

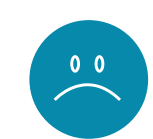
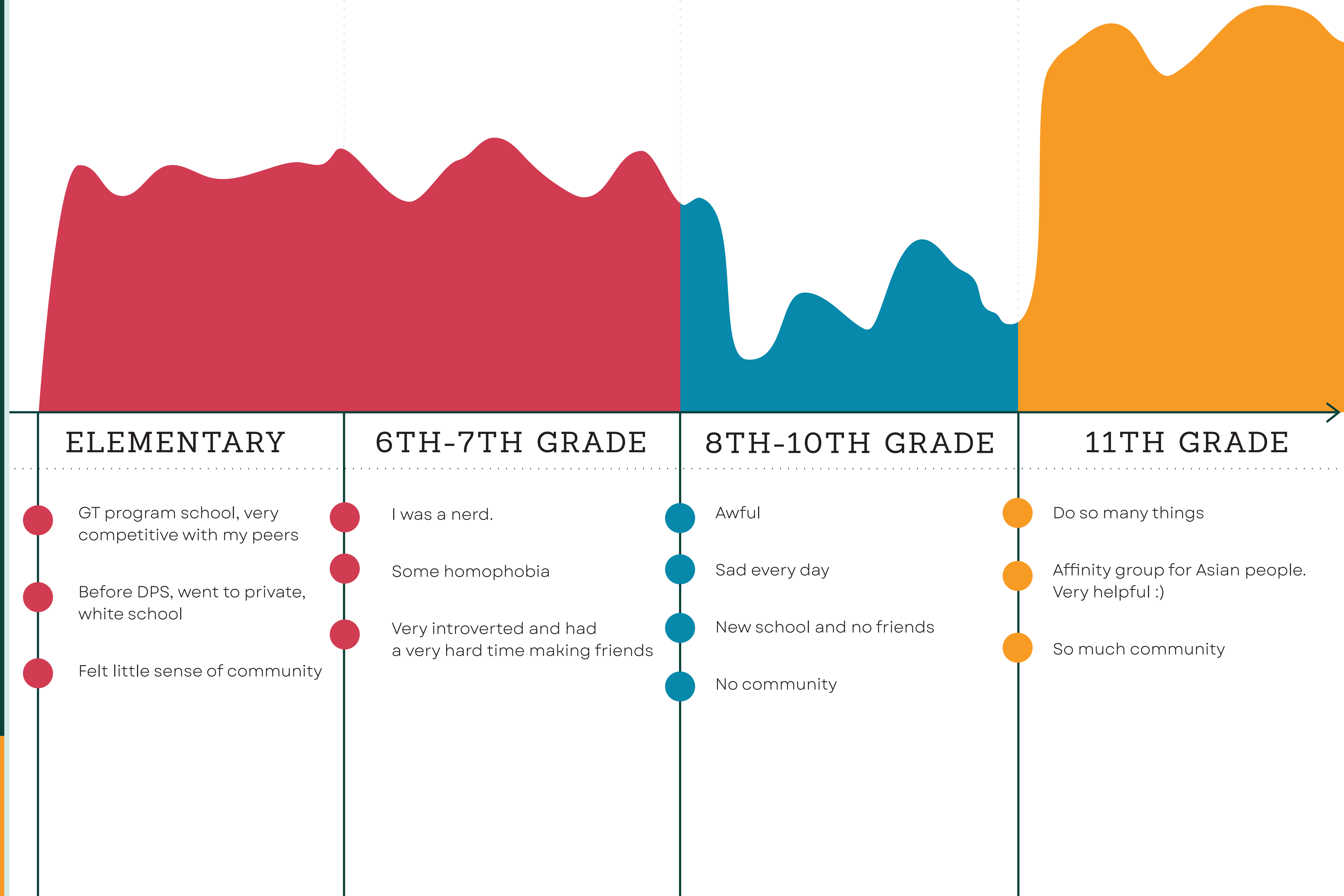
# DENVER EDUCATION VISION PROJECT

JOURNEY MAP



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**Worst Things:**

No friends, isolated feeling



**Best Things:**

Affinity groups. Community/friends. To be honest, speech and debate.

**EMOTION**



**LIFE STAGE**

**ACTIVITY**

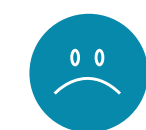
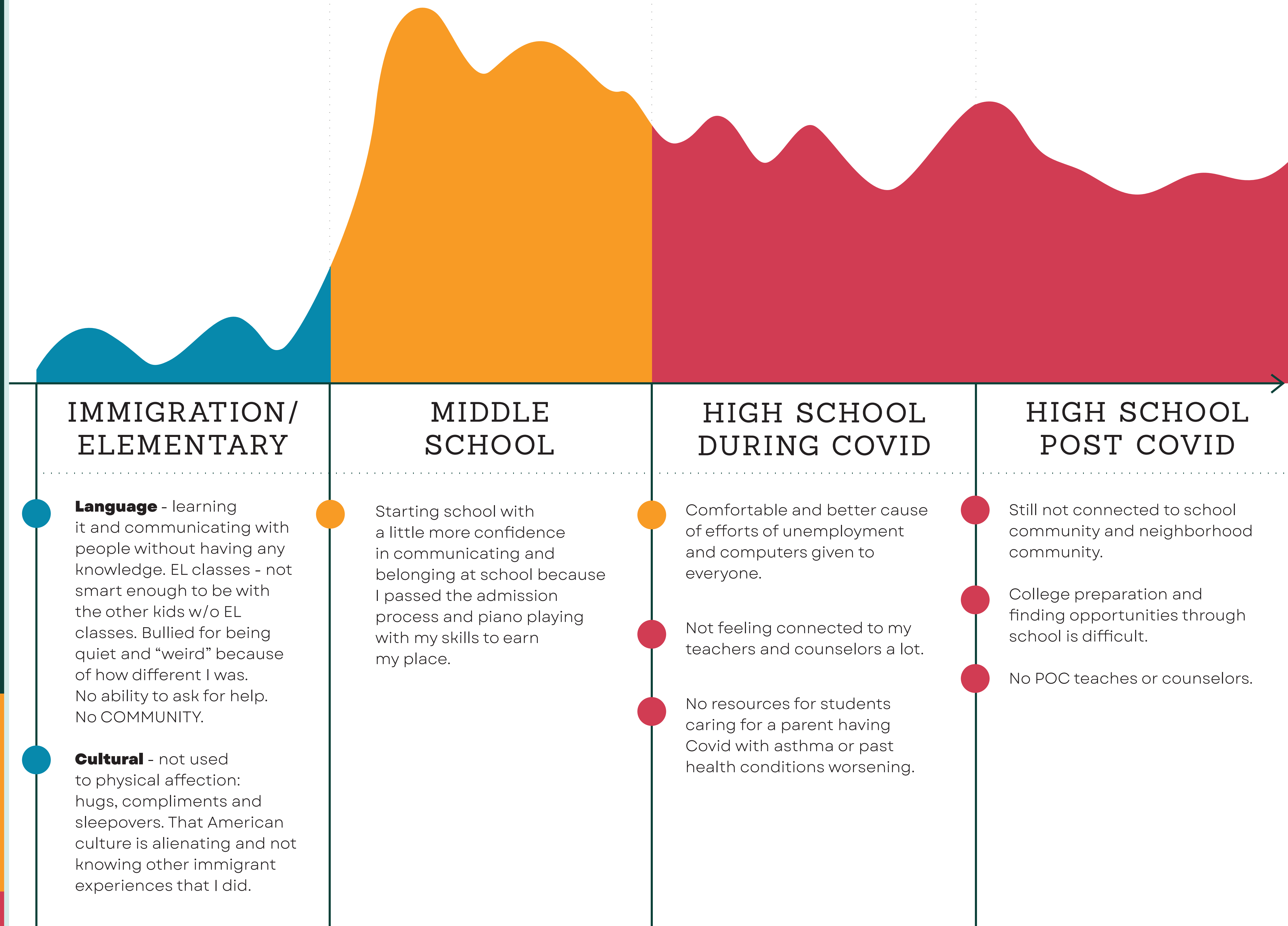
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### Pain Points:

Seeing students struggle with transitioning back to school. Seeing teachers be insensitive and students w/self harm, mental illness, drug use, loneliness and having a hard time on knowing how to help them. Resources for helping them not accessible.

## EMOTION



## LIFE STAGE

## ACTIVITY

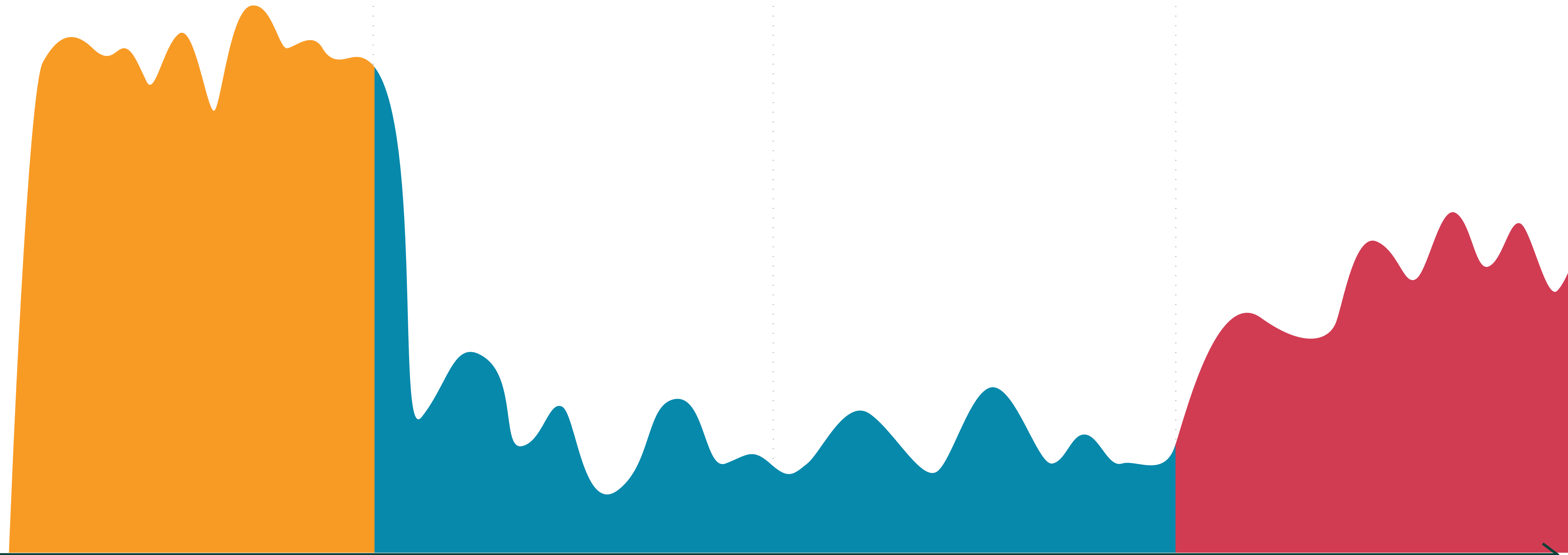
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## ELEMENTARY

- Support from teacher and classmates
- Hard time to connect with other families, struggling with education system (lots of emails)
- Frustration with the school choice
- Difficulty for non-English speaking parents to coordinate playdates
- Lack of transportation
- It was a difficult time but I had support from teachers which helped me better manage the difficulties. Good communication with parents. The first years of school I call educating with love and human value

## MIDDLE SCHOOL

- Search for a school with educational and human quality near my house. Little discipline and student monitoring. Lack emotional support, frustration and discrimination during school. Lack of communication with parents. Difficult to make new friends. Struggled with Math and Writing. Some teachers speak too fast.
- A lot of email!

## HIGH SCHOOL

- Lack of discipline; you don't have to work hard to pass or learn. Had to face bullying and experienced not having school support. Language barrier and lack of communication with parents. A lot of homework and hard time to make a project after school.

## POST

- Lots of frustration, confusion, and thoughts about the future
- Making new friends
- Hard time to integrate in the workforce

## EMOTION



## LIFE STAGE

## ACTIVITY



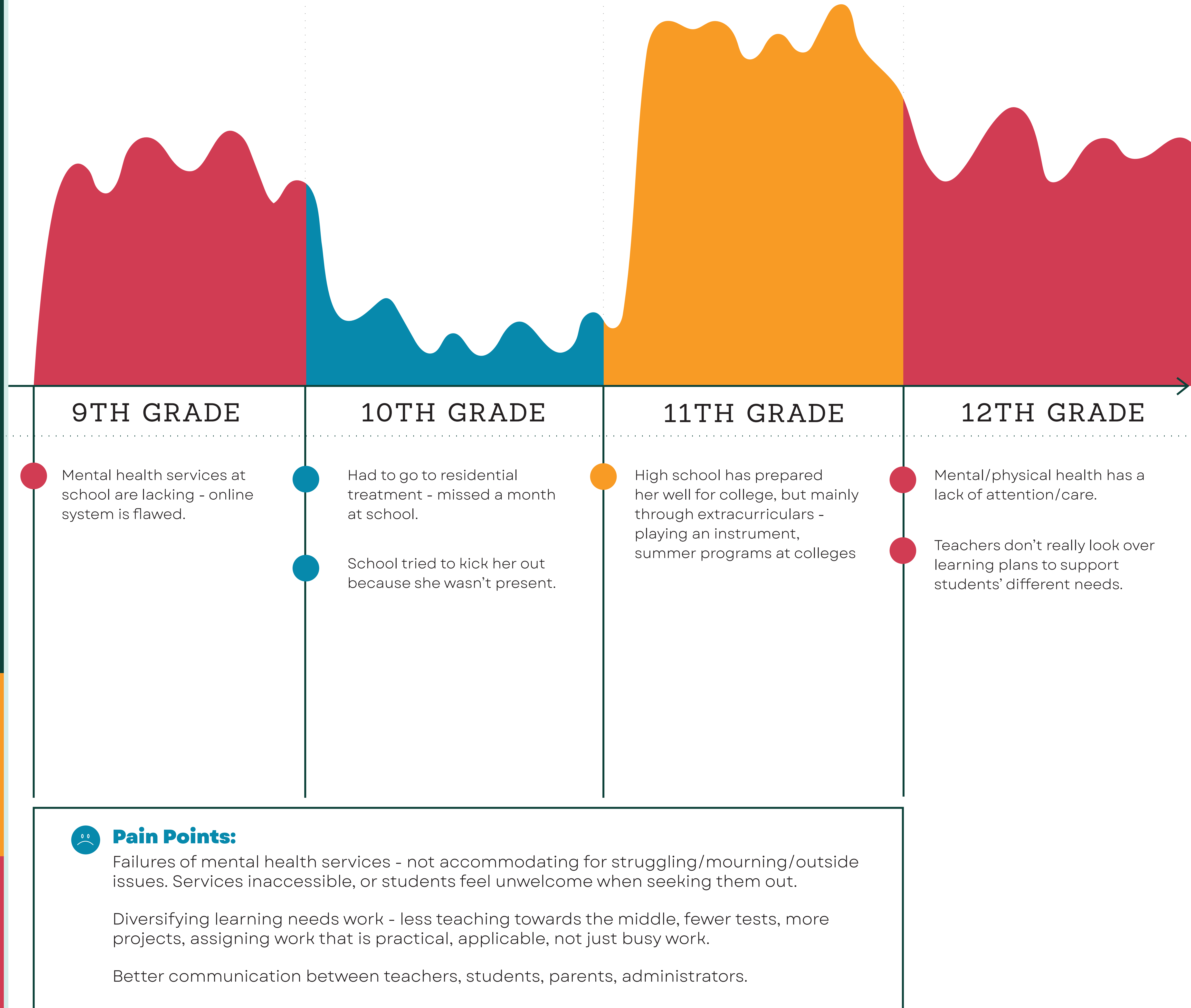
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## EMOTION



## LIFE STAGE

## ACTIVITY

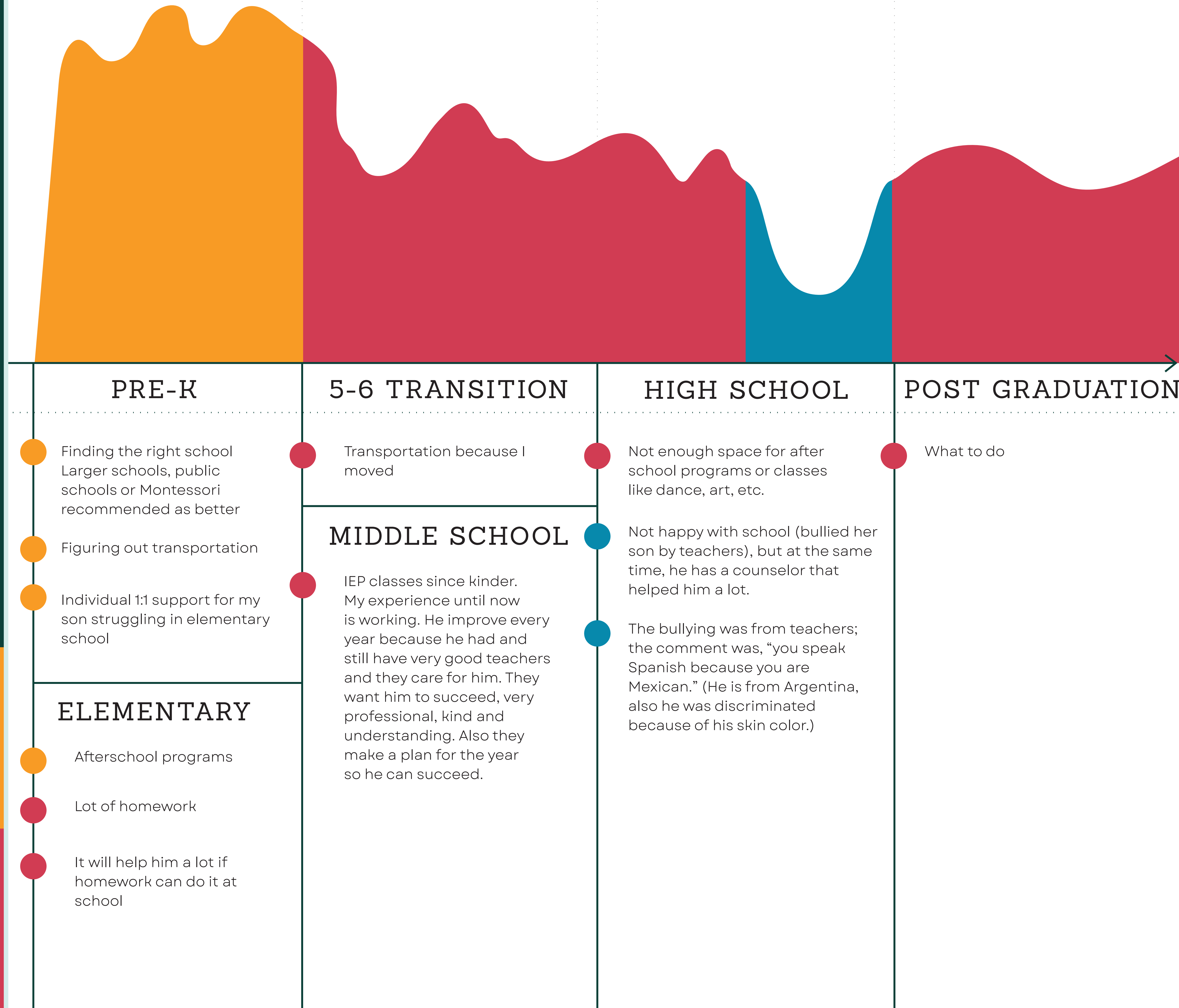
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## EMOTION



## LIFE STAGE

## ACTIVITY

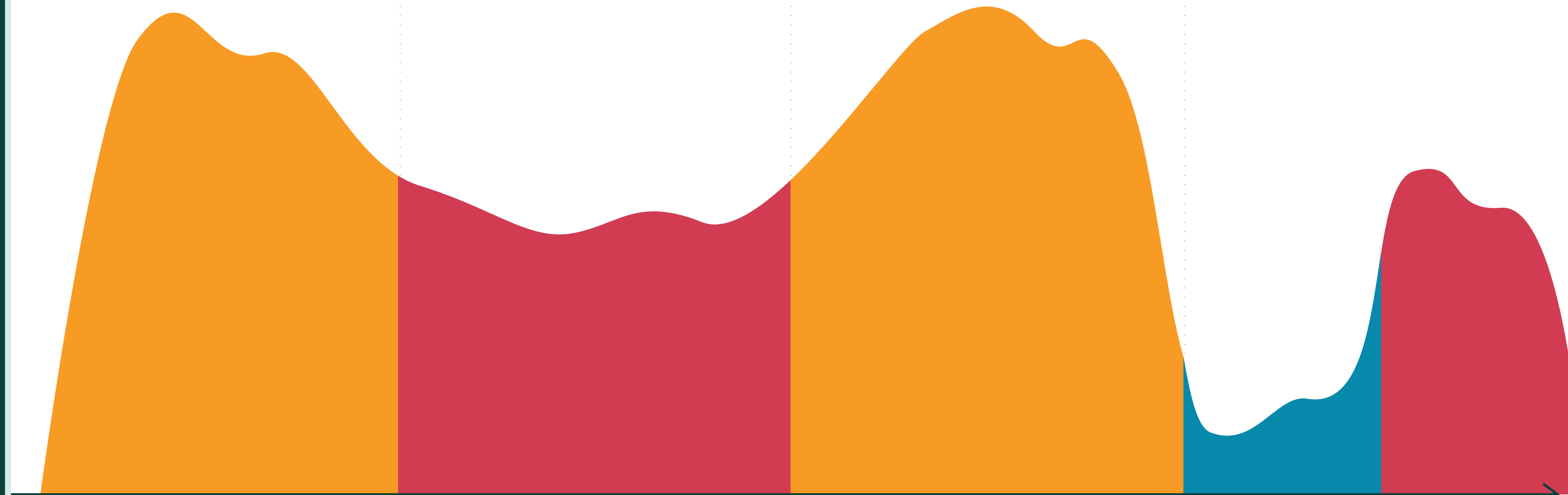
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## ELEMENTARY

- Moved to the US at 10 years old and spoke no English and went to a bilingual English-Spanish school
- Struggled with the courses and language barrier
- Loved the school, 4th grade teacher especially attentive.
- Learned both languages in the span of 6 months

## TRANSITION

- Was already comfortable with my circle, and familiar with school and staff.
- Middle school → shift, uncertainties
- Moved again somewhat mid-year.

## MIDDLE SCHOOL

- Stepping out of comfort zone. Different friend groups, identity questioning
- Started being more involved (leadership positions)

## COVID

- Transitional period.
- Trying to find balance
- Really enjoyed online school
- Felt a strong sense of personal identity

## HIGH SCHOOL

- Rigorous coursework
- Transportation difficulties to different internships and programs
- Lot of homework

## EMOTION



## LIFE STAGE

## ACTIVITY



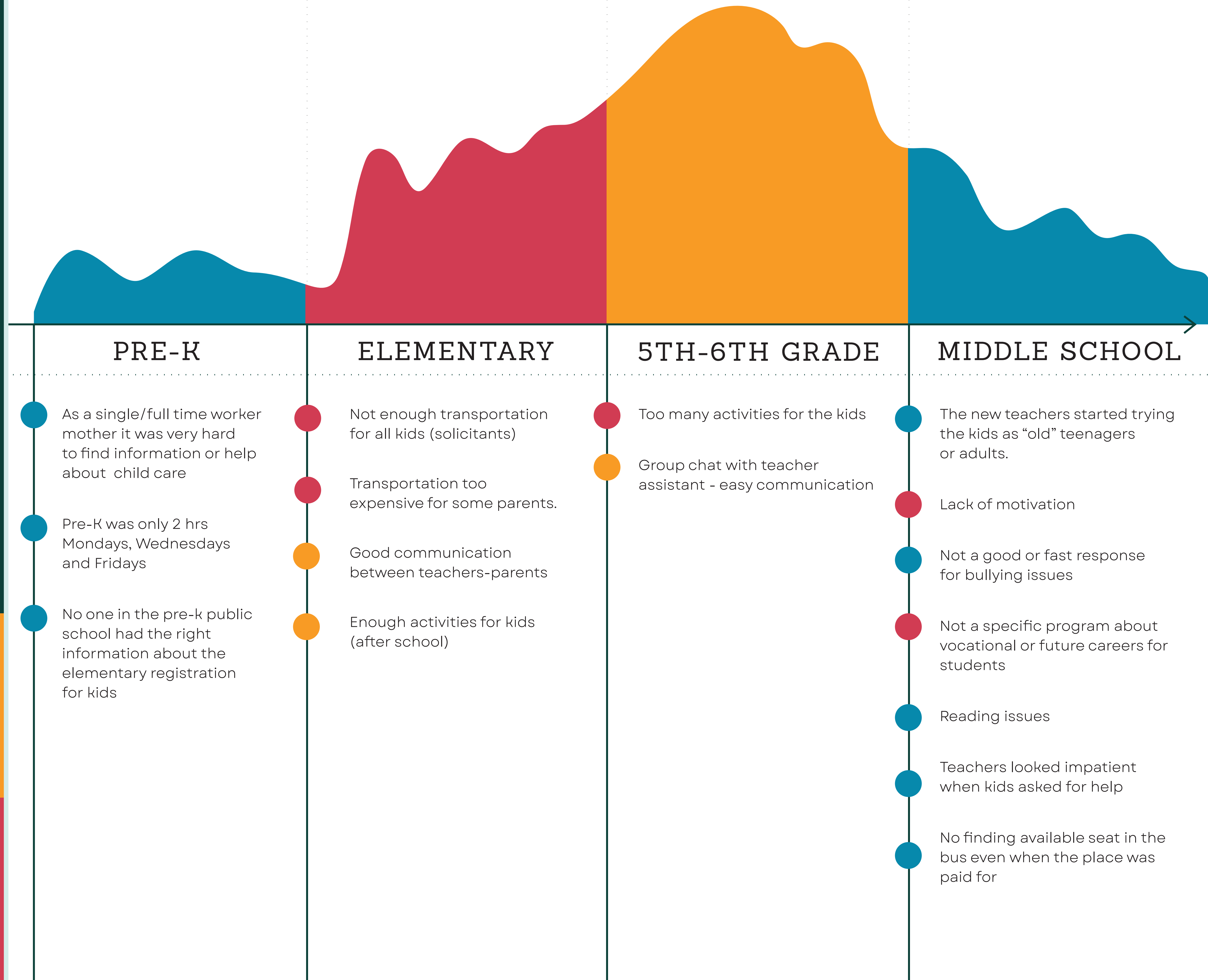
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## EMOTION



## LIFE STAGE

## ACTIVITY

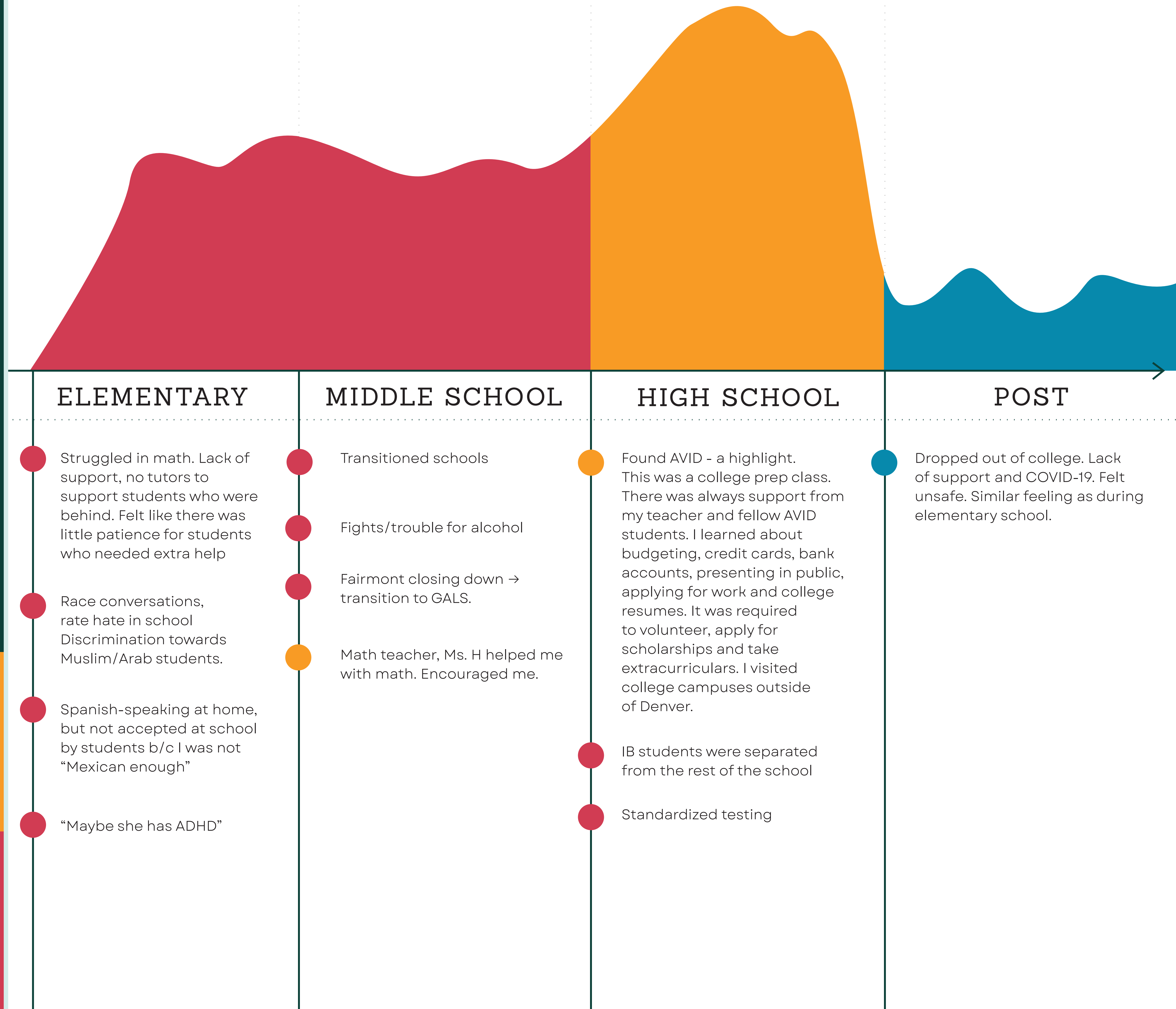
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## EMOTION



## LIFE STAGE

## ACTIVITY



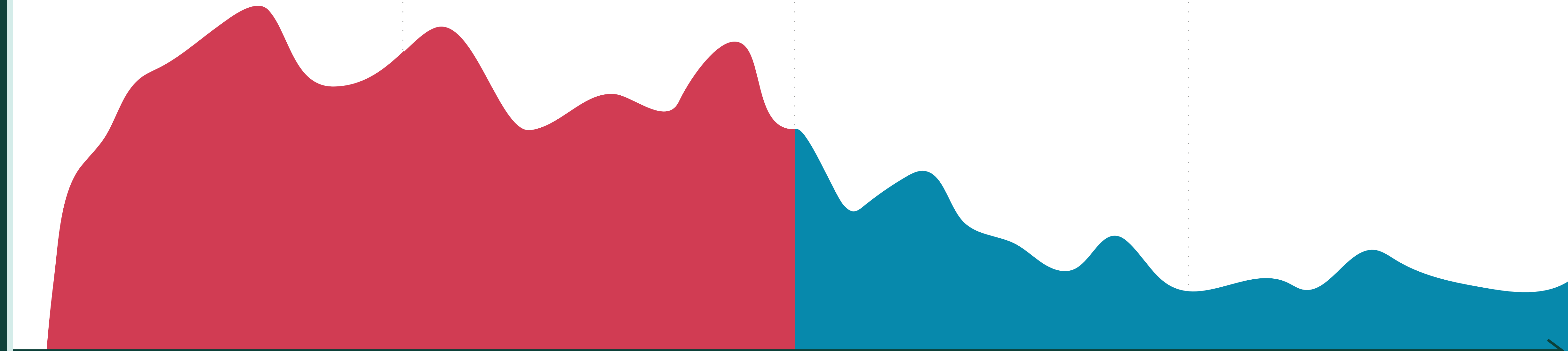
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## ELEMENTARY

- Faced with the task of choosing a school close to the house due to our work schedule
- Figuring out transportation

## 5-6 TRANSITION

- This was hard for my daughter
- Missed her elementary friends
- Always complaining about the quality of the food
- Still wants to go to her elementary school even though she's not at that school anymore
- What is the criteria for gifted certification - I needed to know it

## HIGH SCHOOL

- Too much homework
- Too much after school program
- Struggling to keep up with homework/afterschool programs
- Complaining about teacher's attitude (racism)

## H.S. POST COVID

- Too much homework
- No help with completing homework
- Kind of gets burnt out sometimes due to school activities
- Negative influence at school

## EMOTION



## LIFE STAGE

## ACTIVITY

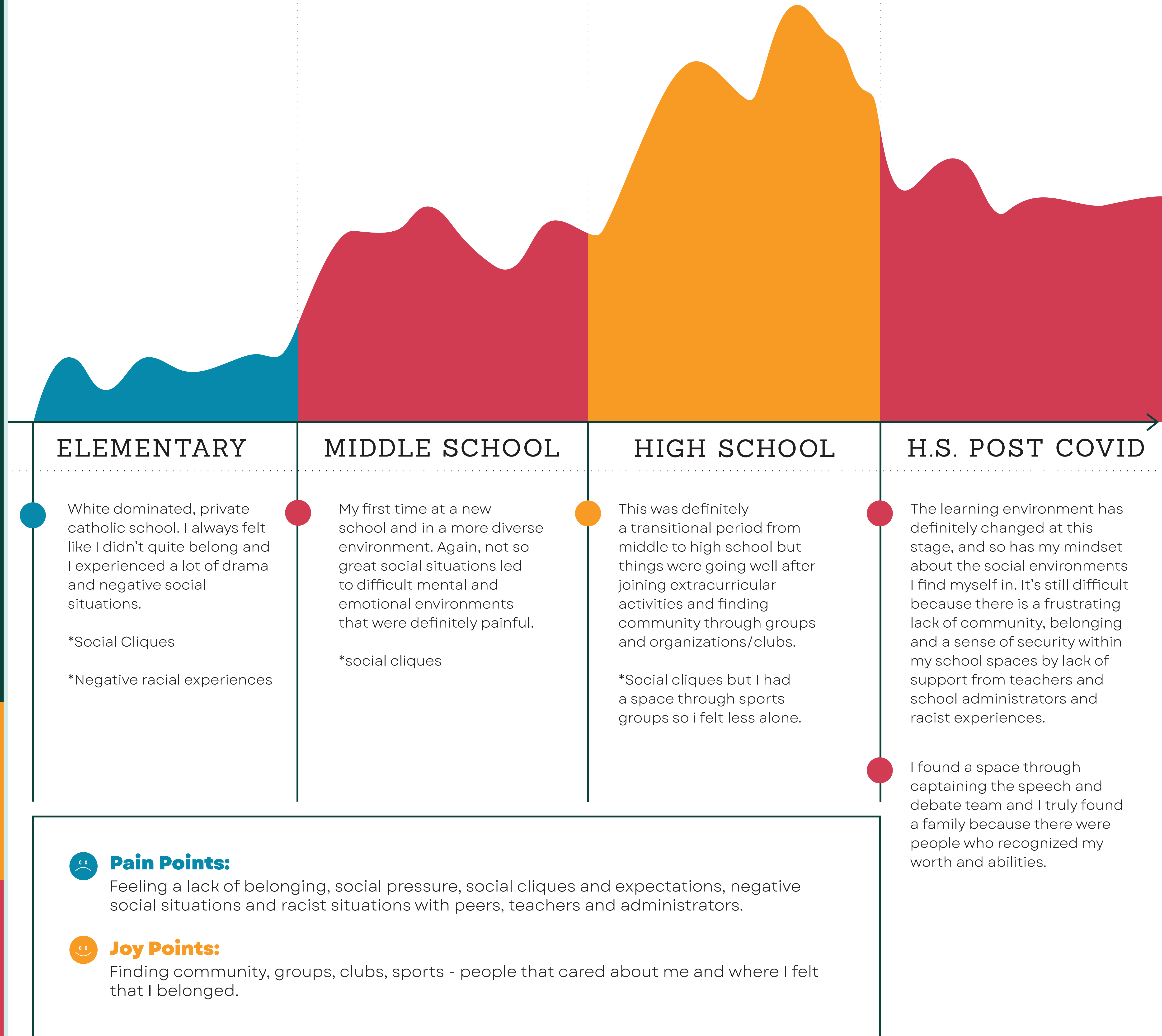
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## EMOTION



## LIFE STAGE

## ACTIVITY

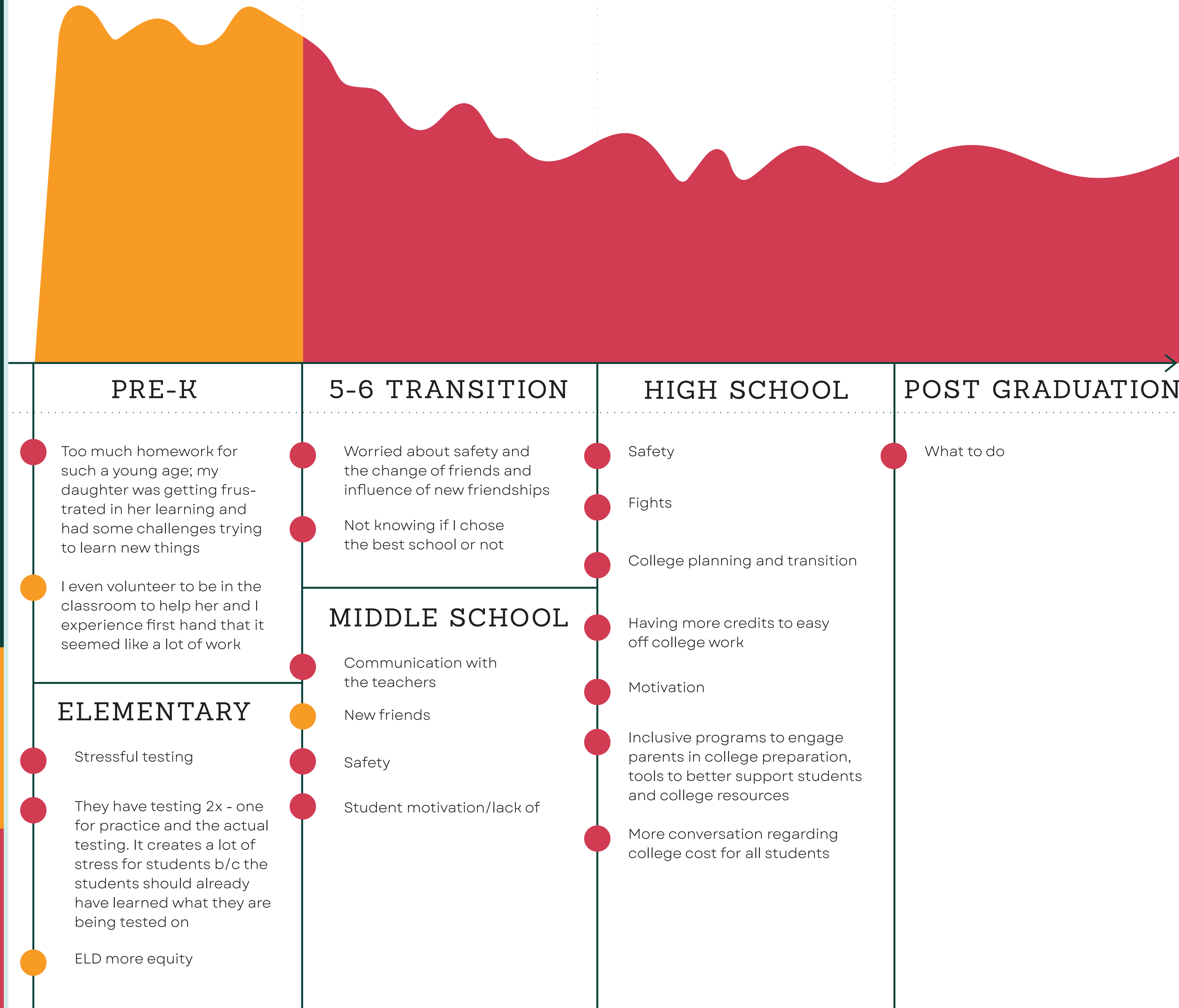
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## EMOTION



## LIFE STAGE

## ACTIVITY

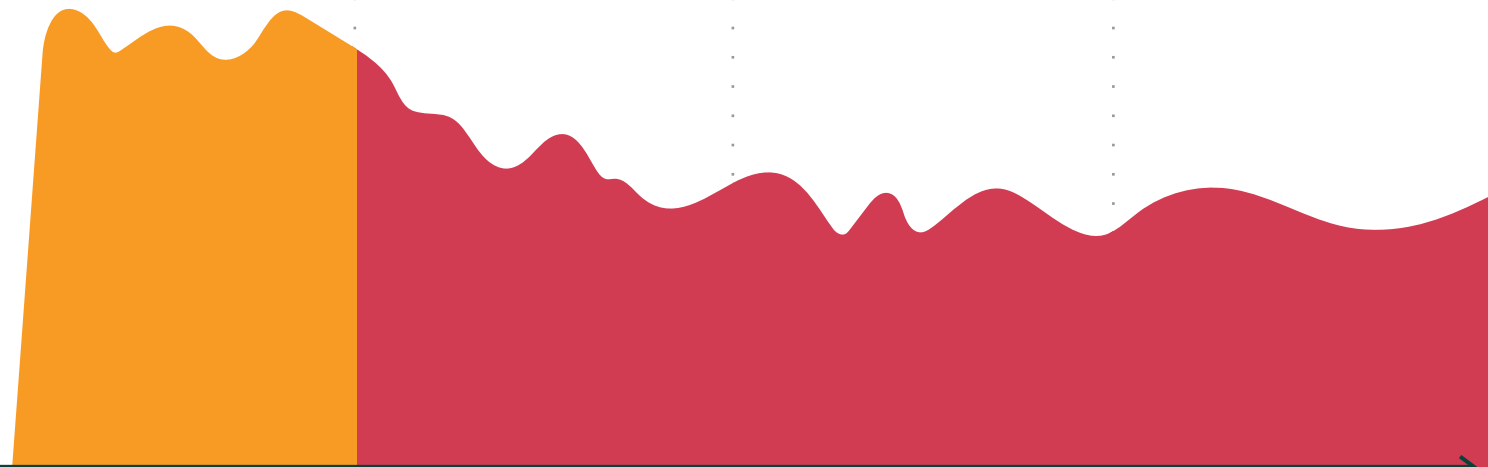


# EDUCACIÓN EN DENVER PROYECTO VISIÓN



Sistemas abiertos  
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PREESCOLAR	5-6 TRANSICIÓN	ESCUELA SECUNDARIA	POSGRADUACIÓN
<ul style="list-style-type: none"> <li>Demasiada tarea para una edad tan temprana; mi hija se estaba frustrando en su aprendizaje y tenía algunos desafíos tratando de aprender cosas nuevas</li> <li>Incluso me ofrecí para estar en el salón de clases para ayudarla y experimenté de primera mano que parecía mucho trabajo.</li> </ul>	<ul style="list-style-type: none"> <li>Preocupado por la seguridad y el cambio de amigos y la influencia de nuevas amistades</li> <li>Sin saber si elegí la mejor escuela o no</li> </ul>	<ul style="list-style-type: none"> <li>Seguridad</li> <li>Peleas</li> <li>Planificación universitaria y transición</li> </ul>	<ul style="list-style-type: none"> <li>Qué hacer</li> </ul>
<h3>ESCUELA PRIMARIA</h3> <ul style="list-style-type: none"> <li>Pruebas estresantes</li> <li>Tienen pruebas 2x: una para practicar y la prueba real. Crea mucho estrés para los estudiantes porque los estudiantes ya deberían haber aprendido en lo que están siendo evaluados.</li> <li>ELD más equidad</li> </ul>	<h3>ESCUELA INTERMEDIA</h3> <ul style="list-style-type: none"> <li>Comunicación con los profesores.</li> <li>Nuevos amigos</li> <li>Seguridad</li> <li>Motivación del estudiante/falta de</li> </ul>	<ul style="list-style-type: none"> <li>Tener más créditos para facilitar el trabajo universitario</li> <li>Motivación</li> <li>Programas inclusivos para involucrar a los padres en la preparación universitaria, herramientas para apoyar mejor a los estudiantes y recursos universitarios</li> <li>Más conversación sobre el costo de la universidad para todos los estudiantes</li> </ul>	

## EMOCIÓN



## ETAPA DE VIDA

## ACTIVIDAD