

The Cradle to Prison Pipeline
SNCC 50th Anniversary Conference
Shaw University, Raleigh NC, April 2010
Transcript Video Recording #31
(Raw, unedited, no annotation)

Speaker 1 (00:00:17):

My name is I with the American civil Jacksonville from Los Angeles. I'm from south. So just tell you why, why we're here. Thele to prison. Pipeline is a coined by the fantastic and brilliant Mary Ryan. And essentially this phrase means that some children, some infant in our country based on poverty, race, family circumstance are essentially from the crowd put into a process in which they will eventually wind up a prison and eventually wind up incarcerated. And so that is why we are here. Let me just give you a few numbers. One in three black children, one in six, the boys prison, their lifetime, while more than five times more likely girls, a significant number of girls juvenile extremely it started, um, happen in days and these children are being marginalized. They're away. They are being, and what systems are doing institutions, whether they're schools giving under the, in rate to which relates to the voting on deaf, as you know, you like to kill prison, anyone African American.

Speaker 1 (00:02:37):

And so that is a particular challenge in our work. Children of color disproportionate are being pushed into the pipeline. And in introduce our panel, we will take question so immediately to my left is Carrie Burg. Carrie serves as a national pen or pencil initiative specialist for the national Alliance, faith justice. This is her 10th year with the Institute she has served with the past four years, working with numerous organizations and municipalities to build capacity for youth engagement in areas of service learning and civic participation. By being the pen program, she'll tell you about really innovative. Um, next to her is common Perez. Common Perez is responsible for the gathering for justice, which is an intergenerational multicultural national movement within history spirituality. And non-violent direct action adjacent to Carmen is Ms. Crystal Madison, crystal Madison is with the children's defense son with their freedoms, and she is an quote and currently lives green North Carolina.

Speaker 1 (00:04:01):

At this point, I'd like to bring forward, talk a little bit about the Alliance. Good afternoon. And bye. Um, the secretary of education is particularly interested in how states plan to address how K through 12 post-secondary institutions, workforce development organizations, and other state agencies and community partners will coordinate to improve all of the education system and create a more seamless preschool through graduate school group for students. Um, just, um, as the moderator I spoke about earlier, we have over two, many people incarcerated in this country, um, in the state of the prison, that number has near triple since 1987, from 90 87, 2007. Um, we had 585,000 people incarcerated in 1987 as 2007. We had 1,000,600 people incarcerated, um, in term, um, I'm sorry, I <laugh>, um, the cost of incarcerating over 2 million people it's cost in this country over \$40 billion a year. Okay. And, um, the program that I represent is called the <inaudible> program.

Speaker 1 (00:05:39):

The Cradle to Prison Pipeline
SNCC 50th Anniversary Conference
Shaw University, Raleigh NC, April 2010
Transcript Video Recording #31
(Raw, unedited, no annotation)

What we have intern done is we're trying to reverse the money's going into the criminal justice system and bring it back to the education system. We do this by, um, going out and, and gather youth, um, to learn about the injustice that's going on in their community, the over incarceration of minorities in their community. The program first focuses mostly on a term that some of you all may have heard. Some of you all may have not learned DMC. Is there anybody in here who's heard DMC? Yes. DMC. We got, we have three people in there who know what DMC is. Can I, anybody who does know, can I get a reasonable guess? Could not reasonable guess POC means disproportionate minority contact and what disproportionate minority contact means is that you have more minorities incarcerated in your local jails and prisons than you have in your, let me get it correct.

Speaker 1 (00:06:36):

I don't wanna get you all missing for you. The percentage of minorities incarcerated in jail in prison outweigh the percentage of minorities you have in the population, in your community. That's BMC. Um, there is monies that each state, all 50 states in this country, Alaska, California, I don't care where you're from. All 50 states in this country have a EMC problem. All 50 states in this country receive federal funding to do something about their problem. And yet we have people from various states sitting in this room who have never heard of BMZ ever. Could you say what disproportionate minority contact originally disproportionate disproportionate minority contact. And originally that was disproportionate minority compliance, but they changes the contact and it's now racial disparities. That's why, oh, Pless, my coed. This is set. And what that means is that the contact or disproportionate minority contact care county, each time, um, someone comes in contact with the criminal justice system and you can come into contact with the criminal justice system, um, at any level, be court, be arrest.

Speaker 1 (00:08:03):

Those are all considered contact for the purposes of this workshop. The, you all know where the very first contact with the criminal justice system happens. Can anybody tell where it happens? Schools at schools, you, we began county, the amount of minorities and our numbers for DMC starting absolute, hence you got the credit of a prison pipeline it's already started. And that contact can be as simple as a kid goes simple across the C throw people across the classroom teacher think that child disrupted teacher, since that child out of the classroom and that child gets suspended and charged. And lot of places with a crime assault, just that simple.

Speaker 1 (00:09:00):

And thus, we begin sending our children into the criminal justice system in to be incarcerated. It caused, um, \$56,000 a year, um, to incarcerated juvenile \$56,000 a year. Just one, just one. And we can provide a young person with, uh, uh, after school care, um, or various other programs for a quarter of that. Yes. Will we taking questions? Oh, okay. <laugh> um, sorry, try off. Nonetheless. The program that we have

The Cradle to Prison Pipeline
SNCC 50th Anniversary Conference
Shaw University, Raleigh NC, April 2010
Transcript Video Recording #31
(Raw, unedited, no annotation)

is called finger pencil and finger pencil is the penitentiary. Penny stands for penitentiary and pencil stands for education. Um, we take our youth and this is the 50th anniversary of a student non coordinated committee. In this year. We, um, designed our program around Smith south. We take the template of history. Um, we teach the kids the 10th of history to understand that students can make a difference, that they don't have to wait for the adults to do something about it, that they can do something about it.

Speaker 1 (00:10:25):

Usually in these circumstances, situations, students feel helpless and they feel like I'm just one person. Those in high school and middle school are program is for students in high school and middle school. They're really like, I'm not even voting age. What am I gonna do about? So what we do is we teach the kids about history to teach the kids about organizations like SNCC. We teach the kids about various other movements and we teach the kids about how, um, some of the injustices that are happening today are, are made up to the fact from our laws. And we teach them how that it's through policy and through the changing of those laws that we can make a difference. And all they have to do is educate themselves about what's going on and surrounding them in their communities, and then engage their peers to abstain from any contact with law enforcement. See right now they can't vote. They can't, you know, really do a whole lot with their congressmen. So what they do is they go into their communities. They go into their schools as parent principal participants to engage their entire school, their entire community, to do whatever it takes to stay away from law enforcement.

Speaker 1 (00:11:42):

Someone who drops outta high school is seven times more likely to end up incarcerated. And so we, what we, our model for the youth is take a stand and keep the in the classroom history sacrifices, guaranteed more than the right to remain silent and go to jail. Somebody sat, somebody sat down to hold you a seat, so don't keep it. And that's when we keep, when the kids get that concept and they get it going, um, when the kids get that concept and we get it going, we actually ask them which to form their own sticks. All right. Mm-hmm <affirmative>. And, um, a snitch is usually made up of 50 students from any organization, church city. Um, our stick is, is a, we call the student non-violent coordinating corporation. And the reason why we called them a, a coordinating corporation is because we have built into it.

Speaker 1 (00:12:37):

Um, the math skills, because know, now if, as a country we're gonna have go role, we're gonna have to focus on technology and math and those types of subjects. So we built that in so that the kids can, um, participate in servicing their communities and their own, what we call their own stimulus plan. If they encourage their peers to stay in school, they are in fact saving us money. They are in fact, keeping us in

The Cradle to Prison Pipeline
SNCC 50th Anniversary Conference
Shaw University, Raleigh NC, April 2010
Transcript Video Recording #31
(Raw, unedited, no annotation)

this country from spending money on criminal justice, that is their economic stimulus plan. So that's why they call their sales corporations. They then in turn, go out into their community and participate in various service activities, which we have numerous listed for them and which they own what we call stock share CEO corporation. So they got you. You can own shares in your corporation and you and your shares grow when you participate in community service projects and building up your community.

Speaker 1 (00:13:37):

So the kids actually in various groups, we have Los Angeles, DC, um, Atlanta, Florida, various states, they're actually competing against each other seasons corporation holds more shares and they actually go out and get, um, shareholders from the police department. Little thing, we call the shareholders and stakeholders. So they go out and recruit the police department, new churches, and the faith organizations to help them, um, build their shares and engage their peers to stay in school. We are, this is, this is our second year doing it. We kind of, we, we were year up for the 50th anniversary. So we're our second year doing it. And if any, we have some information right up here. I don't know. It's thought on, on how you could implement the penal program. It has several different means and ways and things to do it. Um, the great thing about it is that it can be catered to your situation.

Speaker 1 (00:14:37):

It's not so rigid that wherever you're coming from, be the church, a community center, a city afterschool program, we have something for you and something for you. Um, you're gonna take places later and I can get out wall's way. I hope I've, um, managed to give you all some insight on something that you all can possibly do in your communities for your youth. The kids love it. We also have a social network. It's like, I want to throw that out there. Everybody loves Facebook, but we got our own top ology. Um, and that's dash.com. And we created dash ology because ology is what we call the science service. Um, when you die, there is only a dash between your birthday and your death date. So we tell our kids make that dash mean something. So we have a website where the kids go on and interact in, in a social networking environment, around the service in their community and to display their shares and everything that they do with the pen program.

Speaker 1 (00:15:36):

Thank you. How do you spell that for the website, geology a, excuse me, D a S H O L O G Y G. I <laugh> com do com you can go to geology.com and you'll actually see the kids what they do. And everything just did a March on Washington for mentors this past January. So you'll see some of the things that they do. They do everything mirroring, mirroring the civil rights movement. Carrie, can you mention one specific, um, piece of literature that documents the work of SN and civil rights and how you incorporate it, incorporate that lesson with your youth? We use, we use two, we use one book, particular four, three, and it's called civil rights by stance cur, um, chronically the life of the Carter family in drew,

The Cradle to Prison Pipeline
SNCC 50th Anniversary Conference
Shaw University, Raleigh NC, April 2010
Transcript Video Recording #31
(Raw, unedited, no annotation)

Mississippi back into the book that we used for our program, silver, silver, silver rights, just in case you all, didn't got some slur going on silver rights by stance curse, he's around somewhere, but that is the book we use for our program.

Speaker 1 (00:16:54):

Our students also partner with mentors to go through the reading of that book and it's built into the program as well. Um, we, speaking of that, uh, during the time of, uh, the drew family desegregating the schools and drew, miss, not the drew family, part of family de segregating the schools and drew Mississippi, um, the government put out freedom of choice agreement. So as a part of our program, our, you signed the freedom of choice agreement and that freedom of choice agreement says that every says that they will participate in so many hours of service says that they will read civil rights, um, and, and various other things. I didn't bring a bunch of copies of the freedom of choice agreement, but when you go on to the dash site, you'll see if they do sign P choice agreement, and they do make history relevant to today and relevant to today's issues in injustice. Thank you.

Speaker 1 (00:17:53):

Thank you, Terry. Before we bring up our next panel, I wanna, um, continue to set the context. Um, I'm sure most of you in the room listen to NPR. Um, about a month ago, NPR had this fantastic story that said the us department of education office of civil rights decided that they were going to start collecting better kinds of data from public school systems. And that's really important because we need to look at who they are suspending, expelling, arresting, sending to alternative schools. Mm-hmm <affirmative>, um, who gets into juvenile justice facilities or adult correction institutions. Cause in the south many, the states tried children as adults. Um, in addition, the office of civil rights decided that they were gonna investigate public schools and colleges all around the country and get to they're investigating first wake county, North Carolina. Wow, isn't that time? So as you know, right now, wake the wake county, um, school district is basically going to, um, manipulate the sort of boundaries in terms of where kids can come to schools and the boundaries are gonna be changing way.

Speaker 1 (00:19:10):

So it's gonna totally resegregate the public schools, um, that, um, my elder consent worked really hard to integrate public school systems and here we years after brown. And, um, so, um, a little more good afternoon, everyone. Um, so I just wanna begin with a little bit of, of background as to how I got involved with movement. Um, but I'm gonna start with this. Um, oftentimes, uh, we ask a question, right? Um, what's wrong with, are you today? And I heard it in several of the panels that I've been participating in. Um, there are so many involved in the beginnings. Um, where are they participating in drug use and violence? Um, this, this is the judgment that is often being made by adults. Um, the reason why, um, adults no longer feel safe in their communities, um, well let me ask you this. How did all of this begin mm-hmm <affirmative> and I'm gonna share my story with you.

The Cradle to Prison Pipeline
SNCC 50th Anniversary Conference
Shaw University, Raleigh NC, April 2010
Transcript Video Recording #31
(Raw, unedited, no annotation)

Speaker 1 (00:20:51):

I come from a farm working community in Oxnard, California. It's about 45 minutes north of Los Angeles. And I grew up in a very diverse community and in my community because of the diversity, there was a lot of gang involvement. And, uh, for myself being exposed to gangs environments at a very early age, um, you really have no other option, but to either get involved yourself or have somebody come into your community, invest in you. And so I was one of the lucky ones who, uh, had some income into my community and invested me, however, my family members are getting involved as well as having getting involved. Um, and one of the things that was happening in my home is that my parents worked two jobs. I was being raised by my older siblings. Um, I rarely never saw my parents. Um, they were working extremely hard to give us a better opportunity.

Speaker 1 (00:21:48):

And so there was also the challenge that my parents spoke Spanish in the home, and we didn't speak any Spanish, just spoke English to learn English in our schools and being raised by our older siblings, um, Spanish wasn't necessarily something that we wanted to welcome, especially going to school and not being embraced. Um, and so for, uh, quite some time there, uh, you know, there was that living in multiple worlds, being confused about what your background was and then, you know, being raised in America and just having that clash of cultures. And I experienced seeing a lot of the young people that were in my community, uh, being taken up by the system. I have to say every male, including some of my cousins were being, uh, picked up. You were, um, at any moment you could get locked up, um, for hanging out with your relatives.

Speaker 1 (00:22:48):

It's now called, you know, gang injunction, um, gang it's called the gang injunction. And so if you have more than two individuals hanging out on the corner, you can be, um, mistaken for gang, a gang, a gang. And so, uh, seeing that, you know, being, uh, being exposed to the violence, um, luckily I have sports in my community. I played basketball for 16 years and that really, really was my, my therapy. Um, I didn't get to go to a psychologist. Uh, when my sister was killed, I played basketball and I played it even harder. And I took it out on the girls I was playing against. And, um, but I was one of the lucky ones because of basketball. I ended up pulling away to university and while I was away at college, I went to UC Santa Cruz and it was one of the best experiences in my life of being able to leave my community and no longer be clouded, uh, by what was happening in my community and thinking it was normal.

Speaker 1 (00:23:57):

Um, I got involved in Santa Cruz, um, with an organization called body needles. Uh, I was able to not only work, uh, with young people, but also work inside the prisons, uh, bringing hope to men who are

The Cradle to Prison Pipeline
SNCC 50th Anniversary Conference
Shaw University, Raleigh NC, April 2010
Transcript Video Recording #31
(Raw, unedited, no annotation)

doing life at Tracy prison, um, organizing culture and spiritual ceremonies for them there, as well as I worked with an organization by the name of youth community restoration program, which we were their detention alternative. So instead of young people doing time in juvenile hall, they were being brought into the community to do community beautification, which then gave them something to put on a job resume. Then they fed them into a job training and mentorship program then to a leadership group and really trying to work with a family, looking at it in a holistic approach. Mm-hmm <affirmative> um, because of the involvement. Um, and I was one of the founding members of, uh, youth leadership group, as well as the girls task force to bring gender specific programming and policy to the county of Santa Cruz.

Speaker 1 (00:24:58):

I was recruited by the probation department, um, to provide gender responsive programming and also to work on reducing racial disparities, which is also disproportionate and minority contact because in Santa Cruz county, you have a large, uh, Latino population incarcerated. So although Santa Cruz county is the, um, predominantly Caucasian community, you have 99% of people in jail, um, with the background of, of Latino or, and then, uh, the other one person is probably, um, other. And so, um, as I, as I, um, got involved working within the system, I thought it was a huge honor and responsibility of myself to work from within to get young people of color out, actually all young people, because I don't just work with young people of color. I feel that every young person has a voice. And so, um, and I didn't say this, but, uh, as a little girl, I was probably about eight years old when my mother had purchased a grandfather clock and the man who came to deliver the grandfather clock, um, came and I was really excited to see him.

Speaker 1 (00:26:24):

And I let him know that the day before they, the police came to pick up my brother and I was in trouble because of that. And I thought it was normal that I had to share with the complete stranger that the cops came to pick up my brother. And that's when my brother wasn't here. So all my life I've been advocating to get my own family members out of jail. At the age of 15, I started pretending my brother's 14 years older than me. I started pretending that my brother was my husband, because last name for us. And I used to call in, um, and bail him out. And I used to do, I used to transfer the money. I used to meet with an, a bail bondman, and then my brother wouldn't be out. So I've always felt as though I needed to advocate for people because the people that are incarcerated are truly my family members.

Speaker 1 (00:27:16):

And that's what I see them as. And so one of the things that, um, has, um, brought me to the gathering for justice was Mr. Belafonte's passion for young people, Mr. Belafonte gathered us in 2005 after he gathered the elders and had a call to action to stop child incarceration. And so, um, the things that we did for the first two years were listening sessions. We traveled across the country, um, exposing young

The Cradle to Prison Pipeline
SNCC 50th Anniversary Conference
Shaw University, Raleigh NC, April 2010
Transcript Video Recording #31
(Raw, unedited, no annotation)

people as well as cause it's an intergenerational movement. So we brought Algers so that young people could listen to the wisdom of the Algers, um, but really exposing young people to something outside of their neighborhood. A lot of the young people that we work with do not lead their neighborhoods. I worked in Saturn Cruz county and I worked with gang members and there's a beautiful ocean in Santa Cruz where a lot of these young people have never been to and trying to get them to the ocean is something huge.

Speaker 1 (00:28:33):

And so imagine taking them on a plane to X, Alabama, to the Haley farm Knoxville, Tennessee, to the on andoga nation. I mean, these young people were so inspired, not only because they were being exposed to other cultures, but because they were elders listening and providing guidance. And because they were feeling as though they were not the only ones when they were listening to the stories of the poor whites, they're like, oh my God, they're going through the same thing that we're going through. These are poverty issues. It has, it, it, you know, it is social economic status. And so exposing these young people is what really moved us to developing the gathering for justice. And like, we've talked about intergenerational movement rooted in cultures, history, spirituality, and nonviolence direct action. The foundation of our work is nonviolence bringing in the spirits so that we can connect to one another looking beyond color lines.

Speaker 1 (00:29:38):

Not that we are color blind, but we are color conscious. There's a difference. Um, and so what we've done is we have trained, we have had 18 two day course across the country, as well as level one training at the university of Rhode Island where young people are certified. Um, after we gathered in a convention, um, in Oakland, we decided to provide additional capacity to Los Angeles, Columbus, Ohio, New York, Chicago, Erie, Pittsburgh, little rock, and now working in Oakland. Um, we provide additional capacity by laying, going into the communities and introducing nonviolence as a framework, we then go in and do an assessment. I've been mentored by vest Newport, who it was a professor at MIT. He did the rebirth of Dundy street. Um, he was also the mayor of Berkeley and worked on economic development.

He goes into the cities with myself and we work on economic development.

Speaker 1 (00:30:47):

I work on detention alternative piece, and we build urban gardens at detention alternatives. We were, uh, doing youth development to promote the voices of young people so that they could sit at the table for policy is, is being created so that they can influence not only local policy, but also statewide policy. So that's what we've able to across the nation. And like B talked about in this conversation, last

The Cradle to Prison Pipeline
SNCC 50th Anniversary Conference
Shaw University, Raleigh NC, April 2010
Transcript Video Recording #31
(Raw, unedited, no annotation)

conversation with king and how their generation needed to be fireman, um, while our generation we're becoming gardeners, because it's not about roofing out the weeds, it's really about planting the seeds.

And so for us, it's, it's really also, um, beginning to utilize, um, the relationships that we have. And so not only does the gathering, we're not a, a, we, we don't just go in and say, we have all the answers. We use our preexisting networks.

Speaker 1 (00:31:53):

We use our national context like CJ and Y community justice network for youth who works on racial disparity system, accountability. We work for the league of young voters who works on organized. And so we access the individuals for a part of our network to also provide additional capacity to our communities. And so with that, I welcome you all to visit our website, which is www.gatheringforjustice.org. I also want to give you my email address because I would love to have all of you become part of our movement. It is organizingforpeace@yahoo.com. And so with that, I thank you all. I would love to speak to all of you more about the work that we do, and just, I wanna just highlight something that, um, as a probation officer working from inside, I was able to identify that it wasn't police in the field bringing in other people into custody.

Speaker 1 (00:32:46):

It was the schools, it was, the school was sending most of our referrals. And oftentimes because I worked for an amazing county, you all should also research, uh, Santa Cruz county, which is a model site for the detention alternative initiative under Anne Casey foundation. But we were able to collect the data that was needed in order to not only hold our system accountable, but also to engage that the education system and let them know that they were sending most of our referrals and that that can get to stop. So I thank you. Any questions, Carmen, for us gathering for justice. Thank you.

Speaker 1 (00:33:28):

Thanks, Carmen. Um, okay. So before I introduce, um, crystal Madison, I apologize. That's okay. Um, I want to tell you a little bit about another national, um, policy that is impacting our children in the public school system. Whether you call it the schoolhouse or jailhouse track, the CRA prison pipeline line, the school to prison pipeline. We have a dozen names for it, but it's all the same thing. Our kids are being pushed into prison. Um, and lemme tell you, one of the biggest factors is pushing our kids into prison. No child left behind that. Yeah. And I talk a little bit about presentation at the end, but let just tell you it's reauthorization and the Obama administration has boldly come out and said that not only are they gonna rename it, they're gonna completely revamp it. And so we're, we're cautiously optimistic. But what we'd like to see is, um, more positive behavioral interventions and supports that the high state's excessive testing be dropped completely. All right. I get a little nervous when I have to speak in front of people, even though we train balance. So people during the summer and I'm, um, the way we start off

The Cradle to Prison Pipeline
SNCC 50th Anniversary Conference
Shaw University, Raleigh NC, April 2010
Transcript Video Recording #31
(Raw, unedited, no annotation)

our day with our children every day that we're in freedom school, we ask them a question. We ask them freedom school, how you feeling? And they answer fantastic, great all day long, they sell three times do the matrix and say, whoa. So if you are willing and

Speaker 2 (00:35:35): Science

freedom schools

The Cradle to Prison Pipeline
SNCC 50th Anniversary Conference
Shaw University, Raleigh NC, April 2010
Transcript Video Recording #31
(Raw, unedited, no annotation)

Speaker 3 (00:35:36):

Program, again, my name is crystal Madison and I currently reside in Greensboro, North Carolina. The mission of the children's defense fund is to ensure every child, a healthy start, a head, start, a fair start, a safe start, a moral cycle, start in life. Um, as well as, excuse me, nervous, nervous, nervous, um, successful passion to adulthood with the health of caring families and communities. Um, we speak on behalf of children and we pay particular attention to, um, poor children and minority children. Um, as our moderator said earlier, um, black children, one third of our black children, one third of the population in prison are black children, one fifth or Latino. 1.7 million children have parents who are in prison. So I'm gonna share a few more critical prison type Aren facts. Can anyone tell me one thing that the nation guarantees our children? Just one thing that the nation guarantees our children do, they guarantee them a quality education.

Speaker 3 (00:36:37):

The one thing our nation guarantees all of our children is a prison bed. When they get into trouble. That's the only thing our nation guarantees our children. That's one thing we have to pay particular attention to as, um, Mr. Bellfonte mentioned yesterday, a five year old being handcuffed. That's ridiculous. It's absurd. The cradle to prison pipeline pretty much represents the choices that humans are making. Um, it's, America's imoral response to political and economic choices. People are being greed. Fourth graders, fourth grade reading scores are being used to project. How many prison beds needs to be made. That's ridiculous.

Speaker 3 (00:37:20):

Black juveniles are more than four times as likely as their white peers to be incarcerated. That is ridiculous. We have the children's defense fund belief in being proactive, as well as putting together interventional mess. Um, excuse me, interventional, um, processes to prevent our children from falling into the credits to prison pipeline. One way that we do that is with the children's defense fund freedom schools. Um, the children's defense fund freedom schools is a literacy based program. Um, the theme every year is, um, I can, and I can make a difference in myself, my family, my community, my country, my world. And after the, um, after Mr. President Obama became present with the help of, with hope education and action, um, the children in the literacy based program, it focuses on social action, as well as complex resolution. They get to read books where they see pictures of themselves.

Speaker 3 (00:38:17):

They get to read about Emmett till my thing is, if children are old enough to learn the words to the latest rap song, with curse words in it, then they can read about what happened in the fifties and sixties. They can learn about or read about books, where the children in the book, their parent may be in prison. A book that, um, are paid through second grade read is called visiting day where the young girl, her, her

The Cradle to Prison Pipeline
SNCC 50th Anniversary Conference
Shaw University, Raleigh NC, April 2010
Transcript Video Recording #31
(Raw, unedited, no annotation)

father is in prison. As she goes to visit them, they need to actually be able to process and analyze what's going on because they it's a reality to them. So the children do read books that are real and relevant to their day to day lives. Um, other things that the student defense fund does, they focus a lot on youth leadership on, um, early education, of course, the cradle to prison pipeline.

Speaker 3 (00:39:08):

Um, I'm sorry. I got lost time. I know it's all over. Like course the children's defense fund was founded in 1973, and I just wanna share a few facts with y'all. Um, from the research that was done with the children's defense fund, the children's defense fund exists because each day in America, four children are killed by abuse or neglect, five children or teens commit suicide. Eight children or teens are killed by firearms, 33 children or teens die from accidents. 77 babies die before their first birthdays 192 children are arrested for violent crimes. 383 children are arrested for drug abuse. 906 babies are born at low worth rate. 1,153 babies are born to teen mothers, 1,672 public school. Students are ly punished. This is every day in America, 1,879. Babies are born without health insurance, 2,261 high school students drop out 2,383 children are confirmed as abused for neglected. 2,411 babies are born into poverty. 2,494. Babies are born to mothers who are not high school graduates, 4,017. Babies are born to unmarried mothers, 4,302 children are arrested 17,132 children. Public school students are suspended. We who believe in freedom cannot rest until it comes state.

Speaker 3 (00:40:59):

I'm older than everybody on the panel. I'm not an elder, but I'm older than everybody the panel. And, um, okay. I'm, I'm a TW. And so as I listen to my SNCC elders, um, over the past few days, talk about, um, focusing our energies and where we need to take this fight and we need to take this movement. It's very clear to me that it's education. And after the data, the Christ shared, you have to believe it as well. Spend a few minutes talking about work that I do with question, um, a is a national nonpartisan, um, organization, basically government to not everybody there. I'm not, I'm an organizer. So I am in the streets raising hell causing trouble. And I learned this because I'm from Watts. And, um, I lost her brother to the gangs. I lost her brother to the LAPD and so fighting the department.

Speaker 3 (00:42:13):

So whether it's protesting the corrupt lap police department and chief Dar gates in the battery Ram and crack cocaine and all of that is in me. And so being the last of six and the only one to graduate middle school and having 26 nieces and nephews who've been in and out of the system, this is important word. So very quickly, the a C L U cause this phenomenon, the school to prison pipeline. But like I said, many organizations call it many things, but basically the school to prison pipeline is this trend that's happening everywhere in the country, not just in urban violence and rural environments, it's happening. Every community, black, white, affluent children are simply being criminalized. It is a crime to be here, um,

The Cradle to Prison Pipeline
SNCC 50th Anniversary Conference
Shaw University, Raleigh NC, April 2010
Transcript Video Recording #31
(Raw, unedited, no annotation)

under the guise of zero tolerance policies, which let let's just back up for a minute. I I'm just gonna be real with you guys. Cause it really upsets me. Co island was 11 years ago. Right? Where did Columbine happen? Tell me about that community. Why white? Suburban. Right. So after Columbine school districts around the country, introduce zero tolerance policy and it should be mandatory at every school district in the country. School is being penalized under zero tolerance, black and brown.

Speaker 3 (00:43:39):

And it's a problem. I mean, it's nine to one in so far to the country. Um, it, it's just horrible. So basically schools rely on very harsh, um, um, enforcement disciplinary practices for, for minor age child misconduct that we're handled by a teacher or principal and parent for years. So now if a child bring a but knife to school, because if somebody's birthday with a cake, they bake the night before that child in some states has a felony because that's, so my position is zero tolerance makes zero sense and I have been working hard so that we can get these policies need to, um, repe in school districts all across the state of Georgia. And I was with the AU of Georgia and now in Florida.

Speaker 3 (00:44:28):

So what happens is children have these minor infractions and they get suspended, expelled, transferred to alternative schools arrested, um, and they fall through the practice. In some states, children can check themselves out of the school system that the age of 16 out, what do you think they'll get? They go to streets, they sell drugs, they join gangs. They, you children head and take your purse. And so we need to make sure that every child, every child in our country reaches their absolute full educational potential. They have to, we fought too hard to get children of color in these public schools to now have them in the public schools being discriminated against profile and make made it to criminals. Because if you send a child to an alternative school for, but or not in, in a year, that child will be a criminal. He will learn how to be a criminal from the kids who are real criminals there who brought guns to school. And God forbid, if you send them to prison, that's adults, you know, we send children to prison and children. They will really learn how to be criminals cause they learn it from adults.

Speaker 3 (00:45:41):

So essentially the a C U says, we are our public schools across this country are failing our children and they're failing particularly poor children, disabled children and children of color. And the kids are being the most harshly failed are African American boys. There are what we call SROs. Does anybody know what that term is? That acronym student resource officer school resource offices. These are, these are officers with guns on their hips, patrolling the hallways above public school system. Our school would become more like a jail firm. Um, and then we send our kids to these alternative schools. I was involved in a lawsuit in Atlanta where I included all the plaintiffs against the Atlanta public school system where every school board member was African American, including the superintendent \$400,000 a year. They

The Cradle to Prison Pipeline
SNCC 50th Anniversary Conference
Shaw University, Raleigh NC, April 2010
Transcript Video Recording #31
(Raw, unedited, no annotation)

were putting our kids in an alternative school that they subcontracted out to a corporation who was paid by hand by day, no child who's ever graduated from that alternative school go figure.

Speaker 3 (00:46:49):

And so we have this, this, this capitalism piece that's in pro into our public school system, which in my opinion, is speaking to the prison industrial complex. So if they don't pass those tests in third and fourth grade, there will be a big wait on. And guess what that big is probably owned by the corrections corporation of America. This department of justice has meaning paid facilities all over the country that they subcontract with the, um, CCA. So, I mean, I get fr I get frustrated, but it's huge. Cause it's not about educating our kids. It's about money. It's about money that's right. The last piece I wanna mention is all these high stakes tested right now. We know testing is closer bias. Nobody wants to say their lab with kids, right? So if the kids don't pass tests in these public school systems, guess what happens when the school gets denied?

Speaker 3 (00:47:47):

Right? So what, what would the school do in that instance? You bring the kids who don't pass the test and that boost up your test scores. You keep your adequate really progress in your funding. So that's game, they can shop low performing kids, not the bad kids who bring guns in the kids who don't task. Well, that's the game. And so kids rights are being violated all the time. I mean, I can talk for hours, but I won't. So at this time I'm gonna, um, open the floor for questions. And I do want to talk a little bit later about some trends I'm seeing around the country. And I'll talk about some solutions that, um, I worked on putting together across the state of Georgia and of I'm actually, this woman was first here. And secondly, I forward, um, I live here in wake county and I just wanted to first just tell you that wake also suspends the majority live in this state as well.

Speaker 3 (00:48:55):

So I appreciate your comments about that. Cause we're trying to write that and I wanted, I just wanted to know, um, how do, um, local communities get involved in the programs that you're talking about? How is that, how is that structured? Do we like if we had a community program and we wanted to start a garden, do we just have to call you, like what kind of resources in terms of training and information did you offer, um, to local communities for your programs? That's, that's sort of what I'm interested in. Thank you. I'm gonna go to, um, crystal and then par. Okay. For the freedom schools programs. I'm sorry, I didn't give you all the children's defense on website. It's [www dot children's defense.org](http://www.childrensdefense.org). Um, on that website, it has the contact information for the national office and they have all the resources you need.

Speaker 3 (00:49:41):

The Cradle to Prison Pipeline
SNCC 50th Anniversary Conference
Shaw University, Raleigh NC, April 2010
Transcript Video Recording #31
(Raw, unedited, no annotation)

As far as, um, getting the freedom school site started in your area. Um, they do provide training for the executive director of your site, which is the person who helps with the, um, fundraising for your particular site. Um, the project director who is in charge of, um, pretty much overseeing the day to day things at the site site coordinators and your interns will go through a week long training where they'll get information about, um, history, civil rights, um, information training on the actual integrated greeting curriculum, um, as well as how they can be activists in their community.

Speaker 3 (00:50:17):

Um, in regards to our program, I gave you my email. If you just wanna go ahead and email me, we could plug you into some of the groups that are involved with the gather for justice locally, as well as if there's not a local group, then we could talk about creating one and also providing, um, additional, like support and training to your local community as well. So we're able to bring in some of our national networks to, um, to support you all. Um, if anyone needed information on the pen pencil program, I did bring some sheets over there. I did bring a whole lot, but I do have some young ladies over there holding them up. Um, also, um, if you are interested in doing the pen pencil program in your community, you can email me. Um, my email address is volunteer, aj.org, volunteer, aj.org, and just shoot me an email and I'll begin, um, sending you resources and things going on, um, from North Carolina, the kids that started it all off, or the pen pencil program came from high point North Carolina.

Speaker 3 (00:51:28):

So North Carolina, we, we we're so proud of North Carolina. <laugh> they raise the trails here. <laugh> okay. We're gonna take the next questionnaire. Yes, actually I have comment. Um, I wanna cross your work, um, at trying to do something in a very complex situation. We really, we're not gonna solve the problem without witnessing major systemic change across several, not just education, perhaps the most, but it's also a question of jobs. Cause many of our young people actually graduate uneducated cause they didn't get an education. And, and then when they graduate, there are no jobs. So then they go to some, cause they have no options. I suggest that, uh, they're these three major things that's contributing to this and that, that they are culture, education and economic. But I can tell you from my experience where I live in the black community, that after the two integration and the establishment of the tracking system, uh, within the public school system, we saw education decline more and more and more each year.

Speaker 3 (00:52:47):

And in addition to that in the black community, I think if there it is similar in the Latino community, uh, think has still bad knife. Skin is still better. And a ni still ain't S H I T I should have said an N still better than, but you know, our community is them fold in. And quite honestly, as much as I appreciate the programs, the programs cannot solve our problems. We need a revolutionary route education at the very

The Cradle to Prison Pipeline
SNCC 50th Anniversary Conference
Shaw University, Raleigh NC, April 2010
Transcript Video Recording #31
(Raw, unedited, no annotation)

least. Yes. And we need our own folk who have a history like the N folk to come back to these communities that were left out to integration because that's where all the historic black communities in this country are then left with just the poor. Nobody else. We need those folks to come back. Thank you. Ma'am I guess.

Speaker 3 (00:53:51):

Well, thank you. Um, the programs at the three, you discussed on one role connection with children, young people divert them from this bad, bad past. Um, I'm wondering in light of what we've heard about the fact, this really is among other things, uh, a program of the educational system, uh, in part to, to shuffle children in this direction what's being done, or whether part of your programs are addition to lawsuits are being done to, to attack these policies, to attack the policies of schools going to cops when there are minor physical issues. Can I just say something? Um, our organization is actually a movement. And so a lot of the groups that we work with on the ground do the real work and we come in and provide support to them. And so I just kind of wanted to make that decision. Yeah. Um, N AJ, um, deals at the policy level as well.

Speaker 3 (00:55:09):

Um, we have the youth program, but we also, um, sit at the table in DC and amongst the conversations right now, there are two of the juvenile justice and ency prevention act is up for reauthorization. Um, and also there is a youth promise act out, which is also, um, the legislation on dealing with these issues. And I, I knew somebody was gonna ask a question like that. So, um, one of the best websites to go to, um, to find these falls and legislations and, and descriptions and what's going on and who said, yay, who said a, and who's getting paid, um, to say, yay and a is, uh, open congress.org. Let me just add to that. Um, I'm also part of a campaign called dignity schools campaign, which is a national organization of, yeah. So I got some DS members in the room, but basically we sent a huge letter that signed on probably by 200 organizations that all do this kind of work all over the country to the president who said, this is what we want to see.

Speaker 3 (00:56:18):

Um, in terms of, um, revising the no child left behind it. This is how we want the educational programs to look in our country so that it doesn't harm children. So there are, um, hundreds of people like I at this table who are working together, who are collectively trying to impact policy on the national level. Mhmm, <affirmative> on the local level. I can tell you that I worked in Georgia. I worked particularly to create coalitions with parents, um, all throughout the state. I had 16 before I left Georgia, that we would essentially in mass go to school board meetings every month in each of these communities. And we would make demands. We, um, also would sit at the table to revise the student handbook and student code of conduct. We created public education campaigns, where we went out on cuing, trained parents and says what your school handbook really means because most parents cited, but they don't realize

The Cradle to Prison Pipeline
SNCC 50th Anniversary Conference
Shaw University, Raleigh NC, April 2010
Transcript Video Recording #31
(Raw, unedited, no annotation)

that they're giving up a lot of their rights and they're allowing the principal or SRO to have the capacity to arrest their child.

Speaker 3 (00:57:20):

And so we have been trying to, for lack of a better word, empower parents with information. So they know the context in which they're sending their kids in public school and equip them with skills so they can go and write letters to the editor. They can. Um, I have one of my coalitions now, um, teaches a component of the teaching education program at the university of Georgia at the where you put into their education program to understand the pipeline for teachers coming out of the system. Um, so they'll know the context of which they're working, which includes cultural. It includes a lot of things, but most of it includes cultural competency. The 75% of public school teachers are blind. And also Mr. Jim, sorry.

Um, just like Carmen and, um, for children's defense plan are, um, we are the movement to leave no child behind, which is not to be confused with no child left behind which president Bush stole from the children's defense plan and screwed up events when it screwed up.

Speaker 3 (00:58:15):

So, um, we empower our youth to do a lot. We have college students on different college campuses, a sister from Yale she's, um, part of our youth advocating for, um, youth advocates, leadership. And, um, we actually call the congressmen, go to the congressman's offices. We write letters to the congressmen so that they can make changes. As far as the healthcare act, we were all up midnight all day night writing, contacting the thousands of interns that we work with over the summer so that they can take a stand. So we are moving, we are moving and pushing. And I also wanna add, um, and with our organization is we also have young people that are meeting with the chief of police, um, to talk about the violence that's happening in their community. And they're holding their own town hall meetings. And these are actually high school students. So they're not at the college level. And so it's just been amazing. The, the, um, what you have seen, how these young people are powered to, you know, they're using their power, their voice has their own power. And so, you know, that's also what we're doing. And I really wanna emphasize the, um, importance of partnering and collaboration

Speaker 1 (00:59:21):

Because we happy it alone. So I'm invested as, as a parent who came here, my son is this graduate to town early thirties, but my son was 12 I'm from new Orleans. And it was a young woman in here. I was brought up in new Orleans. My mom was from there. Okay. I'm an African American brought up of segregating schools from Xavier. Went to Africa, got married. I suffer born there. My mom was in DC cuz she had been there for some time. So I went and got my master's in PhD with a, uh, my child was three. Okay. When I came back almost three. So I was a single mom, even taught at Howard museums. First

The Cradle to Prison Pipeline
SNCC 50th Anniversary Conference
Shaw University, Raleigh NC, April 2010
Transcript Video Recording #31
(Raw, unedited, no annotation)

stage came to a T Maryland. They cherished my ag son. In other words, they have minorities in who were smart. Okay. And I could, I loved the magnet schools.

Speaker 1 (01:00:16):

There was this beginning do that in 1990s. But the first speaker was right tracking. When I saw, when I moved into a neighborhood where all the wealthy kids were, I was a single mom and the teacher, you know, playing H B, C U teacher. He was in the ag only two breed minorities. They didn't want him there. They tracked in the black. I mean they bus him, the black kids and bust them out. Is that integration because they had him on different levels. So what they did to get around this in North Carolina and some other places. So it depends upon the planes and maybe the times have changed, but that has not been integration in this country. They put down the minority kids cuz they can't, they can't read this or write this. So the self esteem goes maybe for sports after evening things, but always in detention.

Speaker 1 (01:01:16):

It was the black kids. My son got in trouble. The white dentist, you know, a child of the dentist never got in trouble. They would punch him in the back, kick apples out. And my son, you know, he wasn't, he didn't take the non violent, but he kicked the apple back. He was always caught, never the other like wealthy kids until finally one day the dentist son did a drawing of my son turtle notes. And instead of my son growing something get caught, he wa gave it to the teacher and finally to the principal. So we have to teach our, our teachers just like to have a workforce to be accountable, not just for grades but their conduct. So this whole thing about integration is not really been there. So desegregation is been desegregated because they have put, even in page high, you all know Greensboro out 1990s, they did a paper school paper, the Latino kids with loud shirts of music, the white kids.

Speaker 1 (01:02:29):

They were like, uh, executives, Asian kids with a computer, the black kids with chicken and uh, watermelon. That was a school NPA newspaper with no, no minorities on the paper. And the teacher said, oh, we just pass the minority kids. Absolutely correct. I think you're right. Well, well we have to address. That's why people are going to lani schools or all the black alternative schools to get at least pride in the black and brown kids, if they're poor. Okay. But they can be proud and then address the economic issue, give them skills tech schools. They can learn the skill, but what is happening? What is going about doing this work for a number of years now? What, what we tell you what I think the solution is?

Speaker 1 (01:03:22):

I say this to people like spring, we really have to address racism, institu, and have, we won't do it. We in this room, won't be willing to fight that fight, but we don't have the folks that are staying alongside us,

The Cradle to Prison Pipeline
SNCC 50th Anniversary Conference
Shaw University, Raleigh NC, April 2010
Transcript Video Recording #31
(Raw, unedited, no annotation)

racial lines, ethnic lines to address this. We can't even get an apology from our, um, executives about the UMLA in back be, um, sling their back into this country. So I think that's at the core and that's the core, the discrimination for color based our public schools, our public institutions. And I also say something about that, that also, um, I, I also travel all over the country and I, I was the gatherings national organizing director. So I built capacity in communities. And one of the things that I've always done is I've walked into every community, whether it's white, black, black, female, Asian, whatever it is.

Speaker 1 (01:04:19):

And that is what's currently happening to our community is that they are being isolated and segregated. Um, and I have a colleague here who I went to college with and, um, in which is a beautiful community outside of Santa Cruz county. When we went in there as, um, tutors, the Latino immigrant kids were isolated to a corner and not being taught what the other students were receiving. And I just want to say, I say this all the time because, um, there's a great book. The pedagogy of the oppressed, you know, what has happened to African Americans is currently happening to immigrants, to the Latino communities. And I really wanna be cognizant about that. Yeah. So I just wanted bring like today, next next question. Yeah. Um, I, in this whole conference, I haven't heard when I've heard about the, the people talking about drugs and the, I haven't heard anybody address the fact that we're touring something like a million people.

Speaker 1 (01:05:27):

If you count the civilian and army and armed forces into one of the greatest opium producing areas in the world and not expecting it to come back like it did in the seventies, this is, I live in a druggie neighborhood. I live, you know, guys that drive my door are selling drugs and it's also gentrifying and there are no schools in my neighborhood, no high schools anymore. They're all magnet schools. So local high schools don't really exist in my neighborhood. But the guys who I know who I like most of them are selling drugs in front of the house. That's, that's just why I'm looking at at this. But I have not heard anybody address the war, the invasion of Afghanistan, not to mention the effect that it's going have on people, but just the effect it's, it's, we're acting as if it's not going traffic, it's going well, this history is taught.

Speaker 1 (01:06:35):

We'll come back, buy us then. Yep. And look at what borders seen. Um, and I mean, they're, they're um, they put a border or a wall to Mexico and a lot of our drugs are coming from Afghani. I thought they were still going Europe, but that they were coming to us coming. Right. How you guys doing, um, Morgan state, um, going to state university and senior this year, doing the internship as a Baltimore juvenile justice system. So the things you were talking about as far as, you know, adjudicating and, uh, fixing and trying to, you know, find some way deal with the way that Latinos and black incarcerated I'm

The Cradle to Prison Pipeline
SNCC 50th Anniversary Conference
Shaw University, Raleigh NC, April 2010
Transcript Video Recording #31
(Raw, unedited, no annotation)

dealing with that the first and what I, that a lot of the issues that they're having it stem from the family, whereas the father may be incarcerated. The mother may be incarcerated. The might be drug issues.

Speaker 1 (01:07:33):

There might be a history of incarceration with the brothers or sisters, cetera, or they're being raised by the grandparents who can't, you know, provide necessary discipl disciplinary actions. They're keep them. So my question is what can we do, you know, black between black and brown communities to encourage, you know, family therapy in order to fix the problem so that we can, you know, you know, fix a problem with black and brown going to jail disproportionate than white there. Um, there are programs out there I, like I had mentioned earlier to look at Santa Cruz and I just wanna say Santa Cruz is one out of two counties in the nation to vote it system accountable and use wraparound programs and family as, um, one of the things I that, um, and I would like to talk more in depth with you about that, because I was talking about data collection, agency, collaboration, system accountability, but also wraparound programs for the family, providing families and tools in order to, to, um, to, to provide the support that they need for their, their, either their children or even parents.

Speaker 1 (01:08:41):

Um, but I think, you know, it is beginning to have those discussions with parents and also system folks coming together as a community to talk about what you all could create and what the means of that community is. And so I would like to talk to you for more in depth about that off the record. I'll just add that, um, one of the, one of the things we face and communities of color and the deal with mental health issues and the family, um, construction problems is there's a huge stigma and we have to get past that first. And then once we get past that, there has to be availability and access has to be afford, and we also need to provide cultural. And that's one thing about Princip. I just, um, piggyback off what you all just said. Um, one of our, um, key pillars with freedom schools is the whole family involvement family component piece.

Speaker 1 (01:09:39):

Um, even if the parent can't be there, a family representative, they have, um, meeting parent needs once a week where they discuss topics that involved that involve their personal, um, issues, whatever that may be, as well as their community issues and different things that they may want to learn, because some of our parents don't even, you know, know how to read. So that's something that we may focus on, or if there's something going on, um, with the social justice system within that particular community, then that's something that they focus on as well. Okay. Next question. Hi, my name is a I'm from a group in Philadelphia, qualifi America United. Um, and my question has to do with, I'm wondering if people feel like there's, uh, any promise and, uh, international human rights approach. Um,

The Cradle to Prison Pipeline
SNCC 50th Anniversary Conference
Shaw University, Raleigh NC, April 2010
Transcript Video Recording #31
(Raw, unedited, no annotation)

and the reason this occurs to me is that, um, through this conference, people have been talking a lot about SNS use of a kind of moral appeal, like a basic appeal to people's sense of, of morality.

Speaker 1 (01:10:38):

And if you kind look around at society, the facts that the reality of what's happening to our children, you wonder, where is that sense of morality in this country? Either our humanity is completely eroded, or our movements are not making appeals in a correct way or some combination of those. Um, and just very briefly, um, we are doing a leadership training with middle school youth on, um, human rights. And we taught the children that the United States is the only nation in the world at that time, with the exception of Somalia that had not adopted the UN declaration of rights of the child shame, right. And the children were shocked. And I think it's shocking in two ways, one that the United States was so isolated in its utter refusal to recognize the rights of the child. And two, even the idea that people might have rights that are human rights, you know, that maybe there should be a right to not be beaten or abused, or there should be a right in education, or there should be a right to including your mouth. And that's not something that this country's willing to do.

Speaker 1 (01:11:45):

Part question, um, the, a C U actually has started, um, shifting, I should say, broadening their approach from simply civil rights and civil liberties to include human rights. And, um, in fact, we have been testifying before, um, international bodies for the past five years now, as it relates to the coming and our home race to alcohol racial discrimination, I actually wrote the report for the Georgia, a C and reported a C specifically on the school prison pipeline, felony, disenfranchisement, and death penalty. So we're taking those frameworks on, um, unfortunately those international bodies don't really carry any sort of tea. Um, but we think it's important to start, right. I've and for the, but if you notice that education and I did, I point

Speaker 3 (01:13:35):

Put a in the paper about three months ago that said the prison dropped outta high school, uh, given the session over Carolina central couple years ago. And one of the, uh, persons from the prison said about 75% of the people in prison at what time were Onri. Now we know that our, our kids, you know, like to go to pick much more than anybody else. So, uh, I, my previous station was the, a ruling connection and, uh,

Speaker 3 (01:14:06):

I, I can list 24 want, I want to, you know, give that inflammation cause its, its generic, generic known its pervasive. It's not just here, weight count it's around the country. So it's gotta be something that's, you know, systemic and you gotta be heaven. So it is systemic, sir. Let me just, let me say this and we'll move on to the next person. I know that, um, the a C U has 53 offices around the country. The 24 of our

The Cradle to Prison Pipeline
SNCC 50th Anniversary Conference
Shaw University, Raleigh NC, April 2010
Transcript Video Recording #31
(Raw, unedited, no annotation)

offices have been working in state legislatures in each state to defeat that kind of legislation when it comes forward that allow for the medication of children on school campuses, which, which does eventually to push out and incarceration. Okay. Before I sit down, uh, I came to the conclusion of that drugs are not for relief, but they, I mean, excuse me, they're not for reward they're relief.

Speaker 3 (01:15:01):

How many people took an asthma day? Probably not need one. You take drugs when you need em and you get released. Okay. Thank you, sir. Thank you. Hello. Um, sorry, Michelle. Um, I just wanted to say thank you so much to the panel, um, for what you all shared really just to my heart. Um, because it's related to the direct work that I do. I'm an organizer with, um, the labor community service center and we have a campaign that's working on ending the prevising of black and brown. And we focus primarily on the overline school police law enforcement courts, the ticketing of young people for student behavior, right? Giving, making a crime to be a person. Um, you all touched on something that I would definitely like to hear more about. Um, your responses is the issue of gangs and drugs. Something that we are urging our community as well as our allies is to expand sort of the scope of who we talk about when we're saying stop pushing out our students stop ING our students.

Speaker 3 (01:16:02):

And that includes the young people that do drugs and the young people that do sell drugs and the young people that are gang affiliated are in gang activity. So, um, I would definitely be interested to hear, how do you all understand that? How do you approach that issue? And if you do, what kind of work are you doing around that? Okay. Before I, um, direct your question to the panel, I want to say that one of our panelists who wasn't able to be here today was here to speak specifically to that point things Juan Pacheco. And he does, um, work in the Los Angeles in the DC area he's from, and he's my brother. So I Google doesn't work. Um, in regards to the work that we do with gangs it's um, where you at? Um, it's it, we have to understand that gangs is a culture as well.

Speaker 3 (01:16:53):

It's, it's, it's the same type of right to passage that we receive from our own culture. Sometimes. I mean, a lot of times, um, one of, some of the things that, uh, Juan does is he does dining with the whole piece in Virginia. He brings young people together and he talks to them about, you know, some of the work, um, that has happened as well as bringing in ceremony like sweat lodge, right? Um, giving young people the opportunity to, um, to dig deeper into their own culture so that they know where they came from in order for them to know where they're going. And some of the things that I was able to accomplish is I also worked with gang girls, which a lot of people say, I will take one of your boys for one of your girls. And so working with young women and seeing that gang culture, um, is, you know, these young women are entering the system for completely different reasons as to why boys aren't entering the system.

The Cradle to Prison Pipeline
SNCC 50th Anniversary Conference
Shaw University, Raleigh NC, April 2010
Transcript Video Recording #31
(Raw, unedited, no annotation)

Speaker 3 (01:17:49):

Young women enter for self sabotage, right. They're running away because maybe they've been molested by stepdad. Um, they're um, also cutting, they're doing things where young boys are being caught up in the system because they're fighting and you know, it's more kind of like external. And so, um, a couple of the things that we do with the girls is that we create a space for them. And you also, um, try to have some mentor, a lot of the work that we do have to do with mentorship. So trying to, um, advocate for those young people where they cannot be advocated for, because it show up with somebody who's got like, <inaudible> that I say on their, on their forehead, you know, people aren't gonna judge them immediate. So having somebody who could also go represent them, but I also want, I, I could go on cuz this is my passion.

Speaker 3 (01:18:39):

So I don't want to con you know, take up too much time for the you, that you do policy stuff as well. Is there anything you do cause you work around well, even Aship you mention the gang con you do anything on the policy that currently in Oakland, I know, um, several of our, uh, peers are working on the gang injunction. And so we could do some type of like, um, information sharing in regards to what we're doing there. Okay. So yes, my name is IRA Louis, Kentucky. I speak to you all today, not as a former slick person, which like I am, but as someone who was a minor city official in Louisville, Kentucky commission relations commission, and in the 1980s, I was a commissioner also got thrown off commission for advocacy. When I served the authority police way to say, um, the system doesn't give a damn what you think they got one thing that they're concerned about, it's making money and preventing this court.

Speaker 3 (01:19:49):

And so a human human relations commissions and, um, human rights commissions all across the country were concession. That was arrested by the civil rights in the ruling class. It was a good thing that happened, but the Lord given the Lord taken away, it took it as a way also to coop people nowadays, these commissions all across the country, and it's not just local commissions, it's state commissions, and it's unfortunate, E E C and then the other, other commissions, they do two things as opposed to use their good offices to effectuate positive developments. And what they basically do for the most part is generate dissatisfaction with the non constructed busy work or the rulings about discrimination are not being enforced. The law is not being enforced. That's one thing I think that there needs to be a, you're doing this with your phone. It's not just a question of the particularities of the situation.

Speaker 3 (01:20:51):

This is bad here. The schools are bad there. The whole thing sucks. And unless we provide that to people, you're not gonna fix the schools themselves. The schools are being re-segregated now

The Cradle to Prison Pipeline
SNCC 50th Anniversary Conference
Shaw University, Raleigh NC, April 2010
Transcript Video Recording #31
(Raw, unedited, no annotation)

department types to a case of Louis company that we Supreme court from that versus case. Um, the last thing I wanna say is that there was a, a committee in, in Congress, 1960s, and the head of general motors. It was general motors. The Senator was trying to establish report. He says, sir, you are the president CEO of general motors as says, general motors in the business, making automobiles. He says, no general motors in the business are making money.

Speaker 3 (01:21:42):

And so when you look at the prison pipeline, there's different. You have to understand the way the economy works. They don't need as many workers right now. And so when you're protest, they're gonna put you in a SL, they need it. More point point will take it, sir. I, I just want say something to you, IRA. Um, one of the things that I recognized working around the country is the fact that, um, we fund punitive systems. And when we have a system that is reducing recidivism, um, providing culturally relative relevant services and really looking at a holistic approach, we feel as though the problem is solved. And therefore we take away funding, which is actually taking funding away from the community because we'd rather fund a dysfunctional system than fund than, than fund a functional community. You know what I'm saying? So, yeah, we spend public school people.

Speaker 3 (01:22:42):

I just wanted to just, uh, piggyback off of your color. Um, it's been about money since the beginning of the time. The color's not black, color's not brown, it's not white. It's great. And it always has been, um, for many years, personally, I used to be very frustrated, um, that I am the descendant of, of slaves, that my people were enslaved in this country. And I took it really personal. And you know, after a while then after, uh, you know, doing a lot of reading about how our government was formed in this country, all of our laws are, are created to make the money fall somewhere period. Um, when slavery was, was going on in the country, the laws specifically were created to keep a set of folks en slated to keep making money. Things have not changed. Our kids are going from the education system to the incar, being incarcerated, to make money. Things have not changed. And so what we do in our program and what we try to do in the communities that we work with is to educate them about the history. If we do not keep the history and our minds, we're going to continue to just go through this cycle over and over and over and over.

Speaker 3 (01:24:10):

It's never ending. Incarceration is chief labor. We have a, a representative ke Smith. Some of you all may have heard of her who speaks for our girl program under pen pencil. And she says, you know, um, have you ever got a call from a telemarketer bill collector? She said, that was me. Oh, really? Yes. In prison. She says, I made 15 cents an hour to call you and say, pay your bill with your credit card. What's your

The Cradle to Prison Pipeline
SNCC 50th Anniversary Conference
Shaw University, Raleigh NC, April 2010
Transcript Video Recording #31
(Raw, unedited, no annotation)

credit card numbers with all of your information, with all of your phone numbers, it's big business. It's always money. So I appreciate your comment. The next question. Hi.

Speaker 3 (01:24:55):

So basically when Iver, Colorado, and being here, I realized color. I didn't make it scared today for one reason. Cause I was scared of police. Keep my dad because I'm scared of police. We him every day, every day, but they not keeping safe. We scared of came to my house, his ear, it was warm, kept. He said, I said, what you do? What? Didn't, you know, what would you scared for? Cause they follow you on that there. Well, maybe still happen. Went outside. I saw my, I said, what happened? Why police looked? I'm looking at him as said right here. Then he left, went down the street, parked around the corner. A car drove by, he speed left to go get the car. I don't have a license. I just lost my license last week, but I didn't come here. I don't know if he knows I don't have a license because he ran my tag, but I was still scared to drive.

Speaker 3 (01:26:16):

And I was on my way and I seen him come. So I turned to parking lot and I get out the car. When I go upstairs, I call my mom. I mom, I can't come get you. The police don't get, I'm not an that person. And I'm gonna know how, what can we do? Stop the police. I'm we not doing nothing. We trying to live every day and we not perfect. And if you around us every day, we don't make mistakes, but you catch your mistake. Every mistake we make it, we catch yourself. I'm afraid to go to school now. Okay. I go to school and I get pulled, open everything you tell me, I need to know pat, what can I do to stop plea intimidation? Am I <inaudible> we, we can talk one on one after, but let me just give you a couple tools.

Speaker 3 (01:27:12):

Um, one, we need to find out who your city counciling is. Um, I need you and your mother. Uh, you want, you may have to call, but you can call your counselor. He has to, he has to speak with you. He works for you. You pay a salary and you tell him that you feel like your community is being harassed by the case. And you want something done. You should find out whether or not this community has a civilian review board. I can help you research that. And then you can testify before that board. Um, but we can, we can also talk on offline about who you can write. You can write the mayor and other things you guys wanna that. Thank you. This will be final question. Hey everybody. My name is Ja Robinson. Um, I'm with the children defense fund. I'm not really been on talking.

Speaker 3 (01:28:00):

So I'm making this really quick question. Um, everybody up there is involved with something like a great movement and it seems to work. And in previous schools we talk about conflict resolution. You find the conflict and then you find the resolutions and then you keep it moving. And then you work on that. And the resolution seems to be within these programs. And what I want to ask is what would be the best

The Cradle to Prison Pipeline
SNCC 50th Anniversary Conference
Shaw University, Raleigh NC, April 2010
Transcript Video Recording #31
(Raw, unedited, no annotation)

way for the audience to if not get involved, but to augment these programs. So they show up in every place cause I've been told, oh man, if we had free schools in every city and every state, these kids would be good. So let's start talking about the resolution and let's start talking about fixing the problem or what we can be doing to make it. So these can be heard cause people don't talk about freedom schools in college.

Speaker 3 (01:28:38):

They don't talk about these programs. I'm from, this is the person I've heard about, but they shouldn't be like that. And I'm trying to figure out what we can be doing as an audience from you guys' perspective to help with these programs out there a little bit more. I brought a sign in sheet <laugh> if anybody wanted, um, any additional information, I, I brought two clipboards and please sign your name and put your email address on there. And I will, um, send you out information, not only about our program, but policy of various things like that. We can put you on a feed as far as freedom schools. I'll give you all my personal email address. It is crystal C R Y S T a L the letter T the letter R and the number five yahoo.com crystal T R five, yahoo.com. And I think I already gave up my explanation. And if anyone is interested in reaching me, I give my office number and my address it's Benita Stanley. Um, my telephone number is (904) 353-7600. Uh, my email address is B St a N D L Y a C L F. I have business cards up here as well. And my number is also on the brochures and flyers. Well, please join me in thanking.