

Creativity in Court and Community Schools Grades 6-12

*Developed by Alameda County Office of Education
and Teaching Artist Guild*



The precise role of the artist, then, is to
illuminate that darkness, blaze roads
through that vast forest, so that we will not,
in all our doing, lose sight of its purpose,
which is, after all, to make the world a more
human dwelling place.

James Baldwin

Sections of this Module

Overview & Purpose of Module

- I. Context: Understanding the School-to-Prison Pipeline
- II. Bringing Creativity to Court & Community Schools
- III. Promising Practices for Implementation

Overview & Purpose

This module provides a context for working with youth affected by the juvenile justice system. It brings to light the complicated issues they face, as well as gives practical training advice to prepare adults working with juvenile justice youth.

This module offers administrators, educators and teaching artists resources around art-centered integrated learning and the positive effects this pedagogy can have for young people in the juvenile justice system.

The module promotes a critical, culturally and linguistically relevant pedagogy, that integrates arts thinking skills across the curriculum in support of common core adoption, positive identity formation, and creating a sense of agency and purpose within our young people.

Understanding Goal*

How can we better understand ourselves and our world through a hopeful, active, critical pedagogy that leverages the arts and creative strategies to raise consciousness and develop curriculum that values students' identity, voices, needs and individuality?

* The Teaching for Understanding Framework defines an Understanding Goal as the, “concepts, processes, and skills that we most want our students to understand. They help to create focus by stating where students are going” (Blythe, p. 36).

**The function of art is to do more than tell it
like it is – it's to imagine what is possible.**

bell hooks

Part I – Context: Understanding the School-to- Prison Pipeline

The School-To-Prison Pipeline

"The school-to-prison pipeline is part of a larger caste-like system where children are shuttled from their typically decrepit and under-funded schools to brand new high-tech prisons. At very young ages children are given the message that not much is expected of them and that they are likely one way or another to wind up in prison."

Michelle Alexander, *The New Jim Crow*

Why This Context is Important

When working with youth in court and community schools we recognize that many of the students have experienced dissatisfaction, disengagement, and trauma in their schooling history.

We are also aware of the ways this history with school takes place on a personal level for students as well as on a systemic level.

It is crucial that adults working with young people in the system understand the many complicated ways that youth end up in juvenile justice settings.

Why This Context is Important

In Part III – Promising Practices for Implementation, we offer some ideas for a variety of ways to develop shared understanding around the school to prison pipeline.

What follows here is a collection of resources around the school-to-prison pipeline to help you build your own course of study when introducing this topic to educators.

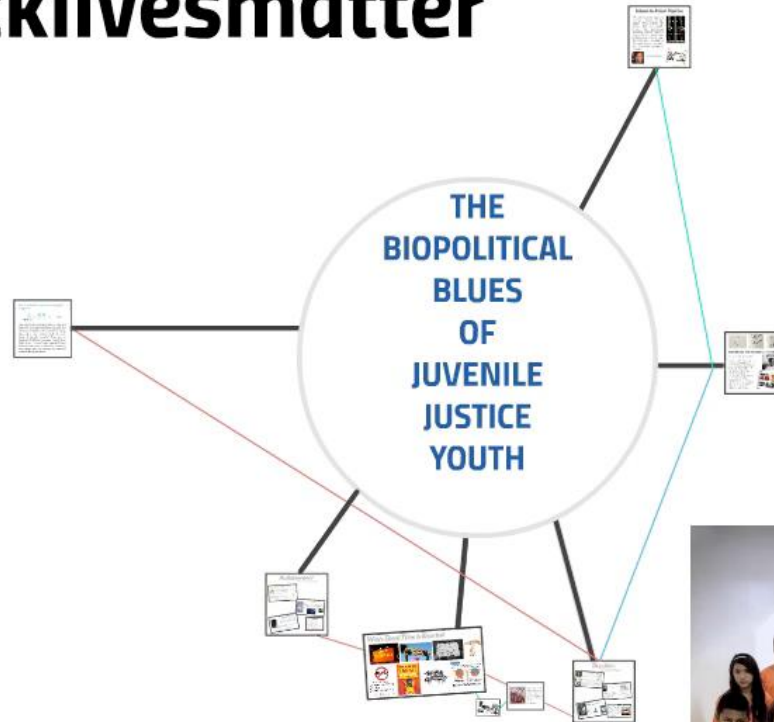
Resources

You can find the video screencast on the following slide as a stand-alone document in the “downloads” section of Module 4.

This screencast shares a prezzi presentation created by Derek Fenner, Region 4 Arts Lead, on the school-to-prison pipeline. This presentation is used in a variety of settings to introduce audiences to the topic. The prezzi itself can also be accessed [here](#).

Resources

#blacklivesmatter



#schoolsnotprisons



Resources

The ACLU's work on juvenile justice

“The ACLU is committed to challenging the “school-to-prison pipeline,” a disturbing national trend wherein children are funneled out of public schools and into the juvenile and criminal justice systems. Many of these children have learning disabilities or histories of poverty, abuse, or neglect, and would benefit from additional educational and counseling services. Instead, they are isolated, punished, and pushed out.”

Resources

The ACLU's work on juvenile justice

“WHAT YOU NEED TO KNOW

- **\$241 vs. \$75** The average daily cost of incarcerating a young person compared to that of an effective, community-based alternative-to-incarceration program.
- **Youth of color** are incarcerated in state-run youth prisons disproportionately as compared to the rate white youth are.
- **60,000** children are incarcerated in juvenile facilities on any given day.”

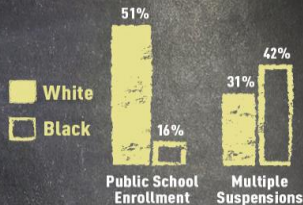
Play the ACLU's interactive school-to-prison pipeline educational game [here](#).

Resources

SCHOOL-TO-PRISON PIPELINE

School disciplinary policies disproportionately affect Black students.

Zero-tolerance discipline has resulted in Black students facing disproportionately harsher punishment than white students in public schools.¹



Black students represent

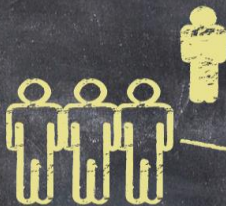


31%
of school-related arrests²

Black students are suspended and expelled

3x

more than white students.³



Students suspended or expelled for a discretionary violation are nearly three times more likely to be in contact with the juvenile justice system the following year.⁴



BROWN AT 60: STILL SEPARATE. STILL UNEQUAL.

#BrownAt60



ARE OUR CHILDREN BEING PUSHED INTO PRISON?

THE PIPELINE TO PRISON: THE U.S. HAS THE HIGHEST INCARCERATION RATE IN THE WORLD, AND ITS PRISONS AND JAILS ARE OVERWHELMINGLY FILLED WITH AFRICAN AMERICANS AND LATINOS. THE PATHS TO PRISON FOR YOUNG AFRICAN-AMERICAN AND LATINO MEN ARE MANY, BUT THE STARTING POINTS ARE OFTEN THE SCHOOL AND FOSTER CARE SYSTEMS.

FROM SCHOOL TO PRISON

STUDENTS OF COLOR FACE HARSHER DISCIPLINE AND ARE MORE LIKELY TO BE PUSHED OUT OF SCHOOL THAN WHITES.

40%



OF STUDENTS **EXPELLED** FROM U.S. SCHOOLS EACH YEAR ARE BLACK.

70%



OF STUDENTS INVOLVED IN "IN-SCHOOL" **ARRESTS** OR REFERRED TO LAW ENFORCEMENT ARE BLACK OR LATINO.

3.5 X



BLACK STUDENTS ARE THREE AND A HALF TIMES MORE LIKELY TO BE **SUSPENDED** THAN WHITES.

2 X



BLACK AND LATINO STUDENTS ARE TWICE AS LIKELY TO **NOT GRADUATE** HIGH SCHOOL AS WHITES.

68%

OF ALL MALES IN STATE AND FEDERAL **PRISON** DO NOT HAVE A HIGH SCHOOL **DIPLOMA**.

FROM FOSTER CARE TO PRISON

YOUTH OF COLOR ARE MORE LIKELY THAN WHITES TO BE PLACED IN THE FOSTER CARE SYSTEM, A BREEDING GROUND FOR THE CRIMINAL JUSTICE SYSTEM.

50%



OF CHILDREN IN THE **FOSTER CARE SYSTEM** ARE BLACK OR LATINO.

30%



OF FOSTER CARE YOUTH ENTERING THE **JUVENILE JUSTICE SYSTEM** ARE PLACEMENT-RELATED BEHAVIORAL CASES
(e.g., RUNNING AWAY FROM A GROUP HOME).

25%



OF YOUNG PEOPLE LEAVING FOSTER CARE WILL BE **INCARCERATED** WITHIN A FEW YEARS AFTER TURNING 18.

50%



OF YOUNG PEOPLE LEAVING FOSTER CARE WILL BE **UNEMPLOYED** WITHIN A FEW YEARS AFTER TURNING 18.

70%

OF INMATES IN CALIFORNIA **STATE PRISON** ARE FORMER **FOSTER CARE** YOUTH.

THE COLOR OF MASS INCARCERATION



BLACK OR LATINO



OF INCARCERATED POPULATION

VS



BLACK OR LATINO



OF U.S. POPULATION



ONE OUT OF THREE AFRICAN-AMERICAN MALES WILL BE INCARCERATED IN HIS LIFETIME



ONE OUT OF SIX LATINO MALES WILL BE INCARCERATED IN HIS LIFETIME

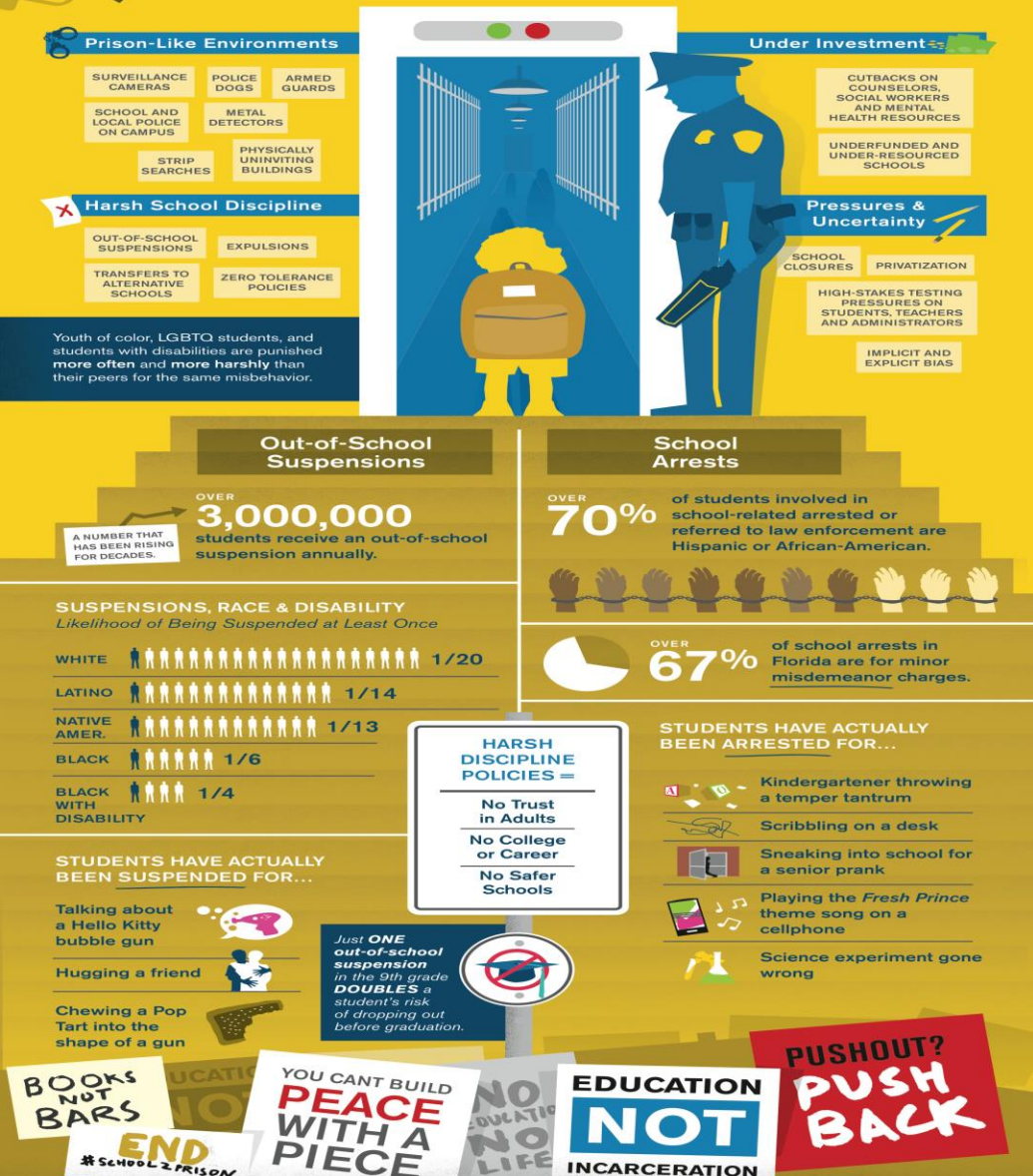
© Community Coalition

Module 4

Creativity
at the Core

SCHOOL-TO-PRISON PIPELINE

Today's Students Experience...



Resources

The Annie E. Casey Foundation supports many juvenile justice programs.

Teaching Tolerance has an issue devoted to the school-to-prison pipeline that you can access [here](#).

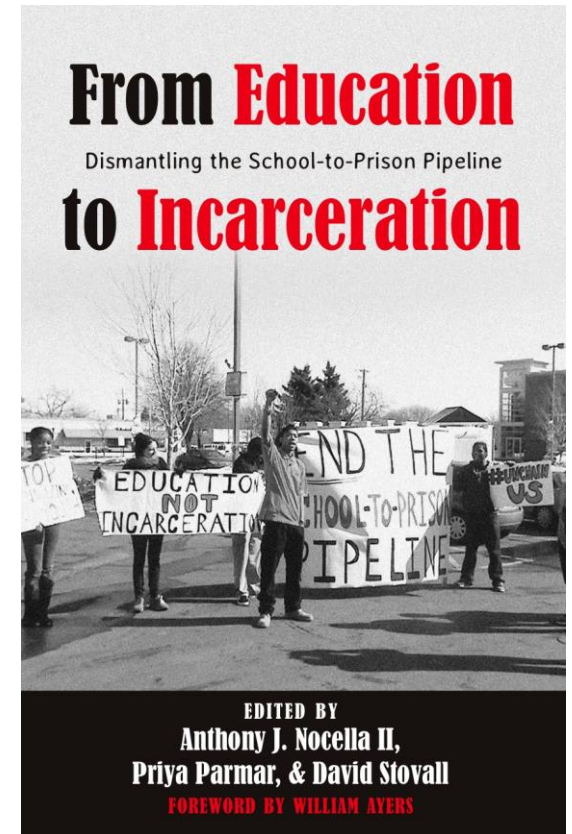
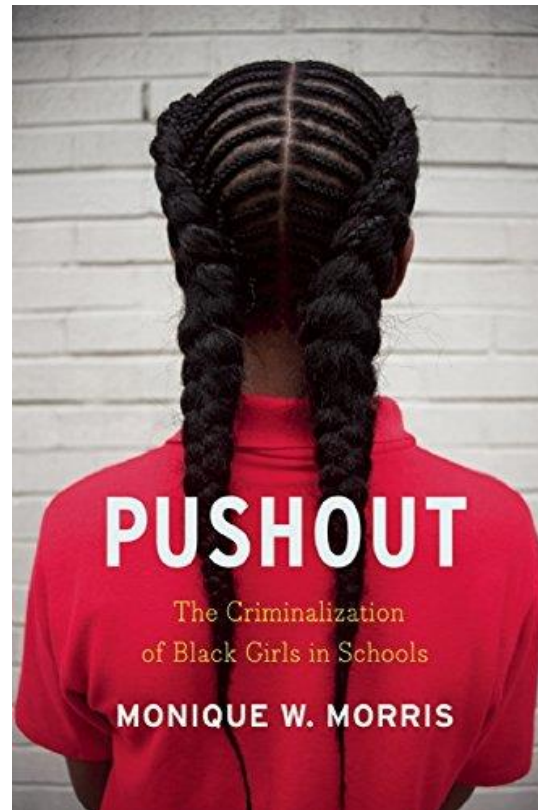
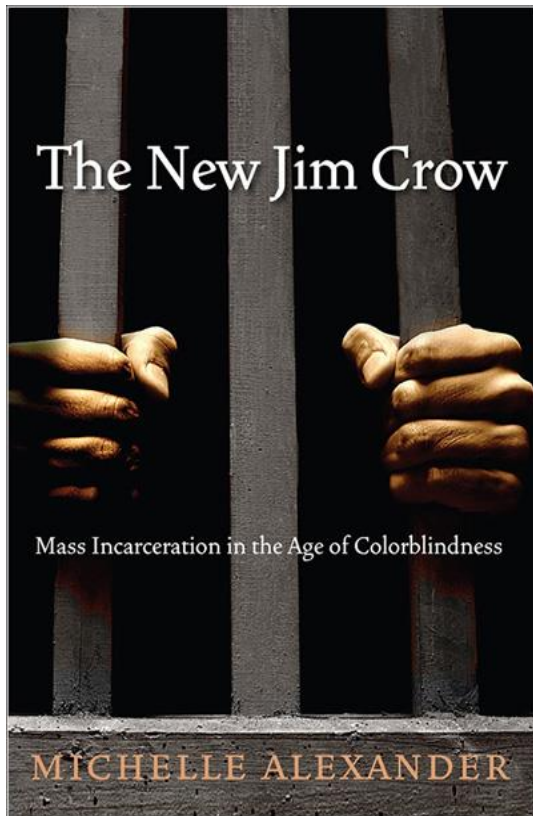
Resources

Some videos on the school-to-prison pipeline:

- [The School-to-Prison Pipeline – Inside Out with Susan Modares](#)
- [Anna Deavere Smith on the School-to-Prison Pipeline](#)
- [The School-to-Prison Pipeline by the Advancement Project](#)

Resources

Some recent books on the school-to-prison pipeline



The School-To-Prison Pipeline

What systems can we give birth to that will nurture self-sustaining communities where students are received and valued for who they are and learn in critically-conscious ways?

How can we better position ourselves to build **in** the community to mitigate those forces that push our youth toward pipelines of oppression, & how do we do all of this **with** our young people?

It wasn't subversive. It seemed logical. It had to be a catalytic structure that allowed for something bigger than myself. I would have to retreat in order to empower others.

Mel Chin

Part II – Bringing Creativity to Court & Community Schools

Creativity in Court & Community Schools

Part II of this module provides resources and tools for:

- Critical pedagogy
- Art-centered integrated learning
- Art-centered literacy strategies

In Part III – Promising Practices for Implementation, we offer some ideas to best implement these tools in your setting.

Critical Pedagogy

Critical Pedagogy is an educational movement, guided by passion and principle, to help students develop consciousness of freedom, recognize authoritarian tendencies, and connect knowledge to power and the ability to take constructive action.

Henry Giroux

Critical Pedagogy

You can find the video screencast on the following slide as a stand-alone document in the “downloads” section of Module 4.

This screencast shares a short prezi presentation created by Derek Fenner, Region 4 Arts Lead, on critical pedagogy. This presentation is used in a variety of settings to introduce audiences to the topic. The prezi itself can also be accessed [here](#).

Critical Pedagogy

Creativity in Court & Community Schools: Critical Pedagogy

The task of the progressive educator, through a serious, correct political analysis, is to unveil opportunities for hope, no matter what the obstacles may be.

Paulo Freire,
Pedagogy of Hope

Critical Pedagogy is an *educational*

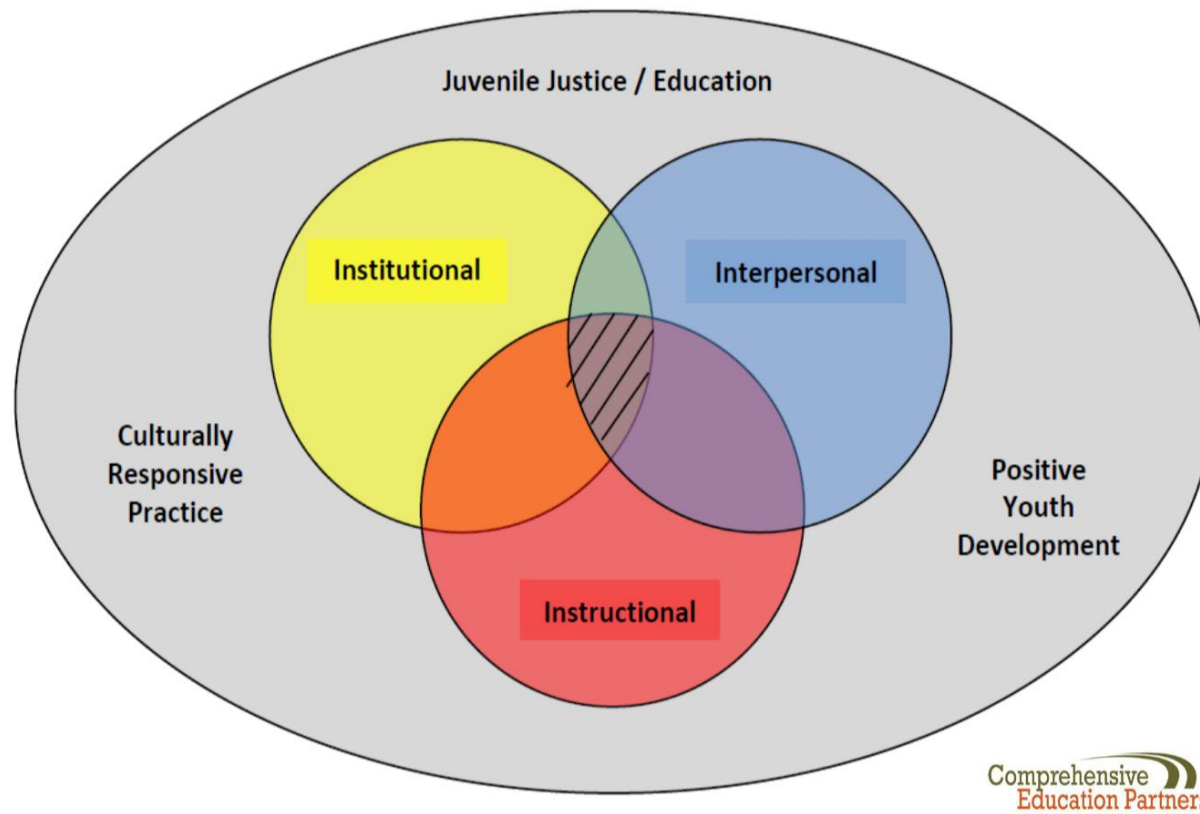
A Note on Culturally & Linguistically Relevant Pedagogy

Critical pedagogy is the foundation of culturally and linguistically relevant pedagogy. While these important philosophies are vital in all education settings, they are crucial in juvenile justice settings.

They are often intersected with positive youth development principles. The Massachusetts Department of Youth Services developed a useful framework around these principles called the “Three I’s Framework,” which is summed up in the following four slides. These lenses are the perfect reflection tools for educators working within these settings.

Three I's Framework

CRP and PYD: The 3 I's Framework



Three I's Framework

Understand the social, political, and economic structures that frame and define our society and impact our work with youth.

INSTITUTIONAL

Develop the skills necessary to respond to these structures so that they function in the best interest of youth.

Three I's Framework

Acknowledge personal beliefs and privileges to develop a sense of self in relationship to others, particularly across lines of difference.

INTERPERSONAL

Develop mutually enriching relationships where your culture AND the culture of others are equally valued, without suppression of one or the other.

Comprehensive
Education Partnership

Three I's Framework

Reflect on how policies, practices, and decisions impact the experiences and outcomes of youth.

INSTRUCTIONAL

Modify policies, practices, and decisions to align with principles of positive youth development and culturally responsive practice.

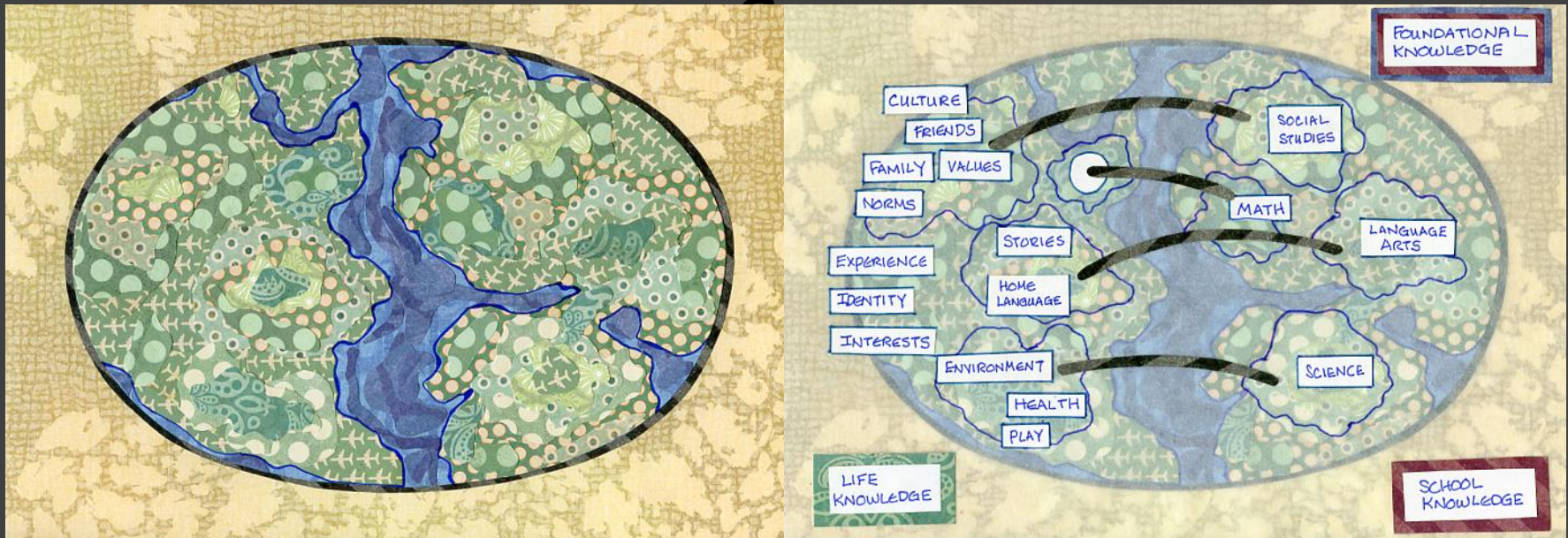
Art-Centered Integrated Learning*

“Investigating and interpreting academic, personal, and social/cultural knowledge through the lens of art; using the methods of art mixed with those of other disciplines; applying creative strategies of contemporary practitioners in all fields; learning through creative inference, projection/imagination, invention, and interpretation.” – Dr. Julia Marshall

*An article about art-centered integrated learning by Dr. Julia Marshall is included in the downloads section of this module and the following six slides highlight this important framework.

Art-Centered Integrated Learning

How do we connect the world of the learner to the “school world”?



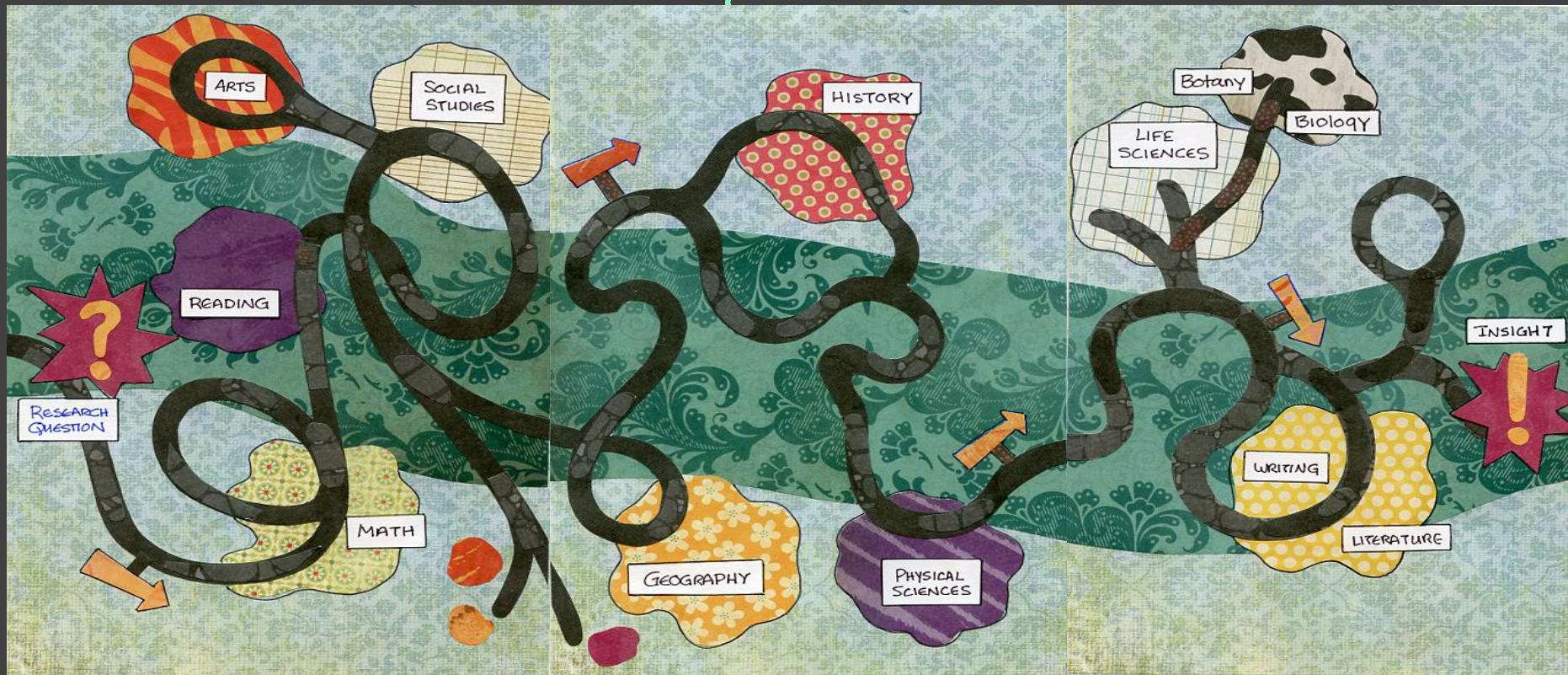
Art-Centered Integrated Learning



An\$ntegrated\$learning\$ungle\$Gym\$

Art-Centered Integrated Learning

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Art@entered\$CreaBve\$Inquiry\$

Art-Centered Integrated Learning

2. Kinds of Knowledge

\$

New Knowledge

\$

\$

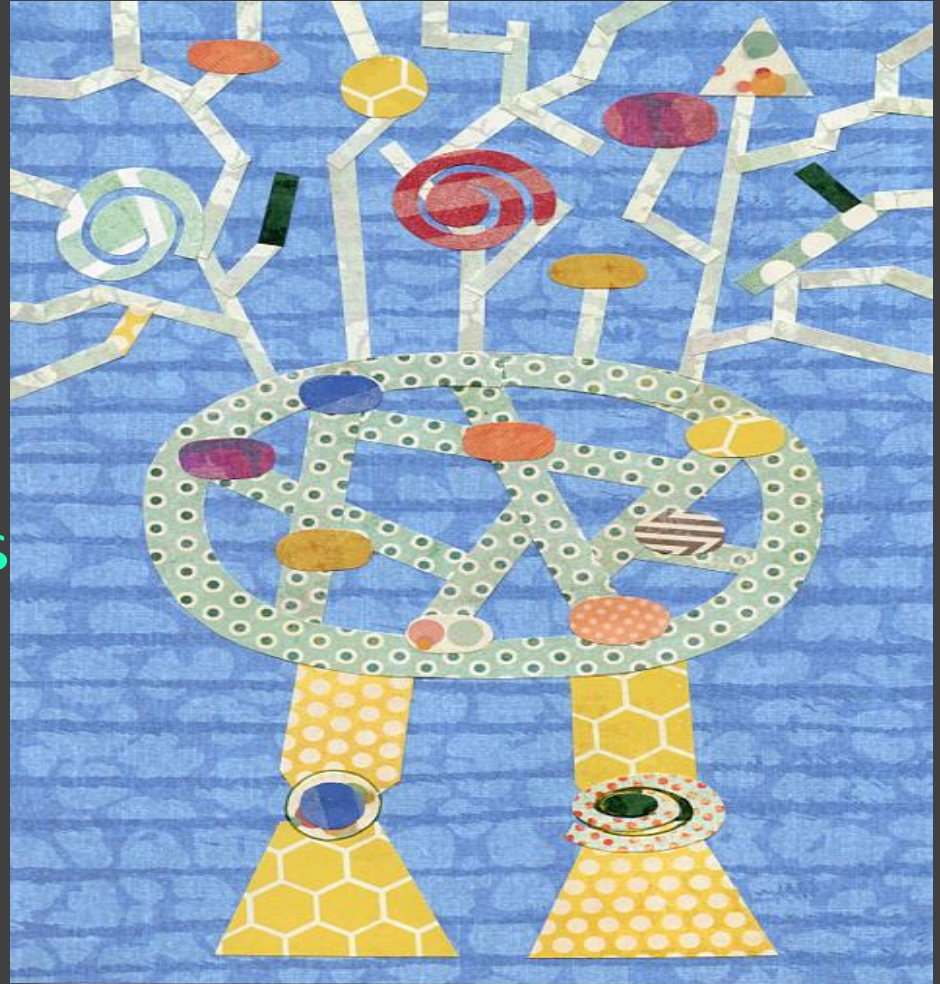
Integrated Knowledge

\$

\$

Foundational Knowledge

\$



Art-Centered Integrated Learning

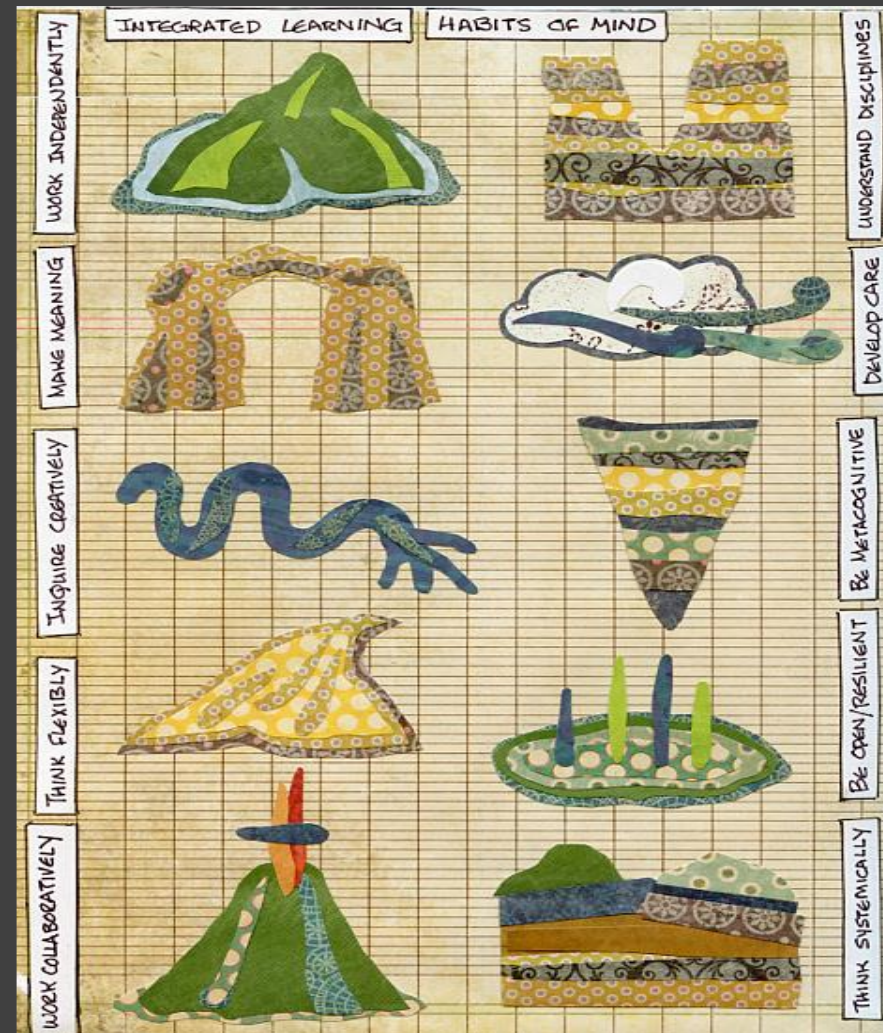
From Foundational Knowledge to Integrated Knowledge to New Knowledge and around..



Art-Centered Integrated Learning

Integrated Learning Habits of Mind

- *Inquire Creatively
- *Think Systemically
- *Understand Academic Knowledge & Disciplines
- *Make Meaning
- *Think Flexibly
- *Be Curious, Open & Resilient
- *Be Metacognitive
- *Develop Care
- *Think Critically and Independently
- *Work Collaboratively, Collectively & Interdependently



Art-Centered Literacy Strategies

You can find the video screencast on the following slide as a stand-alone document in the “downloads” section of Module 4.

This screencast shares a short prezzi presentation created by Derek Fenner, Region 4 Arts Lead, on art-centered literacy strategies. This presentation is used in a variety of settings to introduce audiences to the strategies. The prezzi itself can also be accessed [here](#).

Art-Centered Literacy Strategies

Art-Centered Literacy Strategies

Part III – Promising Practices for Implementation

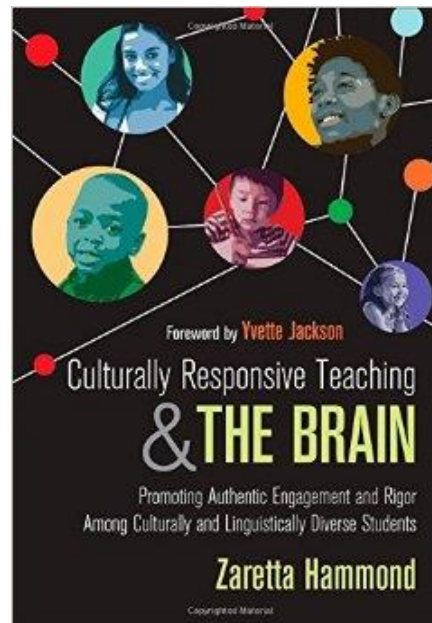
Implementation

Some general recommendations for educators and community-arts providers working with juvenile justice youth:

- It is very important that they understand the way the school-to-prison pipeline functions.
- Art-centered integrated learning or arts integration strategies can provide educators with tools to help young people show their understanding of course content in non-traditional ways.

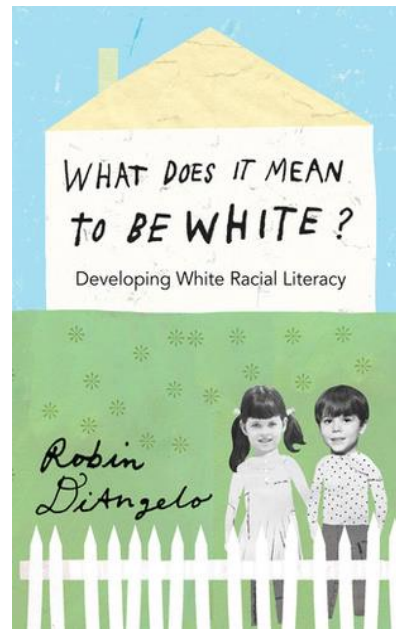
Implementation

- They should also be operating from the stance of being culturally and linguistically relevant and leading curriculum that supports the youth in student-centered ways. Culturally and linguistically relevant professional development is highly encouraged in any setting, but is necessary for juvenile justice settings.
- We recommend Zaretta Hammond's book, "Culturally Relevant Teaching and the Brain."



Implementation

- It is also important for white educators in these settings to spend some time developing white racial literacy and undergo training around unpacking their unearned privileges and how they can impact the classroom. This should be work that is done without having to involve their colleagues of color.
- We recommend Robin DiAngelo's book, "What Does it Mean to Be White?."



Module 4

Implementation

- Ideally one could deliver professional development training on art-centered literacy strategies using data and articles on the school-to-prison pipeline as the sources for experimentation. This allows staff to enter wherever they are in understanding the system, as well as builds opportunities for dialogue and shared understanding.
- When hiring community-based providers, a priority should be given to individuals and organizations that work with juvenile justice youth in their home communities.

Creativity in Court and Community Schools Grades 6-12



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