The Cradle to Prison Pipeline: A Public Health Crisis

Presented by Ashon L. McKenzie, Policy Director
Children’s Defense Fund
Our Leave No Child Behind® Mission

To ensure that every child in Ohio has a Healthy Start, a Head Start, a Fair Start, a Safe Start and a Moral Start in life, and successful passage to adulthood with the help of caring families and communities.
Why You’re Here

Any Volunteers?
What You’ll Get Out of This
(Learning Objectives)

We’ll all be able to ...

• Describe how minority populations in Central Ohio are impacted by disparities in poverty, education, and juvenile delinquency.

• Identify links between the social determinants of health, the determinants of academic success, juvenile involvement, etc.

• Identify upstream and downstream interventions that disrupt the Cradle to Prison Pipeline and create pathways to success for children.
Why I’m Here

Gregory Esparza
If I don’t get someone who listen, I die without my story told.
The Blue Print
The Problem
Cradle to Prison Pipeline
Lifetime Risk of a Child Born in 2001 (18yr) of Going to Prison

- Black boy: 1 in 3 chance
- Latino boy: 1 in 6
- White boy: 1 in 17

- Black girl: 1 in 17
- Latino girl: 1 in 45
- White girl: 1 in 111
Failure is not a single, cataclysmic event. You don’t fail overnight. Instead, failure is a few errors in judgement, repeated every day.

Jim Rohn
1. Pervasive Poverty
2. Inadequate Access to Health Coverage and Care
3. Premature/Low Birth Weight - Gaps in Early Childhood Development
4. Disparate Educational Opportunities
5. Intolerable Abuse and Neglect
6. Unmet Mental and Emotional Problems
7. Rampant Substance Abuse
8. Overburdened, Ineffective Juvenile Justice System
It is the set of the sails, not the direction of the wind that determines which way we will go.

Jim Rohn
Connection to Public Health
Criminal Justice and Public Health Framework

Community Conditions - Social, Economic, and Environmental Determinants of Health

Behaviors

Physical and Mental Health Outcomes

Criminal Justice System Involvement / Criminal Justice Policies
What’s Happening in Your Neck of the Woods
Poverty
2.6 Million Children in Ohio
525,000 Children (21%) are in Poverty

1 in 5
## Ohio Child Poverty By Race

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Under 18 (Percent)</th>
<th>Ohio's Rank</th>
<th>Under Age 6 (Percent)</th>
<th>Ohio's Rank</th>
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<tbody>
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<td>White</td>
<td>14.3</td>
<td>37</td>
<td>16.1</td>
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<tr>
<td>Black</td>
<td>44.6</td>
<td>40</td>
<td>53.7</td>
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<tr>
<td>Hispanic</td>
<td>33.2</td>
<td>38</td>
<td>35.5</td>
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<td>AI/AN*</td>
<td>35.8</td>
<td>29</td>
<td>17.0</td>
<td>8</td>
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<tr>
<td>Asian</td>
<td>11.1</td>
<td>24</td>
<td>14.2</td>
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<td>2 or More Races</td>
<td>30.4</td>
<td>46</td>
<td>32.7</td>
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Columbus – Children in Poverty (100% FPL)

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<tr>
<th>Location</th>
<th>Data Type</th>
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<th>2013</th>
<th>2014</th>
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<td></td>
<td>Percent</td>
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<td>34%</td>
<td>31%</td>
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<td></td>
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<td>Percent</td>
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<td>32%</td>
<td>30%</td>
<td>33%</td>
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<td>6 to 17</td>
<td>Number</td>
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<td>36,000</td>
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<td></td>
<td></td>
<td>Percent</td>
<td>29%</td>
<td>35%</td>
<td>32%</td>
<td>28%</td>
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</table>
POVERTY HURTS

- Child poverty increases the risk of unemployment and adult poverty
- By age 4, poor children have heard 30 million fewer words than well-off children
- Poor children are more likely to be hungry and less likely to have affordable quality health coverage
- Poor children are less likely to graduate from high school

Children’s Defense Fund
• Poor health of conception-age women

• Poor birth outcomes – Preterm birth / Low birth weigh
Statewide, gaps in healthcare access are driving disparities.
Gaps in Early Learning
Gaps in Early Learning

- 2014-16 – 56% of young children (157,000) were not in school in Ohio
- 2015-16 just 41% of children 9-35 months received developmental screening
- 38% of Ohio children under age 6 had parents read to them at least 4 days a week
Inequitable Education Opportunities
<table>
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<tr>
<th>Education</th>
<th>Year</th>
<th>Franklin</th>
<th>Ohio</th>
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</thead>
<tbody>
<tr>
<td>Children in publicly funded child care (%)</td>
<td>2016</td>
<td>11.2%</td>
<td>6.9%</td>
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<td>4th grade math - proficient or higher (%)</td>
<td>2016-2017</td>
<td>65.6%</td>
<td>72.4%</td>
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<tr>
<td>4th grade reading - proficient or higher (%)</td>
<td>2016-2017</td>
<td>58.9%</td>
<td>62.8%</td>
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<tr>
<td>High school graduation rate (%)</td>
<td>2015-2016</td>
<td>68.0%</td>
<td>83.5%</td>
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Zero tolerance policies

Harsh exclusionary discipline

Prison-like security procedures

Overreliance on police officers to discipline students in school

Increasing in school-based arrests and referrals to juvenile court
A policy or practice that results in an automatic disciplinary consequence (like a suspension or expulsion) for an offense.
Columbus City Schools issued 24,000 out of school suspensions in 2016-17.

18,288 or 76.6% were to Black Students

52.5% of out of school suspensions and 13.7% of expulsions were for “disobedient or disruptive” behavior.

Ohio Department of Education, Ohio School Report Cards, i
Exclusionary school discipline disproportionately impacts certain groups of children.

- African American students in Ohio are 5 times more likely than white students to be suspended (for the same behavior).

- Students with disabilities are anywhere from 2 to 8 times more likely to be suspended (for the same behavior), depending on the disability category.

- Economically disadvantaged students are 2.5 times more likely to be suspended than students without economic disadvantage (for the same behavior).
Race vs. Racism
EDUCATION
NOT
INCARCERATION
Arrests and Referrals to Juvenile Court
Who Gets Arrest in Ohio Schools?

All Ohio Schools

**Who Gets Arrested?**
- White: 38.3%
- Black: 45.8%
- Hispanic: 5.8%
- Asian: 7.5%

**Who Gets Referred to Law Enforcement?**
- White: 57.3%
- Black: 29.7%
- Hispanic: 7.8%

**What Does Overall Enrollment Look Like?**
- White: 73.3%
- Black: 15.6%
- Hispanic: 0%
- Asian: 0%
- Native American: 0%
- Hawaiian: 0%
- Two or More: 0%

**What Percentage of Schools Have Sworn Police Officers?**
- Yes: 25.0%
- No: 75.0%
A history of prior suspensions from school is the number one predictor of whether children will drop out of school – more so than any other factor, including low socio-economic status, not living with both biological parents, high number of school changes, and having sex before age 15.

Approximately 80 percent of the adult prison population in Ohio did not graduate from high school.
1 in 7 Ohio children (15%) under 18 report 3-8 ACEs

13% report 2 ACEs

22% report 1 ACE

51% report none

Trauma
Childhood abuse or neglect raises the chance of juvenile arrest by 59%.

77-90% of incarcerated juvenile women have extensive histories of emotional, physical and sexual abuse.

Approximately 90% of juvenile detainees reported having experienced at least one traumatic event and 75% reported having been exposed to severe victimization.

Compared to youth in the general population, juvenile-justice involved youth have roughly three times more ACEs.
29% of incarcerated juvenile females compared to 3% of their incarcerated male counterparts reported being raped or molested in a 2002 study.

48% of incarcerated males compared to 17% of incarcerated females reported witnessing some type of violent act.
1 in 28 children have parents in prison—up from 1 in 125 in 1985

10% of incarcerated mothers have a child in a foster home or other state care

Children with incarcerated fathers:

- Likely risky behavior
- 6x as likely to be suspended or expelled
Rates of PTSD tend to vary between 3 and 50% among incarcerated youth with a 30% prevalence rate on average.
The Ripple Effect of ACEs Across the Juvenile and Criminal Justice Systems

Place Matters
Redlining

- The FHA explicitly practiced a policy of “redlining” when determining which neighborhoods to approve mortgages in. Redlining is the practice of denying or limiting financial services to certain neighborhoods based on racial or ethnic composition without regard to the residents’ qualifications or creditworthiness. The term “redlining” refers to the practice of using a red line on a map to delineate the area where financial institutions would not invest.

- The Fair Housing Center of Greater Boston
African American Distribution

- Census Tract 1940
- Census Tract 2010

“History doesn’t repeat itself, but it does rhyme”

-- Mark Twain

Disrupting the Cradle to Prison Pipeline
Don’t wish it was easier wish you were better. Don’t wish for less problems wish for more skills. Don’t wish for less challenge wish for more wisdom.

Jim Rohn
Discussion – Part 1: Your Head and Your Heart
Hope

The Cradle to Prison Pipeline is a Public Health Issue
Direct Service Solutions (Health)
Home Visiting
School Based Mental & Behavioral Health
Train Teachers to Identify Mental Health Needs
Trauma Informed Schools
Advocacy Opportunities
- Mentoring $1,000.
- Employment training for unemployed youths $2,492.
- High quality after-school program $2,700.
- Affordable housing $6,830.
- Head Start $7,028.
- Early childhood education program $13,000.
- The average annual per prisoner cost $22,650.
Policy Opportunities
Changes at the Statehouse
Check Out Our Recommendations

School Discipline Policies and the Cradle to Prison Pipeline®

Executive Summary
Ohio’s public schools have two main goals: education and safety. These schools are responsible for preparing students for success in college, work, and life. Ohio schools are expected to have high standards for student behavior and provide a safe learning environment. However, some schools have implemented discipline policies that are not effective and can have negative consequences for students.

We have observed a trend in Ohio schools over the past decade where students are being suspended more frequently for minor infractions, often leading to permanent records that can affect their future opportunities. This trend is concerning because it suggests that schools may be using discipline policies to address issues that could be better managed through other strategies.

The Numbers to Know
1. Black students are more likely to be suspended than White students.
2. Students with emotional disturbance are more likely to be suspended than students without disabilities.
3. Students who economically disadvantaged are more likely to be suspended than economically stable students.

Zero Tolerance and Exclusionary School Discipline Policies Harm Students and Contribute to the Cradle to Prison Pipeline

The Problem: Pushing Students Out of School

Zero tolerance policies and exclusionary discipline practices that result in high rates of suspension and expulsion—commonly referred to as “zero tolerance” policies—have increased dramatically in the past few decades. These policies have been criticized as ineffective and harmful to students, especially students of color.

The Practice: Consequences for Over-Suspension

School discipline policies can have serious consequences for students, including negative impacts on academic achievement, attendance, social and economic opportunities, and long-term outcomes. Students who are suspended or expelled from school are more likely to drop out, experience increased likelihood of future discipline problems, and face other negative outcomes. These policies can also contribute to the achievement gap and perpetuate systemic disparities in education.

The Solution: Evidence-Based Approaches

Evidence-based approaches to school discipline can help reduce suspensions and expulsions, improve student outcomes, and create a safer learning environment. These approaches focus on prevention, early intervention, positive behavior support, and restorative justice practices. By implementing these strategies, schools can create a more supportive and inclusive environment for all students.

Children’s Defense Fund - www.childrensdefense.org
Join in with Us!

ADVOCACY DAY
May 23, 2018
Children’s Defense Fund
OHIO
Don't let your learning lead to knowledge. Let your learning lead to action.

Jim Rohn
Discussion – Part 2: Your Feet
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• Child Trends analysis of data from the U.S. Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Bureau, National Survey of Children’s Health (NSCH), http://childhealthdata.org/learn/NSCH.
• Suhyun Suh, Jingyo Suh, & Irene Houston, Predictors of Categorical At-Risk High School Dropouts, 85 Journal of Counseling and Development 196, 196-203 (Spring 2007).
Thank you!
Q & A