



Exclusive Spaces:

Managing Inherent Risks of Racism in Outdoor Spaces

October 20, 2023

Build Resiliency, Broaden Horizons, Grow Community, Develop Skills for

OUR MODEL:

Our program is based around three core principles: long-term youth engagement, outdoor adventure and experiential education programming, and goal setting with a focus on future planning.



OUR PROGRAM:

- Ranger Year: *Be Courageous*
- Mountaineer Year: *Be Compassionate*
- Elite Year: *Be Excellent*
- Leadership Year: *Find Your Personal Power*
- JET (Job Experience Trainee) Program: *Create Your Vision*



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So what do we mean by “Exclusive Spaces?”

Our programming spans across several local, state, and national parks in Maryland, Virginia, West Virginia, North Carolina, South Carolina, Wyoming, and Idaho.

•WHAT DO WE MEAN BY AN EXCLUSIVE SPACE?

- Historically occupied by indigenous peoples, later colonized by white settlers*
- Segregation played a large role in the design of our public lands*

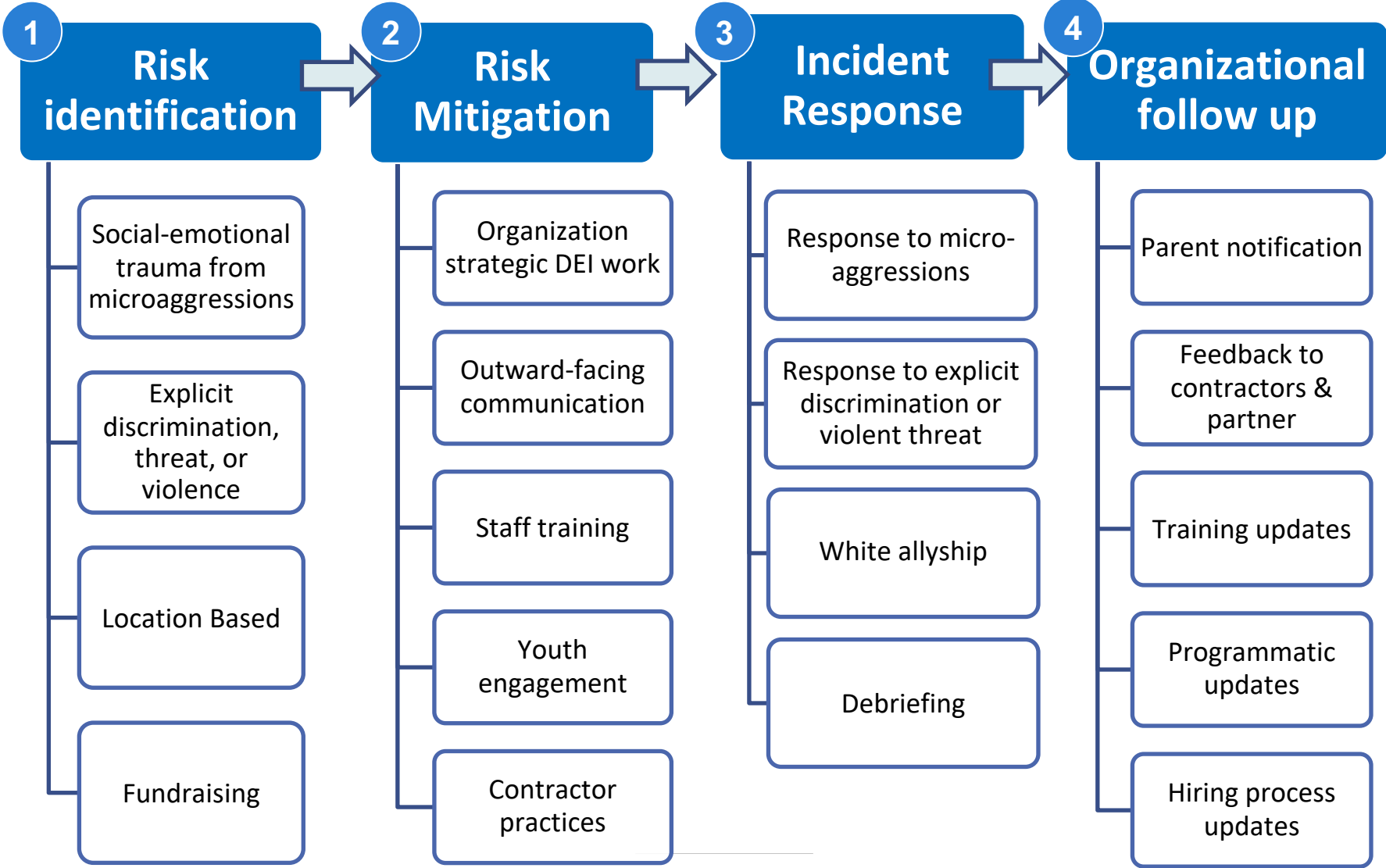
• MOVING TOWARDS HEALING:

- People of the Global Majority Summit (PGM One), Outdoor Afro, Brown Girls Climb, Latino Outdoors, Queer Nature, Native Women’s Wilderness, Brown People Camping, Soul Trak Outdoors and so many more!

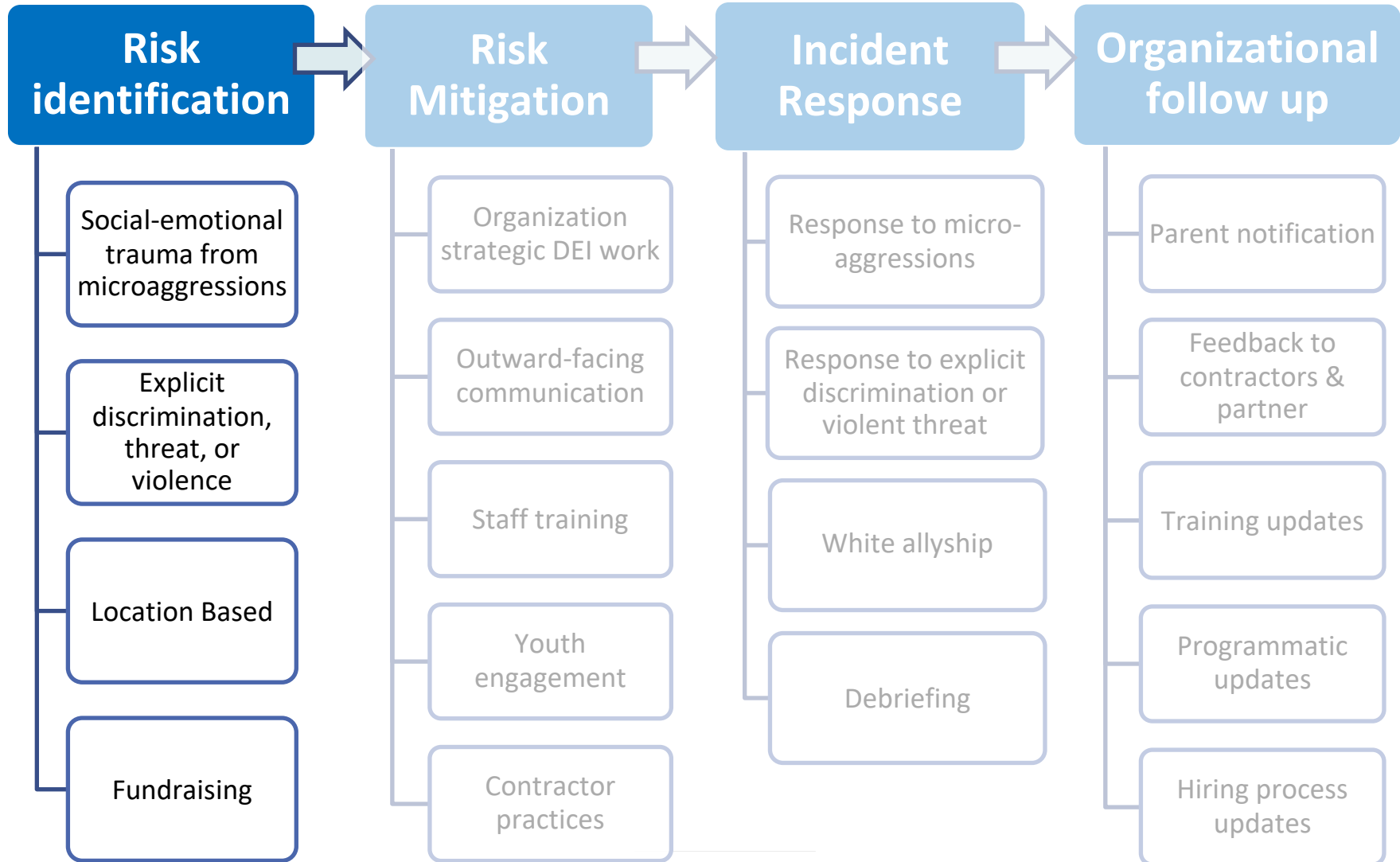
• <https://time.com/5562258/indigenous-environmental-justice/>

• <https://publiclands.colostate.edu/exclusion-on-public-lands-shenandoah-national-park-state-parks-and-segregation-in-the-american-south/>

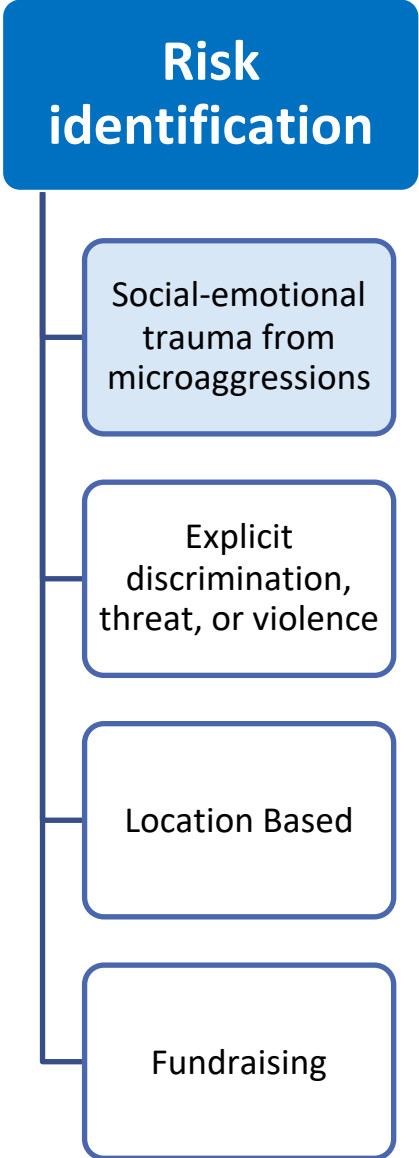
Exclusion Risk Management at City Kids



Exclusion Risk Management at City Kids



Identifying Risks at City Kids



Increasingly, research demonstrates that major experiences of discrimination, exposure to hate crimes & violence and the accumulation of small occurrences, such as everyday discrimination & microaggressions result in stress disorders, increased rates of mental health illness, and racial trauma.*

As such, we are committed to reducing exposure to microaggressions during programs. Youth and staff encounter everyday racial microaggressions and the City Kids program uniquely exposes youth to being otherized in predominately white outdoor spaces.

*<https://www.apa.org/pubs/books/Microaggressions-and-Traumatic-Stress-Series-Forward-and-Intro-Sample.pdf>



Identifying Risks at City Kids

Risk identification

Social-emotional trauma from microaggressions

Explicit discrimination, threat, or violence

Location Based

Fundraising

Explicit discrimination experienced by City Kids includes prejudicial treatment, racial slurs, and expands to threatening individuals unwanted physical contact, yelling, glaring, and verbal threats.

Youth reports a member of the public staring at them and pushing them out of the way

While no youth or staff have been physically harmed in a racist incident, these experiences are painful & traumatic.

City Kids anticipates the reality of physical violence based on the daily experiences lived of Black & Latinx people in the United States and the increased visibility & actions of white supremacists.



Identifying Risks at City Kids

Risk identification

Social-emotional trauma from microaggressions

Explicit discrimination, threat, or violence

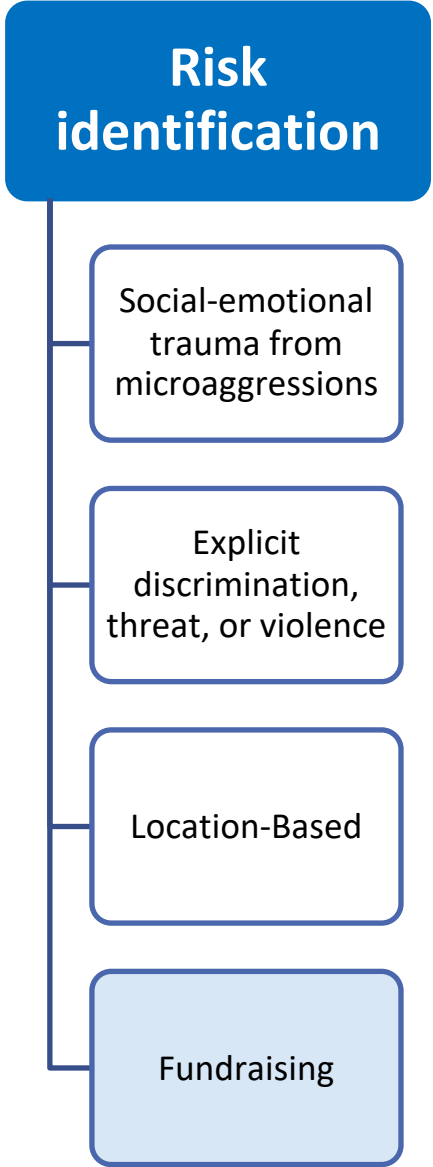
Location Based

Fundraising

There are certain areas of the country, business and campgrounds that pose a greater risk to our youth than the benefit of traveling to or through those spaces, or partnering with those businesses. City Kids identifies these areas through significant incidents, repeated negative experiences and youth / staff feedback.



Identifying Risks at City Kids



There is a long history of perpetuating harmful narratives in fundraising for non-profit organizations.

City Kids relies on a combination of individual donors, corporations, foundations, and federal grants to fund programs. Fundraising events & efforts are an exposure point for youth to come into contact with these stereotypes (from donors, in grant writing, volunteers, etc)



Risk Identification: Case Study

Risk identification

Context: City Kids partners with a few organizations to offer scholarships for our JETs (high schoolers) to go on longer backcountry trips. Interested JETs apply to go on trips all over the country and are often the only CK youth on the trip and are directly supported by the partner organization staff while in the field. **Scenario:** A Black male JET is going on a backpacking & kayaking trip in Alaska where he is one of two black youth and has an all white staff team.

Social-emotional trauma from microaggressions

City Kids JET is one of two Black people on the course
Youth and partner org staff have an unknown understanding of cultural competency

Explicit discrimination, threat, or violence

City Kids JET is one of two Black people on the course
Youth and partner org staff have an unknown understanding of cultural competency

Location Based

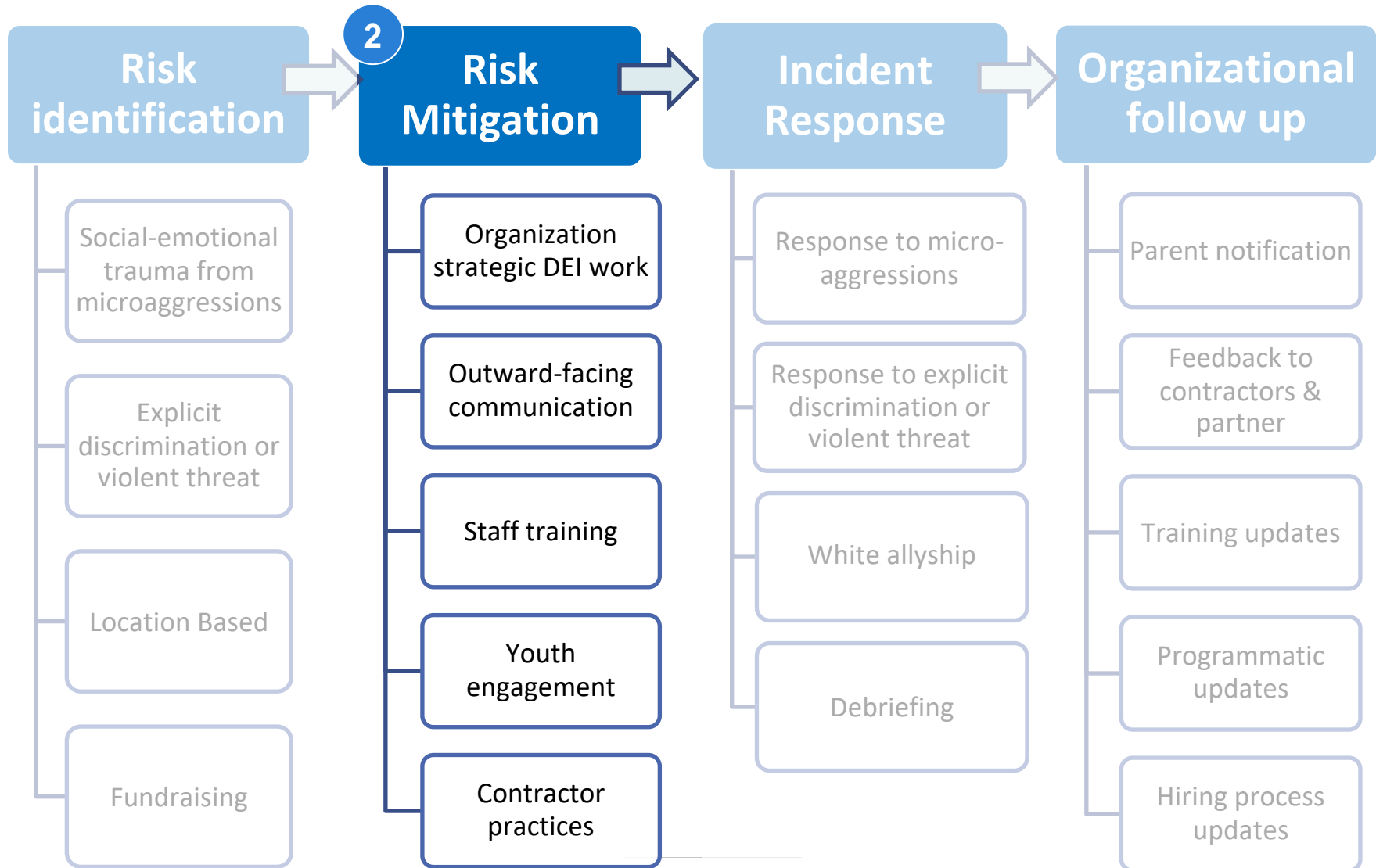
Alaskan backcountry - a majority white space, far away from home & City Kids staff with no phone access (for the JET)

Fundraising

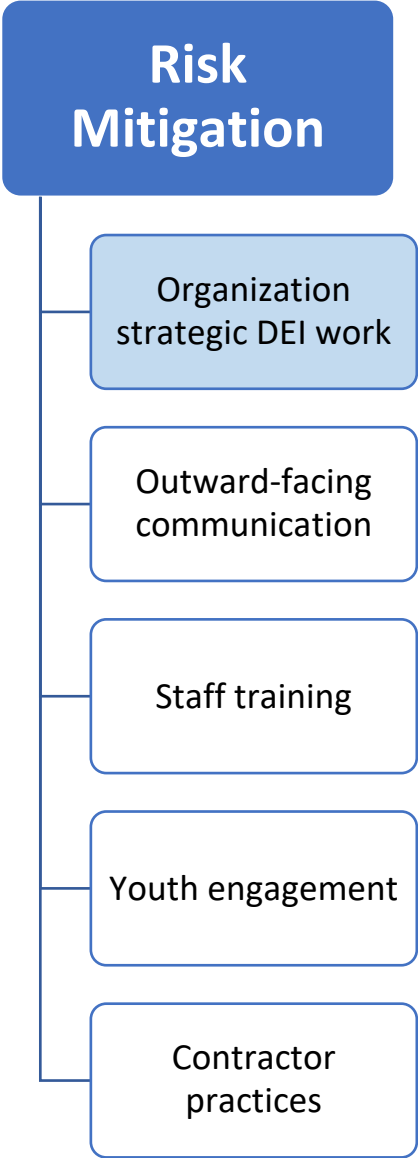
This partner organization is partnered with City Kids in multiple ways, including offering additional programs to CK youth and making financial contributions to City Kids.



Exclusion Risk Management at City Kids



Risk Mitigation at City Kids



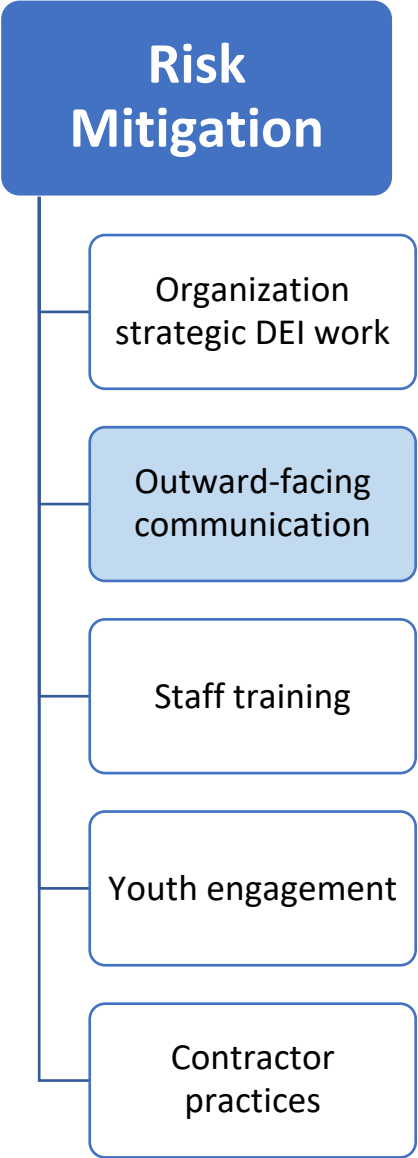
Strategic organizational JEDI work has contributed to the organization’s examination of our youth & staff experiences during programing.

FORMAL JEDI WORK AT CITY KIDS HAS INCLUDED:

- Cultural surveys & reflection
- Staff professional development
- Seasonal training curriculum
- Youth curriculum
- Improved hiring practices
- DEI Statement of beliefs
- DEIJ Working Group



Risk Mitigation at City Kids



HOW WE TELL OUR STORY MATTERS.

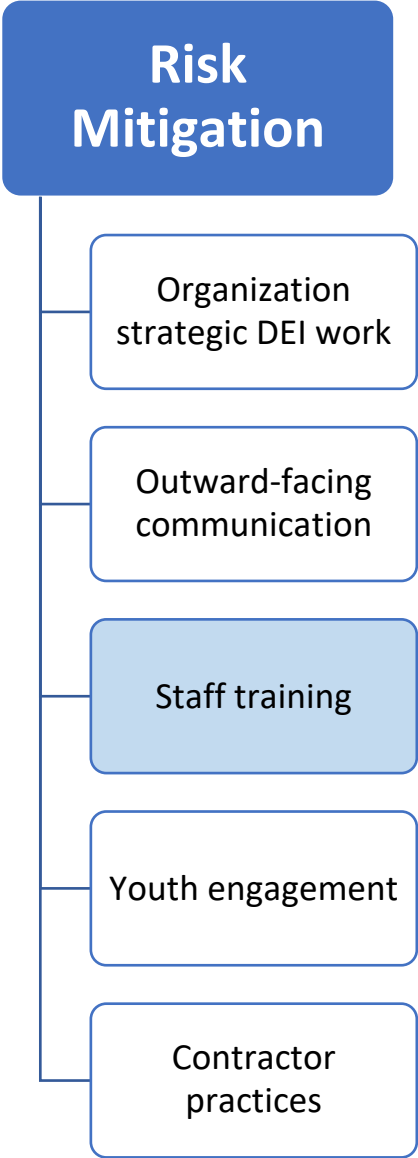
Our outward-facing communication sets the tone and model the language, messaging, and story about our program and youth. City Kids strives to use positive and empowering youth centered stories and language. Language is complex and will continue to be an area of deep discussion and reflection for the organization.

STAKEHOLDERS INCLUDE:

- Families and youth
- Staff (current and prospective)
- Program partners
- Our DC & WY communities
- Our donors and board
- The general public



Risk Mitigation at City Kids



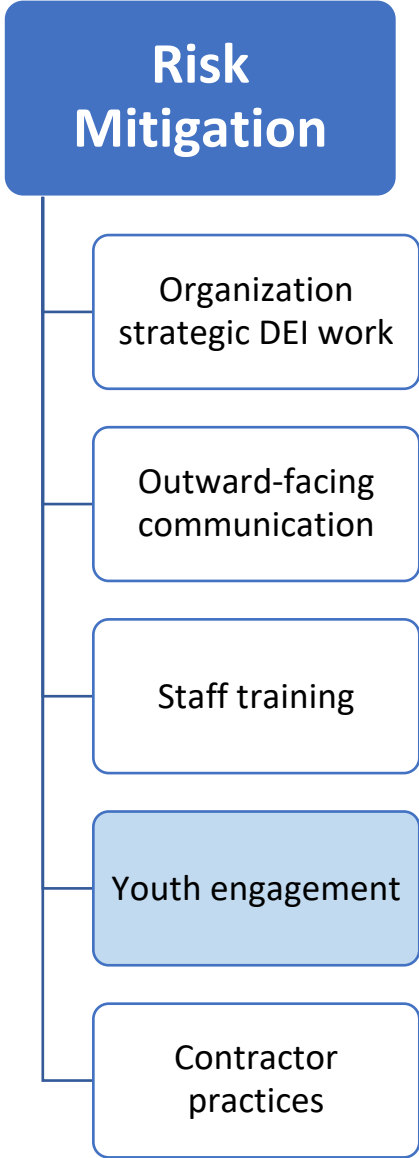
Staff training DEI curriculum focuses on clarifying explicit organizational beliefs and expectations for staff. It is considered a core component of training, as both a series of stand alone workshops and woven throughout all trainings.

KEY TOPICS INCLUDE:

- Basic principles
- Examination of individual identities, power & privilege
- Implicit bias in education
- Review of important issues to the CK community
- Incident mitigation & response



Risk Mitigation at City Kids



City Kids program youth are briefed on the expectation of encountering racism, training for response and to contextualize racism in the outdoors.

THEMES AT ALL LEVELS INCLUDE:

- Background knowledge of the formation of the “outdoors”
- Acknowledgement of risk with location or program specifics
- Share when you feel uncomfortable or unsafe
- Request help early from staff or teen leaders
- Maintain personal & group safety- listen to staff instructions to de-escalate the situation, yourself & support others
- Focus on response rather than reaction- there will be a place to share emotions when the group is safe

Curriculum on the historical context of public lands and current movements to diversify the outdoors has been a critical component in empowering youth to understand and advocate for their position in the outdoor community and public spaces.



Risk Mitigation at City Kids

Risk Mitigation

Organization strategic DEI work

Outward-facing communication

Staff training

Youth engagement

Contractor practices

Example:

Youth Resource for attending partner programs through CK scholarships

OUTSIDE PROGRAM TRIPS
what to do if someone is racist

KEY THINGS TO REMEMBER

- Trust your gut. If you get the vibe that something is not right, listen to yourself.
- City Kids has your back and will support you.
- Another person's racism/ignorance is their problem no matter how much they try to make it yours.
- Advocating for yourself is key and will help you continue to enjoy your trip!
- Microaggression or macroaggression, you can always speak up.
- You have options: address the person directly or approach a staff member to ask for support. Talk to a friend first, share how you're feeling and brainstorm next steps.
- Celebrate your positive connections and experience the joy in those!
- You deserve to be & feel safe.

LANGUAGE OF SELF-ADVOCACY

Focus on your feelings and the impact of the other person's words/actions, rather than accusations towards the other person. Intentional language that centers your experience can help move the conversation forward. It also helps you focus on what you can control and what you need.

- I feel X [because of Y] and the support I need is _____
- What you said/did made me feel X type of way.
- I would like to tell you how your words affected me, but I'm worried you'll become defensive.
- Are you open to hearing how I experienced what you said?
- I hear that your intent was _____ I can appreciate your good intentions, and it's important to me to share the impact of your words/actions.

RESOURCES IN THE MOMENT

- **Trip Staff.** The instructors on your course are there for you. They are there to listen and make sure you are feeling safe! We have also created some tools for them, which are on the backside of this resource. They have already seen it - feel free to hand them this card when you ask for support.
- **Peers.** If you are close with people on your course and feel comfortable, share your experiences or feelings with them. It could help deepen your relationship and lessen your feelings of isolation.
- **Yourself.** Practice self-care. You are in a beautiful place and an incredible journey. Take deep breaths, find space for yourself, journal, eat well, take in your surroundings. Remember how amazing you are!

RESOURCES AFTER THE TRIP

City Kids Community. We have your back. Your friends and staff are here to listen. City Kids staff will follow up with the organization as well and ensure that your experiences and voice is heard at all levels of the partner organization. City Kids staff will also support you in finding space for healing, reflection and joy.

Family & Friends. You have an amazing support network of family and friends who are here to listen, process and support.

TRIP STAFF
how you can support City Kids youth of color (YOC) on predominantly white trips

BE PROACTIVE: SET NORMS & INTERRUPT HARM

When setting group norms, be sure to include norms about inclusive language, actions and behavior, as well as the importance of intent vs. impact. Provide context and structure so that youth of color feel seen, supported and so that they have a clear path forward if their experience factors on the course.

As a trip leader, use the power of that role to interrupt micro and macroaggressions whenever you observe them. Some phrases you can use to do this are:

- Hang on, I want to go back to what you just said
- That phrase can be harmful, let me explain why
- Why do you think that?

Take the time to engage with the conversation and root it in your group norms!

VALIDATE & OFFER SUPPORT

If a YOC approaches you to share their experience with racism on a course, validate their experience. Below are some phrases that you can use. We have also included what NOT to say:

- I am so sorry that that happened. What do you need to continue having a positive experience on this trip?
- That language/behavior [referring to the racist experience] is not ok and this is a space for everyone to feel welcome and supported. I am here to help address this directly with the others involved.

DO NOT SAY:

- I am sure they didn't mean to be racist.
- Was that racist? It seems more like a misunderstanding.
- Just ask. Lots of a YOC tells you that something they experienced is racist, it's racist.

INQUIRE ABOUT NEXT STEPS: CENTER YOUTH NEEDS

Ask the YOC what they need and want to do next. Offer solutions while centering youth needs. Below are a few questions you can use:

- What do you need to feel supported/right now?
- Do you want to address this directly with the others involved?
- How can I be involved in a way that will feel supportive and empowering?
- When do you want to have that conversation?
- For you, what is the ideal outcome of this conversation?

Remember, YOC who have just experienced racism on a course may be in a trauma response mode. Allow for time and processing before moving into the next conversation. Make sure they feel in control and the next steps are happening on their terms.

BE PREPARED TO HAVE HONEST CONVERSATIONS WITH THE GROUP

Conversations about race and racism are not easy. However, the discomfort of a partner on your trip is feeling defensive or not open to learning. However, the discomfort of that conversation is manageable by the fact of safety that YOC experience when before is allowed to go unacknowledged into the future and support you already have to allow for meaningful learning and growth. And if a conversation does not go well when processing that conversation:

- I hear that you are trying to be harmful and that is important. It is also important to acknowledge the impact of your racialization. Are you ready for that conversation?
- If the YOC is not ready to have that conversation, separate the impacted YOC and to the facilitator conversation happens in a learning conversation, separate the impacted YOC and to the facilitator conversation happens.

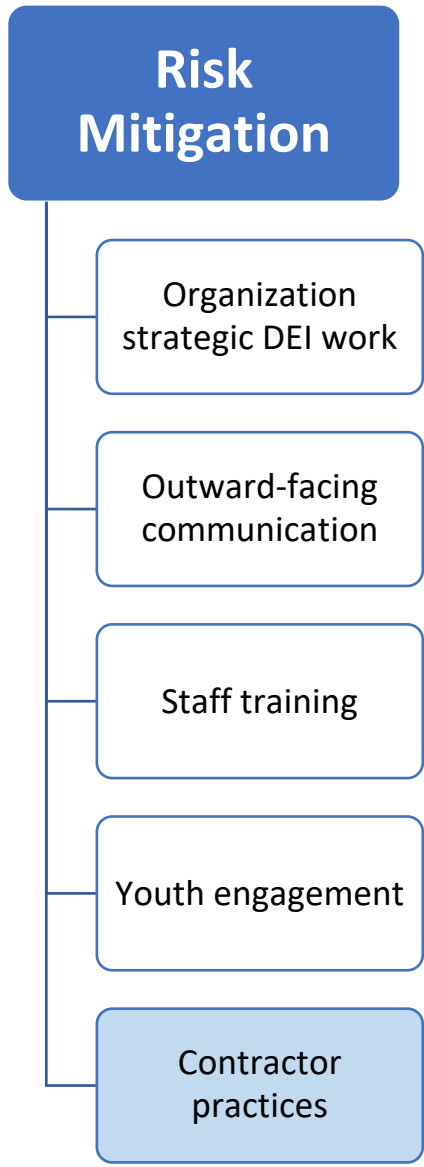
Be listening to understand, not to be understood. It is important for us all to understand that inclusive language and behavior are norms that we have all agreed on in this group. You are all contributing to creating an inclusive culture so you all can thrive together to make sure that we

SOURCES

ADAPTATION: COURTESY OF THE UNIVERSITY OF CALIFORNIA, BERKELEY. ORIGINAL SOURCE: THE UNIVERSITY OF CALIFORNIA, BERKELEY. ORIGINAL SOURCE: THE UNIVERSITY OF CALIFORNIA, BERKELEY. ORIGINAL SOURCE: THE UNIVERSITY OF CALIFORNIA, BERKELEY.

This laminated card goes with a youth on a partner program trip, for example a NOLS or Outward Bound. In advance of the trip, a staff member briefs youth on the possible reality of being in a predominately white space and how to use this use this card for themselves or with their instructor. This is also sent to the instructor team before the trip.

Risk Mitigation at City Kids



Contractors pose risks because of the direct contact between contracted instructors, guides, facilitators and CK youth & staff. Contractors have been a historical source of harm to youth & staff.

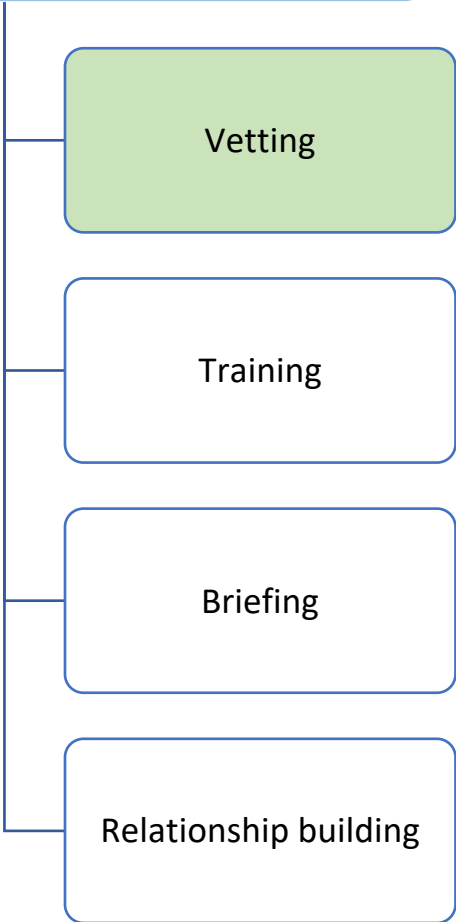
City Kids manages this exposure through:

- Vetting
- Training or briefing
- Resource sharing
- Relationship building



Risk Mitigation: Contractor Practices Subcategories

Contractor Practices



Example:

Vetting questions to assess contractors experience working with YOC and any explicit stated DEI priorities.

1. What experience does your company and staff have working with youth of color?
2. Does your company/org offer any specific training for staff in cultural competency or have any stated commitments to diversity, equity, and inclusion ?
3. Has the contractor experienced any reported complaints and how were they handled?
4. If there was an incident who would manage it and who should it be reported to?



Risk Mitigation: Contractor Practices Subcategories

Contractor Practices

Vetting

Training

Briefing

Relationship building

City Kids has started providing direct training for contractors & partners, focusing on long term partners with significant youth contact time. Training for contractors involved in backcountry travel is now understood as critical to joint decision-making during medical, behavioral, motivational challenges and evacuations.

Topics include:

- Basic cultural competency
- Implicit bias and its impacts on instructors to understand youth behavior, read emotions, and see pain in medical complaints
- Allyship for youth & staff when experiencing microaggressions & discrimination
- Short incident response direction

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Contractor JEDI Training
Inclusion Risk Management

Creating a Positive Experience for Youth, Staff & Guides

Youth & Staff Names

If not familiar with common Black names or pronunciation, CK can send a list of youth names in advance. Please do not comment on your personal difficulty if names are hard for you to pronounce, this is a microaggression. It's better to try again and ask to get it right, rather than comment that it's too hard or continue to mispronounce youth names.

Celebrate Youth Experience

* City Kids is a 6 year program. Youth in the program have experience in the outdoors and with outdoor sports. As a non-technical focused program, youth may not always be proficient (especially when younger), but they are experienced wilderness travelers. Minimizing a youth's experience or assuming it's their "first time" is a micro-aggression that underestimates youth ability and perpetuates the idea that BIPOC don't recreate outdoors.

Disrupt Harmful Narratives & Be an Ally

City Kids does not accept the following terms to talk about or discuss youth as they perpetuate harmful and disempowering narratives: at-risk, inner-city, low-income, troubled, challenged, or "hoods to the woods." The outdoors is a white dominated space and youth are often made to feel unwelcome or experience discrimination from other outdoor users. This frequently happens through questions, unwanted conversation, or negative interactions. Speak up for City Kids groups to outsiders and talk about the program in a positive light. Be an ally and don't allow strangers to assume they are "troubled, at risk, or delinquent youth" or any of the other terms listed above. Discourage probing questions about the program or youth or assumptions this is their first time outside. White contractors and staff can be an ally when engaging with hostile or aggressive racists. Prioritize Black & POC safety first.

Be Mindful of Using Youth Slang

It is OK to ask for understanding but not cross the line towards making fun of it, mimicking or imitating. AAVE - African American Vernacular English is a recognized dialect of English, not poor grammar.

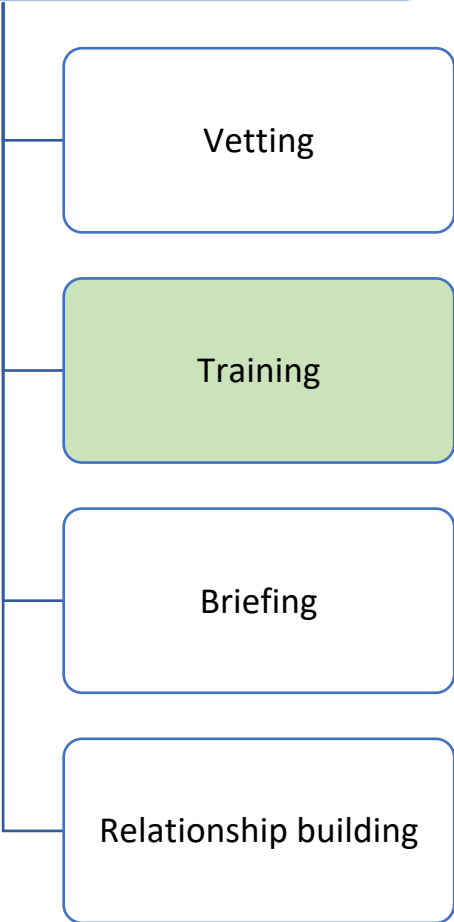
Be Aware of Your Own Implicit Biases

Be careful about implicit bias about who is leading the City Kids group. Frequently White staff are assumed to be in charge, rather than the designated Black or POC Lead Staff member. Please clarify if you are unsure who is leading a program or making decisions for the group. When interacting with youth or staff of color, be thoughtful about the questions you ask and the way you ask them - as we have talked about there are many microaggressions in the forms of questions in outdoor settings.



Risk Mitigation: Contractor Practices Subcategories

Contractor Practices



Example:

Slide from job shadow host orientation

Cultural competency & allyship

What do we expect of hosts?

- JETs have experienced racism, microaggressions, and have had negative encounters with the public while at job shadows or internships.
- We expect that intern hosts will treat JETs with respect and advocate for their emotional and physical safety while at your site.

How to respond to a discriminatory incident:

- **Separate** the JET from the person(s) involved
- **Listen & Affirm** their perspective and experience
- **Call a City Kids staff member** as soon as possible so that we can provide additional support

Want to learn more? City Kids has trainings on Diversity, Equity & Inclusion: Please email meena@citykidsdc.org !

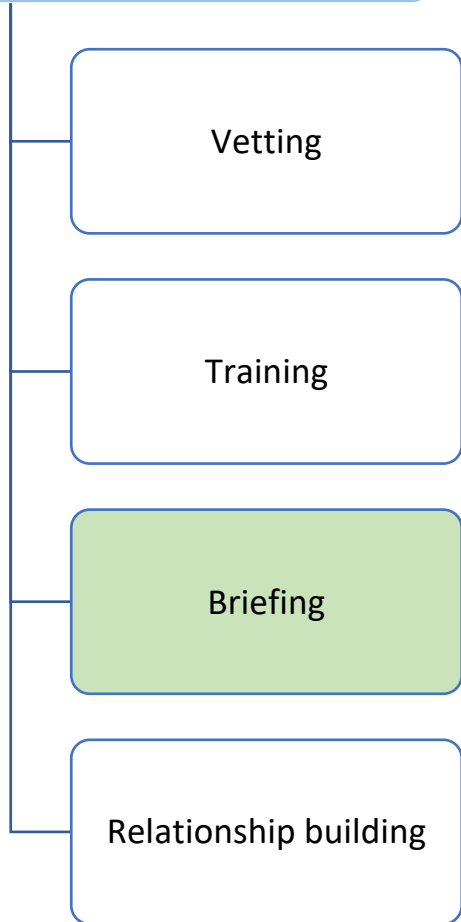
Risk Mitigation: Contractor Practices Subcategories

Contractor Practices

Briefing: Notes/Conversations City Kids has with contractors in advance of partnership as to relay inclusive practices for programming. Briefing notes change depending on contractor and program type:

Climbing programs:

“Do not refer to a Black participant as a monkey while climbing- there is a long history of the term monkey used as an insult towards Black people.”



Risk Mitigation: Contractor Practices Subcategories



City Kids strives to develop relationships with frequently visited locations to build local support & advocacy for youth and the program. We do this by:

- Clear training/briefing, resource sharing and expectation setting
- Sharing examples of past incidents and their impacts on our program at the location / partner site
- Honest conversations about our programmatic goals to ensure that we are values aligned
- Continued follow up and check-ins
- Demonstrated commitment to a reciprocal partnership



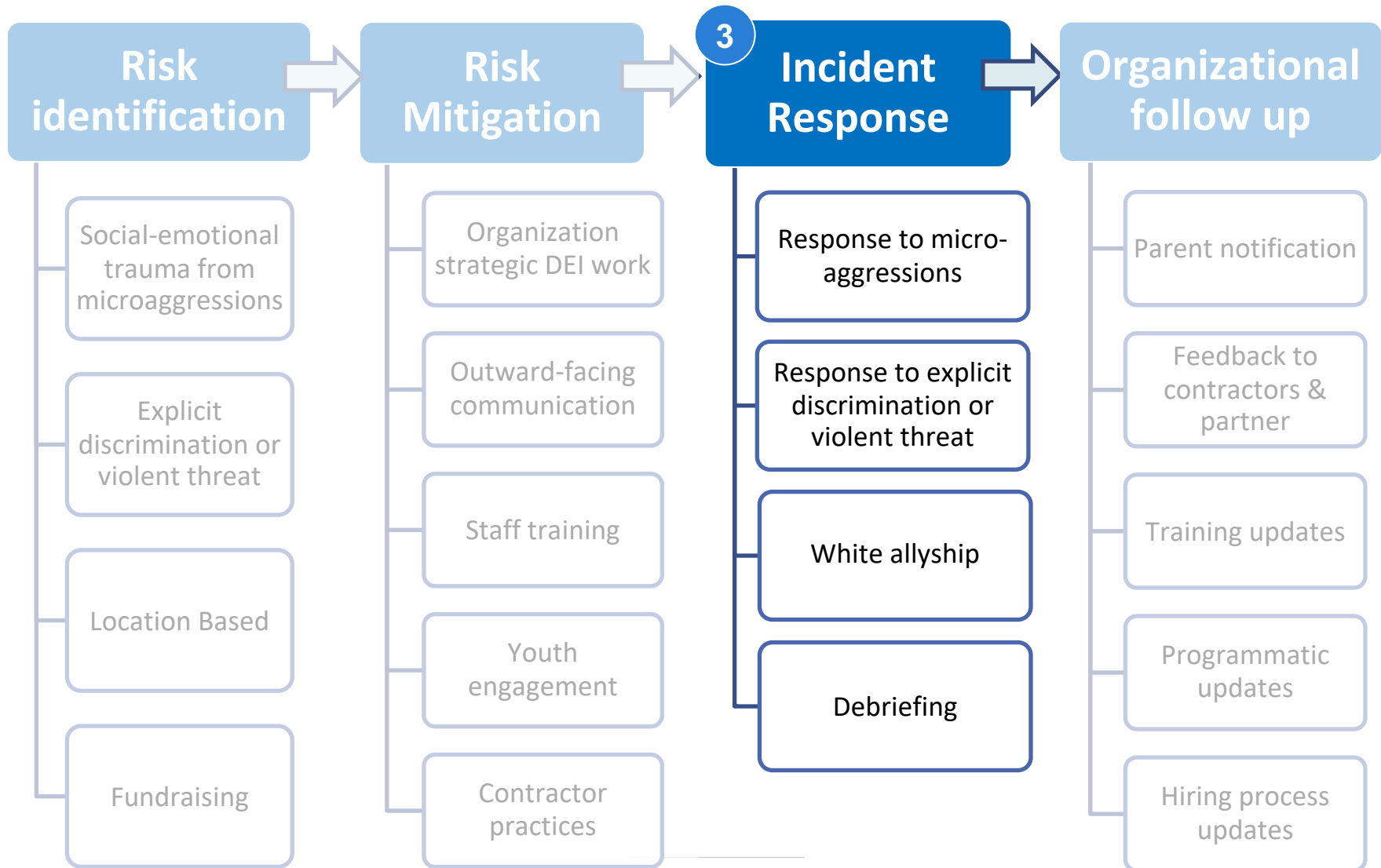
Risk Mitigation: Case Study

Risk Mitigation

Context: City Kids partners with a few organizations to offer scholarships for our JETs (high schoolers) to go on longer backcountry trips. Interested JETs apply to go on trips all over the country and are often the only CK youth on the trip and are directly supported by the partner organization staff while in the field. **Scenario:** A Black male JET is going on a backpacking & kayaking trip in Alaska where he is one of two black youth and has an all white staff team.

| | |
|---------------------------------|---|
| Organization strategic DEI work | City Kids has an explicit commitment to DEI work that informs partnerships and allows staff and youth* to respond to incidents with the confidence that the organization supports them. |
| Outward-facing communication | Youth have the opportunity to meet with their instructors in advance of the course. |
| Staff training | CK Staff are trained on how to respond to exclusion incidents at partner programs – focusing on supporting youth and maintaining youth safety. |
| Youth engagement | Explicit conversations are had with both youth & parents in advance of the course about being on a majority-white course and the potential for exclusion incidents. |
| Contractor practices | This partner was vetted through our contractor vetting process and had a long standing relationship with City Kids. |

Exclusion Risk Management at City Kids



Since 2016, City Kids defines & tracks exclusion incidents in our incident reporting system

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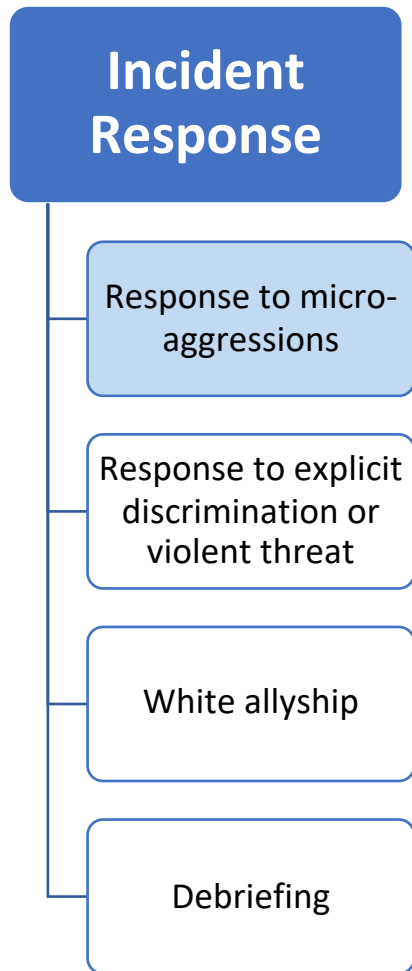
EXCLUSION INCIDENT DEFINITION:

Any event that results in the marginalization or offense of a group or identity- these could be internal or external.

OUTCOMES:

- Increased reporting
- Data driven understanding of frequency & occurrence
- Resource allocation
- Visible support creates space for conversation
- Trends illuminate mitigation & training areas

Incident Response at City Kids



Staff are trained to disrupt microaggressions :

1. Considerations when deciding to disrupt

- Is the person (s) involved hostile and this may escalate?
- Is/has a youth or staff directly impacted?
- Do you have competing priorities (managing a group, safety concern)?
- What is the relationship between the person (s) & City Kids? What is our investment in their learning?

2. Maintain composure, embrace discomfort & assess

- Are you in the right headspace to engage in this conversation?
- Assess their ability to engage and anticipated response (defensive, angry, dismissive, etc)

3. Determine intervention type

- Return problematic questions with questions, clarify meaning
- Return statements with questions or hard lines statements or name bias
- Redirect actions directly

4. Direct the public to the website or provide next steps for further learning

Incident Response at City Kids

Incident Response

Response to micro-aggressions

Response to explicit discrimination or violent threat

White allyship

Debriefing

Example:

Training worksheet: Microaggression practice workshop

| Microaggression | Underlying bias & problem message | Intervention options & Convo stems: <u>Conversation stems</u> | Resources to reference/share in conversation |
|----------------------------------|---|---|--|
| <i>Are these troubled youth?</i> | <i>Black youth in a group are part of a program that works with "troubled youth". All black youth are bad, disruptive, a problem, or "delinquent"</i> | <ul style="list-style-type: none"> - I'm not sure what you mean by troubled youth? - Why would you assume these youth are troubled? - These youth are not troubled, that term can be harmful to use for any youth and here's why - I'm concerned there is bias in your question because these are black youth | <ul style="list-style-type: none"> Black youth-suspension rates Black girls-criminalization https://www.apa.org/news/press/releases/2020/07/racialized-anger-bias |

Incident Response at City Kids

Incident Response

Response to micro-aggressions

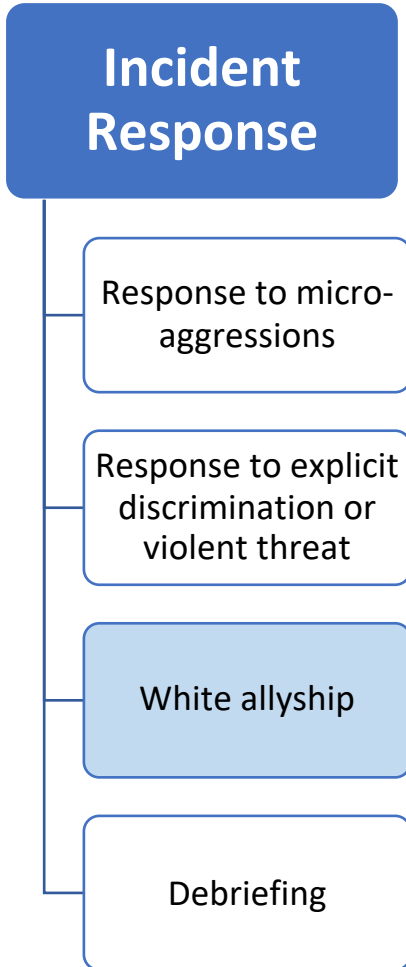
Response to explicit discrimination or violent threat

White allyship

Debriefing

1. Recognize threatening individuals or areas
2. Prioritize youth safety
3. Divide staff resources to care for youth & staff to manage response
4. Validate youth emotions but work to de-escalate reactions to avoid escalating incidents
 - Remind youth there will be space to process when everyone is safe
5. Be proactive in using available resources to access support (park staff, campground hosts: assess engaging authorities for friendliness & be cautious about calling the police)
6. If police are present- limit youth interaction. Designate a staff member who feels safe for police interaction.

Incident Response at City Kids



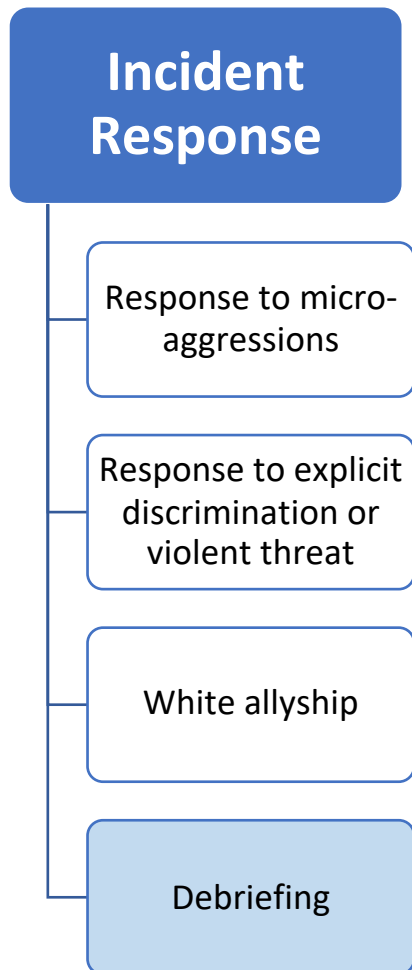
White staff members are trained to consider a response based on allyship principles of:

- **Stand behind:** Acknowledge they are not directly harmed by racism, and follow the lead of a youth or staff
- **Stand beside:** In solidarity with a youth or staff member in their response.
- **Stand in front:** There is a safety concern or a youth or staff requests a white staff respond to prioritize BIPOC safety.

White staff should use their privilege to prioritize youth & BIPOC when safety is a concern (angry or threatening individual and police interactions)

- White staff should work in coordination with BIPOC staff to determine the appropriate staff member to manage response with external people.
- Staff should always be present if youth interact with police as a guardian

Incident Response at City Kids



Debriefing occurs for both staff and youth immediately after an incident - there can be high stress for all involved.

Youth Debriefing

- Focus on validation of youth experiences & emotions
- Request & accept feedback for staff on how the incident was managed
- Request input for youth next steps or suggestions for amends or healing

Staff Debriefing- Key Points

- Focus on validation of staff experiences & emotions
- Review incident response challenges, successes & failures
- Request input for next steps or suggestions for amends or healing
- Support for staff is dependent on racial identities
 - BIPOC staff may have been directly impacted by the incident
 - White staff may need to be redirected to individual coaching if personal emotions & need for learning dominate a debrief in a way that's harmful for others

Incident Response: Case Study

Incident Response

Incident Summary: Upon the JET’s return from Alaska, he shared that he felt excluded/isolated by the majority of his peers in the group because of his race, leading him to self-separate so that he wouldn't have to interact with them as much. Microaggressions that occurred included being pushed out of the car because he was “taking too long” and his peers eating his food while they were out to dinner without asking. He did not share this feedback with his counselors because he was really upset and it’s hard for him to express himself when he’s feeling that way.

Response to micro-aggressions

Youth did not respond to microaggressions or ask for support because he reported he did not have the language to do so and did not want to represent City Kids “badly”. Youth connected with the other Black student, who was feeling similarly. CK staff who learned about what happened after the fact validated youth’s experience & documented for follow up.

Response to explicit discrimination or violent threat

n/a

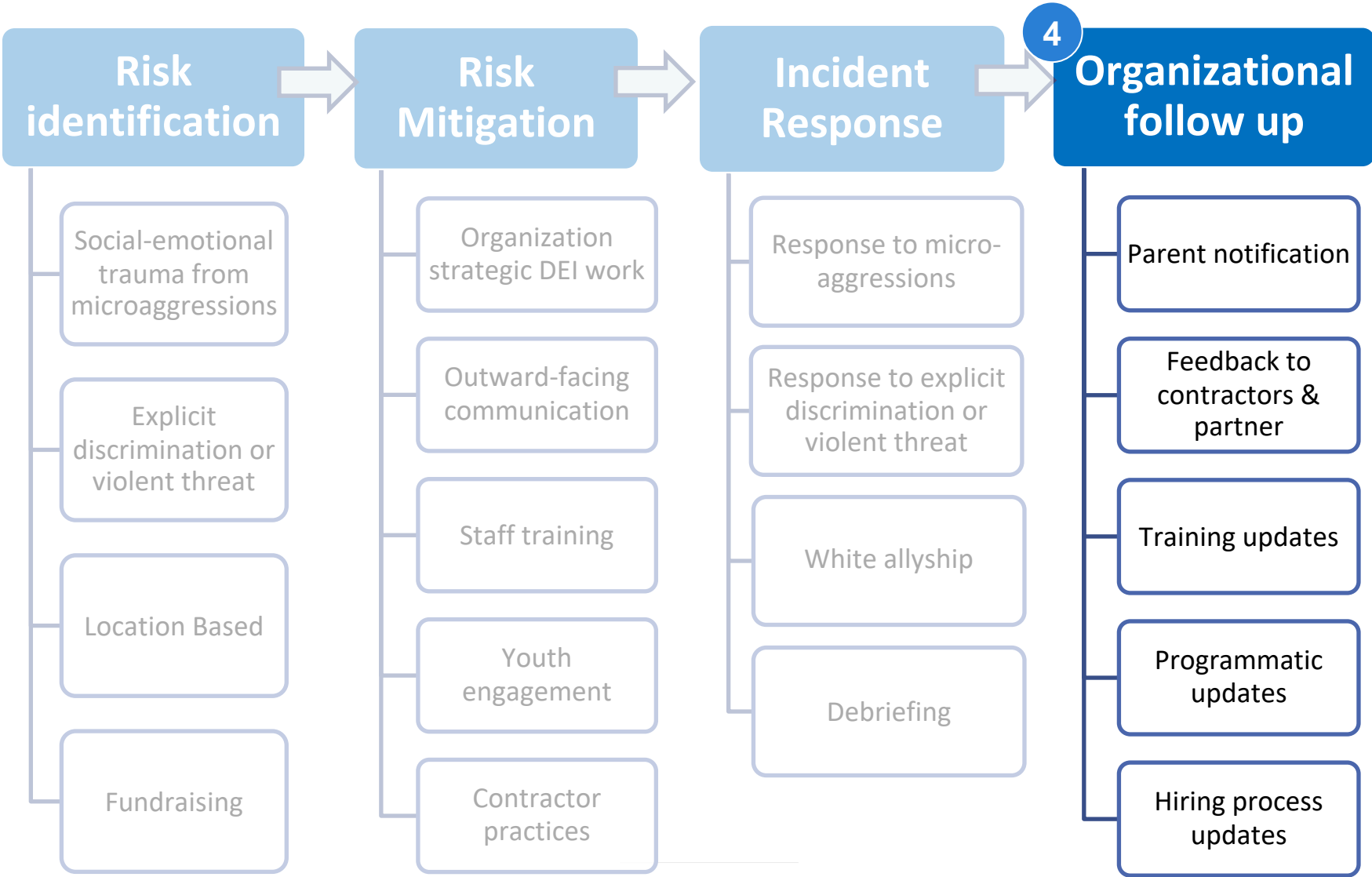
White allyship

n/a

Debriefing

CK staff learned of this in the post-trip debrief. Debrief centered on youth’s experience and what repairing the harm and healing would look like / feel like for him.

Exclusion Risk Management at City Kids



Organizational Follow-up at City Kids

Organizational follow up

Parent notification

Feedback to
contractors &
partner

Training updates

Programmatic
updates

Hiring process
updates

The incident review process has been beneficial to formalizing organizational next steps, follow-up and has helped shaped organizational change and risk management practices. Examples below:

- **Parent:** Individual and group notification
- **Contractors:** Ending contractor relationships or deepening relationship through training
- **Training updates:** Reviewed annually
- **Program updates:** Changes to activities, contractors, locations
- **Hiring:** Recruitment broadened, screening & scenario questions added, youth included in hiring.

Organizational Follow-up at City Kids: Case Study

Organizational follow up

Incident Summary: Upon the JET's return from Alaska, he shared that he felt excluded/isolated by the majority of his peers in the group because of his race, leading him to self-separate so that he wouldn't have to interact with them as much. Microaggressions that occurred included being pushed out of the car because he was "taking too long" and his peers eating his food while they were out to dinner without asking. He did not share this feedback with his counselors because he was really upset and it's hard for him to express himself when he's feeling that way.

Parent notification

Mom was contacted while youth was still in our care to notify about what had happened and what our follow up plan was.

Feedback to contractors & partner

We met with the leadership at the partner organization and discussed the important learnings for their staff team (including recognizing microaggressions, creating a group culture where youth can self-advocate *and* recognizing power dynamics that may make it difficult for youth to self-advocate).

Training updates

See notes about partner organization staff team learnings above. City Kids created the "Outside Programs Resource" that includes training / reminders for both CK youth & partner program staff. We also updated the language about "representing City Kids" to ensure youth feel empowered to self-advocate and know that City Kids will always support them.

Programmatic updates

Our partnership continued but with the expansion of the training & resources given to youth to advocate for themselves outside of the City Kids community.

Hiring process updates

N/A

Small Group Scenario Practice



In groups of 4, use the Exclusion Risk Management framework to work through a new case study.

Thank You!



Scan for resources!

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Resources

Resources to Take with You

- **Worksheet with Framework for your Org**
- **Case Study practice worksheet**

- **Articles and Books Cited:**

- ***“The Story We’ve Been Told About America’s National Parks Is Incomplete”*** – Dina Gilio-Whitaker
 - <https://time.com/5562258/indigenous-environmental-justice/>
- ***“Exclusion on Public Lands: Shenandoah National Park, State Parks, and Segregation in the American South”*** – Tim Johansen, PLHC Researcher & Ariel Schnee, PLHC Project Manager
 - <https://publiclands.colostate.edu/exclusion-on-public-lands-shenandoah-national-park-state-parks-and-segregation-in-the-american-south/>
- ***“Microaggressions and Traumatic Stress: Theory, Research, and Clinical Treatment”*** – Kevin L. Nadal