

# Children's defense fund cradle to prison



**ASSIGN  
BUSTER**

Children's Defense Fund "Cradle to Prison" The essay aims to present a response and reaction to the featured Children's Defense Fund "Cradle to Prison" presentation by addressing the following: (1) what you learned (what?); (2) the importance of what you learned (so what?); and (3) what you will do with what you learned (now what?) Children's Defense Fund "Cradle to Prison" What you learned (What?) The Children's Defense Fund was reported to have been organized by Marian Wright Edelman in 1973 in response to the need for the "United States to raise its standards by improving policies and programs for children" (Children's Defense Fund, 2011, par. 2). The "Cradle to Prison" pipeline was revealed to be hosted by The University of Houston Law School to address crucial issues affecting American children, particularly to achieve the goal of showing "leaders on all levels the growing need for a partnership with America's children ensuring that they have, safe housing, adequate education, mentorship-cultural programs, and universal healthcare" (Keeton, 2008, par. 2). The alarming numbers of children of going to prison have instigated immediate measures to inform the public of the dilemma, which, according to Edelman: "Adults are what's wrong with children" (Keeton, 2008, par. 5). The importance of what you learned (So What?) As the program aimed to challenge American adults to address the alarming neglect for children, the message would be ineffective if no positive action is rendered upon the call. The importance of the message therefore is seen and determined in terms of the number and extent of assistance that is accorded by people who were made aware of the advocacies of the program. What you will do with what you learned (Now What?) In this regard, as appropriately advised one must step up and take action through supporting the program's thrusts and activities in various

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perspectives and capacities: as an individual, as part of the family, and part of one's local community. As an individual, for example, as suggested, one could assist in any of the following activities: “mentor a child, volunteer at an after-school program for youth, vote in every election and advocate for children, educate elected officials about the Pipeline, among others” (CDF: Take Action, 2011, par. 4). As a member of a family, one could spend quality time with siblings; attend school activities; and ensure a conducive home learning environment, as some examples of taking action. Other measures for community members, organizations, and government agencies are explicitly recommended under the CDF website (Children's Defense Fund, 2011). The important thing is to put into practice what one has learned.

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