

# Riverdale Youth: A Guide to Youth Development

Is the Village of Riverdale preparing its youth for the  
challenges of adulthood?

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## Abstract

The definition of youth is the early period of anything; well in this case I am speaking about the lives of young people less than the age of nineteen. In today's society, adults are complaining about the behaviors of the youth in their communities. However, most adults are not willing or committed to creating a solution to address the unwanted or disliked negative behaviors exhibited by today's youth. In this particular case, I am speaking of the adult residents from the Village of Riverdale, IL.

Over forty percent of the Village population is less than twenty years old, but there are no youth programs to promote youth development. Neither the Park District nor the Village is currently offering any youth programs for the meaningful mental and social development of these young minds.

This project will address the needs of the youth of Riverdale. This project will attack the lack of positive role modeling; shed light on social development, by allowing the youth to pair with a group of positive images within their own community. The youth will have youth activities designed to promote self worth and personal growth. This goal will be met with the help and support from the Village of Riverdale and the local Park District.

## Executive Summary

This project is faced with many obstacles the main being the lack of community support toward the youth. This project will address this by creating a tool to include the parents of Riverdale to take an active role in the social and mental development of the youth. It will start with the Concern Parents Youth Board (CPYB). This board will consist of five chosen parents whom are proven leader and advocates for the youth of Riverdale. This board will have the task of creating and implementing the programs needed to promote the development into adulthood for the youth of the village.

The targeted population is the youth ages nine to eighteen. It is my belief that the community must take hold of the young people before the negative elements can get a grip on them. While keeping in mind the older youth must be taught leadership skills, this will allow them to take part in crating change not only in themselves but also in the younger population.

There are a large number of youth with nothing to do within the community, so their attentions are turned to negative actives. The main reason for this behavior is the lack of community activities. There are no structured youth activities offered by the village or park district that promotes self worth or mental simulation. There are two main park district buildings, one on the north side and on the south side of town. The town has two major baseball diamonds and a number of parks and basketball courts, there is room to promote and house a number of social and educational programs, year around. This project will promote the use of these faculties and offer low cost to no cost activities for the youth.

## Community Profile

The Village of Riverdale, Illinois was incorporated in 1892. Early in the village's history, the railroads became an important part of the village existence. They not only provided employment, but also were a link to the world and provided a stable basis for other industries to spring up. In 1918, Acme Steel Company relocated to Riverdale to increase the size of its plant. The company purchased land along the Calumet River. By 1929, Acme Steel employed 1,189 people (Village of Riverdale).

Today, according to the U.S. Census Bureau's 2000 statistics, Riverdale has a population of 15,055 with 6,116 youth ages 19 and under. In 2008, City-Data web site listed the village population at 14,163; this is a decrease of 5.9% compared to the 2000 data (City-Data). The ethnic mix of the village is 86.4% Black, 11.1% White, and 2.4% Hispanic, both City-Data and U.S. Census numbers are the same. In 2008, there were 7.9% of households in Riverdale with unmarried parents, the state average was 4.8%, and there are 75.7% of households in Riverdale with females without husbands (City-Data).

In 2007, there were 20.4% of residents with incomes below poverty level with 10.4% below 50% of the poverty level. In 2008, there were 18.4% of the residents below poverty level compared with the state average of 10.7%. Riverdale has an unemployment rate of 9.2%. The U. S. average is 8.5% (Sperling's Best Places). Riverdale property crime on a scale of one to ten, is a six. The lower the number is, the better. This includes burglary, larceny-theft, motor vehicle, and arson. The U.S. average is three (Sperling's Best Places).

Since 2000, Riverdale has seen an increase in crime throughout the village; the graph illustrates the breakdown.

<b>Crime</b>	<b>2000</b>	<b>2007</b>	<b>2008</b>
Robberies	62	105	116
Burglaries	25	46	50
Theft	202	93	166
Crime index	536.8	645	664.4

\*higher means more crime U.S. Avg. 320.9

The educational spending in Riverdale is \$4,920.00 per student (the national average is \$9,500) and the pupil to teacher ratio 25-1, (the national average is 16-1). The high school attended by the majority of Riverdale's teenagers is Thornton High School. As of 2009, Thornton had an enrolment of 2,400 students with a dropout rate of 1.7% among seniors. The state rate is 3.5%, chronic truancy rate in Thornton High School is 11.5%, and the state has a rate of 3.7%. The graduation rate among male seniors is 61.5% with females showing a rate on 99.6% (Illinois State Board of Education).

## Problem Statement

The Village of Riverdale lacks the funds to fulfill the needs of the community. One place this is clear is in its lack of programs for youth. Currently the only programs offered by the village are a Youth Advisory Board and a Juvenile Justice Program. The Advisory Board is a youth link to have their voices heard by local government. The Juvenile Justice Program is for youth that are sentenced to community service. The Park District did not offer any youth programs for the winter season for the 2009-2010 calendar year. There was not an after school tutoring program offered, nor any sport related programs. The only organized sport program offered is a youth football league which is run by a nonprofit from another town.

As a result, Riverdale has an array of youth problems. Youth are loitering in the streets and in front of local businesses. School truancy and dropout rates are on the increase; the truancy rate is 11.5% much higher than the state average. Petty crimes and gang activity is high and often seems to be perpetrated by young people.

The problem is that neither adults nor youth are organized to study and address this problem. If there are significant ways to expand healthy youth programs, and I think there are, adults and youth must get together, design them, and start them. This is what this project seeks to do.

It is time to address this issue and allow the youth to live in a community where a main purpose is to create a safe and caring environment that will let young minds, bodies, and souls to grow. The community must ensure that our youth become productive members of society.

## **Stakeholders**

There are a number of important stakeholders concerned with this problem. Below is a summary of these stakeholders and their interests within the Village.

1. **Mayor Deyon Dean:** Mayor Dean's interest in this project will be vital; he will be one of the major players. His interest will be seeing the community youth gain important, vital services. The mayor works for the state of Illinois in the Department of Human Services, youth division; he is very connected to the youth of the community. He will welcome and support the project, but starting a project of this nature will strengthen his position with the residents of the Village.
2. **Ivanhoe Riverdale Park District:** The Park District is very tricky; some of the members are senior citizens that are stuck in their ways and do not want to change. They believe that the old programs they offered are what the youth need and want. Another problem is the former mayor now holds a position as Park Commissioner. She may block any attempt to move the project forward just to keep the current mayor from benefiting from the project. However, if the project were embraced, the park district would benefit from the project by offering more services to the youth. I believe the way to approach this is to get the mayors approval but move the project along through the park district Both parties will be able to show the community they are involved and supported the project.
3. **Community Youth:** The community youth would be another important stakeholder; if they do not support the project, it would be useless. My largest challenge here is to discover a way to get the youth involved with the creation of the project.

4. **Community Homeowners/Taxpayers:** The residents of Riverdale may not welcome the idea of this project due to fear of an increase to their property taxes, but once they are assured that will not happen, I believe they will support the project.
5. **Adult Youth Committee:** I believe this will be one of the easiest areas to address. I know I will not have any problems finding five committed adults willing to address the needs of the youth. There are some parents that are very involved in the lives of the youth in the village, they sit on the library board, coach little league football, and are just very active in the community.
6. **Dr. Jayne Purcell Superintendent School District 148:** Dr. Purcell will play an important role as a stakeholder. She has the power to help spread the word about the programs offered by the park district to the young people in her school district. She is able to share the statistics such as grades, truancy, school suspensions etc.

## **Project Design**

My project has jump started the Village of Riverdale to reinvest in improving the quality of life for the youth of the village. I begin by organizing an effort to create programs that addressed the youth's educational and social needs: I created the following:

First, I created a five-member youth committee. This committee addressed the social and educational needs of the youth. The committee worked with both the Village and Park District.

Second, I formed a youth subcommittee, this committee includes ten youth from the community; ages ranging from 9-18, and they had the task of providing the adult committee with the programs they wanted developed.

Third, I explored the issue of the low number of adult males in households with youth. Seventy-five percent of the households in Riverdale have women without a male in the household (Sperling's Best Places). The task here was to develop a mentor group; these individuals mentored young people that lack a positive parent figure in their life. The committee ensured there would be enough positive role models to address the issues of the youth people. The committee and subcommittee will grow and take on additional tasks as the project progresses.

This project has a number of short-term and long-term objectives. It seeks to create several new programs in the intermediate term, and each has a long-term goal. Mainly, the project created a parent's for youth program that intends to help numbers of students improve their school attendance and grades. Created a mentor program to address the lack of male role models in the homes

of Riverdale. This project also created various youth-identified programs that addressed their social and physical needs.

See the logic Model below for more detail on the activities and intentions of this project.

### **Logic Model**

Long - Term Outcome	Long-term community youth programs that are able to support themselves, a youth community recreation building, engaged youth, lower juvenile crime rate, and a lower school truancy.		
Intermediate Outcome	Youth programs that enhance the youths social and educational needs		
Short - Term Outcome	Youth attend school on a regular basis and grades improve	Youth stop hanging idle in the community	Youth gang involvement decrease
Outputs	Creation of Parent for Youth Committee	Involve youth to create programs they will use	Involve men from the community to mentor youth
Activities	Committee Board meetings	Youth meetings	Forming of mentor group
Inputs	Community residents	Time and energy	

#### Assumptions:

1. Youth will participate in programs.
2. Increase in youth programs will decrease youth loitering, gang involvement and truancy.
3. Educational programs will improve youth grades and lower dropout rate.

#### Environmental Factors:

1. Community parents buying in.
2. Village and park district.
3. Funding to run programs.

## **Literature Review**

When Whitney Houston sang "The Greatest Love of All", and vocalized the words "Children are our future, teach them well, and let them lead the way" a light bulb went off in my head (Masser, 1996). This could never been put any simpler, teach them and let them lead the way. Well in the Village of Riverdale, it is time for the community to teach and let the children lead the way.

I believe the key to improving and changing the behaviors of the youth is to fill their idle time with structured actives. In 1990 in Akron, Ohio the PATHS program (Promoting Adolescents Through Health Service) started. This program started as a community-based program, which monitored youth age 12 to high school graduation (Meltzer, Fitzgibbon, Leahy, & Petsko, 2006).

The participants took a 26-question survey at the beginning of the program that asked questions involving pregnancy, juvenile court and open-ended questions. In 2001 141 participants was analyzed to study the effect the program had on them. The findings were youth that had medium to high participation had a higher high school graduation rate than those with low participation (Meltzer, Fitzgibbon, Leahy, & Petsko, 2006). It was also found that the higher the participation in the program the more likely the participant was to attend college. The same result was found when it came to employment (Meltzer, Fitzgibbon, Leahy, & Petsko, 2006).

The overall finding from the PATHS study suggest that the greater the involvement in structured activities an adolescent has, the greater the likelihood he or she has of becoming a productive member of society. This was evident

through the high school graduation rate, college attendance, employment, and the lack of involvement in the criminal justice system (Meltzer, Fitzgibbon, Leahy, & Petsko, 2006).

With the information from the PATHS study, I have concluded that the results would only improve if the youth were involved in the planning process. Franks writes that youth gain a better understanding of their physical and social environments in terms of seeing their communities as dynamic networks (Frank, 2006).

Before the youth could reach the point of regular attendance, they must buy into the program. It was suggested that ethnic minority youth choose to participate in out-of-school youth programs not just for fun but because it is a safe place staffed by adults whom they feel are supportive, and caring (Lee, Borden, Serido, & Perkins, 2009). In a teen center in Texas, the youth indicated that they participate because it is a fun, safe place with activities and a chance for social interactions with peers and an escape from home. They went on to suggest that it is a place to learn healthy behaviors and improve academic performance (Perkins, Borden, Villarruel, Carlton-Hug, & Stone, 2007).

In 1991 in the Dudley community there was a focus group conducted with kids for the ages 12 - 14. This group was to discuss the problems in their neighborhood and ideas for solutions. Some of the their solutions and ideas ranged for gyms and parks to more serious items such as a place to talk with adults about your problems, educational counseling, and someone to talk to if feeling depressed (Medoff & Sklar, 1994). This was just a few solutions offered by the youth of the Dudley community. Youth in the Dudley community has always

hung out at the community center and ask the advice of the counselors, but when Azi Teklamariam came along, she took it a step farther (Dudley Street Neighborhood Initiative).

Teklamariam worked with a group of twenty youth ages 8-19 who had the concerns that they were not being included in the planning process. They began organizing activities such as ice-skating and museum visits. They were a strong force in helping clean the community of garbage. They even arrived to sites hours before the start time (Medoff & Sklar, 1994). This is a great example of what youth can do if given a chance. If youth are allowed to participate in the planning process, they are more likely to take ownership of the program.

There is a lot to learn from the youth of Dudley. In May of 1990, 12 youth were invited to join in a focus group. They brought friends along and the numbers increased to 26 youth ages 9-15 (Medoff & Sklar, 1994). This is evidence that if youth are given the opportunity to be involved in the planning process they will jump at the chance to be a part of the process.

Education continues to be the key factor for preventing our youth from becoming part of the juvenile criminal system. The school system cannot achieve this alone. Although the dropout and truancy be connected to, the internal workings of the school there are outside factors that plays a role such as social and economic context of the urban community (Rodriguez & Conchas, 2009). Rodriguez and Conchas, suggest that there must be a greater understanding between the community and school link to find a solution.

Both the school and the community need to work together to fix the problem of truancy and dropout, low expectations and poor grades are big

contributors to truancy and dropout. This could lead to destructive behavior that will get them involved with the criminal justice system (Rodriguez & Conchas, 2009). The Boston Urban Youth Foundation (BUYF) used a different approach when it came to getting the youth to participate in their program. The BUYF stepped over boundaries by knocking on doors, picking youth up at their doorstep, and creating safe spaces for reflecting and engaging the youth (Rodriguez & Conchas, 2009). The BUYF understood that there are factors that can prevent youth that want to participate from actually participating.

Mentorship is a great opportunity for both youth and mentor, it allows the mentor to share and pass on years of knowledge for the growth, protection, nurturance, and guidance of the youth (Hebert & Olenchak, 2000). More importantly, the mentors have a greater function, to support and facilitate the youth dream of what adulthood is really about. If the mentor is successful, there will be a strong interpersonal attachment with the youth and the youth will be able to do for themselves what the mentor has done for them (Hebert & Olenchak, 2000).

Hebert and Olenchak, stated in their report that mentors have a statistically significant role in fostering creative achievement for both men and women. A longitudinal study strongly suggests that a critical component for facilitating achievement among economically disadvantaged youth is mentoring (Hebert & Olenchak, 2000).

In Spencer's journal, she suggested that about half of formal mentoring programs mentor/youth relationships end in a few months, and within the last three months they may have the potential to do harm (Renee, 2007). With this

information in mind, it is very important that my mentor program produce long lasting relationships between the two. Spencer conducted a study with 31 male and female (20 adults and 11 youth), the adult mentor's age ranged from 19-47 years, and the youth ranged from 7-16 years. All were asked to commit to at least one year; there were a mix of ethnic background, and there was not a system of matching mentor to youth (Renee, 2007). The data yielded descriptive information why some mentoring relationships terminate early. The study found six themes that lead to the relationships terminating early: (1) mentor or youth abandonment, (2) perceived lack of youth motivation, (3) unfulfilled expectations, (4) deficiencies in mentor relational skills, including the inability to bridge cultural divides, (5) family interference, and (6) inadequate agency support (Renee, 2007). Overall, this study suggests that both the mentor and youth come into the relationship with expectations. If they properly addressed, they can interfere with the mentoring process.

In Walker, suggest that youth programs there are often less hierarchy and more room for negotiation of status among both youth and adults. Youth programs have what she describes as "intermediate space" that bridges the two worlds (Walker, 2010). Walker suggests there are five roles a program leader plays: (a) friend, (b) parent, (c) mentor, (d) teacher, and (e) boss. In many cases more than one role is played. This article examined the complex role, relationships between youth and adult play in forming a bond that allows for the development of the youth (Walker, 2010).

McNair author of *Young Lions* "Christian rites of passage for African American Young Men", suggest that by putting nurturing Black men in a position

to teach young Black boys it will foster a sense of hope for the young black male. The young lion program will cultivate and develop the inner person by infusing Christian spiritual values so the young men have peace and strength to bear their external situations (McNair, 2001). McNair believes the key to success is locating positive men to support the mentor program, they can be found in places such as schools, park districts, and community centers, these males are usually invested in youth (McNair, 2001). Next, make sure the mentors all have the same vision, and commitment, then train the mentor there should be at least six consecutive sessions lasting two hours each session (McNair, 2001).

In today's society, one must think outside the box in order to make a difference. There is always a solution to the problem. It may take some work finding it. However, the information provided earlier will serve as a blueprint to develop the idea program to address the issues and needs that the youth of Riverdale are facing. The overall goal is to prepare the youth of today to become the leaders of tomorrow.

## Monitoring & Evaluation

When I conceived the concept of starting an adult board to address the lack of social activities offered to the youth of Riverdale, I had no idea the amount of effort involved. A concept on paper looks good until it is time to implement. Never the-less, I did accomplish a few goals this term. First, I got the adult board to buy into the project; this was measured by the regular attendance and member participation. In the beginning, there was low participation and attendance. Next offices elected and sub committees formed (youth committee and mentor committee), the youth committee formed and offices elected, the mentor program formed the mentor-training program that all mentors must complete before they spend any time with youth. Meeting space secured for all meetings, and the Concerned Parent Board met with the new Executive Directive of the Riverdale Park District.

With that, all said I still have the greatest task to complete; the board will work with the park district to help create the programs the youth committee selected, secure any funding needed to implement youth programs. Find youth mentors and ensure all mentors complete the six-week course. Attract new youth to participate in the mentor program.

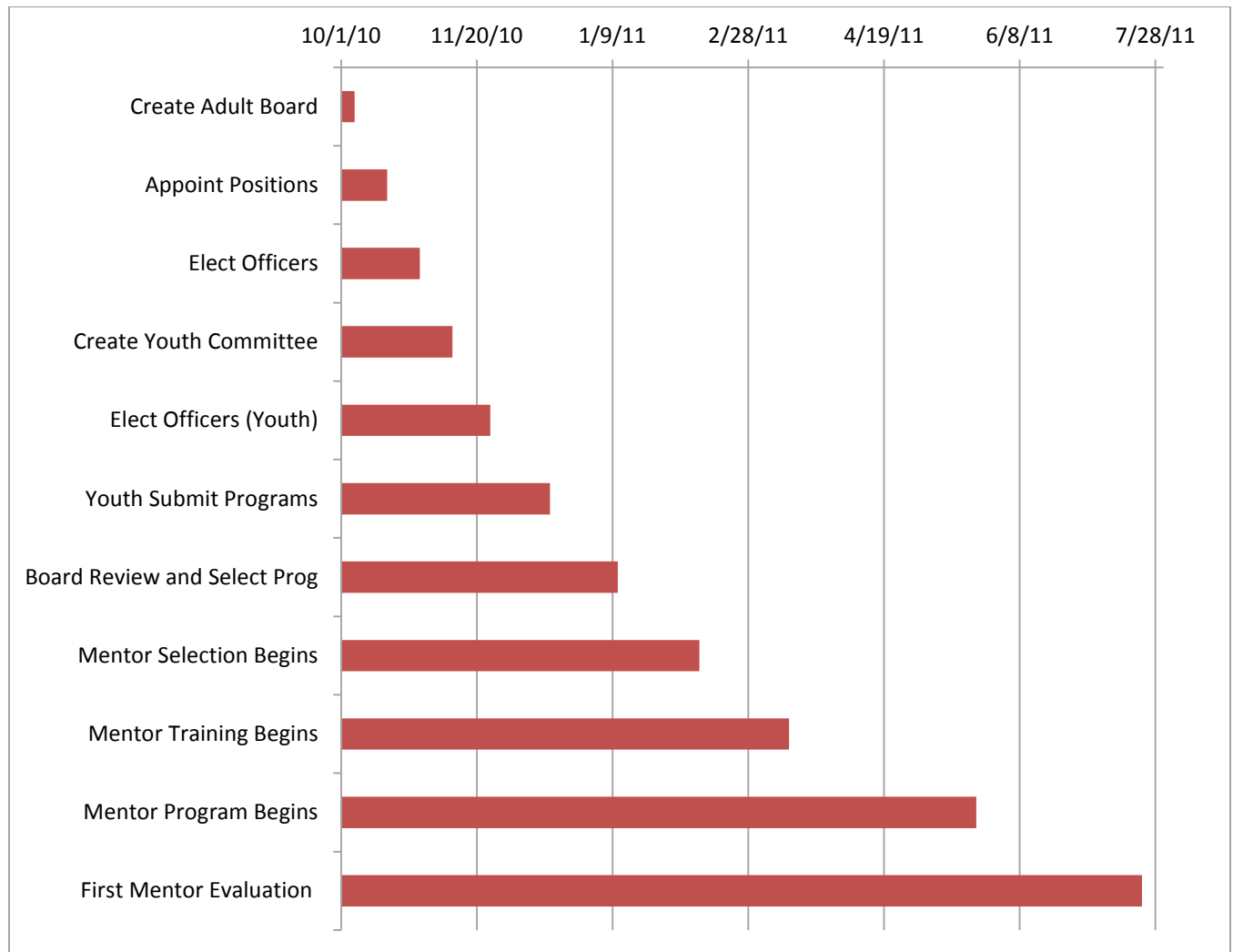
In order to accomplish these tasks, the board must work close with Gregory Bates the park district Executive Director, working with him will cut out most if not all the cost of implementing the youth programs. The park district has equipment and grounds for the programs; we must find the instructors and most of all the youth to participate. In the past, the park district would send out a list

of programs offered that upcoming season (fall, summer etc.), alone with flyers at each school in the district. The mentor program could be added to the program list, this would get the word out to more youth than just word of mouth or posters.

The desired outcome is more youth programs offered to address the social development of the youth, lower youth involvement in the Juvenile Justice system. The amount of youth loitering in the streets and in front of local businesses will decrease. A lower school truancy and dropout rate, this will be measured of the school year after the start of the mentor program.

## Gantt Chart

### Gantt Chart



The following chart is a base line to ensure the goals set stay on course and is accomplished.

<b>Goal</b>	<b>Desired Outcome</b>	<b>Target started date</b>	<b>Completed on time</b>	<b>On goal or behind</b>
Work with park district to implement programs created by youth committee	Large number of youth participation	Spring	Ongoing	TBD
Secure funding if needed to operate youth programs	Raise funding for youth programs without charging youth to participate	Late Winter	Ongoing	TBD
Find twenty-five mentors for mentor program	15-20 mentors start program	Late Winter	March	TBD
Start mentor training program	All mentors complete six week course	March	Mid April	TBD
Start youth mentor program	Twenty youth participate in the start of the program	Mid to late April	Ongoing	TBD

Phase one of the project is completed the concerned parents board is formed and has met ten time and implemented the start of the youth board, mission and vision plan, and has given the go ahead for the six week mentor guide to be develop and implemented. The board is proof, that a few concerned citizens can and will make a major impact in developing future leaders and productive members of society.

The youth committee had an effect on other parents that were not part of the outcome of the project. Parents outside the board began to get involved in the activities of the youth committee and it had a snowball effect. Other parents began to attend the meetings, stepped up, and volunteered their time. This is the effect the project is having on the community without it actually being implemented. The overall effect of the project will not be known before the project is implemented.

Due to strong community support and involvement, I can only assume the best for the major component of the project. The desired outcome will be a long sustained mentor program that will be integrated into the ongoing programs of the Village of Riverdale Park District.

## **Sustainability**

This project has the advantage of not requiring a large funding source the services are volunteer based, the board members, youth, and mentors all volunteer their services. The park district owns the buildings that will house all programs (youth programs, and the mentor program). There are overhead cost, the largest being advertising, mentor training guides, and materials used for the operation of the various programs.

The plan for the mentor program is to retain the current mentors and continue to add new mentors to the mentor team. Each mentor will bring new members by sharing their experience through word of mouth, this allows possible or interested mentors to hear firsthand the power of mentorship, and how it affects the lives of youth. Each new mentor will continue to receive the six week training and current mentors will have annual update training sessions, to improve their mentor skills.

The Riverdale Ivanhoe Park District understand the need for creating worthwhile programs to grow and develop the minds and bodies of the youth it serves, and are willing to support the efforts of this project. The park district has an annual budget over \$800,000, money will be set aside to provide the materials need to operate youth programs and the mentor program. The park district will seek volunteers to instruct various programs, if none are available they are in a position to hire. The park district understands that there will come a time in the distance future, where they will take over the operations of the mentor program and is ready and willing to do so.

<b>Outcomes</b>	<b>Indictors</b>	<b>Resources</b>	<b>Timeframe</b>
<b>Short-term Outcome</b>  Completion of Mentor training Guide	Completed copy ready for review by board	Research Material	One Month (by the end of February)
<b>Short-term Outcome</b>  Completion of participant back ground check letter	Completed copy ready for review by board	Research Material	One Month (by the end of February)
<b>Short-term Outcome</b>  Completion of welcoming Letter for mentor program	Completed copy ready for review by board	Research Material	One Month (by the end of February)
<b>Short-term Outcome</b>  Start of the Mentor Training	At least 25 mentors to began the program	Project Participants	Beginning of March
<b>Short-term Outcome</b>  Completion of Mentor Training Program	At Least 10 mentors complete program and ready to mentor	Project Participants	Mid May
<b>Short-term Outcome</b>  Start of the Youth Mentor Program	At least 10 youth to participate in Mentor Program	Project Participants	Beginning of June

## Conclusion & Recommendations

The Village of Riverdale has a great duty to provide for the social growth and personal well-being for the youth of the community. My projects design will begin the development to ensure the youth are productive members of society. This project will not be implemented before the project due date. However, I have laid the foundation to ensure the projects implementation on the start dates set. The Youth Board is up and running; the youth committee has outlined and submitted the programs the youth wish to participate.

At the start of the project, the focus was entirely on addressing social issues facing the youth of the village. After probing deeper, I learned the problem was greater than providing social activities such as dance and sports. There was a greater need for the youth to have positive role models. This included a person or persons that would share their life stories, and guide the youth down the correct path to adulthood. A person, whose life experiences would be shared and used as a building block for the youth.

At this point, I decided to shift from just adding social programs for the youth, but to include a mentor program. The mentor program will address life issues the youth face on a daily basis. Along with the Riverdale Park District, and the Adult Board, the youth have advocates within the community. These advocates will address the social and personal development of the youth within The Village of Riverdale.

I would recommend that any entity that is looking to promote the development of youths personal and social growth; first listen to the needs and

wishes of the youth, than develop a plan of action that will address these needs. As adults, we believe we know what is best for our youth without first assessing their wants. The youth must feel they are part of the plan; once they buy into the plan, the majority of the task is accomplished. With that in mind, the greatest part of the project is to include the youth, listen to their needs, execute those needs while working with them, and allowing for adjustments. This will lead to a positive outcome, which is the youth being productive members of society.

# Appendix

## **Concerned Parent Board Letter**

9/24/2010

Deontray Cox

**Dear:**

We are all aware of the toll that a community experiences when economically challenged and unable to meet the needs of the community. However, this should not be an excuse not to meet the needs of the people. I am a long time resident and I have never witnessed the park dist fail to provide programming to our youth as this last past year. As a current graduate student, pursuing a master's degree in Community and Economic Development, my research shows with the help of local, state, and federal service agency resources this community has the opportunity to once thrive again.

However, one person cannot accomplish it. Your community involvement and passion for where you live has prompted me to extend a special invitation. Earlier I informed you that I was a student obtaining a master' degree in Community and Economic Development. In order to complete my degree I must indentify and address the needs of a community. I intend to address the needs of our youth here in Riverdale.

This letter is to invite you to join my board "Concern Parents" the board will consists of professionals such as you, who can assist in directing, organizing, and implementing the duties and policy set by the board. The executive board plans to meet the first Thursday of each month, and selected committees meet an additional one or two times a month as needed or decided. Please give me the opportunity to explain in detail, by contacting me with the information below, to schedule one on one time to answer questions.

Sincerely

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Master's Student  
Southern New Hampshire  
Community Economic Development  
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## Bi-Laws

# Concerned Parents of Riverdale

## Board Bylaws

### Board Duties

1. Board Members will attend all Regular Board meetings and Committee meetings.
2. Board Members will attend all unscheduled Call or Special Board meetings.
3. Board Members will make recommendation, advise and approve/disapprove items of business of Executive Director. In the absence of an Executive Director, the Board shall take into consideration the recommendation of the Board Members residing over said department for advice and approval/disapproval concerning items of business.
4. Board Members will be prepared to discuss business of the C.P. at every meeting.
5. Board Members are responsible for appointing Committee Chairman.
  - A) The criteria used to make a decision for committee Chair is as followed and in order of priority to maximize output from committee Chairman.
    - a) Board Members **experience** in Park and Recreation.
    - b) Board Members **seniority** on Board.
    - c) Board Members **knowledge** of Committee function.
    - d) Board Members **desire** and **interest** of committee.

6. Each Board Members will **Chair** and/or **Co-Chair** one Committee.
- A) This will allow each Board Member to effectively focus on their committee. The Co-Chairing duties will allow exposure to the other committee responsibilities. In doing so, this will provide a better understanding of the functions of other committees that a Board Members may Chair in the future.
- B) As a Chairman and Co-Chair, a Board Member will act as an advisor to Executive Director. In the absence of an Executive Director, a Board Chairman and Co-Chair will act as an advisor to Recreation Supervisor and Maintenance Supervisor.
- C) Board Member shall serve as Chairman and Co- Chair of appointed committee for one fiscal year. After fiscal year, all committees are up for re-appointment.
- D) The following shall be the standing committees. The committees are listed in the order of priority to the Board and Residence of Riverdale.
- a) Committee on Finance /Insurance
  - b) Committee on Recreation
  - c) Committee on Mentors
  - d) Committee on Planning

**NOTE#** The President serves as an ex-officio member on all Board sub-committees and attends as many committee meetings as possible to become familiar with the issues. **The President is a visitor at committee meetings and never preempts the committee Chairperson.**

- E) All motions, resolutions or orders referring any matter to a standing or special committee, giving such committee power, shall be distinctly defined therein.
7. All Board members may spend up to \$200.00 on materials necessary for operations. All receipts must be turned in to Treasurer. (No, receipt no reimbursement). All bills over \$200.00 requires Board approval before transaction.

## **Volunteer Application**

### **Concerned Parents of the Village of Riverdale, IL Parent Mentor Program**

#### **VOLUNTEER APPLICATION**

Please submit to: Deontray Cox, Chairperson

Mailing Address: Concerned Parents Mentor Program,

PO Box 369, Dolton, IL 60419

Phone : (708) 825-XXXX

If you have questions, contact dcox86@live.com

Name \_\_\_\_\_ Date of Birth \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone (1) \_\_\_\_\_ Phone (2) \_\_\_\_\_ Email \_\_\_\_\_

Emergency Contact \_\_\_\_\_ Relationship \_\_\_\_\_ Phone # \_\_\_\_\_

DL# \_\_\_\_\_ SS # \_\_\_\_\_

List any special interests, hobbies, extracurricular activities, and skills:

\_\_\_\_\_

What qualities do you have that would help you work with children and/or youth?

\_\_\_\_\_

\_\_\_\_\_

#### **BACKGROUND CHECK AGREEMENT**

**Volunteering with children in a mentor program requires that it be necessary for the volunteer to complete a background check. As a potential volunteer, I give my permission for The Concerned Parents of Riverdale to conduct a background check through the Village of Riverdale Police Department. I also understand that any information obtained in the course of the background check will remain confidential.**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

## **Vision and Mission**

### **Vision**

The Concerned Parents Board will ensure the emotional, physical, and personal development for the youth of the Village of Riverdale. All efforts will be made to protect the social and emotional development and well being to ensure all efforts were made to produce productive members of the community.

### **Mission**

The Concerned Parents will be a community advocate to provide developmental resources for children and youth from the Village of Riverdale.

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