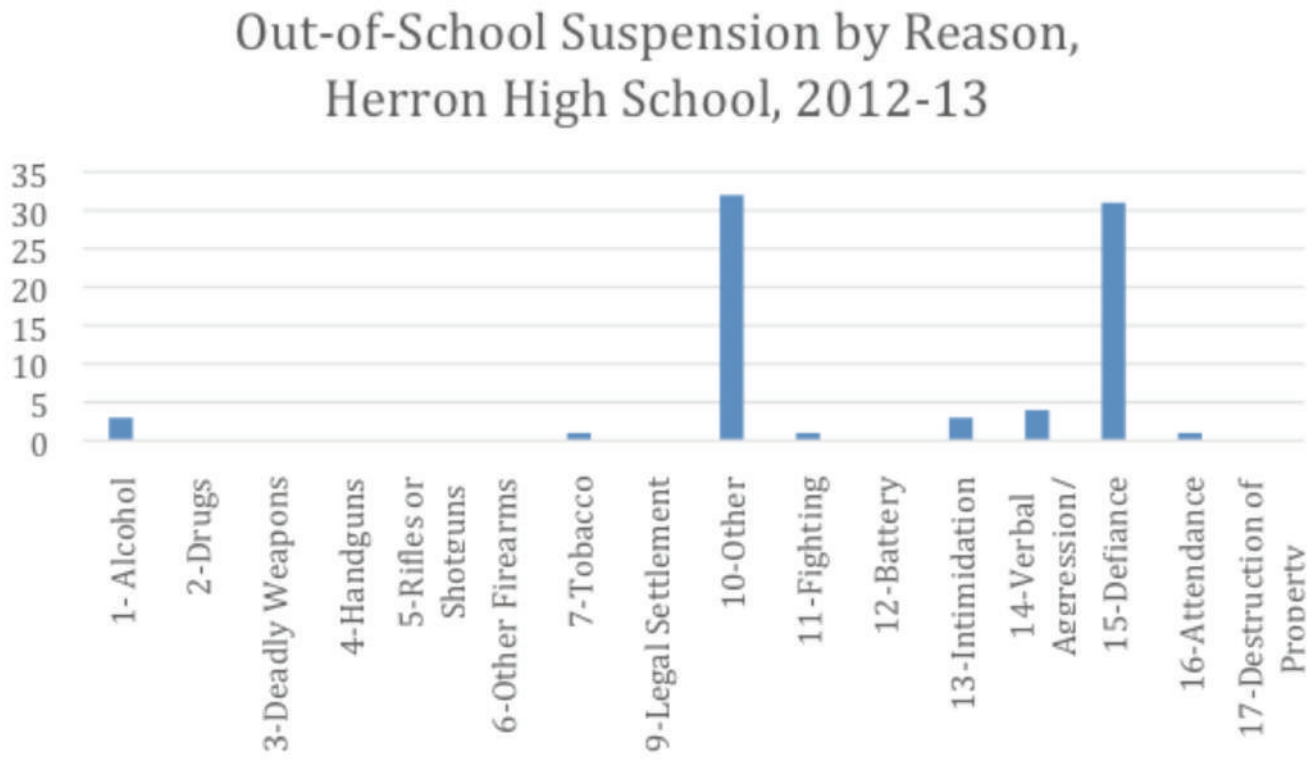
Challenge Foundation Academy



N=69; Total student ADM=441

For Challenge Foundation Academy, the most common reasons for students experiencing out-of-school suspension were "other," fighting, and defiance. 29 out-of-school suspensions were for "other" (42%), 23 for fighting (33%), 6 for defiance (9%), 3 for deadly weapons (4%), 3 for intimidation (4%), 2 for verbal aggression (3%), 2 for destruction of property (3%), and 1 for battery (1%). No students experienced out-of-school suspension for alcohol, drugs, handguns, rifles/shotguns, other firearms, tobacco, legal settlement, or attendance.

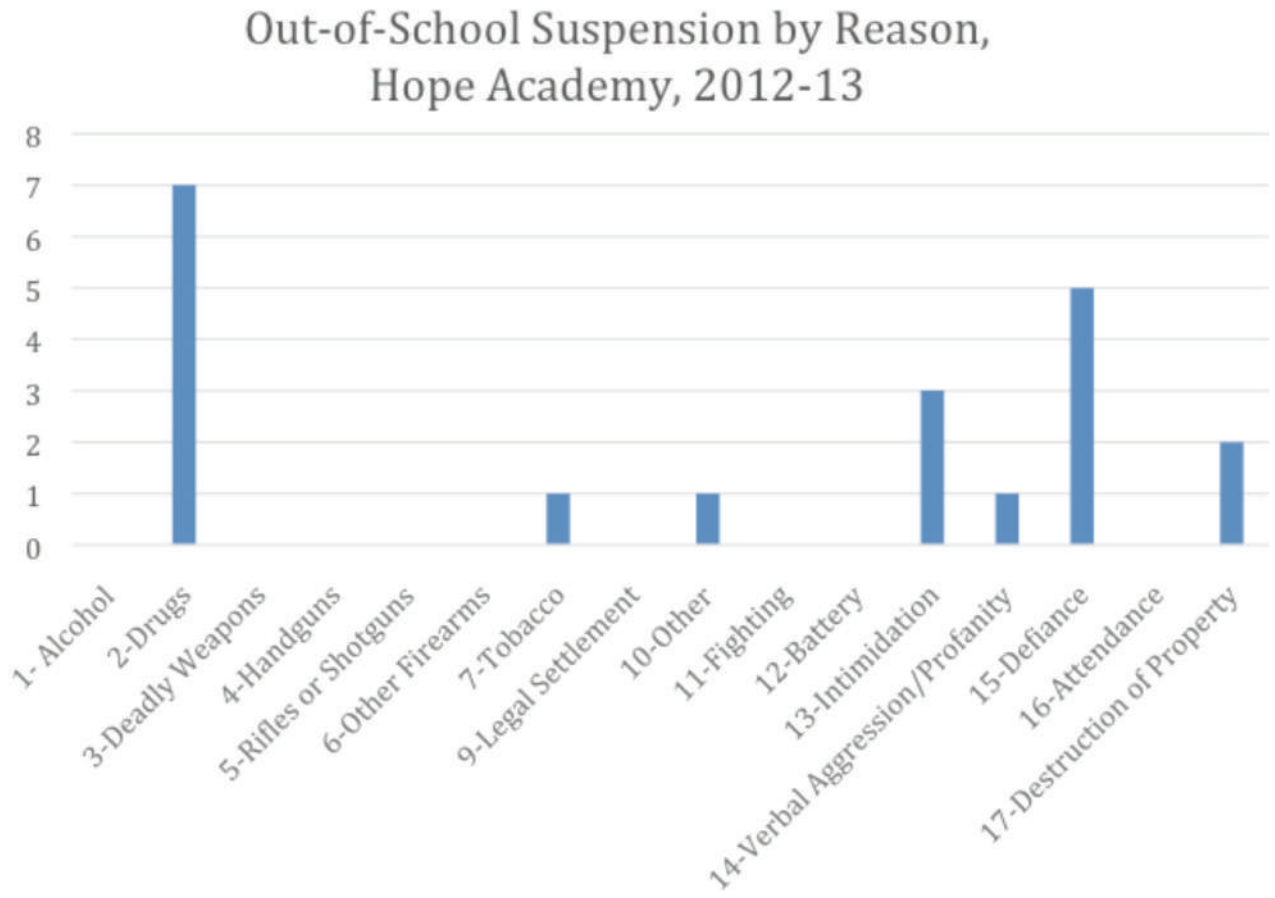
Herron High School



N=76; Total student ADM=596

For Herron High School, the most common three reasons for students experiencing out-of-school suspension were "other," defiance, and verbal aggression. 32 out-of-school suspensions were for "other" (42%), 31 for defiance (41%), 4 for verbal aggression (5%), 3 for alcohol (4%), 3 for intimidation (4%), 1 for tobacco (1%), 1 for fighting (1%), 1 for attendance (1%). No students experienced out-of-school suspension for drugs, deadly weapons, handguns, rifles/shotguns, other firearms, legal settlement, battery, or destruction of property.

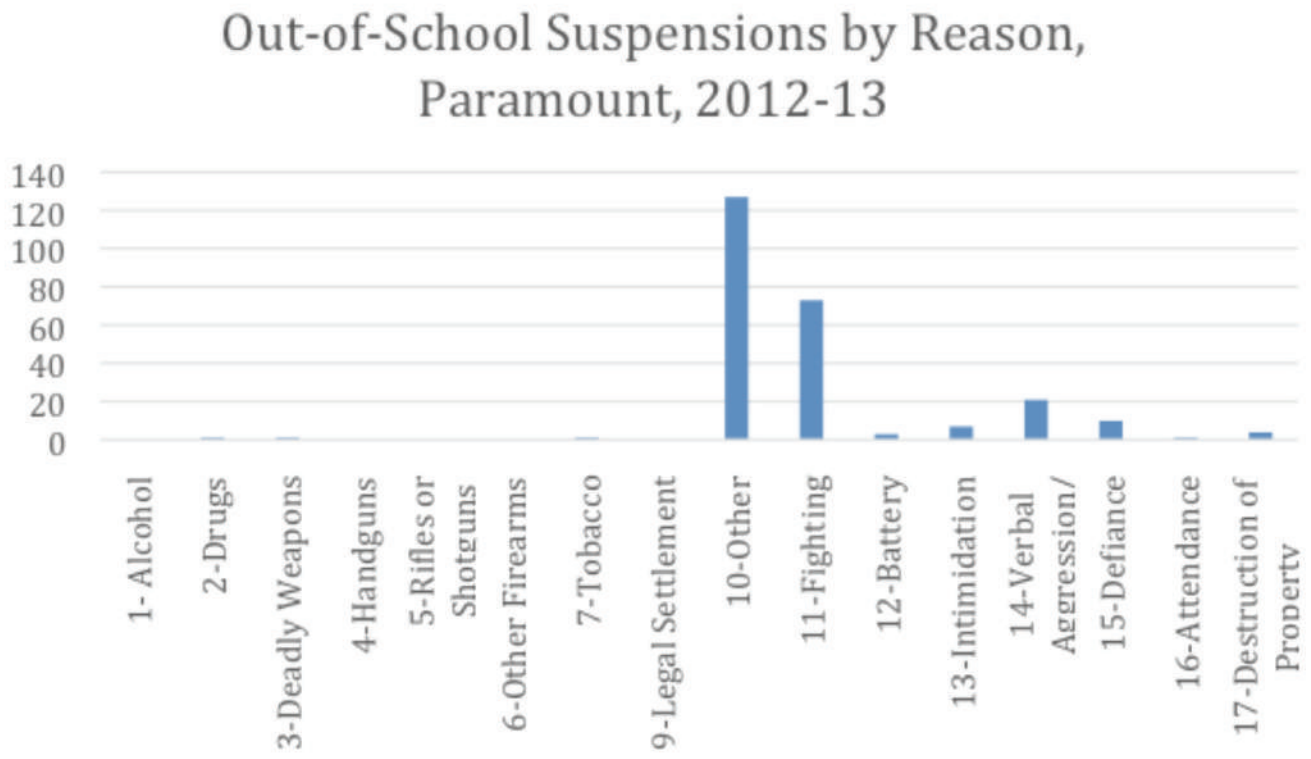
Hope Academy



N=20; Total student ADM=47

For Hope Academy, the most common three reasons students experienced out-of-school suspension were drugs, defiance, and intimidation. 7 out-of-school suspensions were for drugs (35%), 5 for defiance (25%), 3 for intimidation (15%), 2 for destruction of property (10%), 1 for tobacco (1%), 1 for "other" (1%), and 1 for verbal aggression (1%). No students experienced out-of-school suspension for alcohol, deadly weapons, handguns, rifles/shotguns, other firearms, legal settlement, fighting, battery, or attendance.

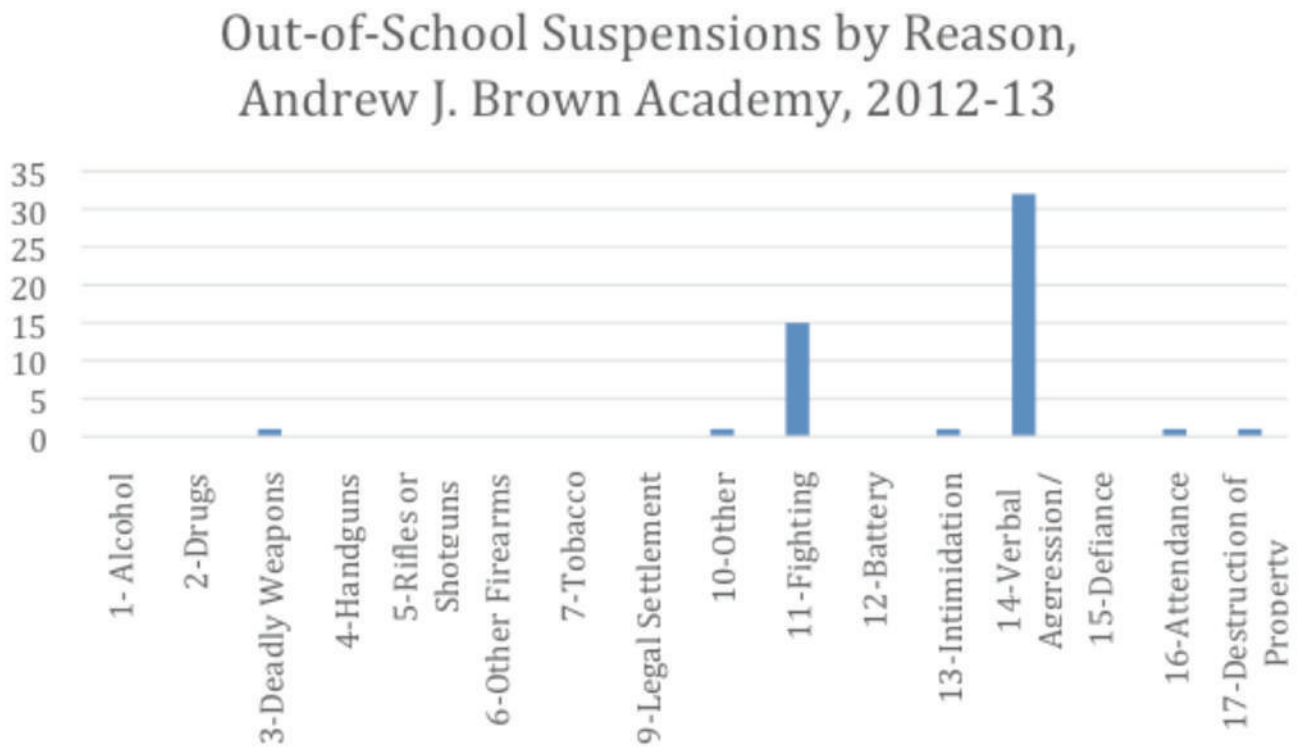
Paramount School of Excellence



N=249; Total student ADM=1460

For Paramount Charter School, the most common reasons for students experiencing out-of-school suspensions were "other," fighting, and verbal aggression. 127 out-of-school suspensions were for "other" (51%), 73 for fighting (29%), 21 for verbal aggression (8%), 10 for defiance (4%), 7 for intimidation (3%), 4 for destruction of property (2%), 3 for battery (1%), 1 for drugs (less than 1%), 1 for tobacco (less than 1%), and 1 for attendance (less than 1%). No students experienced out-of-school suspension for alcohol, handguns, rifles/shotguns, other firearms, or legal settlement.

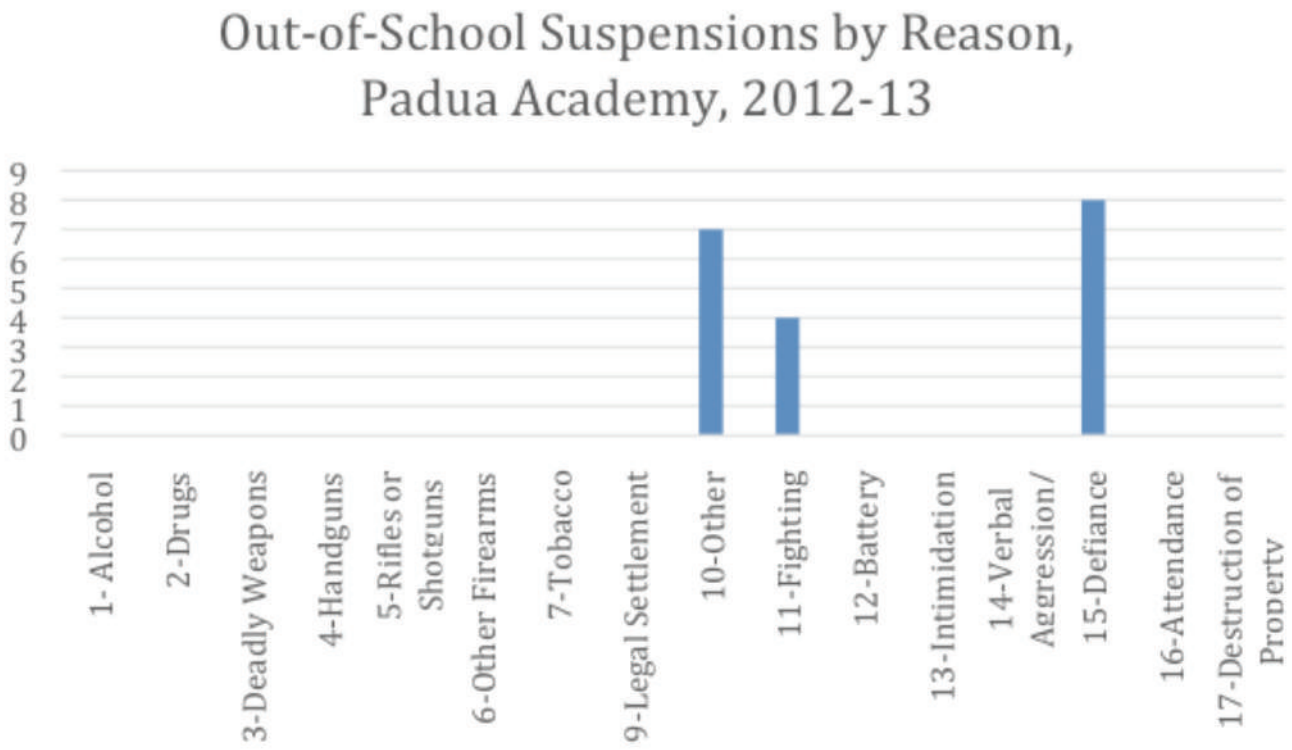
Andrew J. Brown Academy



N=52; Total student ADM=183

For Andrew J. Brown Academy, the most common reasons for students experiencing out-of-school suspension were verbal aggression, fighting, and deadly weapons. 32 out-of-school suspensions were for verbal aggression (62%), 15 for fighting (29%), 1 for deadly weapons (2%), 1 for "other" (2%), 1 for attendance (2%), and 1 for destruction of property (2%). There were no out-of-school suspension for alcohol, drugs, handguns, rifles/shotguns, other firearms, tobacco, legal settlement, battery, or defiance.

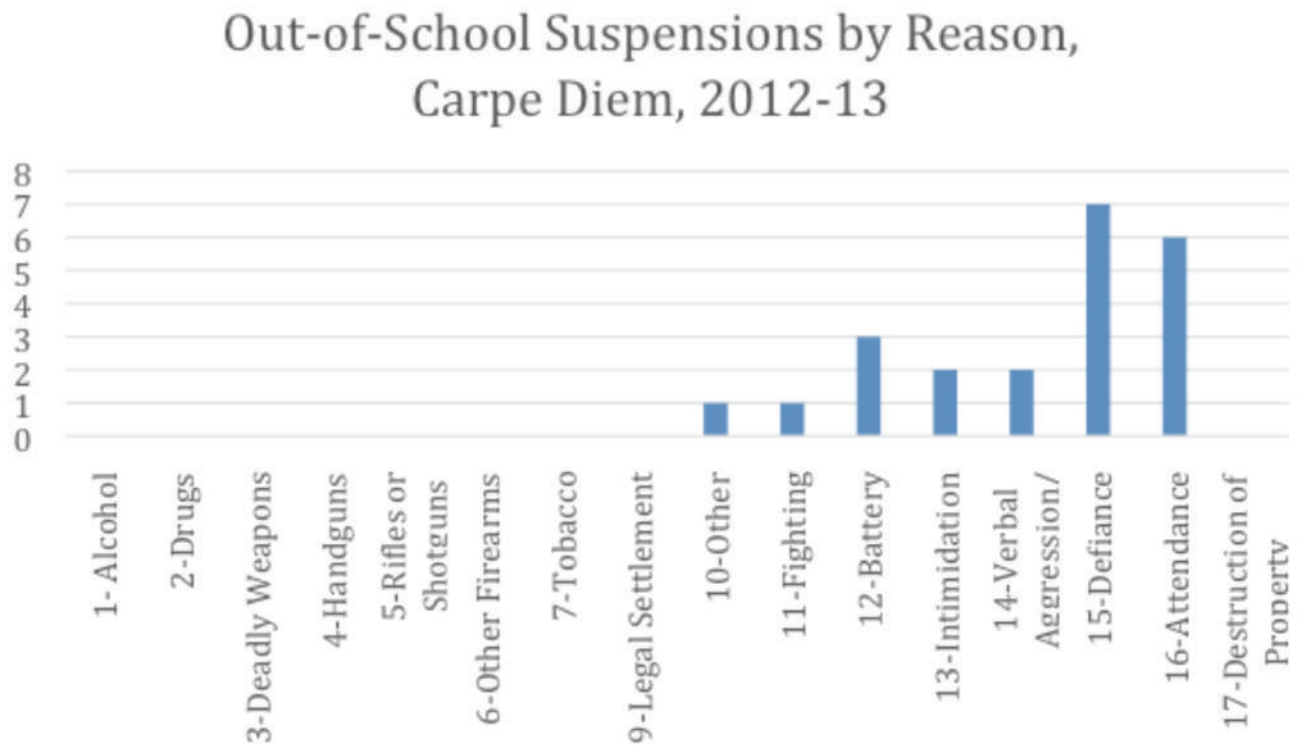
Padua Academy



N=19; Total student ADM=158

For Padua Academy, the most common three reasons for out-of-school suspension were defiance, "other," and fighting. 8 out-of-school suspensions were for defiance (42%), 7 for "other" (36%), and 4 for fighting (21%). There were no out-of-school suspensions for alcohol, drugs, deadly weapons, handguns, rifles/shotguns, other firearms, tobacco, legal settlement, battery, intimidation, verbal aggression, attendance, or destruction of property.

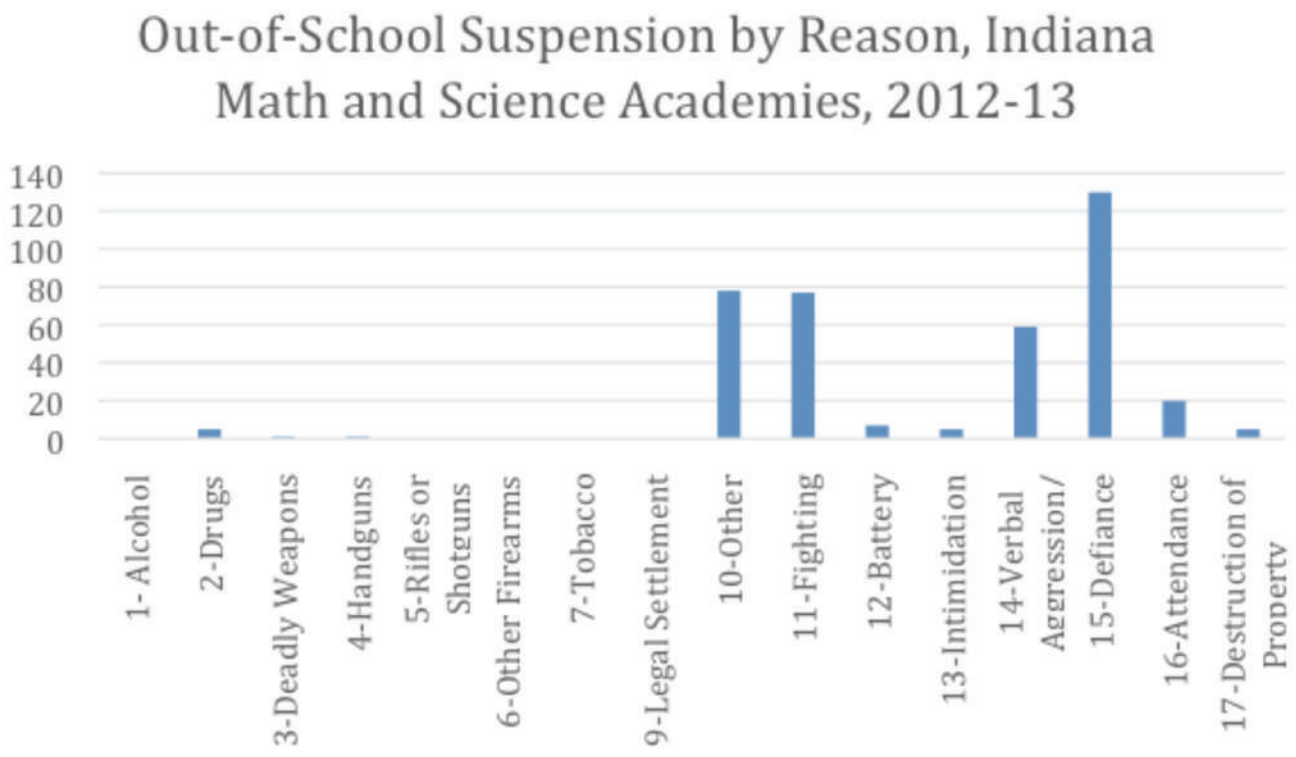
Carpe Diem Collegiate High School



N=22; Total student ADM=43

For Carpe Diem Collegiate High School, the three most common reasons for students experiencing out-of-school suspension were defiance, attendance, and battery. 7 out-of-school suspensions were for defiance (32%), 6 for attendance (27%), 3 for battery (13%), 2 for intimidation (9%), 2 for verbal aggression (9%), 1 for "other" (5%), and 1 for fighting (5%). No students experienced out-of-school suspension for alcohol, drugs, deadly weapons, handguns, rifles/shotguns, other firearms, tobacco, legal settlement, or destruction of property.

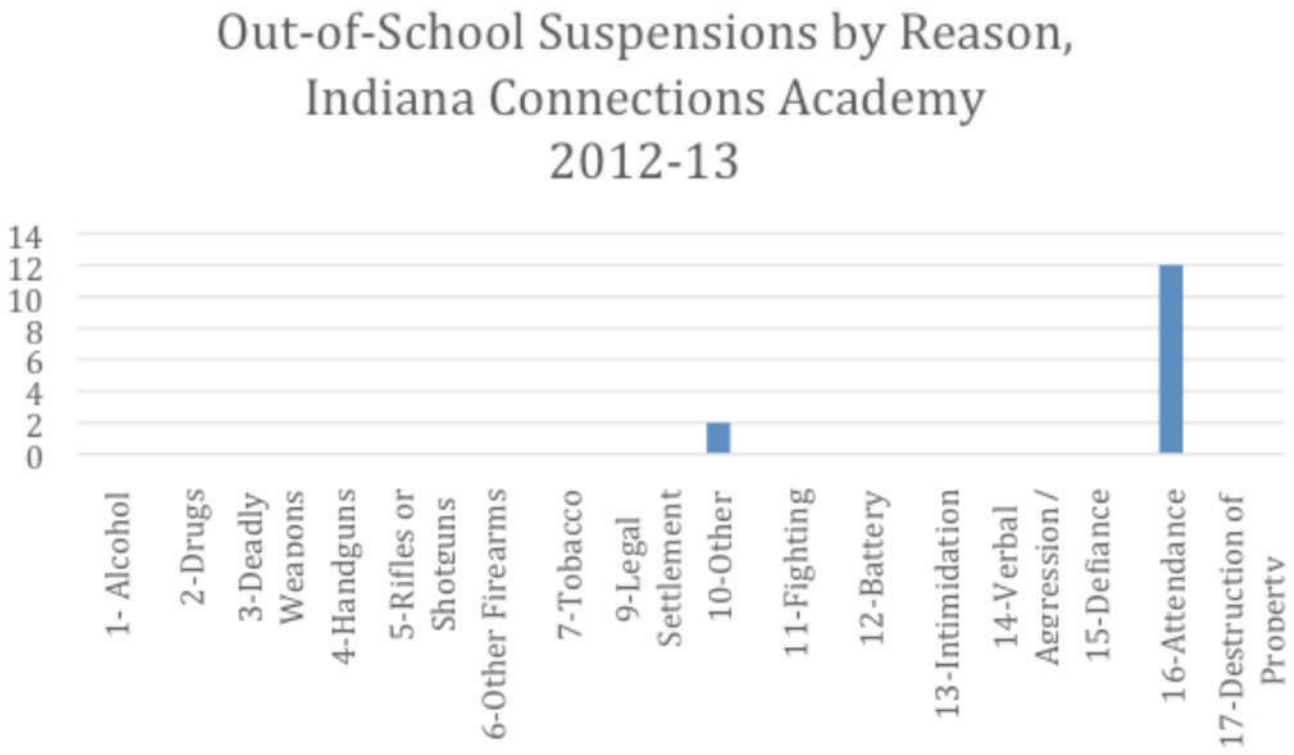
Indiana Math and Science Academies



N=388; Total student ADM=971

For the two Indiana Math and Science Academies serving student in the 2012-2013, *Indiana Math & Science Academy North* and *Indiana Math and Science Academy*, the most common three reasons for students experiencing out-of-school suspension were defiance, "other," and fighting. 130 out-of-school suspensions were for defiance (34%), 78 for "other" (20%), 77 for fighting (20%), 59 for verbal aggression (15%), 20 for attendance (5%), 7 for battery (2%), 5 for drugs (1%, 5 for intimidation (1%), 1 for deadly weapons (less than 1%), and 1 for destruction of property (less than 1%). No students experienced out-of-school suspension for alcohol, rifles/shotguns, other firearms, tobacco, or legal settlement.

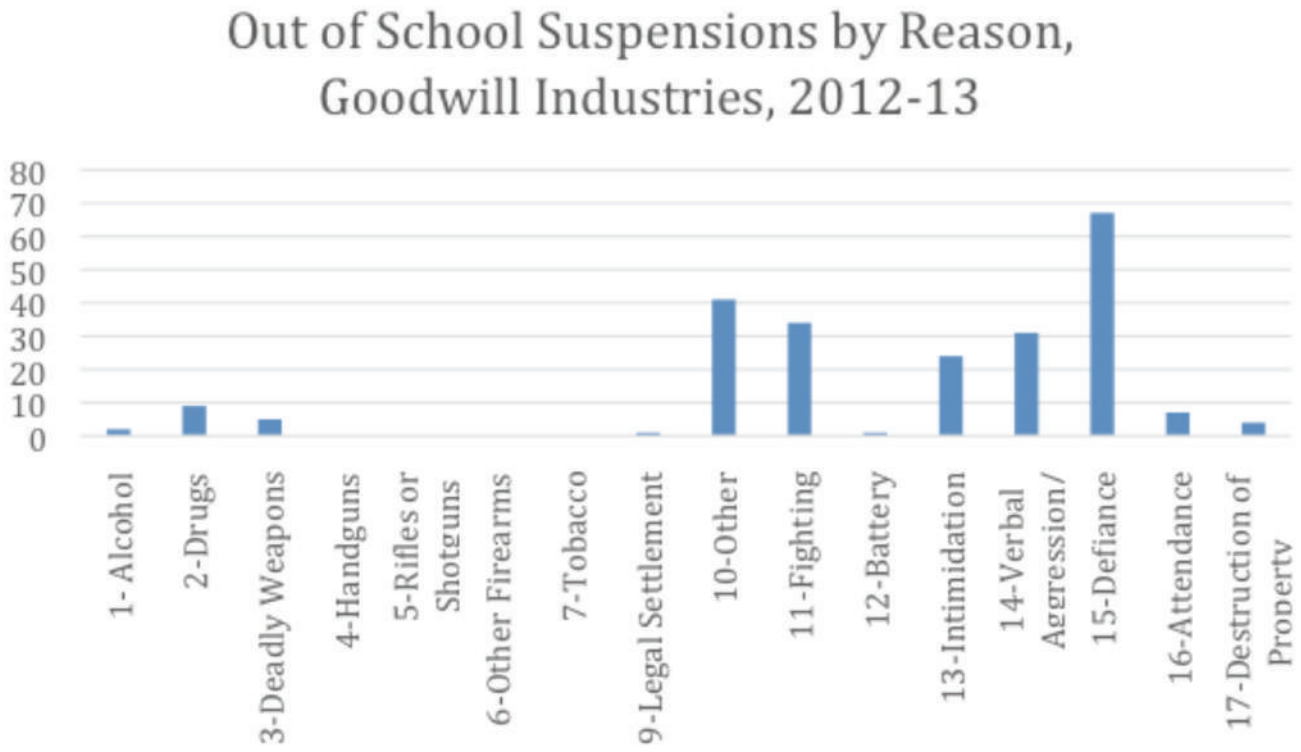
Indiana Connections Academy



N=14; Total student ADM=2,102

For Indiana Connections Academy, there were only two reasons that students experienced out-of-school suspensions, attendance and "other." 12 out-of-school suspensions were for attendance (86%), and 2 were for "other" (14%).

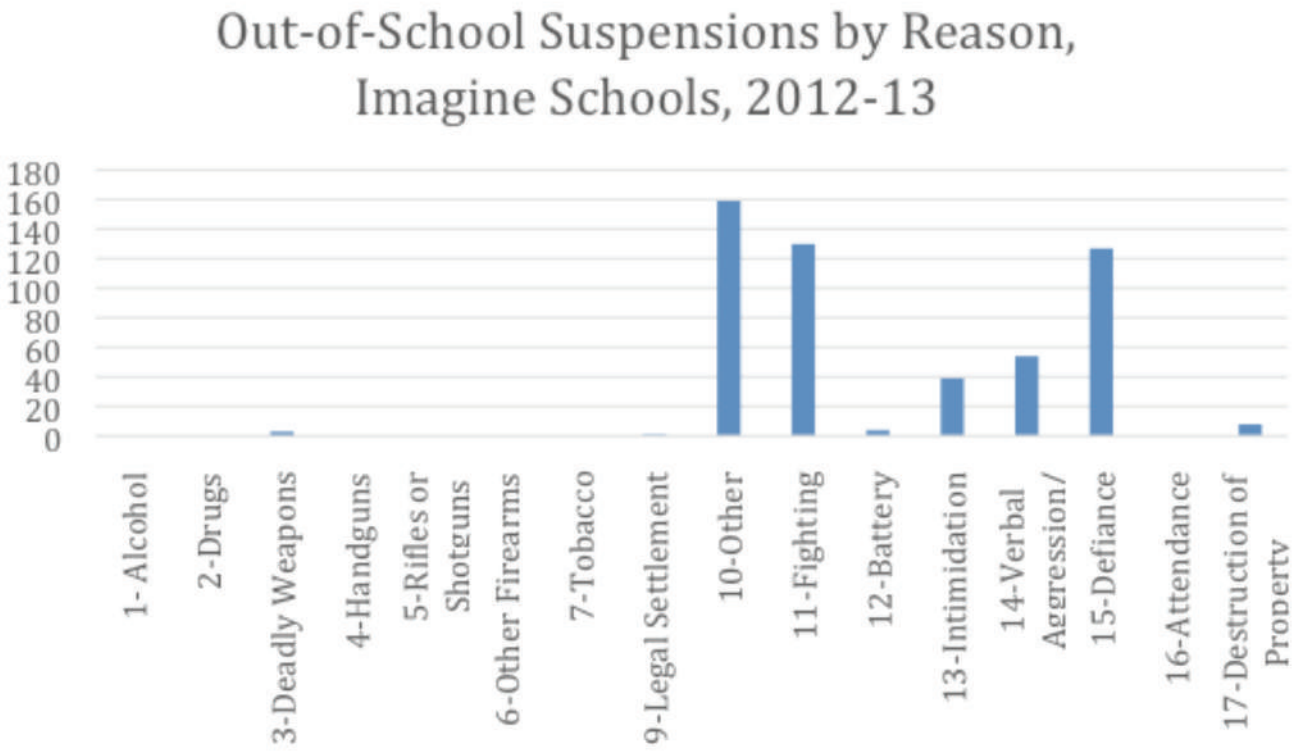
Goodwill Industries (Excel Center & Indianapolis Metropolitan Academy)



N=226; Total student ADM=1,432

Goodwill Industries Charter Schools, Indianapolis Metropolitan and the Excel Center in Indianapolis, showed defiance, "other," and fighting as the most common reasons for out-of-school suspension. 67 out-of-school suspensions were for defiance (30%), 41 were for "other" (18%), 34 for fighting (15%), 31 for verbal aggression (14%), 24 for intimidation (11%0, 9 for drugs (4%), 7 for attendance (4%), 5 for deadly weapons (2%), 4 for destruction of property (2%), 2 for alcohol (1%), 1 for legal settlement (less than 1%), and 1 for battery (1%).

Imagine Life Sciences Academies



N=525; Total student ADM=1201

For Imagine Schools, *Imagine Life Sciences Academy West* and Imagine *Life Sciences Academy East*, the most common reasons for students experiencing out-of-school suspension were "other," fighting, and defiance. 159 out-of-school suspensions were for "other" (30%), 130 for fighting (25%), 127 for defiance (24%), 54 for verbal (10%), 39 for intimidation (7%), 8 for destruction (2%), 4 for battery (1%), 3 for deadly weapons (1%), and 1 for legal settlement (less than 1%). No students experienced out-of-school suspension for alcohol, drugs, handguns, rifles/shotguns, other firearms, tobacco, or attendance.

APPENDIX C

Federally Qualified Health Centers (FQHC)*
Agencies provided some demographics and work load data^

SURVEY RESPONDENTS	
ORGANIZATION	RESPONDED
100 Black Men of Indianapolis	X
American Business Corp	
Big Brothers Big Sisters	X
Boys & Girls Club of Indianapolis	
Boys II Men	X
Camp Voyageur	
Care for Kids Foundation	
Center for Leadership Development	X
Community Alliance of the Far Eastside (CAFÉ)	X
Concord Neighborhood Center	
Covering Kids - H&H	
D.R.E.A.M. Alive, Inc.	
EmployIndy	
Eskenazi-Midtown	
Eskenazi-Violence prevention	
Forest Manor Multi Service Center	X
Forest Manor Multi Service Center Indiana Juvenile Justice AIM	X
Future Promises	
Glenn Howard Junior Golf Program of Indianapolis	
Good News Ministries	
Great Commission Church of God Young Men, Inc.	
Hamilton Center^	X
HealthNet Inc.*	X
Indiana Youth group (IYG)	

SURVEY RESPONDENTS	
ORGANIZATION	RESPONDED
Indiana Youth Institute	
Indianapolis Urban League	
Jameson Camp	
Jane Pauley Community Health Center*	X
John H Boner Community Center	X
Kaleidoscope Youth Center	
Life Bridge Community	
Lutheran Child & family Services	
Marion County Public Health Department (MCPHD)	X
Mentors of America	
Midwest Psychology Center Group Homes	
PACE, Inc.	X
Peace Learning Center	X
Prescription for Hope, Eskenazi	X
Project Endure, Inc.	
Raphael Health Center*	
Reclaiming the Village	X
Ryan White HIV Services Marion County Health Department^	X
Saint Florian Center	
Shalom Health Center*	X
Social Health Association of Indy	X
Stacy Toran Foundation	
Starfish Initiative	
The Bloom Project	X
Wind Rose Health Network*	X
Youth for Christ	X

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[lvii] This recommendation partially aligns with recommendation #1 of Losen et al (2014). It also aligns with the *draft* recommendation of the Children's Policy and Law Initiative of Indiana, Equitable School Discipline and the Decriminalization of Children Summit, October 8, 2013, Recommendations #2.

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