



Youth of Color Matter ACTION ITEMS

Read what conference attendees submitted as actionable steps to take after the conference.

AT UVA AND CURRY

- For pre-service teachers and other students in the Curry School of Education: add training units to build cultural capacity.
- UVA students need to demand more cultural competency training and experience before graduation.
- Incorporate the rest of the (UVA) community into these kinds of conversations.
- Keep conversations about power and privilege going, both in the Curry School and with the broader community.
- Add culturally-relevant internships to the Teacher Education program at Curry.

AT OTHER UNIVERSITIES & SCHOOLS

- Present information from the conference to the rest of the UConn Community Outreach group.
- Include information from the conference in monthly meetings with community participants (UConn community outreach program).
- Provide U.Conn Community Outreach participants with tools to ensure they are encouraging cultural pride.
- Educate participants on constructive & restorative justice style questions for dealing with conflict (UConn community outreach program).

- Change the way we as an organization (UConn Community Outreach program) define cultural competency to be more equitable; shift from "equality" to "equity."
- Will share information from the conference with colleagues at my University (Univ. of Georgia).
- Hire people (e.g., teachers, youth workers) that already have cultural competency.
- In our research, recognize the need to include youth voices, and not only listen, but act upon what they contribute to the conversation.
- Normalize education about privilege, oppression, and structural issues throughout all levels of education.
- In our classes, wherein which we challenge students to explore their biases, offer them the opportunity to experience being the "other" in a place where they have privilege.
- Create a Principal's advisory council in schools (students review budget, teaching materials, etc.).
- One thing we at AHS are doing is considering how we are supporting staff and students with a restorative approach. We are beginning the conversations to assess where we are, and what additional support we need.

PROGRAMS & TRAINING

- Train youth (and adults) to recognize mental health needs and crises and how to refer peers to help.
- Place youth at the center of every process- starting from the development of the program. Focus not only on your agenda but socioemotional considerations that highlight that each youth is human and has needs.
- Pizza is a great recruitment strategy! It's important to provide an event that is student-centered upon arrival.
- We need to look at programming and zoning policies & which youth may/may not be identified and/or eligible.
- Youth should be a part of the core administrative process for program development and community action (e.g., hiring, analysis of data/information, etc.).
- Focus on training people to be comfortable with not having all the answers and to be flexible enough to learn things as they go- as opposed to trying to find a blanket strategy or training that will address every situation. Because eventually they will come across a situation where they don't have the answers.
- Look at existing programs that are not relevant to minority audiences.

WHAT EVERYONE CAN DO

- Take the risk to have the conversation- the disruptive conversation- and set the tone that difficult conversations are expected and welcome.
- Authentically show up with awareness of your own biases.
- Share the message that you need relevant programs and curricula.

- Understand the multiple levels of structural barriers as well as consequences of those barriers.
- Our (adults') expectations should be what the kids expect for themselves.
- Future orientation is critical.
- Helping to create informal mentoring relationships is important.
- Meet and get to know the families in your neighborhood.
- Get uncomfortable! Change the climate!
- Include more youth in conversations- go where they are!
- Question why action takes place outside of school (and not inside).
- Put kids at the center!
- Connect with students- they are resources- ask THEM how to address questions.
- Help shift the narrative of racism from one of individual acts to structural and societal issues.
- Work on being uncomfortable so we can continue to facilitate uncomfortable dialogues (and move to action).
- Be color brave; use explicit language.
- Challenge the policies that are in place that are exclusionary.
- Continue the conversation!
- Need to build capacity for people being vulnerable.
- Create opportunities for people to explore who they are and where their roots come from. From this exploration people come to understand how all aspects of their selves are valued. From this work, bringing the same to the youth with whom we work.
- Look at intersection with economic justice (with racial justice).
- Implement restorative justice circle techniques into a variety of work/fields.