Marlo spoke about her work with children in schools and the Department of Children Services. She shared her thoughts and feelings about the recurring trend of the majority of her clients being minorities despite the demographics of the area served. This was a huge issue for Marlo. She spoke to feelings of not knowing how or what to do to move toward a resolution.

As she progressed in her professional path, she found herself connected to the Indiana Disproportionality Committee which included other community stakeholders, who had also identified the trend and were progressively moving towards resolution. By attending committees, sharing information, and brainstorming ideas for change, she became a small piece of this HUGE effort to thoughtfully move the community towards a resolution.

### Timeline of Policy Practice and Its Impact

Look at the timeline below which encapsulates the work of the Indiana Disproportionality Committee and subsequently the Indiana Disproportionality Commission, which Marlo described. It’s important to note, that the work began because one man, now deceased, Indiana Representative William Crawford became interested in disproportionality after reading about it in Illinois. He asked for and eventually acquired data from the Indiana Department of Children Services, which he was eventually able to interpret with the help of MSW and retired Lobbyist, Clara Cooper and her MSW Intern student. The three of them synthesized the data which indicated African-American children were overrepresented in out-of-home care in Indiana. The information was shared with other child welfare advocates, which led to data collection in other areas. This work eventually led to an understanding of an overrepresentation of African Americans with poor outcomes in education, health, juvenile justice and mental health arenas. With this information, Indiana Disproportionality Commission was born to remedy the issue. As we go through the timeline, you can see the actual efforts of the commission, which led to the passing of several laws which foster inclusivity and competence. Some of you today, who work in these areas in Indiana are following procedures/guidelines due to the work of the Indiana Disproportionality Committee and all of the individuals who made up the committee such as Marlo, Clara and the MSW student intern.

#### 2003

Problem of disproportionality in Indiana impacting the following systems were identified:

- child welfare
- education
2004 thru 2008

The **Indiana Disproportionality Committee (IDC)** was founded and continues to work toward eliminating disproportionality for Indiana youth within education, juvenile, health, mental health, and child welfare.

In 2007, the Indiana General Assembly created the **Commission on Disproportionality in Youth Services** to evaluate data and practices that related to disproportionate representation of youth of color in child welfare, juvenile justice, education, and mental health fields.

In 2008, after gathering input through forums held throughout the state from approximately 500 individuals and organizations the **Indiana Commission on Disproportionality Report** concluded disproportionality was present, complex and could be remedied with serious and sustained efforts; summarized 74 recommendations from the four areas.

2009

- **Senate Enrolled Act 389** was passed under the leadership of Sen. Jean Breaux which requires case managers to provide information on individual development accounts for foster youth.
- **House Enrolled Act 1289** Board for the Coordination of Services to Vulnerable Individuals.
- **HB 1536** Suspension of Medicaid for delinquent children.
- **HB 1479** Recruitment of educators from underrepresented populations.
- **HB 1681** Foster care. Eligibility for 21st Century Scholars Program.
- **HB 1419** Student discipline.
- **HEA 1343** School dropout prevention.

2010

- **House Enrolled Act 1193** was passed under the leadership of the State Bar Association and created a work committee to address juvenile justice and educational activities.
- **House Enrolled Act 1193 (2010)** established the Law Enforcement, School Police and Youth Work Group to recommend training for law enforcement and school police interacting with youth, and created state level support for alternative to arrest, to reduce racial disparities and disproportionality at the point of arrest.
Impact

• **Integration** but not limited to the following recommendations which created job opportunities and/or role responsibility changes to be inclusive of the following practices at the front end:
  ○ **Utilizing Cultural Responsive Pedagogy and Classroom Management**
  ○ **Strengthening Family-School Partnerships Training**
  ○ **Creation and Implementation of Comprehensive Data Systems**

• Provide children with fair and equal access to all available services, placement, care, treatment, and benefits regardless of race, ethnic group identification, ancestry, national origin, or color.