

# School to Prison / Immigrant Detention Pipeline Prezi

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Notes for Presenters

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# #1: The Whole Pipeline

- **This is the School to Prison/Immigrant Detention Pipeline**
- **This traces the experience of a young person from birth through adulthood** (click up the age ranges).
- **The Pipeline is essentially a hand off between different institutions.**
  - A child goes from family (click) to preschool, elementary, and secondary school systems (3x click);
  - these education systems then hand off to the police (click);
  - the police hand off to the juvenile justice system (click); ,
  - juvenile justice system hands off to the jail (click); ,
  - jail to prison (click); ,
  - prison to the experience of living with a felony record in America (click);
  - and finally from parent to child – across the generational divide (click);

# #2: Family & Child and Neighborhood & Community




- **Begin with a child embedded in a family (click)**
- **The family and child are embedded in a neighborhood.**
- **Many of the neighborhoods these families live in expose parent and child to **toxic stress and trauma****
- **The bond between parent / caregiver and child (love / attachment) is the most important force protecting kids from the impact of this toxic stress and trauma**
- **But parents / caregiver don't have any one to protect them from trauma - and **sometimes they fall under the weight of their suffering**— especially when's it been in their homes and families for generations**
- **And when parents fall – to mental illness, substance abuse, physical health problems - the children no longer no longer protected from adversity**

# #3: Child enters school



- **So eventually the babies get bigger and leave the nest and begin school**
- **Imagine two 5 year old boys of color**
- **One's got a parent who is able to protect him from the trauma and toxic stress** in his environment. So he's a pretty typical 5 year old little boy.
- **When he enters kindergarten he still learning how to sit in circle and pay attention**, he's still learning how to be student. He's just a typical 5 year old boy.
- **The second child has parents who have fallen under the weight of trauma** - they are struggling with mental health issues or substance abuse, they are caught in abusive relationships – they can't provide that little boy that cocoon of protection. So his brain and nervous system adapt to a world that presents constant threats. He is always on alert, his system is bathed in a cascade of stress hormones that prepare him to survive through either "flight or fight." When he's on high alert, his pre-frontal cortex shuts down – that's the part of our brain responsible for higher order thinking and self control / self regulation. He's stuck in survival mode.
- **How does this second child act when he enters kindergarten?** What does his behavior look like? What does his teacher see?

# #4: Conflict between teacher and student



## Conflict between teacher and student

- Conflict with his teacher will begin almost immediately for the little boy stuck in fight/flight mode – he’s jumpy and “hyper-vigilant.” But this behavior will not be seen as a symptom of trauma – but instead as evidence of defiance, proof that he is a bad boy in need of discipline
- What about the other boy – the typical 5 year old? Well because he is brown or black his typical 5 year old boy behavior will be viewed quite differently than that of his white school mates
- Research out of Stanford demonstrates that repeated minor acts of misbehavior by a black child are more likely to be perceived as misbehavior and punished than the exact same behavior in white students

# #4.5: Optional Implicit bias study - what happens to the typical kid

- A Stanford study recruited teachers off of district websites and then read each teacher a description of a student who commits a minor infraction – talking to other students, not listening to directions – two separate times over the course of a week. After each time, the researcher asks them to rank on a scale of 1-5 how much the students' behavior interfered with their ability to maintain order in the classroom, how irritated they were, how severe they thought it was, and what kind of discipline they should receive.
- The thing is the teachers were randomized to get the exact same story told – except in half the stories the student had a stereotypically Black name (Darnell or Deshawn) while the other half the student had stereotypically White name (Greg or Jake)
- So what happened? Well after the first offense there was no difference between teachers who got the Black name versus those who got the white name in how irritated, severe, or interfering they thought the behavior was. However, after the second offense –those who got the White name showed no increased levels of irritation, interference or perceived severity – while those who got the Black name showed a marked increase in all three. When the boy was named Darnell or Deshawn they thought the behavior interfered more with their ability to maintain order, were more irritated, saw it as more severe **and recommended harsher discipline.**
- Remember, the only thing that was different was the name of the student.
- This means that that five year old black and brown child's typical 5 year old behavior – when done repeatedly is more likely to be perceived as misbehavior and punished than the exact same behavior in white students

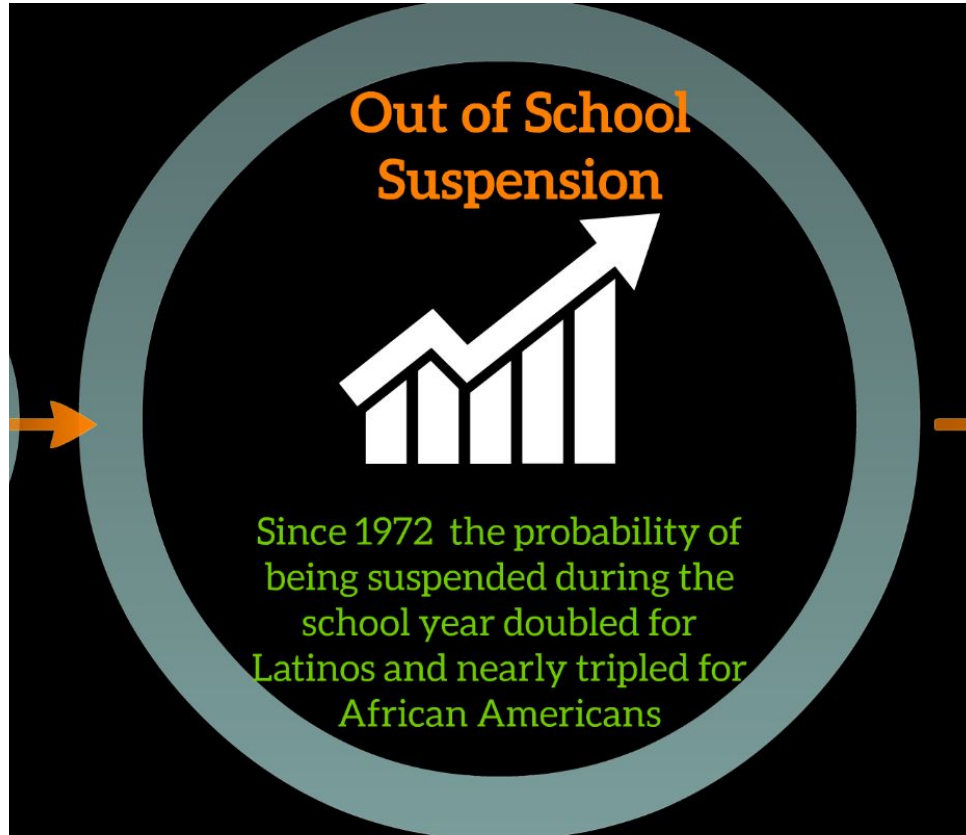
# #5: Teacher makes an office referral



- So what happens next? The teacher makes an office referral to assistant principal, dean, or principal
- What does the teacher get when they make that referral?
- They get that kid out of their hair and out of their classroom

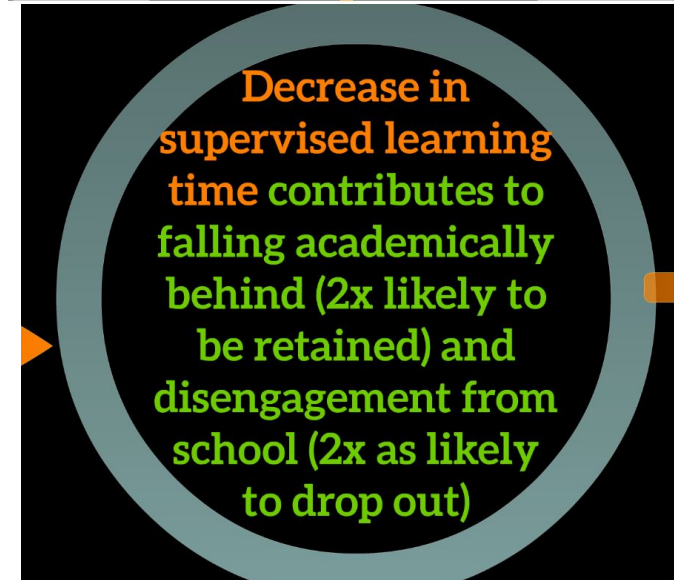


# #6: Out of School Suspension



- Once the child is in the principal's office – we know that has **become increasingly likely over the past 40 years that the punishment he receives is an out of school suspension**
- Since 1972 the probability of being suspended during the school **year doubled for Latino students** and nearly **tripled for African American students**

# #7: Decrease in supervised learning time



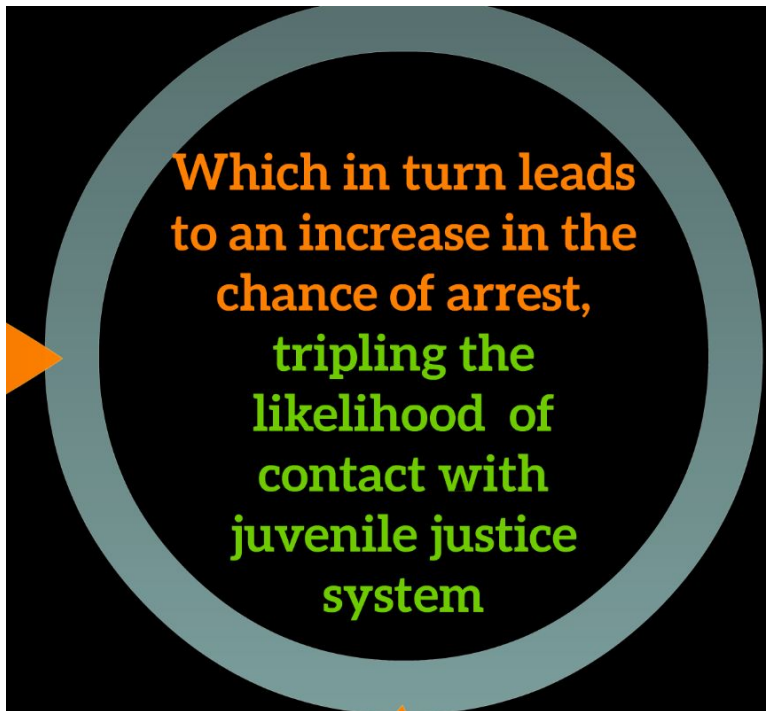
- He gets less supervised learning time with an adult
- So what happens once a kid is suspended out of school? (click 2x)
- And when you spend less time learning it stands to reason that you fall behind in school and get disengaged
- Indeed, powerful research out of Texas showed that when you took two kids from the same type of families, attending the same type of school, in similar districts, with the same academic and behavioral history – and one gets suspended and the other doesn't – **the kid who get suspended is 2x as likely to have to repeat a grade the following year.**
- A similar study of high school students in Florida found that **the kid who was suspended was fully twice as likely to drop out**
- **Citations:** Fabelo, T et al (2011). Balfanz et al (2012)

# #8: Increase in unsupervised time in poor racially segregated neighborhoods



- At the same time that the kid is getting less supervised learning time with an adult – what is he getting more of?
- He's getting more unsupervised non-instructional time – where?
- In the same poor, racially segregated neighborhoods where he lives and where school is likely located – the same
- And being on the streets in these particular neighborhood means he is exposed to two things: "order maintenance" policing and community violence
- We know what community violence is – gang or crew violence, beefs, criminal activity gone wrong - but **what's "order maintenance policing?"**
- **Order maintenance policing = broken windows policing;** This is an approach to policing that involves the aggressive enforcement of minor misdemeanors (open container, riding bike on sidewalk) on the theory that letting people get away with the "little stuff" sends a message that disorder is tolerated and makes it more likely that serious crimes are committed. No scientific evidence that this approach actually works. This is the theory behind stop and frisk.

# #9: Which in turn leads to an increase in the chance of arrest



- And being exposed to community crime and violence while being aggressively monitored by the police **makes it increasingly likely that you will be arrested**
- ...and if you are minor and you get arrested it is likely that eventually you end up in juvenile court
- Indeed, the same study out of Texas that showed that the kid who was suspended was twice as likely to have to repeat a grade also showed that that **kid was also three times as likely to show up in the juvenile justice system database following their suspension** than the kid who had not been suspended but had the same characteristics and academic and behavioral background
- **And if you end up in Juvenile Court repeatedly, it becomes increasingly likely that you end up incarcerated in the juvenile system – that is spending time in detention**

# #10: But you don't need to end up suspended and on the street to get arrested

- But you don't even need to get suspended and end up on the street to get arrested these days...

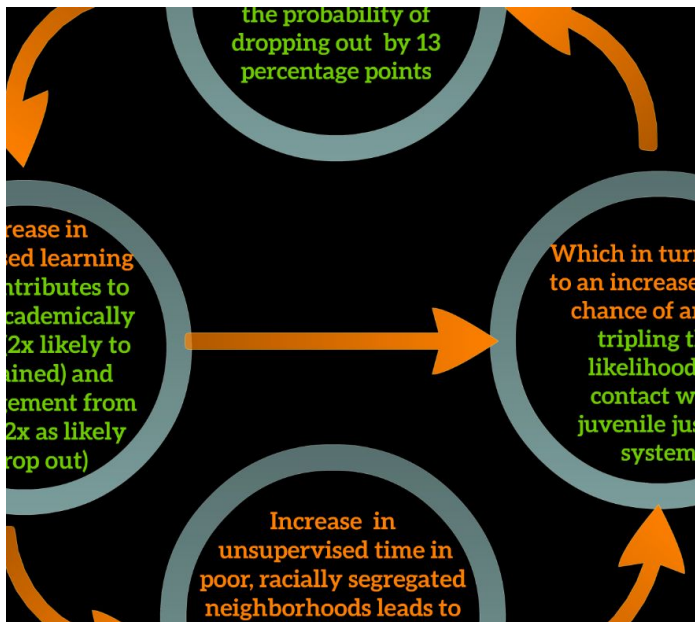
- **Because today we have police in the schools and you can be arrested on school grounds as the result of in school behavior that in past years would have resulted in a suspension**

- The problem with having police in schools is that their mere presence changes developmentally normal (if irritating) teenage risk taking and boundary pushing behavior from disobedience or fighting into arrestable offenses: resisting arrest and assault and battery


- **And research shows that schools with higher levels of security (police, metal detectors) rates of student victimization are no lower and ...**

- ...given two students of the same background including the same victimization history, school size and similar levels of neighborhood crime, the students in the school with more security reported feeling less safe – especially women, low income students and Black and Latino students

- And in schools where there are police present, we find higher overall suspension rates and larger Black/White disparities in suspensions and arrests



# #11: Juvenile incarceration increases school disengagement



Juvenile incarceration increases school disengagement and the probability of dropping out by 13 percentage points

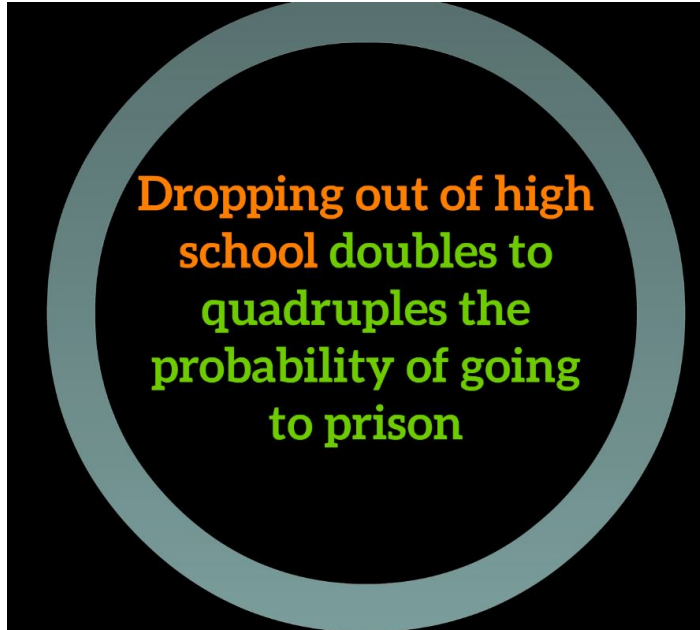
- So you get arrested and locked up. What happens once you get out? How does this impact your connection to school?
- Unsurprisingly, juvenile detention has a big impact on whether you complete high school or drop out
- Young people face big barriers to re-enrolling in school after being incarcerated. Students will be refused re-enrollment by principal after principal – spending months unable to get back into any type of school
- An amazing study out of Chicago demonstrated the link between detention and dropping out. So there are some judges that are systematically more likely to send kids to detention and there are other judges that are systematically less likely to lock kids up. And the dockets are randomly assigned. This means it's a random draw in terms of what judge you get
- This allowed us to compare the outcomes of the young people who were the same on every other variable –the only difference is that one group got the “jailer judges” and another group the “non-jailer” judges. So they found that the kids who got the “jailer judges” were 13 percentage points more likely to drop out of high school. **That's like going from having a 1 in eight chance of dropping out to having a 1 in four chance of dropping out**

# #12: And school disengagement means that if you do manage to re-connect to school, you are more likely to be suspended yet again



- If a kid coming out of detention has enough grit and perseverance to finally get back into school – what do you think their mindset is going to be once they are in the classroom? Do they feel the world is just or fair? Who are they more socially connected to? Their teachers and peers? Or folks on the street and inside? How do you imagine this young people will react
- This is first of three self reinforcing negative feedback loops
- **So you get caught in this loop and go round and round... Making it increasingly likely that you reach age 18 having experienced two things...**

# #13: Dropping out of high school doubles to quadruples the probability of going to prison

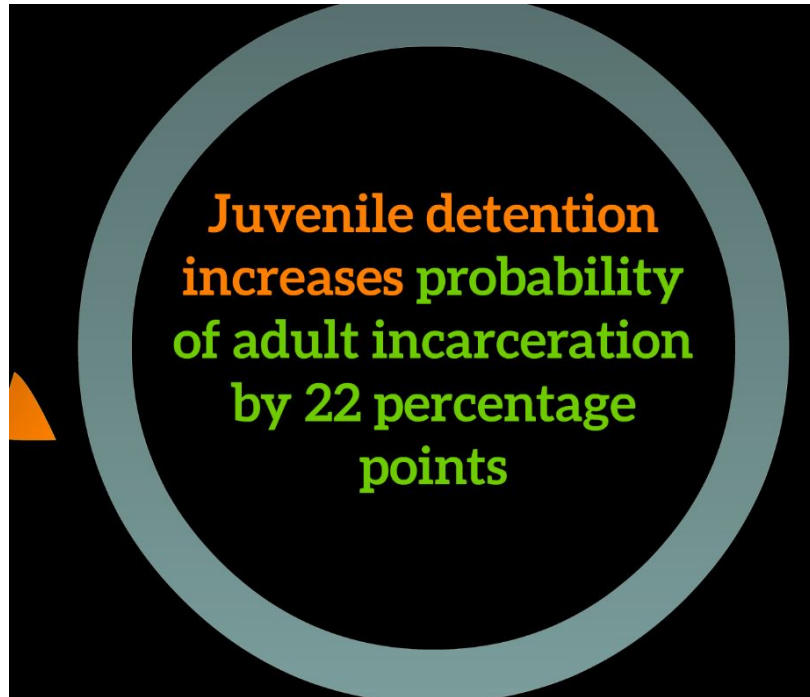


Nationally, 68% of black men without high school degrees go to prison by age 35  
In California, 90% of black men without high school degrees go to prison by age 35

- The first is that you are likely to have dropped out of high school
- And dropping out of high school doubles to quadruples the probability of going to prison over your lifetime
- This impact is particularly acute for Black men (click)
- Nationally, nearly 70% of black men without high schools degrees will go to prison by the time they are in their mid thirties to forties (click)
- In California (click), fully 90% of black men without high school degrees will go to prison over their lifetimes
- Two generations ago this was not the reality that most black men faced. In the 1970's a black man without a high school degree faced only a 15% likelihood of going to prison over his lifetime

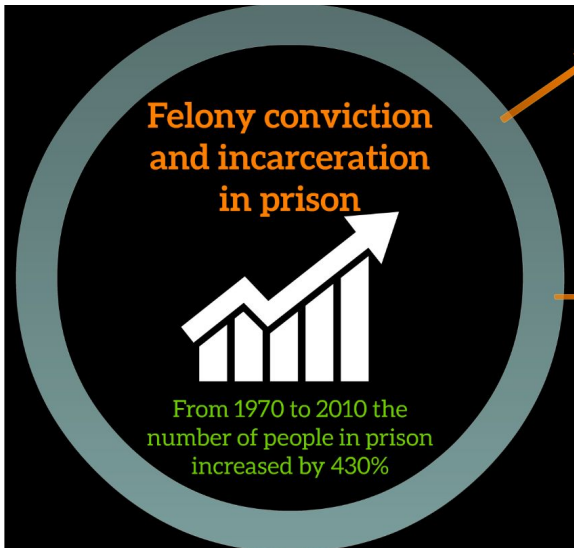


# #14: Juvenile detention increases the probability of adult incarceration



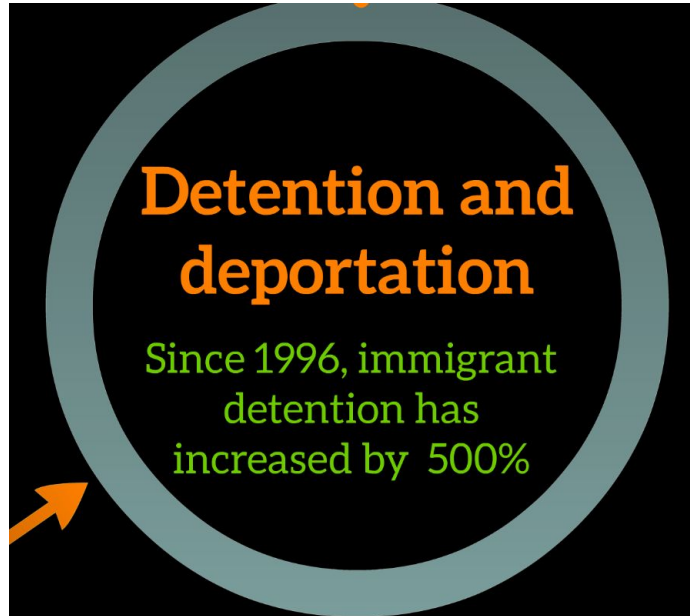
- If you've been caught up in this feedback loop it's also very likely that you reach age 18 having spent time in juvenile detention
- And that same study out of Chicago – the one with the jailer judges and the non-jailer judges – also found that the kids who got randomly assigned to the jailer judges were fully 22 percentage points more likely to end up in the adult system by age 25 than those who got the non-jailer judges
- That's a huge impact. It's like going from having a 1 in 10 chance of going to prison by age 25 to having a 1 and 3 chance

# #15: Felony conviction and incarceration in prison



- A young person will spend years going in and out of the jail system until eventually he gets charged and convicted of a felony and goes to prison
- Over the past 40 years the number of people
- This is the result of the tough on crime policies that resulted in an expansion of the offenses that resulted in prison time and that increased the length of sentences
- This means that today if charged and convicted of a crime – it is more likely to result in spending a good chunk of time in prison
- Indeed, as a result of these policies the number of people in state and federal prison increased 430% between 1972 and 2010. When local jail populations are included, the increase is 800%

# #16: Detention and deportation



- **What happens if you are undocumented and you get charged and convicted of a felony?**
- **You get sent to immigrant detention center and eventually deported**
- **What is a detention center? It's a prison.** In fact, many detention centers are run by the same company - the Corrections Corporation of America - that runs a number of our private prisons
- What happens if you have your papers – you are a Legal Permanent Resident – and you get charged and convicted of a felony?
- You get sent to an immigration detention center and eventually deported
- This is the result of a law passed under Clinton in 1996, the Anti-Terrorism and Effective Death Penalty Act (AEDPA); legal immigrants get deported too
- **Since that time, immigrant detention has increased by 500%.** And the increase has been steepest over the past 8 years – as the Obama administration had ICE partner with local law enforcement.
- This means that you don't even need to be convicted of a felony to end up in detention – you could be pulled over for a broken taillight or cited out for drinking in public. In fact, if you don't have papers and school police arrest you and are run your name you can be sent to detention right from school

# #17: By the time young people make it to prison they are in a world of pain



53% of people in prison have a substance abuse issue, 56% have a mental health problem

- Think back to when this young person was in school – over and over again he’s been signaling through his behavior that he needs help – that his social emotional skills need strengthening, that his parents are hurting one another, that he’s still learning how to sit still and pay attention
- And at every opportunity to intervene early and address these challenges productively, we instead punished and pushed out
- So ties to the street were strengthened while the ties to adults who could help were weakened
- By this time what was social emotional challenges, family problems, or learning challenges have morphed into serious suffering in the form of mental illness and substance abuse
- Over half of all people in prison have a diagnosable substance abuse problem; 56% have a mental health problem; When we combine the two, over 2/3rds of prisoners have some type of behavioral health challenge

# #18: And their time in prison worsens their health further



Each additional year in prison produces a 2-year decline in life expectancy

- The prison in the last photo is currently being investigated for providing grossly inadequate health care services to inmates
- Indeed, whatever health problems the young person brings to prison – prison further compounds them.
- Researchers have found that prison actually has a dose effect on life expectancy
- For every year a person spends in prison, their life expectancy declines by 2 years

# #18.5: Prisons have become our default mental health treatment system for poor, single adults



- Prisons have become our default mental health treatment system for poor, single adults
- Does anyone know what this is a picture of?
- This is a group of young men at Mule State Prison in California participating in group therapy

# #19: Upon release from prison



- What happens once folks are released from prison and return home?
- In many ways, their punishment has just begun
- Because upon release from prison, felon status makes all the outlawed old forms of discrimination legal
- All the rights our ancestors fought and died for – right to vote, access to education and benefits, housing and employment anti-discrimination laws – all become completely legal if the basis for discrimination is that you've spent time in prison

# #20: Legal discrimination increases the probability of low earnings, housing instability



- Unsurprisingly, legal discrimination increases the probability of low earnings, housing instability, and untreated health problems
- Having a felony on one's record decreases lifetime earnings by 30%



# #21: Increases probability of recidivism



- When someone is homeless, unemployed, and suffering from untreated health problems – what are they more likely to do?
- Click – they are more likely to recidivate and end up going back to prison
- And this is the second negative feedback loop



# #22: This is the second negative feedback loop



- People circle around in this loop until finally the disadvantage passes from one generation to the next (click)

# #23: Two decades after release from prison



- A study followed formerly incarcerated individuals without high school degrees for two decades after their release from prison
- They found that after twenty years 3 out of 4 remained in the bottom 20% of the income distribution – the poorest of the poor
- Essentially, having a felony makes the bottom of the income distribution really sticky – try as you might you can't get out of it

# #24: And if you can't escape the bottom who else can't get out?



- And if you can't escape the bottom, who else can't get out?
- Your family. Your children.
- Your own stalled social mobility means disadvantage passes to your children
- And what do we know about the children of incarcerated parents?

# #25: Children of incarcerated parents



- Dozens of studies show that children of incarcerated parents –especially boys – are more likely to display “externalizing behavior.”
- What’s “externalizing behavior?”
- It’s acting out, it’s aggressive or violent behavior
- And what happens when little brown and black boys act out in school?



# #27: Having a parent who is incarcerated



Having a parent who is incarcerated, suffering from mental illness and/or substance abuse = Adverse Childhood Experience (ACES) associated with an increased risk of morbidity and mortality as adults

- Are people familiar with ACES – Adverse Childhood Experiences?
- Explain if people aren't.
- Having a parent who is incarcerated, suffering from mental illness and/or substance abuse are all ACES associated with a marked increase in the risk of morbidity and mortality

# #28: ACEs are powerful predictors of being a victim or perpetrator of violence



- Finally, ACEs are also powerful predictors of whether a person becomes a victim or perpetrator of violence
- This then feeds back into community violence... (click)
- ...and family violence (click)