“Quality Improvement Survey”: Perceptions of Disproportionality in Indiana

Report 2010
Dear Mr. Roberson,

I am pleased to submit this report in fulfillment of the contracted agreement for the survey on disproportionality. The project was executed partly on schedule and expanded only after an extension was sought by your agency to gather information until Dec. 31st, 2010.

The document herein includes the deliverables agreed upon on the Feb. 26th contract with myself on behalf of Indiana University and yourself on behalf of the Indiana Minority Health Coalition.

The said deliverables include the items noted below:

1) Copy of literature review on disproportionality
2) Copy of completed survey
3) Copy of IRB proposal and amendments sought
4) List and Description of portals and databases used to access contact information
5) List of gatekeepers, agencies, and other such avenues used inclusive of databases
6) Report that includes
   a. How many surveys were administered and completed,
   b. Rate of survey response,
   c. Number and percent of respondents
   d. Number and percent of survey respondents who indicated they perceived factors that contributed to disproportionate minority contact in Indiana.
   e. Implications and recommendations from study

I trust the information provided meets the need of our contracted agreement and thank you for the opportunity to collaborate with your organization. The work you do is very much needed and I appreciated being involved in the implementation of one phase of that work.
Please note that in the event there are questions and or comments, I welcome the opportunity for dialogue and conversation.

Yours Respectfully,

Carolyn Gentle-Genitty, PhD
Researcher,
Assistant Professor
Indiana University
School of Social Work
902 W. New York Street, ES 4145
Indianapolis, IN 46202
“Quality Improvement Survey”: Perceptions of Disproportionality in Indiana
# TABLE OF CONTENTS

**REPORT INCLUSIVE OF:**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Summary</td>
<td>.................</td>
</tr>
<tr>
<td>Review of Literature</td>
<td>.................</td>
</tr>
<tr>
<td>Findings</td>
<td>.................</td>
</tr>
<tr>
<td>Limitations</td>
<td>.................</td>
</tr>
<tr>
<td>Implications and Recommendations</td>
<td>.................</td>
</tr>
</tbody>
</table>

**APPENDICES**

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>Literature review on disproportionality</td>
<td>.................</td>
</tr>
<tr>
<td>ii</td>
<td>Final online survey used</td>
<td>.................</td>
</tr>
<tr>
<td>iii</td>
<td>IRB proposal and amendment</td>
<td>.................</td>
</tr>
<tr>
<td>iv</td>
<td><strong>Summary Chart Report</strong></td>
<td>.................</td>
</tr>
<tr>
<td>V</td>
<td><strong>Summary Comment Report</strong></td>
<td>.................</td>
</tr>
</tbody>
</table>
Executive Summary

Quality Improvement Survey 2010

In 2010 the Indiana Minority Health Coalition through the Health and Hospital Corporation of Marion County on behalf of the Indiana Disproportionality Committee (IDC) received a grant from the Indiana Criminal Justice Institute Youth Division (ICJ). The goal of the grant was to assess the perceptions of Disproportionate Minority Contact (DMC) incidences in Indiana among workers, volunteers, and service recipients. In doing so, the purpose was to bring awareness to DMC in Indiana. The project was titled Indiana Planning and Training Project on Disproportionality scheduled to be carried out from April – December 2010. The need for the assessment of perceived prevalence and incidence of DMC in Indiana comes from the current premise that there is no data currently on perception and incidences.

IDC, a cross-system committee with members from juvenile justice, education, child welfare, healthcare, and mental system agencies, use a multi-disciplinary approach to collect, explore, and bring awareness and reduce or eliminate DMC in Indiana. The Indiana Disproportionality Committee (IDC) was convened to address the over- and under-representation of minorities in not only the juvenile justice system, but the child welfare, education, mental health, and health care systems. Through IDC’s representatives it was also credited with the advocacy for the creation of the Indiana Commission on Youth Services.

Progress to respond to DMC in Indiana continues to be at a stand still stands as we continue to move to the number one state with the highest incidents of DMC. The most recorded incidences have been in the over-representation of minorities in the juvenile justice, child welfare, education, healthcare, and mental health systems. Although minority youth only comprise 18.6% of the state population under the age of 18, it represents 42.0% of juveniles arrested and 39.5% of youth of youth in foster care. In particular, Black male youth only comprise 12.4% of the state youth population but represent 33.4% of the Indiana Department of Corrections (DOC) population.

Study Assessment Overview

On April 18th the study (EX1004-26B) titled “Indiana Minority Health Coalition Assessment of Disproportionate Contact with Frontline Workers in Targeted Counties” was approved by the IUPUI/Clarian Institutional Review Committee as an Exempt Review of Human Study. (See approved study in Appendix 3). This study also sought and received approval following amendment submission to collect data via online, fax, and mail. The title of the final survey was Quality Improvement Survey 2010.

Survey Development

The survey format and questions underwent several iterations to be suited to the online SurveyMonkey distribution format and to be worded effectively to garner the results needed. Members of IDC Research, General committees, and Directors reviewed and gave feedback on quality and questions. The final product was a 47 item Survey with questions spanning 6 sections – Overview/Consent (2 Questions), Worker Perception (13 Questions), Perception of Client Services (7 Questions), Practice Perception Scenarios (7 Questions), Perception of Organization (4 questions), and Demographics (14 Questions). (See complete survey sample in Appendix 2). For the purposes of
reporting on incidents and perception this report highlights respondents feedback on Worker Perceptions, the Practice Perception Scenarios, and Demographics.

**Distribution**
There was an attempt to gather as many email addresses as possible from all partners in Juvenile Justice, Child Welfare, Education, and Mental Health. There were also opportunities to create a special link for those organizations that did not have an email distribution list. The first survey was mailed out on November 1st and was mailed every two weeks since that time. The final email blast was collected on Dec. 31, 2010 to 743 possible respondents. In total 1,155 possible respondents were emailed the survey for completion.

At the end of the survey 949 persons received the survey and at the close of the survey on Dec. 31, 2010, 258 persons had completely or partially responded to the online survey. This represented a 27% response rate. Over 697 surveys were un-responded, 21 persons opted out and 9 bounced. Over 500 surveys from the master list were returned for delivery failure, no longer at that address, account not active, change of position, or out of office. Of those that responded the largest field was been education with 49.4% (89) respondents. The other fields showed a response of 10.6% (19) Mental Health, 22.8% (41) Child Welfare, 2.8% (5) Juvenile Justice, and 5% (9) other (most of the other has been from Afterschool) and 9.4% (17) from multiple fields.

The demographics of those that responded showed over 50% of respondents having a post graduate degree or higher, 78% were 40 years and older working at their agencies in mainly administrative positions (65.7%) for over 16 years or more (62.2%) with gender being equally distributed. The agencies were on average considered to be large agencies (57.9% 100 employees or more), not-for-profit (48%), located mainly in urban communities (37.4%) and served mainly Caucasian clients followed closely by African Americans (70%) and Hispanics (67%).

**Findings**
It is hard to talk about or research topics that still have emotional connections to people and their responses. In fact Whaley (1998) notes that no matter what we do, the greatest impact on our perceptions and behaviors are grounded in our biases – racial biases. As such knowledge about the topic area is often constrained and information from the research can only help to shed light on perceptions and personal views rather than be considered solid facts. This is no different from the study undertaken. The attempt was to gather information and learn about workers perceptions about the topic of disproportionality.

According to the Office of Juvenile Justice and Delinquency Prevention (OJJDP) disproportionate minority contact is the over or under - representation of minorities within a field that is not proportionate to the general population proportion. In general literature on disproportionality or incidences of disproportionality referred not only to discrimination based on race and efforts to respond to racism based on low and high minority representation. Low and high minority representation speaks to whether one group, irrespective of race or color, is not properly representative of the population. In each of the fields under study (mental health, juvenile justice, child welfare, and education) of study the literature reviews varied factors of disproportionality. A summary of the findings from each is shared below. Details and references can be found in the literature review herein.
In mental health the literature highlighted disparities particularly with Black service recipients. The literature suggested that despite Blacks believing in the need and value of mental health services they rarely sought and used those services because of clinicians, unfair treatment and diagnosis, and services.

In the field of juvenile justice larger disparities existed between blacks and whites in regards to confinement, despite similar behavior patterns. Blacks in particular were overwhelmingly (1:3) were sent to more correctional facilities when whites were sent to mental facilities for mental health assessments. The literature suggested that racial inequality and underclass poverty greatly influenced how and why Blacks were processed through the juvenile courts. There were more biased outcomes and detention for Blacks suggesting internal causes (emotional state or intention) versus white offenders whose behaviors were blamed on external causes (mitigating environmental factors or events). There are dozens of studies done with correctional officers and their attitudes about crime and punishment with results in favor of more Black confinement.

In the field of child welfare African American children were overly represented as evidence through home removal, foster care placements, and limited adoptions. Assessment and use of culturally relevant best practices to work with this population has been blamed as one cause suggesting most assessment measures not being Afrocentric in value or creation. This Afrocentric view is important as African Americans, more than any other populations, face far more interrelated challenges in all forms than any other population in the US.

In the field of education again African Americans were overly represented. They were more at risk for failure, punishment, and to be singled out for discipline than their white counterparts. Records on dropout, truancy, and other school related delinquencies show that African Americans were more disproportionately represented than any other population in the field of education especially in the early grades through high school.

Specific Findings on “Perceptions of Disproportionality”

There was a lot that could be gleamed from the final study dataset, the general summary is highlighted. On average the respondents believed that they were aware of disproportionality in their field, had some interaction with DMC, and could name factors that influenced DMC but believed that more needed to be done to bring awareness and change to the problem in Indiana.

The main question for the survey was measuring awareness of DMC and to record factors of DMC. The results suggested that over 50 percent of workers, volunteers, and service recipients reported being aware of disproportionate minority contact in Indiana. Question 23 of the survey that states “Minority youth stay in placement/confinement longer than non-minority youth?” was the measure used to determine if workers were aware of disproportionate minority contact in Indiana. Of this questions 51.5% (84) yes, 48.5% (79) no, 95 skipped question and 44 commented mainly stating “I don’t know”.

In regards to factors, 102 workers, volunteers, and service recipients indicated factors contributing to disproportionate minority contact in Indiana. Question 22 of the survey that states “In what way does unequal treatment of minorities negatively impact services to youth across the state of Indiana?” was the measure used to determine how many workers, volunteers, and service recipients indicated factors
contributing to disproportionate minority contact in Indiana. 156 respondents skipped this question. The general themes for the factors included Resource/opportunities, support, Knowledge (law, system, legal system, education, parenting, rules, alternatives etc.), Access (services, representation, financial, resources, programs, education), Safety (perception of risk, fear, failure), Perception (stereotypes, biases, anger, gang, previous status, prejudices of law enforcement, public view, behavior, previous convictions, discrimination), Family (parenting skills, support, poverty, lack of resources, family resistance, economic backing, care, unstable homes), and Culture (cultural competence, incompetence, insensitivity, differences, not understood).

On average, the services offered by the agencies to minorities were assessed by the respondents …

- To use culturally competent based practices (89%)
- To not provide lower quality services if located in predominantly minority neighborhoods (90%)
- To not participate in racial profiling (85.1%)
- To not believe that clients prefer receiving services from someone of their own race/ethnicity 45.5%
- To believe that clients see their services as racially or ethnically friendly 60.6%
- To not believe that clients prefer a provider of a specific race or ethnic background more than another (66.3%).

The respondents defined minorities in varied ways 6 general themes emerged 1) non-white, 2) not part of dominant majority, 3) power and perception, 4) small group, 5) in need of representation/advocacy, and 6) Other

**Overall when given scenario based questions on minority**

The respondents were asked to give their opinions on 6 scenario based questions on minority. The responses again varied but they felt in regards to minorities …

- Over 82% (142) of respondents felt that minority families lacked adequate parenting skills
- More than half 52% (87) of respondents disagreed that minority families experienced more challenges than other populations which prevented the return of their children into the home
- More than half 56% (97) of the respondents agreed that minority youth have more challenges personally in the home than other populations which contributed to their over-representation in confinement and detention.
- More than half 51.2% (88) of the respondents disagreed that minority youth are equally as likely to get caught doing wrong but are more likely to face more severe punishment. Some commented stating this may be true for the juvenile justice area and that “rules are rules and they are applicable to any and all students”
- Just about half 50.9% (86) of the respondents agreed that minority youth are perceived as more troublesome and that this perception contributes to them being placed more. 43 commented most suggesting that they don’t know or are unable to comment as they do not “have the basis to comment” and “Absolutely, I have seen and commend on teachers screaming at black boys and turn around and deal with White boys who “act-out” in a much more adult and fair way” “Research proves this out, especially the suspension and expulsion rates. The tolerance level for misbehaving minority youth is much lower than of majority youth. Punishment is also consistently harsher and longer term.”
• Over half 51.5% (84) of the respondents agreed that minority youth stay in placement/confine-ment longer than non-minority youth? 95 skipped question and 44 commented mostly as “don’t know”.

General Recommendation:
1. We must continue to carry out surveys like these that can amass information on DMC
2. Some questions need to be toned down to garner responses to garner more responses rather than skipped questions
3. Efforts must be made to form partnerships with entities that need the most immediate changes such as juvenile justice and prisons
4. Education on DMC and minorities is still important as many respondents still reported not knowing the definition of minorities, culturally competent practices, etc.
5. We must work to change the shoulder of responsibility – agencies believe they can only do so much and workers fear sharing too much. Many assumptions are held about minority contact but agencies seem to assume they are not at fault as they do what they can to respond when presented with a challenge.
6. More must be done to ensure workers and volunteers feel safe enough to share issues of DMC without penalty. Even though both individual and perceptions of agencies and client information were gathered many of the respondents did not feel comfortable commenting on agency and personal issues of disproportionality. This was evidenced by the number of persons that skipped strongly worded questions. This was also true of only 49 persons responding to the question of having “observed unequal treatment within their agency” Although most of the responses were “N/A” and 209 skipped the question.

Study Limitations
There were four main limitations of this study. Namely (1) the sensitive nature of the questions relied heavily on gatekeepers to garner member email addresses for a higher response rate but this was not very effective. Secondly, due to (2) access to consistent, current, and correct email databases thwarted the access to larger pool of respondents in the administration of the online survey. Thirdly, (3) participation of key partners was important. Key partners such as the Department of Correction chose not to assist in the data collection as they noted they did not see a benefit to them from the study. Lastly, it must be noted that (4) due the survey being self-reported the biases of the respondents limit the generalization of the results. However, the results represent only the perception of the individuals that responded and do not necessarily an adequate representation of their organization or field of work.
REPORT
Quality Improvement

Identification of Problem
Progress in responding to disproportionate minority contact (DMC) in Indiana has long been at a standstill. The reasons are multi-fold as the problem is perception driven and requires personal disclosure of experiences. Since the introduction of the Indiana Disproportionality Committee (IDC), a cross-system committee with members from juvenile justice, education, child welfare, healthcare, and mental health agencies convened to address the over- and under-representation of minorities in Indiana, in-roads have been made. These in-roads have allowed a better understanding of some experiences of DMC but have also shed light on the void of information on the topic and the work that lingers. Despite a dent made with this study reporting on the perceptions of 258 workers, this number is sadly not proportionate to the large worker and volunteer pool in Indiana. Thus the work that must be done requires increasing the number of persons willing to share their experiences with and perceptions on DMC, building long-term gate keeping relationships with agencies, and categorizing information collected to organize and create a better model for understanding and responding to DMC in Indiana and throughout the US.

This work is important because minority overrepresentation, especially for ethnic minorities such as African Americans, continue to skyrocket in fields of juvenile justice, child welfare, education, health and mental health. Although minority youth only comprise 18.6% of the state population under the age of 18, it represents 42.0% of juveniles arrested and 39.5% of youth of youth in foster care. According to ICJI Final Report 2007 of the DMC Quantitative Analyses, Hoosier Black youth were 2.64 times as likely as all other youth to be arrested. Although Black male youth only comprise 12.4% of the state youth population, Black male youth represented 33.4% of the Indiana Department of Corrections (DOC) population. Similarly, once a minority youth is institutionalized, s/he is: at an increased risk to stay in the system longer, have more adverse incidents within care, have greater difficulty in finding a placement once eligible for release, and more likely to suffer from mental disorders/illness(es). These harsh realities force organizations and institutions to find ways to stop inappropriate DMC and its impact on society but more so to find ways to help organizations learn about their own, sometimes unknown service delivery measures that continue to perpetuate DMC in Indiana through the voices of workers and volunteers.

Review of Literature

In mental health and health care African Americans continue use less health and mental health services but they also continue to feel less positive about their use and attitudes toward these services. They continue to believe that there may be racial discrimination and less quality services offered to them as minorities (Diala et al., 2000, Nickerson et al., 1994; Sue, Zane, & Young, 1993). Although not much is known about what health disparity services or specific racial biases (such as in diagnosis or treatment), we know that much of the views that form this cultural mistrust are based on personal perceptions and are compounded with low socio-economic status persons (Nickerson, Helms, & Terrel, 1994; Rosenfield, 1984; Wade, 1993; Whaley, 1998; Worthington, 1992). The diagnoses themselves are suspect as interpretations by white mental health professionals of hostile intent or aggressiveness on the part of black clients are especially likely to produce the uncomfortable feelings associated with aversive racism. This in turn, may lead clinicians to assign more severe diagnosis or recommend more
restrictive interventions (Whaley, 1998). Resulting in more psychiatric medications being prescribed and diagnoses as schizophrenia (Flaskerud & Hu, 1992; Lawson et al., 1994; Pakov, Lewis & Lyons, 1989; Segal, 1996; Snowden & Cheung, 1990; Strakowski et al., 1995).

In the juvenile justice field DMC is considered to be more out of whack than any other system. One in three blacks find themselves heading for prison (Iguchi et al., 2005) due to over confinement and DMC. As of October 1999, 1 of every 100 black juvenile male was in a residential facility vs. 1 of 200 Hispanics and 1 of 500 whites (ODJJP, 2000). Sampson and Laub (2003) report that from their studies structural factors such as racial inequality and underclass poverty affect the way Blacks are processed in the juvenile justice system with evident biased outcomes in predisposition detention and out of home placement decisions. Evidence also suggest that officers already bring preconceived notions about Blacks and Latinos and this fuels their disproportionate profile and confinement of these minorities (Graham and Lowery). Specifically Graham and Lowery in studying responses to vignettes given to police and probation officers The vignettes using worded related to the category “black” such as ghetto, homeboy, and dreadlocks vs. vignettes that were neutrally worded. The officers found that in the racial primed vignette there were more negative trait identifications, greater culpability, and more expected recidivism and endorsed harsher punishment despite officers themselves being in part black.

There is a higher probability for minority children to be placed in foster care when living in geographic locations where their proportions in the population are relatively low vs. compared to where their proportions are high (Garland et al., 1998). In Child welfare disproportionate contact is different. It manifests itself in over 35% of children being African American in foster care (U.S. Department of Health and Human Services, 2007). With more than 51% of children being removed from their homes were from black families compared to white families (Needell et al., 2003). Many reasons are suggested for this overrepresentation such as not aware of evidence based practices, not culturally competent, lack of sufficient resources, and treatment methods or tools not being Afro-centric (Briggs, 1994, 199, 2009; Briggs et al., 2009; Corneille et al., 2005; Gambrill, 2007; Gold, Glyn & Mueser, 2006; Kruzich et al., 2002). However, these reasons have not negated the use of practitioners’ own labeling of minorities such as labeling African Americans as deviant and deficient and thereby offering lesser services (Miller & Gaston, 2003; Snowden, 2003).

In the field of education, the adoption of zero tolerance policies by school districts has contributed to disproportionate rates of school failure for children of color. Research consistently finds that children of color are disciplined more harshly than their white peers; in Indiana they are more than three times more likely to be suspended and more than two times more likely to be expelled from school. Behavioral problems which are troublesome but developmentally predictable were at one time routinely addressed within the educational setting. These same behaviors are now being referred to the juvenile justice system (APA, 2006).

When youth of color do not succeed in school, the juvenile justice system often becomes the default service. The term school to prison pipeline aptly describes the path of many youth of color as they move from the educational system to the juvenile justice system. Yet the juvenile justice system is not designed nor prepared to meet the needs of young people who enter the juvenile justice system. DA from California stated about the referral to juvenile court “We are not a safety net. We are the cold, hard floor that kids hit after the every one of the safety nets has failed” (ISBA, 2004).
Methodology

On April 18th the study *(EX1004-26B)* titled “Indiana Minority Health Coalition Assessment of Disproportionate Contact with Frontline Workers in Targeted Counties” was approved by the IUPUI/Clarian Institutional Review Committee as an Exempt Review of Human Study. (See approved study in Appendix 3). This study also sought and received approval following amendment submission to collect data via online, fax, and mail. The title of the final survey was Quality Improvement Survey 2010.

The survey format and questions underwent several iterations to be suited to the online SurveyMonkey distribution format and to be worded effectively to garner the results needed. Members of IDC Research, General committees, and Directors reviewed and gave feedback on quality and questions. The final product was a 47 item Survey with questions spanning 6 sections – Overview/Consent *(2 Questions)*, Worker Perception *(13 Questions)*, Perception of Client Services *(7 Questions)*, Practice Perception Scenarios *(7 Questions)*, Perception of Organization *(4 questions)*, and Demographics *(14 Questions)*. (See complete survey sample in Appendix 2). For the purposes of reporting on incidents and perception this report highlights respondents feedback on Worker Perceptions, the Practice Perception Scenarios, and Demographics.

There was an attempt to gather as many email addresses as possible from all partners in Juvenile Justice, Child Welfare, Education, and Mental Health. There were also opportunities to create a special link for those organizations that did not have an email distribution list. The first survey was mailed out on November 1st and was mailed every two weeks since that time. The final email blast was collected on Dec. 31, 2010 to 743 possible respondents. In total 1,155 possible respondents were emailed the survey for completion.

Findings

It is hard to talk about or research topics that still have emotional connections to people and their responses. In fact Whaley (1998) notes that no matter what we do, the greatest impact on our perceptions and behaviors are grounded in our biases – racial biases. As such knowledge about the topic area is often constrained and information from the research can only help to shed light on perceptions and personal views rather than be considered solid facts. This is no different from the study undertaken. The attempt was to gather information and learn about workers perceptions about the topic of disproportionality.

According to the Office of Juvenile Justice and Delinquency Prevention (OJJDP) disproportionate minority contact is the over or under - representation of minorities within a field that is not proportionate to the general population proportion. In general literature on disproportionality or incidences of disproportionality referred not only to discrimination based on race and efforts to respond to racism based on low and high minority representation. Low and high minority representation speaks to whether one group, irrespective of race or color, is not properly representative of the population. In each of the fields under study (mental health, juvenile justice, child welfare, and education) of study the literature reviews varied factors of disproportionality. A summary of the findings from each is shared below. Details and references can be found in the literature review herein.
In **mental health** the literature highlighted disparities particularly with Black service recipients. The literature suggested that despite Blacks believing in the need and value of mental health services they rarely sought and used those services because of clinicians, unfair treatment and diagnosis, and services.

In the field of **juvenile justice** larger disparities existed between blacks and whites in regards to confinement, despite similar behavior patterns. Blacks in particular were overwhelmingly (1:3) were sent to more correctional facilities when whites were sent to mental facilities for mental health assessments. The literature suggested that racial inequality and underclass poverty greatly influenced how and why Blacks were processed through the juvenile courts. There were more biased outcomes and detention for Blacks suggesting internal causes (emotional state or intention) versus white offenders whose behaviors were blamed on external causes (mitigating environmental factors or events). There are dozens of studies done with correctional officers and their attitudes about crime and punishment with results in favor of more Black confinement.

In the field of **child welfare** African American children were overly represented as evidence through home removal, foster care placements, and limited adoptions. Assessment and use of culturally relevant best practices to work with this population has been blamed as one cause suggesting most assessment measures not being Afrocentric in value or creation. This Afrocentric view is important as African Americans, more than any other populations, face far more interrelated challenges in all forms than any other population in the US.

In the field of **education** again African Americans were overly represented. They were more at risk for failure, punishment, and to be singled out for discipline than their white counterparts. Records on dropout, truancy, and other school related delinquencies show that African Americans were more disproportionately represented than any other population in the field of education especially in the early grades through high school.

**Specific Findings on “Perceptions of Disproportionality”**

There was a lot that could be gleamed from the final study dataset, the general summary is highlighted. On average the respondents believed that they were aware of disproportionality in their field, had some interaction with DMC, and could name factors that influenced DMC but believed that more needed to be done to bring awareness and change to the problem in Indiana.

At the end of the survey 949 persons received the survey and at the close of the survey on Dec. 31, 2010, 258 persons had completely or partially responded to the online survey. This represented a 27% response rate. Over 697 surveys were un-responded, 21 persons opted out and 9 bounced. Over 500 surveys from the master list were returned for delivery failure, no longer at that address, account not active, change of position, or out of office. Of those that responded the largest field was been education with 49.4% (89) respondents. The other fields showed a response of 10.6% (19) Mental Health, 22.8% (41) Child Welfare, 2.8% (5) Juvenile Justice, and 5% (9) other (most of the other has been from Afterschool) and 9.4% (17) from multiple fields.
The demographics of those that responded showed over 50% of respondents having a post graduate degree or higher, 78% were 40 years and older working at their agencies in mainly administrative positions (65.7%) for over 16 years or more (62.2%) with gender being equally distributed. The agencies were on average considered to be large agencies (57.9% 100 employees or more), not-for-profit (48%), located mainly in urban communities (37.4%) and served mainly Caucasian clients followed closely by African Americans (70%) and Hispanics (67%).

The main question for the survey was measuring awareness of DMC and to record factors of DMC. The results suggested that over 50 percent of workers, volunteers, and service recipients reported being aware of disproportionate minority contact in Indiana. Question 23 of the survey that states “Minority youth stay in placement/confinement longer than non-minority youth?” was the measure used to determine if workers were aware of disproportionate minority contact in Indiana. Of this questions 51.5% (84) yes, 48.5% (79) no, 95 skipped question and 44 commented mainly stating “I don’t know”.

In regards to factors, 102 workers, volunteers, and service recipients indicated factors contributing to disproportionate minority contact in Indiana. Question 22 of the survey that states “In what way does unequal treatment of minorities negatively impact services to youth across the state of Indiana?” was the measure used to determine how many workers, volunteers, and service recipients indicated factors contributing to disproportionate minority contact in Indiana. 156 respondents skipped this question. The general themes for the factors included Resource/opportunities, support, Knowledge (law, system, legal system, education, parenting, rules, alternatives etc.), Access ( services, representation, financial, resources, programs, education), Safety (perception of risk, fear, failure), Perception (stereotypes, biases, anger, gang, previous status, prejudices of law enforcement, public view, behavior, previous convictions, discrimination), Family (parenting skills, support, poverty, lack of resources, family resistance, economic backing, care, unstable homes), and Culture (cultural competence, incompetence, insensitivity, differences, not understood).

On average, the services offered by the agencies to minorities were assessed by the respondents …
- To use culturally competent based practices (89%)  
- To not provide lower quality services if located in predominantly minority neighborhoods (90%)  
- To not participate in racial profiling (85.1%)  
- To not believe that clients prefer receiving services from someone of their own race/ethnicity 45.5%  
- To believe that clients see their services as racially or ethnically friendly 60.6%  
- To not believe that clients prefer a provider of a specific race or ethnic background more than another (66.3%).

The respondents defined minorities in varied ways 6 general themes emerged 1) non-white, 2) not part of dominant majority, 3) power and perception, 4) small group, 5) in need of representation/advocacy, and 6) Other

**Overall when given scenario based questions on minority**
The respondents were asked to give their opinions on 6 scenario based questions on minority. The responses again varied but they felt in regards to minorities …
- Over 82% (142) of respondents felt that minority families lacked adequate parenting skills
• More than half 52% (87) of respondents disagreed that minority families experienced more challenges than other populations which prevented the return of their children into the home
• More than half 56% (97) of the respondents agreed that minority youth have more challenges personally in the home than other populations which contributed to their over-representation in confinement and detention.
• More than half 51.2% (88) of the respondents disagreed that minority youth are equally as likely to get caught doing wrong but are more likely to face more severe punishment. Some commented stating this may be true for the juvenile justice area and that “rules are rules and they are applicable to any and all students”
• Just about half 50.9% (86) of the respondents agreed that minority youth are perceived as more troublesome and that this perception contributes to them being placed more. 43 commented most suggesting that they don’t know or are unable to comment as they do not “have the basis to comment” and “Absolutely, I have seen and commend on teachers screaming at black boys and turn around and deal with White boys who “act-out” in a much more adult and fair way” “Research proves this out, especially the suspension and expulsion rates. The tolerance level for misbehaving minority youth is much lower than of majority youth. Punishment is also consistently harsher and longer term.”
• Over half 51.5% (84) of the respondents agreed that minority youth stay in placement/confinement longer than non-minority youth? 95 skipped question and 44 commented mostly as “don’t know”.

General Findings

The idea of being culturally competent in our practices has been touted as effective. When surveyed about using culturally competent based practices over 89% (146) of the respondents agreed that they did and just about 11% (18) said they did not use culturally competent practices. What was surprising about this question was that over 94 persons skipped this question totally and over 29 commented stating they did not know what “culturally-competent” meant, they are “getting up to speed” and making progress.

More so, many of the respondents over 90% did not believe that when their agencies were located in predominantly minority neighborhoods that they provided a lower quality service to clients than. Other commented that they don’t have the data to evaluate the question. In some instances persons reported that the lack of services in any instance would be based on “economic realities” and that in some of these agencies they are overworked, underpaid, and understaffed, and absolutely all the way down to the cleanliness of the stores”. Sadly over 93 persons also skipped this question.

When it came to other scenario based questions, over 82% (142) respondents did not believe that minority families lacked adequate parenting skills, 17.9% (31) agreed and 85 skipped the question. 50 persons offered comments with most comments stating that the question was a “generalization”, “could not comment”, or that the question was too general and unfair.

This was the same situation when asked to respond to the question “Minority families experience more challenges which prevent the return of their children into the home”. When responding over 47.6% (79) persons agreed but over 52.4% (87) disagreed that minority families had more challenges
preventing return to home placement. Some 41 persons commented stating in general that they did not have the knowledge to comment and that “this is not always true.” Again, over 92 persons skipped question.

In responding to whether minority youth had more challenges personally in the home which contributes to their over-representation in confinement and detention over 56.4% (97) persons agreed and 43.6% (75) disagreed. Although 86 persons skipped this question, 47 commented stating they “don’t know” and “Pullleeese. Of course this is true from some individuals but may be more based on SES.”

Over 51% (88) persons disagreed that minority youth are equally as likely to get caught doing wrong but are more likely to face more severe punishment while 48.8% (84) agree. With over 86 persons skipping the question and 39 commented “this is true in the jj area”, unable to comment, “rules are rules and they are applicable to any and all students” the perception seems equal.

When asked if minority youth are perceived as more troublesome, this perception contributes to them being placed more over 50.9% (86) agreed and 49.1% (83) disagreed almost an equal split. However, over 89 persons skipped the question and 43 offered comments. The comments in general surrounded the idea that most don’t know or unable to comment as they do not “have the basis to comment.” Other comments ranged from “Absolutely, I have seen and commend on teachers screaming at black boys and turn around and deal with White boys who “act-out” in a much more adult and fair way” to “Research proves this out, especially the suspension and expulsion rates. The tolerance level for misbehaving minority youth is much lower than of majority youth. Punishment is also consistently more harsh and longer term.”

Other general findings from the respondents showed that

1. 51.5% (84) believed that minority youth stay in placement/confinement longer than non-minority youth and 48.5% (79) said they did not agree. 95 skipped this question and 44 commented mostly stating “don’t know”.
2. 85.1% (160) did not believe that Racial profiling influenced client services while 3.7% (7) said yes and 11.2% (21) were unsure. There were 9 comments stating that “services were the same, we do not conduct racial profiling, and I sure hope not, I believe it down with student discipline. Over 70 respondents skipped this question
3. 45.5% (85) did not perceive that clients prefer receiving services from someone of their own race/ethnicity while 21.4% (40) said they agreed and 33.2% (62) were unsure. Over 71 skipped this question.
4. 60.6% (114) said yes they believed that agency’s services are perceived as racially-or ethnically friend by clients while 25.5% (48) were unsure and 13.8% (26) said ‘No’. Over 70 persons skipped this question and 16 commented that “we have never had any complaints, little diversity, sometimes, believe so but not sure”
5. 66.3% (126) said they did not perceive that clients prefer a provider of a specific race or ethnic background more than another while 19.5% (37) were unsure and 14.2% (27) said they agreed. Over 68 persons skipped this question and 23 commented “I suspect that it would be the preference of some, choice is always provided, often one matching their own, don’t serve the public, member association, sometimes depending on the family we are dealing with and where
they may live, some clients would prefer someone who looks like them, sometimes Spanish speaking clients prefer bi-lingual employees.

**General Recommendation:**

1. We must continue to carry out surveys like these that can amass information on DMC
2. Some questions need to be toned down to garner responses to garner more responses rather than skipped questions
3. Efforts must be made to form partnerships with entities that need the most immediate changes such as juvenile justice and prisons
4. Education on DMC and minorities is still important as many respondents still reported not knowing the definition of minorities, culturally competent practices, etc.
5. We must work to change the shoulder of responsibility – agencies believe they can only do so much and workers fear sharing too much. Many assumptions are held about minority contact but agencies seem to assume they are not at fault as they do what they can to respond when presented with a challenge.
6. More must be done to ensure workers and volunteers feel safe enough to share issues of DMC without penalty. Even though both individual and perceptions of agencies and client information were gathered many of the respondents did not feel comfortable commenting on agency and personal issues of disproportionality. This was evidenced by the number of persons that skipped strongly worded questions. This was also true of only 49 persons responding to the question of having “observed unequal treatment within their agency” Although most of the responses were “N/A” and 209 skipped the question.

**Study Limitations**

There were four main limitations of this study. Namely (1) the sensitive nature of the questions relied heavily on gatekeepers to garner member email addresses for a higher response rate but this was not very effective. Secondly, due to (2) access to consistent, current, and correct email databases thwarted the access to larger pool of respondents in the administration of the online survey. Thirdly, (3) participation of key partners was important. Key partners such as the Department of Correction chose not to assist in the data collection as they noted they did not see a benefit to them from the study. Lastly, it must be noted that (4) due the survey being self-reported the biases of the respondents limit the generalization of the results. However, the results represent only the perception of the individuals that responded and do not necessarily an adequate representation of their organization or field of work.
**APPENDICES**

1. Literature review reference page ..........................
2. Final online survey used ..........................
3. IRB proposal and amendment ..........................
4. **Summary Chart Report** ..........................
5. **Summary Comment Report** ..........................
APPENDIX 1 - Literature Review on Disproportionality

Literature Review on Disproportionality

Review of Terms

Assistance with these terms was received from Children’s Bureau and the Committee on Disproportionality and The OJJDP’s DMC Technical Assistance Manual [http://www.ncjrs.gov/html/ojjdp/dmc_ta_manual/index.html]

<table>
<thead>
<tr>
<th>TERM</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> Adjudicate</td>
<td>To settle a case by judicial procedure</td>
</tr>
<tr>
<td><strong>2</strong> Alternatives to detention</td>
<td>Alternative services provided to a juvenile offender in the community to avoid placement in a secure or non-secure detention facility.</td>
</tr>
<tr>
<td><strong>3</strong> Best Practices</td>
<td>Strategies and programs demonstrated through research and evaluation to be effective at preventing or intervening in juvenile delinquency. Best practice models include program models that have shown, through rigorous evaluation and replication, to achieve target outcomes.</td>
</tr>
<tr>
<td><strong>4</strong> CHINS or CINS</td>
<td>Commonly used abbreviation for “child in need of supervision” (also referred to as a PINS or “person in need of supervision”).</td>
</tr>
<tr>
<td><strong>5</strong> Compliance</td>
<td>In order to receive its full fiscal year allocation of Formula Grants program funds, a State must first demonstrate compliance with Deinstitutionalization of Status Offenders (DSO), Jail Removal, Sight and Sound Separation, and Disproportionate Minority Contact (DMC) protections. Compliance with the first three core protections is demonstrated through data provided in the State’s annual Compliance Monitoring Report. Compliance with DMC is determined by information provided in the State’s Comprehensive Three-Year Plan and subsequent plan updates.</td>
</tr>
<tr>
<td><strong>6</strong> Disproportionate Minority Contact</td>
<td>Disproportionate minority contact (DMC) exists when a specific minority group comes in contact with the juvenile justice system at a rate that is not proportionate to their representation in the general population. This can result in either over-representation or under-representation. In order to comply with the Juvenile Justice and Delinquency Prevention Act (JJDPA), states are required to use juvenile delinquency prevention and system improvement efforts designed to reduce the disproportionate number of juvenile members of minority groups who come into contact with the juvenile justice system without establishing or requiring numerical standards or quotas.</td>
</tr>
</tbody>
</table>
| **7** Disparity | is the probability that a particular outcome -- such as short-term versus long-term detention -- differs for distinct groups.
may lead to overrepresentation. In other words, there may be differing probabilities of receiving a particular outcome or treatment based, to some degree, on race.

| 8 | Delinquent offense: | An act committed by a youth that would be a crime if committed by an adult. Examples include assault, burglary, or possession of illegal drugs. |
| 9 | Detention: | Temporary confinement of a youth alleged to be delinquent pending pretrial release, juvenile court proceedings, or disposition. |
| 10 | Juvenile Justice and Delinquency Prevention Act (JJDPA): | Congress enacted the Juvenile Justice and Delinquency Prevention Act (JJDPA; Public Law 93–415, 42 U.S.C. 5601 et seq.) in 1974 and reauthorized the majority of its provisions in 2002. The JJDPA mandates that States comply with the four core requirements to participate in the JJDPA’s Formula Grant Program. This legislation established the Office of Juvenile Justice and Delinquency Prevention (OJJDP) to support State and local efforts to prevent delinquency and improve the juvenile justice system. |
| 11 | Relative Rate Index (RRI): | The RRI measures the level of Disproportionate Minority Contact (DMC) in a system by comparing the percentage of minority youth at each stage of the juvenile justice system with the percentage of minorities at the previous stage. |
| 12 | Status Offenses | Behavior that is considered an offense only if carried out by a young person. Status offenses are handled only by the juvenile court and include the following: |

- Curfew violation: Breaking a regulation requiring young people to leave the streets or be at home at a prescribed hour.
- Running away: Leaving the home of parents, guardians, or custodians for an extended period without permission.
- Status liquor law violations: Violating laws restricting the possession, purchase, or consumption of liquor by minors.
- Truancy: Failing to attend school. |
Indiana Disproportionality Committee
Racial Disproportionality/Overrepresentation in the Child Welfare and Juvenile Justice Systems

Glossary of Terms

Assessment: to evaluate for reasons why something exists (OJJDP, Handout).

Bigotry: prejudice and/or discrimination against one or all members of a particular group based on negative perceptions of their beliefs and practices or on negative group stereotypes (Anti-Defamation League).


Classism: Any form of prejudice or discrimination based on one’s perceived status within a class society.

Cultural Competence: The ability of individuals and systems to respond respectfully and effectively to people of all cultures, classes, races, ethnic backgrounds, sexual orientations, and faiths or religions in a manner that recognizes, affirms, and values the worth of individuals, families, tribes, and communities, and protects and preserves the dignity of each. Cultural competence is a vehicle used to broaden our knowledge and understanding of individuals and communities through a continuous process of learning about the cultural strengths of others and integrating their unique abilities and perspectives into our lives (Child Welfare League of America – 2).

Discrimination (an action): the behavior that can follow prejudicial thinking. Discrimination is the denial of justice and fair treatment in many arenas, including employment, housing and political rights (Anti-Defamation League).

Disproportionality: refers to a situation in which a particular racial/ethnic group of children are represented ...at a higher percentage than other racial/ethnic groups (Child Welfare League of America - 1).

Disproportionality: Refers to the situation where a particular racial and/or ethnic group is represented within a social system (i.e. child welfare, juvenile justice, etc.) at a rate that is not proportionate to their representation in the general population.

Disproportionate Minority Confinement: Under the Juvenile Justice and Delinquency Prevention Act (JJDPA), disproportionate minority confinement (DMC) exists when the proportion of youths detained or confined in secure detention facilities, secure correctional facilities, jails and lockups who are members of minority groups exceed their groups’ proportions in the general population (OJJDP).

Disproportionate Minority Contact: Contact address the overrepresentation of minority youth in the juvenile justice system at all points in the juvenile justice process (Disproportionate Minority Contact, n.d., OJJDP).
**Diversity**: A situation that includes representation of multiple (ideally all) groups within a prescribed environment, such as a university or a workplace. This word most commonly refers to differences between cultural groups, although it is also used to describe differences within cultural groups, e.g. diversity within the Asian-American culture includes Korean Americans and Japanese Americans. An emphasis on accepting and respecting cultural differences by recognizing that no one culture is intrinsically superior to another underlies the current usage of the term (University of Maryland: Diversity Database).

**Ethnicity**: A quality assigned to a specific group of people historically connected by a common national origin or language. Ethnic classification is used for identification rather than differentiation (University of Maryland: Diversity Database).

**Evaluation**: to assess the effectiveness of intervention strategy (OJJDP, Handout).

**Indigenous**: Originating from a culture with ancient ties to the land in which a group resides (University of Maryland: Diversity Database).

**Identification**: to determine the extent of why something exists (OJJDP, Handout).

**Intervention**: solution/concept to address identified causations (OJJDP, Handout).

**Juvenile**: will refer to citizens of the United States between the ages of 10-17.

**Minority**: a part of a population differing from others in some characteristics and often subjected to differential treatment; the smaller in number of two groups constituting a whole (Online Merriam-Webster Dictionary).

**Monitoring**: changes/trends documented to adjust intervention strategies as needed (OJJDP, Handout).

**Overrepresentation**: particularly in reference to African American children has traditionally been used to define the high numbers of children of color in the child welfare system that are larger than their population in the general population (Child Welfare League of America -1).

**Over-representation**: Refers to the situation where a particular racial and/or ethnic group is represented within a social system (i.e. child welfare, juvenile justice, etc) at a higher rate or percentage than their representation in the general population.

**Prejudice** (a feeling): Prejudice is prejudging, making a decision about a person or group of people without sufficient knowledge. Prejudicial thinking is based on stereotypes. Prejudice is a feeling or attitude (Anti-Defamation League).

**Race**: Classification of humans based on genetic characteristics. 2. Classification of people based on common nationality, history, or experiences (University of Maryland).

**Racism**: Prejudice and/or discrimination based on the myth of race. Racists believe that some groups are born superior to others and, in the name of protecting their race from “contamination,” they justify
the domination and destruction of races they consider to be inferior to their own (Anti-Defamation League).

**Scapegoating:** The action of blaming an individual or group for something when, in reality, there is no one person or group responsible for the problem. It means blaming another person or group for problems in society because of that person’s group identity. Prejudicial thinking and discriminatory acts can lead to scapegoating. Members of the disliked group are denied employment, housing, political rights, social privileges, or a combination of these, and has been the targets of violence and murder during periods of social upheaval (Anti-Defamation League).

**Stereotype** (an idea): A stereotype is an oversimplified generalization about an entire group of people without regard for individual differences. Even positive stereotypes, such as Asians are good at math and computers, have a negative impact (Anti-Defamation League).

**Underrepresentation:** refers to under-representation of minorities in the provision of services (Race Matters Consortium).

**Under-representation:** Refers to the situation where a particular racial and/or ethnic group is represented within a social system (i.e. child welfare juvenile justice, etc) at a lower rate or percentage than their representation in the general population.

**Youth:** the period between childhood and maturity (Online Merriam-Webster Dictionary)

**Resources**

Definitions have been adapted or copied from:

- Anti-Defamation League’s: A World of Difference Institute (Hardcopy)
- Child Welfare League of America (1) [http://www.cwla.org/articles/cv0211minorities.htm](http://www.cwla.org/articles/cv0211minorities.htm)
- Child Welfare League of America (2) [http://www.cwla.org/newsevents/terms.htm](http://www.cwla.org/newsevents/terms.htm)
- Indiana Disproportionate Committee Scope (Hardcopy)
- OJJDP Disproportionate Minority Contact (Handout).
- Online Merriam-Webster Dictionary [http://www.m-w.com/dictionary](http://www.m-w.com/dictionary)
References
Used in Disproportionality Survey Preparation


Dorn, C. (2005). "I had all kinds of kids in my classes, and it was fine": Public schooling in Richmond, California, during World War II. History of Education Quarterly, 45(4), 538-564.


for African American, Latino, Asian and White families in the child welfare system.  


*Social Work, 33*(6), 493-498.


*Health Psychology, 14*(7), 601-612.


*Ethnicity & Inequalities in Health & Social Care, 1*(2), 58-66.


*Journal of Human Behavior in the Social Environment, 7*(1/2), 181.


*American Journal of Sociology, 95*(5), 1153.

*Cultural Diversity and Ethnic Minority Psychology, 7*(1), 75-87.


Vogel, E. (2010). Task force to tackle education issues: Race to the top application first duty: Las


Date:

Dear Participant,

On behalf of the Indiana Minority Coalition, I cordially invite you to complete the 2010 Quality Improvement Survey. The survey was developed and administered by Indiana University School of Social Work as an independent contractor and is intended to get your personal perceptions of minority contact in Indiana.

Responses will be kept confidential and data collected will be disseminated only in aggregate form with no link to individual responses as stipulated in the University Institutional Review Board, to which the researcher is bound and has sought study approval. However, due to the nature of the data being collected through an online system, your computer’s IP address and public email address will be collected and thus we cannot promise anonymity.

Please note that we have sought endorsement of the study from your organization’s/committee’s leadership and graciously ask your assistance in completing the 5-8 minute survey.

The information gathered will help us to respond, advocate, and educate on issues of minority contact and disproportionality in Indiana. Please note that the results of the survey will be shared with interested parties at the study’s completion.

Here is a link to the survey: XXXXx

This link is uniquely tied to this survey and your email address. Please do not forward this message.

Thanks for your participation and support!

Please note: If you do not wish to receive further emails from us, please click the link below, and you will be automatically removed from our mailing list.

http://www.surveymonkey.com/optout.aspx?sm=cVMMqZ_2bya6aD1WKFpZyRIQ_3d_3d
APPENDIX 3 - IRB proposal and amendment

Attached
APPENDIX 4 - Chart Summary
Quality Improvement Survey
Summary Report – Charts of Responses

Your responses will be kept confidential. Only summary data will be published. No specific identifying information linking y

At your agency, are staff asked to disclose their race/ethnicity on any forms?

Do you perceive stereotypical labels being used with one or more racial groups within your agency?

At your agency, does race influence your job performance?

At your agency, does race influence others job performance?
At your agency, does race influence other staff’s view of how job performance is evaluated?

In your opinion, are there employment practices within your agency that could be considered a form of racial profiling?

In your agency, are you more likely to see a racial or ethnic group under or over represented than another?

In your agency, do you see differences in access of services provided to clients based on race and ethnicity?

In your agency, do you see differences in frequency of services provided to clients based on race and ethnicity?

In your agency, do you see differences in the quality of services provided to clients based on race and ethnicity?
In your agency, does racial profiling affect employment?

Are clients at your agency requested to disclose their race/ethnicity on any forms?

At your agency, do you perceive that clients prefer a provider of a specific race or ethnic background?

Are agency’s services perceived as racially-or ethnically-friendly by clients?

Minority youth stay in placement/confinement longer than non-minority youth?

In your agency, do you perceive that clients prefer receiving services from someone of their own race/ethnicity?

Do you agree that because minority youth are perceived as more troublesome, this perception contributes to them being placed, confined, or suspended at a greater rate than non-minorities.
Do you agree that minority youth are equally as likely to get caught doing wrong, but are more likely to face more severe consequences.

Minority youth have more challenges personally and in the home, which contributes to their over-representation in confinement and placement.

Minority families experience more challenges which prevents the return of their children into the home.

Minority families lack adequate parenting skills.
Is your office located in a racially/ethnically diverse neighborhood?

- Yes: 60%
- No: 40%

In your opinion, do agencies located in predominantly minority neighborhoods provide a lower quality service to clients than agencies located in non-minority neighborhoods?

- Yes: 0%
- No: 100%

Does the racial or ethnic composite of the neighborhood where your agency/office is located influence the development of its practices?

- Yes: 50%
- No: 50%

Does your agency use culturally-competent based practices?

- Yes: 100%
- No: 0%

In what field are you employed? Please choose one.

- Mental Health: 0%
- Child Welfare: 10%
- Juvenile Justice: 5%
- Education: 60%
- Other: 0%
- Multiple field (please specify): 15%
In what type of community would you consider your agency to be located?

- Rural: 40.0%
- Urban: 30.0%
- Suburban: 20.0%
- Other (please specify): 10.0%

Would you consider your position to be:

- Administrative: 70.0%
- Direct Service: 30.0%

How long have you been employed in this field?

- Less than one year: 0.0%
- 1-5 yrs: 10.0%
- 6-10 yrs: 10.0%
- 11-15 yrs: 10.0%
- 16-20 yrs: 10.0%
- 21 yrs or more: 50.0%
Please check the following racial or ethnic groups of staff represented at your agency.

Are these groups represented proportionally to the population that your agency serves?

What is your gender?

What is your age range?

What is your educational level?
Should Indiana be concerned with unequal treatment of minority groups in our systems of care?
Quality Improvement Survey
Summary Report – Outline of Comment Responses

1. No comments collected

2. Definition of Minorities – 214 comments. 44 skipped question

<table>
<thead>
<tr>
<th>Response Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Individuals of various races, cultures, and ethnic background.</td>
</tr>
<tr>
<td>2. People who are not part of the dominant culture.</td>
</tr>
<tr>
<td>3. A group of individuals that are less represented in the total population than the largest group.</td>
</tr>
<tr>
<td>4. A race or ethnic group that is not of Anglo decent in the USA.</td>
</tr>
<tr>
<td>5. A subgroup of students that constitutes a minority.</td>
</tr>
<tr>
<td>6. A group of people who are fewer in number than the most populous group</td>
</tr>
<tr>
<td>7. A group not making up a large segment of the school population</td>
</tr>
<tr>
<td>8. Any population that is not in the main stream of society. It means race, creed, cultural, religion and even a classification of persons, GLBT or Disable,</td>
</tr>
<tr>
<td>9. A group that does not represent the majority</td>
</tr>
<tr>
<td>10. Minorities are groups other than the majority; there can be a lot of context to the use of the term. In social services, we typically think of persons of color as being in the minority. However, the context is important for the use of this term.</td>
</tr>
<tr>
<td>11. African Americans, Hispanics</td>
</tr>
<tr>
<td>12. &quot;Minority&quot; is a misnomer. I'd rather say people of color or all those people who are non-white.</td>
</tr>
<tr>
<td>13. A group of ethnically different folks whose numbers are lower than that of other groups.</td>
</tr>
<tr>
<td>14. Any group that is not of the majority.</td>
</tr>
<tr>
<td>15. A group of individuals that are a small part of the whole.</td>
</tr>
<tr>
<td>16. Any person of race that is not the majority.</td>
</tr>
<tr>
<td>17. Those groups who have less power in society when compared to others.</td>
</tr>
<tr>
<td>18. In this country (non-white).</td>
</tr>
<tr>
<td>19. Any demographic group that has fewer members than another.</td>
</tr>
<tr>
<td>20. Anything not in the majority group</td>
</tr>
<tr>
<td>21. Those whose ethnicity, religion, sexual preference, race are fewer in number than the general population or the general local population.</td>
</tr>
<tr>
<td>22. A group that is different for the majority of the population. This difference can be due to race, religion or ethnic background</td>
</tr>
<tr>
<td>23. Any person or persons that are in the lower 49% of any group.</td>
</tr>
<tr>
<td>24. Smaller groups that are considered from the larger group, such as children/youth because they can't vote until age 18.</td>
</tr>
<tr>
<td>25. People who are viewed as non-Caucasian.</td>
</tr>
<tr>
<td>26. What ever the federal government lists as minorities. Some one who is different from the majority of the people in any given situation!</td>
</tr>
<tr>
<td>27. A group of individuals who have in common at least one physically-manifested characteristic that is shared by less than 50% of the larger society to which it is being compared and that characteristic inherently puts those individuals at some disadvantage in the society at large.</td>
</tr>
<tr>
<td>28. Non-Caucasian</td>
</tr>
<tr>
<td>29. Any group or person that is not the majority</td>
</tr>
<tr>
<td>30. Any person whose gender, race or ethnicity links them to a group who is underrepresented in decision-making and leadership positions (public or private) in this country.</td>
</tr>
</tbody>
</table>
33. Groups of people within the whole that are comprised of persons with a common characteristic and make up less than 50% of the complete group
34. anyone who is non-white
35. Any special populations that do not fit the normal profile. This could be based on gender, race, language, abilities and so on.
36. Other than the majority.
37. Individuals who have some apparently significant characteristic not shared by the majority.
38. a group of people who differ racially or politically from a larger group of which it is a part
39. Those individuals that are not equally represented such as women, children, ethnic groups like American Indian, African American, Hispanic populations
40. A population who are fewer in number than another, i.e. Caucasian is majority population in the US and all other races are minority.
41. Groups of persons who may have different set of values, ideals or, they are not representatives of the majority.
42. People of color = racial minorities; women = gender minority; older people = age minority
43. A population significantly smaller than the surrounding community.
44. current definition is other than white population...but that population is becoming minority as time moves forward
45. anyone who lives in a community that is not primarily made up of people from their cultural background
46. This is a question that is going to quickly go out of vogue when European Americans become the "minority." Currently, the term "minority," for me, simply indicates a population. However, subtly, the term "minority" has a negative connotation - someone who is not "mainstream," regardless of how long their people have been in this country.
47. A group underrepresented in numbers in society that is likely look down to or receive undue treatment due to ethnicity, class, or gender
48. A minority is not only about race or nationality--it also is about SES, disability, gender--any group of people who are fewer in number than the larger homogenous group
49. Not of the majority.
50. Any population or group of people who are represented by less than 50% of the population as a whole in their area.
51. My definition of minorities is any social, racial, or gender class that is not in the majority class, i.e. white males.
52. Non-white population
53. Under-privileges and under-served subgroups of our communities
54. Families or persons that are in the lesser category than those around them whether that being race, socio-economic, gender, etc.
55. A group of people that differs from the "majority," which includes but is not limited to variances in race, gender, religious affiliation, political affiliation, sexual orientation, culture, etc.
56. non-Caucasian
57. Any person or persons belonging to a group with a lower percentage of the population.
58. The smaller in number of two parts, factions, or groups; any group that is subnormal with respect to a dominant group in terms of social status, education, employment, wealth and political power.
59. a group that is racially, politically, nationally, religiously different from the larger group that they are a part of
60. Any person who is not Caucasian.
61. smaller part
62. People or people groups who are not of the majority
63. non white students
64. Group/ groups of people who do not have access to power and therefore are at risk of being treated unfairly or discriminated against.
65. a group that has fewer numbers than the majority
66. Anyone who is not a white male.
67. The lesser of the main group make up
A group of people that are not represented as the majority.

Any race, religion, or people other than the Caucasian Christian community

less number than majority

a minority is anyone who is not the majority

Any group of people outnumbered and by the majority which is Caucasian.

Individuals who are identified as different from those who are the majority culture. Majority might be numerical, but can also be rooted in fiscal, social, or power dynamics.

individuals with personal characteristics that differ from the characteristics of the majority of individuals in a population

A group of individuals that is not represented by the majority of the population.

A "minority" in any underserved population within our district.

Minorities are groups of individuals in a particular setting that are not representative of the majority.

not majorities

Groups of people that differ in some way from the majority of the population.

subgroups within a population who are sometimes fewer in number, but are often disenfranchised and have lower levels of power and influence in official systems then the "majority"

My definition of minority is the lower financial class level citizens who are also represented in corporate as the same.

A person of different race or color.

populations not necessarily represented in the Majority

Not Caucasian

Non white people

Small groups

The politically correct definition would be that group that does not represent the larger voting group politically. Socially, the term minorities represent that group which, in some capacity, is deemed the subordinate group. It could be ethnic, economic, age, sex, ability / disability. It is within the societal definition of subordinate / minority perspective. It is defined differently by different people(s).

Any group of people not in the majority

Any race or ethnic group numbering fewer than the same in power.

Persons who are out numbered by either population or another characteristic.

People of a different ethnic background and color

Someone who is not of the dominant (in reference to social, economical, race, education, etc) group or population.

Non-Caucasian and/or female

persons or people in a group or of a race that is not primary or a majority

A racial, religious, ethnic, or political group smaller than and the larger group.

Non-white

Any population that is less than the majority of the population

Any student not Caucasian

In our area of the state minorities would be defined by ethnic, racial, religious, and sexual orientation characteristics.

A group, depending on numbers

Minorities are any people group who are not the majority of the culture described.

any population member other than white, Eurocentric--mostly African or Hispanic recognized, but also includes Indian, Arabic, etc.

Populations that have less numbers of people than other populations

Race / Religion / Ethnic Background

Minorities are anyone that does not fit the category (ies) of the majority/mainstream American. It could be related to race, nationality or poverty

Population whose size is less than the largest group in such areas as ethnicity, language, etc.

Technically, it is any group that does not make up a majority. In this case, I would define a minority as a person or group that is not a Caucasian.
108. Non-white or not of European descent Americans (citizens or not)
109. A group of people under represented.
110. Group composed with less than 50%
111. Social, economical, racial, sex, religious or other groups that are less in number than the established control group.
112. Individuals that may need an advocate to ensure their rights
113. A person whose identifying characteristics or ideas are not the majority of the group that is being questioned.
114. A group less than the majority
115. A group or segment of the population that represents 49% or less of the general population
116. Groups of individuals that are not equally represented in our society.
117. Any population that is less than 50% of the entire group.
118. Any person that is a group of a small population group, i.e., women, Black, Spanish etc.
119. In the United States minorities are those other than White individuals. Those of color and are often not given opportunities they deserve in our society.
120. Any group that is not represented by the majority - depending upon the setting could be male or female, socio-economic status, or ethnicity.
121. Minority populations of certain ethnic and cultural backgrounds
122. People identified as other than Caucasian, heterosexual majority
123. Any person or group of people who have characteristics for which discrimination is prohibited. The protected classes are race, color, national origin, age, sex, and disability.
124. Groups of people that lack equal access to opportunities as majority "in power" groups
125. Women, any race that isn't white
126. Any other racial group than the major group.
127. My definition of minority is when you are not part of the majority
128. I define minorities as they groups of population which we have not historically included or focused on in decision-making and policy making.
129. A minority is a subgroup less represented than the entire group. I would anticipate smaller than 25%.
130. A person or group who does not have the majority power based on number or influence.
131. Less than 50% of population
132. People who belong to a group that is less than a similar grouping of individuals. This can be based on gender, race, religion, sexual orientation, etc.
133. Groups that are different and smaller than the majority group, could be religious, etc.
134. Anyone not in the majority or part of the larger group
135. People that are under-represented in a community. A race or ethnicity that is not socially equal.
136. Race, culture or population with the least members in the locale
137. A cultural group that is different than 50% of the local cultural group.
138. Any group that has been marginalized in aspects of society.
139. A minority group is any group of individuals who based on their race, religious affiliation, or other beliefs are not part of the majority group.
140. Any group of persons that constitutes a percentage of the U.S. population that is substantially less in number than the most populous group, that is, Caucasian members of a Christian denomination. This definition includes members of ethnic, religious, or racial groups, and also includes members of groups that are consistently excluded from opportunities that are offered to the general population, for example, gays and lesbians.
141. Those who are a smaller number when compared to other groups
142. Any member of a group, disproportionately represented, by fewer members, than the members of the group as a whole.
143. Non white students
144. I believe that minorities are defined by those whose numbers are less than others.
145. Any person who is disproportionately represented.
146. Anyone not male and white
147. Any group smaller than the majority.
Minorities are those people who do not fit into the dominant population, who holds the most power.

A smaller group of people who are different than a larger group.

smallest percentage of likeness in a group

any population that is not in the majority in a specific situation or location

African Americans, Hispanics, and any other race that is not Caucasian.

Groups that do not have a majority representation in political positions as well as public policy related positions

Populations in a location that is smaller in number than the dominant or majority population.

Persons who are not of the majority. IE: White males are a majority while others are in the minority.

A group represented by less than a majority within society

A group of people who are numerically less than the average of other groups.

A non-white person who may or may not have the USA as their country of origin.

Anything less than majority

A population with less representation than the majority

An individual whose race represents the minority population in the given population being considered

My definition of a minority is anyone that is not in the majority. An example is the Democratic Party.

Individuals who by gender, ethnic group, race or culture are in the minority of a heterogeneous group.

A group that differs.

Any part of a total group that equals less than a majority.

The ethnic group that is not the majority.

Those of an under represented group

A group that is less than fifty percent of the total.

Any other race other than Caucasian.

people who do not constitute the majority of the population in question

Populations not receiving equal opportunity access to financial, educational, occupational, health, spiritual, et al (not necessarily in that order) resources.

An ethnicity that has fewer numbers than the dominant culture that is present at that given time.

all other than Caucasian males

Any group of people that are treated differently he everyone else for the good or bad.

Not Caucasian

Anyone who is not in the majority group of the population which you are discussing.

Non-Caucasian

A small group

Any group of people who are non white, and/or are below the poverty level

group of people who don't make up a majority in the voting population of a society

Anyone who identifies themselves with a group that does not have perceived political or social control.

A race, culture or religion little understood or few in numbers.

Someone who is in a social setting (formal or informal) that is definitely not in the norm for the group.

As sociological people group that is not part of the minority in race or ethnicity.

Ethnic groups that do not make up the majority in our society. This can also be gender based as well.

Groups who under represented in the general population

non white

Individuals who are not Caucasian, whose race is not white.

Other than white because that is the general definition that is used in the USA.

Any group of individuals that have been under-represented in a given socioeconomic structure/situation.

The smaller group of any group which forms a whole grouping.

Races other than Caucasian; Females; People with Disabilities;

Group that is smaller in # than larger group a part of.

A part of the population that is different.

A group of people that share the same characteristics (race, language, age group, etc) that are lease in
number when compared to other groups that share the same characteristics.

196. any group of people having like identities that is outnumbered by a larger population of a different identity
197. Individuals of non-white heritage and females.
198. A group disadvantaged with respect to both size and power. This could include any group based on race, gender, ethnicity, socio-economic status, etc...
199. Individuals and groups who share some defining characteristic that is not shared by the majority of the population. Minorities also actually may become the majority population but are still perceived as minorities because of the relative power or influence they possess.
200. People of different religious or racial make up. Women are also minorities.
201. Any group with the least number.
202. non white
203. A smaller of a number of two groups.
204. Individuals, or groups of individuals, who do not experience equity with other individuals or groups of individuals.
205. Any group that is not recognized as white and of European descent.
206. Anyone who is in a position where they are less then a majority of those in a set group. This could include but not exclude other areas such as race, gender, socio-economic status, or sex.
207. Any person who could be identified as different from the norm in any way.
208. A group of smaller numbers...can be defined by race, creed, color, gender, age...as compared to the considered group as a whole.
209. Groups of individuals who are represented by smaller than majority numbers.
210. Minorities are the races that fit into the lower numbers of population
211. Minorities are people who are not in the majority. Typically, this is defined as non-Caucasians, or people of color, though it could apply to religious minorities, cultural minorities, etc.
212. Any individual not represented by the designation of white race
213. being a part of a larger group and identified with a group, but smaller in number
214. Individuals who by having been born of a certain race or creed do not belong to the predominant majority of the population.

3. **At your agency, is staff asked to disclose their race/ethnicity on any forms? 45 comments**

58 skipped question

<table>
<thead>
<tr>
<th>Please Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Zpur applications are done online and applicants are asked but not required to complete ethnicity/race. No one has any knowledge of the race/ethnicity of any individual applicant but we can get totals.</td>
</tr>
<tr>
<td>2. For federal government purposes</td>
</tr>
<tr>
<td>3. Federal Race/Ethnicity Reporting Form upon hiring.</td>
</tr>
<tr>
<td>4. I am a private practitioner, i.e., I am the ONLY staff person. So &quot;not applicable&quot; may be more accurate. Consequently, as I review the following questions, I do not believe my situation qualifies as an appropriate one for your survey. I will respond only to those questions which I believe to be relevant to my practice.</td>
</tr>
<tr>
<td>5. If this information is requested it usually come from some federal government agency.</td>
</tr>
<tr>
<td>6. I don't think so.</td>
</tr>
<tr>
<td>7. It is optional but I work for a state/Federal program and this information is used</td>
</tr>
<tr>
<td>8. We must ask for race/ethnicity for NCLB forms.</td>
</tr>
<tr>
<td>9. HR has us fill out EEO forms need it for background checks to be completed, as well.</td>
</tr>
<tr>
<td>10. We are a very homogenous group--all people are of one race--we have tried to have other people apply, but to no avail.</td>
</tr>
<tr>
<td>11. It may serve the purpose of adequately serving a diverse population, rather than to discriminate!</td>
</tr>
</tbody>
</table>
12. I believe in the hiring process they asked us to, but it was optional not mandatory.
13. Required for state reports
14. This is a way of trying not to be discriminatory.
15. It's not necessary for any position. We hire people who are capable of meeting the positions responsibilities.
16. No forms in particular but since we are a religious agency presenting our particular faith's principles on a public policy level it is necessary that our staff be an active member of our faith tradition.
17. Do not work for an agency. On forms I complete, race/ethnicity is usually an optional response given.
18. voluntary disclosure
19. often asked of me on forms for becoming a provider on an insurance panel not recorded for clients using our agency
20. Always given the opportunity to decline.
21. they are asked to but it is optional
22. On the application it asks what race you are.
23. I have never been asked to disclose this information.
24. if they have a child enrolled at our center, they are asked on the CACFP form to check a race/ethnicity for their child
25. Required for state reports
26. Usually federal or state forms or for insurance purposes.
27. For state reports.
28. don't know
29. Federal and state forms
30. WE have Federal Government forms that must be completed that do ask the race/ethnicity of our employees.
31. I am almost positive that we do not ask any of those questions on forms.
32. For the CPS background checks that have to be completed. It's not an agency form, but we have to use it.
33. On forms used by federal reporting.
34. But they are optional questions.
35. But it has an option to not answer
36. Only as required for federal or state reporting purposes.
37. Only if they want to.
38. State and Federal guidelines
39. We do not believe that ones race/ethnicity will affect their job performance.
40. We are exploring a way to do it that would not violate law. We do want to have tracking plan in place to ensure we recruit more minority employees to our employment. Our workforce needs to be as diverse as our student population.
41. employment form for the government
42. We use the Indiana DOE staff survey for each employee.
43. Not relevant to the application process.
44. We are required to report race on state reports
45. outside entities sometimes require such data, ex. insurance company

4. **Do you perceive stereotypical labels being used with one or more racial groups within your agency? – 21 comments 57 skipped question**

<table>
<thead>
<tr>
<th>Please Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. This is a hard question to answer as &quot;yes&quot; or &quot;no&quot; because many stereotypes are ingrained in our culture. At</td>
</tr>
</tbody>
</table>
our organization, we try hard to eliminate the use of stereotypical labels and to promote diversity in our leadership and staff positions.

2. I am certain that some individuals who are employed may at times make comments but there does not appear to be any public statements of any kind.

3. Sometimes individuals may make statements that are stereotypical.

4. Only categories listed are African American, White, Latino, and Asian too limiting....

5. White co-workers, no matter how well intentioned, often lapse into pre-conceived ideas about non-White participants.

6. That group sure is "loud" and you look at all groups this could be the case. "There parents don't care." "He won't be able to do that work." Assumptions and low expectations are everywhere, but not intentional.

7. We deal with people and we do not label individuals.

8. again - not an agency

9. In 10 years I can only think of a handful of times that this has played out in a negative way. However there is an assumption that minority clients are usually more comfortable with workers of the same group, so we try to accommodate when possible.

10. We are treated equal. As far as I know.

11. I have not witnessed this.

12. I sure hope not.

13. With client groups? Not sure how this is meant. Our staff is very small. I don't think it really affects staff.

14. they are not

15. try to take each person as an individual

16. I feel that the blacks are not given equal opportunities without being extra scrutinized just because of there race.

17. Not exactly labels. But some people do make assumptions about the clients we serve

18. I believe there are some that tend to stereotype our Latinos.

19. Unfortunately, I do believe individuals stereotype individuals. Do I think it is rampant in our organization? No I do not. However, I would be foolish not to believe it exists.

20. Has no bearing on the hiring process.

21. Not to my knowledge. It may occur informally between individual employees in discussion. I truly cannot adequately and accurately answer.

5. At your agency, does race influence job performance? – 18 comments 58 skipped question

Please Comment

1. It is not considered at all.

2. Because I'm a minority and we are in the minority at my workplace I perceive that I have to work harder, faster and be more productive than those who belong to the majority group.

3. Being Caucasian in a majority Caucasian community may allow me an advantage of quicker acceptance by some clients.

4. Not that I am aware of

5. Because I am black, I always feel I have to be the smartest, the best at doing everything, never make a mistake, have the highest degree, etc.

6. Since most of our clients are minorities, it builds trust with them when they work with a minority. There are also areas that a minority worker understands better than a majority worker.

7. We look for a persons qualifications and their ability to meet the job requirements.

8. not an agency

9. If you are qualified for the position you will be consider for that position. They do a lot of hiring within the agency.

10. not a factor

11. This has been a challenge at the board level. Racial tension exists between black leaders and middle aged white male board members.

12. Our organization has done several culturally sensitivity self assessments and have adjusted policies and practices in any areas where there is need for improvement.
13. Makes a difference sometimes in how staff are perceived by students, parents and social relations among colleagues.
14. The "majority" tends to get more slack.
15. Job performance is not a race issue.
16. I believe that my race or ethnicity gives me a different view of things on certain cases.
17. No an issue.
18. Want to be sensitive to differences and respond accordingly so individual needs are met.

6. At your agency, does race influence others job performance? 16 comments and 56 skipped question.

Please Comment

1. At times, lack of sensitivity to what might be a racial issue, or failure to communicate what is an issue, as we strive to work together as a team, may be factors in job performance. As a manager, if I am aware of something, we work hard to address and communicate regarding the issue.
2. No, there is nothing ever noted.
3. Similar perception as stated above
4. I cannot answer for all who conduct performance appraisals. However, in our training we stress that race is not a factor, only performance of job descriptions.
5. It's always difficult to know what is inside any individual or if there are any hidden agendas.
6. only minority employee on staff left our agency
   I don't believe her minority status had any influence on how she performed, or how she was viewed.
7. Some of our programs are more influenced by it that other (ex. supervised visitation- we have had a couple of families that don't speak much English)
8. No
9. Issues with board have not been allowed to sift down to staff because leadership will not allow it.
10. We are not a racially diverse community.
11. I do not know of any specific situations involving my staff where race influenced their performance. However, I do keep an open mind regarding the possibility that biases are present that may influence them.
12. See #5
13. We have many Amish students and parents and I do feel sometimes as a group they are treated differently.
14. I am not quite sure how to answer this.
15. Not an issue.
16. My observation is employees work to be aware of individual needs of people and if race determines a need, then the employee makes every attempt to meet such a need. Ex. hair product for African American youth.

7. At your agency, does race influence other staff’s view of how job performance is evaluated? 18 comments, 57 skipped question.

Please Comment

1. see previous comments
2. No, nothing.
3. Again, I can only answer that we do trainings that reflect performance appraisals based upon competencies of the job.
4. Individual's bias may have impact
5. I doubt it.
6. Unfortunately, I have seen people dismissed based on lack of understanding of cultural norms for that person.
7. All staff are white so you are actually looking at performance – good or bad.
8. I currently work in a small rural school district and we do not have many minority groups. We do not have the same kinds of problems as a larger urban district would face.
9. I have one colleague whose statements on his blog indicate some reason to believe he views white males as currently losing their rights as those other than while males gain equality. This person has no influence over my performance or evaluation.
10. Again, there have been a couple of times, but it is rare.
11. no
12. Limited experience with outside contractors having racially diverse workers
13. Though I can't speak for every single supervisor, we provide extensive training and modeling that we need to be consistent and non-judgmental in performance evaluations.
14. I hope not. Try to be as unbiased as possible
15. I do not believe it does.
17. Cultural differences may be affiliated with perceptions about work ethic and attendance, and thus performance.
18. Lower expectations due to demographics we work with.

8. **In your opinion, are there employment practices within your agency that could be considered a form of racial profiling?** 20 comments, and 61 skipped questions.

**Please Comment**

1. Occasionally there are specific jobs that require a person who speaks Spanish or a person from the neighborhood being served.
2. We are a small organization, and all hiring is done by one of two people. We strive hard to achieve diversity in our staffing and in the assignments of our staff.
3. No, none at all.
4. No, other than an interest in increasing the number of minority employees.
5. The department's make-up sometimes is influenced by the head of the program. If the department head is a certain color, they may be inclined to hire people of the same.
6. Other than we would like to have a more diverse teaching staff but those seeking positions can earn more money in the public sector.
7. Probably not
8. Our employee make-up is not very diversified and this is not a consideration in our area nor does it come into play.
9. That said we do get very happy when people from minorities apply since we believe they may help our minority clients feel more comfortable, so we try to seek these employees.
10. Just the opposite. We are seeking minorities for open positions
11. no
12. Leader is a minority and is attentive to racial hiring practices
13. African Americans are kept employed due to fear of the agency being sued for racial discrimination while whites are laid off from the job despite the latter having equal or better job performance and ability.
14. Since we do not receive many applications from African American or Hispanic candidates, when we receive an application, we are very likely to extend an interview to the candidate if their credentials meet our basic needs
15. Not that I know of but I may be unaware.
16. Perhaps I am naive, but I think not.
17. No bearing on employment.
18. Minority staff works with minority populations.
19. The current hiring reflects, we are told, that staff needs to reflect the children who are being served by our agency.
20. Not to my knowledge.
9. **In your agency, are you more likely to see a racial or ethnic group under or over represented than another?** 67 comments, 60 skipped question.

Please Comment

1. Blacks and Hispanics are often underrepresented as professionals. Also, younger adults are less likely to be in executive leadership positions.
2. Lack of minority applicants
3. especially in the teaching ranks
4. This is a very homogeneous community.
5. However, historically (prior to 2005), there was little ethnic diversity within our staff.
6. We are a mostly white community that is very small. I've NEVER had a minority apply for an open position. Our over representation is only due to that fact.
7. Caucasian - the preponderance of applicants are Caucasian.
8. Our agency does not employ a representative group in relationship to the population we serve.
9. We are under represented with both black and Hispanic employees. See above
10. Though are staffs members are fairly balanced, we have found a higher number of Caucasian workers with degrees and competencies to work with children/youth.
11. In our agency, there is a problem with under representation of minorities in supervisory/managerial positions. This issue is very problematic to the Chief Probation Officer but does appear to be concerning to other administrative positions within the department.
12. See above re. This community being primarily represented by Caucasians such that this leads to the majority of clients being such.
13. Most of the work sites are in rural communities - so there are fewer minorities employed in general - this is not specific to my agency - but a reflection of the communities as a whole.
14. African American's are under represented in our populations.
15. It is a product of the proportionate representation of our community. Not a product of racism or other.
16. Our agency deals with the under-served. 97% of the participants in our program are Black.
17. All Caucasian--very few racial or ethnic minorities in student population
18. We need more minority teachers and administrators. This group is under represented when compared to our student population. Ideally, our desire as a school corporation is to have our teaching and other staff at least mirror our student population.
19. African Americans are over represented in the children available for adoption and under represented in the families that we get to adopt those children.
20. Very few minority applicants.
21. This is a school. Because of the district that students live in would establish the racial representation.
22. There are more majority ethnic groups represented than minority.
23. We are so small that finding the right person is more important than finding the right minority person.
24. 80% white population (over represented)
25. In smaller rural areas this does not happen as often as it would occur in an urban area.
26. ratio of minority members in my profession is lower than in the total population
27. Demographics of the area dictate the available candidate pool for positions.
28. Unfortunately we are understaffed in Hispanic minority groups, so we actively seek people in this population.
29. More Caucasian staff but not out of line considering the % of the general population
30. We are predominately Caucasian in our employment and student demographics.
31. White and very few minorities
32. We have many more Caucasians than any other ethnicity.
33. In rural Indiana we are predominately white and Christian.
34. Although it is changing for the good, our agency has in the past had mostly Anglo-Saxon Americans as customers. There has been and continues to be more diversity in the past few years.
35. Under
36. Very few minorities
37. This is hard to answer. Again do you mean staff or clients? Our staff is very small (5 employees). I can't say for sure if clients are over/under represented. We serve Johnson and Morgan Counties, both of which have little ethnic diversity.
38. Our agency is not located close enough to a city that would attract many diverse candidates.
39. we are very rural
40. We are a membership group and at this point, 98% of the leaders of the agencies are white.
41. We are almost 100% Caucasian in our community.
42. African-American population
43. We are a school that is 98% Caucasian. We currently have only 1 minority employee based on the region we employ.
44. White individuals are more represented in our population; however we hope this will change in the near future.
45. Under represented
46. Our workforce reflects the racial make-up of the community since preference is may be given to those who live within the community when hiring properly licensed individuals.
47. I am in private practice and have no other employees. I am Caucasian
48. However, in human services, in general, females tend to outnumber males.
49. We are a small school corporation in a rural setting. Thus, the racial group over represented over others is Caucasian.
50. Among our certified staff, we have very few Hispanic staff members, and no African American members. Thus, we are nearly solely made up of Caucasian employees.
51. We are a small staff so it is difficult to have a representative from all races and cultures
52. all staff are Caucasian
53. Under represented.
54. Our community very little diversity in ethnic groups. Our schools reflect this lack of diversity. 98% white
55. We have little diversity.
56. Under represented
57. If I understand the question properly, we have almost all Caucasian employees in our employment.
58. Our agency has just begun to be more diverse. Hence, one is less likely, at this stage to have a racial balance around the table where major decisions are made.
59. Without question this happens. We are now attempting to bring this to light in our organization and get at the root causes.
60. Only because of location in rural setting.
61. Whites are over represented in our school district.
62. There are few minority candidates that are licensed to practice in the Fort Wayne area. It would be great if there were more! As a result the center has primarily Caucasian females however we have one person from Turkey who is also Muslim.
63. Employment is based on hiring the best person to fill the position.
64. Whites are over-represented; minorities are under-represented—which is partially because of the experience and requirements for the positions.
65. There are fewer minorities hired with fewer applying for positions
66. Our % of Hispanic employees is under represented primarily because we have few Hispanic applicants.
67. The majority of people are white.
10. In your agency, do you see differences in access of services provided to clients based on race and ethnicity? 20 comments, 61 skipped question

**Please Comment**

1. Referrals initiated from outside of agency.
2. Definitely not.
3. We provide services to agencies and not directly to clients, except for information and referral services.
4. No. We have over 30% of our clients/students are minority.
5. We provide additional services to Hispanic groups in terms of language development.
6. My agency does not provide client services so this question through number 15 is not relevant.
7. The majority of clients are referred to our agency which is not determined completely by the program staff.
8. But based on self-selection, some nationalities/races may be less comfortable with getting help from a social agency than others...
9. No Spanish resources for classes offered to others.
10. Staff that has negative preconceived ideas about a certain race or poverty may not be an advocate for these students to grow academically and learn. At lunch some students are more scrutinized and talked to very curtly.
11. We provide no direct service
12. None
13. Don't serve the public, membership association
14. I accept all referrals, regardless of race or ethnicity. However, I do not accept Medicaid and Medicare, which limits access to services.
15. Our agency goes above and beyond to ensure that the families we serve has access to whatever they need to assist.
16. However, when assisting clients that are in the minority (Hispanic, for example) it is hard to find resources within the community that will serve a family that doesn't have a social security number or proper identification.
17. I believe that out of respect for our Amish parents we can be more lenient in providing services they may object to having for their children.
18. No, we don't look at the race and only the person.
19. Yes when it comes to recruitment of students into high ability classes.
20. We are a support organization. However, the organizations which we support provide services. Minorities are disproportionately represented among the client groups. Special efforts are routinely made to recruit / outreach to minority populations.

11. In your agency, do you see differences in availability of services provided to clients based on race and ethnicity? 20 comments and 58 skipped question

**Please Comment**

1. see comment above
2. No - services that are provided are the same for everyone.
3. see above
4. Agencies I refer to will sometimes not take a referral because of language barriers and cannot provide someone to help with the barriers.
5. Minority clients are not recruited in the adoption department.
6. N/A
7. Latino families lack resources
8. We provide ESL and other services to our Hispanic population.
9. Maybe, again this is hard to answer because there is not a lot of diversity in Johnson or Morgan Counties. The only reason I answered yes is because I haven't seen any translators in anything
I've been to and I only know of one agency that serves a specific minority (Esperanza in Greenwood).

10. none
11. Don't serve the public, membership association
12. People who contact me about services note that it is very difficult to find a provider that accepts Medicaid and Medicare
13. Not unless our program is contracted thru another source and the standards require certain documentation or population served.
14. We work to provide opportunity for all.
15. We treat them all the same.
16. Some of our Latino families are in poverty and they do not have access to health care services that others do.
17. I do not.
18. Special efforts are made to provide services for minority populations, particularly Spanish-speakers.
19. Due to the influx of need with the Hispanic population, at times there is a longer wait for Spanish speaking only families to receive services.
20. We serve a large Latino population which is undocumented. Their access to various services such as 21st Century Scholars and other programs are restricted to documented clients.

12. In your agency, do you see differences in frequency of services provided to clients based on race and ethnicity? 15 comments and 62 skipped question.

Please Comment

1. see comment above
2. Same as above.
3. More on who comes to our agency with a disability and need for help to get back into the workforce.
4. Many of the children we serve are minority clients.
5. N/A
6. The ratio of members of minority groups seeking mental health services seems to be significantly lower than the number in the total population.
7. We provide ESL and other services to our Hispanic population.
8. None
9. Don't serve the public, membership association
10. We have no racially diverse applicants.
11. More and more, the frequency of services is being determined by an outside entity, i.e., DCS, and it is not possible to determine whether decisions are made on an unequal basis due to minority status, as the entire group of potential clients is not known to the providers.
12. It's all the same.
13. Same as above.
15. Minorities are disproportionately represented among the client base.

13. In your agency, do you see differences in the quality of services provided to clients based on race and ethnicity? 14 comments and 59 skipped question.

Please Comment

1. see previous comment
2. Unsure
3. Same as above.
4. Again, some groups are more in tune with social work services and their ready acceptance than
5. We don't reach the Hispanic race because of language barriers as well as we should.
6. N/A
7. this would be unethical and would not happen at this practice
8. none
9. Don't serve the public, membership association
10. We use an accreditation Performance Quality Improvement process to assure the consistency of quality statewide in all our services.
11. We lack in Hispanic providers and have to have interpreters. I think this is a barrier to treatment.
12. I don't believe our Latinos receive the same quality of services as the Caucasians.
13. I believe our teaching staff could do a better job of addressing the needs of minority children as learners.
14. Ongoing cultural sensitivity training is needed. While it is offered initially, it is not offered in ongoing manner that allows staff to self-monitor after experiences.

14. In your agency, do you see difference in types of services provided to clients based on race and ethnicity? 16 comments and 60 skipped questions.

<table>
<thead>
<tr>
<th>Please Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. see previous comment</td>
</tr>
<tr>
<td>2. Same as above.</td>
</tr>
<tr>
<td>3. Services are provided to everyone, but because we don't recruit enough minority clients, there is a difference.</td>
</tr>
<tr>
<td>4. N/A</td>
</tr>
<tr>
<td>5. There are not a lot of Spanish speaking workers, so Latino families may lack services</td>
</tr>
<tr>
<td>6. We provide ESL and other services to our Hispanic population.</td>
</tr>
<tr>
<td>7. None</td>
</tr>
<tr>
<td>8. Don't serve the public, membership association</td>
</tr>
<tr>
<td>9. The agency does make an effort to recruit native Spanish-speaking staff in the area of therapeutic services, so that bilingual services are available.</td>
</tr>
<tr>
<td>10. I believe that out of respect for our Amish parents we can be more lenient in providing services they may object to having for their children.</td>
</tr>
<tr>
<td>11. We try very hard to provide equal services to all, regardless of race and ethnicity.</td>
</tr>
<tr>
<td>12. We work to ensure equality of services. I may be naive.</td>
</tr>
<tr>
<td>13. The prime difference is in the provision of Spanish-language and other language accessibility. These services increase the cost per unit.</td>
</tr>
<tr>
<td>14. I think the type of services provided is based on the client's need and that can include race/ethnicity, however it really focuses more on cultural sensitivity and cultural needs. Our agency has educated staff in how to effectively provide services to clients and the various needs based on cultural needs.....I think it becomes more of cultural sensitivity versus a race/ethnicity concern.</td>
</tr>
<tr>
<td>15. We have placed additional personnel in our agency to help with language acquisition needs.</td>
</tr>
<tr>
<td>16. applicable to client needs and cultural differences</td>
</tr>
</tbody>
</table>

15. In your agency, does racial profiling effect employment? 5 Comments and 58 skipped question.

<table>
<thead>
<tr>
<th>Other (please specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I doubt it.</td>
</tr>
</tbody>
</table>
| 2. Again, I've seen people dismissed or not dealt with based on others perceived notions of whom
and what they are.
3. we actively seek minority employees
4. We have no diverse applicants
5. see above

16. Are clients at your agency requested to disclose their race/ethnicity on any forms? 43 comments and 67 skipped question.

Please Comment

1. We ask that question on our demographic surveys that we provide after educational presentations, but the question is optional. The survey is also anonymous. We want to insure that we are providing opportunities to all groups.
2. We have to report student’s ethnicity and race to the state government.
3. IN dept of Ed requires this.
4. Our "clients" are students. We have to have this information for reporting to the state.
5. By federal law - we keep records (students).
6. On the registration form, we ask ethnicity, as needed for grant reporting.
7. It's requested for the Client Info Sheet @ intake but doubt that it's required.
8. It is a part of our intake system for statistics, not a profiling tool.
9. For NCLB reports
10. FSSA regulated questions are requiring this.
11. Many of the forms that we use in adoption are DCS forms, many of which request this info
12. Required for state reports
13. State tests require this for students.
14. Not on the forms I have created.
15. There is a form in Partnertude which collects demographic information that ask for ethnicity regarding clients.
16. not on our agency forms, but may be required by insurance companies that provide coverage for the services
17. With the offer to decline with no consequences.
18. Students are asked by the State of Indiana to disclose information.
19. it is voluntary though
20. Required state forms
21. Don't serve the public, membership association
22. Required by state law and must be sent to the state in reports.
23. Federal and state
24. This is a school corporation and state reports require student information on race, poverty, gender etc.
25. Our contracting agencies most often require this information, for demographic purposes, solely.
26. Students' parents must complete a form from the Federal Government called the "home language survey."
27. I don't have access to all the forms, but I would say no
28. On forms reported to the federal government
29. There may be forms that request such information that have been required by referral sources that are not given to the clients by our staff.
30. confidential surveys and their name is not linked to the forms
31. There is an option to not answer.
32. Prior to employment no but for some reporting we do ask.
33. Only if they want to.
34. student enrollment forms
35. Hospital admission form only.
36. Student enrollment records to meet state guidelines for assessment, etc.
37. Students had to disclose their race for the state department
38. Parents complete the race/ethnicity survey for their child(ren)
39. Believe it is voluntary for the organizations we support
40. Primarily in the areas of adoption and foster care in which MEPA and IEPA comes into play.
   This is also a requirement of the State of Indiana.
41. This is required by state statute
42. Government requirement
43. State contracts require and track data

17. **At your agency, do you perceive that clients prefer a provider of a specific race or ethnic background? 23 comments and 68 skipped question.**

<table>
<thead>
<tr>
<th>Please Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am certain that some parents and students might prefer that more of our staff be minority.</td>
</tr>
<tr>
<td>2. I can mention no such case, except one.....and that one was not based on ethnicity; it was based on physicality.</td>
</tr>
<tr>
<td>3. I suspect that it would be the preference of some.</td>
</tr>
<tr>
<td>4. Choice always provided</td>
</tr>
<tr>
<td>5. More requests for African American mental health workers.</td>
</tr>
<tr>
<td>6. Minority clients feel more comfortable with a minority worker.</td>
</tr>
<tr>
<td>7. Not at our agency - all mental health providers are men. We do have clients who ask to see based upon gender.</td>
</tr>
<tr>
<td>8. Often one matching their own</td>
</tr>
<tr>
<td>9. The reason I answer yes is because. We have Spanish clients that prefer Spanish speakers that understand them.</td>
</tr>
<tr>
<td>10. Sometimes requested but not norm</td>
</tr>
<tr>
<td>11. Don't serve the public, membership association</td>
</tr>
<tr>
<td>12. Sometimes it benefits the family to have someone of the same ethnicity. There are less educational barriers to overcome if someone is familiar with a specific population</td>
</tr>
<tr>
<td>13. We don't serve clients directly - we are an intermediary organization</td>
</tr>
<tr>
<td>14. Sometimes depending on the family we are dealing with and where they may live or have experienced from working with different races.</td>
</tr>
<tr>
<td>15. If they request this, and we are able to comply, we certainly do so...but it is not a frequent occurrence.</td>
</tr>
<tr>
<td>16. Usually Hispanic clients prefer to work with someone who is at least bilingual, if not Hispanic themselves.</td>
</tr>
<tr>
<td>17. There are instances in which clients have stated a preference for staff of the same racial or ethnic background. There are specific times when this may be a prerequisite to high-quality services, such as when the family of a juvenile client contains members who are not native English speakers.</td>
</tr>
<tr>
<td>18. Some do - for instance, some prefer male teacher etc.</td>
</tr>
<tr>
<td>19. Sometimes Spanish speaking clients prefer a bi-lingual employee. That is understandable though</td>
</tr>
<tr>
<td>20. Some clients would prefer someone who looks like them to work with their family. As they seem to feel like they have a better chance of being successful.</td>
</tr>
<tr>
<td>21. We sometimes have patient request a male as opposed to a female practitioner.</td>
</tr>
<tr>
<td>22. Not at our agency, but understand that this happens frequently in all types of human services.</td>
</tr>
<tr>
<td>23. We have very few people of color who reside in our area. We do not receive complaints or requests of this nature.</td>
</tr>
</tbody>
</table>
18. **Are agency’s services perceived as racially-or ethnically-friendly by clients?** 16 comments and 70 skipped question.

**Please Comment**

1. Yes for the most part, but I am certain that some individuals would believe otherwise.
2. We are perceived as approachable and open-minded.
3. I have never had any complaints. Clients of racial or ethnic groups different from my own have returned for multiple appointments.
4. Clients are unaware of attitudes of some staff.
5. Sometimes
6. At least I hope so. Although our percentage of minority clients is lower than the population percentage, I believe we have more minority clients than at most private agencies.
7. I hope they are.
8. Don't serve the public, membership association
9. Little diversity.
10. I hope so but can't say for sure from all clients' perspective
11. Patient feedback has never included complaints about differential treatment due to race or ethnicity.
12. I am quite frankly not sure.
13. Believe so, but not sure.
14. We do client satisfaction surveys where we do ask our clients if their needs were met culturally and if they felt they were respected (race/ethnicity/culturally).
15. The majority of the time.
16. Probation officers indicate our agency and staff are very receptive and willing to address cultural differences and needs.

19. **In your agency, do you perceive that clients prefer receiving services from someone of their own race/ethnicity?** 23 comments and 71 skipped question

**Please Comment**

1. I believe that some students would prefer someone of their own race/ethnicity.
2. We do try to hire a racially diverse staff for each program we operate. It is important for children to be in contact with those who look/speak as they do, but also those who may look/speak differently
3. My speculation is that probation clients would be more amenable and accepting of treatment as provided by someone of their same race/ethnicity.
4. Always a client choice. I do think that at time many of my customers choose a provider who can understand their needs to most. This may be someone with similar background.
5. as stated by clients
6. Sometimes
7. I have not observed this. If it were a concern, we would work to address the client's preference in this area
8. If this were the case, they would not return for further treatment. If this was a preference, they would need to seek treatment at another agency.
9. The clients feel that they can relate to their on race better
10. At times
11. Don't serve the public, membership association
12. I have not experienced this lot but realize that if it is the client’s preference to have someone of the same culture then the company does attempt to fit the right service provider to the client.
13. Not all the time, but at times clients have mentioned this.
14. WE do provide someone to translate as needed for those who do not understand English. It could be that clients would prefer receiving services from someone of their own race due to the
language barrier.
15. We have had some minority parents inquire as to the reasons for our lack of a staff makeup that more proportionately equates to the makeup of the student body.
16. As previously stated, this is sometimes the case.
17. Some do - for instance, some prefer male teacher etc.
18. See number 18.
19. We have had very few requests for this.
20. Sometimes
21. Clients generally prefer a provider who is genuinely caring and interested, regardless of race/ethnicity.
22. I do believe there is a comfort and trust level when services can be received from someone who they can connect with especially with an ESL client.
23. ditto number 17

20. In your agency, do racial profiling effect client services? 9 comments and 70 questions

Please Comment

1. Services are the same for all.
2. We do not conduct racial profiling...
3. I don't think so.
4. I have not observed such bias!
5. This question assumes we have racial profiling and we don't - this is a poor question.
6. I sure hope not.
7. Don't serve the public, membership association
8. I believe it does with student discipline referrals, expulsion recommendations and recruitment into high ability classes.
9. Not to my knowledge nor has such a comment/thought been shared with me throughout the years

21. If you have observed unequal treatment within your agency, please provide comment. 49 comments. 209 skipped question

Response Text

1. N/A
2. No
3. Consistency in corrective actions
4. African-American students are quickly labeled as non-compliant due to minor infractions.
5. No
6. Have not observed.
7. We had a fight between two custodians that used racial slurs. Both were disciplined according to the Employee Classified Handbook.
8. none
9. Not applicable.
10. n/a
11. none to comment

been advised to hire more diverse staff...problem is that we are not getting many diverse qualified applicants
12. none
13. We are unable to service the Hispanic families because of language barriers as well as we are some of our English speaking families.
14. Every action is an unconscious one based on information that was learned in growing up i.e.
selections for GT classes and being accused of an act before investigation.

15. N/A

16. Some Caucasian workers patronize African American clients and make stereotypical judgments about attitudes

17. Not observed

18. no evidence that this is true

19. Na

20. We have trouble recruiting and maintaining Hispanic workers. In part the factors that lead to this are out of our control, but some Hispanic employees have talked about feeling their cultural differences in the way they communicate are misunderstood and the language barrier is often a real problem.

21. I have not observed any unequal treatment

22. n/a

23. Outside our agency, some prospective vendors and/or clients have attempted to select who within our organization they speak with based on race/ethnicity. They are declined services.

24. I have not observed any such treatment.

25. n/a

26. none

27. none

28. No

29. None

30. No

31. No, I have not.

32. No

33. None

34. See prior example

35. None

36. n/a

37. Na

38. We are unable to provide some services when parents object. This includes curriculum for our students from the Middle East and some programming for our Amish students.

39. Not observed

40. Over representation of minority and special needs students in out-of-school suspensions.

41. None to report

42. NA

43. N/A

44. No

45. NA

46. I have not observed any unequal treatment in our school district based on race.

47. In employment issues, not with client services. Certain cultures place a higher value on family and extended family, so when there is a medical issue, certain employees tend to take more medical and family medical time. Because there is an awareness of it, other employees may perceive that certain groups is granted additional leniency or benefits that they themselves are not granted.

48. Lack of a sense of urgency to meeting educational needs of minority population. Money thrown at issues rather that program to impact change.

49. I am the Boss and I am a minority. I have been treated fairly.
22. From your opinion, “In what way does unequal treatment of minorities?” 102 comments and 156 skipped question.

Response Text

1. Quality services are not provided, and therefore, issues within youth that need to be addressed are not addressed appropriately.
2. N/A
3. Lack of access to services and opportunities afforded to non-minorities
4. It does not provide fairness in terms of services provided. It may also prohibit individuals from having the same opportunities as their non-minority peers.
5. Choices about services are not always well thought out on the basis of what is best for the child. Cultural nuances are may not be considered in placement decisions adding to stereotyping children's behaviors.
6. Unequal treatment always puts youth of color at a disadvantage, behind other children with regard to achievement levels, development of healthy self-worth, and their abilities to strive, in general.
7. I really feel that the majority has suffered more than the minority. It has dropped standards and lowered most expectations.
8. None that I am aware
9. Obviously, if that occurs in schools, the outcomes would be disastrous for our society.
10. When youth perceive that the authorities in their lives (teachers, counselors, administration) are treating students unfairly based on racial/ethnic groups, they are unlikely to believe that education will help them to achieve their goals.
11. I do not believe the same treatment is the same as equal treatment.
12. Unequal treatment and/or a lack of cultural competency training are contributing to the high drop-out rate among minority students (especially black males).
13. I would hope that educational leaders would not allow for any discrimination to occur within their buildings and certainly by staff. However, in some communities the peer pressure against and between groups create an atmosphere where students will not take the chance to participate outside of their group. Educational leaders need to keep this in mind at all times, proactively discussing bullying, discrimination, and acceptance of others outside of their own group.
14. I don't believe there is intentional inequality. The fact is there aren't enough $ to fund all programs in which youth could/should be involved. School dropouts come from all races. Dropouts become a minority in themselves and thus a different way to educate them becomes the issue more than their race.
15. I believe some locations in Indiana suffer from equal educational services because of the multitude of minority students in a particular school. In my opinion, many quality teachers avoid these teaching jobs.
16. I believe unequal treatment stems primarily from economic differences; to the extent that minorities represent lower economic levels in greater proportion would be a more accurate way of looking at the problem.
17. It severely impacts recidivism rates and contributes to alarming DMC numbers and inconsistencies within the state's juvenile justice system.
18. Minorities are more likely to be involved in the child welfare and juvenile justice systems with fewer support systems in place to ensure that they don't stay there.
19. Due to the shortage of teachers of minorities the students in most of our schools do not have the opportunity to be taught by persons in their minority group.
20. Unequal treatment of the youth in Indiana contributes to youth's reluctance to receive help. If they perceive a provider as not invested, they drop out of treatment.
21. Conceivably it could help to deny effective behavioral health care.
22. Medical care maybe affected depending on insurance or lack there of. This included mental health services which are woefully inadequate for all children who need these services.
23. Access to some kinds of services such as mental health and recreational activities in their community.
24. They do not get the same opportunities as the majority of the population. May not get the information or "encouragement" to become a part of youth programs to gain skills needed for jobs in the future.

25. don't know

26. clients identify less with those of other racial/ethnic background

27. Young people are extremely sensitive to the demeanor and attitudes of adults. There is not too much that slips by them. If the child is not strong in his or her self-determination and sense of self-worth; a negative attitude can affect their confidence and self-esteem. We all know the debilitating effects of that.

28. I have not encountered that--even at schools with a higher percentage of minorities

29. Families are unable to attend or participate in Parenting Classes as other families are and this is a big disadvantage to the children as the culture here is so different from their own cultures and this can have a negative impact on families.

30. There are fewer non-white families who present for adoptions. I think there should be more efforts in recruiting non-white families.

31. not sure

32. I feel that all students need advocates that expect and care about them doing well. When this does not occur, you have students that do not try and ultimately, may not be successful.

33. The youth have low self esteem. They feel that they are unworthy and therefore engage in self destructive behaviors.

34. It does not

35. In our district there is no difference in services to our students.

36. The biggest impact I would say is at the education level re: how much attention will be focused on improving the education level of minorities.

37. Minorities need to believe the system was built to help them not hold them in place

38. There is a disproportionate number of minorities in the social service pipeline at this time. I am unaware of unequal treatment due to minority status, but I am aware of that services specifically targeted to socially disadvantage are overtaxed and families are significantly impacted.

39. Youth that fall victim to unequal treatment do not have the same opportunities to prosper. They will continue to be repressed with little support to improve.

40. If minority clients are covered by Indiana Medicaid or Hoosier Health wise, I do not accept them as clients. My reason for withdrawing from the program has nothing to do with racial/ethnic issues. This decision is based on onerous changes to the mental health portion since Mitch Daniels privatized Medicaid. The rate of reimbursement is too low to tolerate the unreasonable amount of paperwork at a frequency rate that isn't tolerable.

41. In some instances the teaching and services that go on are "white" in the sense that they use routines, materials, and practices that are part of the white, dominant culture.

42. the youth perceive themselves as unworthy

43. Our youth feel that they are not treated fair in Indiana because things do not go their way. Our youth need to be more educated on things that affect them, and how to go forward in life. Our youth need to stop their pants from hanging. Our youth send that negative instead of a positive vibe. We as adults need to educate the youth about having respect for their self and others.

44. n/a

45. It doesn't

46. It perpetuates issues of dominance and attempts to force narrow / skewed perspective on youth.

47. Extended period of involvement in the system.

48. If it is practiced, it gets in the way of servicing a client's need.

49. If they feel they are treated unfairly based on their race, they would more likely not be compliant with services which could keep them from being successful.

50. it negatively impacts our youth because they do not always get the services that their white counterparts get to fit their needs/issues or the right person/therapist/mentor that can or willing to listen and relate to them

51. I am not aware of unequal treatment of minorities in youth across the state of Indiana.

52. n/a
53. Prevents minorities from reaching full potential
54. Unsure
55. Unequal treatment of any person will always have a negative impact in the act itself as well as the possible wrong lesson taught to our youth.
56. no opinion
57. It clearly shows to our youth that their are advantages and disadvantages that can impact one's place to live and employment based on another person's views.
58. Stereotyping of you of color limits their access to quality services. Reports I have heard from direct providers include claims of reduced or rejection from programs based on assumptions about families, or their legitimate claims for services.
59. I do not have data to form an opinion.
60. disproportionality
61. I am not sure other than there are limitations with some people with their ability to have transportation which affects the youth because they do not have the financial resources that others may have at that time.
62. It doesn't
63. People may not understand other people and sometime may use there value and beliefs of what they expect from clients.
64. Unequal access to services may limit youth from getting their needs met. We see the greatest issues in rural areas not being able to provide a full array of services to youth and families.
65. A non-understanding of cultural norms of different groups is a big factor.
66. I have not experienced this in my situation and am unable to answer the question.
67. poor follow through with services or they simply do not seek services out
68. Being an adolescent has its own complications and issues, regardless of race/ethnicity. If families are not being served equally due to their race/ethnicity then the children within those families are not getting equal opportunities. Sometimes services are "racially motivated" because the areas in which they are have a majority population of one particular minority. I don't think that's a bad think, I just think it is what it is. You could say the same for gender, sexual orientation, and age.
69. I have no contact with any type of youth services
70. Education. The practice of distributing taxes to schools across the state on an uneven basis impacts all students.
71. denies access or impacts quality due to lack of resources
72. The percentage of minority youth wherein their numbers are disproportionate to their numbers in the general population is evident in the special education system, the foster care system, and the juvenile justice system. These youth tend to fall far behind their non-minority peers as a result of institutionalization and deficiencies in their education and socialization.
73. I do not believe services are negatively impacted based on minority status, unless we try to be overly specific as to what constitutes a minority.
74. The achievement gap or difference in achievement between boys and girls and among different racial groups
75. Not to give them a chance to get an education to better themselves and then to gain employment.
76. I don't know
77. I don't know if it impacts the youth services. But it definitely impacts the youth's self-esteem and well being.
78. Clients are less likely to trust, be open, or comply with services. Clients also may not be given the same effort, assistance, or opportunity to comply with services.
79. We have very few minorities in this area, but I would see that people of any race not receiving appropriate services impacts education, social life etc.
80. The impact is the form of funding provided to provide fair and equal opportunities to the students
81. I do not know.
82. It prevents equal access to all services by all students.
83. I am unaware of this in our area.
84. Prevents intellectual, social, spiritual, behavioral and individual/personal development. This impacts society as a whole. Vicious cycle.
85. They are at a dangerous disadvantage.
86. It creates a social and learning environment that is not fundamental to helping our minority children grow as well-adjusted educated youth.
87. I don't know for sure that it is unequal.
88. Minority children at risk can access services needed.
89. It perpetuates the stereotype.
90. Not sure, I do not see that here.
91. The youth are impacted via the help that their parents receive, which indirectly affects them.
92. I think that some times children of poverty are treated differently.
93. Hinders the idea of providing employment opportunities for those who are most qualified, regardless of their race, gender, ethnicity, social status, etc...
94. They don’t get quality services that are available and are not told about other services that they qualify for.
95. There are many examples. We have way too many minorities who are not graduating or not succeeding in school, who are expelled or disciplined, who are not cared for or provided interventions, who are in foster care, etc. I believe that the systems that are supposed to help support children and youth are not responding appropriately—either because of lack of training, application of "rules" in place of "common sense," or inability to intervene appropriately with family structures to help them improve.
96. Unequal treatment results in unequal academic results.
97. Students who do not receive special Ed services because of disproportionality fall through the cracks due fear of losing funding.
98. The services provided our youth of minority cultures varies across the state. In areas where most of the youth are from minority cultures the allocated money available is spread more thinly across the need then in areas where there is a smaller ratio of minority youth where more access is made available to these youth.
99. unequal treatment of any youth can cause low self esteem
100. I have seen no evidence of unequal treatment in our agency.
101. Treatment of youth, regardless of race, is appalling and therefore impacts all. Unequal treatment results in no respect for adults (who are seen as rendering/providing treatment) and no respect for those in power. Even youth realize those in power do not want to 'pay for them', and do not see them as worthwhile or worth investing in. Result: youth who have no faith or hope in the future, therefore no faith or hope in self. Youth are not being appropriately invested in; therefore all youth regardless of color are impacted negatively.
102. Unable to answer.
Practice Perception Scenarios

23. Minority youth stay in placement/confinement longer than non-minority youth? 44 comments and 95 skipped question.

Please Comment

1. Too often, we do not try to engage the guardians/parents of these youth.
   
   We accept an answer "no" from them and assume they do not care about their children, rather than supporting them, providing parenting education, and helping them identify strengths within the family.

2. Based on studies.

3. I do not have any knowledge about this.

4. This seems to be the perception.

5. Speculation on my part but probably true if I know anything about DMC.

6. Not sure

7. I do not know.

8. I don't know.

9. I don't know as I don't work in this area

10. The research that I have done suggest that that is most often the case. IARCCA outcomes project for Indiana also demonstrates that to be the case.

11. Not really sure about this. I work primarily with adults.

12. Have not seen a disparity there

13. I have first hand knowledge of this from working in "alternative" high schools and juvenile correctional facilities.

14. Overall, fewer resources...they may have fewer family or social network support...more single-parent families...

15. It seems like minority youth are in foster care longer than Caucasian youth.

16. Not sure

17. Not in our district

18. Unsure....

19. They are the first sent out of class for disruption or not being prepared.

20. Unsure. I have insufficient experience with this. The person I knew who was held the longest was the daughter of white parents.
   
   I was forced by the program to choose Yes or No, neither fits my view

21. Because they make bad decision for their self.

22. I have no basis on which to answer.

23. Statistics show this

24. I do not have data to support one way or the other.

25. I do not have data to answer this question

26. I have no experience in this area

27. It depends on the definition of placement/confinement. If we are talking about detaining juvenile delinquents, yes, minorities stay longer in the system then non-minorities, especially when Judge Payne was Juvenile Court Judge.

28. I believe this is true because of the lack of support and financial resources for some families.

29. My Caucasian clients have been in placements as long as or longer than minority youth.

30. Based on what I read in the press or hear on the TV or radio.

31. I don't work with placement/residential

32. That is not the case in our agency.

33. It’s just a guess, I have no idea.

34. No information available to respond.

35. I don't have that data, I don't know.
36. ??? In confinement as far as the home, I would say no. In confinement/placement as far as jail, prison, in the system (foster care)...yes

37. I do not know the statistics but it wouldn't surprise me if this were true.

38. They are most often underrepresented, and do not have funds to access legal services.

39. I don't have the data to support either answer

40. Don't know

41. I don't know if they stay in placement longer, but it seems that their is a higher number of minorities in the system.

42. The data suggests this is true, but in my own personal caseload I see languishing placement among all races. If anything, boys in general become hardest to place.

43. Not in the school I work at

44. this is not within our control; judges determine when will discharge

24. **If you answered yes, please list three possible reasons for minority youth with the first choice being the most likely and the last choice being the least likely. 77 comments and 181 skipped question**

<table>
<thead>
<tr>
<th>Response Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intuitional racism is the main reason.</td>
</tr>
<tr>
<td>1. Delay in initial referral for service.</td>
</tr>
<tr>
<td>2. Family has more economic needs related to preparing for youth's return home.</td>
</tr>
<tr>
<td>3. Worker's perception of client/family needs.</td>
</tr>
<tr>
<td>severity of offense, lack of stable home,</td>
</tr>
<tr>
<td>1. It could be an unintentional form of racism...believing that minorities create more issues for society.</td>
</tr>
<tr>
<td>2. There may be fewer resources for minority youth</td>
</tr>
<tr>
<td>3. There are fewer opportunities for minority youth</td>
</tr>
<tr>
<td>1. Parents often feel hopeless and clueless</td>
</tr>
<tr>
<td>2. Lack of alternative/temporary community placements</td>
</tr>
<tr>
<td>3. Uncaring workers</td>
</tr>
<tr>
<td>1. Economic backgrounds.</td>
</tr>
<tr>
<td>2. Perceptions of gang affiliations</td>
</tr>
<tr>
<td>3. Prejudice by law enforcement</td>
</tr>
<tr>
<td>1. Lack of effective counsel.</td>
</tr>
<tr>
<td>2. More serious offenses</td>
</tr>
<tr>
<td>3. Lack of placement options</td>
</tr>
<tr>
<td>lack of family support to keep them out of confinement</td>
</tr>
<tr>
<td>1. Family of origin unable to access sufficient resources to house and help youth;</td>
</tr>
<tr>
<td>2. family of origin not able to provide safe environment;</td>
</tr>
<tr>
<td>3. cultural differences in definition of acceptable behavior</td>
</tr>
<tr>
<td>1. Resistance from family members to home return,</td>
</tr>
<tr>
<td>2. School reentry issues,</td>
</tr>
<tr>
<td>3. System sluggishness on institution and Probation's part.</td>
</tr>
<tr>
<td>1. Cultural competency/awareness,</td>
</tr>
<tr>
<td>2. lack of knowledge and</td>
</tr>
<tr>
<td>3. Access to support/intervention services.</td>
</tr>
<tr>
<td>1. The resources available.</td>
</tr>
<tr>
<td>2. Inability to understand their rights.</td>
</tr>
<tr>
<td>3. The legal system tends to be less lenient/sensitive with minorities.</td>
</tr>
<tr>
<td>One of the most common reasons is youth with a child which complicates matters.</td>
</tr>
<tr>
<td>1. Lack of family support</td>
</tr>
<tr>
<td>2. Troubled family backgrounds</td>
</tr>
<tr>
<td>3. Not doing what is required of themselves to get out earlier</td>
</tr>
<tr>
<td>1. Cultural incompetence which means workers have limited knowledge on recruiting minorities and on minority family systems</td>
</tr>
</tbody>
</table>
1. Lack of legal representation.
2. Attitude that they are not "ready" for release.
3. No suitable home to return to.

see above
Fewer adoptive parents looking for minority youth.
1. Lack of access to resources to avoid longer sentences.
2. Committing more serious offenses.
3. Racial profiling by the juvenile system.
1. Lack of understanding needs of minority youth
1. Public sees them as a bigger threat than majority youth.
2. They have less access to power (higher education).
3. There are systems in place in society that hold them back.
1. Attitude.
2. Anger.
3. Lack of parental or guardian support.
1. Class disruption
2. Unprepared
1. Assumptions made by majority
2. lack of options given
1. Lack of access to independent representation
2. Lack of funds for support services to decrease likelihood of offense
3. lack of family resources

NA
At times they lack skilled and empowered parent advocates.
1. Natural support systems are not empowered (due to societal factors) to help get the kids out of placement. (less money, fewer connections to people in majority systems and so on)
2. Negative stereotypes lead to longer sentences of minority offenders or more harsh criticisms of the youth's family system
3. due to negative experiences minorities are less trusting of and less willing to work with systems that could help shorten the stay
1. Safety
2. Runaway risk
3. Failure to appear risk
   1. decision,
   2. no parents,
   3. non education

some service providers seem intimidated by black and brown people
1. People perceive them as negative and have more behavior problems.
2. A lot of non minority families don't want youth of other ethnicities
1. Bias by officials within system
2. Ignorance in approach
3. Fear
1. Practice
2. Resources
3. intentional and unintentional bias
1. Placement issues
2. Behavioral issues
3. Fighting
1. They do not receive services as quickly
2. They do not receive the "right" services
3. their case managers do not care
1. Lack of cultural competency
2. Lack of variety of permanent placements
3. unwillingness to stay committed to minority youth
1. Lack of a family/support system
2. Lack of success in an education environment
   1. Seriousness of the crime
   2. Lack of resources for proper representation
   3. Previous convictions
      1. Since there is a greater possibility of non-minority people being in authority, there is also a larger possibility of discrimination by those people
      2. Minority youth realize they are a minority and are more likely to resent/resist authority.
      3. The past statistics of involvement in crime serve as stigmas that may serve as astigmatisms in the eyes of those in authority.
      1. They commit more violations as a percentage
      2. They are often perceived as more trouble making
      3. Some people discriminate unfairly
         1) Assumption that the child has no support system
         2) Assumption that the child will rapidly re-offend
         3) Punishing the child's family for his/her misbehavior
   1. Lack of financial resources
   2. language barriers
   3.lack of education
      1. limited access to resources,
      2. financial support
   Minority youth do not always have the means to engage competent legal representation.
      1. People holding them to there value and beliefs.
      2. Difficulty relating to providers.
      3. Not trusting the system and the system not trusting them.
   There are less prevailing opportunities for minority youth to be exposed to factors in their environment that help them overcome the overwhelming odds of meeting behavioral expectations for release.
      1. Stereotyped in a more negative manner-
      2. Behaviors are more difficult- stereotyped
      3. Needs more assistance because no one at home to help the youth- also a stereotype
         1. I think it might be true because there aren't enough adoptive parents of the same minority, and non-minority parents might be hesitant to adopt/foster a minority youth- or don't have enough education or training to do so.
   lack of funds
      1. Perceived bias
      2. lack of community resources
      3.lack of family supports
         1. Lack of early socialization and educational opportunities which brings them to the system already behind their peers;
         2. poor integration of the family with regard to linkage to society;
         3. A tradition in Indiana of assuming that certain minority youth will not achieve beyond a certain level, that they are less trustworthy, and that they are more likely to act out in the community if they are returned home.
      1. Can not return home with parent
      2. Can not be placed with a relative
      3. not ready to be home
         1) Many minorities are confronted with a "different", unequal set of rules and consequences that non-minority.
         2)Stereotyping
         3) Mis-education of non-minorities
            1. More problems
            2. More difficult to establish working relationships b/c of barriers
            3. Less resources to assist with access
               1. Lack of support
               2. lack of financial support
               3. Lack of families willing to take in minorities.
1. Lack of Guidance
   2. Lack of formal education
   3. Lack of parental support
      1. Culture not understood.
      2. Difficulty finding a place following placement.
      3. Overlooked
      Lack of proper legal advice provided to minority youth.
      issues with returning to a reliable parent
      1) Lack of resources for family of origin.
      2) Available monies for child welfare in general.
      3) Long standing social "opinions".
      1. No funds to access legal services
      2. lack of parental involvement
      3. insensitive legal system
      Fewer Minority families available.
      1. cultural differences in expectations of service providers;
      2. harder to place in pre-adoptive placement;
      3. Stereotypes of expected behaviors lead to treatments that cause negative behaviors.
      1. Cultural insensitivity
      2. Lack of awareness of one's stereotyping behavior
      3. prejudice
      Stereotyping
      1. Possible criminal involvement
      2. Profiling by law enforcement
      3. Minority parents unable to access services to re-unify
      1. Parents are in poverty
      2. Parents culture overlooked and service providers impose their culture on the parents and family.
      3. Youth perceived to be more at risk.
      1. Non parent involvement- parents do not know how to work the system.
      2Education is the key to exiting services.
      2Some times it takes longer to break the cycle of poverty for minority youth.
      3Foster placements of minorities sometimes take longer too.
      Fewer resources
      1. People are more likely to adopt a child according to their own nationality.
      2. Racial profiling
      3. The misconception that minorities are always in trouble.
      1. Stereotype
      2. Environment
      3. perception
      1. No services in place as a follow up for the parents when they deal with a difficult child.
      2. A lot of families can not afford to pay out of pocket for additional mental health services because insurance won't pay.
      3. No additional education given and parenting skills provided to families.
      1. lack of advocates working for them
      2.family dysfunction
      3.system with inflexible rules/laws/processes
      1. Lack of financial resources to hire an attorney
      2. Lack of knowledge of the law
      3. lack of alternatives for other types of intervention by the judicial system
      1. Low expectations
      2. Prior perception of low expectations due to race
      3. lack of appropriate services to move youth forward
25. Do you agree that because minority youth are perceived as more troublesome, this perception contributes to them being placed, confined, or suspended at a greater rate than non-minorities. 43 comments and 89 skipped question

Please Comment

1. Many times the presentation of a youth or parent is missing interpreted as hostile or aggressive.
2. Children of color are often misunderstood. Although it sometimes takes more effort to communicate with them, they want adults to be adults and set limitations and boundaries for them.
3. Youth are suspended, placed or confined because of their inappropriate behavior. Their race should have nothing to do with it. However, it is not the fault of the majority that certain minorities tend to be the one's committing the violations necessary to receive this punishment.
4. Because lower socioeconomic areas do have more crime.
5. I do not agree that minority youth are perceived as more troublesome.
6. I do not know.
7. I see troubled youth in all schools in the surrounding areas, not just minority.
8. That is the perception when folks are not competent to address their needs.
9. I think there is that "perception" especially if the courts are familiar with the family systems of certain groups. I do think that level of poverty plays a role in all of this as well.
10. unable to comment
11. Absolutely! I have seen, and commented on, teachers screaming at Black boys, and turn around and deal with White boys who "act-out" in a much more adult and fair way.
12. We watch our data closely. When we see trend that are not aligned with our population, we investigate to ensure one group is not singled out.
13. unsure
14. It could be, but I have no basis or examples to say that I agree.
15. Any individual who lacks parental or guardian support may act out more than those who have this kind of support.
16. There is a need for cultural proficiency.
17. Unsure
    There is no selection that accurately reflects my view. The program would not accept my answer without a choice, so I made a selection that does not represent my view.
18. Parent has a part to play also.
19. I have no idea.
20. No, I believe the people who make these decisions are most often above discrimination.
21. We have minority youth in our schools and they are NOT as troublesome as some others.
22. I do not have data to answer this question
23. Especially in a racially unequal community
24. Research proves this out, especially the suspension and expulsion rates. The tolerance level for misbehaving minority youth is much lower than of majority youth. Punishments are also consistently harsher and longer term. This plays out at an even higher level in conservative states like Indiana.
25. I would say that minority youth are more likely to be viewed as troublesome not troubled kids but troublesome.
26. Not my opinion they are more troublesome, seems to be perception in many others
27. Again based on media reports.
28. no comment
29. No basis of information to respond
30. I am not sure where perception ends and reality begins. Both are important. We do have more considerably more suspensions at current school (nearly all black) than previous.
31. I don't know.
32. The media and ignorance are two factors that perpetuate this
33. I believe that in some areas of this and other states, minority youth may be perceived as more troublesome. I am not convinced that this is a blanket perception.
34. possibly due to numbers
35. Some stereotypes never change no matter how hard we try.
36. This is not my personal belief. This is however what I witness.
37. I do not agree that minority youth are more troublesome, are perceived as more troublesome or suspended, placed or confined at numbers that indicate ethnic profiling
38. This is actually an invalid question in a survey as it gives the recipient two variables in which to derive and interpretation of the answer.
39. Insensitivity to cultural norms results in misconceptions of the intent or purpose of students actions.
40. I believe it is more based on the fact that agency employees have a lack of understanding of race and culture and more education in working with minorities is needed to bridge this gap.
41. I feel that "boys" are the discriminated group.
42. I don't think they are more troublesome
43. The probation officers I have met with do not make comments about youth of color being trouble; rather they speak of their abilities and speak fondly, caring about the youth. They do voice concerns about family situation.

26. Do you agree that minority youth are equally as likely to get caught doing wrong, but are more likely to face more severe consequences? 39 comments, 86 skipped question

<table>
<thead>
<tr>
<th>Please Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The numbers that I have seen suggest that this is the case especially when police are involved.</td>
</tr>
<tr>
<td>2. The research confirms this statement.</td>
</tr>
<tr>
<td>3. I believe they are more likely to get caught because of police patrolling those areas in greater force and I believe they are more likely to face more severe consequences because of their lack of adequate defense based upon economic reasons.</td>
</tr>
<tr>
<td>4. I agree that minority youth are equally as likely to get caught doing wrong, but I do not have information about whether they would face more severe consequences,</td>
</tr>
<tr>
<td>5. Again, lack of family support and/or poverty drives the consequences they face.</td>
</tr>
<tr>
<td>6. Past, not necessarily current, DOC commitment members have shown a DMC issue with commitments.</td>
</tr>
<tr>
<td>7. I suspect that minority youth are more likely to be caught allegedly doing wrong &amp; may face more severe consequences.</td>
</tr>
<tr>
<td>8. I don't know</td>
</tr>
<tr>
<td>9. This is true in the JJ area.</td>
</tr>
<tr>
<td>10. I say this because I have had many minority customers tell me that they were treated this way. Minities include black, low income whites, families of single parents.</td>
</tr>
<tr>
<td>11. See how Carmel bullying/ assaults are treated compare to IPS</td>
</tr>
<tr>
<td>12. unable to comment</td>
</tr>
<tr>
<td>13. We watch our data closely. When we see trend that are not aligned with our population, we investigate to ensure one group is not singled out.</td>
</tr>
<tr>
<td>14. Quite possibly but I personally have no evidence of this...</td>
</tr>
<tr>
<td>15. I think that all foster/adoptive kids are more likely to receive more severe consequences, or viewed as more troublesome, than kids not in the system.</td>
</tr>
<tr>
<td>16. Rules are rules and they are applicable to any and all students. In our area it would depend on how frequently they have come to the office and the severity of their offenses.</td>
</tr>
<tr>
<td>17. It is expected by some staff, parents, and students.</td>
</tr>
<tr>
<td>18. Unsure. Recent news reports of death penalty for a 15 year old white male leads me to think that more and more severe consequences are being levied on all youth. Once again, there is no selection that represents my view, once again I chose randomly</td>
</tr>
<tr>
<td>19. Because everyone does things in life by the decision you make.</td>
</tr>
<tr>
<td>20. I think that they are more likely to get caught because laws are rules were adopted by others with a different view of acceptable behavior.</td>
</tr>
<tr>
<td>21. Not in this particular local</td>
</tr>
</tbody>
</table>
22. I have no idea.
23. I would hope ALL receive equal consequences
24. I do not have data to answer this question
25. Especially in a racially unequal community
26. National statistics and personal observations have born this out.
27. based on what I read in the media
28. It does seem that our state has documented this situation.
29. This is possible in some settings; however, there are ways to ensure that this does not occur. One way is to have someone else in the office review discipline situations without names to ensure that the consequences are for the event and not for the individuals involved.
30. No basis of information to respond
31. Just not sure. Sometimes it may be the case but try to let it be.
32. don't Know
33. I can't say that I agree that they are more likely to be doing the wrong thing, but there are definitely more severe consequences
34. In some areas. See #25.
35. School and juvenile records across the country would verify this.
36. I believe it is due to the way they are perceived by those who are making the initial judgment calls.
37. This is actually an invalid question in a survey as it gives the recipient two variables in which to derive and interpretation of the answer.
38. Minority youths are watched more closely and therefore are more likely to get caught. People tend not to notice those they are most familiar with.
39. I do not have stats that I can provide making such a determination.

27. Minority youth have more challenges personally and in the home, which contributes to their over-representation in confinement and placement. 47 comments and 86 skipped question

Please Comment

1. Mainly because of color the youth are often identified as having an increased likelihood of doing something wrong.
2. This can't be an "agree" "disagree" response. I think non-minority youth also have personal challenges, but are less likely to be targeted for foster care or detention.
3. Both parents and youths have challenges, but learning better communication skills (workers and clients) could help alleviate some of the problems (inappropriate or lack of communication) between the groups.
4. They have the opportunity to rise above, but seem to choose not too.
5. Maybe
6. Socio-economic conditions.
7. I agree that minority youth face challenges different from those of the majority, but I believe that the over-representation in confinement and placement are a result of these youth has fewer opportunities available to them within some districts.
8. Possibly so.
9. I don't know
10. Poverty and lack of representation in court contribute to confinement issues.
11. unable to comment
12. This seems to be true for those Black youth who fall into the lower socio-economic strata of society.
13. I would not say minority, but often children who live in poverty face more challenges--these challenges; however, do not necessarily result in over-representation in confinement and placement.
14. I could not say that I agree with this, but do know that minority children are over represented in the system.
15. They face similar challenges in the home, but they are given harsher sentences based on public opinion.
16. Low or under employment
17. This situation can relate to their acting out and their home environment
   (positive/negative/supportive) would all be connected. However it does depend upon their attitude!
18. Many children in poverty have same challenges and are not necessarily minority students.
19. Pullllleeeeeee. Of course this is true for some individuals, but may be more based upon lower SES
   status than any minority status. Of course you could be defining low SES as deeming minority status
   and then I say yes. Same problem with this forced Yes or No selection - neither fits my view
20. Maybe sometimes, like a snow ball, the parents are disenfranchised, so that creates problems for the
    youth at home, growing with each generation
21. You can be raise by one parent. And turn out great
22. Minority youth don't necessarily have more challenges than non-minorities, it is just perceived that
    they do "always"
23. I think the issue is poverty not race with a reflection on behavior
24. Not in this particular locale
25. Yes it is a contributing factor as their home environment will typically contribute to the problems
    they have.
26. I do not have data to answer this question
27. Challenges to youth are equal regardless of race, socio economics
28. Youth development doesn't vary vastly between minority and majority youth. The overwhelming
    factor that exists is more linked to socio-economic differences. There are more minority youth
    living in poverty and society isn't particularly supportive of families in poverty or some of the
    behaviors that youth in poverty occasionally display.
29. Although this may be true for some youth; this is not necessarily every minorities experiences.
30. based on what I read in the media
31. Especially is they live in poverty.
32. Not at the fault of their family, minorities struggle to find good jobs, affordable housing and other
    issues that play a role in the challenges that youth have to go their at home and in their communities.
33. No basis of information to respond
34. This is not always the case, as many youth from the majority in the population also have extensive
    challenges. However, non-minority youth may be treated with more discretion and less punitive
    sanctions.
35. Quality of parenting, schooling, housing and economics are huge issues disproportionate affecting
    Black and Latinos.
36. don't know
37. Not so much in home, but definitely in society
38. Previously addressed in the beginning of the survey.
39. I may be wrong but I believe more minority children are living in poverty and consequently face
    additional challenges.
40. Don't know
41. Can happen but not always
42. This is actually an invalid question in a survey as it gives the recipient two variables in which to
    derive and interpretation of the answer.
43. Bad question - Not necessarily that I agree that minority youth face more challenges if controlled for
    other factors (income, presence of father), but that because certain factors are disproportionately
    present for minority youth, which then contribute to over-representation....
44. Parents from low income environments are often not equipped to intervene effectively to
    misbehaviors.
45. This needs to be determined on a case by case basis.
46. Again, I do not have stats that indicate this is true.
47. Minorities do not have access to the same quality of education that others do.

28. Minority families experience more challenges which prevent the return of their children into
    the home. 41 comments and 92 skipped question
Please Comment

1. More families are poor, need housing and other economic issues.
2. Again, I perceive it to be more that non-minority families may be given more opportunities and perhaps the "benefit of the doubt".
3. Sometimes we just need to say to the parent/guardians "No is not an option. What do you need to bring your child home?" Sometimes the lack of cultural-sensitivity on the part of workers is the problem.
4. NA
5. I disagree because I am not familiar with the statistics in this area.
6. All families, especially in our current financial crisis, are experiencing challenges.
7. Possibly so.
8. Depending on the areas that I have worked in the state, I have seen all races affected
9. The perception is that minority families face more challenges, especially when it comes to income related kinds of things.
10. If this family is economically disadvantaged, no doubt.
11. Minority families have to jump through more hoops than majority families.
12. When families remain intact, and the support is eminent, this can make the challenges more acceptable.
13. Many children in poverty have same challenges and are not necessarily minority students.
14. insufficient information to answer Same problem with this forced Yes or No selection - neither fits my view
15. The parents need to change so that the child could be return to the home.
16. This is not always true
17. I have no knowledge of this.
18. I have no idea.
19. Unsure of the question
20. I do not have data to answer this question
21. I have experienced difficulties among those families of all races and socio economic structure
22. Minority and majority caretakers with troubled youth experience similar challenges with re-integration. Families with fewer supportive resources have greater challenges.
23. Sometimes this is true.
24. based on what I read in the media
25. Again it is usually because of poverty.
26. I do not believe this is the case/
27. Financially is a big part of it, may not be able to get services and or assistance with meeting the needs of their child, but not because they have not tried.
28. Are you assuming (or saying) that more minority children do not get returned to the home?
29. No basis of information to respond
30. Not true for students who live within our school boundaries.
31. unsure
32. Unsure how to answer.
33. Not comfortable with this as a generality
34. 
35. I don't think they face more challenges just less support to face the challenges at hand.
36. Don't know
37. This is actually an invalid question in a survey as it gives the recipient two variables in which to derive and interpretation of the answer.
38. Bad question - Not necessarily that I agree that minority families face more challenges if controlled for other factors (income, presence of father), but that because certain factors are disproportionately present for minority families, which then contribute to their not returning to home.
39. Again, this needs to be determined on a case by case basis.
40. I don't know how to respond to the comment
41. ditto number 27

29. Minority families lack adequate parenting skills. 50 comments and 85 skipped question

Please Comment

1. Some families lack the parenting skills but no more than in other groups.
2. But we don't always look for the strengths in families. In addition to teaching skills, we need to listen to their concerns and raise our expectations for them.
3. I believe that problems in homes are more prevalent in single-family homes and homes where economic survival is paramount.
4. Inadequate parenting skills are equally distributed among all demographic groups.
5. Inadequate parenting skills are not limited to minority families in my experience.
6. Unfair question...so do white families...too blanket a statement.
7. Not as a generalization.
8. Minority families are often the care providers for other folk’s kids.
9. I think lack of income, opportunities, finances; all contribute to stresses on all minorities and can affect parenting.
10. not in our community
11. unable to comment
12. The historical attitude of child-rearing is based upon West African cultural retentionisms. Up until recently, (one generation) Black children would hardly even curse in front of adults, even if they didn't know them. Somewhere around the 90's, things changed. I personally feel there are multiple reasons for this: (1) disintegration of tight knit Black communities after integration (2) increased number of children born to younger un-wed mothers (3) immoral videos/movies/gansta' rap (4) overall societal decrease in morals and ethics - from individuals to politicizations to celebrities
13. probably, but I do not want to over generalized without reliable evidence or data
14. All families lack adequate parenting skills.
15. Social agencies offer support. Churches offer support. Schools offer support. State and Federal agencies offer support. These agencies need to be coordinated, reduce paper work, and offer meaningful assistance.
16. Many children in poverty parents lack the same.
17. Minority families have the same skills as other parents. Individuals from lower SES are more likely to be significant the consequences of a lack of resources than other families
18. Yucky question. The term minorities is too diffuse and seems to imply a stereotypic view. Same problem with this forced Yes or No selection - neither fits my view
19. The parents in today world are young and trying to be the child friend instead of being the adult
20. This is not a clear agree / disagree statement. Some minorities lack parenting skills, but that is not an across the board question.
21. Kids from poverty have more challenges at home
22. I have no knowledge of this.
23. Based on income and education level, many minority families have not had advantages or opportunities to experience a different way of life that would be conducive to better parenting skills.
24. Most families in the United States lack adequate parenting skills, regardless of being minority/majority.
25. I do not have data to answer this question
26. Many minorities have great family structure
27. What a loaded statement! Again, these are more often socio-economic conditions than racial. Those without resources have fewer of them to marshal.
28. Generalization
29. I think that could be the case with any case, just depends on the people.
30. Due to drug abuse, mental illness and lack of education
31. There are many areas of parenting and family support where minority families provide the best examples...kinship care, extended family care, relatives actively engaged with all children in their family circle.
32. in some cases
33. Each person would have to be evaluated on this, not just minorities, everyone, just because they are a minority does not mean they don't have parenting skills
34. Most families lack proper parenting skills, it's not limited to minorities.
35. No basis of information to respond
36. There is no evidence to support this statement from our experiences with minority parents in our district.
37. gross generalization - sometimes true, sometimes not - I know little about parenting skills of those other than mine and my wife's
38. I would agree some minority families lack parenting skills just as some white families lack parenting skills.
39. I do not believe it is any more prevalent than in non-minority homes.
40. some do; some majority families lack adequate parenting skills
41. Many minority families have adequate to above average parenting skills. Unfortunately, their environments may not support the parenting.
42. Poor parenting is rampant in all
43. I would not say this. Many minority families are challenged because of poverty and other societal issues which may create a lack of focus on parenting.
44. Depends on the family's values and morals. I have viewed many minority families who are very supportive and have excellent parenting skills.
45. Bad question. If you control for other factors, minority families likely have similar parenting skills to other similarly situated non-minority families.
46. Some minority families lack adequate parenting skills.
47. Again, this needs to be determined on a case by case basis.
48. I have seen poor parenting skills in families of all races
49. ditto above comments
50. We are a Hispanic family that is very functional and unified. Our children are very well educated and mannered.

Perception of Organization
30. Is your office located in a racially/ethnically diverse neighborhood? 20 comments and 78 skipped question

Please Comment
1. Although it is 30% minority, it is economically strong which changes many of the dynamics.
2. This is a changing community. We have gone from a predominantly Caucasian community to one that is becoming more consistent with the demographics of the rest of the country.
3. Our administrative is located in a diverse area. Each of our 40 programs operates in a school setting which may or may not be diverse.
4. I know of no such neighborhoods in our catchments area as it is primarily Caucasian.
5. We have offices in several areas of the state and some of those communities are not diverse. They are rural.
6. bus station
7. However, there are pockets of those who "have," "have more," and "have little."
8. We are just outside of the Meadows area.
9. Our neighborhood is diverse but it is a well educated and well compensated area.
10. The school is in a middle class community with many different races.
11. Downtown
12. We are located on a 3 school campus.
13. Butler-Tarkington Neighborhood
14. Greenwood has limited diversity
15. We have multiple offices all over the state.
16. nearly all African-American
17. We are located in both rural and urban areas. The rural areas tend to be less diverse. Our adm.
    offices are located in inner city area.
18. If the Amish are included in your definition of an ethnic group.
19. African American, Hispanic and Burmese Refugees
20. we are on a stand-a-lone campus in the middle of no neighborhood

31. In your opinion, do agencies located in predominantly minority neighborhoods provide a
    lower quality service to clients than agencies located in non-minority neighborhoods? 25
    comments and 93 skipped question

Please Comment

1. The QUALITY is fine; however I do believe that many of these services have to struggle more
   often for funding and such.
2. NA
3. I believe that lack of services is based on economic realities.
4. I have visited well-organized, quality programs in minority areas as well as in non-minority
   areas. It's the quality of those who operate the program that counts, not the area.
5. I do not feel I have the experience to even remotely have an opinion on this question
6. I don't know
7. Some may but I don't think that is the norm. Some are less culturally competent than others.
8. unable to comment
9. Lack of evidence since I am working in a small-town environment, - and a university town...
10. Don't know
11. Hard to tell. How would you measure or evaluate this?
12. I live in Gary, Indiana and services are not of quality.
13. overworked, underpaid, understaffed
14. I have no knowledge of this.
15. I have no idea.
16. I do not have data to answer this question
17. Absolutely not. Every person is valuable to all of us regardless of their race.
18. Our office is located in a poorer part of town and with a large diverse population about 2-3 blks
    from our office and I don't think we provide a lower quality of service, we do a great job with
    all types of families and individuals
19. No basis of information to respond
20. Absolutely - all the way down to the cleanliness of the stores
21. perhaps they are met where they are, which is the only way possible to treat
22. No data to support opinion
23. ugh - who wrote these questions? Agencies in predominately minority neighborhoods likely
    have the same disadvantages as minorities. Fund them better, provide security and competitive
    wages and see that you will have great service. When you provide poor work environment, you
    might recruit/retain less talent.
24. Yes, There is less oversight.
25. This is determined on the expectations expected by the agency.

32. Does the racial or ethnic composite of the neighborhood where your agency/office is located
    influence the development of its practices? 25 comments and 90 skipped question
1. Several neighborhood programs, prevention, engage people from the neighborhood to assist with planning and setting the services. This helps with relevance of the program to the community.

2. To some degree

3. Again, I believe that economics play the #1 role.

4. This is a difficult question. Although I philosophically believe we would and should never determine our services where any one group purposely is allowed fewer services or more services based on any minority status, our practices to help our lower-income students and families creates a perceived difference between treatment of different races. These helpful programs like English as a second language support, bullying and behavior counseling groups, free-breakfast and lunch, paying for free athletic physicals has been disproportionately utilized by ethnic minorities in our schools at times and depending on the acceptance program. If the majority of our population utilized these programs proportionately to the number in that ethnic category, there would not be a perceived problem. However, some people in our community have a negative view of the special programs we have available for all lower-income youth that needs services and because of a negative perception or feeling of not being included, may not take advantage of all of our services. I see a perception is reality and peer pressure issue amongst the community of student youth and parents much more of a problem and barrier than any staff or program issue.

5. Unable to answer given the entire community is mostly homogeneous as to race and ethnicity

6. I don't know.

7. To the extent that contracts allow

8. not certain

9. More so the economics - tax base.

10. No, because so much of what we do is home based.

11. Again, hard to tell.

12. Our school is known for being a great school for kids to learn and it is safe.

13. In some ways, yes. this is especially true in the sense of language and the cultural practices of the agency.

14. not really, we chose the spot because it is a "low rent" district.

15. I do not have data to answer this question

16. Don't serve the public, membership association

17. However ALL practices are developed based on the families and children we serve... not just those in the surrounding neighborhood.

18. I would hope that our practices are based on data, not opinions or attitudes.

19. Unsure

20. The community always impacts services provided to the community.

21. I work in a specialty hospital. There are medical, financial and charity guidelines that prevent discrimination of services, aide and support. These guidelines and professional practices are reviewed and enforced.

22. We have tried to developed programs that will aid the people we serve.

23. Argh--the author of this survey needs English--it is "its" not "it's. While not intentional, it is almost unavoidable to have the make up of the neighborhood shape the practices.

24. Yes, translators, clothing banks, food pantry, home/school coordinators are all a result of demographics.

25. Respect of culture is always necessary in influencing the development of any agency dependent on who they serve.

33. Does your agency use culturally-competent based practices? 29 comments and 94 skipped question.

Please Comment

1. this must be qualified because some of the programs/practices are dictated by contract. The
influence of the individual practitioner is sometimes limited by those contracts.

2. NA
3. We make a great effort to do so.
4. We adhere to COA standards and the NAA Code of Ethics.
5. I am not sure what that is.
6. I am not sure of the meaning of "culturally-competent' based practices
7. I believe that there is an attempt to do so.
8. We see Asians, African Americans and Caucasians
9. Efforts are made to provide services that are culturally competent. Heavy investments are made in training, etc.
10. we have a system in place that if straight forward for eligibility and it is up to the customer to participate within this structure.
11. Yes and there is always room for improvement.
12. Somewhat, but not to the extent that they should. Even if it is less than 5 families that are affected in my work history it is 5 families too many and that should have been helped in a better manner.
13. At one time this occurred, but knows one wants to take the lead or have the responsibility for doing this.
14. The company advocates for it...but individual workers don't always follow through
15. regular diversity training
16. No choice for unsure. I know several of my colleagues make an effort to provide this. I am not certain that others do so
17. I would hope so.
18. We try.
19. to the best of a school's ability
20. I do not know what you mean.
21. Don't serve the public, membership association
22. Always!!!!
23. I have no idea what this means but we are sensitive to cultural differences and when we see clients of other cultures we will ask them about their customs, perceptions, roles etc.
24. No idea of that term
25. Unsure
26. We receive on-going education and culturally-specific resource/referral updates as part of our professional and employment opportunities and mandatory education.
27. We are working to improve in this area.
28. We need to do a better job of training staff about children of poverty - not so much culturally-competent based practices. Poverty does not have racial boundaries.
29. Getting up to speed.

Demographics
34. In what field are you employed? Please choose one. 9 Other and 78 skipped question

<table>
<thead>
<tr>
<th>Multiple field (please specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. health care</td>
</tr>
<tr>
<td>2. Juvenile Justice and Education</td>
</tr>
<tr>
<td>3. Early childhood education and youth development</td>
</tr>
<tr>
<td>4. Juvenile Justice, Delinquency Prevention, Youth Development</td>
</tr>
<tr>
<td>5. vocational Rehabilitation</td>
</tr>
<tr>
<td>6. Social Service Agency that receive referrals from all of the fields listed above.</td>
</tr>
<tr>
<td>8. Mental Health, Child Welfare, addictions</td>
</tr>
<tr>
<td>9. I am a mental health therapist at a Child Welfare agency</td>
</tr>
<tr>
<td>10. Criminal Justice/ Law Enforcement</td>
</tr>
</tbody>
</table>
11. Our agency have multiple programs
12. GAL so I cross all lines
13. Juvenile delinquency prevention, advocacy, youth development
14. LCSW; Medical and Psych Social Worker.
15. Child & family welfare
16. funder, convener, planner
17. provider of residential and community based services

35. In what type of community would you consider your agency to be located? 14 Other and 79 skipped question.

Other (please specify)

1. Agency-wide we served both urban and rural, however most is urban.
2. We have programs in all three categories.
3. Suburban wannabies
4. Majority of clients served are from urban areas but we also serve rural communities.
5. all of the above
6. a mix of all of the above
7. We are located in the city, but serve areas all of the above areas as we travel to our client’s homes.
8. multiple locations, some of all of the above
9. outer urban
10. We serve rural and urban families, we serve 5 counties out of our office
11. As a statewide agency, we are in all types of communities
12. Depends on the service. Both urban, suburban and rural
13. Suburban; treat patients from all over the state of Indiana.
14. we represent all - statewide, though office is in urban

36. Would you consider your position to be administrative or direct services?
   No comments collected – 80 skipped question

37. How long have you been employed in this field?
   No comments collected – 78 skipped question

38. What type of organization are you employed? 3 Other and 80 skipped question

Other (please specify)

1. Break even- professional fee based to cover wages and overhead
2. Education
3. Public Education

39. Would you consider your agency to be: small (<50), medium (50>), or large (100>)? No comments collected, 80 skipped question

40. Please estimate to the best of your abilities how many clients your agency serves per year. 145 responses 113 skipped question
<table>
<thead>
<tr>
<th>Response Text</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Thousands through direct service as well as through education and public awareness</td>
<td>30000</td>
</tr>
<tr>
<td>450 to 500 students</td>
<td>154</td>
</tr>
<tr>
<td>1200 students</td>
<td>1000</td>
</tr>
<tr>
<td>1,500 to 2,000</td>
<td>1000</td>
</tr>
<tr>
<td>2,500 students</td>
<td>1000</td>
</tr>
<tr>
<td>100-125</td>
<td>1950</td>
</tr>
<tr>
<td>Juvenile: 4000</td>
<td></td>
</tr>
<tr>
<td>We do not provide direct services</td>
<td>1400</td>
</tr>
<tr>
<td>Quite a few hundred.</td>
<td>12000</td>
</tr>
<tr>
<td>Our office sees over 1500 persons per year</td>
<td>565</td>
</tr>
<tr>
<td>thousand</td>
<td>275</td>
</tr>
<tr>
<td></td>
<td>500</td>
</tr>
<tr>
<td></td>
<td>850</td>
</tr>
<tr>
<td></td>
<td>50000</td>
</tr>
<tr>
<td></td>
<td>8000</td>
</tr>
<tr>
<td>More than 500</td>
<td>3000</td>
</tr>
<tr>
<td>over 1000</td>
<td>1000</td>
</tr>
<tr>
<td></td>
<td>3000</td>
</tr>
<tr>
<td></td>
<td>4000</td>
</tr>
<tr>
<td></td>
<td>1100</td>
</tr>
<tr>
<td>N/A</td>
<td>450</td>
</tr>
<tr>
<td></td>
<td>1000</td>
</tr>
<tr>
<td></td>
<td>26000</td>
</tr>
</tbody>
</table>
5000 client hours per year

11000
1562
6500
1350

all services/locations included, I'd guess over 10,000

100000

over thousands

thousands

more than 5000

over 1,000

80000
2500
3000
3500
3000
3000

over 5,000

1600
3000
1500
7000
4200

do not know

3500
1700

400 students

1000
0
1200

over 1200 clients in one year

1300
1300
200
4500
2000
11000
1500
7000
600
650

I have no idea in all the programs, in the program that I am part of we served 2335 families and 5502 children, so I would say close to 8000 children.

5000 families

25000
1000

Do not know

10000
300
1000's
250 in our program.

We offer services across Indiana. I have no idea. Probably thousands.

2300 students and their families
2,600 students and their families

1200 students

1000 Pluse

3500-5000

Our agencies serve more than 1 M/yr
41. Of the clients served by your agency, how many in your opinion are of your race/ethnic background? No comments collected, 86 skipped question

42. Please check the following racial or ethnic groups of staff represented at your agency. No comments collected, 81 skipped question

43. Are these groups represented proportionally to the population that your agency serves? 7 Comments and 83 skipped question

Please Comment

1. We have more Asian staff that is represented in our client population
2. I am unsure, but I do observe that in the areas where we serve that have a higher community population of African Americans we seem to have a higher number of African American employees.
3. Question not working...African American and Hispanic are over-represented. Asian, African Descent, and other groups are under-represented among client base.
4. Since we are in education licensure is necessary to include in the hiring process. Since we serve over 75% minority youth is difficult to find this same proportion of highly qualified staff from predominately African American and Latino backgrounds to fill positions as they come available.
5. No, I would like to have more minority teachers
6. no, because we do not get enough licensed minority applicants
7. I do not have data available while completing survey.

44. What is your gender? No comments collected and 81 skipped this question
45. What is your age range? No comments collected and 80 skipped question
46. What is your educational level? 9 Other and 81 skipped question

Other (please specify)

1. Phd
2. Ph.D. in Psychology
3. Ph.D.
4. Doctorate
5. Ed.S.
6. EdD
7. Doctorate
8. Some College
9. Ed.S.

47. General Comment question: Should Indiana be concerned with unequal treatment of minority groups in our systems of care? 26 Other/comment and 89 skipped question.

Other (please specify)

1. Really unequal treatment of the majority
2. Not in our area...
3. We should always be attentive to inequalities. The same standards and consequences should apply to all.
4. I don't know
5. This is a loaded question.....
6. Indiana should be concerned with any unequal treatment of groups in our system of care.
7. or at least I do not have such evidence
8. Look at the kids in the foster care system
9. We should be concerned with unequal treatment of people.
10. We should always be trying to improve services.
11. Any individual who receives unequal treatment is a concern !!
12. Indiana should be concerned with any unequal treatment in our system of care, not limited just to minorities.
13. Of course it should cause concern.
14. Especially in schools and other settings where advocacy is needed to encourage or force better service.
15. I think more resources should be placed in areas of poverty not based on Race by itself
16. Only if unequal treatment if founded in some form of intentional discrimination
17. Unsure about that at this time.
18. I don't know
19. YES, the youth are our future...and them being treated unfairly will and has effect(ed) our future
20. All states should be concerned with this issue all the time! "Minority" means different things to different communities.
21. Like many of your questions, you appear to be trying to solicit a pre-determined answer
22. I'm sure that is true, but I have no actual personal experience with unequal treatment.
23. We have a bigger problem with gender treatment in my opinion
24. I don't know about other systems. Mine , the answer would be NO
25. from my experience, minorities are receiving fair treatment on our area
26. With the changes occurring at the administrative level (State and DCS), unequal treatment as well as inappropriate treatment, often time’s lack of treatment - all due to fiscal concerns, strongly suggests we need to be concerned with unequal treatment regardless of race.