Engaging and Empowering Youth (E2Y) : The Youth Community Asset Mapping Project
Youth Community Asset Mapping

- Youth Participatory Mapping Project
- Using multi-media technology - Google Map, making videos
- Meaningful learning experience in community
- Challenging prejudices
The Context of the Project

- Champaign, IL. University of Illinois
- African American community.
- Community-University Partnership Project for local youth: summer job for youth
- The Youth Community Informatics Group – Graduate School of Library & Informatics

*Community Inquiry (Bruce, 2008)*

- Project Question “*What assets and resources are available for local youth in our community?***
- *January 2009 through February 2010*
The Context of the Project

“What assets and resources are available for local youth community?”

- Participants

Five African American Youth in high school

Champaign-Urbana Area Project

WILL Youth Media

The Youth Community Informatics Project in Library and Information Science
What We did: Community Inquiry (Bruce, 2008)
Community Inquiry Cycle

: Ask

What assets and resources are available for local youth?
Community Inquiry Cycle: Investigate

- **Training:** Feb- June 2009
- **Canvassing:** Summer time, Passing around the flyers to obtain information

“It was the most difficult part.”

Interestingly enough, the youth acknowledged that the canvassing was a worthwhile experience because they could have the chance not only to learn more about the streets and neighborhoods in the community but also to talk directly to the community people about their project.

“My friends brought a flyer to our school. I feel we’re doing something important”
Community Inquiry Cycle - Investigate

- **Interview**: the most enjoyable part for youth

“I thought we did not have any youth resources before doing this project”
…Christine often said how much she enjoyed the two and half hour long interviews with Mr. Cordell of National Council of African American Men. The actual interview was done within a half hour, but Mr. Cordell talked about his personal history and the history of African Americans in Champaign for the rest of the time. “I was not boring at all, and I really learned a lot about the history of community.”...
Community Inquiry Cycle: Create

Lab sessions: Saturdays September/October 2009

Interview videos

Directory entry: organizational profile/interview questionnaire

Google map
“This is Minor Jackson and he is the director of Parkland College. Parkland is a value for teens grades 13-14 in order for them to do so they have to fill out an application and with them they have to bring a tax stub called I9 form and show birth certificate, ID, and social security just so they no you are who you say you are. If you need to contact anyone you have to ask for Mainor Jackson or Sandy Spincer for help or any questions.”
The questionnaire you filled out indicates that this organization offers services for teens. Tell me a little bit about the service programs you offer.

The program offers a variety of programs such as, Freedom school, summer literacy program, and social action.

If I were asked by my friends what kind of things you or organization does for teens, what should I tell them?

Leadership development, African and African American history, field trips to African American history places, and a lot of books.

How could teens someone like my self begin using your services? For example, do they need to have an appointment, a referral, a completed application, or can they just walk in?

All of the above.

If an appointment or application is needed: When a teen contacts this agency, is there someone in particular they should ask to talk to, or is there any information they should be ready to provide?

The teen staff member, they will be given an orientation.

How do teens use the services you offer? For example, what do they do
Organizational Profile

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<tr>
<th>Business/Organization Name</th>
<th>Champaign Consortium</th>
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<td>Type of Organization</td>
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<td>Director/Owner</td>
<td>Alfred Anderson, Executive Director</td>
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<tr>
<td>Contact Person</td>
<td>Al Anderson</td>
</tr>
<tr>
<td>Address</td>
<td>1307 North Mattis Avenue, Champaign, Ill. ^1821</td>
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<tr>
<td>Additional locations</td>
<td>Monticello, Ill; Paxton, Ill; and Watson, Ill</td>
</tr>
<tr>
<td>Phone</td>
<td>217-278-5700</td>
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Time of Year open: year around
Normal days open: Mon-Fri
Hours of operations: 8:30 a.m. – 5:00 p.m.

Ages served: 14-21
Groups of Youth catered to: low income, dropouts, ex-offenders, educationally deficient, persons with disability.
Languages other than English: Spanish

Eligibility Criteria: Low income
Fee of services: N/A
# Of jobs Openings for Youth /year: Varies
Do you or your organization offer volunteer, community services or service learning opportunities? Occasionally
Programs and Services Offered to Teens: classroom training, GED instruction, Tutoring, test preparation, mentoring, work experience, occupational training, leadership development.
Community Inquiry Cycle
: Discussion / Reflection

Group discussion/Closing ceremony

Public Presentations

- On February 3, 2010, the youth attended an all day workshop at the fifth annual iSchools conference, where they participated as main presenters to share their experiences and knowledge obtained from the mapping with other conference participants.

- They actively engaged in the team activities of making multi-media products, leading other adult participants and successfully finishing the final presentation, even entertaining the audience.
What the Youth Got Out of E2Y?
Interview/Social Skills

- Interview Skills: “I learned how to interview people, how to talk to people, how not to be scared when I hand out flyers--because I was scared, because I thought that people think that I am weird.”

Since I want to be a nurse in future, when I an get interview, I know what to say, since I used to be an interviewer. I know how to interview, I know how to say something back positive and have a good conversation with a person.”

- Social Skill: “I learned some social skills for interacting with others and improved my ability to explain a project to adults through this mapping project.”
At the iSchools Conference, Ian said, “I was too far away from the computer at first...but we actually posted something on the web. I learned to type better now and find stuff on Google. At first, it was very hard.”

When the youth were asked about the Google map, Christine answered emphatically, “The Google map? That took a loooooong time! I am still learning how to do that. That’s hard.” The people in the conference room burst out laughing at her dramatic answer. Soon after, the youth said the Google map was “a hard but worthwhile attempt.”
Positive Perceptions of the Community and Themselves

- “I thought that our community didn’t have many good things, but through this project, I gotta learn a lot of them and know they help people a lot.”

- “My friends, asked me what I was doing, or ‘How did you get through that?’ So I told them all about it (the mapping project). They asked me again, “So, I can do that?” And I said, “Yeah, you can do it, anybody can do it!”

- “My Math teacher really wanted to see more interview video clips that I made.”

- “We felt like we’re doing something important”
Overcoming Challenges Behind the Scenes and Moving Forward?

- A lack of time and staff, university-community partnership, a delayed schedule

- Individual differences among the youth / reflection

.....during the open lab sessions, the youth often rushed to finish their to-do lists and did not have sufficient time for reflection. We wanted the youth to develop both good technology skills and a better understanding about their local community through these lab sessions....

- Youth participation in decision-making process
Other Suggestions from the Youth

- Having a concrete contract with the youth for the participation,
- Recruiting more adult staff
- Figuring out a more effective canvassing method,
- Improving the scheduling,
- Shortening the training time, and
- Implementing youth-initiated fundraising.
Questions & Comments