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## The Result I Seek

- All Youth safe, supported and provided a clear path to success in education, career and community life

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## school-to-prison pipeline

- The "school-to-prison pipeline" refers to the policies and practices that push our nation's schoolchildren, especially our most at-risk children, out of classrooms and into the juvenile and criminal justice systems. This pipeline reflects the prioritization of incarceration over education. (<https://www.aclu.org/fact-sheet/what-school-prison-pipeline>)

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•Study results vary based on population, But... the message is clear.

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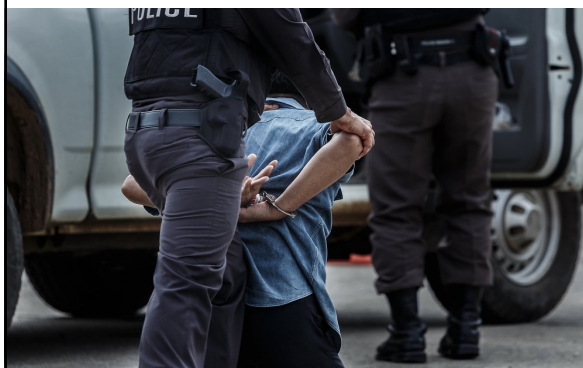
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**1.** Dropouts are **3 1/2x** times more likely than high school graduates to be arrested




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- 2.** DROUPOUTS are “**more than 8x** as likely to experience jail or prison




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- 3.** Dropouts between 16 – 24 were **63x** more likely to be institutionalized than peers w/ bachelor’s degree or higher.




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**Over representation of youth in the juvenile justice system.**

**Main Drivers**

- **Race**
- **Poverty**
- **(Dis)Ability**
- **Education Failure**

National Disability Rights Network

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## Over representation of youth with disabilities in the juvenile justice system.

By the numbers

- **An estimated 70% of justice-involved youth have disabilities**, including psychiatric, mental health, sensory, and intellectual disabilities as well as co-occurring disorders.

National Disability Rights Network

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## Having a disability is a risk factor for contact with the JJ system.

- Some delinquent behaviors are related to unknown, untreated, or inappropriately treated disabilities.
- Identifying disabilities and providing timely access to appropriate treatment and services can prevent further contact with the JJ system.
- Youth in the JJ system are "disproportionately minority, impoverished, and poorly educated, and many lack social networks -- characteristics known to limit the type and scope of mental health services provided to youth."

National Disability Rights Network

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## Costs of Juvenile confinement: By Reporting State

State	Rank	Per day	Per 3 mos	Per 6 mos	Per year
Idaho	25	\$213.57	\$19,221	\$38,443	\$77,953
Utah	26	\$214.12	\$19,271	\$38,542	\$78,154
Wyoming	30	\$261.00	\$23,490	\$46,980	\$95,265
Washington	31	\$262.48	\$23,623	\$47,246	\$95,805
Oregon	32	\$263.00	\$23,670	\$47,340	\$95,995
Kentucky	33	\$276.00	\$24,840	\$49,680	\$100,740
Colorado	35	\$287.63	\$25,887	\$51,773	\$104,985
Arizona	36	\$290.68	\$26,161	\$52,322	\$106,098
Wisconsin*	37	\$291.00	\$26,190	\$52,380	\$106,215
Montana	50	\$481.67	\$43,350	\$86,701	\$175,810
New Mexico	51	\$487.87	\$43,908	\$87,817	\$178,073
Nevada	53	\$535.36	\$48,182	\$96,365	\$195,406
Hawaii	55	\$546.08	\$49,147	\$98,294	\$199,319
California	57	\$570.79	\$51,371	\$102,742	\$208,338
<b>US Average</b>		<b>\$407.58</b>	<b>\$36,682</b>	<b>\$73,364</b>	<b>\$148,767</b>

Citations are available at [www.justicepolicy.org](http://www.justicepolicy.org) or by emailing [info@justicepolicy.org](mailto:info@justicepolicy.org)

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We made a great case



- ✓ Moral imperative
- ✓ Disproportional impact
- ✓ Social responsibility
- ✓ Civil Society

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Table. Ivy League 2018 Undergraduate Tuition & Fees Comparison and 2019 Estimation

	2018 Tuition & Fees	2019 Estimated Tuition & Fees
Brown University ⓘ	\$53,419	\$55,554
Columbia University in the City of New York ⓘ	\$57,208	\$59,444
Cornell University ⓘ	\$52,853	\$54,823
Dartmouth College ⓘ	\$53,368	\$55,370
Harvard University ⓘ	\$48,949	\$50,898
Princeton University ⓘ	\$47,140	\$49,054
University of Pennsylvania ⓘ	\$53,534	\$55,687
Yale University ⓘ	\$51,400	\$53,394
Average	\$52,234	\$54,278

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But...

- We know there is another answer

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## Statistics

A one year increase in the average years of schooling completed correlates to dramatic reductions in major crimes

- Violent crime by almost 30%,
- Motor vehicle theft by 20%,
- Arson by 13%, and
- Burglary larceny by 6%.

Lochner, L., & Moretti, E. (2004). The effect of education on crime: Evidence from prison inmates, arrests and self-reports. *American Economic Review*, 94(1), 155-189.

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## When Graduation Rates go up Crime Rated go down

Type of Crime	Estimated Decrease in Incidents
Assault	59,160
Burglary	17,256
Larceny	37,334
Motor vehicle theft	31,301
Murder	1,275
Rape	3,816
Robbery	1,509

Based on national estimates from the 2009 FBI Uniform Crime Report, assuming an increase of 5 percentage points in the high school graduation rate of male students.

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## The Invisible Cost of Corrections

### A 5% Increase in Male Graduation Rates

Reduction In Crime Related Cost  
**And**  
Increased In Registered Annual Earnings

	Annual Crime- Related Savings	Additional Annual Earnings	Total Benefit to State Economy
U.S.	\$ 18,500,000,000	\$ 1,200,000,000	\$ 19,700,000,000

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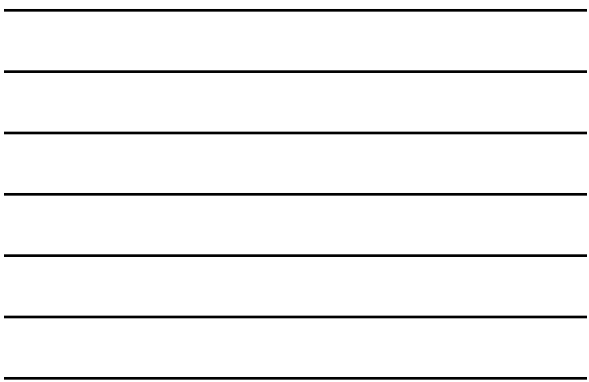
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**The Feeling House** is the creative foundation for the essential skills that support and promote Cognitive and intellectual growth and development

**Self and other awareness:** feelings shift; understanding the difference between thinking, feeling and acting; and understanding that one's actions have consequences in terms of others' feelings.

**Self-motivation:**  
being able to set goals and persevere towards them with optimism and hope, even in the face of setbacks

**Management of relationships:**  
making friends, handling friendships; resolving conflicts;  
cooperating; collaborative learning and other social skills  
understanding and identifying feelings



Meaningful creative and artistic experiences have the power to mitigate development stoppages, and restart the clock by...

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**SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES**

<p><b>SELF-AWARENESS</b></p> <p>The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."</p> <ul style="list-style-type: none"> <li>IDENTIFYING EMOTIONS</li> <li>ACCURATE SELF-PERCEPTION</li> <li>RECOGNIZING STRENGTHS</li> <li>SELF-CONFIDENCE</li> <li>SELF-EFFICACY</li> </ul>	<p><b>SOCIAL AWARENESS</b></p> <p>The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.</p> <ul style="list-style-type: none"> <li>PERSPECTIVE-TAKING</li> <li>EMPATHY</li> <li>APPRECIATING DIVERSITY</li> <li>RESPECT FOR OTHERS</li> </ul>	<p><b>RESPONSIBLE DECISION-MAKING</b></p> <p>The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.</p> <ul style="list-style-type: none"> <li>IDENTIFYING PROBLEMS</li> <li>ANALYZING SITUATIONS</li> <li>SOLVING PROBLEMS</li> <li>EVALUATING</li> <li>REFLECTING</li> <li>ETHICAL RESPONSIBILITY</li> </ul>
<p><b>SELF-MANAGEMENT</b></p> <p>The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.</p> <ul style="list-style-type: none"> <li>IMPULSE CONTROL</li> <li>STRESS MANAGEMENT</li> <li>SELF-DISCIPLINE</li> <li>SELF-MOTIVATION</li> <li>GOAL SETTING</li> <li>ORGANIZATIONAL SKILLS</li> </ul>	<p><b>RELATIONSHIP SKILLS</b></p> <p>The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.</p> <ul style="list-style-type: none"> <li>COMMUNICATION</li> <li>SOCIAL ENGAGEMENT</li> <li>RELATIONSHIP BUILDING</li> <li>TEAMWORK</li> </ul>	

JANUARY 2017 COLLABORATIVE FOR ACADEMIC, SOCIAL, AND EMOTIONAL LEARNING www CASEL.ORG

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- Connecting youth to positive, prosocial engagement
- Allowing youth opportunities to express themselves with:
  - movement (dance sports, theater),
  - words (journaling, poetry, guided imagery) and
  - other non verbal interpreters (sculpt, painting, drawing, murals)
- Encouraging supported engagement with and for youth and families
  - Community performances
  - Family concerts
- Incorporating comprehensive interventions that are:
  - community based,
  - family focused,
  - child centered,
  - trauma informed

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Hope is a seed planted in rocky soil; with no knowledge, of how deep its roots will sink or how many its fruit will feed. But we must choose to plant and wait and see.

Hasan Davis

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**Every Child Has A Story...**

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**In the beginning mine seemed full of possibility!**




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**Eventually, someone said "We need to be more... Realistic"**




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**Soon, it was clear to everyone. My Story would be different ...**

**Birth**

- ✓ ADHD
- ✓ Dyslexia
- ✓ Visual
- ✓ hearing impairment

**K-3**

- ✓ Parents divorced
- ✓ Welfare
- ✓ Inner city
- ✓ Family separated/Reunited

**Grade 4-7**

- ✓ Age 11 Arrested/Probation
- ✓ Age 12 Apartment fire
- ✓ Attended 5 different elementary schools
- ✓ 13+ Living "situations"

**Grade 8-12**

- ✓ Started alternative school
- ✓ Family separated/Reunited
- ✓ Expelled from alternative school at 18
- ✓ G.E.D.




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**But, I still wanted to be greater...  
no matter the cost**



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**Notes from a Hope Dealer's  
Handbook  
or  
How to Become a Champion  
for Children in 5 Easy Steps:**

1. Resist the Madness
2. Act on Faith
3. Forgive Failures
4. Deserve Victory

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- **Resist the Madness** - Act on Faith- Allow time -  
Forgive Failures - Deserve Victory

### Madness Principle

- If you keep doing what you have always done, you will keep getting what you have always gotten

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- **Resist the Madness** - Act on Faith- Allow time -  
Forgive Failures - Deserve Victory

### Madness Principle

- If you keep doing what you have always done, you will keep getting what you have always gotten
- If you keep doing what you have always done your competition will get better and you will get worse results - John Maxwell

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- **Resist the Madness** - Act on Faith- Allow time -  
Forgive Failures - Deserve Victory

### Take Risk

- We must now take what we know and do what we must!
- We must create instead of wait for the perfect opportunity to experience ourselves greater

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The only place you will find that **Ability** comes before **Opportunity** is in the Dictionary!

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- **Resist the Madness** - Act on Faith- Allow time -  
Forgive Failures - Deserve Victory

**Raise the Bar**

- People rise or ultimately fall to the highest expectation the people have set for them.
- Our consumers deserve your **Empathy** they don't need your **Sympathy**

You must Refuse to become a place  
where dreams go to die

Hasan Davis

*Hospice is not an acceptable substitute for Hope.*

You are not the repository for  
other peoples fear.

- Resist the Madness - **Act on Faith**- Allow time -  
Forgive Failures - Deserve Victory

### Faith

- Faith [fayth] a belief in, devotion to, or trust in somebody or something, especially without logical proof.
- A willing suspension of disbelief

### Hope

- Hope [hōp] Something that somebody wants to have or do or wants to happen or be true;
- A reliance on future possibilities

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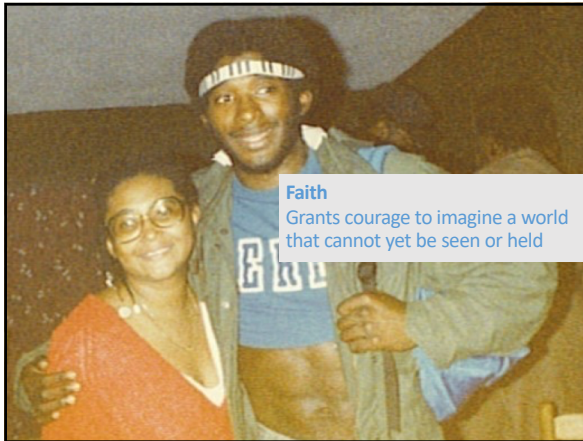
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#### Faith

Grants courage to imagine a world that cannot yet be seen or held

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#### Hope

Nurtures courage to keep reaching for what others are sure we could never touch.

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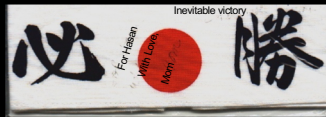
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- Resist the Madness - **Act on Faith**- Allow time -  
Forgive Failures - Deserve Victory

### Faith & Hope

Every child deserves someone who can see them as they are afraid to see their self.




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- Resist the Madness - **Act on Faith**- Allow time -  
Forgive Failures - Deserve Victory

### We can choose to be Hope Dealers or accept our role as Hope Stealers

(A.K.A. Agents of reality, wake up callers, truth tellers, reality checkers,  
dream busters...etc.)

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- Resist the Madness - **Act on Faith**- Allow time -  
Forgive Failures - Deserve Victory

"For those of you who **choose** this important  
work, **hope is mandatory**;  
**You cannot give what we do not possess."**

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- Resist the Madness - **Act on Faith**- Allow time -  
 Forgive Failures - Deserve Victory

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**And honestly, What is the cost of Optimism?**  
 "A candle loses nothing by lighting another candle."  
 Father James Keller

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- Resist the Madness - Act on Faith- **Allow time** -  
 Forgive Failures - Deserve Victory

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**Allow Time**

- Time [tim]
- A suitable moment or period chosen as appropriate for something to be done or to take place

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*"Time is what we have so that everything does not happen at once."*  
 Albert Einstein

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- Resist the Madness - Act on Faith- **Allow time** -  
 Forgive Failures - Deserve Victory

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**"When is it finally OK for me to just give up?"**

Question posed by long time youth serving professional

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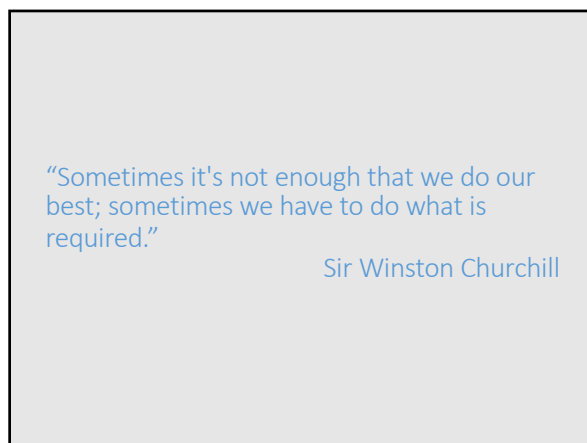
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- Resist the Madness - Act on Faith- Allow time -  
**Forgive Failures** - Deserve Victory

#### Forgiveness

- for-give-ness [fərgɪvnəs]
- the act of pardoning somebody for a mistake or wrongdoing

Forgiveness frees us from the awesome duty of worrying about the past so we can actually do something about the Future.

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- Resist the Madness - Act on Faith- Allow time -  
**Forgive Failures** - Deserve Victory

**“The best time to plant a tree is 20 years ago. The second best time is right now.”**

Chinese Proverb

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- Resist the Madness - Act on Faith- Allow time -  
 Forgive Failures - **Deserve Victory**

#### Deserve Victory

- de-serve [di-zurv]
- to have earned or be worthy of something
- vic-to-ry [vɪktəree] success attained over a difficult situation or opponent



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- Resist the Madness - Act on Faith- Allow time -  
Forgive Failures - **Deserve Victory**

**"Believe and act as if it were impossible to fail."**  
Charles F. Kettering

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**"Treat a man as he is and he will remain as he is..."**  
Johann Wolfgang von Goethe

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**"Treat a man as he is and he will remain as he is. Treat a man as he can and should be, and he will become as he can and should be."**  
Johann Wolfgang von Goethe

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## Final Thoughts

### \*Self care

- It is important to develop your own system of emotional and physical self care to protect yourself from the possible impact of Secondary Trauma.

You will only be as useful to the world as you are good to yourself.

And, We need you to be useful to our world.

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