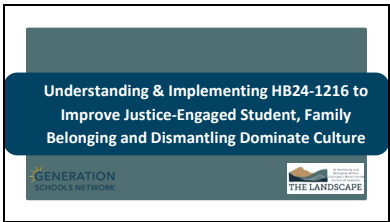


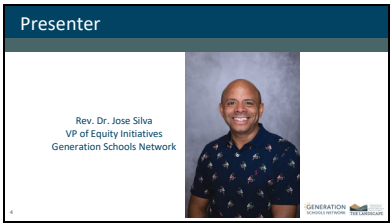
Slide 1



Slide 2



Slide 3




Slide 4

Session Description Reminder

Participants will be introduced to dynamics regarding racism in systems and the effects on students.

Secondly, we will discuss the content of HB24-1216 and consider how bill provisions can increase belonging for justice-engaged students and their families when implemented in a way that supports educational success.



GENERATION EQUITY AND JUSTICE

Slide 5

Objectives

Participants will...

- Gain understanding of dominant racial culture and how to be an advocate
- Leave with an understanding of how HB24-1216 will impact their school/district.
- Embrace greater understanding from student /family perspectives of common elements and barriers in the educational trajectory of justice engaged youth.
- Gain experience analyzing an educational journey map completed by a student and their family member working collaboratively to identify common themes and experiences addressed through the legislation to ensure belonging and educational attainment.

GENERATION EQUITY AND JUSTICE

Slide 6



Indigenous Land Acknowledgement



THE LANDSCAPE
A National Center for Learning and Leadership

Slide 10

Questions to ponder

1. The word racism makes me feel? How does racism impact students in Colorado?
2. When was the last time you had meaningful conversations on racism at your workplace in reference to solutions to dismantle educational systems of racism?
3. What is one challenge you are facing in addressing race/ racism in becoming an advocate in a greater capacity?

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Slide 11

Golden Nuggets and Truths

- Substance abuse and addiction presents itself as a growing intergenerational for the youth justice population nationally (NIDA, 2020). Within the Department of Youth Services, 67% of youth have co-occurring treatment needs, 84% require formal mental health intervention, and 78% require treatment-level services for substance use. (DYS FY22 Annual Report)
- Districts with a shortage of either special education specialists or paraprofessionals had about a 40% higher out-of-school suspension rate than districts that fully staffed those positions during the 2022-23 academic year.
- According to the NCD (National Council on Disability) Report issued on School-to-Prison Pipeline, 85% of incarcerated youth have learning and/or emotional disabilities. As a result, these kids leave school in far higher numbers than their non-disabled peers and are at the greater risk of incarceration.
- 70 percent of youth who enter the justice system have a mental health, sensory or learning disability, and anywhere between 28 percent and 43 percent of detained or incarcerated youth have special education needs.

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What is Racism?

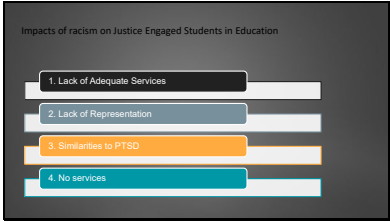
A system of social structures that provides or denies access, safety, resources and power based on race categories and produces and reproduces race-based inequities.

It affects us *individually*, is built into our *institutions* and is woven into the fabric of our *culture*.

RACISM IS A SYSTEM

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Slide 13



Slide 14

The Link between Racism and Racial Trauma

Racial trauma, or race-based traumatic stress (RBTSS), refers to the mental and emotional injury caused by encounters with racial bias and ethnic discrimination, racism, and hate crimes [1]. Any individual that has experienced an emotionally painful, sudden, and uncontrollable racist encounter is at risk of suffering from a race-based traumatic stress injury [2]. In the U.S., Black, Indigenous People of Color (BIPOC) are most vulnerable due to living under a system of white supremacy.

GENERATION SCHOOLS NETWORK

Slide 15

DECONSTRUCT WHITE DOMINANT CULTURE

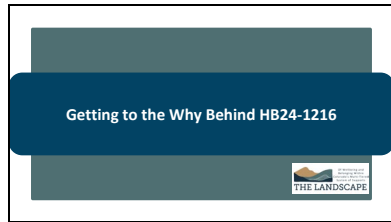
- QUESTIONS TO CONSIDER:
 - What are the origins of your departmental norms , practices , and policies ?
 - What are the origins of white dominant culture in your department or institution?
 - To what extent is your organizational culture rooted in white dominant culture?
 - What institutional models do you draw upon that are founded in white dominant culture?
 - How does this culture affect your greater BIPOC communities and racial equity more broadly ?

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Slide 17




Slide 18



Slide 19

What We Know

- Nationally, only 20% of Justice Engaged Students (JES) graduate
- Two-Thirds have special learning needs (SpEd/G&T)
- More than half have mental health and substance misuse issues (often self-medicating)
- There are approximately 22,000 students in CO who are justice-engaged
- CO does not yet know its JES graduation rate
- JES are most often from economically disadvantaged neighborhoods and are BIPOC



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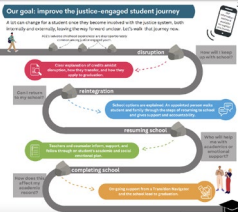
GENERATION
SCHOOL IMPROVEMENT

Slide 20

Clearing the Path

Our goal: improve the justice-engaged student journey

It is our goal to be explicit and clear on the steps needed to ensure that the justice-engaged student journey is clear, consistent, and accessible, from the time of initial contact with the justice system through graduation and beyond.



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Slide 21

Data Gathering Timeline

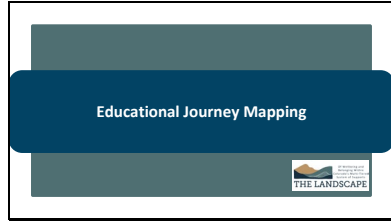
Span of Time: 2020-2024

1. Attorney General's Justice Innovation Grant
2. Review of Colorado Policy (state/districts, etc.)
3. Legal Research (state/districts, etc.)
4. Deep Dive Student/Family Driven Assessment through Educational Journey Mapping

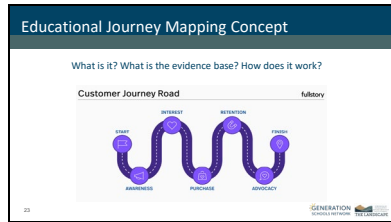
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GENERATION
SCHOOL IMPROVEMENT

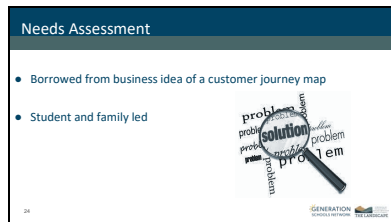
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Slide 25

What is the Evidence Base?

Pierre Bourdieu - Idea of Capitals

Bourdieu's capital theory argues that different capitals owned by individuals can determine their positions in the social stratification structure, and further influence the pattern of social behaviors. More specifically, there are four forms of capital, namely economic, social, and cultural capital.

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GENERATION
SCHOOL NETWORK

Slide 26

What is the Evidence Base?

Economic Financial and other tangible assets	Cultural Knowledge, tastes and cultural dispositions
Symbolic Qualifications, honours and reputation	Social Family, networks and relationships

Forms of Capital



Pierre Bourdieu


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SCHOOL NETWORK

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The Big Idea

If people/students have what they need, when they need it, they can use it to get where they want to go!



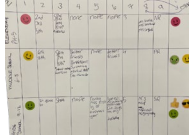
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GENERATION
SCHOOL NETWORK

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How Does it Work? What do I Need?

- Art supplies
- EJM template
- Comfortable, private spot
- Trust or credibility
- Translator?
- Family member
- Community advocate

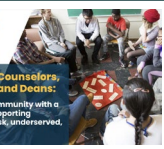


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GENERATION SCHOOLS NETWORK

Slide 29

Join the Work



SCHOOL LEADERS, COUNSELORS, SOCIAL WORKERS, AND DEANS:
Prioritize a healthy community with a tiered approach to supporting students who are at risk, underserved, and justice-engaged.



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GENERATION SCHOOLS NETWORK

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Join Us!



JES CO
Justice Engaged Students
COLORADO



[JES-CO Website](#)



Community activists gathering

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GENERATION SCHOOLS NETWORK

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Contact Information

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wcooper@generationschools.org

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