

CONCEPT PAPER
THE UPTOWN YOUTH PROGRAM:
Leadership Development and Delinquency Diversion

Uptown: Chicago is a neighborhood experiencing the movement of profound social forces. Hard hit by unemployment and crime rates, the community is also serviced by a score of social service agencies. The youth of the community are often impacted by conflicting expectations. On the one hand, parents expect youth to take advantage of social mobility and work through established structures. Peer pressure, on the other hand, often demands conformance to standards which idolize gang leadership and divert the expectations of mature society into self-seeking pursuit of status and possessions--by any means necessary. Two gangs vie for territorial status and drug market on the streets, so youth are often caught in a three-way tension.

There is an apparent need for a program which would solidify the expectations of adult society in Uptown and demonstrate a viable alternative to gang membership. Additionally, the adults of Uptown need methodological training and a structure to bring their expectations together so that the youth of the community can be brought under the influence of a unified community identity. The Institute of Cultural Affairs (ICA) has been working in the Uptown Community for three years, and has designed a two-program, two-phase program for addressing this need. Consisting of the Uptown Youth House, an established program, and the Uptown Youth Leadership Development Program, the program will be designed in co-operation with community people and active social service agencies in the area. It will be implemented in two phases beginning January 1, 1976. The first half of the program year will be spent in design and initiation phase and will use established participation in the Uptown Community Guild and the Uptown Youth House as momentum for building a broadly based, community supported program for reaching 1,000 community youth directly and greater number, perhaps 5,000 indirectly.

PROGRAM I: UPTOWN YOUTH HOUSE

Designed as a care structure for the children of ICA volunteers deployed internationally (and domestically in other cities than their permanent residences), the Youth House provides a four-part program of work, study, travel, and play. Work includes student employment and volunteer community services. Study involves a curriculum of supplemental education, including tutoring in regular school curriculum and training in basic sociological methods skills. Travel embraces both intra-urban travel to the cultural centers of Chicago and sponsorship of programs across the nation. Play includes after school recreational programming and participation in community festivals and other celebrative events.

PROGRAM II: UPTOWN YOUTH LEADERSHIP DEVELOPMENT PROGRAM

Designed as a way to care for youth of the Uptown Community, this program allows the Youth House participants to channel community youth into programs similar to its own. First begun with visits from community youth to the Youth House, this program has potential for expansion into a supplemental education and after-school program for community youth in general. The need being addressed by the program could succinctly be described in the phrase "alternate youth-hero image." The primary image of effective youth action in Uptown is that of the gang leader. The gang seems to be the only viable way for youth victimized by the socio-economic situation of Uptown to attain possessions and status. In order to address this situation, some new image of effective community participation needs to be demonstrated. The methods developed experimentally in the Fifth City Project on Chicago's West side have been adapted for use in the Youth House. An expansion of the program into the Uptown Community is particularly timely for another reason.

The ICA has been working directly with the adult population through its Community Guild Program. Begun in 1973, this program has invited community residents to gather and discuss their problems in terms of practical solutions. One of the Guild's primary concerns is the youth of the community. This group is now ready to stand behind a program for its youth which would adapt methods refined in the Youth House to the needs of community youth.

Phase I

The first phase of the Uptown Youth Leadership Development Program will be conducted from January 1, 1976 through June 30, 1976. This planning and initiation phase will include three months of planning and model-building and three months of initial programming. Community residents and social service agencies will be invited to help plan programs whose primary focus will be diversion of juveniles from the corrective process. This will be done in two primary ways. First, supplemental educational and cultural programs, including a community ethnic festival, will be designed in order to train youth in alternatives to gang participation and drug use. Secondly, structures for voluntary social action will be initiated in order to engage youth in effective community action. Though some initial planning has been done for actual program content, most of the concrete programs will be developed during the first three months of the contract year. The staff of the Program, in consultation with community residents and social agency staff, will design the program and build in evaluation procedures and appoint a Board of Directors of the program. This Board will be composed of one-third program staff, one-third community adults, and one-third youth, and will review all program policy decisions.

The effectiveness of the Youth House program in dealing with juvenile diversion centers in the value structure inherent in the adult community

which supports the program. It will be essential to the expansion of this program to involve concerned community adults and integrate them into volunteer leadership roles. An ongoing program of training for program staff and community residents will thus be a vital part of the program's first phase.

Phase II

Beginning June 30, 1976, the second phase (program implementation) will begin, and continue through the contract year. This phase will use momentum built up during the initiation phase to involve a broadened base of youth participation, and bring the program to full development. This phase will be targeted according to the objectives quantified below.

QUANTIFIED OBJECTIVES

The program has six quantified objectives. First, the program seeks to train 25 core youth in a thirteen-week program which is presently being designed. The program involves intensive study in social methods and community reformulation. Secondly, the staff will design a program for 90-100 resident students for the fall of 1976. This will involve supplementary curriculum design and scheduling of cultural events for weekends, as well as recruitment of participants during the summer. Thirdly, the program seeks to provide for 300-500 part-time participants in these programs over the course of the fall. These participants will participate in the supplemental curriculum on alternating weeknights. Another program objective is to involve 250 participants in weekend cultural explorations. These participants will be encouraged to join in the supplemental curriculum program after initial contact. Next, the program seeks to build strategic plans to indirectly change the "hero image" from that of the gang leader to that of the effective community redevelopment worker. Finally, the staff will expand plans and seek facilities and funding in order to accommodate more students in the next year of the program. The chart below shows the development of this strategy from the small core of students to the 1,000 plus community youth.

ACTION	OBJECTIVE	PROGRAMATIC ASPECT	QUANTIFIER
To Train	Qualified and responsible yth	13-week intensive program	25 youth core
To Design	Fall Program	Resident participants	90-100 residents
To Provide	Supplemental curriculum	Other community residents	300-500 part time
To set up	Cultural Explorations	Expand interest in program	250 first contacts
To prepare	Strategic plans	Change hero image	1,000 plus youth
To expand	Plans and facilities	Accomodate more next year	Finished plans

Results Youth and adults who participate in our programs consistently:

- take on leadership roles in their community
- actively participate more effectively in community and policy board meetings
- plan and implement new projects designed to accomplish their vision for the community
- work more closely with people of different ages and cultures
- develop marketable skills that jumpstart their professional growth



Each Neighborhood

*Youth/Adult
Academy class
Mentoring
implements a service
& Community
project for the community.
Building*

**A real life
success story**

A neighborhood school, Machan Elementary, in Phoenix, Arizona, also faced a host of challenges: a new student population with unique needs, dwindling participation in the Parent-Teacher Organization and acute cases of burn-out among the few parents who took on leadership roles. Given this scenario, Machan teachers and administrators could have ignored the question of leadership entirely—but they understood that the success of their children depended on the safety and vitality of the neighborhood they lived in. They also understood that, with the right tools, more parents could take on leadership roles and help tackle the problems. But how could they effectively make their vision a reality? Enter the Institute of Cultural Affairs' 12-week Neighborhood Academy—a program that could do what the school alone could not: break down perceived boundaries and expand the impact of learning by bringing the neighborhood into the classroom and vice versa.

from Sarah Miller, "The Neighborhood Academy," *CYD Journal*, Summer 2001

Contact Anne Wilshin

Neighborhood Academy Coordinator
Community and Youth Leadership Programs

The Institute of Cultural Affairs
4750 N. Sheridan Road
Chicago, IL 60640
Tel: 773-769-6363 ext. 296
Fax: 773-769-1144
Email: awilshin@ica-usa.org



THE INSTITUTE OF CULTURAL AFFAIRS

4750 North Sheridan Road, Chicago, Illinois 60640, Tele: 312/769-5635, Cable: ICACHI

March 21, 1975

UPTOWN YOUTH PROGRAM

THE PRESENT SITUATION

COMMON
GROUND

Uptown is a diverse community, economically, racially, and culturally. This situation has occurred due to the fact that Uptown has become a port of entry into urban Chicago. A population increase of 9% while Chicago dropped several percentage points, has added to the established segment an amazing variety of people: rural southern whites, ghetto blacks, Thai, Indian, Phillipino, Japanese, Chinese, American Indians, mixed European, Puerto Rican, Mexican-American, Cuban, Central American, and Aftican. Uptown is a common ground for youth from around the globe representing diverse cultural heritages and family patterns.

LEISURE
TIME

Other than the schools and the basic extra-curricular programs there, Uptown has only a few supplementary youth programs. Most of these continue to operate as time fillers for youth rather than taking seriously the issue of leisure time during the learning years. This coupled with the shrinking of the job market for youth is reflected in the statistical indications of a high ratio of Uptown youth involved in crime and problem behavior. The style of the youth in Uptown continues to engender fear in the adult community, although the traditional youth gang has not developed strongly in Uptown 5, yet. Thus Uptown has a great diversity of youth that finds itself with very limited avenues open to it for creative engagement in the community, and senses itself to have no stake in the community.



CONCERNED WITH THE HUMAN ELEMENT IN WORLD DEVELOPMENT

CULTURAL
ENRICHMENT

The schools in Uptown have begun some creative cultural enrichment programs, which have helped establish dialogue among the diversity of youth in the community. Unfortunately this does not structurally reach the the many youth in the community that do not attend school regularly. Neither does it extend to the time students spend outside of school, thus leaving many youth open to random activity and easy exploitation. Community youth workers, sensitive school staff and of course many parents in Uptown 5 are eager to do something about the present situation. They are ready to come together and build some comprehensive plans with Uptown 5 youth.

SUMMER
EMPLOYMENT

Every year with the long summer vacations a great potential human resource in the form of unemployed youth is made available to local communities. This potential resource is seldom utilized and when an attempt is made the youth often are unaware how to locate the summer employment or how to sell themselves when they do. Nevertheless, the youth's desire to earn money is still apparent, for clothes, entertainment, travel and all the other possibilities that the summer offers them.

Youth in Uptown 5, do not go away to summer camps or to summer family vacations. They remain in the community, either a potential problem or a potential benefit.

YOUTH
LEADERSHIP

Our conversations with youth leadership in Uptown 5 have revealed a very unique situation here. The cultural diversity of Uptown 5 requires youth leaders to be sort of "presidents of the United Nations." Any other image lends itself to the creation of exclusive cultural youth groups, or one camp against the other. A breakthrough will come when youth workers learn how to be catalytic and disinterested, or not ident-

ifiable with any one culture. The exciting possibility here is that such leaders are what the world will need in the near future, as more communities become microcosms of the globe. Uptown 5 stands on the edge of a unique movement.

THE PROGRAM

PILOT SUMMER PROGRAM

A pilot neighborhood youth project for 50 Uptown 5 youth during the summer will be initiated to catalyze the ongoing program core for the fall. During the summer there will be a work program emphasizing the youth's participation in concrete physical care for the community. A series of seminars and workshops on youth engagement in an urban society will be held to begin to give youth an understanding of the complex world they live in and some problem-solving methods to use in response to their situation. Cultural activities will include enablement and participation in a community celebration and the planning and participation in a trip to New York City, or some other major urban area, to experience a broader perspective beyond their local community.

COMMUNITY WORKERS PROGRAM

Responsible and creative engagement in the community which at the same time gives youth a way to supplement their family's or their own income is one thrust of the Uptown Youth Program. An employment bureau for part-time after-school employment will enable youth to earn money. A volunteer service corps of youth will be available for work in the community, doing such activities as the clean-up of parks, streets, sidewalks, and empty lots, and social service work in the hospitals and elders homes. This will facilitate the development of visible signs of responsible, caring engaged youth, allowing the local business community to see the possibility of

of hiring local youth and grant more job opportunities for them.

In order to provide the youth with the necessary back-up structures for intellectual competency there will be an after school study hall and tutorial center. A liaison group between the youth agencies will be set up to coordinate programs, resources, and planning.

EXTRA-CURRICULA
ENRICHMENT
PROGRAM

Another component of the Uptown Youth Program will be a cultural enrichment program to open new avenues for expression of creativity and community identity. This will include corporate celebrative events on week-ends, a performing arts center, a crafts and arts center, and a visiting artists series. All of these parts of the program will be for both youth and the broader community. The Aragon ballroom an historical cultural node in Uptown, promotes many youth musical groups, but most of the youth who attend are not from Uptown. Often this is due to the high cost of tickets. In addition, the managers at the two movie theaters are open to the use of their buildings.

VOCATIONAL
REFERRAL
BUREAU

This program component is designed to supplement the educational program of the public schools in order to equip youth with the skills which will enable them to be effective, responsible participants in today's world. This includes technical skills training referral a college and university referral service, an educational program for special needs (such as language and reading difficulties) and a high school emissary program, where youth from Uptown would have the possibility of spending a year with a family in a different part of the United States.

THE DEVELOPMENTAL PHASES

PHASE I
EXPLORATION

Informal meetings and conversations have been held with community youth workers, school counselors, the Boys' Club staff, the Department of Human Resources staff, youth gang leaders and interested community citizens. Through this means a picture of youth activities and present youth involvement has been assembled to inform the thinking and planning, especially for a supplementary curriculum in effective social engagement.

PHASE II
LAUNCH

A series of seminars and workshops on youth engagement in an urban society will be held to begin to give youth an understanding of the complex world they live in and some problem solving methods to use in response to their situation. Youth will begin cataloging the past history of youth employers in Uptown and the present picture of employed youth. Through the use of newspapers, school papers and notices, announcements about employment will be made. As a parallel and back-up to the employment program, a weekly rhythm, Monday through Friday, of work-study-work-study-celebration will begin. Working with the Park District, the Chamber of Commerce, local service clubs, and block clubs opportunities for youth to participate in voluntary service to Uptown 5 will be sought.

PHASE III
SUMMER

After contacting the Department of Human Resources to collect the names of Uptown 5 Youth who have participated in past Summer programs contacts for this Summer will begin. A brochure describing the four week program will be used in the contacts by the staff of the program. Staffing training meetings will begin, drawing in youth, for potential leadership roles in Summer.

PHASE IV
EQUIPPING

A liaison work group will begin establishing channels with the high schools concerning the formal education of Uptown 5 youth. Occasions will be scheduled for Uptown 5 youth to meet with youth now involved in G.E.D. programs, technical schools, colleges and universities to explore the possibilities open to them. In addition, an emissary program will be explored for those high school youth who are interested in learning about other parts of the country and who are ready to exercise more independent responsibility.

THE BENEFITS

PROGRAM
ESTABLISHMENT

This program is designed to seriously engage youth in Uptown 5 during the school term and vacation periods for a year. One hundred youth will participate in the after-school and week-end program for ages fourteen to seventeen. Fifty per cent of these will participate in a pilot summer program of work, study, and celebration with adults, concentrating on multi-cultural participation.

NEW SYMBOLS

The community will have a performing arts center indigenous to Uptown 5. Drama, dance and music will be the vehicles for creating and celebrating community consciousness. Many youth are very creative but have limited avenues to experiment, so this will provide an avenue for them. Songs about Uptown 5, dramas about Uptown 5 and even dances are possible.

PROBLEM
BEHAVIOR

To see youth seriously exploring alternatives to the drug style and to the style of living off of others in the community will be a powerful image shift for youth in Uptown 5. As youth begin to deal with these problems, other youth will have raised to them the ade-

quacy of such styles for themselves. This will also affect both younger children and older adults.

ADULT
LEADERS

Some youth need to get out of their local community, or away from their family situation, if they are to succeed with their formal education. This program will show Uptown that it is possible for this to happen. It will demonstrate serious community care for the future of its younger citizens. This success is also the issue with youth who now see only insurmountable blocks to post high school education. Turning this attitude around will enable the community to begin developing this reservoir of trained people.

UPTOWN YOUTH PROGRAM
BUDGET

3/1/75

I. Personnel

Program Coordinator (full-time)	\$10,000	
Secretary (part-time)	4,000	5,000
Summer staff (2 people for 6 weeks) <i>10 people</i>	<u>1,200</u>	6,000
		15,200

II. Liaison Center

General Program -- Curriculum Materials (100 youth)	3,000	
Cultural Events (1/month)	3,000	
Transportation	2,000	
Publicity	1,700	2,500
<i>Curriculum</i> Scholarships (125) <i>\$13.20 per student</i>	1,500	3,000
Dacor	<u>1,200</u>	12,400

Office Supplies	Correspondence Materials	1,000	
	Blackboard/Bulletin Board	450	
	Typewriter	600	
	Desk	350	
	Work Tables (6)	175	
	Chairs (50)	300	
	File Cabinets	525	
	Printing	1,800	
	Xeroxing Services	1,000	
	Telephone	<u>800</u>	7,000

Office Rent (2,000 sq. ft. for \$200/month)	2,400	
Office Renovation (materials, labor, etc.)	<u>7,500</u>	9,900

TOTAL BUDGET 44,500

outsid
with



THE INSTITUTE OF CULTURAL AFFAIRS

4750 North Sheridan Road, Chicago, Illinois 60640, Tele: 312/769-5635, Cable: ICACHI

December 1977

Dear Sir:

Youth today find themselves in a strange paradox. On one hand, they share a real seriousness about the future, supported by the desire to attain the knowledge and skills necessary for living in today's world. On the other hand, they experience a vacuum in the midst of this preparation. They are unsure about how to be effective in their local situation. Adults are unclear about how to relate to youth and about what to expect from them. There is, however, a yearning on the part of both youth and the communities in which they live for a way to respond to the needs of society.

There has been developed a one day gathering called, Community Youth Forum, which is designed to give youth fresh images of their present and future. It provides an opportunity for youth to look at the question of responsible action. Community Youth Forum is a program that does not presuppose issues and answers. Each person's wisdom is combined with that of the whole group.

The morning workshop focuses on the participant's vocation in the context of the anticipated needs of the next 20 years. Lunch centers around a conversation about music. In the afternoon session, there is a discussion on the challenges facing youth across the globe and in their local community. Then, they create very practical proposals related to what they could most effectively do in service of the community.

On December 10, 1977, thirty (30) Uptown youth will be participating in a Community Youth Forum at The Bezazian Library in Uptown. To ensure the participation of local youth, every effort is being made to reduce costs. You are invited to enable this day to be a success by offering to sponsor 5 youth, at the cost of \$10.00 per youth participant.

Your donation would be one of several being made by local businesses and organization. Together we can demonstrate our confidence in the potential of Uptown youth and show the possibility of all working together to solve the issues and concerns of our community.

Thank you very much for your support.

Sincerely,

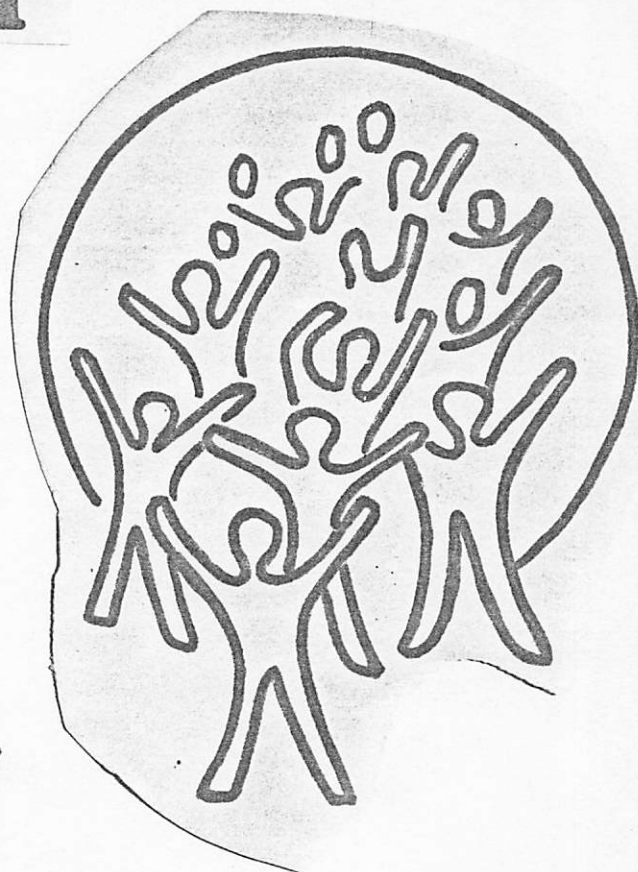


CONCERNED WITH THE HUMAN ELEMENT IN WORLD DEVELOPMENT

COMMUNITY YOUTH FORUM

DEC. 10, 1977

9 AM ~ 4 PM



The Bezazian Library
1226 W. Ainsle

the hope of the future

in action today

COMMUNITY YOUTH FORUM: Registration Form

Date _____

Name _____

Address _____

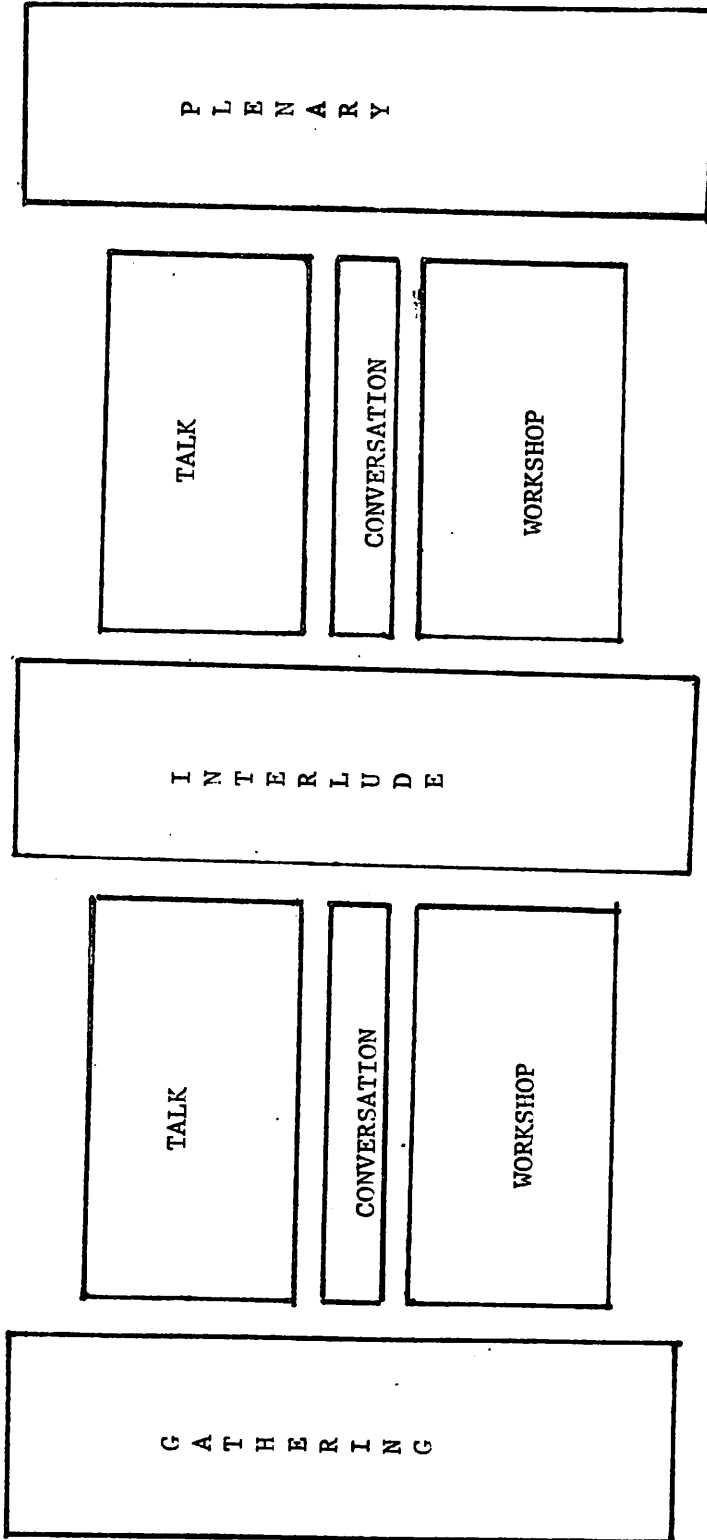
Phone Number _____

Age _____

Course Location _____

COMMUNITY YOUTH FORUM

Time Design of the Day



COMMUNITY
YOUTH
FORUM

AFTERNOON WORKSHOP: CHALLENGES

<u>EDUCATION</u> .early learning .practical trng .formal educat'n	<u>SERVICES</u> .health .Basic services .Housing	<u>BUSINESS</u> .community venture .small business .fiscal services	<u>COMMUNITY LIFE</u> .local organizations .living enviornment .style	<u>INDUSTRY</u> .Cottage industry .resources .small industry

1. List the issues under your arena. Group them by placing a symbol beside the issues that are alike.

(arena title)

2. Give each group of issues a title.

3. What are the reasons that these issues are not being dealt with ?

4. What is the main problem behind these issues ?

5. How are these issues illustrated in your community ?

Community

Youth

Afternoon Workshop: CHALLENGES

Forum

In the arena of _____

(Arena Title)

The fact that _____

(List reasons from # 3)

indicates that the underlying challenge is, _____

(Main reason # 4)

This challenge is illustrated by _____

(Community Challenge # 5)

Community
Youth
Forum

Afternoon Workshop: PROPOSALS

List the issues in your arena from the board.

(arena title)

What is the reason or intent for doing these?

What could we do to get these things done?

We the youth of _____

In order to _____
(intent #2)

propose to _____
(activate #3)

through:

Activity Organize				
Who plans?				
Where & When ?				
When to do it?				
How is it funded ?				
How to organize it?				
What tools are needed ?				
Where is it done ?				

Community & Youth Leadership

Programs **Youth as Facilitative Leaders**

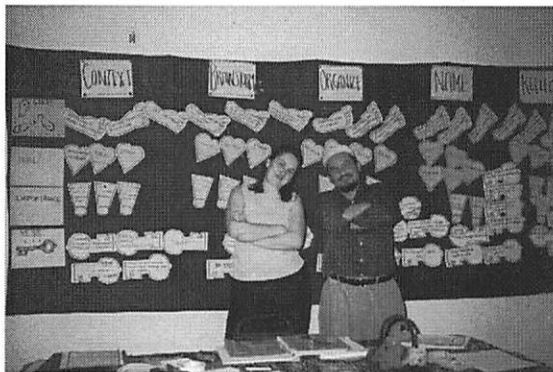
Youth as Facilitative Leaders focuses on equipping youth to be involved in their community with facilitation methods that they can use to be more strategic in their planning. Training in the core techniques of facilitation helps them become agents of positive change as they implement community projects. Exposure to practices of participatory methods offers the opportunity for different models of leadership. On-going mentoring and coaching in the techniques of facilitation offers possibilities for skill development that can launch them forward in their chosen life's direction. Creative partnering with adults provides lasting relationships for success and learning on both sides.

The Neighborhood Academy

The Neighborhood Academy focuses on providing neighborhood-based youth and adult teams with practical tools that catalyze their enthusiasm and commitment for making permanent changes in their communities. Participants in the forty hour program are guided through the creation of a Community Vision, training in facilitation, instruction in sustainable community development, building effective youth-adult partnerships, and planning and implementing a community project.

Spanish-Speaking Programs

ICA also trains Spanish-Speaking youth and adults how to facilitate participation and teamwork in groups; play effective leadership roles in their organizations and communities; create strategic and implementable plans for projects; and nurture learning with infants and toddlers through play.



*Youth/Adult Mentoring
and Community Building*

Youth Trainers Emma Leamon and Diego Arancibia congratulate themselves on completing the workshop.