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# "Sustainability through Creativity"

## URBAN YOUTH SUMMIT CONTEST

## *"Urban Youth Proposal for Change in your Hood"*

### Awards and Prizes:

**All contest participants' will receive a gift card from a local Denver business**

**1st Prize $3000.00**

**2nd Prize $2000.00**

**3rd Prize $1000.00**

**What you need to do**: The Urban Youth Summit committee (see below) is accepting applications for the contest titled "*Urban Youth Proposals for Change in your 'Hood*." The purpose of this contest is to engage high school junior and senior students and local community institutions involved with youth ages 16-21 in a supportive learning environment where contest participants interact and build relationships with a diverse set of their peers, contest sponsors, and teachers. In addition, contest participants will receive support , motivation, and guidance

from undergraduate students living in the *Sustainable Living and Learning Community* dormitory at Johnson & Wales University—Denver campus, The JWU-Denver Campus Library, and members of the Urban Youth Summit committee.

All urban youth participants, sponsors, teachers, and parents are encouraged to register for the Urban Youth Summit on April 29, 2016 at Johnson & Wales University—Denver Campus.

**What you need to do in order to participate**:

1. Submit an application for your team to participate in the contest by October 31, 2015 (see application form below).
2. Submit your completed project proposal on April 15th, 2016
3. Register for and attend the Urban Youth Summit, which takes place on April 29, 2016 at Johnson & Wales University—Denver Campus. **At least two members of each team are required to present their proposal findings and solutions at the Urban Youth Summit.** This is where the contest winners will be announced.

**Contest Rules and Procedures**: Select a diverse team of up to 10 participants and develop a proposal for a project that you would like to see happen in your neighborhood. By diverse the committee means contest teams inclusive of all academically performing students in high school and community institutions—for example, participant groups coming from high school should include students in advanced placement to honors course, to students in regular to basic remedial courses. We believe ALL students have assets they can bring to a proposal and the more diverse the group the more points will be given for participant selection. The proposal should promote inclusiveness, social justice, equitability and/or healthy living in the development of your community by addressing at least two out of the six content areas listed below (see outline of individual content area for a full descriptions).

1. Ecology and Environment
2. Geography
3. Economics
4. Culture
5. Politics
6. Social

Participants should incorporate at least three of the learning strategies listed below in their proposals.

1. Interviews (Develop an interview schedule and conduct at least four interviews with local community residents, key persons, leaders. Audio record interviews and provide transcripts of interviews in final proposal).

2. Oral history (Develop an oral history survey and conduct at least four interviews with local community residents, key persons, and leaders that have lived in the neighborhood for more than 15 years. Audio record interviews and provide transcripts of interviews in final proposal).
3. Music (Developed lyrics, sound and where possible video recordings of an original performance. Provide either an electronic copy (DVD) or URL link of completed work in final proposal).
4. Video (Developed a live footage to illustrate various themes selected for the project. Provide either an electronic copy (DVD) or URL link of completed work for final proposal).
5. Street Art/Painting (Develop an original, creative and artistic piece with a description of the meaning and symbolism behind the art work. Provide photographs of original works in final proposal).
6. Photographic essay/journaling (Develop a series of photographic content depicting the various themes selected for the project. Provide copies of final photographs for final proposal)
7. Surveys (Develop a questionnaire and select a stratified sample of residents to administer the survey. Provide the results of the survey in the final proposal).
8. Maps (develop maps of the area using Policy Map or ArcGIS. Provide copies of maps for final proposal).
9. Service learning (develop a service learning project in the neighborhood. Describe the purpose and outcome of the service learning project and provide documentation for the key people served in the final proposal).
10. Community newspaper (Develop or work with a community newspaper to conduct a local area investigation of a key issue in the neighborhood. Include the final article or community newspaper in the final proposal).

All proposals must include:

1. Contest teams are required to submit a written project (maximum of 15 pages)
2. Proposal overview, including which of the content areas (minimum of two) it is addressing, what learning strategies where chosen, and why the project is important to you.
3. A demographic description of the local community —social, cultural, political and economic characteristics (family type (e.g., single, married); housing quality and type; age structure of neighborhood; income distribution; educational attainment; etc.).
4. Justification for how your project will promote inclusiveness, social justice, and equitability within the community and the city more widely.
    a. Discuss the importance of social justice in the community and the ways the proposal addressed this issue.

b. Provide analysis of selected learning strategies and how they provided insight into addressing inclusiveness, social justice, and equity.

5. Conclusion, suggestions, and the development of steps to promote social change and solutions in the community.
6. Reference sources that support your project idea, which can include: publications, articles, projects in other cities, statistics, interviews with knowledgeable experts, leaders, community stakeholders etc.
7. Budget: What would it cost to implement your proposed solutions/changes? The budget could include cost for personnel, travel, equipment, materials etc.
8. Final contest awardees will present their solutions to a captive audience of state, county and municipal officials, administrators, and private CEO's of businesses throughout downtown Denver and the Front Range of Colorado.

**How Much Time Do You Have?**

**All proposal applications are due on or before October 31st. Please e-mail applications to ted.manley@jwu.edu**

**September-October**—complete and submit application for contest. ALL applications are due October 31st.
**November 1st – December 20th** —paired with JWU-Denver Campus Students
**January 4th –February 26th** –Urban Youth Summit committee meets with each contest group for feedback and questions on their proposals
**February 26th –March 31st** —complete work on proposals and prepare for submission;
**April 15th deadline to submit final projects**
**April 29th Friday—Urban Youth Summit 8AM-5PM**

## ***Content Areas for Youth Discourse,***

## ***Agency and Creativity at UYS***

*Social Systems* in urban and metropolitan life refer to intergroup relations structured by characteristics that include, but are not limited to: class, ethnicity, religion, race, gender, sexuality, sexual orientation, language, and immigration status. Social norms and institutions influence which groups have more or less access to high-quality housing, education, healthcare, law enforcement, public transportation, neighborhood and community spaces, recreation, and entertainment, and how this changes over time.

***Directions***: Develop a proposal to understand how social changes in your neighborhood are interconnected with various patterns of behavior—from the way people engage in social interaction (verbal and non-verbal), to how people express themselves through various symbols and signs (dress ware, art, music, material consumption etc.).

***Questions to think about and ask people in your neighborhood***: How is the behavior in your neighborhood influenced by social norms (expected ways of doing things) and institutions (i.e. police, schools, grocery stores, restaurants etc.)? Briefly describe the social relationships in the [name of neighborhood]? What did your parent (s) do? Did they work? Briefly describe how you

made friends in the [name of neighborhood]? How often did you get together with your friends? What did your siblings do? Did they have friends? What were they like? What did you do during the day for recreation and fun? Did your parent (s) attend local neighborhood functions in the [name of neighborhood]? Did you? Can you recall any events and occasions in that were important to you to you? Etc.

***Resources***:
**City of Denver's Registered Neighborhood Associations**—use this web site to find information on registered neighborhood associations and there plans for change. Toggle down to bottom of page to select neighborhoods
https://www.denvergov.org/cpd/CommunityPlanningandDevelopment/RegisteredNeighborhoods/tabid/444364/Default.aspx

**The Piton Foundation** Community Facts Neighborhood data for the 7 county Denver metro Region—use this web site to find demographic data on your neighborhood
https://www.denvergov.org/cpd/CommunityPlanningandDevelopment/RegisteredNeighborhoods/tabid/444364/Default.aspx

**Ted Manley** PhD Associate Professor College of Arts and Sciences and Faculty Program Lead Urban Studies. Johnson & Wales University. Ted.manley@jwu.edu office phone (303) 256-9486 Facebook: https://www.facebook.com/JWUDenverUrbanStudies?ref=bookmarks

**Screening Gender** http://www.yle.fi/gender/
Screening Gender is an innovative website providing tools to sensitize viewers and producers of televised and visual material to the ways in which women are portrayed in the media. The project, cosponsored by the European Commission's Fourth Community Action Program on Equal Opportunities as well as several European broadcast organizations, includes the results of a study on female portrayal and participation in television programs. Suggestions for changing the spectrum of portrayal based on the recommendation are provided through the site as well.

**Hate Watch** http://www.splcenter.org/blog/?source=redirect&url=hatewatch.org HateWatch monitors the growing and evolving threat of hate groups on the Internet. The organization offers assistance to academicians, activists, and victims of hate crimes. Many resources on hate group activity on the Internet are provided, including links to hate group and militia organizations, as well as the activist organizations that oppose and expose them.

*Culture* in urban and metropolitan life encompass the totality of interdependent and diverse meanings, symbols, values, signs, myths, traditions, beliefs, art, creativity and expression that various groups of people bring to the area. These dynamics include the ways that people share

their cultural heritage with each other, and how new cultural traditions emerge through this exchange.

***Directions***: Develop a proposal in your neighborhood to understand culture and cultural changes occurring in the area since 1990. Whenever possible try to understand the origin of culture and cultural changes in your neighborhood before and during the formation of the United States.

***Questions to think about and ask people in your neighborhood***: Is the culture in the neighborhood part of the mainstream dominant urban culture of white English speaking individuals and groups? Is culture in the neighborhood considered a subculture of the dominant urban society? Why? How do people identify with their culture in the neighborhood? What traditions, ceremonies, beliefs, arts etc. exist in the neighborhood? How cultural traditions are maintain, sustained, and transferred to younger generations in the neighborhood?

***Resources***:
**History Colorado** http://www.historycolorado.org/museums/history-colorado-center

**Culture and UNESCO** http://whc.unesco.org/pg.cfm
A must see for those concerned with the protection of cultural diversity. This site provides information on the many faceted projects related to world culture conducted by UNESCO. It also includes a link to the website for the historic UNESCO "World Heritage" site.

**Bill De La Cruz**, Director of Equity and Inclusion, Denver Public Schools
BILL_DELACRUZ@dpsk12.org

**Ted Manley** PhD Associate Professor College of Arts and Sciences and Faculty Program Lead Urban Studies. Johnson & Wales University. Ted.manley@jwu.edu office phone (303) 256-9486 Facebook: https://www.facebook.com/JWUDenverUrbanStudies?ref=bookmarks

## *Politics*

in urban and metropolitan life encompass the interdependent decision making structures and institutions and their nuances, transparency and lack thereof, conceptions, contrivances, planning, growth, practices, policy, legislation etc. In their most simple form, political dynamics refer to the relationships and power dynamics between people, and how these change over time.

***Directions***: Develop a proposal on how political systems at the local, state, federal and global levels impact and influence policy changes in your neighborhood. Try to focus on local issues and how they are connected to city politics and plans before exploring their connections with state, federal, and global political systems.

***Questions to think about and ask people in your neighborhood***: Who is the councilperson for your neighborhood? How often do people in the neighborhood communicate with the council person? What are some current issues affecting the neighborhood? What groups and individuals are involved? Are they organized? What is/are the name (s) of organized groups in your

neighborhood? What do these organized groups do? Who do these organized groups represent? Why?

***Resources***:
City of Denver http://www.denvergov.org/

**Explorations in Social Inequality** http://www.trinity.edu/~mkearl/strat.html

One of the best stops on the award-winning website *Sociological Tour through Cyberspace*. It provides an annotated discussion with links to the major issues in inequality, including theory and measurement of social class/mobility. Stratification and inequality issues are also explored using the themes of race, gender, ethnicity, and education.

**Ted Manley** PhD Associate Professor College of Arts and Sciences and Faculty Program Lead Urban Studies. Johnson & Wales University. Ted.manley@jwu.edu office phone (303) 256-9486 Facebook: https://www.facebook.com/JWUDenverUrbanStudies?ref=bookmarks

**Joey Pace**, Youth Success Director, Office of Children's Affairs, City and County of Denver Joel.Pace@denvergov.org

**Michael Sapp**, Deputy Director Office of Community Affairs, Office of the Mayor, City and County of Denver Michael.Sapp@denvergov.org

*Economics* in urban and metropolitan life encompass the interdependent local, municipal, county, regional, state, national, and global ebb and flow of money into and out of the built environment of the metropolitan area. This includes the ebb and flow in terms of which groups within the area benefit or are harmed by economic trends.

***Directions***: Develop a proposal that surveys the type of business in your neighborhood. Analyze he products old by these businesses, consumer behavior, prices, and economic outcomes—how does the business benefit the neighborhood.

***Questions to investigate***: What kinds of businesses are in your neighborhood? What are the trends in the kinds of businesses/stores that are coming into, or leaving the neighborhood? Do most people living in the area have to travel far to get to their job? Are there opportunities for young people to find work nearby? How do young people in the neighborhood earn money? Within the Denver Metro area, which industries are growing, and which are shrinking? Is the Denver metro area a hub for innovation in certain industries? What are the skills needed for working within these industries? How inclusive are the business networks that are driving growth in these industries? Who is benefitting from the current economic trends and who is either being left out or being impacted negatively? What kinds of projects or initiatives would help the benefits of Denver's growing economy to be spread more widely across all of its neighborhoods and communities?

***Resources***:
Colorado Innovation Network: http://www.coloradoinnovationnetwork.com/

Mile High Connects – Jobs: http://milehighconnects.org/jobs/

Denver Office of Economic Development:
https://www.denvergov.org/Default.aspx?alias=www.denvergov.org/oed

Metro Denver 2015 Economic Forecast: http://www.metrodenver.org/research-reports/economic-forecasts/2015-economic-forecast/

**Emilie Gettliffe**, MSc Local Economic Development, Associate Consultant with MarketShare Associates. Email: emilie@gettliffe.com Phone: 303 999 1187

**Ted Manley** PhD Associate Professor College of Arts and Sciences and Faculty Program Lead Urban Studies. Johnson & Wales University. Ted.manley@jwu.edu office phone (303) 256-9486
Facebook: https://www.facebook.com/JWUDenverUrbanStudies?ref=bookmarks

*Geography* in urban and metropolitan life encompass the evolution of landscapes and the use of land throughout a metropolitan area. It includes transportation infrastructure, public and community space, green space, commercial and business centers, different types of housing developments, and where these are each located in relation to each other. It also includes the people who live, work and play in each of these spaces.

***Directions***: Develop a proposal that focuses on the spatial location of your neighborhood in Denver. Focus on your neighborhoods proximity to employment, schools, transportation, hospitals etc. Determine ways your neighborhood is affected by public and private location decisions.

***Questions to investigate***: What is changing in Denver in terms of how public and private land is being used? How is this affecting different groups within the city? Which neighborhoods have the greatest access to public transportation hubs and public recreation spaces? How can public land and public resources be used in a way that supports healthy living and inclusive communities within all of Denver's neighborhoods? What does the term "livability" mean to you and to others in your community? Which parts of Denver are most livable and why? What can be done to boost livability in a sustainable way? What part of this is the city administration's responsibility and what part of it is the responsibility of individuals and the community?

***Resources***:
Urban Land Conservancy: http://www.urbanlandc.org/

Denver Regional Equity Atlas: http://www.denverregionalequityatlas.org/

Denver Regional Council of Governments – Maps and Modeling: https://drcog.org/services-and-resources/data-maps-and-modeling

**Christopher DeRemer**, Geography Teacher Manual High School, Denver Public Schools deremer.chris@gmail.com

**Ted Manley** PhD Associate Professor College of Arts and Sciences and Faculty Program Lead Urban Studies. Johnson & Wales University. Ted.manley@jwu.edu office phone (303) 256-9486 Facebook: https://www.facebook.com/JWUDenverUrbanStudies?ref=bookmarks

*Ecology and Environment* in urban and metropolitan life encompass the interaction and interdependent relationship between the human population and the plant, soil, water, air and minerals of the open space surrounding and intertwined in a metropolitan area. It also includes how production, consumption and waste materials (of goods, energy and food) impact the broader environment.

***Directions***: Develop a proposal that surveys modern urban ecological changes and challenges in your neighborhood. Investigate how neighborhoods in other major metropolitan areas have approached these, and suggest your own solutions for local application.

***Questions to Investigate***: What does the term/buzzword "sustainable" mean to you and your generation? What are the most critical issues of environmental sustainability affecting urban youth? How do modern social movements (global protests, "Occupy," etc) address sustainability and environmental issues? How does the widening wealth/income gap manifest in environmental/sustainability issues in urban areas and has there been genuine progress for all cultures? How has the urban landscape changed through your lifetime? Do you feel nature is being re-introduced to communities, restored, or ignored? How do activities on the neighborhood scale impact larger global issues such as climate change, drought, the genetic modification of food, loss of biodiversity, etc? Does environmental racism exist in your community?

***Resources***:
**Laurel Mattrey**, Denver Public Schools Sustainability Planner, laurel_mattrey@dpsk12.org, http://sustainability.dpsk12.org

EPA Environmental Justice Mapping and Screening Tool: http://www2.epa.gov/ejscreen

City of Denver Office of Sustainability:
https://www.denvergov.org/sustainability/OfficeofSustainability/tabid/445198/Default.aspx

**Julie North**, Natural and Renewable Resources Coordinator, Aurora Public Schools, jenorth@aps.k12.co.us, http://maintop.aurorak12.org/energy-conservation/

**Judy St. John** (Co-chair), Arts & Sciences Lead Faculty for Sciences JWU-Denver Judy.St.John@jwu.edu

**Ryan King**, Adjunct Faculty Biology and Environmental Sciences JWU-Denver Campus
Ryan.King@jwu.edu

**Urban Youth Summit Committee**

Ted Manley (Co-chair), Arts & Sciences Faculty Program Lead Urban Studies Program JWU-Denver ted.manley@jwu.edu
Judy St. John (Co-chair), Arts & Sciences Lead Faculty for Sciences JWU-Denver Judy.St.John@jwu.edu
Jessie Rosales, Resident Director, JWU-Denver Campus Jessie.Rosales@jwu.edu
Ryan King, Adjunct Faculty Biology and Environmental Sciences JWU-Denver Campus Ryan.King@jwu.edu
Cathy Schmelter, Adjunct Faculty Nutrition JWU—Denver Campus Cathy.Schmelter@jwu.edu
Shane Wright, Groundwork Denver shane@groundworkcolorado.org
Bill De La Cruz, Director of Equity and Inclusion, Denver Public Schools BILL_DELACRUZ@dpsk12.org
Laurel Mattrey, Sustainability Planner, Garden and Greenhouse Program Coordinator Denver Public Schools Sustainability OfficeLAUREL_MATTREY@dpsk12.org
Shawn St. Sauveur, Healthy Schools Coordinator, Denver Public Schools SHAWN_STSAUVEUR@dpsk12.org
Christopher DeRemer, Geography Teacher Manual High School, Denver Public Schools deremer.chris@gmail.com
Joey Pace, Youth Success Director, Office of Children's Affairs, City and County of Denver Joel.Pace@denvergov.org
Michael Sapp, Deputy Director Office of Community Affairs, Office of the Mayor, City and County of Denver Michael.Sapp@denvergov.org
Zack Vivas, Art Institute of Denver zackvivas@gmail.com
Emilie Gettliffe, Associate Consultant, MarketShares Associates emilie@marketshareassociates.com
Effley N. Brooks, Tiger Bee Consulting, LLC tigerbeeconsulting@comcast.net
Beverly Grant, R & B's Mo Betta Green mbgmanager@gmail.com
Haroun Cowans, Board Chair, Prodigal Son Initiative haroun.cowans@gmail.com
Ietef Vita "DJ CAVEM MOETAVATION" emcee; producer; deejay; O.G. (organic gardener); speaker; educator bookcavem@gmail.com
Alkemia Earth, Artist Management, Yoga, Vegan Cook, Environmental Hiphop, midwife, and Culinary Wellness bookcavem@gmail.com
Sara Gunderson Garden Based Nutrition Educator at Denver Urban Gardens and teacher in the Community Programs Branch - The Y at Manual High School SGunderson@denverymca.org




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# "Sustainability through Creativity"

## URBAN YOUTH SUMMIT CONTEST

## *"Urban Youth Proposal for Change in your Hood"*

## Urban Youth Summit Contest Application

**Name of High School:** _____

**Team Name:** _____

**Number of students on the team:** _____

**Contact Teacher:** _____

**Teacher Phone:** _____

**Teacher Email:** _____

**Contact Student:** _____

**Student Phone:** _____

**Student Email:** _____

**Please list your participating team members' names and emails:**

**Please indicate the neighborhoods where you will focus your proposal:**

**What additional resources do you think you will need?**

**Who will you need to work with to have your projects happen? Who in the community?**

**Who from your group will be in attendance at the Urban Youth Summit on April 29th at Johnson & Wales University—Denver Campus?**