PUBLIC ENGAGEMENT SYMPOSIUM: TRANSFORMING OUR SOCIETY

APRIL 18, 2012 • 3–6 PM
MULTIPURPOSE ROOM 6
ACTIVITIES AND RECREATION CENTER (ARC)
201 East Peabody Drive • Champaign, Illinois

Sponsored by the Office of Public Engagement and Online & Continuing Education
As one of the premier public research universities, we take pride in our tripartite mission of learning, discovery, and public engagement. Because of our increasingly national and global reach, the important work of the Office of Public Engagement is more critical to our success than ever. Their role is nothing short of creating a better world for our citizens, no matter where they reside.

Phyllis M. Wise
Vice President, University of Illinois
Chancellor, University of Illinois at Urbana-Champaign
The University of Illinois at Urbana-Champaign has a long record of commitment to public engagement and to the discovery and application of knowledge. Its faculty, staff and students collaborate with external audiences and partners to address the needs and opportunities of society. Through these partnerships, critical societal issues are embedded in the research and educational missions of the University.

At this year’s Public Engagement Symposium, we’ll have the opportunity to learn more about a diverse sample of current activities and to engage in dialogue regarding innovative dimensions of public engagement that will frame our efforts in the future. Take a minute to stop by our display and meet me and the Office of Public Engagement staff—Donna Downen, Rita McCoy, Shelley Mix, Megan Puzy, Stacey Nosler and Tracy Parish—to learn more about the engagement opportunities on our campus.

Pradeep Khanna
Associate Chancellor for Public Engagement

1  Welcome
2  Business and Innovation
3  Community Outreach
11  Environment and Sustainability
14  Science, Technology, and Education
18  Service Learning
21  Youth and Family

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**Transforming Our Society Through Soy Microenterprises in Developing Countries**

Melinda Anderson and Bridget Owen, National Soybean Research Laboratory (NSRL)

NSRL supports soy microenterprise development in developing countries as a means to reduce poverty and minimize malnutrition. NSRL and its international partners provide technical assistance, training programs, and strategies tailored to help small businesses become established, grow, and integrate into local markets. NSRL transforms communities in developing countries by establishing microenterprises using soy ingredients, including soy flour and soymilk. We want to share information about soy noodles in Cambodia and soymilk in Guatemala. We will also show our YouTube video related to Central America (www.youtube.com/watch?v=6zltKa-vO1Y&feature=youtu.be). The collaboration between NSRL, International Relief and Development (IRD), and Men Sarun Instant Noodle Factory in Phnom Penh, Cambodia, integrates soy flour into the standard Men Sarun noodle recipe. The soy noodles are called Mee Bompon Sokpeap, meaning “nutritious noodles”. This microenterprise project supports many in this area of Cambodia who are nutritionally deprived due to poor access to quality foods and limited purchasing power. The collaboration between NSRL and the Fundanina’s Foundation in Guatemala City, Guatemala, involves soymilk production. Soymilk is a quality protein source for the girls; they sell excess milk to fund their school programs, so it is also a revenue generator for the school.

**Launch of an Affordable Prosthetic Arm for Amputees in Guatemala**

Adam Booher, Illini Prosthetic Technologies; Ehsan Nousarelehi, Department of Industrial Design

Illini Prosthetic Technologies (IPT) is a not-for-profit organization founded by University of Illinois students and graduates. IPT seeks to empower amputees all over the globe through simple, innovative, and affordable solutions. Central to their mission has been the development of a low-cost prosthetic arm for people in developing countries. Currently, IPT is working to deploy the first generation of this product, called the Open Socket, to individuals in need in Guatemala. IPT has partnered with the University of Illinois through the Office of Public Engagement, the Department of Mechanical Science and Engineering, and numerous other offices and departments on campus. These partnerships have allowed IPT to engage with the University’s powerful atmosphere of innovation, and strong commitment to solving global problems. In the last year alone, IPT has worked with three different classes spread across the Colleges of Engineering and Business at the University of Illinois. Additionally, IPT has partnered with the Range of Motion Project (ROMP), an aid organization working to provide accessible prosthetic care in Guatemala. Through a Public Engagement grant, IPT is working to finalize the design of the Open Socket, and will then deploy it to a large group of amputees in Guatemala. By working with these individuals, IPT will be able to validate the design of the Open Socket, and make any final improvements. This final push, or Alpha Launch, will take the Open Socket from an advanced prototype to a product that is ready for distribution to amputees in need all over the world.

**Marketplace Literacy Program for Low-literate, Low-income Consumers**

Madhubalan Viswanathan, Umang Sood, and Sudeep Gowrishankar, College of Business

Through our program of research on low-literate, low-income consumers in the US and on subsistence consumers and entrepreneurs in India, we have developed a unique consumer and entrepreneurial literacy program for low-literate, low income individuals in India. Previous work has focused on at least two key elements that individuals living in subsistence need to participate in marketplaces: financial resources (e.g., microfinancing) and market access. Our current work focuses on a third key element, namely, marketplace literacy. We used research as a basis for developing a consumer and entrepreneurial literacy educational program which assumes that our audience cannot read or write. This program uses the know-why about marketplaces as a basis for the know-how of being an informed buyer or seller. Despite the difficulties with abstract thinking that low-literate individuals may experience, we enable deeper understanding of marketplaces by leveraging the social skills that participants bring to the program and relating educational content back to their lived experiences. We use a variety of methods such as picture sorting, simulated shopping, and role playing. We
believe such understanding can enable individuals to place themselves on a path to lifelong learning. We innovate in terms of the content as well as the delivery method, covering concepts that tap into people’s lived experiences. We present a pilot project in which research is used to design educational materials and offer a face-to-face program for a small group of participants in Champaign and East St. Louis.

COMMUNITY OUTREACH

Transforming Through Induction

Geoffrey Chattin, Nancy Johnson, and Chris Higgins, Illinois New Teacher Collaborative; Jason Swanson, Department of Education Policy, Organization and Leadership

The Illinois New Teacher Collaborative would like to share the ways in which it is working to get scholars, students, teachers, and administrators interested in attracting and retaining new teachers in Illinois and in enhancing their teaching. Special focus will be given to conference opportunities for engagement in this process and sharing ongoing projects and resources with community members.

The Campus Community Connection Door Hanger Project

Belinda De La Rosa and Domonic Cobb, Office of the Dean of Students; Joan Walls and Kevin Jackson, City of Champaign

The Campus Community Connection (CCC) Door Hanger Project is a joint endeavor between the cities of Urbana and Champaign, and the Office of the Dean of Students to provide vital information to students living off-campus in the two cities. The “Welcome to Our Neighborhood” brochure includes information, numbers, addresses, and websites for resources in the two cities and at the University that can help students to develop into responsible community members. Also included is a safe party brochure that provides information regarding alcohol and city ordinances as well as the consequences for violating them.

GSLIS Student Community Engagement 2012

Jeff Ginger, Ryne Leuzinger, Jared Dunn, Jane Sandberg, Maryann Brickey, Karina Anglada, and Helen Jentzen, Graduate School of Library and Information Sciences (GSLIS); Joel Spencer, Urbana Free Library; Pam Dempsey, Department of Journalism

Every semester, a number of master’s students at the Graduate School of Library and Information Science (GSLIS) work with key community anchor institutions through a blend of practicums, internships, and informal volunteering. Many of these projects continue from semester to semester to help form an important evolving dimension of student service learning experience. It is imperative to recognize some of the ongoing collaborations between community groups and students, especially those that depend primarily on the dedication of individuals. The GSLIS program enables these opportunities, but it is up to the students to make them work, and these projects are solid examples of the level of commitment students can have. This poster presents a diverse set of GSLIS student engagements, some of them new, some of them ongoing, to give viewers an impression of our identity and active practice. It focuses primarily on Community Informatics by including solutions to community problems that involve digital technologies and/or information processes in a significant and intentional form.
The Education Justice Project (EJP) offers educational programs to incarcerated men at Danville Correctional Center, conducts outreach to their loved ones, and produces scholarship on our work. EJP has received support from the Office of Public Engagement for several of our initiatives. Our display will provide an update on these initiatives: our program evaluation, reading groups, speakers series, and family outreach program (FACE). These initiatives have supported EJP’s mission in vital ways.

**Hunger and Homelessness Awareness Project**

Vanetta Goines, Illini Union Office of Volunteer Programs; Anna Murzyillo and TaShamber Smith, Department of Psychology; Diwante Shuford, School of Molecular and Cellular Biology

For 2012, rather than simply act during Hunger and Homelessness Awareness Week (traditionally held the week before Thanksgiving), the Office of Volunteer Programs (OVP) coordinated a semester of service to raise student awareness and encourage volunteer action around hunger issues. Programs occurred at least monthly. Each was designed to encourage the participation of a targeted audience of students. Beginning with August’s Service First, in which first-year students served as food prep volunteers at a homeless shelter, the project continued with September’s SNAP Hunger Challenge which encouraged Illinois campus students to live on $5 a day for a week, then donate the remainder to hunger relief. A spectrum of faith-based and cultural organization partners added a one-day fast-a-thon, in honor of Gandhi Week. The community meal that ended the fast featured international perspectives, with a presentation by UNICEF and Illinois Professor Rajmohan Gandhi, grandson of Mahatma Gandhi. OVP coordinated with The Eastern Illinois Foodbank and Wesley Pantry throughout the semester to provide hunger-related volunteer opportunities for Illinois students including mobile food pantry setups and monthly Wesley Food Pantry training, setup, and distribution. In addition to spontaneous volunteers, partnerships with Alternative Spring Break and the LAS James Scholars Honors Program provided a consistent number of helpers. During November 10–20th, OVP, together with a variety of student organizations provided educational programming, mixing traditions such as Hunger Banquets with new initiatives such as CU at Home. The semester ended with a Thanksgiving Basket Drive which successfully collected and donated more than 230 baskets filled with all the ingredients for a Thanksgiving dinner for area families in need.

**Building the Neighborhood News Lab**

Brant Houston, Department of Journalism; CU-CitizenAccess.org; Pam Dempsey, CU-CitizenAccess.org; WILL

CU-CitizenAccess.org is a news and information site and social network devoted to enterprise and investigative coverage and discussion of social and economic issues within Central Illinois. For the past 18 months, it has aimed to establish news labs in low-income, minority communities to better connect with under-served neighborhoods. The neighborhood news labs have three goals: (1) Offer free training and workshops in digital media creation and publishing; (2) Offer community alternative workspace to journalists; and (3) Offer a safe discussion space for journalists and community members to better guide in-depth reporting, and deepen the community’s understanding and role in news media. These are typically based in existing public computer labs. CU-CitizenAccess.org has worked with four sites in Champaign-Urbana to establish neighborhood news labs, including Salem Baptist Church, Salt and Light Food Pantry, Shadow Wood Mobile Home Park, and Joanne Dorsey Homes. CU-CitizenAccess.org works with students from the College of Media and the Graduate School of Library and Information Sciences to guide and staff lab programming, community interactions, and renovation of lab spaces. Highlights of our successes include: renovating and establishing open access to computer facilities within the area’s largest Hispanic neighborhood (Shadow Wood Mobile Home Park); establishing a new computer lab in a large food pantry (Salt and Light Food Pantry); working with high school students from the Housing Authority of Champaign County to create day-in-the-life videos (Joanne Dorsey Homes); and working with minority adults to report on issues in their neighborhoods (Salem Baptist Church).
Jump On Board for Success (J.O.B.S.)
Heidi Johnson and Otis Noble III, Office of Equal Opportunity and Access (OEOA)

The Office of Equal Opportunity and Access in collaboration with the Office of Staff Human Resources created a career and professional skills program titled Jump on Board for Success (J.O.B.S.). The program aims to provide careers and professional skills to individuals so that they may gain employment at the University of Illinois or in the community. The targeted populations are minorities (African American and Latinos/Latinas) and persons of low socioeconomic status. The participants will be at least 18 years of age and interested in secretarial, clerical, or academic professional positions. J.O.B.S. will be supported by minority student organizations in the College of Business and by churches, organizations, and agencies that serve the target populations. The program will begin in Champaign County and will then be disseminated in East Central Illinois through webinars and “train the trainer” workshops. J.O.B.S. is composed of three separate track sessions. Each session lasts for four weeks, and is hosted on Thursday evenings both in the community and on campus.

Systems Approach to Healthcare Delivery in Champaign County
Marium Khan, College of Applied Health Sciences

Uninsured individuals across the US struggle to obtain necessary healthcare. According to the Kaiser Health News, the number of uninsured Americans increased to 16.7% in 2009, with almost 51 million Americans without insurance. With over 20% of Champaign County living in poverty and almost 30% of the population uninsured, access to affordable healthcare can be severely difficult. Resources for uninsured individuals in this community are limited, so ensuring facilities are properly equipped and able to serve the emerging population is important. Avicenna Community Health Center (ACHC) has undertaken a systems approach to healthcare delivery in the community by providing affordable and quality healthcare. ACHC is a free clinic that has served over 1,000 residents of Champaign County since its inception in 2008–09. With limited clinic hours on only Sundays, ACHC plans to target key clinic missions in other ways. Working as an interfaith academia partnership, ACHC seeks to promote preventative and curative healthcare. ACHC also is engaged in the training of the next generation workforce through hands-on experience. Current students in the Colleges of Medicine, Engineering, and Applied Health Sciences volunteer at the clinic and also participate in health promotion activities organized through a registered student organization, ACHC-SI (Avicenna Community Health Center—Students Initiative). Volunteer physicians further enhance a commitment to serve this population through their awareness and understanding of the population at hand. This dynamic framework supporting ACHC creates a unique organization striving to take crucial steps toward improved health status for the entire community.

Illinois College Advising Corps: I Can Access College—I Commit Attend Complete...
Lindsay Peters, Karen Mayberry McFarlin, and Keenan Thompson, Illinois College Advising Corps (ICAC)

ICAC, a corps of recent University of Illinois graduates, provides time and attention to students lacking support and facing barriers to college access such as finances, language, cultural mores, and first-generation uncertainty. ICAC follows a near-peer model. Advisors have backgrounds similar to the high school students they serve. Over 60% of the advisors are first-generation college graduates. ICAC advisors partner with high school counselors, teachers, and administrators, and function as additional full-time staff to improve the school’s college-going culture. They also help ensure that students apply and enroll in colleges where they will experience success and completion. ICAC focuses on best fit and match. ICAC advisors help students identify and apply to postsecondary programs that will serve them well both academically and socially, increasing the likelihood that these students will complete college and earn their degrees. ICAC advisors provide an open-door, whole school approach to foster a school-wide, college-going culture and to provide targeted assistance to low income, first-generation, and underrepresented students who are capable and qualified, but are at the greatest risk of foregoing a college education. ICAC works in partnership with colleges and universities who share our commitment to increasing the number of low income, first-genera-
tion, and underrepresented students who succeed in postsecondary education. They commit their own staff and resources to supporting ICAC's work in Illinois. ICAC follows up with students who have moved on to college. Retention coaches, who are former ICAC advisors, support students during the transition to college, ensuring their students continue to have the guidance needed to successfully complete college.

UI-7 Cable Television: Reaching Out to the Community Every Day

Chris Lukeman, UI-7 Cable Television

UI-7, the cable television service of the University of Illinois, is managed by the Office of Public Affairs. UI-7 serves as a resource to spotlight the campus through programming that is by, about, or of interest to the campus community. This educational access channel features a wide array of special programming, meant to highlight the breadth of research and creativity of faculty, staff and students. UI-7 is always looking for more content from campus units and can work with faculty or staff to develop promotional or archival video to use on the channel and in other outlets.

The Champaign-Urbana Community Fab Lab

Robert McGrath, I-cubed; Betty Barrett, School of Labor and Employment Relations

The Champaign-Urbana Community Fab Lab (CUCFL) is an open source, volunteer-operated, community of people who like to design and make things (see cucfablab.org). Our principal focus is to provide a safe and fun learning environment, so that students of all ages can master modern design and fabrication technology. The Fab Lab features tools and workspace for teachers, students, technical hobbyists, artisans, and others. We celebrate entrepreneurial initiative. The Fab Lab makes many resources available to the community, including skilled volunteers, computers, computer-controlled (CNC) machines, and electronics assembly tools. These high tech tools make it possible for people of all ages and skill levels to build virtually anything imaginable. The Champaign-Urbana Community Fab Lab is part of a global network of Fab Labs, making possible many connections with like-minded people around the world. Our goal is to encourage creativity as well as an interest in architecture, art, computing, engineering, mathematics, science, and technical trades.

Community access, at a reasonable cost, builds local capability with global links to the entire Fab Lab network enabling personal growth, economic development, and cross-cultural understanding. We encourage people to build virtually anything they can imagine, and to share, teach, and learn as part of a community. Our display will feature demonstrations of fabrication processes, samples of work, and discussion with volunteers. Depending on availability, volunteers will include University staff, students, community teachers, artists, craft workers, and entrepreneurs. Demonstrations might include examples of paper cutting, soldering, jewelry design, electronic design, or other design and fabrication.
Writing Together: Engaging Teachers and Students in the University of Illinois Writing Project

Elizabeth Morley, University of Illinois Writing Project

The University of Illinois Writing Project (UIWP), an affiliate of the National Writing Project, provides professional development for local teachers at all levels and in all disciplines to encourage and support the teaching of writing. The UIWP is a collaboration between the College of Education, the College of Liberal Arts and Sciences, and the Center for Writing Studies, and has the support of Champaign and Urbana Schools, Regional Office of Education, and the National Council of Teachers of English (NCTE). Since 2008, the UIWP has held an annual Summer Institute, for kindergarten through university teachers in Champaign, Urbana, and surrounding districts. Teachers selected for the Institute demonstrate their own best practices, study writing research, and experience the writing process by composing and sharing their own writing in small groups. Through hands-on training, teachers learn about digital literacy, and publish their work as blogs, podcasts, electronic portfolios, and digital videos. UIWP teachers have become leaders in their school buildings as advocates for increased student writing and the creative use of technology. The UIWP supports teachers after they return to the classroom with Fall and Spring Conferences and other professional development opportunities. We extend our love of writing to students who attend our Elementary and Secondary Young Writers Camps in the summer. Taught by UIWP teacher-leaders, these camps give area students a chance to experiment with writing genres and technology. In this session, we will share the goals and outcomes of the UIWP and showcase teacher writings, blogs, podcasts, videos, and electronic portfolios.

Serving Our State, Serving Our University

Brenda Pacey, Dena Lawrence, Bill Sutton, and Kathy VanOrmer, University Outreach and Public Service

The University of Illinois’ impact on the state of Illinois extends far beyond our campus. Outreach and public service activities help strengthen the ties between the University of Illinois and the citizens of Illinois. University Outreach and Public Service (UOPS) and University Academic Programs and Services (UAPS) are two areas focused on providing online and outreach opportunities. Programs represented by UOPS include: Illinois Online Network, Illinois Virtual Campus, University of Illinois Online, AdvancED, and Illinois Project Lead the Way. Regional Program Directors are also located throughout the State. UAPS programs include u.select, University Wide Student Programs, President’s Award Program, and Salute to Academic Achievement.

iHelp: Showing the World That Illinois Cares

Megan Pagel, Student Alumni Ambassadors

iHelp is an annual volunteer initiative organized each year by the Student Alumni Ambassadors. On October 20th, 2012, we expect approximately 2,000 students to participate in a day of service. These students will volunteer at various agencies, in various ways around the Champaign-Urbana community, to spread that spirit of service and give back to the community they live in. We hope this will spark their interest in volunteering and that they continue to volunteer and give back for the rest of their lives.

HIP HOP XPRESS: An IPowered Tool for Civic Engagement

William Patterson, Office for Inclusion and Intercultural Relations and Department of African American Studies; Kevin Jackson and John Ruffin, City of Champaign Neighborhood Services Department

In Search of Hip Hop Express is conceptually designed to function as a modern day Jessup Wagon in 2010. The Jessup Wagon was a school on wheels developed by the great agricultural scientist, George Washington Carver, to educate black and white farmers in the early 1900s. This model was later adopted by the U.S. Department of Agriculture in the form of the Extension Service. Morris K. Jessup, a philanthropist from New York, funded the project. The Jessup wagon was a corner stone of Tuskegee Institute’s educational extension services. Both Booker T. Washington and George Washington Carver believed that if farmers couldn’t come to Tuskegee, then Tuskegee would go to them. Now, fast-forward a century, In Search of Hip Hop Express is steeped in that same philosophy. However, our mission is to extend the civic engagement and service mission into a form of scholarship at the University of Illinois by utilizing the aesthetic elements of urban African American culture, namely Hip Hop, to scale up the idea of the Jessup Wagon to cultivate and revitalize urban America.
**The Public Engagement Portal**

George Reese, Michael McKelvey, and Elizabeth Kirchgesner, Office for Mathematics, Science, and Technology Education

Public Engagement is the application of the knowledge and expertise of a faculty or staff member to issues of societal importance for the public good. The Public Engagement Portal is designed to be the most comprehensive source for information about public engagement programs and events offered by Illinois.

**Exploring the Relationships Among Non-governmental Organizations’ Capacity, Performance, and Networking**

Ariann (Ari) Sahagun and Macarena (Maca) Pea-y-Lillo, Department of Communication

Non-governmental organizations (NGOs) fulfill many important roles locally and around the world, addressing issues such as poverty, hunger, disease, disasters, and environmental degradation. However, this work requires new forms of organizing, namely self-organizing networks. This five-year, NSF-funded research project lead by Michelle Shumate, Associate Professor in the Department of Communication, proposes to study the relationship between the capacity, performance, and networking of NGOs. Concretely, the project hypothesizes that NGOs’ capacity of accomplishing their missions is dependent upon their network relationships with other NGOs, businesses, and governmental organizations. This research combines social network analysis methods with intensive assessment. The NGO capacity project started in August 2010 and in its first stage, it has worked with more than 100 local nonprofit organizations in central Illinois and in the Chicago area. Internationally, more than 60 Costa Rican organizations have joined the project, and starting in March 2012, NGOs from Uruguay have been invited to participate. Participant organizations complete a capacity survey, as well as a self-evaluation, and provide information regarding their relationships with other organizations. With that information, students in the Nonprofit Communication Management course (CMN 496) and the research team develop an individual organizational assessment. Strengths and weaknesses for each organization are identified, and suggestions are provided in order to help them build organizational capacity. Students in the course pursue integrated research and service goals as part of their coursework. In addition to developing an organizational assessment, students complete at least 30 hours of service with a local nonprofit organization.

**Working Outside the Borders: Librarians and Rewarding Partnerships**

Susan Schnuer and Barbara Ford, Mortenson Center for International Library Programs, University Library

The Mortenson Center for International Library Programs, located in the University Library, strives to develop partnerships with librarians and libraries locally, nationally, and internationally. These partnerships are critical to carrying out the Center’s mission to strengthen international ties among libraries and librarians worldwide for the promotion of international education, understanding, and peace. This poster session will explore the key elements of successful partnerships and the benefits that they bring to the University of Illinois. The presenters will also highlight the impact of the various partnerships on librarians and their institutions.

**The Book Arts for Academy and Community**

Dennis Sears, The Rare Book & Manuscript Library

The Midwest Book and Manuscript Studies Program offers courses and workshops focused on special collections and the book arts. These programs cover a variety of topics concerning (1) the history of manuscripts and books, and (2) preserving the fine art of bookmaking, including bookbinding, paper making, and letterpress printing. The No. 44 Society, the Book Collecting Club of Champaign-Urbana, attracts a lively mixture of undergraduates, graduates, faculty members, and local collectors. Meetings feature nationally known speakers. The club also sponsors an annual book collecting contest for University of Illinois students. The Soybean Fine Press is a cooperative effort of The Rare Book & Manuscript Library, the Graduate School of Library and Information Science, The University of Illinois Press, and the School of Art + Design. In preserving this traditional means of book production, its aim is to craft beautifully printed texts and to inspire an appreciation of the book for its physical design and manufacture. The Rare Book & Manuscript Library Exhibitions and Instruction Program hosts or sponsors many exhibitions each year. The present exhibition, “Wise Animals: Aesop and His Followers”, will have a fable-making work-
shop for children with a local storyteller. Moreover, the Library hosts over 200 instructional sessions a year, with involvement this year from such community partners as Countryside School, Urbana University High, and Parkland College. The Library has also hosted an Osher Lifelong Learning Institute class this spring titled “These Are A Few of My Favorite Things.”

**Building Cross-Cultural Feminist Learning in Environmental Justice: The Annual Campus Ecofeminism Summit at the University of Illinois**

Rachel Storm, Women’s Resources Center, Office of Inclusion and Intercultural Relations; Gia Lewis-Smallwood, YWCA

A collaboration between the YWCA and Women’s Resources Center with support from numerous units, departments, and community organizations in Champaign-Urbana, the Annual Campus Ecofeminism Summit brings together feminist discourse, environmental justice, and social action to help students and community members link together issues of environmental and social justice. The Summit offers practical advice on how to live in an environmentally aware manner (composting, bike maintenance, growing a community garden), but more importantly, it bridges the campus-community divide in a mindful and strategic way, designing opportunities for community members and students to collaborate on projects, learn from one another, and explore solutions to local socioenvironmental issues. Each year, the Summit successfully (1) imparts practical information on living in an environmentally aware manner; (2) increases awareness of local socio-environmental issues in the Champaign-Urbana campus and community; and (3) creates opportunities for University undergraduate and graduate/professional students and non-University-affiliated community members to share information and create solutions to environmental issues (such as food deserts, waste, poor nutrition, and carbon emissions). The Summit is unique in that it doesn’t speak about environmental injustice without speaking about racism, sexism, and numerous other related social challenges. A terrific example of subverting the campus-community divide, diversifying learning experiences, and building community engagement with local issues, the Annual Campus Ecofeminism Summit has been a phenomenal addition to our programming at the Women’s Resources Center and the University YWCA, and we hope to share those successes.

**Upcoming and Ongoing Programs and Services in Your Community**

Kathy Van Ormer and Bill Sutton, University Outreach and Public Service

University Outreach and Public Service (UOPS), reporting to the Vice President for Academic Affairs, is a University central support unit that provides coordination, expertise, and support to the educational outreach and public engagement initiatives of the University’s three campuses and central administration. Our mission is to: Extend and support the University of Illinois campuses’ continuing education, professional development and service offerings throughout the state; work with local and regional leaders to match the resources of the University of Illinois to community needs; assist the campuses with promotion, delivery, and student support for both off-campus and online programming; facilitate appropriate partnerships between the University of Illinois and other organizations; and develop and support partnerships between our campuses and Illinois community colleges.

**Strategic Planning: Developing a Downtown District in a Medium-Size City (Elmwood, IL)**

Ashley Walls, Department of Urban and Regional Planning

Following a tornado in 2010, the city of Elmwood was faced with the challenge to rebuild and improve the existing city. The strategy chosen by the city leadership was to devote energy, time, and resources to the development of a business district. The Elmwood Development Association (EDA) was established in order to unite business owners and increase initiatives that would rejuvenate economic development in the area. After contacting the University of Illinois Extension, the collaborators decided to focus on the development of the newly formed EDA. The project was to include conducting a community survey of local business owners, and case studies of mid-size cities similar to Elmwood, as well as creating a foundation for a three-year strategic plan. The three tactics were chosen to ensure that EDA participants were informed decision makers and participants in the development stage and to facilitate community engagement among local stakeholders. In a medium-sized city, business owners often double as city representatives and school officials, and continue their responsibilities as parents, customers, and local community assets. The EDA was
chosen as the representative body in Elmwood to lead the redevelopment issues following the tornado, because collectively, the organization is the community. Together, with the University of Illinois Extension, the EDA is on a path of inclusion in community engagement. It is the goal of the EDA and Extension to execute a process that allows community members to feel aware, informed, and included.

Wildlife Encounters
Julia Whittington and Anne Rivas, College of Veterinary Medicine

Wildlife Encounters, developed by the University of Illinois Wildlife Medical Clinic and designed by the Design Group, is a comprehensive, web-based learning opportunity for students to actively engage in meaningful lessons pertaining to natural resource conservation, wildlife ecology, and wildlife medicine. Wildlife Encounters guides students through interactive activities written to maximize understanding at primary, middle, and high school grade levels, while meeting standards set forth by the Department of Education. The four lessons are designed to be customized to the needs of the educator, as individual modules or as a lesson series, as self-guided exercises or as a classroom discussion. Full of color photography, real-life examples, and opportunities for interactivity and feedback, Wildlife Encounters introduces youth to the issues concerning our natural world that we, as a global community, are facing. Each lesson culminates in suggestions for student involvement and further exploration of the topics discussed. As an adjunct to the core lessons, educators can elect to reserve one of the Wildlife Encounters Tool Boxes which contain manipulatives, models, hands-on activities, and worksheet templates to enhance student comprehension and engagement. A teacher guide, student objectives, and pre- and post-lesson assessments complete the tools for educators that accompany each lesson. The Wildlife Medical Clinic has a tradition of providing outreach opportunities to area school children through educational presentations incorporating visits from the Clinic’s birds of prey. Wildlife Encounters will enhance these visits by providing students with an understanding of the natural world in which these birds are found.

Raise Your Hand: CUVolunteer.org Connects Volunteers and Local Nonprofits
Sarah Zehr, Engineering; George Reese, Michael McKelvey, and Beth Kirchgesner, Office for Mathematics, Science, and Technology Education

CUVolunteer.org is a site that connects nonprofit organizations in Champaign-Urbana with individuals in the community interested in volunteering their time and talent. CUVolunteer represents an important partnership between a number of units within the University of Illinois and the United Way, as well as other community partners such as Busey Bank. University offices involved in the effort include the Office of Public Engagement, the Office of Math, Science, and Technology Education (MSTE), and the Office of Volunteer Programs (OVP). By working with the United Way, we are able to reach out to a number of nonprofit organizations in the local community to encourage them to use CUVolunteer to fulfill their volunteer needs. Busey Bank partners with CUVolunteer by encouraging their employees to volunteer using the site, and by providing support for CUVolunteer events and promotion. Other entities supporting CUVolunteer include the City of Champaign, Do Good Consulting, and the Champaign-Urbana Mass Transit District (CUMTD), among others. In addition, we worked with a number of media organizations to get the word out once CUVolunteer launched. Our next event is a kickoff party for National Volunteer Week, which takes place April 15–21, 2012 at Busey Bank. Comments from community members and nonprofit organizations indicate that the connections are working and that the University is enjoying goodwill within the community as result of the initiative.
Public Engagement in Geology at ISGS: Kickapoo State Park and Chicago’s Burnham Park

Joan Crockett, Cheryl Nimz, and Cindy Briedis, Illinois State Geological Survey; Kristin Camp, Champaign Schools

In 2011, the Illinois State Geological Survey was awarded two public engagement grants: one to prepare and conduct a pilot geology field trip at Kickapoo State Park, in order to meet state science requirements for fifth grade students in Champaign Unit 4 Schools, and the second for a guide to the lakefront geology in Chicago's historic Burnham Park. We will showcase the two successful programs, and their continued use in public engagement activities. In the Fall of 2012, we will take 36 fifth grade classes in Champaign Schools to Kickapoo, where over 700 students will participate in over six days of geology field trips. The trip is envisioned to be an annual science outreach project involving the University of Illinois’ State Geological Survey staff and the Champaign Schools for years to come, and the geology field guide has broad application for use by other schools, scout groups, youth organizations, and the public. The Burnham Park guide highlights the importance of geology as an underpinning in helping explain the growth and development of Chicago and its lakeshore. It will be available for many people to enjoy today and in the future, and is a blueprint for additional guides at other Chicago lakefront parks. Through these public engagement activities and many others, the Illinois State Geological Survey, our Prairie Research Institute, and the University of Illinois will reach many people with our messages of research and service.

Development of an Outreach Program for Private Well Owners

George Czar, Illinois State Water Survey/Prairie Research Institute; Duane Friend, Environmental and Energy Stewardship

There are over 400,000 private wells that serve rural homes in Illinois. Although homeowners are responsible for checking water quality and routine maintenance, many have never tested their wells and are generally unaware of proper well management. The Illinois State Water Survey (ISWS) has extensive experience in groundwater science and water resource management and the Public Service Laboratory (PSL) has a long history of testing well water samples and helping address water problems. Similarly, University of Illinois Extension has a network of educators that work directly with citizens and local communities. For this project, Extension staff will each collect water samples from private wells.
Transforming our society

Samples will be analyzed at the PSL for several contaminants, including arsenic and nitrate. ISWS will host a one-day workshop for Extension educators to explain sample results, water testing procedures, and provide additional educational resources. Extension cooperators will then host local workshops to further disseminate the information. This “train the trainer” approach has been very successful for other educational programs. There is also potential to develop a volunteer program for private well owners. Similar efforts in Pennsylvania and Virginia have been well received and the Mid-Atlantic Master Well Owner Network has reported over 10,000 participants since 2004.

Student Stewardship Projects to Inform Communities and Stop Spread of Aquatic Invaders

Robin Goettel and Terri Hallesy, Illinois-Indiana Sea Grant Program

Aquatic invasive species (AIS) continue to pose a serious threat to biodiversity in the Great Lakes, inland waterways, and our oceans. Education about the biology, spread, impacts, and control of these introduced species plays a key role in the effort to maintain and preserve aquatic and marine biodiversity. In order to protect and sustain our water bodies for future generations, the Illinois-Indiana Sea Grant Program educates youth—our future decision makers and leaders—so they can gain relevant knowledge to become effective decision makers as adults. Several community stewardship projects that were developed based on Sea Grant-led teacher workshops in the Chicago region will be featured, together with a UI LINC course led by undergraduate students working with partners in Champaign-Urbana. The projects will demonstrate a multitude of informational outlets used to disseminate this information to area citizens. Each project’s goal is to inform community residents about responsible action steps to stop aquatic hitchhikers and preserve local ecosystems.

Naturally Illinois Expo 2012: Bringing Science Education to the Community

Nancy Holm, Illinois Sustainable Technology Center/Prairie Research Institute; Eve Hargrave, Illinois State Archeological Survey

The 4th Annual Naturally Illinois Expo was held on March 9–10, 2012. The aim of the Expo was to provide an opportunity for students, teachers, families, and community members to become more knowledgeable, engaged citizens by learning more about science and the environmental resources of Illinois. The event showcased scientific research and activities conducted throughout the divisions of the Prairie Research Institute at the University of Illinois: the Illinois State Archaeological Survey, Illinois Natural History Survey, Illinois State Geologi- cal Survey, Illinois State Water Survey, and Illinois Sustainable Technology Center. This year’s 50-plus scientific exhibits encompassed biology, geology, archaeology, chemistry, and water resources, as well as climate change and renewable sources of energy. Two hundred Institute scientists were on hand to help visitors learn about the importance of conserving natural and cultural resources, why the public needs to be aware of environmental issues, and how they can help to minimize the impact of humans on the environment. In addition to providing teachers and families with needed resources and opportunities to engage students in science activities, the Expo exposed students to the wide variety of career opportunities in science. In order to ensure equal access for all students, we offered bus scholarships that provided transportation to 536 students at low socioeconomic status schools and groups that would not otherwise be able to attend this exciting educational event and hope this will inspire them in scientific interests and careers. A grant from the Office of Public Engagement provided funds for scholarships and educational materials.

Using Social Marketing to Facilitate Green Business Practices in Champaign-Urbana

Marian Huhman, Macarena Pena-y-Lillo, and Ningxin Wang, Department of Communication; Kristina Schiller, Megan Harrison, Jason Nesbitt, and Yangyaoxi He, Department of Advertising; Anna Sigler and Bonnie Hemrick, Department of Kinesiology and Community Health; Sameena Aghi, College of Applied Health Sciences

Social marketing is a process that applies commercial marketing methods to influence target audience behaviors that will benefit society or the individual. What would be the best way for students to learn how to plan a successful social marketing intervention? How about partnering with a community organization that seeks to influence Champaign-Urbana businesses and their
employees to implement green business practices? That was the motivation for Dr. Marian Huhman, assistant professor in the Department of Communication, to invite nine graduate students from her class, Social Marketing for Health and Behavior Change, to partner with the Illinois Green Business Association (IGBA), a local non-profit organization that helps businesses reduce their ecological footprint. Over the Spring 2012 semester, these students will develop a social marketing initiative geared toward the employees of two local firms to encourage them to adopt green practices, such as recycling at the workplace, and saving energy by turning off their computers and monitors every night. Students are conducting focus groups with these organizations’ employees to discover their attitudes, motivators, and barriers to adopting specific green behaviors. The IGBA and its clients will receive a report that summarizes the focus group findings with preliminary recommendations. By the end of the spring semester, the complete social marketing plan will be presented to the organizations. A project like this exemplifies the substantial benefits of community engagement for both campus students and local organizations.

**Don’t Flush Unwanted Medicine**

Laura Kammin, Illinois-Indiana Sea Grant

Studies have identified a wide range of pharmaceutical chemicals that are harmful to aquatic organisms, affecting reproduction and development even at very low concentrations. Additionally, several pharmaceuticals are now also detected in drinking water supplies. While it is currently thought that the concentrations of these chemicals in drinking water are safe for human consumption, the long-term impacts on human health and the health of the environment are not fully known. The proper disposal of unwanted medicines is a highly complex issue. Communities wishing to host a collection event or program must follow federal, state, and local regulations, which, in many cases, contradict one another. The Illinois-Indiana Sea Grant Toolkit Disposal of Unwanted Medicines: A Resource for Action in Your Community provides background information, case studies of successful collection programs, legislation and policy information, and materials for public education and outreach. This poster will provide attendees with examples of strategies to help communities, schools, and individuals develop and promote programs for safe disposal of unwanted medicines. It will also highlight the P2D2 Program, developed by teachers and students at Pontiac High School, which currently serves 53 counties in Illinois and multiple communities around the United States.

**International E-Waste Design Competition: Global Focus on a Global Issue**

Joy Scrogum and Elizabeth Luber, Prairie Research Institute/Illinois Sustainable Technology Center

Electronic waste, or “e-waste”, consisting of computers, TVs, cameras, printers, cell phones, etc., is a growing global issue. The U.S. Environmental Protection Agency (EPA) estimates that Americans currently own nearly 3 billion electronic products and about two-thirds of the electronic devices removed from service are still in working order. However, only about 15% of this material is recycled; the majority is disposed in landfills. The Sustainable Electronics Initiative (SEI) and the Illinois Sustainable Technology Center (ISTC) are pleased to announce the International E-Waste Design Competition, open to college students and recent graduates worldwide. Participants either use e-waste components to create new and useful products, or conceive of products or services which will result in reduced generation of e-waste in the first place. This challenge grew out of a class taught by Professor William Bullock of the School of Art + Design, which culminated in a local event. The competition evolved into an online, international event which is now in its third year. In 2011, $20,000 in prize money was awarded to six teams and three honorable mentions. Prize money was contributed by corporate sponsors including DELL and Walmart. The prizes for the 2012 competition are yet to be determined. Entry requirements include submission of an original video composition uploaded to YouTube, along with supporting materials uploaded to the registration section of the competition website. Registration is free and will be open in Fall 2012. For more information on rules, registration, or to view videos from last year’s competition, see www.ewaste.illinois.edu.
Neuroscience from the Classroom to the Community: Adapting Neuroscience Curriculum for Diverse Community Outreach Settings

Maggie Blattner, Department of Neuroscience, Project NEURON; Barbara Hug and Kristen Talbot, Department of Curriculum and Instruction; Donna Korol, Department of Psychology

Topics in neuroscience, such as learning and memory and sensory processing, are ideally suited to introduce students to thinking critically about their brains and their interactions with the world around them. To engage elementary and high school students in neuroscience research, we developed a series of activities and experiments based on neuroscience concepts. These core activities can be framed for different settings and target audiences, ranging from community outreach programs for grade school students to formal high school classroom curriculum, developed by Project NEURON (Novel Education for Understanding Research On Neuroscience). Project NEURON brings together scientists, science educators, schoolteachers, and students to develop and disseminate curriculum materials that connect cutting-edge neuroscience with state science standards. Through community outreach events and inquiry-based neuroscience activities and experiments, elementary and high school students can engage in sophisticated science concepts and develop the ability to think like a scientist.

Engaging the Public in the World’s Cryosphere

William Chapman, Department of Atmospheric Sciences

The University of Illinois created the Cryosphere Today web portal (arctic.atmos.uiuc.edu/cryosphere) and has maintained it for the past twelve years. It is the oldest and most popular web destination for users interested in the current and historical states of the earth’s cryosphere. Cryosphere Today displays current maps of snow cover and sea ice as informative visualizations, updated daily, for both the northern and southern hemispheres. Animations of current snow and sea ice conditions for the most recent 30-day periods are also provided. Historical time series plots of sea ice data for the past few decades illustrate the change affecting the poles over this period. We have recently added interactive tools to do interactive side-by-side comparisons of cryosphere conditions on different historical dates, and overlay annual time series of historical conditions to facilitate comparisons of current conditions with those of the past. The web archive also includes custom visualizations with detailed information related to special topics of interest as they happen; for example, the atmosphere’s role in recent record low sea ice years. We have made some controversial design choices in this public engagement tool that have enhanced the audience size, the trustworthiness of the resource, and interest in the subject matter. The design choices have also created some public engagement challenges such as a persistent flow of inquiries for underlying data, explanations and opinions, and the unintentional and intentional misrepresentation of recent high-latitude changes using Cryosphere Today resources.

I-STEM Education Initiative: Advancing STEM Education Through Public Engagement

Robert Coverdill, Maria Jimenez, Lorna Rivera, and Ayesha Tillman, I-STEM Education Initiative

The goal of this program is to foster accessible, effective STEM teaching and learning from preschool through graduate education at local, state, and national levels, thereby preparing a highly able citizenry and diverse STEM workforce to tackle pressing global challenges in four areas. These areas are 1) facilitating P–16 STEM education outreach; 2) improving STEM teacher training/professional development quality; 3) fostering undergraduate and graduate STEM education reform; and 4) shaping policy/advocating for STEM education. Specifically, I-STEM’s partners—Illinois Science Olympiad and Illinoig Mathematics and Science Academy (IMSA)—share our goals of improving STEM education. I-STEM partners with schools to improve STEM programs and hosts campus visits to expose students to Illinois. We disseminate information to the public via our website, printed materials, and listservs in addition to: P–16 outreach (summer camps, research experiences, and school-year activities); teacher professional development; and undergraduate/graduate programs. I-STEM evaluates STEM teacher training and professional
development projects (EnLIST: Physics/chemistry; MIST/Merit: Teaching strategies; EBICS: Complex biological systems; ICLCS: Teaching chemistry using virtual tools; Noyce: Board-certified STEM teachers; Nano-CEMMS: Manipulating matter at the molecular level; M-CNTC: Interdisciplinary cancer nanotechnology); undergraduate/graduate STEM curricula, research experiences, projects to improve STEM access, retention, and learning (Climate studies, Engineering, Chemistry; I/EFX innovative engineering curriculum; MIST retention/success of first-generation, minority students/undeclared majors in STEM). I-STEM networks to advocate for STEM education include Champaign-Urbana Schools Foundation (to facilitate STEM initiatives); Illinois P–20 Council (to guide P–20 education policy); Japan's Ministry of Education (to facilitate relationship-building with Japan); STEM Learning Exchanges (to promote student engagement in real-life scientific problems).

Find Orphy

Westyn Garber and Barbara Hug, Department of Curriculum and Instruction; Donna Korol, Department of Neuroscience; Sonya Darter, Caitlin Lill and Katie Hicks, Orpheum Children's Science Museum

Find Orphy is a collaborative project between the Orpheum Children's Science Museum in Champaign and Project NEURON (Novel Education for Understanding Research On Neuroscience) through the University of Illinois at Urbana-Champaign. This is a community outreach project that provides a range of informal science education opportunities for children, parents, schools, and interested community members. The Find Orphy events will be held at the Orpheum Children's Science Museum this spring and summer. Central to the Find Orphy events will be hands-on activities developed from the Project NEURON curriculum materials highlighting the scientific research of University of Illinois neuroscientists. Events will include weekend exhibits and a summer camp for elementary age students. Summer Find Orphy exhibits will focus on three Project NEURON units highlighting the work of Drs. Becky Fuller, Megan Mahoney, Donna Korol, Paul Gold, Sue Schantz, and Josh Gulley. In addition to the Sunday afternoon events, there will be a one-week Find Orphy summer camp in July held at the Orpheum Children's Science Museum. At this camp, campers will develop an understanding of neuroscience with the guidance of Project NEURON graduate students, University scientists, educators, and Orpheum volunteers and staff.

Booker T. Washington STEM Academy and the University of Illinois: Partnering to Improve STEM Education

Martha Henss and Tara Bell, Booker T. Washington STEM Academy

University units/projects are collaborating with Booker T. Washington STEM Academy (BTW), a Champaign Unit 4 elementary school, to provide its students with stimulating educational programs in STEM (Science, Technology, Engineering, and Mathematics). Chemistry Professor Shapley performs weekly grade-level experiments. In Egg Drop, undergraduates helped BTW students build protective apparatuses, then drop their eggs to test their designs. Health and Wellness collaborations include: College of Applied Health Sciences (Wellness Fair; Walkathon; Flash Workout; and Go, Slow, and Whoa poster about healthy foods); Family Resiliency Center director, Fiese, presents food demonstrations on nutrition. EnLIST (Entrepreneurial Leadership in STEM Teaching and Learning) chemistry, physics, and physical sciences professional development provides BTW teachers
content knowledge, pedagogy, and entrepreneurial capacity to transform classroom teaching and learning. Entomology staff/students manned stations where BTW students learned about, saw, and touched or held live insects.

Physics of Living Cells students will help BTW students build microscopes. NanoCEMMS faculty are introducing BTW students to Nanotechnology (how scientists and engineers manipulate matter at the atomic or molecular level). A partner through BTW’s transition to a STEM emphasis, the I-STEM Education Initiative helped with building design and curriculum planning, and in 2012, will help establish a summer science camp, a technology club, field trips to Illinois, and a Science Olympiad team. BTW Technology Night featured these Illinois units/projects: UIUC Astronomical Society: Stargazing with Telescopes; EnLIST; STEM Stations and Activities: College of Education; Electric Glove Steering Skateboard; Big Broadband Project: UC2B Network; National Society of Black Engineers.

Plants iView: An Outreach Program in Plant Biology for Middle School Students

Andrew Leakey, Rhiannon Peery, Cody Markelz, Ryan Kelly, Miranda Segura, Sharon Gray, Courtney Leisner, and Becky Slattery, Department of Plant Biology; Barbara Hug, Department of Curriculum and Instruction

Plants iView is an outreach program initiated and developed by Illinois Plant Biology graduate students and is advised by Andrew Leakey and Barbara Hug. This program was developed to be a component of the Urbana Middle Schools’ existing afterschool program, with the aim of attracting and retaining students in science. This project is designed to: 1) engage middle school students (grades 6–8) in science through interactive plant biology-themed activities as part of an afterschool enrichment program; 2) provide lesson plans and web-based media that meet national science education standards from materials developed through work with participating middle school students for wider dissemination; and 3) provide a platform for graduate students and faculty members in the Department of Plant Biology to interact with and mentor middle school students to build science self-efficacy. One six-week session has been completed and a second will be starting on March 28th, 2012. In the first session, students participated in two field trips, learned about photosynthesis, built terrariums to understand biomes, and designed their own germination experiments. In the upcoming session, web and video components have been added to the lessons. As part of the evaluation of the project, participating students are being asked to complete a series of pre- and post-project surveys about their interest and understanding of science. Informal interviews are also being conducted to examine the impact of this program on students. Evaluation of the impact that this program has on graduate students’ views of outreach is currently underway.

Virtual Dugout (Mobile App)

Charles Ledford and Spencer Turking, Department of Journalism

Virtual Dugout provides University of Illinois Baseball fans with an interactive and immersive virtual space to dynamically augment and enhance the experience of following Illini baseball. With Virtual Dugout on your iPhone, our multimedia, gaming, and sabermetrics environments will make your Illini fan experience more informative, more social, and more fun, whether you’re at Illinois Field or following the game remotely. Ever wonder what goes through the shortstop’s mind when he’s turning a double play? Or how a starting pitcher mentally prepares for a game? Launch Virtual Dugouts Augmented Reality Mode, point your iPhone at a player’s Illini baseball card, then watch his headshot come to life as he personally talks about all this and more in his video biography. Using Virtual Dugouts Roster, you not only see a list of Illini players, you have their updated stats at your fingertips within seconds of the completion of a play. Launch our At Bat mode to get up-to-the-second updates on the pitcher vs. hitter duel, not only for the current batter but also for the pitcher vs. the entire batting order he’s facing. And with our soon-to-be-implemented Win Probability Mode, you’ll be able to find out in real time how a play changes the probability of the Illini winning against a visiting team, and learn your favorite players’ contribution to that probability. Virtual Dugout will give you up-to-the-minute, personalized access to game statistics, players, coaches, and even to the field itself. Virtual Dugout—it’s a Whole New Ballgame.
Understanding Barriers to Change and Innovation in STEM Teaching and Learning: Silos and District-wide Teacher Learning Networks

Anita Martin, EnLiST/Department of Curriculum and Instruction; Matthew Schroyer, Department of Journalism

The aim of EnLIST (Entrepreneurial Leadership in STEM Teaching and Learning) is to provide teacher leaders with skills and mindsets necessary to make transformative changes in science teaching and learning. EnLIST is a five-year, $5 million NSF grant. The core school partner districts are: Champaign Unit 4, Urbana #116, Thornton Township High School District (suburb of Chicago), McLean County Unit 5 (Normal, IL), and Western CSD (Barry, IL). As we know, effecting change and innovation in K–12 science teaching and learning is a major challenge. Despite substantial reform efforts, the majority of K–12 science classrooms are still typified by traditional instructional approaches rather than effective inquiry and reform-oriented teaching and learning modalities (Crawford, 2007; Lynch, 2001; Smith & Southerland, 2007). It has long been recognized that factors internal to schools, particularly those related to teachers, are as important as external inputs in effecting change and innovation (Budd Rowe & Dehart Hurd, 1966). The purpose of this study was to characterize the nature of extant science teacher social learning networks within whole school districts. The aim was to understand the current state of information exchange around science and science teaching, and to gauge if and how school and district learning networks support the exchange and collaboration between knowledgeable and expert colleagues needed to initiate and sustain innovation. The study helps establish a baseline for science teacher learning networks in EnLIST’s partner school districts; this baseline will allow tracking the ways in which project teachers contribute to, strengthen, and/or build on existing networks.

UC2B Anchor Social Institutions: Baseline Data on Technology Use

Abigail Sackmann, Kate Williams, and Abdul Alkalimat, Graduate School of Library and Information Science

As federally-funded broadband projects are being implemented across the nation, Champaign-Urbana is unique in the nation for the number and variety of these institutions it will connect to broadband, expanding the standard definition to include local churches, senior housing, and other small non-profits, in addition to hospitals, city agencies, public schools, and libraries. This poster presents some preliminary findings of a study on these institutions’ use of information technology pre-UC2B. By mobilizing Graduate School of Library and Information Science (GSLIS) researchers and a total of 35 students in the School’s Community Informatics and Digital Divide courses to document current realities, we are building a comprehensive, accessible portrait of how the nonprofit and public sectors are already innovating with technology. This collective portrait will mean that future work with UC2B and beyond can be more comprehensive, sustainable, and visible to all. The work will build on the community informatics tradition begun on this campus with, for instance, PLATO (1960) and Prairienet (1994). Of 121 known anchors, many with multiple sites, we expect to construct detailed structured profiles of 100, all informed and approved by the leaders of these organizations. Findings presented in the poster will focus on current internet speeds, technology inventories, best practices, and common challenges and opportunities. It is our hope that this research will contribute to a lasting and open dialog about what difference broadband can and will make in our town.

TCIPG Education and Engagement

Jana Sebestik and George Reese, Office for Mathematics, Science, and Technology Education; Andrew Gazdziak, Department of Electrical Engineering

The Office of Mathematics, Science, and Technology Education (MSTE) in the College of Education and Trustworthy Cyber Infrastructure for the Power Grid (TCIPG) (Education have developed new STEM learning partnerships with Mahomet Public Library and Champaign School District Unit 4. A professional development opportunity for Unit 4 Schools mathematics teachers, using educational materials developed in part by TCIPG, will focus on helping teachers develop secondary mathematics curriculum based on Common Core State Standards for Mathematics. Program partners include: Unit 4, MSTE, the PowerWorld Corporation, and the Orpheum Children’s Science Museum in Champaign. The project materials will be based on mathematical modeling concepts and use power
LAS 122: Leadership and Society

Lauren Denofrio-Corrales and Penelope Soskin, College of Liberal Arts & Sciences

LAS 122: Leadership And Society, is a first-year experience course for 300 first-year James Scholar Designees in the College of Liberal Arts & Sciences. In its third year, the course is an honors opportunity designed to challenge students in the realms of leadership and civic engagement. Because high-achieving, motivated undergraduate students will become the future scholars, community organizers, and world leaders of their generation, initiating their connection to community and to their own leadership potential is a crucial first step that the College of Liberal Arts and Sciences (LAS) believes can serve to strengthen their understanding of the global and local scope of and the potential for impact on issues of humanitarian importance. The curriculum of LAS 122 was created in collaboration with on-campus units promoting civic engagement, including the Office of Volunteer Programs and the Office of Inclusion and Intercultural Relations. Important community contributors included the United Way of Champaign County Emerging Community Leaders. As part of LAS 122, students choose a local organization with which to volunteer three or more hours in direct contact with the community. First-year College of LAS James Scholars contribute over 1,000 collective hours of service during the Fall term, partnering with countless local organizations providing service to those in need in Champaign County and beyond. Feedback from these organizations about the course serves to strengthen it with each iteration. LAS 122 is meant to model community-University engagement and to set students on a trajectory towards greater investment as young leaders in civic activities, thereby initiating a lifelong process of service learning.

Using Neuroscience to Build Community Between Local Schools and the University of Illinois

Kristen Talbot, Barbara Hug, and Faith Sharp, Department of Curriculum and Instruction

Project NEURON (Novel Education for Understanding Research On Neuroscience) brings together scientists, science educators, teachers, and students to develop and disseminate curriculum materials that connect frontier science with national and state science standards. Project NEURON is developing curriculum modules that link cutting edge neuroscience research with the national science education standards. We are currently focused on developing materials that connect with high school biology standards. While one of the main aims of Project NEURON is to provide engaging, inquiry-based curriculum to high school science teachers, an additional equally important goal is to provide an opportunity to develop community across schools and the University. This community develops as a result of shared experiences teaching Project NEURON units and participating in multiple two-week summer institutes, Saturday work sessions, and other opportunities for teachers and Project NEURON graduate students, and University faculty to discuss the teaching of science and current research in basic science. In this poster, we describe the Project NEURON teacher institutes, the curriculum development process, and the resulting curriculum materials. We share how the expertise within the teacher community has allowed Project NEURON curriculum materials to be revised and improved across multiple cycles of curriculum development, enactments, and revisions. In addition, we explain how this project has allowed local high school students to see scientists in training and engage in conversations with them regarding career choices.
The Social Entrepreneurship Institute at the University of Illinois

Noah Isserman and Brenda Coble Lindsay, College of Business/School of Social Work; Wynne Korr, School of Social Work; Collette Niland, College of Business

The Social Entrepreneurship Institute, now jointly supported and run by the College of Business and the School of Social Work, will continue its three-year tradition of partnering with community organizations to provide valuable experiences for students and services to the community. This exciting partnership leverages the considerable strengths of the School of Social Work and the College of Business to meet the growing demand from students and society more broadly. The presentation shares the Social Entrepreneurship Institute’s plans and goals, as well as describing some of its current programming: An international social business study tour for undergraduates; consulting projects in which students work with a community-based social enterprise or nonprofit; and an intensive three-day Social Innovation Bootcamp which drives new venture planning and creation.

Mali Water Project

John Kenealy, Mali Water Project/Department of Civil Engineering

The Mali Water Project aims to improve quality of life in the village of Konilo-Coura, Mali, in northwest Africa. As a Learning IN Community (LINC) course, students in the class engage in service learning to help develop sustainable solutions for providing easy access to water and improving the quality of drinking water; students have identified the lack of access to clean water in the village as a major barrier to education, improved health, and socioeconomic development. Teams within the Mali Water Project focus on water access, water quality, health and education, and fund raising, and grant writing. Students communicate with and receive guidance from the village’s water committee and Mali Water Project committee via Skype and telephone. Additionally, a group from the project traveled to Mali during summer 2011 to conduct an initial site survey to obtain data for design work and to establish the scope of water contamination in the village’s wells. The Mali Water Project encourages students to expand their cultural awareness, to learn new skill sets, and to strive for personal and intellectual growth.

Spanish in the Community

Grace Larson, Department of Spanish, Italian, and Portuguese

Our poster aims to bring information and conversation about the classes we are involved with at the University of Illinois through Professor Ann Abbott. Spanish 232 and 332 are classes that blend traditional classroom study with experiential learning. Students meet in the classroom twice every week and are expected to complete at least 28 hours of service in the community. Students choose a community organization where they work with the local Spanish speaking population as translators, tutors, teaching assistants, or in other positions. Students work in a professional atmosphere where they are expected to find innovative and efficient solutions to real world problems. In our poster, we would like to highlight what our class does and the community partners that we work with. We would like to open our discussion to suggestions and recommendations, and our poster may include a space where people can post ideas related to our presentation: organizations they have worked with that we could get involved with, or interactions they have had with the Spanish-speaking community that have been interesting to them. We hope to bring awareness about efforts being made to reach out and connect with the Spanish-speaking community, as they are such an integral part of what we do, as well as learn from other organizations and people that come to visit our (incredibly friendly!) booth.

Summit Afterschool Program: Exploring Culture and Language in a Richly Diverse School

Andrew Moss, English and Laura De Thorne, Department of Speech & Hearing Science

This poster will present the faces, geographies, and narratives of the diverse population and stakeholders of the Summit Afterschool Program at Stratton Elementary School. This year-long pilot is being administrated by University of Illinois researchers and students, and Stratton teachers and parents in Fall 2011 and Spring 2012. Summit Afterschool Program explores the ways Stratton Elementary School’s international, linguistic, and racial diversity can be used to build character and self-esteem in international and US students and their community. The program’s goals are to foster Stratton students’ understanding of their own and one another’s cultural and linguistic identities, and to
build academic confidence. As engaged scholars of Literature, Speech and Hearing Sciences, and Curriculum and Instruction, our goals are also to 1) build and sustain community-driven communication and activity groups; 2) examine how these groups capitalize on participant diversity to effect individual and community change; 3) create an infrastructure to support synergies among a public school’s community and University researchers; 4) foster interdisciplinary collaboration regarding communication and community-building; and 5) develop targeted service learning opportunities for University of Illinois students. This poster will highlight the programs research principles, situate its interconnected disciplinary and community centers, and suggest ways these principles and centers complement Stratton’s goals. It will quantify participation by the Stratton and University community, and present exemplary lesson plans and student projects that demonstrate the program’s practices and outcomes. The poster will display photos of students engaging in the program’s activities to present the program’s environment and its many diverse collaborations.

**Using our Power for Good: Feeding the Need**

Katrina Olson, College of Media and Ann Treadwell and Kyleen McNicholas, Department of Advertising

In Fall 2011, ADV 350: Writing for PR (Section A) developed the Eastern Illinois Foodbank (EIF) as their nonprofit client for their final project. EIF is the largest hunger relief organization in East Central Illinois serving a 14-county area including: Champaign, Clark, Clay, Coles, Crawford, Cumberland, Douglas, Edgar, Ford, Iroquois, Jasper, Moultrie, Piatt, and Vermilion. EIF provides a reliable source of food for the hungry through cooperation with a network of food pantries and agencies. Students worked in teams to produce a number of public relations materials including: two media campaigns, a video, five feature stories, three podcasts, website copy, three blog entries, and two brochures. The purpose of these materials was to help the Eastern Illinois Foodbank raise awareness of the hunger problem in Central Illinois so they could raise more funds, recruit more volunteers, and solicit more donors and sponsors. Of course, the ultimate goal was to help them better serve and provide for the agencies who distribute food to the hungry. Eastern Illinois Foodbank’s Director of Marketing and Development, Cheryl Precious, is using many of the materials. In fact, a billboard is going up in March using the students’ design. Public relations is an oft-maligned field; practitioners are accused of spinning, deceiving, and outright lying to the public. Of course, the industry is not inherently bad, but some people are. Hence the title of this presentation. When I send PR students off into the world, I challenge them to use their newfound PR powers for good, not evil.
System-of-Care Community Engagement and the Evaluation of the ACCESS Initiative of Champaign County, Illinois

Nicole Allen, Mark Aber, and Allison Brown, Department of Psychology

The ACCESS Initiative is a new system of care effort in Champaign County that is funded by the Substance Abuse Mental Health Services Administration (SAMHSA) Children's Mental Health Initiative (CMHI), and the United States Department of Human Services. ACCESS Initiative aims to transform the current human service delivery system for youth aged 10 to 18 with serious social/emotional challenges or at risk for multiple systems involvements (e.g., juvenile justice, mental health, DCFS) by developing a comprehensive service array, coordinated services, and fundamental behavioral shifts among service providers. The new service delivery model aims to address children and families' needs comprehensively (e.g., psychological/emotional, social, academic, and substance use). Services are designed to be youth-guided, family-driven, community-based, culturally competent, and data-driven. SAMHSA requires that the developing system of care (ACCESS Initiative) engages in evaluation activities. The evaluation includes a longitudinal study examining both the youth being served by the initiative and the program's processes and outcomes. UofI researchers work together with ACCESS Initiative staff to collect information from youth and families starting from the time they start receiving services from the ACCESS Initiative System of Care throughout the time they continue to receive services (up to 24 months). This poster will describe the historical timeline and development of the ACCESS Initiative, and the role of the research/evaluation team in this collaborative community partnership.

“World Histories From Below” Teacher Training Workshop

Antoinette Burton and Zachary Sell, Department of History

Our project aims to bring local and regional school teachers involved in world history or global studies into contact with faculty and resources that will enrich their curricula and link them with current research in the field. We are especially committed to enabling them to think in concrete terms about how they might capture students’ imaginations with "World Histories from Below," allowing them to appreciate how ordinary people impact and experience global processes. This workshop is connected to a three-year initiative in the Department of History (worldhistoriesfrombelow.org) and we hope it will be an annual event.

Tap[ping] Into the University: The Creative Collaboration Between a Community Youth Empowerment Project and the University of Illinois

Sally Carter, Tap In Leadership Academy

Tap In Leadership Academy is an afterschool program that serves up to 250 middle and high school-aged students in Champaign. In addition to tutoring, students learn and exercise leadership skills and participate in enrichment activities. The rich opportunities provided by this program would not be feasible without the collaboration it has created with several departments throughout the University. University students not only tutor scholars on a voluntary basis, many also provide enrichment activities based on their area of expertise, thus allowing for a two-way benefit: Our scholars learn important skills from knowledgeable experts, and the University students gain valuable opportunities to practice what they have learned in theory. Examples of such collaborations include students from the College of Business offering an Afterschool Business Club for scholars interested in starting a small business; scholars participating in experiments at the Nanotechnology Lab; and African Drumming classes. Tap In has built collaborative partnerships with several campus units including: College of Education, Graduate School of Library and Information Science, College of Engineering, Krannert Center for the Performing Arts, College of ACES, and College of Business. This presentation will detail the many ways that this innovative partnership enriches the lives of students within the community in which the University resides.
The Illinois Early Childhood Asset Map (IECAM) is a project and website that brings together data on early care and education (ECE) services (e.g., preschool, Head Start, child care) in Illinois, and on the demographics of young children (e.g., population, poverty, language) in Illinois. IECAM assists the state in equitably funding preschool programs to serve at-risk children in Illinois, and serves as a one stop shopping source for data about ECE services in Illinois. IECAM data is used by child care center directors, school district administrators, policymakers, legislators, advocates, parents, caregivers, and others interested in providing quality ECE services to the children of the state. IECAM presents data on its website in both table and map format, using Geographic Information System technology. ECE stakeholders can search the database or query the map to get ECE data and childhood demographic data by various regions (e.g., county, municipality, legislative district). They can examine data for a particular program across multiple years, and they can visually see how a particular service (e.g., preschool) serves a local area based on a chosen demographic theme (e.g., median family income). IECAM also prepares reports based on these data. With these data and resources, stakeholders can improve the provision of ECE services to children in Illinois.

Illinois Lyceum: Philosophy for Youth

Alexis Dyschkant and Andrew Higgins, Department of Philosophy

Illinois Lyceum is a summer philosophy camp for local high school students sponsored by the University of Illinois Outreach Program, the Department of Philosophy, and the University of Illinois Office of Public Engagement. Local youth participate in a week-long discussion of philosophical topics such as the possibility of time travel, political philosophy, personal identity, consciousness, and the separation of human and animal. At the end of our program, students participate in a creative presentation showing what they learned and how they can continue to consider philosophical concepts throughout their education. Illinois Lyceum aims at teaching students to reflect critically on their studies and everyday assumptions. We hope to encourage students to apply philosophical reflection to their continued education.

School-University Through the Center for Education in Small Urban Communities: Making a Significant Impact

Lisa Monda-Amaya, Brad Thompson, Ritu Radhakrishnan, Beth Vredenburg, and Lila Moore, Center for Education in Small Urban Communities

The Center for Education in Small Urban Communities is a research, service, and outreach unit within the College of Education. The Center houses many outreach programs all designed to support and strengthen our local communities. The annual Chancellor’s Academy is a weeklong professional development program that serves over 100 teachers each year, providing a venue for local and national speakers, as well as area teachers, to share their expertise and enthusiasm. The Teacher Collaborator Project is a unique example of job-embedded professional development which partners experienced teacher collaborators with teachers and administrators to bring current educational research to life in classrooms. The Center’s SOAR (Student Opportunities for After-School Resources) program is an after-school tutoring program that serves over 40 energetic bilingual students by pairing them with enthusiastic University volunteers. Local students also benefit from exciting visual and
performing arts instruction through the Center’s After School Arts Program (ASAP). The Center also sponsors the biennial Youth Literature Festival (YLF), a three-day community-wide event that celebrates the value of literature by bringing together local and national authors to share their craft with children and adults alike. In addition, the Center sponsors two annual contests—the Martin Luther King, Jr. Writing Contest and the Youth Literature Festival Writing Contest—to encourage local students to share their creativity, passions, and concerns through the power of writing. Finally, the Center supports local families by co-sponsoring the Summer Enrichment Extravaganza, a one-stop shop for high quality summer programs for children and teens.

Spanish Summer Camps for Children

Silvia Montrul and Rejane Dias, Department of Spanish, Italian, and Portuguese

We will showcase the new Spanish summer camp curriculum being developed for children 9–10 years old. The Spanish Summer Camps for children are part of a new initiative from the University Language Academy for Children from the Department of Spanish, Italian, and Portuguese (in the College of Liberal Arts and Sciences) in partnership with the University Primary School (College of Education). The Language Academy also serves the community by providing a service not currently available for young children and Champaign-Urbana families through the public school system. Finally, the Language Academy seeks to apply the knowledge created at the University (how we learn additional languages) to real life problems and needs in our own community (teaching language to children and enriching their personal and academic future).

Improving the Oral Health of Children in Head Start by Influencing Parent Bottle and Sippy Cup Feeding Practices

Elizabeth Powers, Institute of Government and Public Affairs; Jenny Chan, Economics; Nancy Greenwalt, SmileHealthy

SmileHealthy is the dental care provider for area children in Head Start. Nancy Greenwalt, the Executive Director of SmileHealthy, and Professor Elizabeth Powers of the University of Illinois have been collaborating since 2010 in order to better understand how parents’ feeding practices influence oral health and how a parent education program could be designed to teach Head Start parents best feeding practices for good oral health. Working together, they have developed a one-page survey on parents’ sippy cup and bottle use that has been in the field since 2009. Professor Powers recently analyzed responses for about 275 children aged 0–5, half of whom are enrolled in Head Start. Some clear differences were evident between the practices of Head Start parents and other low-income parents who use the dental clinic. The poster describes the motivation for the collaboration, the process of survey development and fielding of the survey, the findings from the data, and the implications of the findings so far for SmileHealthy’s education program targeted at parents of Head Start students. The project also provides opportunities for student learning: An independent study student who is working on the SmileHealthy project this semester will be a presenter.

Agency Through Art: An Examination of Middle School Students’ Learning Experiences in an After-school Arts Program

Ritu Radhakrishnan, Center for Education in Small Urban Communities

This study investigates middle school students’ self-exploration through an afterschool arts program in a local community school. By investigating middle school students engagement in after-school visual arts programs that encourage critical pedagogy, I am able to determine that students’ experiences in these programs often shape their learning experiences in school. Students in this interpretive, qualitative study explore aspects of agency, identity, and voice in their learning. Further implications for research from this study suggest that integrating and infusing art education into the curriculum offers opportunities for meaningful learning and personal explorations in students’ learning.

KAM—WAM (Krannert Art Museum—Week at the Museum)

Anne Sautman, Krannert Art Museum; Rusty Clevenger, Cara Maurizi, Betty Allen, Marcia Richards, Rebecca Cortright, and Barbara Sartain, Wiley Elementary School

The KAM—WAM pilot involved two fifth grade classes at Wiley Elementary School. From Monday, September 12, through Friday, September 16, 2011, 45 students spent their school day at the museum (from 8:45 AM–2:30 PM). Developing the curriculum for the program was a collaboration
between the Museum and the school teachers. The team chose the book *Chasing Vermeer* by Blue Balliett, as well as the Museum’s collections and exhibitions as inspiration for the week-long curriculum, which included visual art, music, dance, drama, science, math, history, and writing. The curriculum was developed and taught by the two fifth grade classroom teachers, the Fine Arts team, KAM’s director of education, a teacher coordinator from the Center for Education in Small Urban Communities, and the engagement director from the Krannert Center for Performing Arts. In addition, the Office of Mathematics, Science, and Technology Education supplied laptops and digital cameras. The week ended with a reception for the families at KAM. At the reception, students performed music by South African singer Miriam Makeba (related to KAM exhibition Makeba!), explained camera obscura to their parents, exhibited their own works of art, and showed their families around the Museum. Throughout the week, the students and teachers were excited to be using the Museum as their learning environment, grew to feel very much at home there, and were inspired by the experience. Teachers commented that even students who are generally disengaged at school were focused and participated throughout the week.

**Engaging Fourth and Fifth Grade Students with America’s Historical Past Through Music: A New Curricular Strategy for Teaching American History in Our Local Elementary Schools**

Scott Schwartz, Sousa Archives and Center for American Music; Marten Stromberg, Rare Books and Manuscript Library; Ryan Ross, University of Illinois Archives; Sally Thompson, 5th Grade History Teacher; Matt Mockbee, 4th Grade History Teacher

The Traversing America’s History through Music and Literature (TAHML) project is devoted to the development and implementation of a new experiential learning strategy for elementary schools. The strategy makes the learning of history entertaining and encourages students to actively participate in class discussions. This prototype strategy actively engages fourth and fifth grade students and their teachers with America’s historical past through active discussions with University history faculty. These discussions incorporate creative music and literary performances produced by both the elementary students and faculty musicians. These performances and discussions will be derived directly from primary resource documents (i.e., photocopies or digital surrogates of the original documents) that are preserved in the University of Illinois University Archives, Sousa Archives and Center for American Music, and Rare Book & Manuscript Library. Each of these learning modules actively engages the students in music performances, poetry readings, and thoughtful classroom discussions of history and culture associated with these time periods in American history.

**IEL & EIC: Providing Resources for Families, Caregivers, and Children in Illinois**

Karen Smith, Clearinghouse on Early Education and Parenting; Susan Fowler, IEL and EI Clearinghouse; Jean Mendoza and Nancy McIntire, IEL; Sarah Isaacs, EI Clearinghouse

The Clearinghouse on Early Education and Parenting (CEEP) in the College of Education operates several projects that provide resources to families and child caregivers in Illinois. Two of these projects are Illinois Early Learning (IEL) and the Illinois Early Intervention (EI) Clearinghouse. The IEL project provides free resources online and in print, and it maintains a presence at parenting-related events throughout Illinois. The evidence-based and easy-to-use resources are intended to provide an immediate impact on parenting and caregiving practices. The resources include tip sheets on timely topics, videos that demonstrate best-practice activities, Illinois Early Learning Benchmarks in English and Spanish along with resources to address those benchmarks, a database of reviewed resources, a question-answering service, and a calendar of parenting- and teaching-related events. All of the online projects and print information are provided in both English and Spanish. Tip sheets are also available in Polish, and some are available in Chinese and Korean. The EI Clearinghouse serves Illinois families who have children receiving early intervention services and the providers of those services. The Clearinghouse library, which is a member of the Illinois Heartland Library System, lends videos, books, manuals, and journals on topics related to children with special needs. The Clearinghouse also maintains a website and a calendar of events, publishes a bilingual (English-Spanish) quarterly newsletter, and provides a question-answering service. Clearinghouse staff members attend conferences, workshops, and other events related to children with special needs in Illinois.
A Mentoring Collaboration:
Facilities and Services and Champaign Unit 4 Schools

Lauren Smith, Champaign Unit 4 Schools; Maureen Banks, Safety and Compliance, Facilities and Services

Adults who mentor a child for one hour a week make a difference in the child’s life. 98% of the 600-plus local students who participate in the CU One-to-One mentoring program say their mentor makes them feel better about themselves; 96% say it improves their attitudes toward school; and 97% say their mentors help them think about future goals. Adults who mentor see benefits as well. 100% look forward to meeting with their mentee; 99% say they feel they are having a positive impact on their communities; and 96% say being a mentor has improved their understanding of youth issues. In 2007, the University of Illinois Facilities and Services Department began a partnership with CU One-to-One Mentoring. Under the direction of Maureen Banks, Director of Safety and Compliance, interested employees began to learn about the mentoring program at lunchtime meetings. Several employees signed up to become mentors. Today, more than 30 employees at Facilities and Services mentor at local public schools. Besides making a difference in the lives of local children, mentors are returning to work refreshed and energized with a new sense of camaraderie for their fellow employees. Mentoring has helped break down the barrier that sometimes exists between workers and management and shop workers and clerical workers, and employees know they are making a difference in the local community. This has led to a strong sense of pride in their work place.

LIFT College Access Mentoring Program

Brigitte Viard and Brandi Coleman, LIFT College Access Mentoring Program

The LIFT College Access Mentoring Program is a community-based mentoring program in partnership with the Urbana Neighborhood Connections Center. This program utilizes a college access curriculum and a group mentoring approach to deliver information on the college-going process to underrepresented students at Urbana High School. LIFT serves between 15 and 25 high school students on a weekly basis, and has a team of 14 dedicated mentors. Mentors are students from various disciplines at the University of Illinois. This program combines mentoring, college access curriculum, social events, college tours, workshops, and service events to encourage higher education in high school-aged youth. The LIFT program engages University of Illinois students in the greater Urbana community, creating an active change in community issues. The LIFT program has taken students to visit DePaul University, the University of Illinois at Chicago, and Southern Illinois University. The program is proud to announce a historically black college tour during Spring Break 2012; this trip includes a visit to Tennessee State University, Fisk University, Spelman College, Morehouse College, and Clark-Atlanta University. LIFT creates a link between the campus and community with a mission of providing access to higher education for underrepresented students in the Urbana community.

I-Parents

Carol Villanueva-Perez, Anne Robertson, Ali Cannedy, and John Elue, I-Parents

I-Parents strives to improve lives of area children through collaboration of time and resources in the support and education of parents and families. The presentation will highlight the resources available through the I-Parents website as well as collaborative activities supported through I-Parents. It will also highlight information about the student-parent population at the University of Illinois.

Transforming Our Society:
An Introduction to K-12 Programming with Etoys

Kathleen Harness, Office for Mathematics, Science and Technology Education

We can transform our society and technology education by acting on the belief that children are perfectly capable of using multimedia authoring tools, sophisticated thinking, and creativity to express complex ideas. The EtoysIllinois.org Library Collection has 1600 apps created by children and 300 apps/lessons for teachers. Etoys apps include visualizations, simulations, models, interactive books, games and puzzles. Look at the Library Collection and ask yourself:

Do you believe programming is an essential skill for today’s citizens? Why or why not?

Is the technology education climate really ready for change?

Let’s talk.