

Table of Contents

Introduction	4
Health	7
<i>Education on Nutrition and Access to Healthy Foods</i>	
<i>Access to Mental Health Assistance</i>	
<i>Sex Education</i>	
Safety	11
<i>Bullying</i>	
<i>Gangs and Drugs</i>	
<i>Relationship Between Youth and Police Officers</i>	
Recreation	15
<i>Lack of Safety in Parks</i>	
<i>Variety of Recreational Programming</i>	
<i>Promotion of Recreational Programming</i>	
Education	19
<i>Student-Security Guard Relationship</i>	
<i>Student-Teacher Relationship</i>	
<i>After-School Programs</i>	
Employment	23
<i>Work Experience</i>	
Acknowledgements	25
Appendices	26
Works Cited	29

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Introduction

Who are we?

Mikva Challenge develops the next generation of civic leaders, activists and policy-makers. We do this by providing young people with opportunities to actively participate in the political process, because we believe that the best way to learn leadership and to learn democracy is to experience both. The Mikva Challenge City Youth Commission is a group of nineteen youth leaders from different high schools, colleges, and universities throughout the city. The Youth Commission works to bring youth voice to the Mayor and other city officials on key issues that affect youth in the city of Chicago. This summer we were committed to answering our research-framing question, **“What is the state of young Chicago?”**

What is our process?

Summer 2012: We set out to discover the state of young Chicago through a variety of means. We wrote and distributed a survey that addressed the five key factors of healthy youth development (education, health, employment, safety, and recreation), visited several different neighborhoods and had direct conversations with young people from other youth organizations about their experiences with the five factors, and conducted supplemental research about the state of young Chicago. At the end of the summer, we completed this report, which includes questions we believe policy makers must consider in order to effectively address issues that affect young people in Chicago.

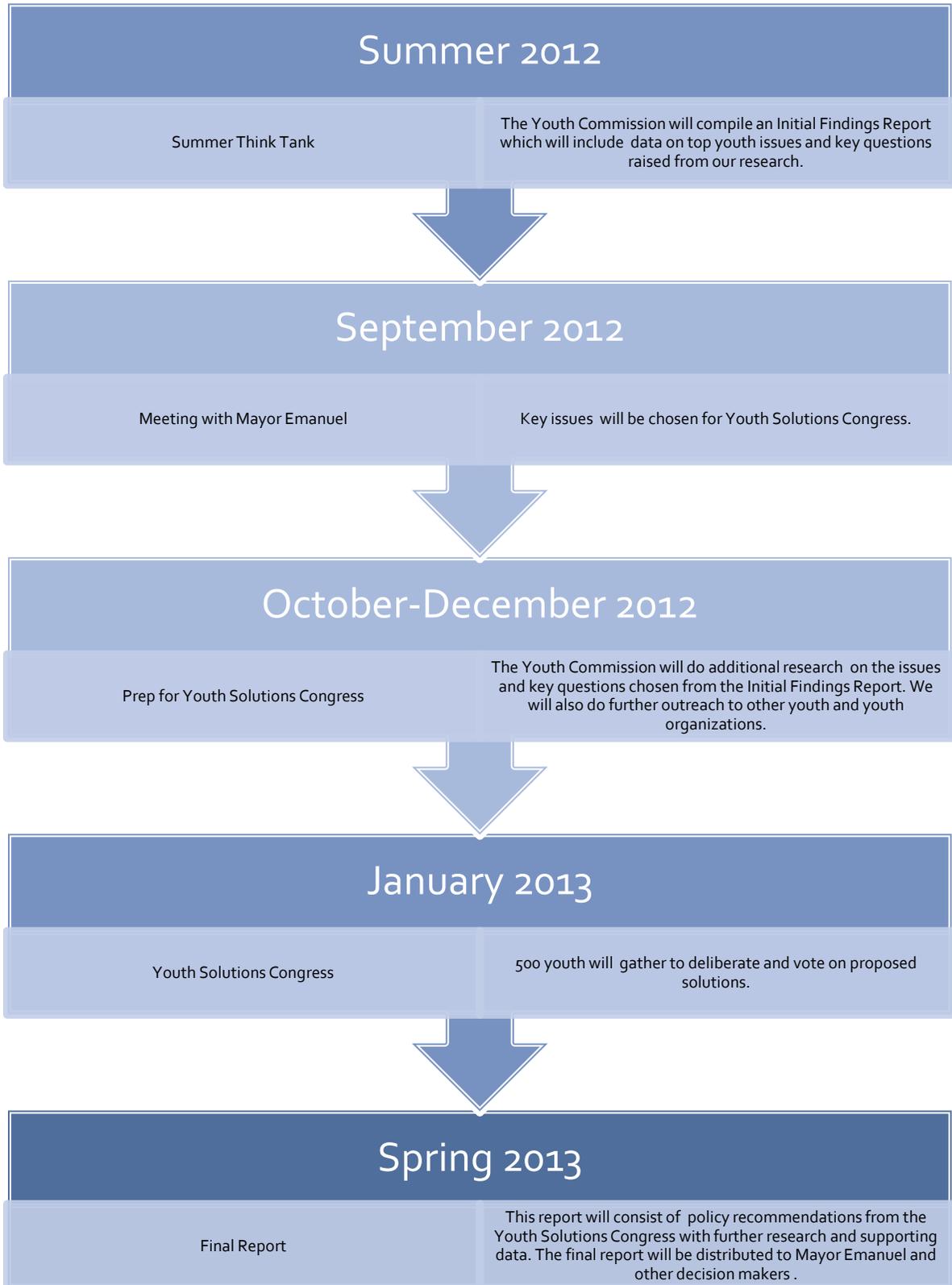
Fall 2012: We plan to meet with the Mayor and other stakeholders to discuss our findings. Together with the Mayor, we will choose a few of our proposed issues to examine more closely. We will research these issues in depth and come up with possible solutions to them. During this time we will do additional outreach to other youth and youth organizations.

Winter 2012-2013: In the winter, we plan to hold a Youth Congress, at which 500 young people will collaborate and vote on the proposed solutions. We will then present our finalized solutions to the Mayor and other stakeholders in the following months.

Summary of Our Findings:

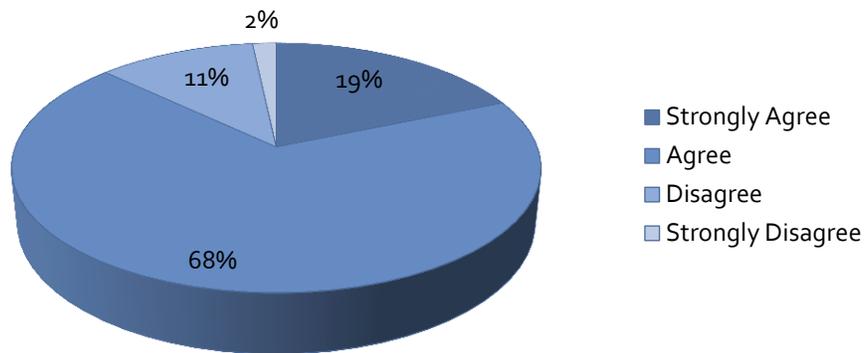
Our summer interviews, survey, and research were all done in order to find out the state of young Chicago in relation to our five key factors for healthy youth development: health, safety, recreation, education and employment. Within each of these factors we identified main themes that capture the trends we found through our research. These themes are followed by what youth had to say in our youth community conversations about a given theme, along with data from our survey and outside research. Finally, at the end of each theme we have posed a question for decision makers and stakeholders to consider if we are to improve the state of young Chicago with respect to that specific factor of youth development. In the pages that follow, we present each of these themes. In many instances we found conflicting perspectives on what it means to be a youth in Chicago. This has led us to conclude that being a young person in Chicago is not a uniform experience. Not all youth in Chicago face the same challenges or advantages. As a result, there are many perspectives policy makers must consider when seeking to truly improve the state of young Chicago.

Youth Commission Plan 2012-2013

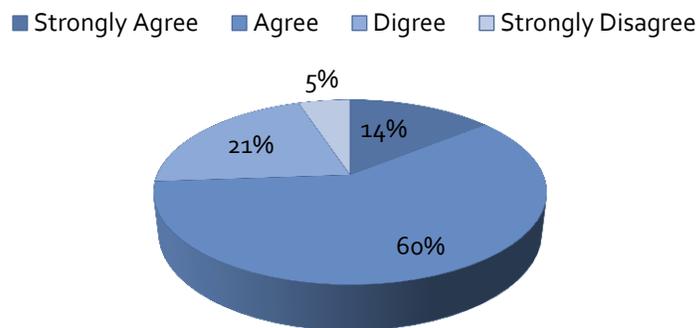


Our Survey: GENERAL DATA

Being a young person in Chicago has been a positive experience from me so far.



Chicago is a good place to be a young person.



HEALTH

Education about nutrition and access to healthy foods are inconsistent throughout the City of Chicago.

How do we improve healthy eating behaviors among Chicago youth?

Access to mental health assistance for youth is unequal throughout the city.

What services or resources would improve mental health and wellness for youth in the city? How can we ensure equal access to those resources?

Sex education is not taught consistently throughout all Chicago Public Schools

How can we improve the sex education course of Chicago Public Schools across the city to ensure a standard and equal curriculum?

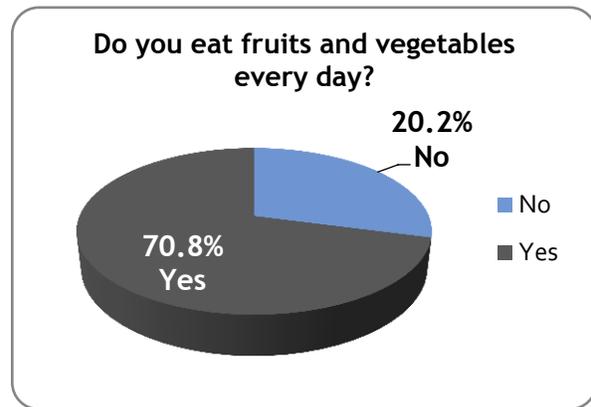
Education about nutrition and access to healthy foods are inconsistent throughout the City of Chicago.

Community Conversation:

In our community conversations, we realized that most youth cannot afford and/or are not able to access healthy meals in their communities. Walking through the neighborhoods to our site visits, we witnessed that many neighborhoods have corner stores, but many lack actual grocery stores. During our youth community conversations we also realized that many youth across Chicago lacked knowledge about what a healthy meal is. **“A healthy meal to me is ramen noodles, a honey bun, and an Arizona sweet tea,”** answered a youth from Circles and Ciphers when asked to identify what a healthy meal would look like.

Survey Data:

Most youth are eating fruits and vegetables every day, because they believe it to be healthy. Of the 20.2% of youth who indicated in the graph to the right that they do not eat fruits and vegetables, 37% of them said they do not care to, and 19% said it is not available.



Research:

- In Cook County, many social, economic, and demographic characteristics of communities are significantly associated with the level of access to chain supermarkets (Joint Center for Political and Economic Studies Health Policy Institute and the Cook County, IL, Place Matters Team).
- Young children in Chicago have considerably higher obesity rates than low-income children of a similar age in the U.S. and Illinois (Prevalence of Childhood Overweight and Obesity in Chicago).
- Areas with a high median income have greater access to chain supermarkets, while areas of concentrated poverty have diminished access (Joint Center for Political and Economic Studies Health Policy Institute and the Cook County, IL, Place Matters Team).

In order to improve the state of young Chicago in the area of health, policy makers must consider this question:

How do we improve healthy eating behaviors among Chicago youth?

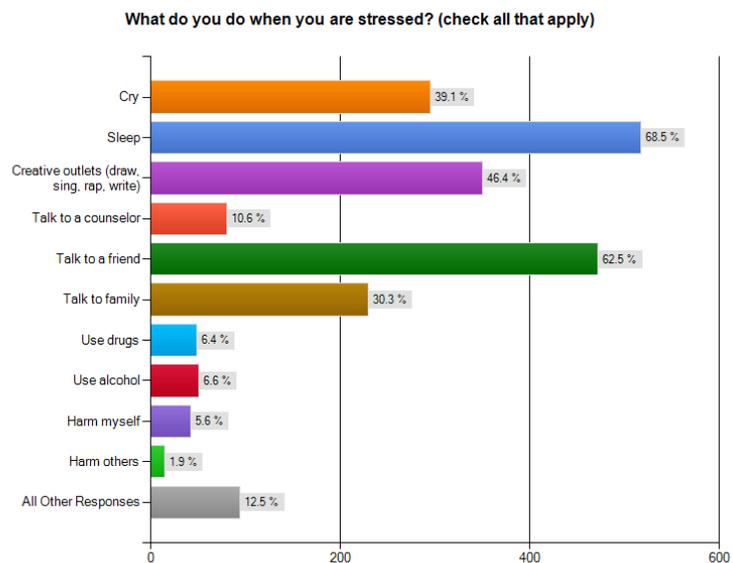
Access to mental health assistance for youth is unequal throughout the city.

Community Conversation:

The youth we spoke with feel as if the organizations they participate in provide them with safe and healthy outlets through which to relieve their stress and problems. However, through these conversations it was also expressed, mostly by females, that body image is of great concern, and this emphasis correlates with self-esteem and mental health issues. When asked about her biggest health concern, a participant from Build Inc. answered **“Being fat, I hate looking in the mirror and looking like I am fat.”** Another factor that came up during our community conversations was that students feel that they do not have access to mental health assistance, and so feel a need to deal with their stress and issues individually. When asked if they had access to mental or emotional health support a participant from Yollocalli said, **“No, I just tough it out.”**

Survey Data:

When asked what methods students use to deal with stress, 68.5% of respondents said that they sleep during stressful times, 10% talk to counselors, and 62.5% talk to friends.



Research:

- According to Catalyst Chicago, “Only 16 district run schools have their own full-time social worker, 16 turnaround schools that will only have extra resources temporarily.” There are a total of 675 Chicago Public Schools, with 106 high-schools and 474 elementary schools. Due to a deficit in extra funds, schools like Fenger will have budget cutbacks next year, which will directly impact programs such as CARE- that provide psychologists, social workers and counselors (Karp).
- 30% of high school youth in Chicago reported that in the past 12 months they had felt sad or hopeless, almost every day for 2 or more weeks in a row so that they stopped doing some usual activities (*High School Youth Risk Behavior Survey*. 2011).

In order to improve the state of young Chicago in the area of health, policy makers must consider this question:

What services or resources would improve mental health and wellness for Chicago youth? How can we ensure equal access to those resources?

Sex education is not taught consistently throughout all Chicago Public Schools.

Community Conversation:

Students communicated that across Chicago Public Schools the subject of sex education is taught in two forms: either abstinence or safe sex. Students repeatedly expressed that sex education courses in their schools are not helpful. Throughout our youth community conversations we also noticed that sex education courses are taught differently depending on the school and not in a consistent grade level. A majority of students rely on peers for sex education rather than a school based curriculum. When asked about the quality of their sex education class a participant from Center on Halsted said, **“I took one sex education class and I didn’t help. It wasn’t advanced.”**

Survey Data:

- Through our results we found that of the 41% of youth that are sexually active, 7.2% of them do not use any form of protection (such as condoms, or forms of birth control) during sexual intercourse.

Research:

- According to the *Chicago Public Schools Policy Manual*, sex education is a required course for Chicago Public Schools. It has to be age appropriate, medically accurate, comprehensive, and abstinence based (Chicago Public Schools Policy Manual 1).
- According to the CDC 27.1% of Chicago youth say that they were never taught in school about AIDS or HIV infection (*High School Youth Risk Behavior Survey*. 2011).
- Chicago ranks number one for rates of gonorrhea for youth age 15-19 and number two in rates of chlamydia nationally (CPS Hopes to Improve Sex Education and STD Prevention for Chicago Teens)

In order to improve the state of young Chicago in the area of health, policy makers must consider this question:

How can we improve the sex education course of Chicago Public Schools across the city to ensure a standard and equal curriculum?

SAFETY

Bullying, both in person and online, is an issue for youth in Chicago

What are the most effective practices to prevent bullying?

Youth in Chicago who report feeling unsafe tend to identify gangs and drugs as issues in their lives.

What practices can be put in place to make young Chicagoans feel safe?

Youth and Chicago Police officers have a challenging relationship.

What can be done in communities and schools to improve relationships between youth and the police?

Bullying, both in person and online, is an issue for youth in Chicago.

Community Conversation:

Most of the youth we spoke with said that cyber bullying and physical bullying are issues both in and out of school. One teen said that she had a friend that was ganged up on and bullied though Facebook. She was called names and was threatened. Another student from the Center on Halsted reported that bullying often takes place because of the way people look.

Survey Data:

30% of teens surveyed report that bullying is an issue in their life at least sometimes, which means every 1 out 3 teens have been bullied.

Research:

- 56% of students have personally experienced some sort of bullying at school. Between 4th and 8th grade in particular, 90% of students are victims of bullying (“11 Facts About Bullying” 1).
- 9 out of 10 LGBT youth reported being verbally harassed at school in the past year because of their sexual orientation (“11 Facts About Bullying” 1).
- 1 in 4 teachers see nothing wrong with bullying and will only intervene 4% percent of the time (“11 Facts About Bullying” 1).
- 1 in 10 students drop out of school because they are bullied (“11 Facts About Bullying” 1).

In order to improve the state of young Chicago in the area of safety, policy makers must consider this question:

What are the most effective practices to prevent bullying?

Youth in Chicago who report feeling unsafe tend to identify gangs and drugs as issues in their lives.

Community Conversation:

Throughout our Community Conversations, the young people we spoke with shared that their safety was impacted by many things. Many young people spoke with us about the impact that gangs and drugs have on their lives. A Juarez H.S. student expressed that everyone fears gangs because they have an organization to back them up. He described gang members as acting like “little terrorists.” A student from the Lawndale Christian Development Corporation said that they had to get under their bed or into the basement for protection. We also heard a lot of definitions of what it means to feel safe and unsafe. A member of Yollocalli described, “**not having to change my windows every week**” as being safe. Safety impacts students to a great degree.

Survey Data:

When asked how much various safety issues impacted a student’s life, 14% of those surveyed said that gang violence is an issue in their lives most or all of the time. An additional 20.4% of students said gang violence was sometimes an issue in their lives. 13% of those surveyed said that drugs are an issue most or all of the time in their lives. An additional 18.4% of students said drugs are sometimes an issue in their lives.

Of those who strongly disagree that Chicago is a good place to be a young person, the majority also identified gangs as being an issue in their lives all the time.

Research:

- [M]ore than half of the homicides reported in Chicago are [r]elated to gang violence (“Gang Violence”).
- Nearly 50% of the murders in 2008 (225) were of youth between the ages of 10-25, and roughly 45% (229.5) of homicides are related to gangs altercations or narcotics (Ander et al.)

In order to improve the state of young Chicago in the area of safety, policy makers must consider this question:

What practices can be put in place in order to make young Chicagoans feel safe?

Youth and Chicago Police officers have a challenging relationship.

Community Conversation:

In the community conversation with Circles and Ciphers, with participants who all had previously been incarcerated, the majority of them felt that youth-police relationships either did not exist or were negative. One participant shared that he felt that the police were there to bring him down because of his history of incarceration. He felt that he had no choice but to be against the police and that this was why youth in his shoes don't have a positive youth-police relationship. He also felt that the police wanted them out of the community. A young man from the Center for New Horizons shared that he felt police and youth have a bad relationship or that a relationship is absent in the communities where it is needed. We heard from several youth that they felt police are always arresting other young people for minor things or that they abuse their power. Many shared how they don't trust the police because of issues their family has had in the past with police officers. Conversely, another young person we spoke with suggested that when youth are related to police officers, then they tend to have a positive relationship with other police officers. This is because they trust the police more and will go to them when needed.

Survey Data:

Of those youth who strongly disagreed that Chicago is a good place to be a young person, the majority also strongly disagreed that the police make their community a safer place.

Of those youth who strongly agreed that Chicago is a good place to be a young person, the majority also agreed that the police make their community a safer place.

Research:

- The 5th police district, which includes the Roseland and Pullman neighborhoods on the Far South Side, has 266 patrol officers, four fewer than the 270 officers in the 12th district on the Near West Side. The 5th district experienced 1,049 violent crimes in the first eight months of this year, while the 12th district recorded 341 violent incidents during the same period, according to the police department records (Darnell Little).
- In a meeting between Mikva students and Superintendent Gary McCarthy, Supt. McCarthy shared that one of the goals for a new strategy of having beat officers by neighborhood is for officers to get to know the community better, including its youth.

In order to improve the state of young Chicago in the area of safety, policy makers must consider this question:

What can be done in communities and schools to improve relationships between youth and the police?

RECREATION

There is a lack of safety in many Chicago parks.

How can we make Chicago parks a safer and more welcoming environment for youth?

There is a lack of variety in recreational programming/activities that youth are eager to join.

What types of free recreational programs should be created or replicated that youth are also eager to join?

Recreational programming is not consistently promoted to all youth in Chicago.

How can Chicago consistently communicate available programming to youth?

There is a lack of safety in many Chicago parks.

Community Conversations:

Through our Youth Community Conversation we found that most of the youth we spoke to do not use local parks because they're unsafe to go to. Many reported that their local parks are either gang infested or that cops often harass the youth. However we also found that in some communities many youth take advantage of indoor park amenities such as basketball and soccer especially during the winter months. Young people find these indoor amenities to be quite useful because during the winter months there is less to do according to our interviewees and these indoor areas create a safe environment for youth.

Survey Data:

Our survey data suggests that safety is not a concern for certain youth with regard to their recreational activities. However this contradicts what many interviewees stated, that lack of safety was one of the main reasons for not using the recreational spaces.

Research:

- Though many of the youth we interviewed expressed that there are many programs they can't access because of a lack of safety, the park district does have a variety of programs for youth throughout their 552 parks in the city. There are summer camps in 200 of the parks. The Chicago Park District also has a wide variety of fall programming available to youth. (www.chicagoparkdistrict.com)

In order to improve the state of young Chicago in the area of recreation, policy makers must consider this question

How can we make Chicago parks a safer and more welcoming environment for youth?

There is a lack of recreational programs/activities that youth are eager to join.

Community Conversation:

Through our Youth Community conversations we found a few elements that the youth we interviewed expressed they wanted for their recreational needs. Many of the interviewees stated that they do not always want a structured recreational program. Some were just looking for a safe place to socialize with their peers. Others wanted a place where youth could go to receive tutoring. Above all our interviewees wanted these programs to be free. This would allow access to the youth who most need these spaces and programs. Many young people also spoke about the lack of variety in recreational programs/activities that they were eager to join. Many youth want a space that has various outlets for them, whether those outlets be physical, mental, or artistic. For some of the young people that we spoke to, the recreational programs they knew of were not engaging enough and did not help them. There were a variety of reasons for not participating in recreational programs however through our survey, we found one that stood out.

Survey Data:

- A large percentage of the youth we surveyed answered that they did not participate in recreational programs for a few different reasons. When asked 51% of the students we surveyed said they did not participate in recreational programs specifically because they had homework to do.

Research:

- As previously mentioned, Chicago has a multitude of parks and programs for young people. In the fall of 2012 there were over 450 programs available for youth at Chicago Park Districts throughout the city; however there are still some youth who feel that there are not enough programs that address their recreational needs.
www.chicagoparkdistrict.com
- A survey conducted by Chapin Hall during the winter of 2005-2006 found that there are about three after-school program slots for every ten youths ages 13 to 17 in the city of Chicago (0.29 slots per youth), but that this ratio varies greatly from community to community. These include programs that are funded by federal, state, county, city, and private sources, as well as some that might require fees (Goerge).
- It was also found that in general the communities that have grown the most over the past 15 years are the very same communities that have the least amount of after-school program slots per youth (Goerge).

In order to improve the state of young Chicago in the area of recreation, policy makers must consider this question:

What types of free recreational programs should be created or replicated that youth are also eager to join?

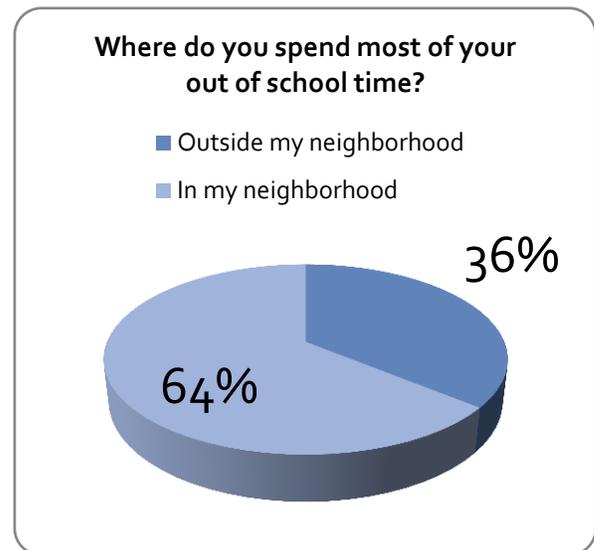
Recreational programming is not consistently promoted to all youth in Chicago.

Community Conversation:

Through our Youth Community Conversations we found that many youth don't know about available programs. There are also many youth who do not even know where to look for recreational programs. The young people we spoke to expressed that when youth do not have something productive to do, they tend to engage in unproductive activities.

Survey Data:

- 42% of respondents say that they do not participate in recreational programs or activities. 30.1% of that 42% say that one of the reasons they do not participate is because they do not know where to find programs.
- 85.2% say that they spend their recreational time at home
- 64% say that they spend most of their out of school time in their neighborhood



Research:

- “Youth who participate in after-school programs improve significantly in three major areas: feelings and attitudes, indicators of behavioral adjustment, and school performance. More specifically, after-school programs succeeded in improving youths’ feelings of self-confidence and self-esteem, school bonding (positive feelings and attitudes toward school), positive social behaviors, school grades and achievement test scores” (Durlak and Weissberg).
- “Virtually all study participants maintained that computer technology is a critical aspect of the way in which young people communicate today. Young people are very much aware of the advances being made in communication technology virtually on a daily basis. Young people embrace wholeheartedly the use of computer technology, in particular the mobile phone, texting and social networking. Convey quick, impersonal messages through texting, email or a social networking channel. Communicate with their peers both face to face and by using computer technology” (Swainston and Summerbell).

In order to improve the state of young Chicago in the area of recreation, policy makers must consider this question:

How can Chicago consistently communicate available programming to youth?

EDUCATION

Student-security relationships vary drastically from school to school.

Why do student-security relationships vary so drastically from school to school? What can be done to ensure positive student-security relationships and safe environments in all schools?

The relationships built between teachers and students can positively or negatively impact the education of young people in Chicago.

What classroom practices and environment would best engage students in their education?

In Chicago Public Schools, the quality and availability of after-school programs differs from one school to another.

How can after-school programs be made more accessible to CPS students?

Student-security relationships vary drastically from school to school.

Community Conversation:

During our community conversations, some students described their school's security officers as supportive, friendly, involved, or effective at their jobs; others described their school's security guards as lazy, overbearing, racist, prejudiced, or ineffective at their jobs. Almost all students who described their school's student-security relationships as negative expressed that the negative relationships had a significantly negative impact on their own overall education. In one of our conversations, for example, a student shared a story that demonstrated the potential consequences of negative student-security relationship. The student had good relationships with his teachers and took AP classes, but during his senior year, after his brother was kicked out of school for getting in a fight with a security guard, some security guards became prejudiced against him. They began constantly putting him in all day in-school suspensions for minor offenses. He eventually became so intimidated and frustrated that he dropped out of school.

Survey Data:

86.6% of students say they feel safe in school, while 14.4% say that they do not. 66.3% say security in their school is either mostly or very supportive, while 33.7% say security in their school is either mostly or completely unsupportive.

Research:

- Security guards are required to go through 20 hours of training when initially hired, and an additional 20 hours of training every year thereafter ("Safety and Security).
- At Hyde Park High School, security guards received new training which taught them to act more as mentors to students, rather than relying on "hard-line discipline." The change resulted in a 45% decrease in serious misconducts in the school ((Maren Handorf)

In order to improve the state of young Chicago in the area of education, policy makers must consider this question:

Why do student-security relationships vary so drastically from school to school, and what can be done to ensure positive student-security relationships and safe environments in all schools?

The relationships built between teachers and students can positively or negatively impact the education of young people in Chicago.

Community Conversations:

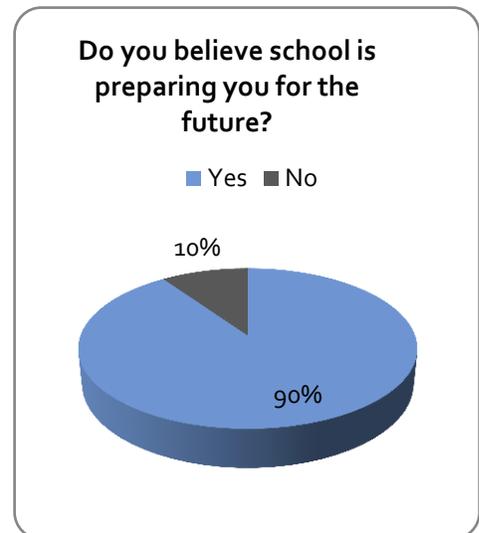
During our Community Conversations, students expressed how the relationship they have with their teachers can affect their learning environment and overall quality of education. For example, one student from Clemente High School stated **“My English teacher is my counselor.”** This student had developed a positive relationship with his English teacher, leading him to trust his English teacher as a counselor. However, this is not always the case. We heard examples of students who felt they had teachers who cared about them but we also heard examples where students felt that their teachers did not care about them. While a positive student-teacher relationship is important, it is not the only thing that affects the learning environment. We found that it is also important that teachers be engaging with respect to the subject they are teaching. One student from the Alternatives group told us about one of the teachers at her school, who most students saw as cool but that according to her, constantly showed movies, played around a lot, and did not teach enough. The student believed that this teacher should not be teaching.

Survey Data:

According to our survey, 40% of students said that a teacher helped them get a job. This not only shows how much influence an engaged teachers has on a student’s life outside of the classroom, but it also demonstrates the level of positive influence a teacher can have within the classroom.

1 in 8 students feel that they do not have the resources they need to have a good education – a positive teacher-student relationship could be one of these resources.

89% of students surveyed indicated that teachers in their schools are mostly or very supportive.



Research:

- The Education Trust stated the following key point: “There is a struggle to attract high quality, engaging teachers to high-poverty, low performing schools, thus further exacerbating achievement gaps” (Almy and Tooley).
- Schools with harsh discipline policies that result in higher rates of suspensions are, in fact, perceived as less safe by students and teachers. Meanwhile, schools are perceived as more safe the more that people work together and build trusting, collaborative relationships (Steinberg)
- More than one-quarter of high school teachers report significant student threats of violence toward teachers in their schools. Given the substantial issues with crime and disorder faced by many high school teachers, it is not surprising that this element so strongly defines whether they stay or leave their school (Steinberg).
-

In order to improve the state of young Chicago in the area of education, policy makers must consider this question:

What classroom practices and environment would best engage students in their education?

In Chicago Public Schools, the quality and availability of after-school programs differs from one school to another.

Community Conversation:

During our community conversations, we gathered that some schools had many resources and activities while others simply did not. Most students mentioned that their schools did not have interesting, high quality after school programs. For example, a student from Chicago Tech Academy said that she would want her ideal school to **“have more interesting after-school activities.”** Across the city, there is an imbalance between what students need and what activities are available to them.

Survey Data:

12.9% of students said that they do not feel that their school provides them with necessary resources they need to have a good education. This could mean students do not have enough high quality, interesting after- school programs.

Research:

- According to CPS, “Students who participate in our programs are more likely to have increased academic performance, improved attendance and be more excited to learn and achieve” (“Before and After School”).
- According to the Justice Department, 29% of all juvenile crimes occur between the hours of 2 p.m. and 8 p.m. on schooldays, which emphasizes the need to keep kids engaged in productive activity after school. In addition, “after opening an after-school program in a high-crime area, the Baltimore Police Department saw a 44 percent drop in children's risk of becoming victims of crime” (qtd. In “After School Programs”). Both of these facts demonstrate the importance of ensuring students are engaged after school. Making sure that kids have somewhere productive to go after school is critical to decreasing crime rates, and making sure students get more involved and engaged in their schools.
- “A new study of Chicago’s After School Matters (ASM) program — which offers paid internships in the arts, technology, sports, and communication to teenagers in some of the city’s most under-served schools — found a relationship between participating in after-school activities and higher class attendance, lower course failures and higher graduation rates” (Goerge et al).

In order to improve the state of young Chicago in the area of education, policy makers must consider this question:

How can after-school programs be made more accessible to CPS students?

EMPLOYMENT

Students who are just becoming eligible to enter the workforce find it hard to acquire employment because of their lack of work experience.

How can policy makers create opportunities for inexperienced young people just becoming eligible for the workforce?

Students who are just becoming eligible to enter the workforce find it hard to acquire employment because of their lack of work experience.

Community Conversation:

Throughout our community conversations we found that students are finding it hard to acquire employment. This is mainly due to the fact that students who are legally eligible to work enter the workforce with little to no credibility in terms of job experience. There is simply nothing a student can put on a resume to establish experience in a professional work environment. This is one of the main factors holding students back from gaining employment. Two students from our Bronzeville Community Conversation shared that, **“I tried to apply for the Chicago Summer Business Institute, it was very competitive and I didn’t make the cut. I struggled to find a job”** and **“I think now it’s more prevalent to see more adults working because of the economy, so I don’t think there is a lot of opportunities for teenagers.”**

At this point a student may ask themselves, “how can I gain credible job experience if no one will hire me because I am new to the work force and have no credible job experience?”

Survey Data:

In the survey question, “How likely do you feel that you could get a job if you were looking?” Only 38% of young people felt likely they would find a job if they were looking. This shows that out of the students who took our survey, such a shocking and relatively small percentage feel confident they will find a job.

In the survey question, “What motivates you to seek/apply for a job?” 72.2% students who answered the question said that gaining experience is what motivates them. This shows how crucial it is for students entering the workforce to gain experience in order to prepare for future employment opportunities.

Research:

- Low income, minority high school students are the least likely to be employed. Only 7% of such high school students in the city of Chicago in 2010 were employed (“The Depression in the Teen Labor Market in Illinois in Recent Years”).
- Teen employment rates also declined sharply in Illinois over this same time period. Their teen employment rate fell from just under 50% in 1999-2000 to 36% in 2007 and to only 27.5% in 2011 (“The Depression in the Teen Labor Market in Illinois in Recent Years”).

In order to improve the state of young Chicago in the area of employment, policy makers must consider this question:

How can policy makers create opportunities for inexperienced young people just becoming eligible for the workforce?

Thank you to all the organizations that made our Youth Community Conversations possible:

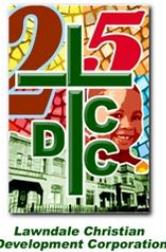


<http://www.jcua.org/>



Circles and Ciphers

<http://www.project-nia.org/circles-and-ciphers.php>



<http://www.lcdc.net/>



<http://www.buildchicago.org/>

**CENTER
ON HALSTED**

<http://www.centeronhalsted.org/>



<http://www.marquette.edu/>



<http://www.cnh.org/>



Positive programs
defined, developed
and led by youth.

Girl World

<http://www.alternativesyouth.org/>



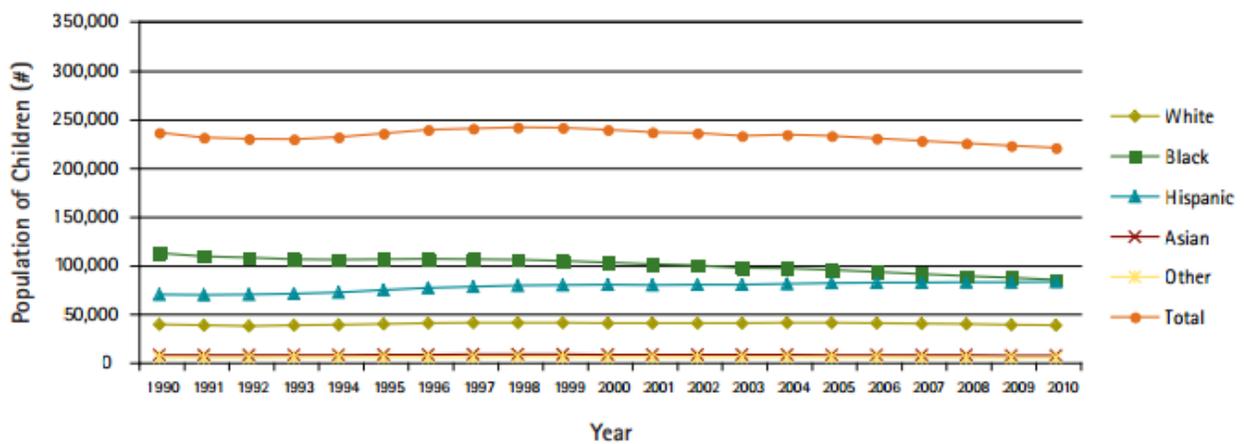
<http://www.yollocalli.org/>

Appendix 1: Demographics of youth in Chicago

Age Range	Number	%
10 to 14 years	164,466	6.1
15 to 19 years	182,933	6.8
20 to 24 years	223,027	8.3

Gender :
 Male :320,520
 Female: 306,055

Population of Children Ages 13-17, 1990-2010, by Race in Chicago



http://www.chapinhall.org/sites/default/files/old_reports/332.pdf

Appendix 2: Chicago youth by neighborhood

Neighborhoods **Number**

Rogers Park:	15,509
West Ridge:	13,725
Uptown:	10,837
Lincoln Square:	7,901
North Center:	4,895
Lake View:	15,070
Lincoln Park:	11,849
Near North Side:	9,782
Edison Park:	1,593
Norwood Park:	5,050
Jefferson Park:	4,043
Forest Glen:	2,625
North Park:	4,028
Albany Park:	13,973
Portage Park:	12,340
Irving Park:	12,059
Dunning:	7,055
Montclare:	2,606
Belmont Cragin:	18,900
Hermosa:	7,324
Avondale:	10,210
Logan Square:	19,806
Humboldt Park:	18,554
West Town:	19,172
Austin:	29,547
West Garfield Park:	6,040
East Garfield Park:	5,343
Near West Side:	13,261
North Lawndale:	11,439
South Lawndale:	27,103
Lower West Side:	12,048
Loop:	2,761
Near South Side:	1,468
Armour Square:	2,090
Douglas:	6,672
Oakland:	1,620
Fuller Park:	2,366
Grand Boulevard:	3,372
Kenwood:	3,803
Washington Park:	7,507
Hyde Park:	6,678
Woodlawn:	12,869
South Shore:	6,676
Chatham:	2,087

Avalon Park:	9,502
South Chicago:	762
Burnside:	2,877
Calumet Heights:	11,600
Roseland:	1,906
Pullman:	3,904
South Deering:	3,903
Eastside:	5,559
West Pullman:	9,149
Riverdale:	2,923
Hegewisch:	1,817
Garfield Ridge:	6,804
Archer Heights:	2,751
Brighton Park:	11,591
McKinley Park:	3,881
Bridgeport:	6,978
New City:	14,446
West Elsdon:	3,475
Gage Park:	10,685
Clearing:	4,059
West Lawn:	6,745
Chicago Lawn:	16,707
West Englewood:	11,988
Englewood:	10,334
Greater Grand Crossing:	8,273
Ashburn:	8,727
Auburn Gresham:	12,303
Beverly:	4,409
Washington Heights:	5,861
Mount Greenwood:	3,853
Morgan Park:	5,352
O'hare:	1,655
Edgewater:	11,140
Total:	626,575

Appendix 3: Communities represented from our Youth Community Conversations



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