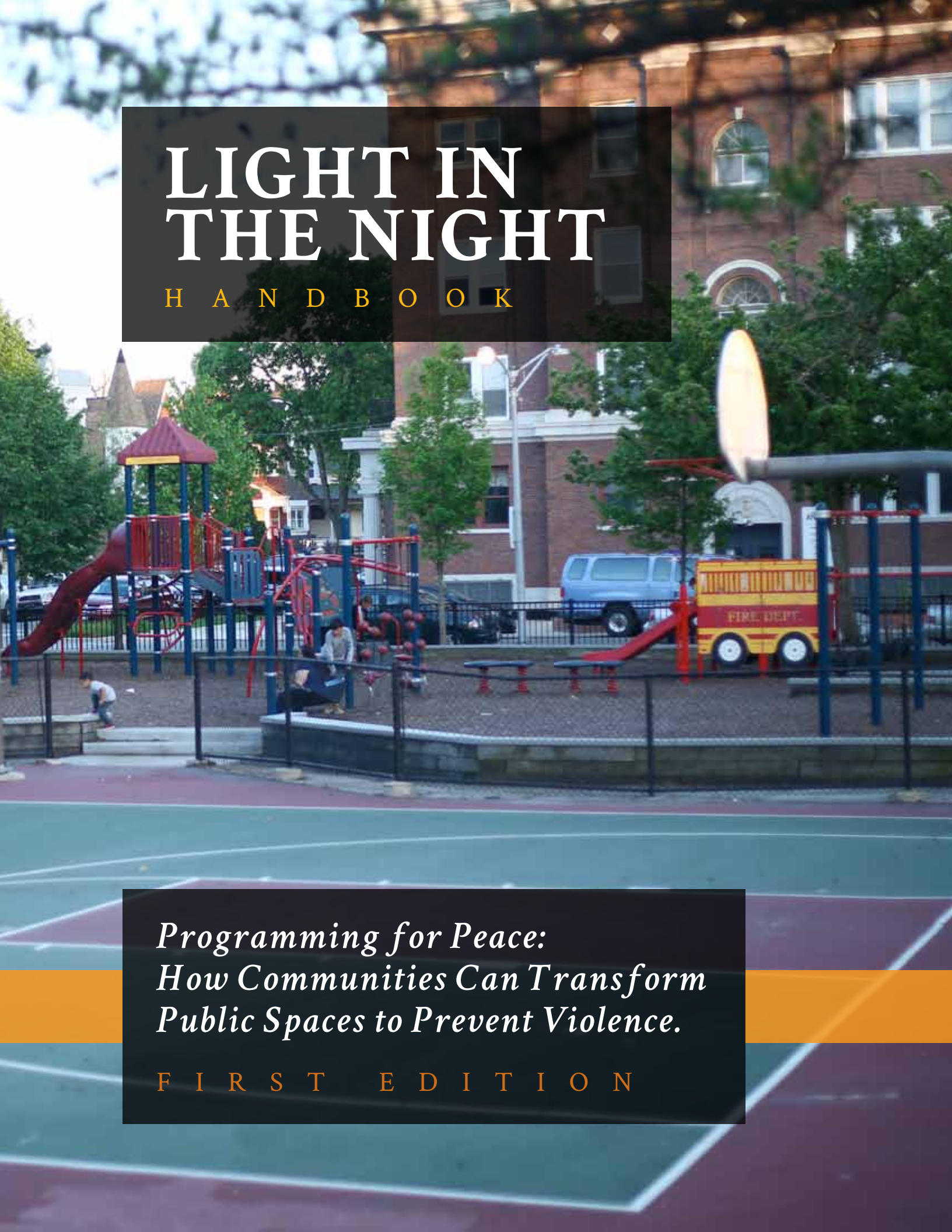

LIGHT IN THE NIGHT

HANDBOOK

Programming for Peace: How Communities Can Transform Public Spaces to Prevent Violence.

FIRST EDITION

LIGHT IN THE NIGHT

HANDBOOK

Programming for Peace:
How Communities Can Transform
Public Spaces to Prevent Violence.

FIRST EDITION
MAY 2018
CHICAGO, IL

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II

EXECUTIVE SUMMARY

This handbook has two primary goals:

1. Part I informs policy makers, funders, and non-governmental organizations about how activating public spaces can enhance public safety.
2. Part II provides technical support for practitioners implementing programs that seek to activate public spaces for public safety.

This handbook was commissioned by Metropolitan Family Services (MFS). MFS is the convening organization for Communities Partnering 4 Peace (CP4P), a collaboration that promotes peace by engaging nine of Chicago's highest-risk neighborhoods.

I

Part I of the handbook discusses violence and its costs. It defines violence as "the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation."

Next, it makes a case for how activating public space can enhance public safety. It defines public space as "the meeting or gathering places that exist outside the home and workplace that are generally accessible by members of the public, and which foster resident interaction and opportunities for contact and proximity." It then discusses what successful public spaces have in common: "They are accessible; people are engaged in activities there; the space is comfortable and has a good image; and, finally, it is a sociable place."

Then, it defines activating public spaces as using and improving them to make them safer, more accessible and more engaging than before and traces the history of strategies and techniques that have been used for this purpose.

Finally, it lays out the three main points of CP4P's Light in the Night (LIN) initiative:

1. Activating public spaces changes individual and collective perceptions, which leads to new social norms
2. If physical activity is included, research says there are physical, socioemotional and trauma resilience benefits
3. If public spaces are activated consistently over time, they become safe, accessible places where community stakeholders can assume ownership and continue positive activities (putting the neighbor back into the neighborhood)

II

Part II of the handbook shares resources and examples illustrating what has worked well in Chicago neighborhoods' efforts to activate public space for public safety. It was developed through conversations with the lead community-based agency and LIN providers in each CP4P neighborhood.

It establishes that LIN's overall goal is to cultivate safe, accessible places where community stakeholders can assume ownership and continue positive activities. It then provides minimum standards for LIN programs developed by the CP4P executive committee.

Finally, it provides technical support for practitioners implementing programs that seek to activate public spaces for public safety. Technical support is provided in the following categories: Setting a Strategy; Establishing Partnerships; Securing Authorization to Use Space(s); Promotion & Turnout; Safety & Security; Programming & Activities; Volunteer Recruitment & Management; Tracking Attendance; Evaluation; and Risk Management.

INTRODUCTION: ABOUT THIS HANDBOOK

This handbook has two primary goals:

1. Part I informs policy makers, funders, and non-governmental organizations about how activating public spaces can enhance public safety.
2. Part II provides technical support for practitioners implementing programs that seek to activate public spaces for public safety.

The handbook was commissioned by Metropolitan Family Services (MFS). MFS is the convening organization for Communities Partnering 4 Peace (CP4P), a collaboration that promotes peace by engaging nine of Chicago's highest-risk neighborhoods. CP4P's approach includes intensive community outreach to help prevent and intervene in violence; "Light in the Night" activities to empower communities to reclaim safe spaces; the Metropolitan Peace Academy, which professionalizes outreach; and Community Hubs to coordinate services and build capacity.[1] More information about CP4P is in the next section of the handbook.

1 Metropolitan Family Services. (2018, January 3). Introducing Communities Partnering 4 Peace. Retrieved April 20, 2018, from https://www.metrofamily.org/introducing-communities-partnering-4-peace/

The handbook was created by Rob Castaneda (executive director) and Josh McCann of Beyond the Ball (BTB). BTB is a nonprofit organization in Chicago's Little Village (also known as South Lawndale) community, one of the nine neighborhoods engaged in CP4P. BTB's mission is to harness the power of sport and play to reclaim space, unite the community, and create a culture of opportunity for youth and families through which the organization cultivates hope and changes lives. BTB's programming has for many years focused on reclaiming public spaces for positive activity and empowering residents to challenge the negative norms of a community and replace them with positive norms.

The handbook is informed by BTB's 20 years of experience developing and implementing violence prevention strategies that reclaim public spaces from cultures of violence as well as numerous conversations with academic experts and partners throughout the city and region. Conversations with representatives of the following organizations were invaluable in the creation of the handbook:

ACADEMIC EXPERTS

Northern Illinois University
Department of Kinesiology and Physical Education

Northwestern University Feinberg School of Medicine
Ann & Robert H. Lurie Children's Hospital of Chicago

The University of Illinois at Urbana-Champaign
Office of Recreation & Park Resources

The University of Chicago
UChicago Crime Lab

NEIGHBORHOOD PARTNERS

Partner	***Neighborhood***
Alliance of Local Service Organizations (ALSO)	Humboldt Park
Breakthrough	East Garfield Park
Cure Violence	West Englewood
Institute for Nonviolence Chicago (INVC)	Austin and West Garfield Park
New Life Centers	Little Village (South Lawndale)
Precious Blood	Back of the Yards (New City)
Target Area DevCorp	Englewood
UCAN	North Lawndale
Light in the Night program providers	*All neighborhoods*

About Communities Partnering 4 Peace

The following description of CP4P was compiled from material on the CP4P page of MFS' website:[2]

> *CP4P, which began in 2017, is a framework that provides a comprehensive, long-term approach to reducing violence and gang activity among the individuals and communities it serves. CP4P's work is rooted in nonviolence, trauma-informed care, hyper-local collaboration and restorative justice practices. CP4P features eight of Chicago's leading outreach organizations who have combined their expertise to jointly impact nine Chicago communities most affected by gun violence. This marks the first time that such efforts have been locally implemented on such a broad level.*[3]

CP4P coordinates with the Chicago Police, Chicago Public Schools, the Illinois Department of Corrections and the Cook County Sheriff's Office, along with other public and community partners, to implement an anti-violence infrastructure in their communities. It includes:

Violence Intervention and Ongoing Services

- Outreach workers identify threats to prevent shootings or receive notifications of a shooting incident.
- The workers respond to the threat/incident and intervene using strategies to de-escalate tensions, control rumors, and support families of victims and perpetrators of violence to prevent the next shooting.

Proactive Prevention Services

- Outreach workers and their organizations connect individuals at risk of becoming victims or perpetrators of violence to services and case management to mitigate further high-risk situations.
- In addition to case management, services include legal and restorative justice, employment, family support, trauma-informed mental health, and substance abuse services as well as other enrichment and empowerment programs.

Pre-release and Re-entry Services for Individuals

- Pre-release and re-entry services are necessary to coordinate closely with street outreach workers to neutralize violence dynamics that can flare up.
- Relationship development supports the individual as well as the community as both prepare for the family and community reunification process.
- As high-risk individuals including those returning from incarceration become open to receiving support and services, case managers will engage, assess his/her needs, and provide

2 Metropolitan Family Services. (2018). How CP4P Works. Retrieved April 20, 2018, from https://www.metrofamily.org/cp4p-info/#outreach

3 Metropolitan Family Services. (2018). Communities Partnering 4 Peace. Retrieved April 20, 2018, from https://www.metrofamily.org/cp4p/

linkage to services such as counseling, job training, and life skills.

Participation in the Development and Implementation of the Metropolitan Peace Academy

- The Academy's goal is to enhance community-level capacity to reduce violence, and therefore focuses on developing skills and knowledge rooted in community-driven knowledge while also drawing from research and evidence-based practices.
- Common best practices and protocols across Chicago will also build the outreach profession while removing the current stigma that follows outreach programs.
- The Academy is a multi-disciplinary training platform designed to train and develop leadership among practitioners to enhance their ability to implement best practices in violence reduction, including multi-sector collaboration.
- A multi-disciplinary team of violence prevention and intervention practitioners, academics, policy and subject matter experts has designed the curriculum. Everyone in the CP4P initiative will go through The Academy.
- The Academy will also provide parallel training across sectors (e.g. outreach as well as law enforcement) to promote effective and constructive partnership towards reducing violence.

Light in the Night (Activating public space for public safety)

- The primary goal of Light in the Night (LIN) is to cultivate safe, accessible places where community stakeholders can assume ownership and continue positive activities. (In order for community stakeholders to be able to assume ownership, the public must be able to access and use the space for positive activities even when program providers aren't there.)
- Each neighborhood develops its own strategy for activating public spaces such as parks, schoolyards, vacant lots, etc.
- In each neighborhood, LIN programs are designed to engage at least 100 people and take place on at least three nights of the week (minimum of 15 hours of programming per week) during the Chicago Public Schools summer vacation and at least once per month during the school year.[4]

4 This description of Light in the Night was altered from that on MFS' website by the authors of this handbook to align with standards developed by CP4P executive committee.

I

PART I: ACTIVATING PUBLIC SPACE FOR PUBLIC SAFETY – HOW IT WORKS

What is violence and what are its costs?

Merriam-Webster defines violence as "the use of physical force so as to injure, abuse, damage, or destroy." [5] Many behaviors can fall under this definition. For example, in their study of violent behavior among urban youth, Maimon & Browning measured levels of violence by asking respondents whether they, during the past 12 months, had:

- "hit someone with whom you did not live"
- "thrown objects such as bottles or rocks at people"
- "carried a hidden weapon"
- "maliciously set a fire"
- "snatched a purse/picked a pocket"
- "attacked with a weapon"
- "been in a gang fight"[6]

The effects of violence extend far beyond such physical acts. This fact has been acknowledged by the World Health Organization, whose World Report on Violence and Health defined violence as follows: "The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation."[7] Notably, this definition includes both threatened and actual acts and those that result in both physical and non-physical injuries.

Violence imposes many long-term costs on individuals. Mercy, Krug, Dahlberg & Zwi state that witnessing or being a victim of violence can produce anger, anxiety or depression that can then lead to potentially lethal coping behaviors. "Studies indicate that exposure to maltreatment and other forms of violence during childhood is associated with risk factors and risk-taking behaviors later in life (depression, smoking, obesity, high-risk sexual behaviors, unintended pregnancy, alcohol and drug use) as well as some of the leading causes of death, disease, and disability (heart disease, cancer, suicide, sexually transmitted diseases)."[8]

In addition, violence imposes on society both direct costs (e.g. emergency response and medical treatment and law and judicial services) and indirect costs (e.g. premature deaths, lost productivity and impaired economic development resulting from reduced investment and the loss of social capital). Mercy estimates, for example, that the combined direct and indirect costs of gunshot wounds alone in the United States are about $100 billion per year. "By highlighting its costs, it becomes clear that violence can be seen as everyone's problem," Mercy writes. "The financial burden it imposes on

5 Merriam -Webster. (2018, April 18). Violence. Retrieved April 21, 2018, from https://www.merriam-webster.com/dictionary/violence

6 Maimon, D., & Browning, C. R. (2010). Unstructured socializing, collective efficacy, and violent behavior among urban youth. Criminology, 48(2), 453.

7 Mercy, J. A. (2003). Violence and mental health: perspectives from the World Health Organization's World Report on Violence and Health. International Journal of Mental Health, 32(1), 23.

8 Mercy, J. A., Krug, E. G., Dahlberg, L. L., & Zwi, A. B. (2003). Violence and health: the United States in a global perspective. American Journal of Public Health, 93(2), 256-261.

societies is money that cannot be spent on community renewal, improving schools, or providing family social support services."[9]

Furthermore, many researchers have found violence and crime to impair public health by discouraging physical activity. Multiple studies have tied perceived safety of one's neighborhood to lower levels of physical activity among residents, particularly among women and girls. For example, a study of residents of low-income housing complexes in the Boston area found that "residing in a neighborhood that is perceived to be unsafe at night is a barrier to regular physical activity among individuals, especially women."[10]

When Stodolska, Acevedo & Shinew studied perceptions of urban parks among Latino residents in Chicago, interviewees perceived parks as potentially ideal spaces for sports and recreation but stated that crime and safety issues (e.g. the presence of gangs and gang activity) deterred such legitimate uses. "Findings indicate gang members are almost constantly present in parks, which serve as spaces for drug use and distribution. Moreover, gangs operate in other areas of the neighborhood making it unsafe to access parks." Participants employed strategies to address the gang problem including avoidance behaviors (e.g. avoiding parks/dangerous areas, visiting parks only at certain times of day such as before dark, moving out of the neighborhood, etc.), protective behaviors (e.g. relying on police, visiting in groups, etc.), and collective behaviors (e.g. relying on friends to watch out for each other, cleaning up parks, the neighborhood collectively improving access for youth to sport and recreation programs in parks and after-school programs, etc.).[11]

Further research from Stodolska et al on crime, physical activity and outdoor recreation among Latino adolescents in Chicago's Little Village neighborhood determined that children often limited themselves to indoor activities (those supervised by coaches, parents, teachers, etc.) and daytime outdoor activities, which they perceive as safer than outdoor or nighttime activities. "Interviews showed that fear of crime prevented children from visiting parks, locations that would make them cross gang boundaries (parks, pools, clubs), and restricted their participation in after dark activities (e.g., sport practices, after-school programs). Some children admitted they did not participate in any out-of-home physical activities because of their concerns for safety."[12]

9 Mercy, J. A. (2003). Violence and mental health: perspectives from the World Health Organization's World Report on Violence and Health. International Journal of Mental Health, 32(1), 23.

10 Bennett, G. G., McNeill, L. H., Wolin, K. Y., Duncan, D. T., Puleo, E., & Emmons, K. M. (2007). Safe to walk? Neighborhood safety and physical activity among public housing residents. PLoS Medicine, 4(10), 1599.

11 Stodolska, M., Acevedo, J. C., & Shinew, K. J. (2009). Gangs of Chicago: Perceptions of crime and its effect on the recreation behavior of Latino residents in urban communities. Leisure Sciences, 31(5), 466-482.

12 Stodolska, M., Acevedo, J. C., Roman, C., Shinew, K. J. & Yahner, J. (2011). Crime, physical activity and outdoor recreation among Latino adolescents. Robert Wood Johnson Foundation, 133.

What is a public space and what makes one successful?

Public space can be defined in many ways. Some choose to define it by who owns or manages the space, whereas others define it by who can access the space. This handbook will do the latter and borrow a definition from Australian researchers: Public spaces are "the meeting or gathering places that exist outside the home and workplace that are generally accessible by members of the public, and which foster resident interaction and opportunities for contact and proximity. The emphasis of this definition is on public access, rather than public ownership or management."[13]

When discussing public spaces in the context of LIN programs, this handbook will refer to public spaces as spaces where community stakeholders can assume ownership and continue positive activities. In order for community stakeholders to be able to assume ownership, the public must be able to access and use the space for positive activities even when program providers aren't there.

According to the Project for Public Spaces (PPS), a New York-based nonprofit organization that has evaluated thousands of public spaces around the world, successful places have four key qualities in common: "They are accessible; people are engaged in activities there; the space is comfortable and has a good image; and, finally, it is a sociable place."[14]

What does it mean to activate a public space?

Public spaces can be used for an almost endless array of purposes or activities: Festivals, markets, arts and cultural events, sport and play programs, etc. This process of using and improving public spaces (to make them safer, more accessible and more engaging than before) is often referred to as activation.

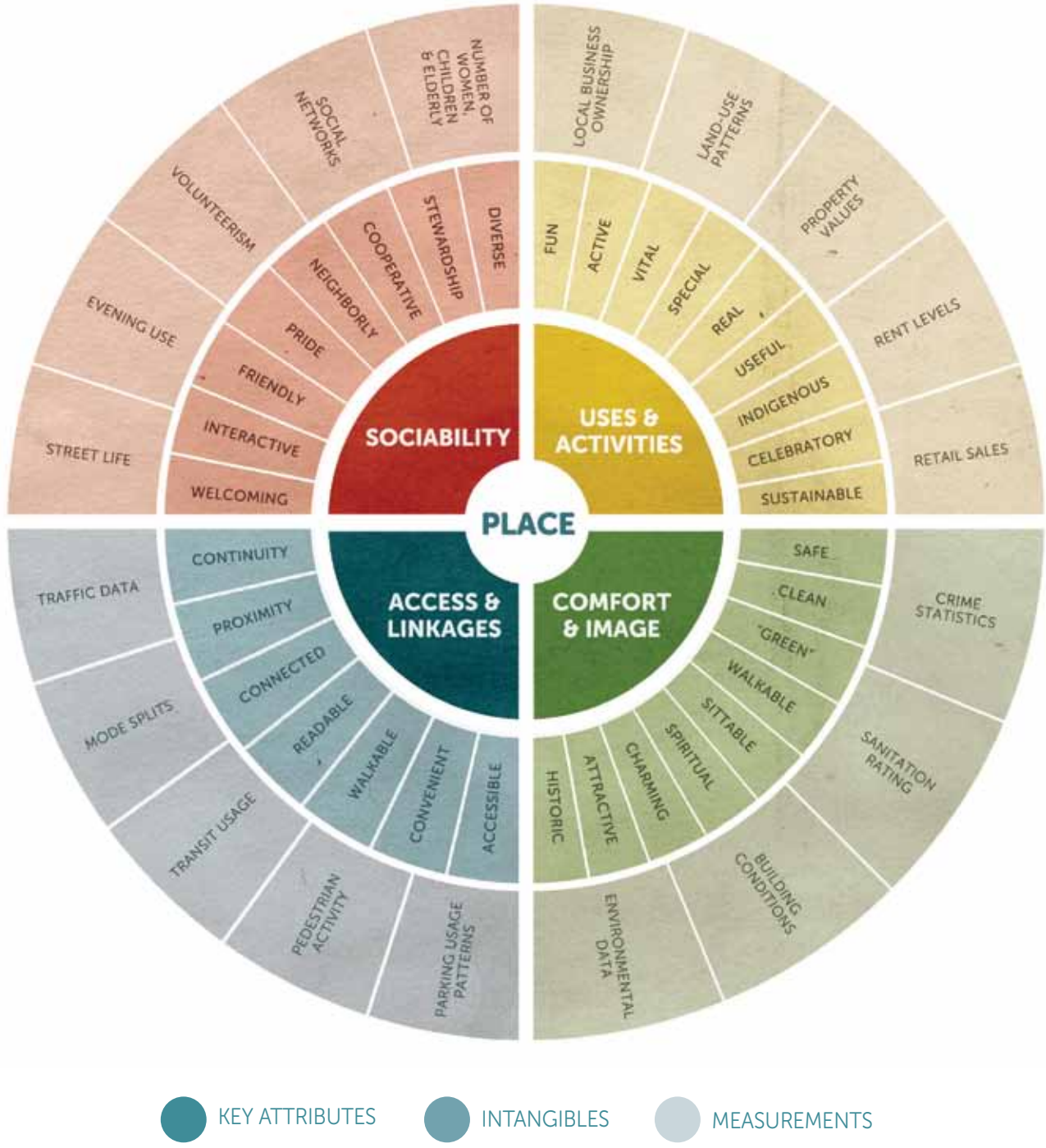
Any time you plan to bring large numbers of people to a public space for an activity, it must be carefully planned out, especially when the activity will occur in a community with high levels of violence. As the International Downtown Association states, "to generate a vibrant public space, a thoughtful and strategic plan to successfully 'program' the space needs to be considered."[15] Part II of this handbook will include several modules of technical support to help you activate public spaces in your neighborhood.

13 Francis, J., Giles-Corti, B., Wood, L., & Knuiman, M. (2012). Creating sense of community: The role of public space. Journal of Environmental Psychology, 32(4), 402.

14 Project for Public Spaces. (n.d.). What Makes a Successful Place? Retrieved April 21, 2018, from https://www.pps.org/article/grplacefeat

15 International Downtown Association. (2016). Activating Public Spaces. Retrieve 21 April 2018, from https://www.ida-downtown.org/eweb/docs/2016/ExecutiveSummaries_PDFs_2016/ExecutiveSummary2016_ActivatingPublicSpaces-FINAL060217.pdf

WHAT MAKES A **GREAT PLACE?**



Graphic by Project for Public Spaces

What is the history of public space activation and how does Light in the Night compare?

The notion that community stakeholders can and should collectively activate public spaces to create more active, engaged, healthy and peaceful communities is not new, although the approach outlined in this handbook differs from other, similar concepts in several significant ways. The broad strategies and specific techniques that inform LIN's approach to activating public space include:

Broad Strategies

Placemaking

Placemaking is "the process of creating quality places that people want to live, work, play and learn in."[16] It is based on the premise that "better public spaces are the result of community-driven design" and the ideas of Jane Jacobs and William H. Whyte.[17] "It is centered around observing, listening to, and asking questions of the people who live, work, and play in a particular space in order to understand their needs and aspirations for that space and for their community as a whole. With this knowledge, we can come together to create a common vision for that place. The vision can evolve quickly into an implementation strategy, beginning with small-scale 'Lighter Quicker Cheaper' improvements that bring immediate benefits both to the spaces themselves and the people who use them."[18]

A local example of placemaking is the Chicago Department of Transportation's Make Way for People initiative, which "aims to create public spaces that cultivate community and culture in Chicago's neighborhoods through placemaking." The initiative supports four types of projects: People Spots (platforms in parking lanes adjacent to sidewalks), People Streets ("excess" asphalt areas such as dead end streets and cul-de-sacs where the DOT works with a community partner "to create community programming, encourage walkable communities and support economic development"), People Plazas (existing DOT malls, plazas, and triangles that are activated with new programming and retail opportunities) and People Alleys (alleys used for art walks, seating, and other events).[19]

There is also another variant of placemaking known as guerrilla placemaking. The concept, also known as pop-up placemaking or tactical/DIY urbanism, involves taking over (often without formal permission) a neglected space and turning it into a usable space that contributes to the community around it.[20] The Project for Public Spaces has documented numerous examples around the world and refers to them as Lighter-Quicker-Cheaper interventions, which it says are "proof that expensive and

16 Wyckoff, M.A. (n.d.). DEFINITION OF PLACEMAKING: Four Different Types. College of Agriculture & Natural Resources. Retrieved April 21, 2018, from https://www.canr.msu.edu/uploads/375/65814/4typesplacemaking_pzn_wyckoff_january2014.pdf

17 Project for Public Spaces. (2004, February 29). The Placemaking Movement. Retrieved April 22, 2018, from https://www.pps.org/article/2003movement

18 Project for Public Spaces. (n.d.). What is Placemaking? Retrieved April 22, 2018, from https://www.pps.org/article/what-is-placemaking

19 City of Chicago. (n.d.). Make Way for People. Retrieved April 22, 2018, from https://www.cityofchicago.org/city/en/depts/cdot/supp_info/make_way_for_people.html

20 Element 5 Architecture. (2014, April 28). Guerrilla Placemaking. Retrieved April 22, 2018, from http://element5architecture.com/blog/2014/4/28/guerrilla-placemaking

labor-intensive initiatives are not the only, or even the most effective, ways to bring energy and life into a community's public space."[21]

Crime Prevention Through Environmental Design

CPTED asserts that "the proper design and effective use of the built environment can lead to a reduction in the fear and incidence of crime and an improvement in the quality of life."[22] It is considered a form of primary crime prevention, which identifies conditions of the physical and social environment that provide opportunities for criminality and seeks to modify those conditions in order to reduce such opportunities.[23] CPTED principles include enhancing sight lines and formal and informal surveillance of spaces, creating a sense of territoriality or ownership, controlling access and supporting activity and interpersonal interaction.[24]

Specific Techniques

Open Streets

This model of using public space, in which city streets are temporarily opened to residents and closed to motorized traffic, originated in Bogota, Columbia, in 1974 and has since spread to more than 120 U.S. cities.[25] Although the most common reason for such events is increasing physical activity (e.g. yoga, dance classes, sports demonstrations), Open Streets are also intended to showcase active transportation and promote social health and community cohesion.[26]

Play Streets

Play Streets, a program of the national organization Partnership for a Healthier America that grew out of the Open Streets movement, involve "temporarily closing urban streets to vehicular traffic to provide open space for children and youth to play."[27] Research shows that such events are effective at increasing youth's physical activity levels and increasing safety, including deterring drug and gang activity. In Chicago, Play Streets events are primarily supported by the Chicago Department of Public Health in conjunction with community-based organizations and the Chicago Department of Transportation.[28]

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21 Project for Public Spaces. (n.d.). The Lighter, Quicker, Cheaper Transformation of Public Spaces. Retrieved April 22, 2018, from https://www.pps.org/article/lighter-quicker-cheaper

22 Crowe, T. D. (2000). Crime prevention through environmental design: Applications of architectural design and space management concepts. Butterworth-Heinemann.

23 Brantingham, P. J., & Faust, F. L. (1976). A conceptual model of crime prevention. Crime & Delinquency, 22(3), 290.

24 Iqbal, A., & Ceccato, V. (2016). Is CPTED useful to guide the inventory of safety in parks? A study case in Stockholm, Sweden. International Criminal Justice Review, 26(2), 152-153.

25 Hipp, J. A., Bird, A., van Bakergem, M., & Yarnall, E. (2017). Moving targets: Promoting physical activity in public spaces via open streets in the US. Preventive Medicine, 103, S15.

26 Hipp, J. A., Eyler, A. A., Zieff, S. G., & Samuelson, M. A. (2014). Taking physical activity to the streets: the popularity of Ciclovia and Open Streets initiatives in the United States. American Journal of Health Promotion, 28(3_suppl), S114-S115.

27 Zieff, S. G., Chaudhuri, A., & Musselman, E. (2016). Creating neighborhood recreational space for youth and children in the urban environment: Play (ing in the) Streets in San Francisco. Children and Youth Services Review, 70, 96.

28 World Sport Chicago. (n.d.). PlayStreets Chicago. Retrieved April 22, 2018, from http://www.worldsportchicago.org/programs/playstreets/

Positive Loitering / Smokeouts

Positive loitering is a community policing strategy initiated in Chicago in the mid-2000s and has since spread across the nation. The strategy calls for a neighborhood's residents, often working in concert with and/or encouraged by police, to deter deviant behavior "by occupying the spaces where loitering occurs and then publicly demonstrating 'appropriate' behavior in them."[29] In Chicago, such events are sometimes referred to as "smokeouts" when they involve police and residents holding public barbecues at locations such as in front of a suspected drug dealer's house or on known gang territory.[30]

Night Out in the Parks

This initiative of the Chicago Park District is presented by Mayor Rahm Emanuel and designed to ensure families across the city have access to cultural events such as concerts, movies, dance lessons and puppet performances. "All families, regardless of where you live, regardless of what your ZIP code is, will have a night out at the park that will be safe and family-friendly," Emanuel said in announcing that there would be more than 750 activities planned at parks in all city neighborhoods in the summer of 2013.[31] According to the Park District's 2018 Budget Summary, Night Out in the Parks "brings more than 250,000 people to over 2,000 events in neighborhood parks during the summer, making community parks safe havens and hubs of activity."[32]

Summer Night Lights

This initiative, begun in 2008 by then-Los Angeles Mayor Antonio Villaraigosa and that city's Gang Reduction and Youth Development office, extended nighttime hours in eight parks in troubled neighborhoods, keeping lights on until midnight and sponsoring nighttime movies and family-oriented activities four nights a week.[33] Citing statistics provided by the mayor's office, the L.A. Times reported that "the communities surrounding the eight parks involved in Summer Night Lights had a 17% drop in violent crime during the summer, compared with the year before" and an 86 percent decline in homicides.[34] The city has since expanded the program, and other jurisdictions in the county have followed suit, developing their own safe summer parks programs.[35]

Community gardening

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29 Rai, C. (2011). Positive loitering and public goods: The ambivalence of civic participation and community policing in the neoliberal city. Ethnography, 12(1), 70.

30 Malooley, J. (2011). Chicagoans fight drug dealers and gangbangers with grilled meat. Time Out Chicago. Retrieved from https://www.timeout.com/chicago/things-to-do/chicagoans-fight-drug-dealers-and-gangbangers-with-grilled-meat

31 Doyle, B. (2013). Night Out in the Parks: Chicago announces summer activities. Chicago Tribune. Retrieved from http://www.chicagotribune.com/news/local/breaking/chi-night-out-in-the-parks-chicago-announces-summer-activities-20130514-story.html

32 Chicago Park District. (2018). Budget Summary. Chicago.

33 Project for Public Spaces. (2009, July 22). L.A. Combats Gang Violence with Positive Uses. Retrieved April 22, 2018, from https://www.pps.org/article/la-combats-gang-violence-with-positive-uses

34 Willon, P. (2008). Summer fun linked to crime drop. Los Angeles Times. Retrieved from http://articles.latimes.com/2008/sep/09/local/me-crime9

35 Fischer, K.N. & Teutsch, S.M. (2014). Safe Summer Parks Programs Reduce Violence and Improve Health in Los Angeles County. [Discussion Paper]. National Academy of Medicine.

The American Community Gardening Association defines a community garden as any piece of land gardened by a group of people in urban, suburban or rural settings. Commonly cited public health benefits of community gardens include increased physical activity, improved nutrition, increased social engagement, and improved mental health. More than 1 million U.S. households are estimated to participate in community gardens.[36]

Midnight Basketball

The concept of midnight basketball originated in the Washington, D.C., area in the late 1980s when a former town manager set out to organize a basketball league that would give poor young men from the inner city a safe, constructive activity to do during "high crime" hours. The concept gained national prominence in the fall of 1989 when the Chicago Housing Authority – with a matching grant of $50,000 from the U.S. Department of Housing and Urban Development – organized late-night basketball leagues in two of its notoriously troubled communities. The concept has since spread to dozens of cities. After scholars and policy makers scrutinized midnight basketball providers' claims of crime reduction success, providers added life skills training and conflict resolution, drug prevention, educational counseling, and job training. "These reforms have been consistent with recent theoretical work in the area that sees sports as a device for recruiting and retaining youth and young men who are at risk (a 'hook' as it were) where genuine effectiveness focuses on individual program participants, relies on nonsports elements, and requires intensive collaboration and engagement with a range of preventative measures."[37]

36 Teig, E., Amulya, J., Bardwell, L., Buchenau, M., Marshall, J. A., & Litt, J. S. (2009). Collective efficacy in Denver, Colorado: Strengthening neighborhoods and health through community gardens. Health & Place, 15(4), 1116.

37 Hartmann, D., & Depro, B. (2006). Rethinking sports-based community crime prevention: A preliminary analysis of the relationship between midnight basketball and urban crime rates. Journal of Sport and Social Issues, 30(2), 182-184.

Photos from Light in the Night programs

Grilling out in the Austin community - Photo by BUILD Chicago

Sporting event watch party in the East Garfield Park community - Photo by Breakthrough

Multicultural celebration in the Back of the Yards community - Photo by Precious Blood

Building relationships in the West Englewood community - Photo by Teamwork Englewood

The following chart compares the above approaches to the LIN approach:

Event Type	Primary intention: Violence/crime reduction	Primarily led by community groups	Conducted primarily in outdoor, regularly useable spaces	Conducted consistently over time in the same location(s)	Intended to engage entire community	Contributes to establishing collective, informal control of public spaces
Play streets					✔	✔
Open streets		✔			✔	✔
Night Out in the Parks			✔		✔	✔
Midnight basketball	✔	✔		✔		✔
Positive loitering / Smokeouts	✔		✔		✔	✔
Community gardening		✔	✔	✔	✔	✔
Summer Night Lights	✔		✔	✔	✔	✔
Light in the Night	✔	✔	✔	✔	✔	✔

All of the above strategies contribute to establishing collective, informal control of public spaces, but there are some key differences between them. For example, Midnight Basketball leagues are often held in indoor gymnasiums rather than outdoor spaces and primarily seek to engage young men rather than the entire community; Open Streets and Play Streets events are primarily intended to promote physical activity rather than prevent crime/violence and are not held in regularly useable spaces; community gardening is primarily intended to promote public health rather than reduce violence; and Summer Night Lights, positive loitering and Night Out in the Parks events are typically organized by municipal authorities rather than community groups.

The LIN approach can be challenging. It requires community groups to collaboratively create and execute neighborhood-wide strategies (often over a period of several years) and conduct programs in times and locations at which violence often is prevalent. As will be explained in the next section, however, it is also an approach that offers a host of research-backed benefits.

What is Light in the Night's strategy of activating public space for public safety?

Many approaches to violence reduction, including other elements of CP4P, focus on intervention (e.g. seeking to intervene directly with known or likely victims or perpetrators of violence). This handbook outlines a different, complementary strategy: How communities can cultivate safe, accessible places where community stakeholders can assume ownership and continue positive activities. The three main points of the Light in the Night (LIN) approach are:

1. Activating public spaces changes individual and collective perceptions, which leads to new social norms.
2. If physical activity is included, research says there are physical, socioemotional and trauma resilience benefits
3. If public spaces are activated consistently over time, they become safe, accessible places where community stakeholders can assume ownership and continue positive activities (putting the neighbor back into the neighborhood)

1) Activating public spaces changes individual and collective perceptions, which leads to new social norms

Researchers have found that communities that come together to informally control public space discourage violence by changing individual and collective perceptions about that space, which leads to changed social norms. By being active in public spaces, communities:

Change individual perceptions

People judge whether a place appears to be safe or not based on both its physical attributes and the people occupying the space. When assessing risk, "generally people will feel more at ease when they see people similar to them already occupying that space in a relaxed way."[38]

When people see each other out and about in their neighborhood on a regular basis, they often begin to form relationships with each other even if they do not yet speak with each other. Anderson describes the process like this: "Just the fact of their regular presence offers a sense of security, or at least continuity, to their neighbors. .... They use those they 'know' as buffers against danger. Although they may still be strangers, they feel they can call on each other as allies when neighborhood crises emerge, when they would otherwise be seriously short of help, or when they must protect themselves or their loved ones."[39]

38 Shaftoe, H. (2012). Convivial urban spaces: Creating effective public places. Earthscan.

39 Anderson, E. (2010). Street Etiquette and Street Wisdom. In A.M. Orum & Z.P. Neal (Eds.), Common Ground?: Readings and Reflections on Pubic Space. New York: Routledge.

A study of children's theorizing about risk and safety (Harden, 2000) found that while children generally associate the private sphere of their home with safety and the public sphere with vulnerability, they also conceive of an intermediate or local sphere in which they experience feelings of relative safety depending on their proximity to home and familiarity with the surroundings and people. "Being with known people was often referred to by the children as a form of protection and as an essential form of risk management."[40]

Change collective perceptions

People tend to grow more comfortable in public spaces when they know that others are present in or watching the space. As the prominent urban writer and activist Jane Jacobs once put it, "the sight of people attracts still other people." Jacobs says this phenomenon, which she calls "eyes on the street," works best when people are using and most enjoying the city streets voluntarily and not consciously policing them.[41]

The international planning and design firm Arup states that there is an intergenerational quality to this phenomenon as the presence of children in public spaces can positively influence perceptions and motivation to spend time there. "Children can help to create sustainable communities by attracting people to a place; adults spend more time outdoors where children are also outdoors, enhancing opportunities for social interaction."[42]

Tiesdell & Oc say that gatherings of people increase safety. "'Peopled' places are safer," they write. "A human presence in public spaces is reassuring for many people and the presence and activity of people will often attract other people."[43]

When neighbors are present in and keep watch over their communities' public spaces, they contribute to "social surveillance," which is "one of the proven remedies for fear and crime," according to Doeksen. "The process of seeing and being seen forms the basis for lively streets; and lively streets create a sense of community and communal ownership, which in turn generates better social surveillance," he writes. "And better social surveillance reduces crime and the fear of crime in communities."[44]

In proposing guidelines for safe design of public spaces such as greenways, Luymes & Tamminga suggested that generating activity is key to enhancing feelings of security. "Activities that draw people are perhaps more important than physical design in enhancing real and perceived safety from the threat of crime."[45]

The park advocacy group Park People says that when community members become involved in their local park, they can create a shared sense of change: "Local volunteers we interviewed spoke

40 Harden, J. (2000). There's no place like home: The public/private distinction in children's theorizing of risk and safety. Childhood, 7(1), 52.

41 Jacobs, J. (2010). The Death and Life of Great American Cities. In A.M. Orum & Z.P. Neal (Eds.), Common Ground?: Readings and Reflections on Pubic Space. New York: Routledge.

42 Arup. (2017). Cities Alive: Designing for Urban Childhoods. London: Arup.

43 Tiesdell, S., & Oc, T. (1998). Beyond 'fortress' and 'panoptic' cities—Towards a safer urban public realm. Environment and Planning B: Planning and Design, 25(5), 646.

44 Doeksen, H. (1997). Reducing crime and the fear of crime by reclaiming New Zealand's suburban street. Landscape and Urban Planning, 39(2-3), 243.

45 Luymes, D. T., & Tamminga, K. (1995). Integrating public safety and use into planning urban greenways. Landscape and Urban Planning, 33(1-3), 399.

passionately about how building an intentional, positive vision for their park helped themselves and others in their neighbourhood transform parks that were perceived as boring or unsafe into beautiful and inviting places of neighbourhood pride ... Just having a visible presence of community members volunteering in the park can help change perceptions. People see that something can happen – that things can change – and that encourages others to get involved, often those who wouldn't have without some initial person or group taking the lead." Interestingly, Park People reports that even people who don't directly participate in social interactions in parks can be positively impacted by them. "Sometimes people don't even need to participate to derive a benefit — simply observing or being close to social interactions in a public space is enough for some to report feeling a greater sense of happiness, safety, and comfort about their neighbourhood."[46]

Challenge existing social norms

Research in 196 areas of Chicago has shown that when communities come together to informally control public space, they experience lower rates of crime (including violent crime) and disorder (e.g. rowdy or threatening behavior, graffiti, etc.) This process of communities coming together to informally control public space is referred to as "collective efficacy," which is defined as "cohesion among residents combined with shared expectations for the social control of public space."[47]

When people come into repeated contact with each other in public spaces, they begin to establish shared control of those spaces and, through collective efficacy, set expectations about what behavior is and is not acceptable: "The insight of collective efficacy theory is that repeated interactions may signal or generate shared norms" outside the setting of friends and family.[48]

When people regularly gather in a public space, they change the norms of what's expected in that space and contribute to the creation of collective efficacy, which has been found to discourage violence among adolescents: "The presence of communal informal social control mechanisms (high collective efficacy) … will reduce adolescents' range of opportunities to participate in criminal activity, violence in particular, as a result of the monitoring activities of local parents or neighbors."[49]

By volunteering to enhance a public space (e.g. picking up trash), people become invested in that space and can help create a social norm that it should be well taken care of. A study of community gardens in Denver, for example, found that the place-based social processes found in community gardens support collective efficacy. "Actively improving the overall garden environment creates ownership, which supports collective responsibility and mutual trust."[50]

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46 Park People. (2017). Sparking Change: Catalyzing the Social Impacts of Parks in Underserved Neighborhoods. Toronto: Park People.

47 Sampson, R. J., & Raudenbush, S. W. (1999). Systematic social observation of public spaces: A new look at disorder in urban neighborhoods. American Journal of Sociology, 105(3), 603.

48 Sampson, R. J. (2006). Collective efficacy theory: Lessons learned and directions for future inquiry (Vol. 15, pp. 152). In Cullen, F.T., Wright, J.P. and Blevins, K.R. (Eds.), Taking Stock: The Status of Criminological Theory. New Brunswick, NJ: Transactions.

49 Maimon, D., & Browning, C. R. (2010). Unstructured socializing, collective efficacy, and violent behavior among urban youth. Criminology, 48(2), 449.

50 Teig, E., Amulya, J., Bardwell, L., Buchenau, M., Marshall, J. A., & Litt, J. S. (2009). Collective efficacy in Denver, Colorado: Strengthening neighborhoods and health through community gardens. Health & Place, 15(4), 1120.

2) If physical activity is included, research says there are physical, socioemotional and trauma resilience benefits

Although communities can come together in public space for a wide variety of activity types, research suggests that physical activities such as sport and play provide benefits that are particularly relevant to communities that suffer from high rates of violence.

Scholars caution, however, that even though participation in sport and physical activity can produce many benefits, programs must be planned and executed well if they are to deliver those benefits. "The personal and moral development of individuals that participate in sport depend on the structure, the conditions, the context, and the methods," according to Lyras & Welty Peachey.[51]

Increased physical health

As previously noted, high rates of violence in a community can pose numerous challenges to residents' physical health. Physical activity, however, can combat many of those challenges. Canadian researchers performed a literature review and found support for that country's physical activity guidelines: "We confirm that there is irrefutable evidence of the effectiveness of regular physical activity in the primary and secondary prevention of several chronic diseases (e.g., cardiovascular disease, diabetes, cancer, hypertension, obesity, depression and osteoporosis) and premature death. … There appears to be a linear relation between physical activity and health status, such that a further increase in physical activity and fitness will lead to additional improvements in health status."[52]

The following are physical health benefits that youth can gain from participating in sport: Cardiovascular fitness; weight control; skill development; and muscular strength.[53]

Merely providing places where people can be active has been found to be insufficient for increasing physical activity, however. Enhanced access to places for physical activity should be combined with informational outreach, social support interventions in the community setting, and community-scale and street-scale urban design to increase physical activity, according to the Guide to Community Preventive Services, a collection of all the evidence-based findings and recommendations of a task force of experts appointed by the Centers for Disease Control.[54]

Increased socioemotional health

Australian health officials summarized the research on the mental health benefits of exercise thusly: "Exercise makes you feel good because it releases chemicals like endorphins and serotonin that improve your mood. It can also get you out in the world, help to reduce any feelings of loneliness and

51 Lyras, A., & Peachey, J. W. (2011). Integrating sport-for-development theory and praxis. Sport Management Review, 14(4), 311-326.

52 Warburton, D. E., Nicol, C. W., & Bredin, S. S. (2006). Health benefits of physical activity: the evidence. Canadian Medical Association Journal, 174(6), 801-809.

53 Fraser-Thomas, J. L., Côté, J., & Deakin, J. (2005). Youth sport programs: An avenue to foster positive youth development. Physical Education & Sport Pedagogy, 10(1), 23-25.

54 Hipp, J. A., Bird, A., van Bakergem, M., & Yarnall, E. (2017). Moving targets: Promoting physical activity in public spaces via open streets in the US. Preventive medicine, 103, S15.

isolation, and put you in touch with other people. If you exercise regularly, it can reduce your stress and symptoms of mental health conditions like depression and anxiety, and help with recovery from mental health issues."[55]

Furthermore, research indicates there are particular benefits to outdoor physical activity. A review of studies that compared indoor and outdoor exercise found that "compared with exercising indoors, exercising in natural environments was associated with greater feelings of revitalization and positive engagement, decreases in tension, confusion, anger, and depression, and increased energy."[56]

Some researchers have even found that "park prescriptions" provided by physicians to their low-income patients can help reduce stress and improve physical well-being in patients and their families. "The researchers found a significant decrease in physiologic stress and loneliness, and an increase in physical activity and nature affinity over the three months of the trial."[57]

Play also can deepen bonds between youth and the places where they play. Opportunities for outdoor play in neighborhood spaces – and the communal games that result – can "create a sense of belonging and attachment to local places."[58]

The following are socioemotional benefits that youth can gain from participating in sport: Enhanced citizenship; positive peer relationships; leadership skills; adult career achievement; opportunities to experience positive intergroup relations, community and integration; development of social skills such as cooperation, assertion, responsibility, empathy, and self-control; opportunities to develop discipline, commitment and initiative.[59]

Increased resilience to stress/trauma

Martinek & Hellison emphasize how play can be particularly effective in fostering resiliency, concluding that "physical activity serves as an effective medium for promoting growth and renewed optimism in youth who face adversity and poverty."[60]

Physical exercise "has positive effects on psychological well-being as well as mood, clinical depression, and self-esteem" and "has been shown to affect neurobiological factors of resilience in animal and human studies."[61]

The following are resilience-related benefits that youth can gain from participating in sport: Increased self-esteem; increased life satisfaction; decreased stress; opportunities to experience challenge, fun

55 Healthdirect Australia. (n.d.) Exercise and Mental Health. Sydney.

56 Thompson Coon, J., Boddy, K., Stein, K., Whear, R., Barton, J., & Depledge, M. H. (2011). Does participating in physical activity in outdoor natural environments have a greater effect on physical and mental wellbeing than physical activity indoors? A systematic review. Environmental science & technology, 45(5), 1761-1772.

57 UCSF Benioff Children's Hospital Oakland. (2018, February 20). UCSF Benioff Children's Hospital Oakland Researchers Find "Park Prescriptions" Can Reduce Stress Among Low Income Patients. Retrieved April 23, 2018, from https://www.newswise.com/articles/ucsf-benioff-children's-hospital-oakland-researchers-find-"park-prescriptions"-can reduce-stress-among-low-income-patients

58 Worpole, K., & Knox, K. (2008). The social value of public spaces. Joseph Rowntree Foundation.

59 Fraser-Thomas, J. L., Côté, J., & Deakin, J. (2005). Youth sport programs: An avenue to foster positive youth development. Physical Education & Sport Pedagogy, 10(1), 23-25.

60 Martinek, T. J., & Hellison, D. R. (1997). Fostering resiliency in underserved youth through physical activity. Quest, 49(1), 34-49.

61 Wu, G., Feder, A., Cohen, H., Kim, J. J., Calderon, S., Charney, D. S., & Mathé, A. A. (2013). Understanding resilience. Frontiers in Behavioral Neuroscience, 7, 10.

and enjoyment.[62]

Le Menestrel and Perkins found that a socioemotional benefit of participation in organized youth sports is "the coping skills of being able to bounce back from problems."[63]

Research also shows that being outside in a natural environment can help enhance resilience. A study of green schoolyards (school grounds that include spaces for nature-based play and learning such as gardens and woodlands) found that "natural areas served as places where young people could find refuge from stress and develop protective factors for resilience in the form of supportive relationships and a sense of competence."[64]

62 Fraser-Thomas, J. L., Côté, J., & Deakin, J. (2005). Youth sport programs: An avenue to foster positive youth development. Physical Education & Sport Pedagogy, 10(1), 23-25.

63 Le Menestrel, S., & Perkins, D. F. (2007). An overview of how sports, out-of-school time, and youth well-being can and do intersect. New Directions for Student Leadership, 2007(115), 13-25.

64 Chawla, L., Keena, K., Pevec, I., & Stanley, E. (2014). Green schoolyards as havens from stress and resources for resilience in childhood and adolescence. Health & Place, 28, 1-13.

3) If public spaces are activated consistently over time, they become safe, accessible places where community stakeholders can assume ownership and continue positive activities

However people choose to activate public spaces, whether through sport and play or otherwise, they must actively use those spaces over time for them to become secure and successful. A study of urban parks found that "security and well-being are more likely to grow out of active use." According to the study, "The success of a particular public space is not solely in the hands of the architect, urban designer or town planner; it also relies on people adopting, using and managing the space. People make places."[65]

The sense of ownership that results from the presence of caring adults such as teachers has been found to dramatically curtail violence at schools. In a study of violence in five Midwestern high schools, all 166 reported violent events occurred in areas of the schools that were considered "unowned" by teachers and students and not anyone's personal responsibility. "Violence is more likely to occur in locations where ownership and definition of responsibility for the space is ambiguous," according to Astor, Meyer and Behre. "These findings suggest that interventions should focus on creating a sense of ownership and personal responsibility within undefined spaces."[66]

Researchers at the University of Michigan School of Public Health Youth Violence Prevention Center have documented that neighborhoods struggling with physical decline and high crime often become safer simply when local residents work together to fix up their neighborhood. Through their research on how a coalition of residents and organizations have partnered to successfully reduce crime while drawing activity to a once-struggling street corridor in Flint, Michigan, they have developed an emerging crime prevention theory called "busy streets." In contrast to broken windows theory, a controversial approach to public safety in which police seek to discourage more serious crime by cracking down on minor offenses, proponents of busy streets theory "believe it's better for neighborhoods to clean up and maintain their own city streets."[67] Under busy streets theory, residents engaging in positive behavior change individual beliefs about their neighborhood, giving rise to social processes that ultimately lead to collective action. "Busy streets refer to the idea that positive social interactions take place in public spaces that make them vibrant, safe, pleasant, and organized places to live."[68] In Flint, the coalition has held frequent neighborhood cleanup days to fix up vacant lots and abandoned buildings (including symbolically "owning" them by adding lighting, sidewalk repair, benches and plantings). Those efforts have inspired other homeowners and businesses to spruce up their properties, too, as the coalition successfully pushed to transform a violence- and crime-prone local liquor store and nearby vacant lot into a Jimmy John's sandwich shop and a park

65 Peters, K., Elands, B., & Buijs, A. (2010). Social interactions in urban parks: stimulating social cohesion?. Urban Forestry & Urban Greening, 9(2), 99.

66 Astor, R. A., Meyer, H. A., & Behre, W. J. (1999). Unowned places and times: Maps and interviews about violence in high schools. American educational research journal, 36(1), 10.

67 Zimmerman, M. A. (2018, March 22). Forget Broken Windows: Think 'Busy Streets'. Retrieved April 23, 2018, from https://www.citylab.com/life/2018/03/want-to-fight-crime-plant-some-flowers-with-your-neighbor/556271/

68 Aiyer, S. M., Zimmerman, M. A., Morrel-Samuels, S., & Reischl, T. M. (2015). From broken windows to busy streets: A community empowerment perspective. Health Education & Behavior, 42(2), 137-147.

that hosts regular events with food trucks and lawn games. In addition, the coalition has established block clubs, worked with police to establish bike and golf cart patrols, hosted a hayride for children and worked with a convenience store to stop selling outdated food.[69] The results have been dramatic as the coalition recorded decreases in crime (assaults decreased 54 percent, robberies 83 percent and burglaries 76 percent between 2013 and 2018) and community members reported fewer mental health problems, said they'd been victims of crime less often, and felt less afraid.[70]

In a Philadelphia study, residents who lived near vacant land that had been restored (via cleaning and greening methods such as removing trash and debris and planting grass and trees) reported a significantly reduced perception of crime and vandalism as well as increased feelings of safety and use of outside spaces for socializing: "These findings add experimental evidence to an emerging knowledge base showing that cost-effective structural interventions that are scalable to entire cities, like vacant land restoration, can have significant and lasting effects on seemingly intractable public safety issues such as gun violence and fear."[71] Additional research in Philadelphia by Branas et al found that remediation of abandoned buildings and vacant lots "can be cost-beneficial strategies that significantly and sustainably reduce firearm violence" by signaling community ownership of the properties and eliminating spaces where violence can become sheltered and prevalent.[72] Firearm violence decreased significantly over a period of almost four years after abandoned buildings were remediated by installing working doors and windows rather than plywood and vacant lots were remediated by removing trash and debris, grading the land, planting grass and trees to create a park-like setting, and installing low wooden fences with walk-in openings to show that the lot was cared for, permit recreational use, and deter illegal dumping. "Urban blight remediation is a low-cost, high-return solution to firearm violence," the authors concluded. "Simple treatments of abandoned buildings and vacant lots returned conservative estimates of between $5.00 and $26.00 in net benefits to taxpayers and between $79.00 and $333.00 to society at large, for every dollar invested." In addition to the decrease in firearm violence, residents also reported exercising more and experiencing less stress as a result of vacant lot greening. "Because newly greened vacant lots may serve as safe havens, residents may have felt less stress or may have seen greater outdoor opportunities for exercise in a cleaner, more attractive, and safer environment."[73]

Stewart has studied how Chicago's policy of selling vacant lots for $1 to nearby property owners in order to encourage constructive reuse of those spaces has impacted crime and contributed to changing community culture. This strategy is part of the city's Green Healthy Neighborhoods strategy to maximize the use of vacant land in neighborhoods including Englewood and West Englewood. He refers to the phenomenon – in which one property owner constructively reusing a lot encourages others to do the same – as spatial contagion. "One parcel at a time, if people care for their lots, it's going to lead to practices in which the spatial dynamics are such that urban greening happens and

69 Carah, J. (2017, March 13). Reinventing University Avenue. Flintside. Retrieved April 23, 2018, from http://www.flintside.com/features/reinvetinguniversityavenue.aspx

70 Zimmerman, M. A. (2018, March 22). Forget Broken Windows: Think 'Busy Streets'. Retrieved April 23, 2018, from https://www.citylab.com/life/2018/03/want-to-fight-crime-plant-some-flowers-with-your-neighbor/556271/

71 Branas, C. C., South, E., Kondo, M. C., Hohl, B. C., Bourgois, P., Wiebe, D. J., & MacDonald, J. M. (2018). Citywide cluster randomized trial to restore blighted vacant land and its effects on violence, crime, and fear. Proceedings of the National Academy of Sciences, 115(12), 2950.

72 Branas, C. C., Kondo, M. C., Murphy, S. M., South, E. C., Polsky, D., & MacDonald, J. M. (2016). Urban blight remediation as a cost-beneficial solution to firearm violence. American Journal of Public Health, 106(12), 2158-2164.

73 Branas, C. C., Cheney, R. A., MacDonald, J. M., Tam, V. W., Jackson, T. D., & Ten Have, T. R. (2011). A difference-in-differences analysis of health, safety, and greening vacant urban space. American Journal of Epidemiology, 174(11), 1302.

people live better, more safe lives … There's decades of research that show that if you're in a landscape that looks like it's cared for, you actually will in turn care for that landscape."[74]

Similarly, Krusky et al found that parcels near a well maintained produce garden tend to have better maintenance than parcels near an undeveloped vacant lot. They refer to the transformative process that produces this phenomenon as "the greening hypothesis." In explaining their findings, they wrote that "this greening diffusion may be due to landscape mimicry, cues to care, the ecology of prestige, social interactions between residents or other neighborhood conditions which lend themselves to reduced disorder. Thus, produce gardens may serve as visual indicators of community investment resulting in better yard maintenance among nearby parcels."[75]

Park People, a Toronto group that builds strong communities by animating and improving parks, has written and researched extensively about the process of park engagement, which it defines as "communities that have taken action to become more engaged in their local parks through spearheading improvements, engaging diverse community members, and organizing events and activities that draw people into the park." Through conversations with community members and city and nonprofit staff in seven North American cities, Park People identified five social impacts of park engagement: "creating a sense of change and shared ownership, building confidence and inspiring civic leaders, reducing social isolation and creating more inclusive communities, providing a place for diverse people to gather, and supporting local economic development." Ultimately, Park People argues that parks are not simply "green places of respite with grass and trees" but rather "critical pieces of the social infrastructure" in cities: "We've seen how parks can be important sites for community development—the process by which residents take action to improve their neighbourhood. By providing an open, accessible venue that promotes social gathering, cultural exchange, and shared storytelling, parks are important in developing a sense of community, safety, and belonging."[76]

Cattell et al emphasize that there are enduring benefits that result from sustained, regular interactions in public spaces. Those benefits include satisfying individuals' need to feel safe. "Public spaces are more than just simply containers of human activity, they possess subjective meanings that accumulate over time … Spaces can contribute to meeting needs for security, identity, and a sense of place"[77]

The chance encounters that occur when people use public spaces can help foster sense of community, which is often defined as "a feeling that members have of belonging, a feeling that members matter to one another and to the group, and a shared faith that members' needs will be met through their commitment to be together." Sense of community, in turn, was found to be associated with "perceived level of neighborhood crime" in an Australian study.[78]

When people do adopt, use and manage a public space over time, that space becomes imbued with a social or cultural identity, according to the Project for Public Spaces. "A sense of place only emerges

74 Stewart, W. (2017). Spatial Contagion of Urban Greening.mp4. [Illinois Media Space]. Retrieved April 23, 2018, from https://mediaspace.illinois.edu/media/Spatial Contagion of Urban Greening.mp4/1_c0kx1wjn

75 Krusky, A. M., Heinze, J. E., Reischl, T. M., Aiyer, S. M., Franzen, S. P., & Zimmerman, M. A. (2015). The effects of produce gardens on neighborhoods: A test of the greening hypothesis in a post-industrial city. Landscape and Urban Planning, 136, 73.

76 Park People. (2017). Sparking Change: Catalyzing the Social Impacts of Parks in Underserved Neighborhoods. Toronto: Park People.

77 Cattell, V., Dines, N., Gesler, W., & Curtis, S. (2008). Mingling, observing, and lingering: Everyday public spaces and their implications for well-being and social relations. Health & Place, 14(3), 544-561.

78 Francis, J., Giles-Corti, B., Wood, L., & Knuiman, M. (2012). Creating sense of community: The role of public space. Journal of Environmental Psychology, 32(4), 401.

in a public space when many people invest meaning in a space over time."[79]

Such emotional attachments to places are important because they spur people to take collective ownership of their communities by, for example, investing their time and money into the neighborhood, interacting more with neighbors and keeping watch over their communities more. "Affective bonds to places can help inspire action because people are motivated to seek, stay in, protect, and improve places that are meaningful to them. Consequently, place attachment, place identity, and sense of community can provide a greater understanding how neighborhood spaces can motivate ordinary residents to act collectively to preserve, protect, or improve their community and participate in local planning processes."[80]

Kruger highlights the connection between placemaking and community building and theorizes that recreation is one way people develop meaning and attachment to places. "Higher levels of attachment may develop with increased visitation and increased dedication to a recreation activity. As people become familiar with a place, they assign meanings and thus become participants in placemaking. To the extent that they participate with others, the engagement can also lead to community building when people develop a community of interest around the place and activity."[81]

Brown, Perkins & Brown found that place attachment is key to revitalizing neighborhoods because residents who are more attached to their community experience higher levels of social cohesion and social control and less fear of crime, while their neighborhoods have more outward signs of physical revitalization. They also state that neighborhood events can aid in this process. "Neighborhood events and interactions that promote cohesion also allow residents to know and value the homes, sidewalks, parks, and shops that constitute the physical fabric of the neighborhood, potentially enhancing place attachment."[82]

Sharkey has studied approaches to crime and violence as Chair of the Department of Sociology at New York University, Scientific Director at Crime Lab New York and author of "Uneasy Peace: The Great Crime Decline, the Renewal of City Life, and the Next War on Violence." He found that residents and community leaders who formed community groups and mobilized (to take parks back from drug dealers, create safe spaces for young people, provide services to addicts and former inmates, etc.) have played a key role in bringing down crime rates in many U.S. cities. In a typical city with 100,000 residents, Sharkey found, every ten additional organizations formed to address violence and build stronger communities led to a 9% drop in the murder rate. "The evidence provides a blueprint for a new model of urban policy," Sharkey (2018) writes. "Instead of relying entirely on police departments and the criminal justice system, we should be investing in the residents and community organizations that have always had the capacity to control violence, but have never had the resources to do so in a sustainable way."[83]

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79 Project for Public Spaces. (n.d.). Public Space Is for Lovers. Retrieved April 23, 2018, from https://www.pps.org/article/public-space-is-for-lovers

80 Manzo, L. C., & Perkins, D. D. (2006). Finding common ground: The importance of place attachment to community participation and planning. Journal of Planning Literature, 20(4), 347.

81 Kruger, L. E. (2006). Recreation as a path for place making and community building. Leisure/Loisir, 30(2), 384.

82 Brown, B., Perkins, D. D., & Brown, G. (2003). Place attachment in a revitalizing neighborhood: Individual and block levels of analysis. Journal of Environmental Psychology, 23(3), 259-271.

83 Sharkey, P. (2018, January 25). Community investment, not punishment, is key to reducing violence. Los Angeles Times. Retrieved April 23, 2018, from http://www.latimes.com/opinion/op-ed/la-oe-sharkey-violence-community-investment-20180125-story.html

Photos from Light in the Night programs

Gathering in the North Lawndale community - Photo by UCAN

Community festival in the Austin community - Photo by BUILD Chicago

Multicultural celebration in the Back of the Yards community - Photo by Precious Blood

Hoops in the Hood Winter League in the Back of the Yards community - Photo by Precious Blood

II

PART II: TECHNICAL SUPPORT RESOURCES FOR LIGHT IN THE NIGHT PROGRAM PROVIDERS

About Part II

Part II of the handbook begins by providing minimum standards for LIN programs. These standards were developed through conversations with LIN providers in all CP4P neighborhoods and the CP4P executive committee, which is made up of executive-level representatives from the lead community-based agency in each CP4P neighborhood. However, the handbook is not meant to dictate exactly what form LIN programs should take in each neighborhood.

It was built on the following assumptions:

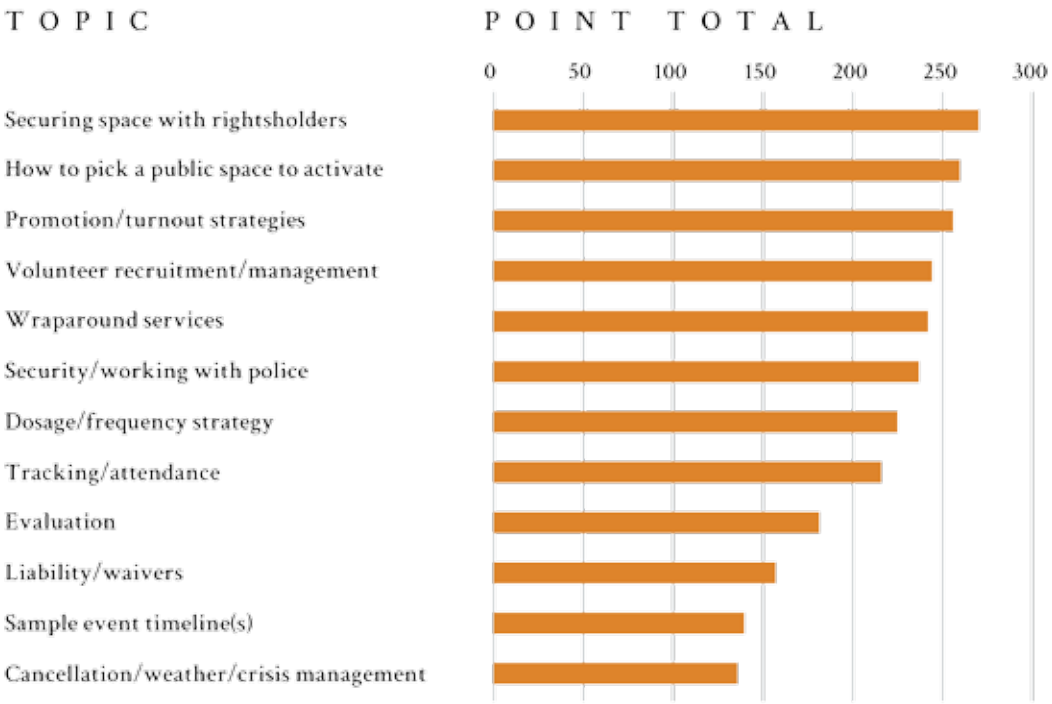
- There is not one "right" way to deliver LIN programming because every neighborhood is different.
- LIN providers who have long-term relationships in their neighborhood know what works there, so they are best positioned to decide how to shape programs.
- There are best practices that can be applied across LIN programs in all neighborhoods.

The goal of this part of the handbook is to share resources and examples illustrating what has worked well in other LIN neighborhoods. Our hope is this information will help LIN providers choose how to deliver programming in their neighborhoods as strategically, effectively and efficiently as possible.

The topics included in this part of the handbook were derived from conversations with the lead agency and LIN providers in each CP4P neighborhood. As part of those conversations, LIN providers in each neighborhood were asked to rank topics in order of importance to them. Their rankings, combined using a point system, are displayed in the following chart:

LIN HANDBOOK TOPICS

Ranked by importance to LIN providers



In addition to the list of topics provided, LIN providers were asked to suggest their own topics for the handbook. Those topics, shown below, are incorporated throughout Part II.

OTHER TOPICS

Suggested by LIN providers

TOPIC	TIMES LISTED
Community buy-in/connecting to residents	2
Case studies/success/challenges	2
Best practices	2
Youth Advisory Board/Youth input/creating together	2
Outreach before an event	1
Emergency contact, Community partnership/LIN directory	1
Mission/goals/objectives	1
Cultural sensitivity	1
Food	1
Target population	1
List of approved events	1
Community profiles	1
Social media training	1
Community boundaries	1`

Minimum Standards for LIN Programs

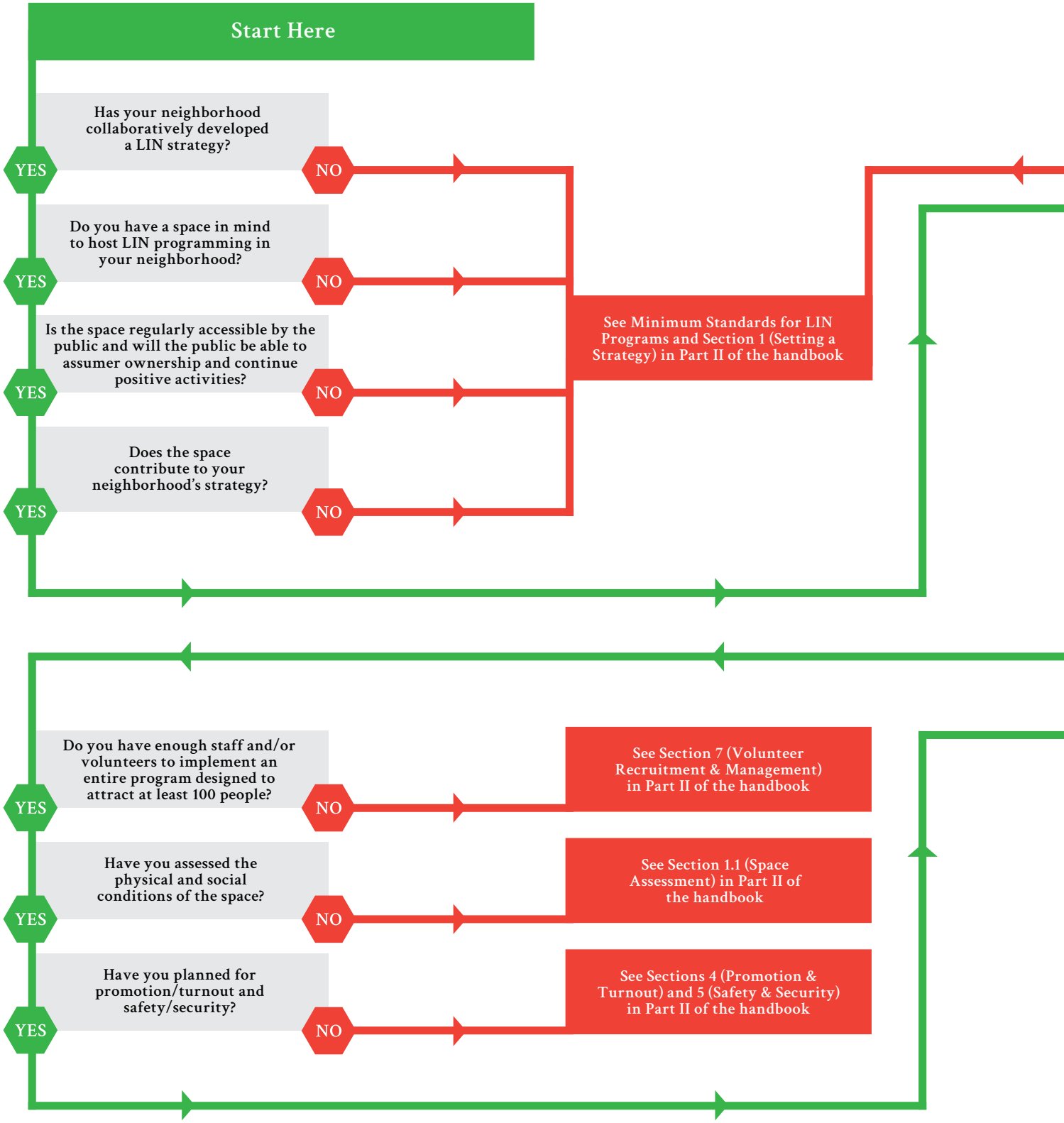
Light in the Night's primary goal is to cultivate safe, accessible places where community stakeholders can assume ownership and continue positive activities. This goal should be at the core of each neighborhood's LIN strategy.

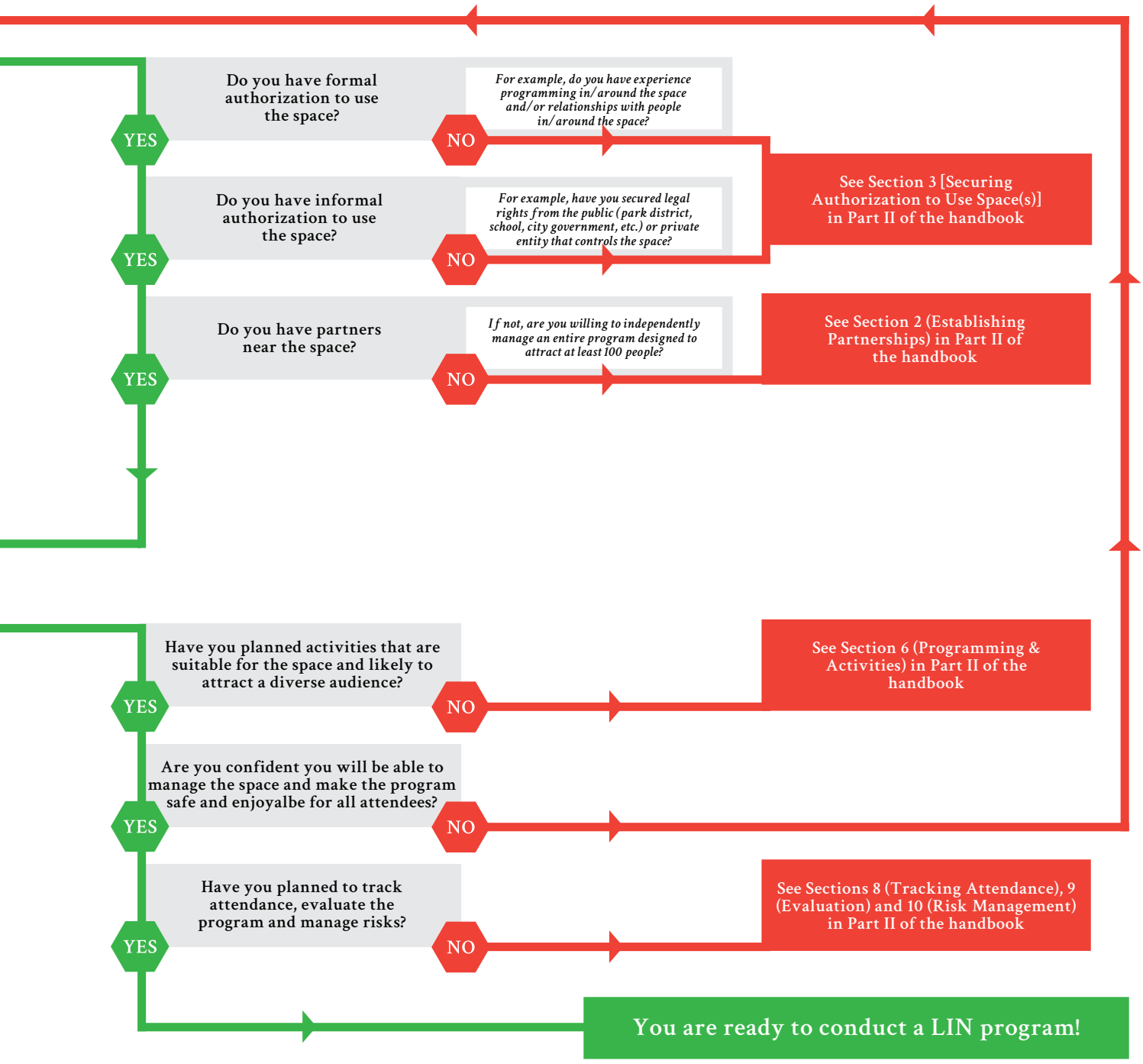
According to minimum standards developed by the Communities Partnering 4 Peace executive committee, the CP4P lead agency in each neighborhood is responsible for:

- Leading the creation of a neighborhood Light in the Night strategy. (The committee agreed it is best practice for the lead agency to develop the strategy with any LIN partners and the neighborhood's CP4P street outreach team.)
- Revisiting the strategy at least once a month.
- During the Chicago Public Schools summer vacation (beginning the week after the school year ends until the week before the next school year begins), providing or subcontracting for LIN programs that:
    - Are designed to engage at least 100 people.
    - Occur on at least three days per week within the timeframe of 4 p.m. to midnight.
    - Include at least 15 hours of programming per week.
    - Contribute to the neighborhood's LIN strategy.
- During the Chicago Public Schools school year, providing or subcontracting for LIN programs that:
    - Are designed to engage at least 100 people.
    - Occur at least once a month within the timeframe of 4 p.m. to midnight.
    - Contribute to the neighborhood's LIN strategy.
    - Developing a safety & security plan for their neighborhood's LIN programs.

Guide to Planning a LIN Program

The following chart is intended to guide you through the process of planning a LIN program in conjunction with Part II of the handbook.




Do you have formal authorization to use the space?
YES
NO
For example, do you have experience programming in/around the space and/or relationships with people in/around the space?
Do you have informal authorization to use the space?
YES
NO
For example, have you secured legal rights from the public (park district, school, city government, etc.) or private entity that controls the space?
See Section 3 [Securing Authorization to Use Space(s)] in Part II of the handbook
Do you have partners near the space?
YES
NO
If not, are you willing to independently manage an entire program designed to attract at least 100 people?
See Section 2 (Establishing Partnerships) in Part II of the handbook
Have you planned activities that are suitable for the space and likely to attract a diverse audience?
YES
NO
See Section 6 (Programming & Activities) in Part II of the handbook
Are you confident you will be able to manage the space and make the program safe and enjoyalbe for all attendees?
YES
NO
Have you planned to track attendance, evaluate the program and manage risks?
YES
NO
See Sections 8 (Tracking Attendance), 9 (Evaluation) and 10 (Risk Management) in Part II of the handbook
You are ready to conduct a LIN program!

1) SETTING A STRATEGY

Light in the Night's primary goal is to cultivate safe, accessible places where community stakeholders can assume ownership and continue positive activities. This goal should be at the core of each neighborhood's LIN strategy.

According to minimum standards developed by the Communities Partnering 4 Peace executive committee, the CP4P lead agency in each neighborhood is responsible for leading the creation of a neighborhood Light in the Night strategy and revisiting the strategy at least once a month. The committee agreed it is best practice for the lead agency to develop the strategy with any LIN partners and the neighborhood's CP4P street outreach team.

The following steps are intended to help each neighborhood's CP4P lead agency create a LIN strategy:

STEP 1) WITH LIN'S PRIMARY GOAL IN MIND, SET ANY SECONDARY GOALS

Does your neighborhood have any secondary goals that would contribute to LIN's primary goal of cultivating safe, accessible places where community stakeholders can assume ownership and continue positive activities?

Note: It is not necessary for your neighborhood to set any secondary goals, but if you do have any, identifying them now will help guide your decision-making through the rest of the process.

Things to consider:

- Are there certain geographic areas you want to target?
- Are there certain populations you especially want to engage? (Programs that attract diverse audiences -- by age, gender, race/ethnicity, etc. -- are most likely to be successful at achieving LIN's primary goal.)
- Are there certain activities you want to provide (e.g. starting a sports program, arts program, public market, etc.)?
- Are there any existing violence reduction strategies you want to build on?
- Are there any neighborhood boundaries you want to target (socioeconomic, racial/ethnic, gang)?

STEP 2) MAP POSSIBLE SPACES

Get a map of your neighborhood and mark any regularly accessible public spaces that are or could become safe, accessible places where community stakeholders can assume ownership and continue positive activities. LIN program providers reported hosting programs outdoors in parks, schoolyards, parking lots, vacant lots, etc., and indoors (especially during the cold winter months) in public and private community centers, gyms etc. For more on accessing spaces, see Section 3 [Securing Authorization to Use Space(s)] in Part II of the handbook.

Note: In order for community stakeholders to assume ownership, the public must be able to access and use the space for positive activities when LIN program providers aren't there. If you conduct LIN programs in a space the public cannot access without LIN program providers (e.g. a private gym space), you should be able to explain how programming in that space contributes to your neighborhood's LIN strategy. For example, if your neighborhood's LIN strategy calls for activating a park that has outdoor basketball courts and you're planning to conduct basketball tournaments there in the summer, conducting an indoor basketball league in a nearby gym during the winter could advance the strategy by building relationships with participants that you can then transplant to the park when weather allows.

STEP 3) ASSESS THE SPACES

Consider how the spaces you marked in Step 2 are currently used and what potential capacity they might have to support LIN programming. It may be helpful to return to your map and use symbols or different colored markers or sticky notes to label the spaces.

Things to consider:

- What infrastructure does the space have to support LIN programming (e.g. lights, bathrooms, sports facilities, access to water, etc.)?
- How is the space currently used?
- What relationships or experience do you have in the space?
- Are there any potential partners in/around the space?
- What is the level of risk in/around the space?

For a more detailed list of questions to ask and issues to consider as you assess space(s), see the Space Assessment in Section 1.1 [Selecting Space(s)] in Part II of the handbook.

STEP 4) CONSIDER LOCATION/DOSAGE/TIMING STRATEGIES

The number of locations/spaces you choose to program will affect the number of people you are able to reach, and the dosage (amount) of programming provided in each space will affect how deeply those people are impacted. In addition, the timing of when those dosages are administered can have an impact as well. Guidance about a variety of location/dosage/timing strategies is presented in Section 1.2 (Setting a Location/Dosage/Timing Strategy) in Part II of the handbook. As you decide how to allocate your resources among the spaces you marked in Step 2, consider which of the presented

strategies (or a hybrid of them) might best help you achieve LIN's primary goal and any secondary goals you set for your neighborhood.

STEP 5) SELECT SPACES

Once you have an idea of the location/dosage/timing strategy you want to use, select the exact space(s) you want to activate. With your intended dosage strategy in mind, select the space(s) you think will best help you achieve LIN's primary goal and any secondary goals you set for your neighborhood. For guidance on selecting space(s), return to Section 1.1 [Selecting Space(s)] in Part II of the handbook.

STEP 6) SELECT PROGRAMMING/ACTIVITIES

Once you have set a location/dosage/timing strategy and selected the space(s) you want to activate, select the programming and activities you will use to activate the space(s) and achieve LIN's primary goal and any secondary goals you set for your neighborhood. For guidance as you do this, see Section 6 (Programming & Activities) in Part II of the handbook.

STEP 7) REVISIT THE STRATEGY

As you begin to implement your LIN strategy in your neighborhood, revisit the strategy monthly to evaluate how it is going and what is and is not working. As you gain experience with LIN programs and evaluate the results of those programs, make any adjustments to the strategy that you think could advance LIN's primary goal and any secondary goals you set for your neighborhood. Set new secondary goals for your neighborhood as necessary. For guidance on evaluating your programs, see Section 9 (Evaluation) in Part II of the handbook.

1.1) Selecting Space(s)

There are many factors that go into whether a space is likely to be successful for LIN programming. To select a space, you must weigh the pros and cons of each. The Space Assessment that follows will help you do this.

Space Assessment

Assess the physical conditions

Physical factors to consider when selecting space(s) for LIN programs:

- **Size**
  How big is the space? Is there enough room for the number of people you expect to attract and activities you plan to offer?

- **Visibility**
  How visible is the space? A space that is highly visible will likely attract the attention of more people and have a greater impact on perceptions of safety.

- **Appearance**
  How does the space look? Does it look clean and well cared for? Is graffiti visible?

- **Accessibility**
  What is the terrain/footing like? If there is pavement, what is its condition?

- **Infrastructure**
  What facilities exist in the space? What is their condition? Your return on investment is likely to be greater if you start programming at a park or schoolyard (both of which will already have a lot of helpful assets and infrastructure in place) versus a vacant lot or parking lot. That does not mean that you shouldn't program at a vacant lot or parking lot if it is key to your neighborhood's LIN strategy, just be aware that it could be more difficult and require more resources.

    - Play spaces: Is there a playground, basketball court, etc.?
    - Power sources: Will you need electricity? If so, how much? Do you know what to do if the circuit trips? Will you need multiple circuits? If no electricity is available on site, can you work with a partner nearby? If not, you can use portable generators? If you will be powering electronics such as a DJ or movie projector, do you have a generator that is safe for such devices? (These are quieter but more expensive than a standard generator.)
    - Water sources: Are water fountains available? If so, will they be turned on during your program? If not, can you provide coolers or plastic bottles of water?
    - Lighting: Are there lights on site? If so, what kind of lights are they? (In parks,

mechanical lights typically can be controlled by an on-site park employee, whereas electronic lights are typically controlled elsewhere and therefore are more difficult to adjust.) Do the lights work and have you checked the timing in advance to ensure they will be on for the duration of your program? Will they provide enough light for the activities you are planning as well as your food and registration stations, etc.? (Fast-moving activities like basketball require more light than slower-moving activities.) If you need additional light, can you rent portable lights and run them off a generator?

- Restrooms: Are restrooms available on site or at a nearby partner? If not, can you obtain permission to rent portable toilets and place them on the site? (Place them in a location that will be out of the way of your activities but still safe for people of all ages to use.) If you do rent portable toilets, how long will you need them? (You can usually get better rates by the month than on a short-term basis.) Can you secure them (e.g. with a chain and padlock) when they're not being used?
- Shelter: Is there shelter from the sun, rain or other elements in or near the space?

Assess the social conditions

Social factors to consider when selecting space(s) for LIN programs:

- **Usage**

  How is the space used currently? For what activities (e.g. positive or negative)? By how many people? From which demographic groups? On which days? At which times? If other people are already using a space for positive activities, it may be easier to get LIN programming started there. If others are not using a space (or are using it for negative activities), it may be harder to get LIN programming started there. That does not mean that you shouldn't program there if it is key to your neighborhood's LIN strategy, just be aware that it could be more difficult and require more resources.

- **Your relationships/experience**

  Do you have any existing relationships (e.g. with nearby residents or anyone else who claims the space) or previous experience working in/around the space? Selecting a space where you already have relationships and/or experience is helpful because that can help you secure authorization to use the space. It also increases the likelihood that others will assume ownership (e.g. help look after and care for the space and develop an attachment to it) and continue positive activities even when you are not programming. That does not mean that you shouldn't program in a space where you don't have relationships/experience if it is key to your neighborhood's LIN strategy, just be aware that it could be more difficult and require more resources.

- **Potential partners**

  Are there any potential partners in/around the space? Working with one or more partner organizations spreads out the demands of producing LIN programming. Working with partners who are near the program space also increases the likelihood community stakeholders will engage in the program because they may already know and trust the partner organizations

even if they do not know or trust you. For more about establishing partnerships for LIN programming, see the Section 2 (Establishing Partnerships) in Part II of this handbook.

- **Risk**

  What is the level of risk (e.g. violent behavior or drug activity) in/around the space? Some LIN providers intentionally conduct programs in high-risk spaces in hopes of discouraging negative activity and making those spaces safer. On the other hand, some LIN providers intentionally conduct programs in lower-risk spaces in the hopes of creating a culture of peace and safety that will spread throughout the neighborhood. Many adopt a mix of those two approaches, targeting some hotspots and some calmer spots. Regardless of the approach you choose, weigh the level of risk in/around a space and plan accordingly.

- **Gangs**

  Is the space near or within any gang territories or contested areas? If so, will your target population(s) be able to get to and from the space easily and safely (and feel safe during the program)?

- **Race/ethnicity**

  What is the racial/ethnic makeup of the area around the space? Is that likely to affect who attends or engages in programming?

- **Socioeconomics**

  What is the socioeconomic makeup of the area around the space? Is that likely to affect who attends or engages in programming?

1.2) Setting a Location/Dosage/Timing Strategy

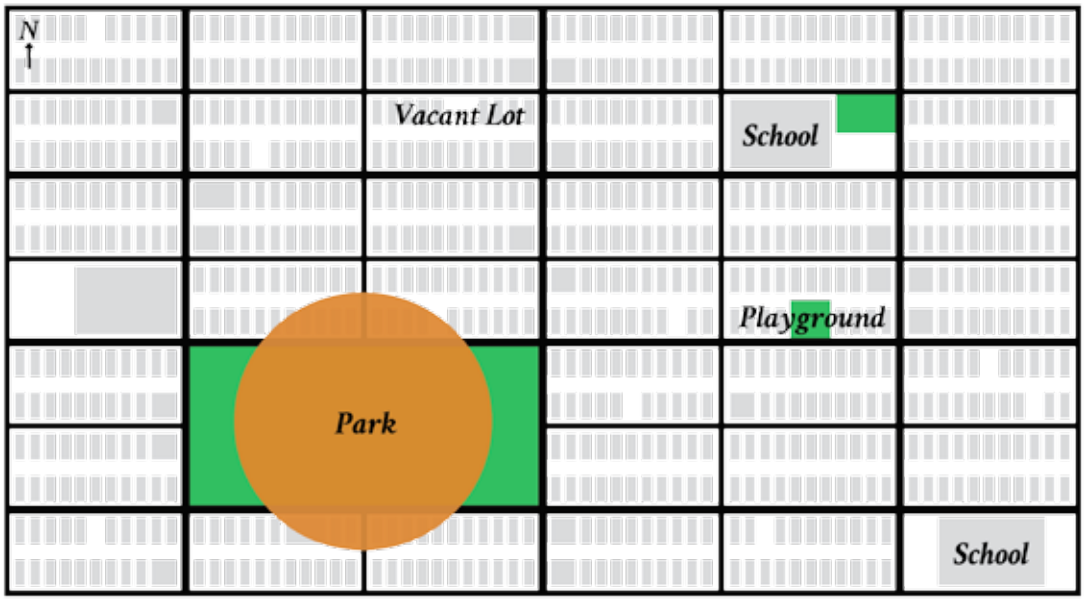
Location/Dosage Strategies

As each CP4P neighborhood sets its LIN strategy, LIN providers must decide when and where to conduct programs to best achieve LIN's primary goal of cultivating safe, accessible places where community stakeholders can assume ownership and continue positive activities. For example, do you want to return to the same space every time or spread your programming to multiple spaces throughout the neighborhood? If the latter, how often are you planning to provide programs in each space? These are very important questions for a neighborhood's LIN strategy because the answers will affect how many people your programming reaches and the degree of impact it has on those people. The exact strategy chosen will vary from neighborhood to neighborhood, but it is important for each neighborhood to collectively set a strategy so all involved in providing LIN programs can work together to implement it.

The following diagrams illustrate several potential strategies:

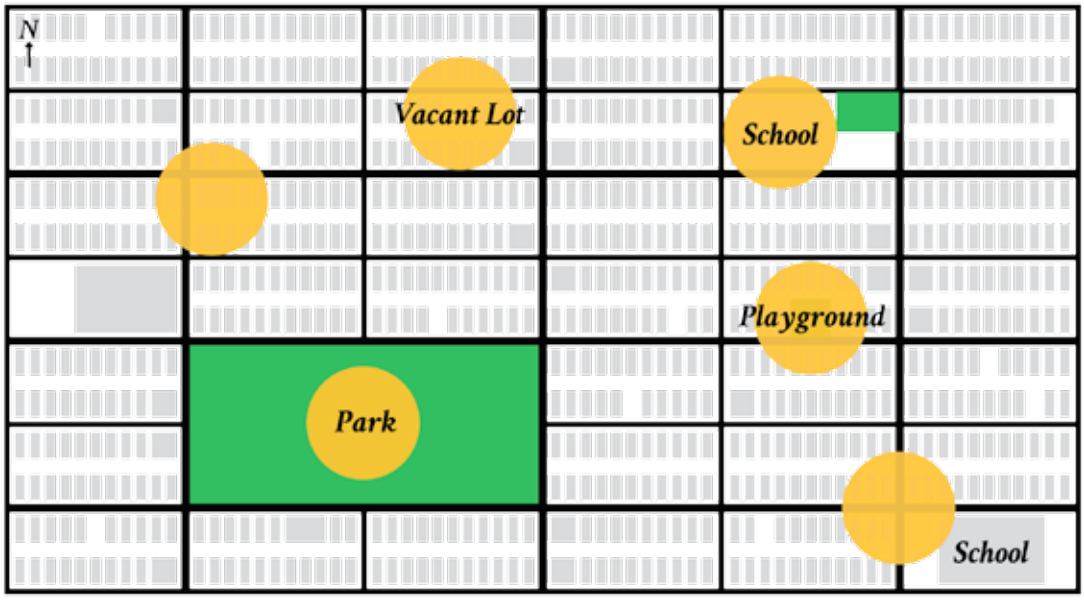
One location, high dosage = Greater impact on a smaller number of people

If you return to the same space for every LIN program, you will likely reach fewer people but have great impact on them.



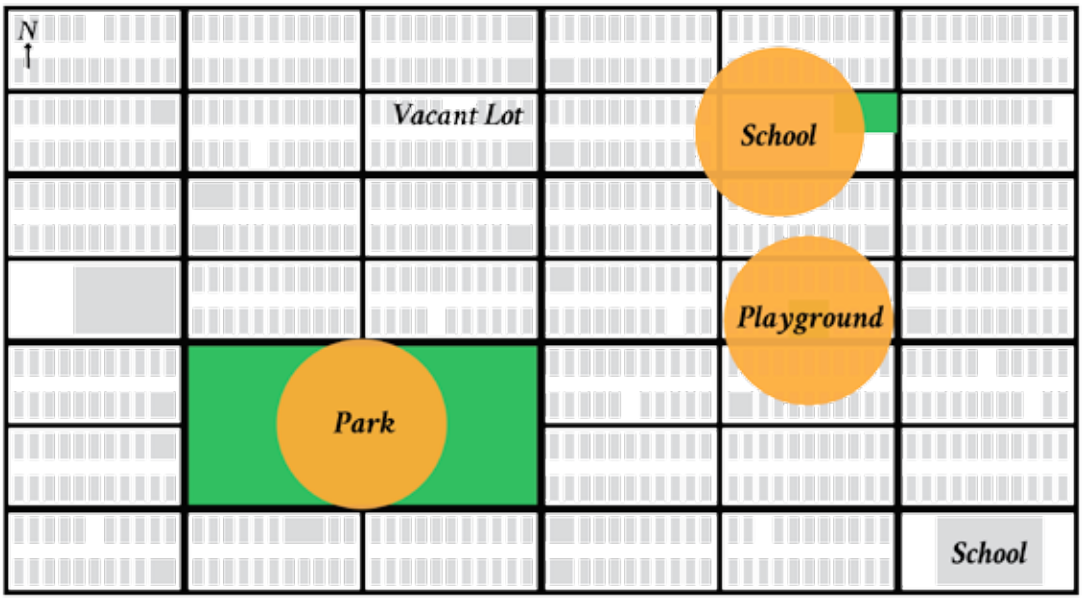
Many locations, low dosage = Lesser impact on a greater number of people

If you spread your programming among many spaces throughout the neighborhood (e.g. move to a new location each week), you will likely reach more people but have less impact on them.



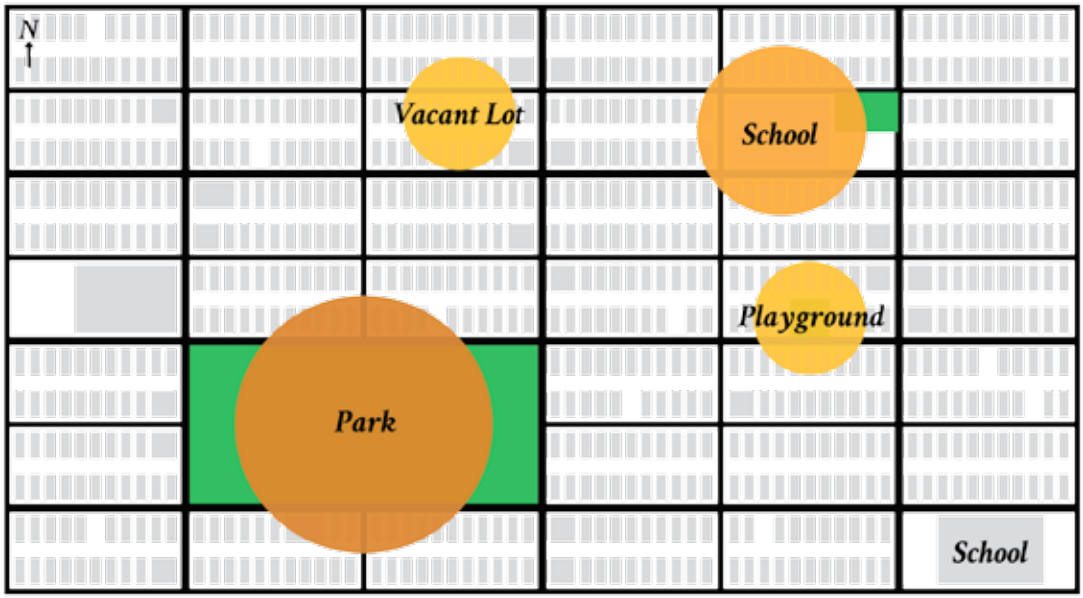
A few locations, medium dosage = Moderate impact on a moderate number of people

If you split your programming among a few spaces throughout the neighborhood (e.g. rotate between three locations), you will likely reach a moderate number of people and have a moderate impact on them.



Hybrids

Any of the previous strategies could be effective in a given neighborhood depending on the dynamics in the community. Alternatively, the strategies can be combined into hybrid models as shown below. In this example, a neighborhood might have one location it activates frequently and then use smaller, less frequent programs to reach other areas of the neighborhood and seek to draw people from those areas to the larger, more regular program.



Timing Strategies

In addition to location and dosage strategies, consider how often you provide programs in your chosen space(s). There are any number of possible strategies you could use, and relatively little research has been done to determine which ones are most effective at cultivating safe, accessible spaces where community stakeholders can assume ownership and continue positive activities. Think of yourself as a community scientist and feel free to experiment and see what works best in your neighborhood!

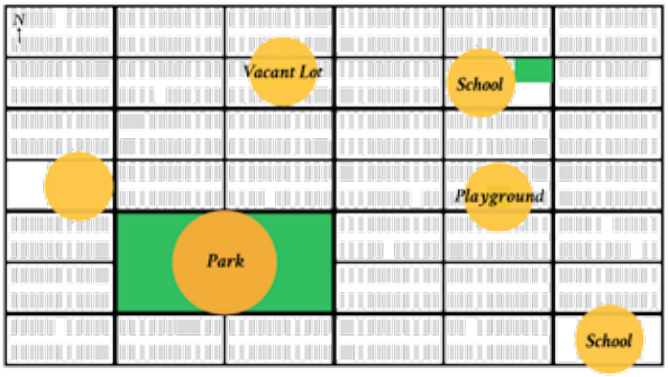
For example, if you have three spaces you are planning to activate and are planning to conduct your programs on Friday, Saturday and Sunday nights, you could:

- Rotate each day (e.g. program one space on Friday, a second space on Saturday and a third space on Sunday).
- Rotate each week (e.g. program one space on Friday, Saturday and Sunday of the first week, a different space on Friday, Saturday and Sunday of the second week, etc.) LIN providers in West Garfield Park are planning to try this strategy this summer.

Long-Term Strategies

All of the previous diagrams illustrate how you might choose to allocate resources over a short period of time such as a single summer. The following diagrams illustrate how you might choose to allocate resources over a longer period of time such as several years.

Phase 1

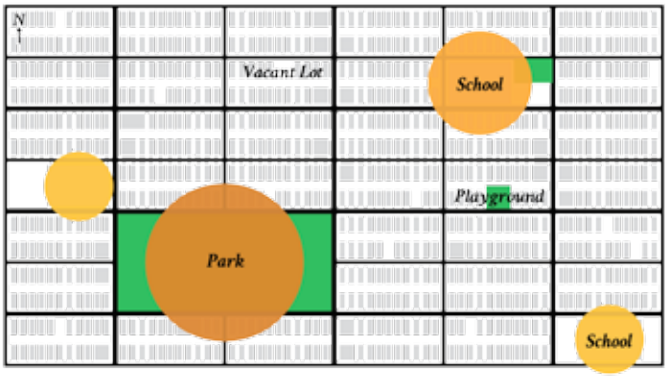


In this phase, you might frequently activate one location (at the park in the southwest corner) and then conduct several smaller, less frequent programs on the north and east sides to try to generate more activity in those areas of the neighborhood.

Phase 2

Once you have built relationships and generated a critical mass of activity in the northeast corner, you might try to consolidate those efforts to establish a more frequent, sustainable hub of activity there (at the school). Meanwhile, by continuing to regularly activate the park, you can ensure you do not lose your momentum there.

Phase 3



Once you have established a sustainable hub at the northeast school, you might redouble your efforts at the park with even more robust, regular programming to make it even more of a hub for the community. You can then use the two smaller, less frequently programmed sites to establish relationships with people in those areas and encourage them to engage in programs at the hubs.

Resources

- Time to Change: Community Event Toolkit (see Choose Your Location and Venue, page 11)
  https://www.time-to-change.org.uk/sites/default/files/community-event-toolkit.pdf
- Setting the Stage: A Community-Based Festival and Event Planning Manual (see Determine the Location, page 18)
  https://www.culturetourism.alberta.ca/tourism/programs-and-services/product-development/festivals-and-events/pdfs/tourism-event-planning-guide.pdf
- How to Host a Community Event (see Location section)
  https://represent.us/host-community-forum-event/
- Non-profit fundraising events: alcohol, safety and event management (see Selecting a Venue section, page 9)
  https://www.police.qld.gov.au/programs/drugs/Documents/EventMgmentGuide.pdf

2) ESTABLISHING PARTNERSHIPS

Establishing partnerships can help LIN programs immensely. Providing LIN programs is a difficult, time- and labor-intensive task, so it is helpful to have partners to share the work. In addition, programs that are conceived and implemented by a broad cross-section of partners will maximize their potential to cultivate safe, accessible places where community stakeholders can assume ownership and continue positive activities. Note: Partners can be formal (e.g. with an organization) or informal (e.g. with an individual).

LIN neighborhoods reported employing a number of partnership-building practices. They include:

Seek community input

Including community members, especially those who are connected to LIN program space(s), as early and often as possible is a great way to ensure LIN programs are successful and sustainable. LIN providers in Englewood, for example, have created a selection committee that includes diverse voices to guide their LIN programming.

Develop a strong message

Whether you want to convince a local business to allow you to use its parking lot for a LIN program or you are seeking the support of your local alderman, it is helpful to prepare a brief explanation of what LIN programs are and why they are important to your neighborhood. In Humboldt Park, LIN providers have developed a one-page document they use for that purpose.

Invite partners (and potential partners) to participate

Sometimes, the best way for a potential partner to truly understand what a LIN program is all about is to experience one. LIN providers have done this by inviting CAPS officers and executive directors of partner agencies to come out and experience LIN programs for themselves.

Be prepared to discuss difficult topics

Forging partnerships often requires having difficult conversations. For example, prospective partners might have varying levels of comfort programming in high-risk environments or varying abilities to commit the resources required to conduct or assist with LIN programs. Be prepared to address such issues up front.

Be reliable and professional

Being organized, on time and fulfilling obligations as promised are all key to building trust with partners. If you are partnering with a school, for example, being on time to appointments is key to not disrupting the busy school day.

Consider the location, organizational capacity and perception of any potential partner

A partner's location often plays a role in whether it is a good fit. Many LIN providers partner with organizations or individuals located near new spaces they are targeting, a practice they say increases the likelihood community stakeholders will engage in LIN programs and begin to assume ownership of the spaces.

Some potential partners may have an organizational capacity that isn't well suited for LIN programming. For example, if a potential partner organization closes down at 5 p.m., it might be challenging for that organization to support LIN programming during the evening hours.

In addition, it is also important to be aware of how a potential partner is perceived by stakeholders in the community (e.g. if the potential partner is politically unpopular in the vicinity of a LIN space) because that can affect whether people are willing to attend and engage in LIN programs.

Create an MOU

Creating a memorandum of understanding can ensure it's clear what's expected of each partner. If a task is considered everybody's responsibility then it is likely nobody will take true responsibility for it, so it is key that all partners have a common understanding of each other's roles.

Communicate regularly with partners

It is helpful for all partners involved in a neighborhood's LIN programming to regularly discuss and assess their efforts. LIN providers reported they've successfully kept open lines of communication via in-person meetings (ideally at "neutral" locations to minimize distractions and power dynamics) as well as through email and video conferencing.

Share resources when able

If you have extra baby clothes or Christmas gifts left over from an event or you have spare or gently used sporting equipment you no longer need, consider distributing those goods to partners as a way to increase the partners' capacity, build goodwill and strengthen your partnership.

Resources:

- Engaging Your Community: A Toolkit for Partnership, Collaboration and Action
  http://www.jsi.com/JSIInternet/Inc/Common/_download_pub.cfm?id=14333&lid=3
- Community Tool Box: Creating and Maintaining Partnerships
  https://ctb.ku.edu/en/creating-and-maintaining-partnerships
- Partnerships: Frameworks for Working Together
  http://www.strengtheningnonprofits.org/resources/e-learning/online/partnerships/Print.aspx
- Making Community Partnerships Work: A Toolkit
  http://www.aapcho.org/wp/wp-content/uploads/2012/02/Giachello-MakingCommunityPartnershipsWorkToolkit.pdf
- Building Effective Community Partnerships for Youth Development: Lessons Learned From ACT for Youth
  https://www.health.ny.gov/community/youth/development/docs/jphmp_s051-s059.pdf
- Community Planning Toolkit: Working Together
  https://www.communityplanningtoolkit.org/sites/default/files/WorkingTogether.pdf
- The 7 Stages of Partnership Development
  http://www.mhcc.org.au/sector-development/promoting-partnerships/7-stages-of-partnership-development.aspx
- National Wraparound Institute: Community Partnership
  https://nwi.pdx.edu/community-partnership/#1
- Partnerships & Intergovernmental Cooperation (Articles from the Illinois Association of Park Districts
  http://www.ilparks.org/?page=Partnerships
- Partnerships (Webpage of the Parks and Recreation Department of Austin, Texas)
  http://www.austintexas.gov/department/partnerships
- Partner With Us (Webpage of Seattle Parks and Recreation)
  https://www.seattle.gov/parks/about-us/do-business-with-us/partner-with-us
- Work With Your Local City Councillor
  https://parkpeople.ca/resources/en/resource/547/work-with-your-local-city-councillor
- Partnership Memorandum of Understanding
  https://sehub.stanford.edu/sites/default/files/PartnershipMemorandum.pdf
- CDC: Sample Memorandum of Understanding Template
  https://www.cdc.gov/cancer/ncccp/doc/samplemoatemplate.doc

3) SECURING AUTHORIZATION TO USE SPACE(S)

Photo by New Life Centers

Once you have selected the space(s)in which you plan to conduct your LIN programming, you will need to obtain authorization to use the space(s). The information in the following section will help you do that.

3.1) Formal Authorization

Securing formal authorization to use a space is important for two primary reasons. First, it ensures that no one can legitimately ask you to leave the space. Second, it ensures that you can legitimately ask others to leave (or have them removed from) the space if needed. Tips for securing formal authorization:

Know your administrator types

Administrators for public spaces such as park supervisors and school principals typically fall into one of two groups: The first group sees their space as community property and their role as utilizing that space to strengthen the community. The second group sees their space as institutional property and their role as protecting the space from the community. Knowing which type of administrator you are dealing with can help you decide how to approach them.

Utilize relationships

Most park supervisors, school principals or property owners are more willing to work with people they already know. If you don't have an existing relationship with the person who controls the space you want to use, do you know anyone who does? If so, can you ask them for an initial introduction? That way, you can begin your conversation with the administrator as a friend (or at least a friend of a friend) rather than a stranger.

Seek to partner with administrators

Seeking to partner with space administrators can help you more readily gain access to the space and expand what you can do with it. If you want to conduct a LIN program in a park, for example, seek to partner with the park supervisor because they often are willing to work with partners by waiving fees, expediting processes, providing equipment or other assistance, etc. In case the administrator is not willing to partner, have a Plan B in mind. For example, are you prepared to go ahead with the program anyway using the processes available to non-partners, which could require waiting longer for approvals, paying more in fees, etc.? Or are you prepared to escalate the issue or go to another space if necessary?

Demonstrate your commitment to the space

Demonstrating your commitment to space can go a long way toward earning the trust of the space's administrator. Getting involved in a school's Local School Council or a park's Park Advisory Council can be a great way to build credibility as a committed partner in the community. (If your park doesn't have a Park Advisory Council, consider starting one.)

Other ways of demonstrating your commitment to the space include starting and ending programs on time, leaving the space cleaner than you find it, organizing clean-up days or offering to do repairs around the property.

Aim for long-term access

After you have established a track record with a space administrator, they may be willing to grant you long-term access to the space. This can be helpful because once you have successfully activated a space, new administrators or organizations may come along and try to renegotiate your access or even kick you out of a space you helped create.

After building a collaborative relationship with school officials over many years, LIN providers in Little Village secured a formal joint-use agreement with Chicago Public Schools to ensure they have long-term access to a school campus where they host much of their LIN programming.

Accessing private property

If you want to conduct a LIN program on property owned by a private entity such as a Boys & Girls Club, YMCA or local business with which you don't already have a relationship, you likely will need to cultivate such a relationship with the property owner in order to be granted formal authorization to use the space. LIN providers in Humboldt Park, for example, have worked with local businesses to use their parking lots for LIN programs.

Accessing vacant Lots

If a vacant lot is privately owned, there is no guarantee the public will be able to access the space in the future. If you believe such a space is key to your neighborhood's LIN strategy, you can strive to get legitimate authority to use the space by seeking to track down the rightful property owner.

If a vacant lot is publicly owned, you can work with city officials to seek formal authorization. Qualified individuals or entities (nearby property owners, block clubs, nonprofit groups, etc.) may be able to purchase the property from the city for as little as $1 through various programs. For more information, consult the City-Owned Land Sale Programs page and City-Owned Land Inventory Map (see links in Resources list at end of this section).

Closing streets

Closing a street for LIN programs is not necessarily conducive to LIN's primary goal (cultivating, safe, accessible places where community stakeholders can assume ownership and continue positive activities) because the public won't be able to access that space when programming is not under way. That said, if you want to close a street for a LIN program and doing so aligns with your neighborhood's LIN strategy, work through your local alderman to seek a permit. The permits are usually only issued for a single block.

3.2) Informal Authorization/Community Support

It is important to secure both formal authorization to (e.g. from the property owner) and informal authorization (e.g. from nearby residents and anyone else who claims the space) to use a space for LIN programs. Ways to obtain informal authorization:

Develop relationships (or partner with those who already have relationships)

Securing informal authorization to use a space is often all about developing relationships with people who live near or otherwise claim that space. One way of doing that is to develop a history of programming in or near that space. Over time, community stakeholders will tend to trust and respect program providers who consistently show up and work hard to serve the community. Another way to achieve the same goal (and perhaps more quickly) is to partner with people or organizations who already have long-term relationships in or near the space.

Engage community members in planning and executing programs

When LIN providers consult community stakeholders and implement their suggestions, the stakeholders are more likely to engage in and support the programming that results. Ways of doing this include meeting with residents to seek their input, establishing advisory committees that include a diverse cross-section of the community, surveying participants and/or putting up suggestion boxes at LIN programs.

Going a step further, some LIN providers have successfully engaged community members in helping to implement LIN programs. In Humboldt Park, LIN providers have engaged community members to serve as hosts for LIN programs. Rather than holding a generic Community Kickback Night, for example, LIN providers in that neighborhood partner with well-connected residents to serve as hosts for a night (e.g. John's Community Kickback Night). This can be effective because it engages people who love their neighborhood and will go the extra mile to ensure a LIN program is successful. In addition, it provides people who are community-minded and want to support positive activities in the neighborhood with a way to do so with a relatively low time commitment.

Some LIN providers engage avid cooks in their neighborhood and pay them to prepare high-quality food at LIN programs. Similarly, they also invite local musicians with ties to the neighborhood to perform at LIN programs. Developing partnerships like these with community stakeholders helps to provide authentic programming and increase turnout (because the cooks and musicians often attract their own followers and connections to the program). It also ensures community stakeholders are not only recipients of programming but an essential part of building and celebrating the community.

Engage community members in promoting programs

Canvassing the neighborhood in advance to make sure residents know what a program is about and why it is important can be very helpful in ensuring they support it. Once residents know about LIN programs, they become extremely credible messengers who help spread the word and sometimes even distribute fliers to their neighbors. For more on canvassing, please see Section 4 (Promotion & Turnout) in Part II of the handbook.

Leave the space better than you found it

Cleaning a space well after you use it helps generate community support because it shows you care about the space. In some LIN neighborhoods, community members voluntarily assist with this task, especially when they see LIN programming as a good steward of the space that has a positive impact in the community.

By working through your local alderman's office, you can contact city streets and sanitation employees such as the ward superintendent to ensure there are enough garbage and recycling cans on hand to accommodate all waste from a program. It is good to have extra garbage bags on hand in case the cans fill up. In addition, you can ask the superintendent to arrange special pickup services so crews can haul away all waste soon after the program, ensuring it doesn't become a nuisance for neighbors.

Resources

- City-Owned Land Sale Programs
  https://www.cityofchicago.org/city/en/depts/dcd/supp_info/city-owned-land-sale-programs.html
- City-Owned Land Inventory Map
  https://data.cityofchicago.org/en/Community-Economic-Development/City-Owned-Land-Inventory-Map/y5ck-7s96
- Chicago Public Schools Community Schools Initiative
  http://cps.edu/Programs/DistrictInitiatives/Pages/CommunitySchoolsInitiative.aspx
- Chicago Public Schools Local School Councils
  http://cps.edu/Pages/Localschoolcouncils.aspx
- Chicago Park District: Advisory Councils
  https://www.chicagoparkdistrict.com/get-involved/join-park-advisory-council
- ChangeLab Solutions' Shared Use Resources
  http://changelabsolutions.org/su-products
- Joint Use (Website created by Prevention Institute and Berkeley Media Studies Group)
  http://www.jointuse.org/
- Playing Smart: Maximizing the Potential of School and Community Property through Joint Use Agreements
  https://kaboom.org/resources/joint_use
- Play All Day: A Road Map to New Joint Use Parks
  https://www.sandiego.gov/sites/default/files/playalldaybrochure.pdf
- Creating Joint Use Agreements Between Schools and Communities (Includes Illinois examples)
  http://saferoutespartnership.org/sites/default/files/resources/ActiveTransportationAlliance_PolicyBrief_JointUseAgreements_Illinois.pdf
- Partnerships for Parks: Lessons from the Lila Wallace-Reader's Digest Urban Parks Program
  https://www.urban.org/sites/default/files/publication/69601/309067-Partnerships-for-Parks.PDF
- Why Build Partnerships for Parks?
  https://www.pps.org/article/pppp-chapter1
- Congregation to Community: Shared Use by North Carolina Faith-Based Organizations
  https://changelabsolutions.org/sites/default/files/Congregation-to-Community_FINAL_20140930.pdf
- Nonprofit Collaborations: Why Teaming Up Can Make Sense
  https://www.forbes.com/sites/geristengel/2013/04/09/nonprofit-collaborations-why-teaming-up-can-make-sense/#4f7f569a3985

4) PROMOTION & TURNOUT

Photo by Beyond the Ball

Tips for promoting LIN programs and increasing turnout:

Create fliers

The first step to promoting a program often is to create a flier. It is useful to create full-page versions (for posting on bulletin boards, in windows, etc.) and quarter-page versions (for handing out to individuals). In multilingual neighborhoods, it is also useful to create double-sided copies with a version for a different language on each side.

In creating your flier, seek to:

- Create a simple, powerful message: Someone glancing at the flyer should be able to quickly understand that the program is free and intended to create a safe, accessible place for community stakeholders to engage in positive activities.
- Consider themes/branding: Creating a theme for your LIN programming can help build the brand. Some LIN providers have used the CP4P logo along with the tagline "A Light in the Night event" or "A Light in the Night production." Creating a consistent look and feel for all your materials helps make them recognizable from one program to the next.
- Include the five W's: Who is the program for, what will be happening, when will it happen, where will it happen and why is it happening. Consider also including contact information so people can reach organizers with any questions or concerns.
- Make it eye-catching: Consider bright colors, images of your target population engaging in the types of activities you want to promote, etc. The quality of your promotional material is a reflection of the quality of your programming.
- Recognize your partners: Request logos from partner organizations and use them on your promotional materials so community stakeholders will know the program is supported by multiple neighborhood partners.

For example fliers from LIN neighborhoods, please see the Appendix.

Once you have created fliers, they can be sent to partner organizations throughout the community, dropped off in local establishments such as schools, restaurants, community centers and corner stores and handed out to individuals. If you are promoting a basketball program, you might visit the sites of regular pickup games in your neighborhood and encourage participants to come to your program. In Humboldt Park, LIN providers worked with a local grocery store to have fliers put in customers' shopping bags to promote a nearby program.

Utilize institutions with regular audiences

Institutions such as schools, parks and churches can help you promote LIN programs because they all regularly engage with groups of people. To promote a LIN program via a school, start by identifying which schools' attendance boundaries include the space where you plan to program. If you don't already have a relationship with the principals, seek to develop one or work with someone who does. For more on how to do this, see Section 2 (Establishing Partnerships) and Section 3 [Securing Authorization to Use Space(s)] in Part II of the handbook. When you meet with the principals, ask if you can promote your LIN programs with students and their families. If the principal is willing, work with them to create a plan to distribute information.

Schools are busy places, so it is important to make this process as simple and easy for them as possible. For example, make a packet of information for each class (typically about 30 students) and include a letter for each teacher that explains the program and provides contact information in case there are any questions. If the principal is willing to allow you to visit classrooms to present the information yourself, that is ideal, but they may prefer you leave the information in teachers' mailboxes for them to distribute. Note: Try to begin promoting summer LIN programs early so you can reach prospective participants while school is in session.

Canvass the area

To spread the word about your program, go door-to-door within a two-block radius of your program space. It is important to promote your program to people who live nearby, so they are not surprised by it and can participate if they choose. It is also important that people who live nearby know the program is free, specifically intended for them and designed to cultivate safe, accessible places where community stakeholders can assume ownership and continue positive activities.

Many LIN providers utilize their street outreach teams to canvass the area before programs. Some also engage local youth (paid with stipends) to canvass with outreach teams. Canvassers can promote not only current programs but also upcoming programs.

In North Lawndale, LIN providers print palm-sized cards so street outreach personnel can quickly and easily promote LIN programs as they travel around the neighborhood.

If residents are not home when you canvass, consider printing or making door hangers. Door hangers can be made by stapling rubber bands to the corner of your flier.

If you collect participants' contact information at your programs, you can then call or text message them to remind them of upcoming programs. If you do this, ask permission to use their information for this purpose, assure them you won't sell the information and make sure you protect it.

Utilize existing relationships

Making announcements at other local meetings or events is another way to promote LIN programs. For example, you might announce upcoming programs at a CAPS (Chicago Alternative Policing Strategy) meeting or at meetings of other community organizations. In East Garfield Park, LIN providers have engaged teams from their existing sports leagues to help promote LIN programs. In Back of the Yards, LIN providers give roles to certain groups (e.g. ask a school group to sing

carols at a Christmas party) to encourage turnout and attract friends and family. In Humboldt Park, LIN providers tap into the networks of party promoters to informally spread the word about LIN programs.

Take advantage of local event listings

Seek to have your program's information included in any local event distribution lists (email or surface mail) maintained by organizations such as local schools, chambers of commerce or the Chicago Police's Community Events Calendar (see link in Resources list at end of this section).

Produce wearables

Some LIN providers have printed T-shirts that include a logo, website, calendar of upcoming program locations, etc. When people wear such shirts around the neighborhood, they remind themselves of the programs and promote the programs to others.

Harness the power of social media and live video

Creating a Facebook event can be a helpful way to spread the word on social media. You may also create a program-specific hashtag (e.g. #LightInTheNight) that is short and unique to your program and use it in your posts to help other users find similar posts. Social media posts can be prewritten and scheduled with third parties such as Buffer, giving you more time and flexibility to manage the program itself.

Live video can be a very effective promotional method. LIN providers broadcast via Facebook Live before programs (to show people what is planned) as well as during them (to show people what is happening). In addition to broadcasting their own live videos, they also encourage program participants, such as popular chefs or artists who are featured in the program and have large followings of their own, to do the same.

Consider creating and sharing a post-event summary or photo gallery to share with people who attended and attract new people. In addition, consider creating a promotional video for sites such as Facebook and YouTube.

Along with popular social media such as Facebook, Instagram or Snapchat, consider using Nextdoor, a social media service for neighborhoods.

Note: Be cautious when using social media to promote programs involving high-risk populations to ensure your posts don't inadvertently spark or inflame violence.

Consider advertising

Social media advertising can help you promote programs to residents in particular geographic areas for minimal cost. LIN providers report having success with Facebook and YouTube ads. Facebook ads, for example, can be run on any budget and enable you to choose your audience based on demographics, behaviors or contact information.

Follow up to promote repeat attendance

Some LIN neighborhoods have implemented suggestion boxes at their programs to get feedback from attendees and help generate repeat attendance. You might also survey attendees during or after your event. If you make changes based on the feedback you receive, promote those changes when you invite people to your next program so they know their ideas are being implemented.

Consider transportation issues

Some community stakeholders might want to attend a LIN program but cannot get there safely on their own. In response to this, LIN providers in Back of the Yards said they have used their neighborhood council's buses to transport people to LIN events.

Have existing community groups meet in LIN program spaces

One simple way to generate more activity in and around LIN programs is to invite existing community groups to meet at the same time/location as LIN programs. For example, Little Village LIN providers are planning to invite a local youth running group to hold meetings during LIN programs and use the space to train.

Mix it up to attract diverse audiences

It is important that community stakeholders know LIN programs are not only for children or any other single audience. Providing a diverse mix of activities helps a program attract diverse audiences. If you're running a football-focused LIN program, for example, consider adding a dance area or other non-sports activities to attract more people.

Encourage intergenerational interaction

Encouraging people of different generations to interact can be a great way to attract diverse audiences. Some LIN providers teach youth new skills and then stage periodic talent shows to showcase those skills for adults; empower older youth to lead games, face painting, etc., for kids; encourage young children to deliver popcorn to older attendees during movies; and conduct family game nights in which kids and adults team up to win.

People enjoy simply watching others, too. When LIN providers host programs for young children, older family members or caregivers often come to watch. To encourage spectators to linger at LIN programs, ensure they have comfortable places to sit and socialize.

Consider existing program offerings (and coordinate to avoid competition)

Competition can come in the form of another program that is happening at the same time as your LIN program or another program that is not happening at the same time but offers a similar type of activity. If there are already a lot of basketball programs in your neighborhood, for example, you might consider a different activity with fewer existing opportunities.

Consider the space's appearance

Changing people's perceptions about a space can be an important first step in making it safer. One way to begin doing this is to change the physical appearance of the space. Some LIN providers put up tents for their programs even when it's not necessary because doing so creates a visual impression that something is happening in the space. Other LIN providers mobilize volunteers for cleanup days to improve people's perceptions of LIN program spaces and spur them to assume ownership of those spaces.

Plan to transition quickly from outside to inside and vice versa

It can be difficult to transition LIN programming between indoor and outdoor spaces. LIN providers say it's important to start promoting upcoming programs early (e.g. in August for fall programs) so attendees know the transition is coming. They also suggest there shouldn't be a long break in between so community stakeholders don't feel like LIN programming has stopped.

Resources

- Community Tool Box: Developing a Plan for Communication
  https://ctb.ku.edu/en/table-of-contents/participation/promoting-interest/communication-plan/main
- Community Tool Box: Creating Posters and Flyers
  https://ctb.ku.edu/en/table-of-contents/participation/promoting-interest/posters-flyers/main
- Chicago Police Community Events Calendar
  https://home.chicagopolice.org/get-involved-with-caps/all-community-event-calendars/
- The Event Checklist Used by Top Event Planners
  https://www.wildapricot.com/articles/event-checklist
- Event Promotion 101: 15 Creative Ways To Market Your Event
  https://onspotsocial.com/event-promotion-101-15-creative-ways-to-market-your-event/
- How to Market an Event: 50 Event Marketing Tips
  https://www.orbitmedia.com/blog/how-to-market-an-event/
- 3 Ways to Get Attendees to Come Back to Your Next Event
  https://blogs.constantcontact.com/3-ways-to-get-attendees-to-come-back-to-your-next-event/
- How to Organize a Neighborhood Block Party (see Getting the Word Out section)
  https://www.plano.gov/DocumentCenter/View/13534
- How to Host a Community Event (see Publicizing Your Event section)
  https://represent.us/host-community-forum-event/
- Use print media to promote your park activities
  https://parkpeople.ca/resources/en/resource/561/use-print-media-to-promote-your-park-activities
- Streets Alive free resources (See invitation template)
  http://www.streetparty.org.uk/resources/
- Project for Public Spaces: Still Waiting for a Nice Place to Sit
  https://www.pps.org/article/still-waiting-nice-place-sit

5) SAFETY & SECURITY

Photo by Beyond the Ball

A certain level of risk is inherent in organizing or participating in LIN programs because all LIN neighborhoods are affected by high rates of violence. LIN providers can minimize that risk by managing spaces with relationships, engaging high-risk individuals, knowing when and how to work with police and having a safety and security plan. Developing a safety and security plan is covered under Risk Management in Section 10.2 (Safety & Security Plans) in Part II of the handbook.

5.1) Managing Spaces With Relationships

Developing relationships in the community is essential to helping LIN providers manage program spaces. Community stakeholders who have developed relationships in their neighborhoods over many years are well positioned to provide and support LIN programs in this way.

When LIN providers have strong relationships in the community, program participants are more likely to cooperate, which can help resolve potential safety issues before they become problems. This is important because police departments often lack the resources to commit officers to be at every program the entire time.

Tips for doing this:

Develop relationships with youth at early ages

- Doing this allows youth to build an attachment to LIN programs and program providers. If they remember the positive impact LIN programs had on them as youth, they will be more likely to cooperate later.
- In addition, it allows youth to build an attachment to LIN program spaces. If youth come to think of a space as the place they've always played (rather than a place they think of as dangerous or violent), they will be more likely to care for and take ownership of the space as they get older.
- It also allows LIN providers to meet and develop partnerships with caregivers. When young children attend programs, adult caregivers typically accompany them. This gives program providers the opportunity to forge relationships with those caregivers based on a shared desire to ensure kids have safe places to play in the neighborhood. This can be especially beneficial if a caregiver is a high-risk individual (those who are most likely to be victims or perpetrators of street violence) because it gives LIN providers the chance to get to know the individual as a caregiver and potential partner rather than as a potential problem.

Get to know people outside of programs

LIN providers can build collaborative and mutually beneficial relationships by strategically (and during non-program times) getting to know key participants, volunteers and others who have a stake in a LIN program space.

Accelerate new relationships through existing/current relationships

As the old saying goes, the friend of my friend is my friend. If a LIN provider knows a street outreach team member who introduces them to an high-risk individual in passing, the LIN provider will have taken a first step to forming a relationship with the individual.

Engage credible messengers

When seeking to manage LIN program spaces, LIN providers cannot do it all by themselves. Especially when they are new to programming in a space, they must rely on others in the community to be present, serve as allies and help to deter negative behavior. To be effective in this capacity, allies must not only support LIN programs but also be credible messengers who are capable of communicating effectively with people who might engage in negative behavior in and around program spaces. Credible messengers can take many forms e.g. a street outreach team member who is well connected in the neighborhood, a parent or grandparent who has lived in the neighborhood for years, a well-known local activist or a high-risk individual who is well liked in the community.

5.2) Engaging High-Risk Individuals

It is likely that high-risk individuals (those who are most likely to be victims or perpetrators of street violence) will be present in or around LIN programs, so planning how to engage them is essential.

Tips for doing this:

Consider the benefits and cautions of hiring gang-involved individuals

Some LIN providers have hired or are planning to hire individuals actively involved in gangs to help with LIN programs. This can turn the individuals into allies of LIN programs, engage them in positive activity and provide them with a stable source of employment. This can also deter participation from community members who have had negative interactions with or have been victims of high-risk individuals. If you employ this strategy, be mindful of high-risk individuals' roles and responsibilities, assigning them tasks where they can feel safe and all LIN participants can feel safe

Seek to engage high-risk individuals in positive activity (and have a plan to address negative activity)

When high-risk individuals are present at LIN programs, welcoming them as you would any other community stakeholder to engage in positive activities (e.g. playing, eating, socializing) can help further LIN's primary goal of cultivating safe, accessible places where community stakeholders can assume ownership and continue positive activities. If the individuals engage in negative activity (e.g. checking people's street affiliations, mean mugging or displaying any other threatening behavior) in or around a program space, LIN providers and/or street outreach team members should seek to intervene to keep the space safe for everyone. Exactly how to respond will depend on the personality and level of patience of the intervener, so it is beneficial for LIN providers to think through how they would respond before they need to do so. What this process might look like:

- If an individual or group is engaging in negative or threatening behavior at your LIN program, seek to de-escalate the situation by informing or reminding them of the purpose of the program and invite them to participate in it.
- Contact people who might have influence with the individual(s) as this can help convince them to cooperate.
- If they do not cooperate, ask them to leave. It is important to communicate that message in a respectful way so they know they are welcome to come back to the space when they are willing to cooperate.
- Contact people who might have influence with the individual(s) as this can help convince them to leave.
- If they still don't cooperate, ask police to remove them. This is why it is important for LIN providers to have formal authorization to use the space as outlined in Section 3 [Securing Authorization to Use Space(s)] in Part II of the handbook. If LIN providers have formal authorization, they have legitimate right and authority to control the space.
- If you do involve police, follow up with your neighborhood's street outreach team and other

community stakeholders to seek closure with the individual or group that was engaging in negative or threatening behavior to help prevent it from happening again.

Incorporate outreach personnel

Street outreach team members are trained to identify threats of violence and respond to incidents of violence. They intervene using strategies to de-escalate tensions, control rumors, and support families of victims and perpetrators of violence to prevent the next incident. They also connect high-risk individuals to services and case management. Because street outreach team members are constantly building relationships in the community, especially with high-risk individuals, having members of your neighborhood's street outreach team present at a LIN program can be very helpful at managing spaces and ensuring all members of the community feel welcome. LIN providers incorporate street outreach team members in various roles, including:

- Helping to set the neighborhood's LIN strategy and pick locations and activities for LIN programs
- Canvassing the neighborhood before a program
- Reaching out specifically to high-risk individuals before a program to let them know about it and/or engage them or their families in it
- Attending LIN programs themselves and working in various capacities (securing the space, serving food, socializing/mingling, supervising lines, cleaning up, etc.)
- Assisting after any violent incidents in or near the space
- Providing feedback (especially any observations related to safety and security) after a program

5.3) Working With Police

When community stakeholders assume ownership and continue positive activities in LIN spaces, then ideally police will not be necessary for people to feel safe. Still, knowing how to work with police is crucial.

Tips for doing this:

Strive to develop relationships with police at all departmental levels in your district(s)

As with people in any line of work, police are likely to provide more personal service to people they know. Beat officers tend to patrol the same areas for years, but officers in leadership positions often move to new areas or roles throughout the city. As a result, it is good practice to know as many officers as possible. If LIN providers have strong relationships with officers at all levels in their district(s), those officers will be able to introduce new officers to LIN providers and programs and vouch for the programs' importance in the neighborhood.

Know the beat(s), sector(s) and district(s) in which your LIN program spaces are located

According to the Chicago Police Department glossary, a beat is a tract of land designated for primary police patrol. A sector is a group of beats within a district. A district is a group of sectors.

Know key people in your district(s): Key people and their roles

- Commander: The highest-ranking officer in the district.
- Captain: The second highest-ranking officer in the district. Oversees day-to-day operations in the district and is the ranking officer when the commander is attending meetings or otherwise not available.
- Community Policing Sergeant: Manages community policing in the district, is responsible for the district's work with community stakeholders.
- CAPS (Community Alternative Policing Strategy) Officers: These officers focus on working with community stakeholders.
- Beat Officers: Officers who regularly patrol certain beats.

Lay the groundwork early

Meet face-to-face if possible. In East Garfield Park, LIN providers met with their local police over lunch to discuss potential program locations.

Keep police informed

Provide police with copies of your upcoming LIN program schedule so they will know what is planned and can allocate resources accordingly.

Attend CAPS meetings for the areas that contain your LIN program spaces

This can help to build cooperative relationships with police because it allows you to meet community policing officers and beat officers, show support for their efforts and build mutually beneficial partnerships.

Ask police to send the same officers consistently to your neighborhood's LIN programs

This builds rapport and develops trust between the officers, LIN providers and program participants.

Encourage officers to engage in an approachable manner

When officers get out of their cars, come by bike or come in plain clothes, they become more approachable, especially for children, and can more easily develop rapport with all community stakeholders.

Request an appearance by a specialized police unit

An appearance by a specialized unit such as the Mounted or Canine units can help community members better connect with police. For more information, see the Chicago Police's Specialized Units page and Mounted Unit Request Form (see links in Resources list at end of this section).

Know who to contact in emergencies

If you sense that a serious situation could be developing at a LIN program:

Call 911

Calls are put in a queue and prioritized based on which ones involve crimes in progress and the severity of each incident. This means that even if you are calling about a potentially serious situation, it will likely be assigned a low priority if it does not involve a crime in progress. Depending on what else is going on at the time, it can take longer for officers to respond to a low-priority 911 call. When you call, be prepared to give police as much information as possible: The location you are calling about, descriptions of any individuals involved (clothing, approximate height and weight, any distinguishing features, etc.)

Escalate if necessary

If you believe the situation is serious, call your district's police headquarters. Your call will be answered by one of several officers working at the main desk. Ask to speak to the Desk Sergeant, who supervises the officers working the desk, and explain the situation. The Desk Sergeant may be able to help. If not, you can further escalate the situation by asking to speak to the Watch Commander, who directs all police activities within the district during that specific watch. The Watch Commander has the ability to quickly move assets, so if you explain the situation, he/she may be able to expedite police response. If not, wait for officers to respond to the 911 call.

Resources

- Chicago Police Districts
  https://home.chicagopolice.org/community/districts/
- Chicago Police Specialized Units page
  https://home.chicagopolice.org/inside-the-cpd/specialized-units/
- Chicago Police Mounted Unit Request Form:
  https://home.chicagopolice.org/wp-content/uploads/2014/12/Mounted-Unit-Request-Form.pdf
- Non-profit fundraising events: alcohol, safety and event management
  https://www.police.qld.gov.au/programs/drugs/Documents/EventMgmentGuide.pdf
- Basic Event Safety Plan (Template)
  https://www.aberdeenshire.gov.uk/media/16968/eventdocument3-basiceventsafetyplantemplate20160503.pdf
- Event Security & Logistics 101: Best Practices for Minimizing Risk
  https://www.socialtables.com/blog/event-planning/event-security-101/
- 6 Tips for Securing Large Outdoor Events
  https://www.bizbash.com/6-tips-for-securing-large-outdoor-events/new-york/story/30555/#.WsvB-5Pwa1t
- Event Planning Guide: A Guide to Help Run Enjoyable, Well Organized & Safe Festivals/Events (see Site Evaluation, Parking and Security section)
  http://www.ncmainstreetcenter.com/wp-content/uploads/2014/01/EventPlanningGuide.pdf
- Special Event Safety Checklist: Maple Ridge, British Columbia, Parks, Recreation & Culture
  https://www.mapleridge.ca/DocumentCenter/View/11194/Special-Event-Safety-Plan
- Event Safety & Planning Checklist: Eastern Michigan University
  https://www.emich.edu/bookemu/documents/checklist.pdf
- Planning and Managing Security for Major Special Events
  https://www.hsdl.org/?view&did=482649
- How to create a crisis management plan
  https://www.washingtonpost.com/business/capitalbusiness/how-to-create-a-crisis-management-plan/2013/07/19/9696e51a-effe-11e2-9008-61e94a7ea20d_story.html?utm_term=.89d881db0029
- 6 Steps to Create a Crisis Management Plan
  https://www.washingtonpost.com/business/capitalbusiness/how-to-create-a-crisis-management-plan/2013/07/19/9696e51a-effe-11e2-9008-61e94a7ea20d_story.html?utm_term=.89d881db0029

Photos from Light in the Night programs

Spades tournament in the East Garfield Park community - Photo by Breakthrough

Gathering in the North Lawndale community - Photo by UCAN

Engaging with civic leaders in the Austin community - Photo by BUILD Chicago

Drum circle in the West Englewood community - Photo by Teamwork Englewood

6) PROGRAMMING & ACTIVITIES

Photo by BUILD Chicago

6.1) Programming Tips

LIN programs are designed to change perceptions and norms, include physical activity and cultivate communal ownership.

Tips for doing this:

Changing Perceptions/Norms

Serve fresh, local food

Food is a particularly attractive draw at LIN programs. LIN providers say serving a varied menu of fresh, local food is best. Although serving fresh, local food is often more expensive, some LIN providers have recruited partners to offset those costs. For example, there are many community gardens in LIN neighborhoods such as North Lawndale that provide locally grown, low-cost produce. Other partners could include a local church, a food bank such as the Greater Chicago Food Depository (see link in Resources list at end of this section), etc.

In East Garfield Park, LIN providers employ popular local cooks who take pride in preparing a meal for their neighbors. In West Garfield Park, a neighborhood fish fry turned into a powerful communal meal in which residents shared food and fellowship with each other.

Be innovative and try new things

Many types of programming can contribute to LIN's primary goal of cultivating safe, accessible places where community stakeholders can assume ownership and continue positive activities. LIN program providers are often pleasantly surprised when they try something new. In Humboldt Park, for example, LIN providers found that making s'mores was a surprisingly effective way to engage high-risk youth. In North Lawndale, LIN providers creatively used an art program (making eye masks) to stimulate stress relief.

Innovation in programming can include trying new programs or altering the structure of existing programs. When Little Village LIN providers wanted to include more girls in their sports programs, they altered the structure by requiring teams to have a certain number of boys and girls to compete.

Acknowledge the occasion

Acknowledging the occasion applies to both individual programs and a series of programs. On the individual program level, LIN providers in East Garfield Park have their event coordinator speak before meals at LIN programs. The speaker thanks everyone for coming, reminds them that their presence and participation is helping to transform their community, encourages them to visit the resource/service providers at the event and recognizes the leaders/community partners who helped make the program happen. On the series level, LIN providers in Austin report that holding bigger kickoff and finale events can help mark the beginning and end of a series and reinforce that the series is a special occasion for the neighborhood.

Focus on audiences you're not already attracting

If you already have an existing, successful LIN program in your neighborhood, perhaps it can be expanded by diversifying the activities offered to attract new groups of participants. If you're struggling to attract a certain age group, consider adding an activity likely to appeal to them and then promoting it specifically to that population. For example, if you're struggling to attract older adults, consider adding an activity such as chess and promoting it in collaboration with agencies that serve older adults such as Medicare providers.

Including Physical Activity

Keep competition friendly

Because tempers can flare when winning and losing is involved, it is important to keep competition friendly. One tactic that can help do this is to bring participants together before competitive sports events to remind them of the purpose of the program.

You may also want to hire or appoint referees if heated competition is expected. Even though spades is not a particularly physical activity, neighbors cautioned East Garfield's LIN providers to be careful before a recent spades tournament. As a result, they hired a referee from the neighborhood, provided him with a referee's shirt and empowered him to resolve any conflicts. They also kept an eye on the event throughout, and there were no serious incidents.

Consider different structures

Sports can be incorporated into LIN programs in a variety of ways, each of which have advantages and disadvantages. For example, conducting a league with teams that are set in advance helps to guarantee a certain attendance but also means that new participants can't join midway through. A drop-in program or one-time tournament allows new participants to join but requires you to continually recruit attendees.

Offer team and non-team physical activities

Some people prefer team sports, whereas others prefer non-team physical activities. Offering some of both (e.g. dance as well as basketball) can help to engage more participants in LIN programs.

Partner with college and pro sports organizations for clinics

College and pro sports organizations are often willing to conduct clinics at community events such as LIN programs. LIN providers in East Garfield have worked with the Loyola basketball and Notre Dame lacrosse teams to conduct clinics. They have found it is especially effective to partner with college teams whose athletes come from similar backgrounds as people in their neighborhood. That way, the collegiate athletes can most effectively instill aspirations of higher education in neighborhood youth.

Cultivating Communal Ownership

Utilize local talent

In East Garfield Park, LIN providers successfully engaged local musicians with large local followings. This helped draw diverse audiences and empowered community stakeholders to assume ownership of LIN programming. Once word spread around the neighborhood that LIN providers were looking for musicians, they soon were able to assemble a full series of concerts.

Ask (and listen to) your community

Seek participants' feedback about what kinds of programs they are most interested in. LIN providers collect feedback via surveys, suggestion boxes, focus groups, word of mouth, etc. After older residents of East Garfield Park expressed interest in playing spades, organizers conducted an indoor winter tournament that was so successful they now plan to replicate it outdoors this summer.

Be culturally relevant

People are often attracted to programming that has special meaning in their culture. LIN providers in Back of the Yards said a multicultural performance program was a hit in their neighborhood, and other LIN providers said gospel singing performances and jazz or blues concerts were popular in their neighborhoods. LIN providers in Little Village are planning to add loteria (a bingo-like game popular in Mexican culture) to their programs this summer.

Other Tips

Gather data about the community

When deciding how to engage diverse audiences in LIN programming, it is helpful to have as much information as possible. Gathering data about the neighborhood from the Census or other sources can help inform your choices about which programs or types of programs are likely to be successful. LIN providers in Humboldt Park use World Business Chicago Site Selector's Community Area Profile (see link in Resources list) to gather data such as population and demographic information for LIN neighborhoods.

Share ideas with others

Often, you can generate ideas of your own by seeing what others are doing with their LIN programs or by attending citywide events. If you can't visit in-person, consider arranging a conversation with other LIN providers to compare notes about what's worked well in each other's neighborhoods.

Seek to build traditions and memories

When people have memorable experiences in a space, they begin to develop an attachment to the space. East Garfield Park LIN providers seek to do this by holding watch parties for major sports events. Because sports fans often remember where they were, what they were doing and who they were with for big games, organizers hope the watch parties will develop into a neighborhood tradition that community stakeholders remember fondly, spurring them to take ownership of the space.

Offer incentives

Many LIN providers said prizes and raffles can be powerful ways to incentivize people to attend and participate. In Little Village, LIN providers have used a raffle system in which kids earn a ticket each time they complete a cycle of physical activity stations, which encourages them to keep playing all night to improve their chances of winning prizes such as jump ropes, balls or frisbees.

Pay attention to licensing requirements

If you choose to show a movie or sporting event as part of your LIN program, make sure you have the rights to show the material in public. Some LIN providers have used swank.com to obtain movie rights.

6.2) Activity Ideas

Collectively, program providers across all nine LIN neighborhoods have implemented a wide spectrum of programming. Their activity ideas include:

ART/CULTURE

- Live music concerts
- Cultural arts performances
- Fashion shows
- DJs
- Drumming/percussion
- Acting/theater
- Dance performances
- Informal dance areas
- Talent shows
- Magician performances
- Tapestry making
- Youth march groups
- Beat making
- Hair braiding and design
- Costume making
- Kids art activities (e.g. sidewalk chalk, craft making)
- Spoken word performances
- Rap battles

EDUCATION

- Artistic skill-building instruction/classes
- Petting zoos/Farm-to-city events
- Cleanup days/Environmental education events

SPORT/PHYSICAL ACTIVITY

- Single-sport clinics
- Multi-sport clinics
- Sports leagues
- Sports tournaments (e.g. Hoops in the Hood-style programs)
- Open play/pickup games
- Sporting event watch parties
- Bounce houses
- Jump rope
- Kids/playground games
- Dance/Zumba
- Obstacle courses
- Running groups

OTHER

- Food/community meals/barbecues
- Spades/cards tournaments
- Video game trailers/tournaments
- Movies
- Formal dances
- Board games/family game nights
- S'more making
- Bingo/loteria
- Vendors/public markets
- Community kickback nights
- Community garden parties

6.3) Case Studies

Case Study: Project Play

Cultivating communal ownership: A long-term process

Rob and Amy Castaneda had a dilemma. They needed a space large enough to host a year-end picnic for almost 500 youth basketball players and their families in Little Village.

The couple had conducted programs for small groups indoors for several years, but the elementary school gym they used was way too small for the entire group and their families. Amy suggested holding the event outside the school, but Rob was initially reluctant because the school campus sits on the dividing line between rival gangs' territories and was virtually desolate after a violent, decades-long turf war.

"It's too dangerous," Rob thought at the time in 2009. "Who's going to come?"

As it turned out, more than 1,000 people showed up to eat, play games, blow bubbles and engage in other positive activities, in large part because the Castanedas had built multi-year relationships with the kids and their families through indoor programs. After seeing so many people bring so much life to the outdoor space on a warm, summer day, organizers and participants agreed they needed to build on what they had created together.

Project Play in Little Village - Photo by Beyond the Ball

Over the course of the next several years, working closely with parents and youth in the neighborhood, the Castanedas turned what was initially intended to be a one-time event into Project Play. Project Play is a family-friendly program that now attracts hundreds of people each week in the summers and has helped the community reclaim the school campus from a culture of violence. Building the program to what it is today was a long, challenging process that reveals a crucial lesson about Light in the Night-style programs: Cultivating safe, accessible places where community stakeholders can assume ownership and continue positive activities is hard work, and success doesn't happen overnight.

"It's too dangerous... Who's going to come?"

It took years of work and struggles for Project Play's organizers to build enough relationships and generate enough sustained activity in the space to change people's perception that it was dangerous and to be avoided. At the very first Project Play, gunshots rang out as kids played nearby. Organizers located the opposing gang members, many of whom had friends and family members at the program. Once the organizers explained that the purpose of the program is to provide opportunities for young people and other community stakeholders to engage in positive activities, the gang members agreed to engage positively in the program in the future or at least leave the space alone so others could play in peace.

Over time, as organizers continued to activate the space with Project Play and other programming, they noticed that it began to look and feel different. Families and corporate sponsors showed up for a massive clean-up day that eliminated 30 years of blight: graffiti that covered the school buildings, weeds and broken glass strewn across the campus, etc. Youth who grew up in the Castanedas' programs turned into teenage volunteers who organized kids games, assisted with registration and helped clean up the space after every session of Project Play. More and more people came to use the space, helping to care for it. Then, people started using it at all hours of the day and night, even when formal programs weren't happening.

Eventually, Project Play engaged so many people that local elected officials and businesses invested more than $1.75 million, transforming what had been a muddy soccer pitch into a first-class, artificial turf field, installing new lights and making other improvements.

Project Play in Little Village - Photo by Beyond the Ball

Then, a secondary challenge emerged. Suddenly, others saw value in the space and tried to take control of it. School district officials sought to charge Project Play's organizers for access to the safe space that they had helped create. Soccer teams from other neighborhoods showed up uninvited as well. Men took over the whole field while children and families were forced to watch from the side. Thankfully, through relationships the Castanedas had developed over the years with local school administrators, they were able to secure a joint-use agreement that guarantees free, long-term access to the space for families from the neighborhood.

Today, Project Play continues every week during the summer. The once-deserted school campus now sees steady use all throughout the week, and it becomes a beehive of positive activity each Tuesday night. Young kids dash between soccer drills, playground games and arts and craft stations; teens get teams together for basketball tournaments; a Zumba instructor welcomes all comers to impromptu dance classes; vendors sell snacks from pushcarts; and parents and grandparents sit and socialize as they watch the activities. After dark, everyone gathers on the soccer field to watch a family-friendly movie projected on an inflatable screen. When it's over, volunteers roll out trash cans work with community members to pick up any waste, leaving the space cleaner than they found it and ready for another week of use.

Even after years of activating the space, both with Project Play and with other programs, everything is not perfect in and around it. Graffiti must occasionally be removed from buildings, and organizers remain vigilant for any signs of conflict whenever they program there. But people are no longer afraid to come out of their houses and join in Project Play or just play on their own. Research has shown that even nearby residents who don't participate in programs themselves still benefit from the peace of mind that comes from knowing the space is an active, vibrant hub of the community.

Tips for cultivating communal ownership

The Castanedas' tips for cultivating communal ownership:

- **Engage the community – especially youth – early in the process**

  The Castanedas first organized Project Play with parents, but they soon realized middle and high school youth have more flexible schedules and could therefore be more consistently present in the space. Little Village has few safe, outdoor spaces where kids can play, so Project Play really connected with them and helped them assume ownership of the space. Seeing so many kids engaged in positive activities also helped win the support of adults.

- **Relentlessly pursue excellence**

  Organizers strive to maintain a high-quality standard for the program, which helps foster support from community members. Organizers constantly assess how things are going, recognize when they are struggling and adjust accordingly. Staff and volunteers are trained in customer service techniques such as greeting people when they arrive, making games fun for kids and keeping lines from getting too long.

- **Empower volunteers to take ownership**

  It would be impossible for Project Play's small staff to run a weekly program for 500-700 people without the help of many volunteers. Organizers empower volunteers to oversee various portions of the program and pair up new volunteers with experienced volunteers to share knowledge and instill the program's culture.

- **Be patient and persistent**

  A single program or even a short series of programs is unlikely to change the long-term culture in a space. It can take years of sustained activity, programming and investment to change how people feel about a neglected, historically violent space.

Case study: East Garfield Park

Phasing programming to attract diverse audiences

If you stroll up to a Light in the Night program in East Garfield Park in the late afternoon, you'll see kids everywhere: Playing games, jumping in bounce houses and tossing bean bags and water balloons back and forth. As music wafts through the air from a DJ booth, some adults – mostly parents and caregivers – might stop by to keep an eye on their little ones, but the activities during this phase are primarily geared toward children.

Over the course of the next several hours, the program will transition through several more phases, each very different from the others and all designed to attract different audiences. This method of transitioning programming within events to attract diverse populations is a hallmark of East Garfield Park's Light in the Night programs.

As dinner time approaches, a group of men from the neighborhood who love to cook start grilling jerk chicken. By the time the food is ready, a hungry crowd of all ages has gathered. Organizers temporarily shut down the bounce houses and other activities so the meal becomes a more communal experience.

Before everyone digs in, the event coordinator takes the mic to say a few words explaining the purpose behind Light in the Night: To create safe, accessible places where community stakeholders can assume ownership and continue positive activities. The coordinator thanks everyone for coming, reminds them that their presence and participation is helping to transform their community, encourages them to visit the resource and service providers at the event and recognizes the leaders and community partners who helped make the program happen.

Light in the Night in East Garfield Park - Photo by Breakthrough

After the meal is complete, organizers set up a concert by popular local musicians. Most of those who ate hang around to listen to the show, in part because organizers recruited the artists based on suggestions from the community.

Next, organizers put on a family-friendly movie on an inflatable projection screen. After firing up a popcorn machine, they ask kids to help them serve the elderly in attendance. As the movie wraps up, families with children start to head home, but some of the adults stick around. As people get tired, the crowd slowly dwindles before organizers wrap up the program around 9:30 p.m.

To date, East Garfield Park LIN providers said, their method of phasing their programs has proven very successful at generating activity into the early evening. They have found it challenging to keep the momentum going late into the evening, but they have several ideas about how they intend to solve that challenge this summer.

Those ideas include:

- **Smokeout-style outreach for high-risk individuals:**

  This strategy is an adaptation of the neighborhood smokeout concept described in Part I of the handbook. To execute it, East Garfield Park's LIN providers plan to cook a second meal later in the evening and ask their neighborhood's street outreach team to call up individuals on their case load and let them know that they can come by to grab a bite to eat and perhaps play some pickup hoops. Their hope is that if they provide a safe space for those high-risk individuals and explain how it is connected to the earlier LIN programming, the individuals will begin to refer their families to LIN programs or perhaps even participate themselves.

"These are our festivals... This is how we roll in our neighborhoods."

- **Adult 3-on-3 tournaments**

  East Garfield Park's LIN providers hatched this strategy primarily to engage adult males who find themselves kicked out of many other programs once they turn 18. They suspect there will be a significant demand for it because they have previously caught guys they know to be 19 or 20 years old trying to sneak into programs for younger kids. By keeping games halfcourt, they hope to ensure the tournaments are accessible to a range of ages. They often hold a full-court youth tournament earlier in the day, so their hope is that the adults will hang out to watch the kids play in the afternoons and then the kids will hang out to watch the adults play at night.

Light in the Night in East Garfield Park - Photo by Breakthrough

- **Open mic nights**

To execute this strategy, East Garfield Park LIN providers said they plan to ask their street outreach team to recruit participants by putting out feelers in the community. Depending on the nature of participants' lyrical content, organizers might also experiment with the open-mic concept in an earlier phase such as before or in place of a concert.

Bill Curry leads East Garfield Park's LIN programming as Chief Program Officer for Breakthrough Youth Network. While the overall Communities Partnering 4 Peace initiative includes several strategies (such as street outreach teams) to reach the small percentage of high-risk individuals in each CP4P neighborhood, he believes Light in the Night programs are essential to reach "the other 98 percent" of those communities. Without programs such as LIN, he said, it becomes all too easy for fear to rule the neighborhood.

He said LIN programs should celebrate and empower their communities.

"These are our festivals," he said. "We don't have to go down to Taste of Chicago to have a cool event. This is how we roll in our neighborhoods."

Tips for phasing LIN programs

Curry's tips for phasing LIN programs:

- **Think in time blocks**

  It can be helpful to think of a LIN program as a series of blocks of about an hour and a half each. Every 90 minutes or so, aim to switch activities so the focus of your program is on a new audience. These timeframes are approximate, however. There's no need to stick to arbitrarily rigid cutoffs in between phases if things are flowing well.

- **Strive to enhance the natural rhythms of your programs**

  When deciding how to focus each phase, observe attendance patterns at your existing LIN programs to see which groups are showing up at which times. Then you can strategize about how to connect even better with those groups because you already know when they are likely to be in attendance.

- **Respect communal moments**

  If you're holding a sporting event watch party, it is fine to keep bounce houses and other activities going throughout the event. If you're hosting a concert featuring local musicians, however, you might want to stop those activities once the artists take the stage in order to show them respect. You might also want to stop other activities during meals so everyone focuses on sharing food and fellowship.

6.4) Wraparound Services

Wraparound services have been defined in many ways in different fields. In the context of LIN programs, wraparound services refer to the concept of having other community organizations, social service agencies, etc., available at LIN events to enable participants to access needed services.

Such services could include:

- Health services e.g. medical professionals who offer blood pressure screenings, immunizations, dental services, etc.
- Education services e.g. schools, universities, providers of school supplies or services to families in need, etc.
- Nutrition services e.g. providers of food for families in need, backpack food programs, organizations that promote healthy eating, etc.
- Employment services e.g. providers of job opportunities
- Safety services e.g. fire and police personnel and other providers of information and equipment for public safety

Resources

- PlayWorks Game Library
  https://www.playworks.org/game-library/
- Playworks Game Guide (link to request digital copy)
  https://www.playworks.org/game-library/
- 10 Community Event Ideas
  https://lifestyle.howstuffworks.com/event-planning/party-themes/10-community-event-ideas1.htm
- National Neighborhood Day: Ideas for your gathering
  http://neighborhoodday.org/ideas/
- National Health Center Week: Activities & Event Ideas
  https://healthcenterweek.org/activities-event-ideas/
- One-Day Events & Activities
  https://urbancenters.org/ep-events-activities-leaders-guide.pdf
- Neighborhood Event Toolkit
  http://www.orangecountyfl.net/NeighborsHousing/NeighborhoodRevitalization/NeighborhoodEventToolkit.aspx#.Ws53FZPwa1t
- Celebrate Safe Communities: Neighborhood Event Ideas
  http://www2.bgky.org/neighborhoods/pdf/celebrate_safe_communities_party_ideas.pdf
- 25 More Ways to Make Your Neighborhood a Community
  https://www.sunset.com/food-wine/25-more-ways-to-make-your-neighborhood-a-community
- 10 Community Event Ideas to Bring Everyone Together
  https://www.eventbrite.co.uk/blog/community-event-ideas-ds00/
- Neighborhood block parties: Planning tips from the pros
  http://www.chicagotribune.com/lifestyles/sc-fam-0623-neighbors-block-party-20150616-story.html
- Neighborhood Block Parties: West Valley City, Utah (see Chapters 3, 7, 8)
  https://www.wvc-ut.gov/DocumentCenter/View/11064
- National Night Out Activity Ideas
  http://www.ci.minneapolis.mn.us/www/groups/public/@mpd/documents/webcontent/convert_281908.pdf
- Tip sheet: Neighborhood block parties (see suggested activities section)
  http://www.fremontpolice.org/DocumentCenter/Home/View/48
- Streets Alive free resources (see Neighbours' Street Play Guide, Age Friendly Streets, More Ideas and Projects to Build Community Spirit, etc.)

http://www.streetparty.org.uk/resources/

- The Street Party site: Guide for Residents
  http://www.streetparty.org.uk/residents/residents-guide.aspx
- Eden Project Communities: Inspiration and ideas to make positive change where you live (see Stuff you can do)
  https://www.edenprojectcommunities.com/
- Park People: Engaging Seniors
  https://parkpeople.ca/resources/en/resource/1774/engaging-seniors
- It's Spring in Your Park: What You Need to Get Started
  https://parkpeople.ca/archives/8964
- Park People: Games Night
  https://parkpeople.ca/resources/en/resource/473/games-night
- Park People: Activities & Events
  https://parkpeople.ca/resources/en
- Project for Public Spaces: What the (young) people want
  https://www.pps.org/article/what-the-young-people-want-a-q-a-with-setha-low
- World Sport Chicago: PlayStreets Resources for Organizers (see activity planning guide and activity handbook)
  http://www.worldsportchicago.org/programs/playstreets/playstreets-resources/
- World Business Chicago Site Selector tool
  http://siteselector.worldbusinesschicago.com/
- The Big Lunch
  https://www.edenprojectcommunities.com/thebiglunchhomepage
- Greater Chicago Food Depository
  https://www.chicagosfoodbank.org/

7) VOLUNTEER RECRUITMENT & MANAGEMENT

Photo by BUILD Chicago

Engaging volunteers to help staff your program can bring many benefits. According to the Community Tool Box (a service of the Center for Community Health and Development at the University of Kansas), volunteers can save money, offer needed skills, bring energy and excitement and increase community ownership. "The more community members are involved in your project, the easier it will be to gain support for your work," the tool box states. "Also, by using volunteers from throughout the community, you can be sure that your goals are 'in tune' with what the community wants, and not just what organization members think they want." (For more from the Tool Box about volunteers, see link in Resources list at end of this section.)

7.1) Volunteer Recruitment

Engage youth volunteers

Having youth volunteers help conduct programming – set up for programs, run programs (e.g. games or face painting for younger kids), clean up the space after programs, etc. – can enhance their leadership skills and community engagement.

Mayor Rahm Emanuel's One Summer Chicago, a summer job and internship program for youth, could be one way to engage youth in helping to provide LIN programming. Organizations can apply to employ young people age 14-24 or can apply to host a subsidized placement for which another organization will pay wages.

Seek consistency

Having the same volunteers return consistently can help programs run more smoothly and enable all involved to build deeper and more meaningful relationships with each other. When running multi-week youth sports programs, for example, many LIN providers strive to ensure volunteer coaches stay consistent from week to week so they can get to know the youth in the program and build positive, caring relationships.

Evaluate new volunteers for risk

When recruiting new volunteers, it is good to conduct background checks, especially if they will be working with children. It is also good to limit new volunteers to roles that carry less risk such as picking up trash, setting up and taking down equipment, etc.

East Garfield Park LIN providers have prospective volunteers complete an application, supply background information, list how they would like to serve and sign a release of liability and authorization for a background check.

7.2) Volunteer Management

Create clear roles and lines of communication

When managing volunteers, it is essential to clearly define expectations and assignments so everyone knows who is responsible for which tasks. If everybody is responsible for a task then it is likely nobody will truly take on the responsibility. In addition, it is important that volunteers know whom they should approach with questions. Teaming up previous volunteers with new ones also can help to make the experience go smoothly for first-timers.

East Garfield Park LIN providers communicate information about roles and such to volunteers by putting it in an online Google document that all can view. This way, volunteers can read through the document to familiarize themselves with the program and ask any questions before they arrive.

Create a positive, inclusive culture

North Lawndale LIN providers strive to express their appreciation to volunteers by warmly greeting them and thanking them for coming. They have found that simple gestures – such as a program coordinator fistbumping or giving dap to each volunteer before a program – can get them excited about the program and let them know their work is appreciated. They also give out gift cards to incentivize parent volunteers. Similarly, East Garfield Park LIN program providers conduct a pre-program huddle with all volunteers to reinforce their importance to the team.

Stay in touch and seek feedback

Staying in contact with volunteers with reminder phone calls and email updates can help keep them engaged. Seeking feedback from volunteers can help inform programming decisions.

Consider appointing a volunteer coordinator

This position, which can coordinate recruitment and management, is especially useful for organizations that utilize a large number of volunteers. According to the Community Tool Box, a volunteer coordinator typically:

- Recruits volunteers
- Communicates with program coordinators to find out what needs to be done and how much volunteer time is needed to do it
- Educates staff on the roles and responsibilities of volunteers
- Interviews and screens potential volunteers
- Takes charge of volunteer orientation and training
- Expresses volunteer opinions and ideas to other staff members, and facilitates collaboration between volunteers and paid staff members

Resources

- Community Tool Box: Developing a Plan for Increasing Participation in Community Action
  https://ctb.ku.edu/en/table-of-contents/participation/encouraging-involvement/increase-participation/main
- Community Tool Box: Recruiting and Training Volunteers
  https://ctb.ku.edu/en/table-of-contents/structure/volunteers
- Community Tool Box: Encouraging Involvement in Community Work
  https://ctb.ku.edu/en/table-of-contents/participation/encouraging-involvement
  https://ctb.ku.edu/en/table-of-contents/structure/volunteers
- One Summer Chicago
  http://www.onesummerchicago.org/
- How Nonprofits Can Boost Volunteer Attendance by 50%
  https://blogs.constantcontact.com/how-nonprofits-can-boost-volunteer-attendance-by-50/
- Volunteer Management Guide
  https://www.501commons.org/resources/tools-and-best-practices/volunteer-management/
- The Urban Institute: Volunteer Management Practices and Retention of Volunteers
  https://www.nationalservice.gov/pdf/Management_Brief.pdf
- Need to Know Basics of Managing Volunteers
  http://www.volunteermaine.org/shared_media/publications/old/E245B0A4d01.pdf
- The 27 Best Practices of High Performing Volunteer Organizations
  https://www.huffingtonpost.com/mitch-ditkoff/best-practices-volunteer-organizations_b_2624967.html
- Best Practices in Volunteer Management: An Action Planning Guide For Small and Rural Nonprofit Organizations
  http://www.volunteeryukon.ca/uploads/general/Best_Practices_Volunteer_Management.pdf
- 5 Volunteer Management Strategies Your Nonprofit Needs to Know
  https://topnonprofits.com/5-volunteer-management-strategies-nonprofit-needs-know/
- Park People: Attracting and retaining volunteers
  https://parkpeople.ca/resources/en/resource/904/attracting-retaining-volunteers
- Getting People Involved: Neighborhood Association Manual
  http://www.orcities.org/Portals/17/a-z/govern040.pdf

8) TRACKING ATTENDANCE

Photo by Beyond the Ball

Having an orderly registration and attendance tracking process is key to ensuring a LIN program goes smoothly. It is advantageous to track attendance at LIN programs because:

- It is a simple yet powerful way to begin to gauge how well your program is doing. People vote with their feet, so if you are consistently attracting good crowds, that's one indication of success.
- It provides data that can help inform your strategy. If your program's attendance was significantly better at one location versus another or with certain activities versus others, that can help you make more educated decisions about future programming. Similarly, if your programs tend to draw attendees from certain parts of the neighborhood but not others, you can adjust your neighborhood's LIN strategy accordingly.
- It provides affirmation of waivers of liability: By requiring attendees to complete waivers as part of the registration/attendance process, you can limit your liability and help protect your program and its partners.

Appoint a designated person/team

Some LIN providers suggest that having a designated person or group handle attendance helps the process go more smoothly. This way, they become experts over time and minimize the confusion that can arise if too many people are involved in the process.

Create different types of registration forms

When creating a registration form, include a waiver of liability (stating that you and any program partners are not responsible for any injuries that occur during the program) and a media release (stating that you and any program partners can use photos and other material from the program for promotional purposes).

It can also be helpful to have two different types of registration forms: One for a program in which individual participants will be registering such as a youth sports league and another for a program in which an entire family or household will be registering multiple people at once. This way, parents do not have to fill out separate, repetitive forms for themselves and their children when they come to a family-oriented program. For sample registration forms, please see the Appendix.

Pre-register attendees if possible

It can save time and hassle on the day of a program if at least some participants have pre-registered. That way, those participants will have already completed their registration form by the time they arrive. This can be done online with sites like Eventbrite or various apps, or it can be done with a paper form. If you are planning to rely on technology, test it out ahead of time to make sure it works on site. Another advantage of pre-registering attendees is that you can easily send out reminders and updates.

Work with people who are reluctant to register

Some people who seek to participate in LIN programs may be reluctant to provide the information necessary to complete the registration process. LIN providers in Little Village have found that such participants can usually be convinced to comply if it is explained to them that the program is free and for the benefit of the community and that providing some basic information is a way to show support for the program (because it enables program providers to show funders how their money is being spent, for example).

Create and maintain a spreadsheet

Especially for programs or series of programs that occur on multiple days, it is a good idea to create a spreadsheet to track registered participants' attendance over time. If you pre-register attendees, you can start building such a spreadsheet before a program even begins. Include separate columns for last name, first name, program date and any other information you want to track. Next, alphabetize the list by last name for easy reference. Print copies of the list prior to the first day of programming to help expedite the registration process for pre-registrants. For more about how to incorporate a spreadsheet into the registration/attendance process, see the "Fine tune your process" part of this section.

Utilize wristbands

Some LIN providers use different colored wristbands to help keep track of registered participants. Once participants complete the registration process, they are given a certain color wristband. Some LIN providers use the same color wristband for all participants at a program on a given day. Others use different colors to designate different groups (different colors for males vs. females, for instance). If you count how many wristbands you have of each color before the program and then count how many are remaining after the program, you can compare those numbers to your list of registered participants to catch any discrepancies.

In addition to tracking the number of people who attend a program, wristbands can also function as identifiers in several important ways. First, wristbands identify who is part of your program and who isn't (e.g. someone who is just walking through the space but not participating). Wristbands also identify who supports your program because participants have demonstrated a minimum level of support by completing the registration process. And finally, as discussed in the introduction to this section, wristbands can identify who is covered by a waiver of liability.

Fine tune your processes

As you gain experience with tracking attendance, you will figure out processes that work well for your particular program or organization. A sample process is outlined here:

- **Set up registration station(s): Materials you will need:**
    - Folding table
    - Printed spreadsheet of all previously registered participants (Having multiple copies can enable multiple people to register/sign in at once during busy periods)
    - Blank registration forms
    - Empty folder (To store completed registration forms before processing)
    - Binder (To store completed, alphabetized registration forms after processing)
    - Clipboards (So people can have a flat surface to write on while standing in line)
    - Pens
    - Wristbands

- **Establish separate lanes**

  Having one lane for pre-registered participants and another for new participants can expedite the registration process and minimize confusion among participants, staff and volunteers. (If a line forms at any point, it can help with customer service if a staff member or volunteer periodically goes down the line to welcome everyone and make sure people are in the correct lane.)

- **Get people registered**
    - For pre-registered participants, ask the first and last name of each participant (youth and adult), find those people on your list of pre-registered participants (printed in advance from the spreadsheet you created) and put a "1" in the column for that program date. Once attendance has been marked, put a wristband on each pre-registrant's wrist.
    - For new participants, ask each person (or household) to submit a registration form that should be completed and signed by an adult. Note: A LIN program staff member or volunteer should thoroughly check that all components of the form have been completed. The person who checks the form should initial in a top corner so he/she can be consulted if any clarification is needed. Once the form has been completed and reviewed, put a wristband on each new registrant's wrist.

- **Collect new participants' registration forms as they are completed:**

  Place them in the empty folder for later processing.

- **After the program, update your spreadsheet and prep for next time:**

  Update your spreadsheet by entering attendance information for all previous registrants, add any new participants to the spreadsheet, prep the spreadsheet for the next day of programming (e.g. re-alphabetize it after adding new participants and add a new program date)

- **Once data has been entered into spreadsheet, add all new participants' forms alphabetically in binder:**

  This way you can quickly find a form at any time.

Consider going digital

As participants complete the registration process, you may want to digitize that information to minimize the amount of paperwork you need to store. LIN providers in Little Village, for example, scan completed registration forms to digitize them and then shred the paper copies once the program year is over.

Resources

- 4 Keys to a Smooth Registration
  https://www.experiencegr.com/meetings-blog/post/4-keys-to-a-smooth-registration/
- Great Ideas for an Effective Registration Table
  https://www.thebalance.com/smart-ideas-for-an-effective-registration-table-1223677
- Five Important Event Registration & Check-in Tips
  https://everwall.com/blog/5-important-event-registration-check-tips/

9) EVALUATION

Photo by Beyond the Ball

Evaluation is essential to gauge how well programs are doing and what they can do to improve. There are two basic types of evaluation: Quantitative evaluation collects facts, numbers and statistics. Qualitative evaluation collects people's impressions, opinions and views. (For more on different types of evaluation, see links in Resources list at end of this section.)

In some cases, you may need or want to enlist expert help to conduct more formal or rigorous program evaluations. Often, researchers and/or students at a local university may be interested in partnering with you to do this. LIN providers in Little Village, for example, have engaged researchers from Ann & Robert H. Lurie Children's Hospital of Chicago to assist with surveying people who live near that neighborhood's primary LIN program space.

9.1) Quantitative Evaluation

Attendance

As discussed in Section 8 (Tracking Attendance) in Part II of the handbook, tracking attendance is a basic way to begin to evaluate a LIN program. Human development theory says that people can't play unless they feel safe and that play can act as a sort of therapy for trauma, so if people are attending and playing at a LIN program, that is a good indication that they feel safe and are experiencing therapeutic benefits.

Count users before, during and after a program

Because LIN programs are designed to engage people in positive activity in public spaces, one simple indication of the effectiveness of a LIN program can be obtained by simply recording how many people are using a space, before, during and after a program. Ideally, these basic usage patterns should be tracked for several weeks before and after a program as well as during the program itself. If you expect the busiest time during your LIN programming will be 7 p.m. on Tuesdays, for example, you can go to the program space at that time for a few Tuesdays before the program begins to count how many people of which ages are using the space. Then, you can compare that baseline data against the numbers of people using the space during and after the program.

The above process is a simple version of an evaluation method known as SOPARC (System for Observing Play and Recreation in Communities). SOPARC is "a validated direct observation tool for assessing park and recreation areas, including park users' physical activity levels, gender, activity modes/types, and estimated age and ethnicity groupings," according to the Active Living Research project. Free resources about how to use SOPARC are available via electronic download and hard copy DVD from ALR. SOPARC observer training videos are also available on YouTube. There are also apps available to help with the collection and processing of SOPARC data (see links in Resources list at end of this section).

Survey with closed-ended questions

Closed-ended questions are those that have a limited set of possible answers such as yes/no or multiple-choice questions. You might ask participants if they enjoyed a LIN program and provide the choices of "strongly agree, agree, no opinion, disagree or strongly disagree." If surveying children, you can simplify the choices using smiley faces or pictures instead of words.

9.2) Qualitative Evaluation

Survey with open-ended questions

Open-ended questions are those that allow respondents to express their thoughts freely without constraining them to certain answers. You might ask participants what they liked about a program and give them space to answer in their own words.

Interviews or focus groups

Interviews typically are one-on-one conversations, whereas focus groups are conversations with a small group. An advantage of these methods is that people may be more willing to share their opinions if they can do so verbally without having to write anything down. Some LIN providers said participants at their program prefer filming short video interviews to filling out paper surveys.

9.3) Who to Ask

Ask participants for feedback

LIN providers and experts recommend a variety of ways to seek feedback from participants including a suggestion box, video interviews or a paper or online survey survey. If you collect participants' email addresses during the registration process, you can email such a survey. Or you can post a QR code throughout the program space so participants can share their thoughts while fresh.

In recommendations for how to evaluate neighborhood block parties (see link in Resources list at end of this section), the Freemont, Calif., police department suggests asking participants about what they liked, what they would change, how they would like the connections gained at the event to be maintained afterward and whether they are willing to help with the planning of future neighborhood events. The department also suggests numbering survey forms and offering door prizes to incentivize participants to provide feedback.

Ask staff/volunteers for feedback

Conducting a post-program huddle of staff/volunteers can be a quick and easy way to begin to reflect on how the program went. In LIN neighborhoods, street outreach team members are well connected in the community and therefore may be able to provide useful informal feedback from their networks about LIN programming.

Consider asking non-participants, too

It can be helpful to seek input from non-participants as well as participants. LIN providers in Little Village, for instance, have surveyed non-participants who live across the street from their primary program space to gauge how their programs have impacted the broader community.

Resources

- A Framework for Program Evaluation: Community Tool Box
  https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/framework-for-evaluation/main
- Community Check Box Evaluation System: Community Tool Box
  https://ctb.ku.edu/en/community-check-box-evaluation-system
- The Difference Between Quantitative vs. Qualitative Research
  https://www.surveymonkey.com/mp/quantitative-vs-qualitative-research/
- Pardon My Eavesdropping, But Are You Enjoying My Event?
  https://blogs.constantcontact.com/pardon-my-eavesdropp%E2%80%8Bing-but-are-you-enjoying-my-event/
- Event Feedback: The Good, the Bad, and the Ugly — It's All Critical to Your Success!
  https://blogs.constantcontact.com/event-feedback/
- Tip Sheet: Neighborhood Block Parties
  http://www.fremontpolice.org/DocumentCenter/Home/View/48
- MIT Alumni: Event Planning Best Practices
  https://alum.mit.edu/event-planning-best-practices
- Active Living Research: System for Observing Play and Recreation in Communities
  https://activelivingresearch.org/soparc-system-observing-play-and-recreation-communities
- iSOPARC for iPad
  http://ciafel.fade.up.pt/isoparc/
- Rand Health: SOPARC Online App User Guide
  https://www.rand.org/health/surveys_tools/soparc/user-guide.html
- Streets Alive free resources (See Street Party survey form)
  http://www.streetparty.org.uk/resources/

10) RISK MANAGEMENT

This section introduces risk management on a broader level as identified by industry experts. It also provides insight for risk management specifically for LIN programs.

As with any event or program, there are many potential risks. Risks will always be present at LIN programs but can be minimized by identifying, evaluating and having plans to deal with them.

10.1) Risk Management on a Broader Level

Risk management is a broad field that includes several categories: Safety; human health; security; legal and regulatory; and financial. When managing outdoor events, industry experts consider risks such as:

Safety

- Weather (e.g. lightning, wind, heat, cold)
- Power (e.g. electricity, lighting)
- Tripping hazards (e.g. power cords/wires, uneven or slippery surfaces)
- Temporary structures (e.g. tents, stages, risers)
- Flammables (e.g. propane, fuel)
- Pets

Human health

- Sanitary issues (e.g. bathrooms, trash/garbage)
- Medical assistance

Security

- Perimeter security
- Gate security
- Prohibited items
- Crowd control (e.g. crowd monitoring, removal policies)
- Communications

Legal & regulatory

- Limit on number of persons (e.g. fire marshall)
- Accessibility for people with disabilities
- Temporary structures
- Traffic and parking
- Noise

Financial

- Cancellation
- Insurance

Source: Best Practices for Managing Outdoor Event Risks, a presentation by Bill Dolamore (Director of Procurement Services and Risk Management for the University of Florida Athletic Association) to The Risk Management Society.

10.2) Risk Management for LIN Programs

The following section provides insight for risk management specifically for LIN programs. The information is grouped to correspond with the categories previously identified by industry experts.

Safety

Weather

Many LIN programs are conducted during the hottest times of the year. Ensure people stay cool by providing access to water and shade. For more on water sources, see Section 1.1 [Selecting Space(s)] in Part II of the handbook.

Any temporary structures (tents, bounce houses, etc.) and portable items should be secure from wind.

Power

Make sure you have access to enough electricity for all your program's needs. Know what you will do if that power source fails. Just in case, it is good practice to have a backup source in mind. If you have questions, consult a certified electrician. For more on power sources, see Section 1.1 [Selecting Space(s)] in Part II of the handbook.

Lighting

Low light levels can increase the probability people engaged in physical activity could get injured and/or make people think they can more readily get away with negative behavior. If permanent light fixtures aren't available, consider portable ones. For more on lighting, see Section 1.1 [Selecting Space(s)] in Part II of the handbook.

Tripping hazards

Beware of cords and wires that could trip people. Cover them if necessary.

For physical activities, all playing surfaces should be smooth and free of debris. Sweep or clean beforehand if necessary.

Site design

Consider how activities are arranged in relation to each other because this can affect participants' safety. For example, if you are grilling food at a program, ensure the grill is far away from any fast-moving physical activities to minimize the likelihood participants could run into it and burn or injure themselves.

By consistently establishing a visible landmark (e.g. a red tent for registration/first aid), program providers can give participants a sense of safety and comfort. This can be especially helpful if LIN programs change locations within a neighborhood because it ensures participants can easily identify where to go when they arrive, if they get hurt, etc., even if they are in a space they have never been to before.

Temporary structures

Make sure tents, stages, risers, etc., are securely constructed. If you have questions, consult an expert.

Flammables

If you are using fuel (e.g. to power a generator) or other flammable material, make sure it is stored properly and in a safe place.

Pets

Watch for aggressive pets and have them removed from the space if necessary.

Human Health

Sanitation/restrooms

People should be able to access permanent or portable restrooms as well as facilities for hand washing at LIN programs. The number of bathrooms you will need depends on the duration of the event, type of crowd, weather conditions, what food/beverage is served, etc. For more on bathrooms, see Section 1.1 [Selecting Space(s)] in Part II of the handbook.

Garbage/recycling

Providing enough garbage and recycling cans (and ensuring all waste is picked up as soon as possible after a program) is essential to keep LIN program spaces clean and well cared for and maintain community support. For more on working with the city to do this, see Section 3.2 (Securing Informal Authorization/Community Support) in Part II of the handbook.

Medical assistance

Have a plan for how medical care will be administered at LIN programs and make sure staff and volunteers know the plan. In the event of minor injuries that can be treated on-site, plan for who will provide medical care (e.g. a LIN provider or volunteer) and where it will be administered. Keep a well-stocked first aid kit on-hand and accessible. Local health organizations may be interested in partnering with LIN programs to assist with medical care. In the event of a serious injury that requires off-site treatment, plan for how and where the injured will be transported. A LIN program waiver should grant program providers authority to provide medical care on participants' behalf.

Food

Ensure that food is prepared and served safely.

Security

Establish an operations center

Setting up an operations center from which all areas of the space are visible can help LIN providers monitor the entire space at once. This can also provide a central place to store equipment, which is especially helpful during setup and takedown. For more on security, see Sections 5 (Safety & Security) and 10.2 (Safety & Security Plans) in Part II of the handbook.

Legal & Regulatory

Waivers of liability

If participants at a LIN program are not required to complete waivers and media releases, program providers are putting themselves, their organizations and any organizational partners at risk. Participants could take legal action if they or any of their dependents get hurt or object to their image or likeness being used without consent. For more on waivers, see Section 8 (Tracking Attendance) in Part II of the handbook.

People with disabilities

All members of the community, including people with disabilities, should be able to access and engage in LIN programs. Be aware of and seek to mitigate uneven surfaces or other impediments that could prohibit access.

Permits

Permits may be necessary to close streets or access other spaces. Check with space administrators.

Financial

Insurance

There are many types of insurance available to cover LIN programs (e.g. event insurance, general liability insurance, participant insurance). An institutional partner (a park, school, etc.) may require LIN programs to have a specific type of insurance, proof of insurance or to be added to the policy as additionally insured. If you have questions about insuring a LIN program, consult an insurance professional.

Cancellation due to weather

Some LIN providers seldom if ever cancel a program based on the prediction of inclement weather. Keep an eye on hourly percentage forecasts for precipitation and confirm with weather radar. This way, if a predicted storm doesn't materialize, you can go on the with the program as planned.

Just because the weather interferes with a program doesn't mean you need to cancel the entire program. You might need to delay or call off part of the program. Resume the program once the weather clears. Similarly, if weather prohibits outdoor activities, consider shifting or adapting to an indoor space.

If you do cancel a program, staff should stay until the program's scheduled end time or until it is clear that people are unlikely to show up due to the extreme conditions. Do not leave children alone.

10.3) Safety & Security Plans

According to the minimum standards developed by the CP4P executive committee, the CP4P lead agency in each neighborhood must develop a safety and security plan for the neighborhood's LIN programs.

Tips for doing this:

- **Anticipate crises**
  Brainstorm about what kinds of situations could interrupt your program.

- **Identify how you will respond**
  For each situation, think about what would be required to resolve it, what resources you would need and how staff or volunteers can help. For example, where would people go in each situation? Who would be in charge? How would people communicate?

- **Consult others**
  Ask key stakeholders such as street outreach team members to provide insight into what resources would be available and what potential hurdles you would face.

- **Familiarize users**
  Make sure everyone on your team (staff, volunteers, etc.) is familiar with the plan.

- **Revisit frequently**
  Keep the plan up to date by periodically reassessing it to account for new people or changing circumstances.

- **Compile contact info**
  Create a list of phone numbers for anyone you might need to contact.

- **Know first responders and develop relationships:**
  For more on this, see Section 5 (Safety & Security) in Part II of the handbook.

Many templates for safety and security plans can be found online (see links in Resources list at end of this section).

A few examples:

- The U.S. Department of Justice's Office of Community Oriented Policing Services' guidelines for Planning and Managing Security for Major Special Events include sections on:
  - Pre-Event Planning
  - Conduct Threat and Risk Assessments
  - Discussion of Major Special Event Security Key Functional Areas (Determining and

Acquiring the Security Workforce, Communications and Communication Technology, Access Control: Screening and Physical Security, etc.)

  - Security Management During the Event

- Eastern Michigan University's Safety Checklist for Events includes sections for:
  - Event access and egress
  - Traffic flow
  - Amenities
  - Signage
  - Emergency procedures
  - Fire prevention
  - First aid
  - Electrical power/generators
  - Utilities/site services
  - Permits, licensing and registration
  - Temporary structures
  - Noise
  - Working at heights
  - Manual handling/lifting
  - Weather conditions
  - Personal protective equipment
  - Security
  - Accessibility
- The City of Maple Ridge (British Columbia) Special Event Safety Checklist for organizers of community events calls for creating a site plan to document the locations of:
  - Specific events/tents
  - Fire Hydrants/connections or No Parking Zones
  - Electrical Plans
  - Event Central - First Aid, communication, lost child
  - Parking and loading/unloading zones

- Washrooms
- Food Service
- Any specific or unique activities relevant to your event
- Location of barricades if used

Questions to consider when creating safety and security plans specifically for LIN programs:

- What is the history of violence in the space? When does violence tend to happen there?
- Do you have a plan for how to respond in the event of a violent incident such as a shooting in or near the program?
- Will the program have a secure or unsecure perimeter? How will it be monitored/enforced?
- Will security be handled by LIN providers, street outreach team members, volunteers, a combination, etc.?
- Who will monitor the crowd? How will program providers respond to any unruly people? What will procedures be for removing people if necessary?
- How will program providers monitor the crowd?
- Will people know where to go when they arrive at the space?
- How will program staff communicate with each other (e.g. radios, cell phones, text or app messaging system)?
- How will program staff communicate with program participants (e.g. PA system, text or app messaging system, air horns)?

For more on safety and security, see Section 5 (Safety & Security) in Part II of the handbook.

Resources

- Best Practices for Managing Outdoor Event Risks
  https://www.rims.org/Session%20Handouts/RIMS%2016/PRM005/PRM005_PRM005%20Outdoor%20Events%20Tues.pdf
- Severe Weather Safety at Outdoor Venues
  https://www.athleticbusiness.com/spectator-safety/severe-weather-safety-at-outdoor-venues.html
- Weather planning for the perfect outdoor event
  http://planyourmeetings.com/weather-planning-the-perfect-outdoor-event/
- When to postpone or cancel church events
  https://www.churchlawandtax.com/blog/2015/april/when-to-postpone-or-cancel-church-events.html
- When should you cancel or postpone your event?
  https://www.eventbrite.co.uk/blog/when-should-you-cancel-or-postpone-your-event-ds00/
- Top tips for planning a successful community event (see Cover Yourself section)
  https://www.theguardian.com/voluntary-sector-network/2013/feb/05/tipa-planning-successful-community-event
- Organizing a voluntary event: A “can do” guide
  https://www.gov.uk/government/publications/can-do-guide-for-organisers-of-voluntary-events/the-can-do-guide-to-organising-and-running-voluntary-and-community-events#part-1-what-do-i-need-to-think-about-when-planning-an-event
- Risk Management Checklist Template: Event Management
  https://www.ourcommunity.com.au/files/insurance/checklists/RMC-EVENTMGT.doc

Appendix

Example Fliers

5100 W. HARRISON ST. | CHICAGO, IL 60644 | 773-227-2880 | WWW.BUILDCHICAGO.ORG
Austin Community Family Center
BUILD
HOPE · LIVES · FUTURES
Austin Community
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FRIDAY, APRIL 20, 2018
DOORS OPEN AT 4:00PM • FREE FOR THE ENTIRE FAMILY
LIGHT IN THE NIGHT
BUILD WILL HOST A COMMUNITY FAMILY NIGHT FOR FAMILY MEMBERS OF ALL AGES. SPEND YOUR EVENING WITH FREE FAMILY ACTIVITIES THAT INCLUDE BASKETBALL TOURNAMENTS, DANCE CONTESTS GAMES AND PRIZES. BINGO, ARTS & CRAFTS AND MUCH MORE!
GAMES, MUSIC, PRIZES, FOOD, DRINKS & FUN!
TO LEARN MORE ABOUT PARTICIPATING IN THIS OR ANY OF OUR FREE FAMILY NIGHTS, PLEASE CONTACT MARTIN ANGUIANO AT martinanguiano@buildchicago.org
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Westside Health Authority

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& Spring Registration Bash

Saturday, March 31, 4-10pm

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Join us for a fun time for all and register for Spring programs in Arts and Sports!

4:00pm: Inflatable Carnival w/ Obstacle Course, Boxing Ring, Bounce House & more
5:30pm: Dinner
5 & 7:30pm: Final Four Tip-offs

LIGHT IN THE NIGHT · Breakthrough · GARFIELD PARK COMMUNITY COUNCIL · TARGET AREA

Questions?
Contact Antonio Wheeler
872-444-8200
awheeler@breakthrough.org

SPRING FAMILY FUN NIGHTS

Game Night
Friday, April 13, 5-10pm

Come play Dominoes, Casino, Chess, Checkers, Spades, Bid Whist, Pictionary, Charades, Catch Phrase, Uno, Connect 4 and more! Fun for every age! Dinner will be served.

Carnival & NBA Playoffs Watch Party
Saturday, April 28, 4-10pm

Come and join the Fun! Carnival games, bounce houses, arts and crafts. Dinner will be served. Watch the NBA Playoffs on the big screen!

Bid Whist Tournament
Saturday, May 5, 5-10pm

Join us for the first ever Breakthrough Bid Whist Tournament. No entry fee. Grand Prize will include gift cards and gift basket. Dinner will be served. Register at the FamilyPlex front desk or online at tinyurl.com/BreakthroughBidWhist

Carnival & NBA Conf. Final Watch Party
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ALL EVENTS ARE FREE!

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Questions?
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FREE
Final Four
Watch Party
& Spring Registration Bash
Saturday, March 31, 4-10pm
Breakthrough Familyplex
3219 W. Carroll Ave. Chicago, IL 60624
Join us for a fun time for all
and register for Spring programs in Arts and Sports!
4:00pm: Inflatable Carnival w/ Obstacle Course, Boxing Ring, Bounce House & more
5:30pm: Dinner
5 & 7:30pm: Final Four Tip-offs
LIGHT IN THE NIGHT
Breakthrough
GARFIELD PARK COMMUNITY COUNCIL
TARGET AREA
Questions?
Contact Antonio Wheeler
872-444-8200
awheeler@breakthrough.org

B-Ball on the Block is back!

WHAT: A one-day outdoor basketball, soccer, and volleyball tournament held each week in a Little Village park.
WHO: All ages are welcome. Tournaments are for ages 8 through 19. Players are welcome to show up with a team or form a team on the spot.

2016 SCHEDULE: All events from 5pm to 8pm

- July 1st: Gary/Ortiz Campus (31st & Lawndale), Host: Beyond the Ball
- July 8th: La Villita Park (28th & Sacarmento), Host: Chicago Park District
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- August 12th: Gary/Ortiz Campus (31st & Lawndale), Host: Beyond the Ball
- August 20th: Seward Park (375 W. Elm St), Citywide Tournament

Sponsored by:

LISC Chicago · beyond the ball · StateFarm · chicago park district Come Out and Play

QUESTIONS? Contact Rob Castaneda, 773-847-6207x101 or rob@beyondtheball.org.

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¡B-Ball en la Cuadra!
¡Regresa!

QUE: Torneo de un día de baloncesto, fútbol, y vóleibol, llevándose a cabo cada semana en un parque de La Villita.
QUIEN: De todas edades son bienvenidos. Los torneos son para las edades de 8 hasta 19 años. A los jugadores se les anima a presentar su equipo o formar un equipo ahí mismo.

HORARIO DEL 2016: Todos los eventos son de las 5pm a 8pm

- Julio 1: Gary/Ortiz Campus (31 y Lawndale), Org: Beyond the Ball
- Julio 8: La Villita Park (28 y Sacramento), Org: Chicago Park District
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- Julio 22: Gary/Ortiz Campus (31 y Lawndale), Org: Beyond the Ball
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project play 2017

Calendar and Rules

Dates: All dates are Tuesdays

June 13th	August 1st
June 20th	August 8th
June 27th	August 15th
July 11th	August 22nd
July 18th	August 29th
July 25th	

Time: 5:00pm-8:00pm
Location: Gary/Ortiz field (31st & Lawndale)

Rules:
-A completed/signed waiver/release form is required to participate
-Wear appropriate clothing and shoes to play
-Parents must accompany and supervise their children at all times
-Care for the space by cleaning at the end of the night
-Monitors reserve the right to ask those acting inappropriately to leave
-Do not bring sick or infectious children to play

beyond the ball

Contact Jackie with any questions at (773)847-6207 x 102

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Calendario y Reglas

Fechas: Todos los días son un martes

13 de junio	1 de agosto
20 de junio	8 de agosto
27 de junio	15 de agosto
11 de julio	22 de agosto
18 de julio	29 de agosto
25 de julio	

Hora: 5:00pm-8:00pm
Locación: Gary/Ortiz cancha (31º y Lawndale)

Reglas:
-Se requiere una forma completa/firmada para participar
-Lleva ropa y zapatos adecuadas para jugar
-Padres tienen que acompañar/supervisar a sus hijos a todos tiempos
-Cuida el espacio, ayuda limpiar al fin de la noche
-Monitores pueden pedir que se vayan los que no comporten
-No traiga a niños/as que están enfermos/infecciosos

beyond the ball

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beyond the ball

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Appendix

Example Registration Forms

project play

2017 Registration Form

Parent Information

Parent Name: _____
Last Name First Name M.I.

Address: _____
Street Address Apt # City, State, Zip Code

Home Phone: _____ Cell Phone: _____

Children's Information (17 & under)

	Child Name (Last, First)	School	Grade	Age	Date of Birth
1.					
2.					
3.					
4.					
5.					
6.					

Emergency Contact Name: _____ **Phone:** _____ **Relationship:** _____

Project Play Rules:

- A completed/signed waiver/release form is required to participate
- Parents must accompany and supervise their children at all times
- Monitors reserve the right to ask those acting inappropriately to leave
- Wear appropriate clothing and shoes to play
- Care for the space by cleaning at the end of the night
- Do not bring sick or infectious children to play

I understand and agree to:

1. Be present at all times, seeing as Project Play is a family program and my children are my responsibility while at the program.
2. Follow the rules and expectations of this program.
3. Respect others and communicate to a staff person if I feel unsafe/disrespected. It is my right to feel safe and respected.
4. The right of Beyond the Ball to remove me or my children from the program if I do not meet my responsibilities as a participant.

I authorize Beyond the Ball and its cooperating agencies to:

1. use photographs, videos and other records of participation in Project Play without compensation, to promote activities/initiatives/programs developed by the above.
2. act on my or my child's behalf in the event of sickness or injury during the program.
3. exclude my or my child's participation for behavior that is harmful or uncooperative.

I have read and completed this application. I understand the expectations of the Beyond the Ball Project Play program and request that I and my children be admitted, as participants, in the above stated program. By signing below, I agree to hold harmless and indemnify Beyond the Ball, NFP, its affiliates, officers, agents and employees, from any and all liability, loss, damages or expenses which are sustained or incurred as a result of my and my dependents' participation in this program.

X _____

Signature of Parent/Guardian **Date**

Additional Parent/Guardian* Information (18 & older)

	Last Name, First Name	Age	Relation to Child(ren)	Signature	Date
1				x	
2				x	
3				x	
4				x	

*Additional Parent/Guardians include any adult (18 or older) who may accompany the child(ren) to Project Play

project play

2017 Formulario de Inscripcion

Informacion de Padre

Nombre de Padre: _____
Apellido Primer Nombre M.I.

Dirección: _____
Numeración y Calle Apt # Ciudad, Estado, Código Postal

Teléfono: _____ Celular: _____

Informacion de Nino/a(s) (17 y menor)

	Nombre de Niño/a (Apellido y Primer)	Escuela	Grado	Edad	Fecha de Nacimiento
1.					
2.					
3.					
4.					
5.					
6.					

Nombre de Contacto de Emergencia: _____ **Teléfono:** _____ **Relación:** _____

Reglas de Project Play:

- Se requiere una forma complete/firmada para participar
- Padres tienen que acompañar/supervisor a sus hijos a todos tiempos
- Monitores pueden pedir que se vayan lo que no se comporten
- Lleva ropa y zapatos adecuadas para jugar
- Cuida al espacio, ayuda a limpiar al fin de la noche
- No traja a niños/as que están enfermos/infecciosos

Entiendo y estoy acuerdo que voy a:

1. Estar presente a todos tiempos, como Project Play es una programa familiar y mis hijos son mi responsabilidad.
2. Seguir las reglas y expectativas de conducta de esta programa.
3. Respetar a los demás y comunicarme con staff si siento inseguro/no respetado. Es mi derecho sentir seguro y respetado.
4. El derecho de Beyond the Ball de retirarme a mi y a mis hijos si no cumplamos nuestra responsabilidad como participantes.

Yo autorizo a Beyond the Ball y a sus acompañantes de cooperación a:

1. Usar fotografías, video, y otros documentos de la participación en Project Play sin indemnización, para promover actividades, iniciativas y programas desarrollados por el anterior.
2. Actuar en mi nombre o mi hijo/a en caso de enfermedad o lesion durante el programa.
3. Excluir la participación de mi hijo/a por el comportamiento que es prejudicial o no cooperativo.

He leído y completado esta solicitud. Entiendo las expectativas de Beyond the Ball y Project Play. En este momento solicito para que yo y mis hijos sean admitidos, como participantes en el programa iniciado. Al firmar abajo, estoy de acuerdo en mantener indemne y indemnizar Beyond the Ball, sus afiliados, funcionarios, agentes, y empleados de cualquier y todo responsabilidad, perdida, daño, o gasto que sustentan o se incurre como resultado de mi y mis dependientes la participación en este programa.

X _____

Firma de Padre o Tutor Legal **Fecha**

Informacion de Padres/Tutores Legal Adicionales* (18 y mayor)

	Apellido, Primer Nombre	Edad	Relación a Niños/as	Firma	Fecha
1				*x*	
2				*x*	
3				*x*	
4				*x*	

*Padres/Tutores Legal Adicionales incluyen a cualquier adulto (18 y mayor) que podrá acompañar a los niños a Project Play

Permission Form
Neighborhood Sports Little Village Leagues
September 2017-August 2018

Neighborhood Sports Little Village

Student Information

Student

Full Name: _____
Last *First* *MI*

Date of Birth: _____ Gender: _____ Age: _____ Grade: _____ T-Shirt Size: _____

School: _____ Email: _____

Parent Information

Parent

Full Name: _____
Last *First* *MI*

Address: _____
Street Address *Apartmnet/Uni !t*

_____
City *State* *Zip Code*

Cell Phone: (____)_____ Cell Phone: (____)_____ Email: _____

Medical Information

Medical Conditions: _____

_____

Medications: _____

_____

Emergency Contact Information

	Name	Phone	Relationship
1.			
2.			

Waiver/Release Form

I authorize Beyond the Ball and its cooperating agencies to:

1. use photographs, videos, and other recoreds of participation in Beyond the Ball programs without compenstaion, to promote activities/initiatives/programs developed by the above.
2. act on my or my youth's behalf in the event of sickness or inury during participation.
3. exclude my or my youth's participation for behavior that is harmful or uncooperative.

I have read and completed this application. I understand the expectations of Beyond the Ball programs/trips and request that my youth be admitted, as a participant, in the above stated program/trip. By signing below, I agree to hold harmless and indemnify Beyond the ball, NFP, its affiliates, officers, agents and employees, from any and all liability, loss, damages or expenses, which are sustained or incurred as a result of my dependent's participation in this program/trip.

_____
Signature of Parent or Guardian *Date*

family support services

Forma de Permiso
Liga Deportiva del Vecindario La Villita
Septiembre 2017-Agosto 2018

Neighborhood Sports Little Village

Información del estudiante

Nombre y Apellido de **Estudiante**: _____
Apellido *Nombre* *Segundo*

Fecha de nacimiento: _____ Sexo: _____ Edad: _____ Grado: _____ Talla de Playera: _____

Escuela: _____ Correo electrónico: _____

Información de padre

Nombre completo del **Padre**: _____
Apellido *Nombre* *Segundo*

Dirección: _____
Dirección postal *Apartamento #*

_____
Ciudad *Estado* *Codigo Postal*

Telefono: (____)_____ Teléfono celular: (____)_____ Correo electrónico: _____

Información medica

Condiciones medicas: _____

_____

Medicamentos: _____

_____

Información de contacto de emergencia

Nombre	Teléfono	Relación
1.		
2.		

Forma de renuncia/publicación

Autorizo a Beyond the Ball y sus organismos cooperantes para:

1. utilizar fotografías, vídeos y otros registros de participación en los programas de Beyond the Ball sin indemnización, para promover actividades/iniciativas y programas desarrollados por la anterior.
2. actuar en nombre de mi o mi juventud en caso de enfermedad o lesión durante el programa.
3. excluir la participación de la juventud de mi o mi comportamiento que es prejudicial.

He leído y completado esta aplicación. Comprendo las expectativas del programa Beyond the Ball y solicitar que se admita mi juventud, como participantes en el programa indicado arriba. Al firmar a continuación, estoy de acuerdo con indemnizará y Beyond the Ball, NFP, sus afiliados, funcionarios, agentes y empleados, de toda responsabilidad, pérdidas, daños o gastos que son sostenidos o incurridos como resultado de la participación de mi cargo en este programa.

Firma de Padre/Tutor Legal *Fecha*

family support services

Resources

Further reading and resources:

- A Guide to Neighborhood Placemaking in Chicago
  www.placemakingchicago.com/cmsfiles/placemaking_guide.pdf
- Cities Alive: Designing for Urban Childhoods
  https://www.arup.com/publications/research/section/cities-alive-designing-for-urban-childhoods
- Activating Public Spaces: A Guidebook for Urban Districts
  https://www.ida-downtown.org/eweb/dynamicpage.aspx?webcode=publications
- Sparking Change: Catalyzing the Social Impact of Parks in Underserved Neighbourhoods
  https://parkpeople.ca/sparkingchange
- Making Connections: Planning Parks and Open Space Networks in Urban Neighbourhoods
  https://parkpeople.ca/wp-content/uploads/2016/02/Making-Connections_web-2.pdf
- Neighborhood Block Party Kit
  http://www.sdsynod.org/wp-content/uploads/2012/05/Block-Party-Kit.pdf
- Setting the Stage: A Community-Based Festival and Event Planning Manual
  https://www.alberta.ca/festival-event-planning-guides.aspx
- Your Time to Change: Community Event Toolkit
  https://www.time-to-change.org.uk/sites/default/files/community-event-toolkit.pdf
- Chicago Make Way for Play Guide
  https://www.cityofchicago.org/city/en/depts/cdot/supp_info/make_way_for_play.html
- The Value of Public Space: How high quality parks and public spaces create economic, social and environmental value
  https://www.designcouncil.org.uk/sites/default/files/asset/document/the-value-of-public-space1.pdf
- Reimagining the Civic Commons: Transforming our shared civic assets to foster engagement, equity, environmental sustainability and economic development in our cities
  http://civiccommons.us/
- Project for Public Spaces
  https://www.pps.org/
- Playworks: Helping kids to stay active and build valuable social and emotional skills through play
  https://www.playworks.org/resources/
- Playworks Game Guide
  https://www.playworks.org/resources/playworks-game-guide-2/

- Get Organised! A guide to celebrating Playday
  http://www.playday.org.uk/wp-content/uploads/2016/03/playday_2010_get_organised_guide.pdf
- Organising a voluntary event: a “Can do” guide
  https://www.gov.uk/government/publications/can-do-guide-for-organisers-of-voluntary-events/the-can-do-guide-to-organising-and-running-voluntary-and-community-events
- Community Games
  http://www.communitygames.org.uk/
- Community Tool Box
  https://ctb.ku.edu/en

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Neighborhood Lead Agencies

Humboldt Park
also-chicago.org

East Garfield Park
breakthrough.org

West Englewood
cureviolence.org

Austin & West Garfield Park
nonviolencechicago.org

Little Village (South Lawndale)
newlifecenters.org

Back of the Yards (New City)
pbmr.org

Englewood
targetarea.org

North Lawndale
ucanchicago.org

LIGHT IN THE NIGHT