



## PUBLIC ENGAGEMENT SYMPOSIUM: CELEBRATING EXCELLENCE IN PUBLIC ENGAGEMENT

February 28, 2013  
Illini Rooms ABC and South Lounge  
Illini Union  
1401 West Green Street  
Urbana, Illinois

Sponsored by the Office of Public Engagement and  
Online & Continuing Education



I L L I N O I S



“ For 146 years now, the University of Illinois at Urbana-Champaign has been a national and world leader in advancing learning, discovery and public engagement. As one of America’s original land-grant institutions, we have organized ourselves around the idea that the measure of our success isn’t going to be found within the boundaries of our campus—but in the ways that we make the world around us a better place. The Office of Public Engagement today carries on that tradition and helps Illinois deliver on the promise that we made to the world in 1867. ”

Phyllis M. Wise  
Chancellor, University of Illinois at Urbana-Champaign

3:00–6:00 PM  
Posters and displays  
available for viewing

3:45 and 4:45 PM  
Musical performances by  
Scott Schwartz, Marten  
Stromberg and school  
children from King and  
Yankee Ridge Schools



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.

This year we are celebrating our 5th Public Engagement Symposium, and we'll have the opportunity to celebrate 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 to learn more about the engagement opportunities on our campus.

Pradeep Khanna  
Associate Chancellor for Public Engagement



- 1 Welcome
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**BUSINESS & INNOVATION****1. Enabling Marketplace Literacy around the World**

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Steve Sprieser, In Woo Jung, Kiju Jung, Ishva Minefee, Srinivas Venugopal, and Madhu Viswanathan, Subsistence Marketplaces Initiative, College of Business

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Subsistence marketplaces are environments in which consumers and buyers face drastically constrained choices and resources. Most of the individuals living in these environments (whether in developing countries or impoverished urban areas in the United States) have limited formal education and a minimal understanding of how to participate in a marketplace, either as a buyer or seller / entrepreneur. Over the last several years, the Subsistence Marketplaces Initiative at the University of Illinois has worked at the crossroads of subsistence and sustainability. We focus on a micro-level understanding of how individuals interact with others in a marketplace context. The bottom-up approach we take views such individuals, communities, and marketplaces as more than just a market for selling goods, rather as preexisting environments for ample learning and observation.

Because our research balances both theory and practice, we have forged unique synergies with social initiatives on a local and global scale. Our work engages students, faculty, businesses, and social enterprises across multiple disciplines. Based on several years of implementation in rural India, and locally in Champaign-Urbana, efforts to scale our programs have led to the development of projects on multiple continents, most recently Sub-Saharan Africa. Through our work with various NGOs and businesses, we aim to provide educational materials and empowerment to low-income, low-literate buyers and sellers.

Together, we seek to enable the transformation of subsistence marketplaces into sustainable marketplaces, where individual and community welfare can be enhanced while encouraging sustainable growth and consumption.

**2. Inspiring Community to Engage in Science, Technology, Engineering, and Mathematics through Robotics**

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Sravan Suryadevara, Robert Smith, and Rebecca Nothof, Illinois Robotics Organization

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The Illinois Robotics Organization (IRO) was created to provide an educational middle ground for all students who are interested in robotics. Our primary goals are to centralize the existing robotics community at the University of Illinois and to spread awareness and interest in STEM (Science, Technology, Engineering and Mathematics) to both the university as well as the local community. As an organization, we have categorized our activities into competitive teams, student projects and community events. This proposal

considers the community events category as the proposed project. We have partnered with Illini Robotics, a local non-profit organization that was recently formed to support local youth robotics teams and organize regional tournaments. With funds from the Office of Public Engagement we have conducted STEM outreach to support robotics teams and tournaments for K-12 students throughout East Central. The funds helped support two FIRST LEGO League (FLL) tournaments, two FLL teams, a FIRST Robotics Competition (FRC) team and a FIRST Tech Challenge (FTC) team.

### **3. Launching the OpenSocket in Central America**

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Adam Booher, Bump

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Bump will showcase how it developed and launched the OpenSocket, a prosthetic arm targeted at previously unserved populations, in Central America.

### **4. ExploreCU: A Community-Generated Digital Humanities Project**

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Sarah Christensen, Merinda Hensley, Kara Brehm, and Laura Miller, University of Illinois Library

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Built using Omeka and Curatescape technology, ExploreCU is a mobile app and website that curates the arts, culture, and history of Champaign-Urbana through community generated content. Users can browse collections and learn about the places and events that have shaped their community. This digital humanities project is the first of its kind to be developed by a library, and will assist in supporting existing community engagement and literacy initiatives.

## **COMMUNITY OUTREACH**

### **5. Making a Musical Impact**

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Steve Burian and Diane Couzens, Outreach and Public Engagement, Department of Music, Fine and Applied Arts

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The School of Music Outreach and Public Engagement Department provides quality music instruction and appreciation at the local, state, and national level. Three programs are highlighted in this poster session, each representing a different target group and purpose.

Begun in 1980, the Piano Laboratory Program (PLP) offers piano lessons and musicianship studies to all ages in the Champaign-Urbana area. Each semester consists of 14 weeks of lessons and concludes with a recital in Smith Memorial Hall. Instructors are masters and doctoral students in the Piano Pedagogy department. Average enrollment is over 40 students per semester with over 60 students receiving instruction in a given year.

Recurring annually, the High School Chamber Music Symposium is an intensive two-day clinic for advanced chamber ensembles in the state of Illinois. Chosen by audition, these students receive coaching from faculty and graduate students, attend UIUC School of Music performances, and perform in a recital at the conclusion of the Symposium.

The flagship program of the School of Music Office of Outreach and Public Engagement is Illinois Summer Youth Music (ISYM). ISYM is proud to host middle school and high school musicians from Illinois and the nation. Founded in 1948, about 1000 students have participated in ISYM each year. Approximately 27 distinct curricula are offered over three one-week sessions each summer. Offerings include a variety of musical instruction from private lessons, large ensembles, and music electives, as well as fun evening activities.

## 6. Uni High Habitat for Humanity in Mississippi

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Robert Coverdill, William Sutton, Wyatt Bensken, Sarah Vaughn, Bissy Michael, Havah Berg, and Jonny Yockey, University High School

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For the past 16 years, students from Uni High have been working for one week each spring in Clarksdale, MS to build houses for Habitat for Humanity. This effort is led by Dr. William Sutton, history teacher at Uni High. In 2010, the Habitat for Humanity Club at Uni High embarked upon an ambitious fund raising goal, to raise \$48,000 to fund an entire house. During the past 3 years, they have held numerous fund raisers, and are well over half way to the goal. In addition to building houses, the students are very engaged in the community in other ways, such as volunteering in Clarksdale schools as teacher helpers, working in a soup kitchen to prepare meals for low-income and homeless residents, and working in an after school program for at-risk students, which was founded by alumni from this group. Nearly every year a student who is graduating from Uni chooses to defer college enrollment to spend a year or more working in Clarksdale. Hundreds of students have participated in this life-changing experience.

## 7. Illinois Geometry Lab—Mathematics for the Masses

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Noel DeJarnette, Magdalena Witkowski, Allison Rogala, Abigail Turner, and Ananya Uppal, Illinois Geometry Lab, Department of Mathematics

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Altgeld Hall is one of the defining symbols of our University, yet many people in our community remain unaware of the cutting-edge research that happens inside. Indeed, many are surprised by the mere notion of mathematics research. The Illinois Geometry Lab (IGL) seeks to spark interest in mathematics through showing the creative side of mathematics, in particular, by visualizing and fabricating mathematical concepts using a hands-on experimental approach.

These types of ideas have been pioneered and developed by Illinois mathematics faculty since the late 19th century, and the IGL builds on this rich tradition.

Since fall 2011, the IGL has been working to: bring students and faculty together to work on open problems in mathematics and mathematics visualization; spark the interest of elementary, middle and high-school students through targeted outreach activities; and provide mathematical activities to the community, in particular via the IGL website..

We have developed partnerships with local schools, created an environment for vertically integrated research activities on campus, and been publicly recognized by Scientific American magazine as a leader in undergraduate research in mathematical visualization.

## 8. The Lyceum: Youth Philosophy Education

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Alexis Dyschkant, Department of Philosophy

The Lyceum is youth philosophy education program with branches in Illinois and Iowa. We offer free philosophical training to high school students in the community. In addition, we conduct research on the benefits of such education including increased critical thinking, higher standardized test scores, increased interest in academics, and increased interdisciplinary learning. Our mission is to integrate philosophy into public education while continuing to offer college-level alternative education programs.

## 9. Engaging America's First Black Town, Brooklyn, Illinois

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Thomas Emerson, Joseph Gallo, and Miranda Yancey, Prairie Research Institute/Illinois State Archaeological Survey

The Mississippi River town of Brooklyn, Illinois was the first incorporated majority black town in the United States. Located just north of East St. Louis, Brooklyn was settled as a refuge community in the late 1830s by several enterprising African-American families. The most remarkable settler was a former slave named Mother Priscilla Baltimore. Despite the tragedies she endured, Priscilla devoted her life to the service of others. She was well known in the local community and became a major figure in the AME movement. Today, despite serious economic hardships, Brooklynites display tenacity, resilience, and a strong sense of community identity that doubtless recall those of its earliest residents.

Since 2007 the Illinois State Archaeological Survey, a division of the Prairie Research Institute, has partnered with the Historical Society of Brooklyn, Illinois to form the Brooklyn Public Engagement Project, an effort to reconstitute the towns important and unique past through historical and archaeological research. This partnership has resulted in numerous public outreach activities that seek to engage

members of the community in their local history and to create new traditions. In 2008 a partial archaeological survey of the town was performed to support Brooklyn's nomination for listing in the National Register of Historic Places. Other outreach activities include assisting city government with the establishment of a historic preservation ordinance, cemetery and record preservation, and participation in public events like the annual Brooklyn Freedom Walk.

## **10. People Accessing Places: Connecting Communities, Conservation and Higher Education**

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Jenny Garner, University of Illinois Extension, Unit 7; Elen Deming and Stephen Sears, Department of Landscape Architecture

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Through the project, People Accessing Places, the small community of Milan, Illinois, in the Quad Cities region is incorporating new design ideas to encourage bike and pedestrian access to a lake on Big Island along the Hennepin Canal in northwestern Illinois. These beautiful natural areas were at one time connected to Milan and its historic downtown. Over the years, the development of desirable traffic patterns increased the paved areas and almost eliminated public spaces in the old business district, nearly severing Milan from Big Island. For more than a decade, elected officials and concerned citizens have labored to enhance recreational areas and more fully incorporate these areas into the community. In addition to forming a 501(c) organization, the group worked with University of Illinois Extension to complete a community impact study. The group brought in a metropolitan planning authority and Illinois Department of Natural Resources (DNR) to complete two community visioning sessions. With these materials and site maps, two UIUC professors, third-year undergraduate students and first-year graduate students from the University of Illinois Department of Landscape and Design visited the sites for photos and dialogue with community members. Illinois DNR traveled to campus to engage the students in a design charrette. The students returned to their campus studio to map out design ideas. At semesters end, a community contingent traveled to campus for student poster presentations and graduate students verbal presentations. A summary report, copies of poster presentations, and subsequent interaction with future classes will help the community move forward.

## **11. Champaign-Urbana Community Fab Lab: Community MiniLabs**

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Jeffrey Ginger, GSLIS; Virginia McCreary; Andrew Knight; Gary Watson, Dean Rose and Robert E. McGrath, Champaign-Urbana Community Fab Lab

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The Champaign-Urbana Community Fab Lab is an open community of people who like to design and create. The Fab Lab ([www.cucfablab.org](http://www.cucfablab.org)) 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 Fab Lab is, in effect, a modern-day inventor's workshop. The C-U Community Fab Lab is part of a global network of Fab Labs—making possible collaborations with like minded people around the world.

In 2012, the Fab Lab received a Public Engagement grant for the project titled Champaign-Urbana Community Fab Lab: Introductory Kits and Tutorials. This project contributes to the ongoing development of a community network of minilabs through collaborations with three community partners which serve local youth:

- Tap In Leadership Academy (Champaign, Illinois)  
([www.tapinacademy.org/home.php](http://www.tapinacademy.org/home.php))
- The Urbana Free Library ([www.urbanafreelibrary.org](http://www.urbanafreelibrary.org))
- Stratton Elementary School (Champaign, Illinois)  
([www.champschools.org/schools/home/?id=12](http://www.champschools.org/schools/home/?id=12))

The minilabs use their resources in the promotion and development of skills and capabilities that align with the Fab Lab mission: personal growth, economic development and cross-cultural understanding. In return, each local mini lab receives a starter set of essential equipment and supplies that will enable the people at that site to create a variety of objects of their own design. The main Fab Lab provides training, assistance and materials, including tutorials and starter project kits. As users develop skills, they will be able to use the larger capabilities of the main lab.

## 12. Education Justice Project

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Rebecca Ginsburg, Education Justice Project

The Education Justice Project (EJP) offers educational programs to incarcerated men at Danville Correctional Center, conducts outreach to their loved ones on the outside, and seeks to educate the public about issues related to incarceration and criminal justice. The mission of the Education Justice project is to create a model college-in-prison program that demonstrates the positive impacts of higher education upon incarcerated people, their families, the neighborhoods from which they come, the host institution, and society as a whole. Our display will provide information about the many programs EJP offers and let visitors know how they can become involved in our work.

## 13. Uncover and Discover at the Music and Performing Arts Library

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Mandi Goodsett, Music and Performing Arts Library

Since the summer of 2011, the Music and Performing Arts Library (MPAL) and the Krannert Center for the Performing

Arts have undertaken a joint outreach effort to promote the world-renowned performers that visit the KCPA and highlight the collections of valuable resources at MPAL. Librarians at MPAL do this by creating monthly online library guides for major performances taking place at the Krannert Center. The guides have a welcome tab with information about how to use the Library, a tab with basics for attending a performance, and tabs for performances at Krannert that month. Each performance tab includes links to resources in the library, showcases relevant books, recordings, and films from the library collection, a YouTube video of the performer when available, and other useful links. The target audience is anyone who plans to attend or recently attended a Krannert Center performance, not just individuals in the University community. The information in the guides can increase an audience members understanding and enjoyment of the performances by connecting them with materials from the Library's collections. The guides can be accessed both from the library website and directly through URLs advertised via Krannert's EventMail, Library and KCPA Twitter feeds, and on posters displayed at the Krannert Center. By sharing the results of this collaboration at the Public Engagement Symposium, we will alert more potential users of the guide's existence and share a valuable service that the MPAL is providing for the community.

## 14. The Accessible Community

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Michael McKelvey, Office for Mathematics, Science, & Technology Education (MSTE); Hadi Rangin, Disability Resources & Educational Services (DRES)

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While the University of Illinois has become a first-class institution for users with disabilities, unfortunately local community entities are not always able to deliver web-based services in an accessible manner. With the help of local disability organizations and the usability group in town, we are identifying essential local services that are not accessible to people with disabilities. Some of the targeted organizations include libraries, banks, city/county governments, transportation companies, etc. We will then offer hands-on training to help these organizations improve the accessibility of their web-based services.

By providing this free service to local organizations, businesses, and individuals, we will create new connections between the University of Illinois and the local community in addition to strengthening existing relationships. The information gathered from the workshop series could also provide a prototype for future accessibility collaborations and training. Moreover, people in the community with disabilities will benefit due to the increased accessibility and usability of local organizations websites. We believe our project could also provide economic benefits to the Champaign-Urbana community, as local businesses and organizations expand their client base to include people with disabilities. Most importantly, improving the accessibility of local service agencies like libraries and governmental

offices will engender a more inclusive environment, establishing our community as a more desirable location and acting as a factor in attracting top talent to area businesses and institutions.

## 15. UIntern

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Allison Moran, Career Center

UIntern is a new service initiative that a group of students and community members are starting in Champaign-Urbana. It aims to organize summer internships at local organizations for students interested in serving their community while also developing useful career skills. Students benefit professionally by expanding their education through internships that are relevant to their field. They also receive the invaluable experience of using their talents and skills to help others. On the other side, the local organizations benefit from the unique skills and perspectives that the students bring into their work. Organizations will have the opportunity to hire web design interns, advertising interns, data collection and analysis interns, program development interns, and interns from other specialized fields. We hope that the program will have a positive impact on students, local organizations, and the Champaign-Urbana community.

## 16. Education and Outreach at the Illinois Natural History Survey

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Jennifer Mui, Illinois Natural History Survey

The Illinois Natural History Survey was established in 1858 and is one of the premier state biological surveys in the nation. One of the primary missions of the Illinois Natural History Survey is to disseminate our research to the people of Illinois. Over the years, the Education and Outreach Department has utilized a variety of methods, formats and media to reach a diverse audience.

## 17. Campus Bicycle Shop

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Amelia Neptune, Transportation Demand Management, Facilities & Services;  
Ken Sutto, Campus Bicycle Shop

The Campus Bicycle Shop is a collaboration between the University of Illinois and The Bike Project of Urbana-Champaign is dedicated to empowering individuals with knowledge about how to repair and maintain bicycles. The Campus Bicycle Shop provides tools, parts, refurbished bikes for sale, educational classes, and knowledgeable employees and volunteers to help members and the larger community with their bicycle needs. This is a hands-on, educational, co-operative space meant to provide knowledge and experience about fixing bicycles, not a 'drop it off for repair' bike shop. Membership in the co-op is valid at both the Campus Bicycle Shop and The Bike Project of Urbana-Champaign, located in downtown Urbana, and is

open to students, employees, and the general public. The Campus Bicycle Shop supports many bicycling events both on and off campus, and hosts weekly bike rides from the shop every Friday at 5:30pm. These rides provide new and experienced cyclists the opportunity to meet other cyclists, learn to follow rules of the road, and build a sense of community. The Campus Bicycle Shop was opened in May 2010 with support from the Student Sustainability Committee, Facilities & Services, the Center for a Sustainable Environment, Prairie Research Institute, and The Bike Project of Urbana-Champaign.

## **18. World Histories From Below Teacher Training Workshop**

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Kathryn Oberdeck and Zachary Sell, Department of History, College of Liberal Arts and Sciences; Anke Voss, Champaign County Historical Archives

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World Histories From Below is an initiative in the University of Illinois Department of History that facilitates links between globally oriented historical research and teaching of world histories in Illinois by focusing on work that gets at global questions from the bottom up, and the local out. Our workshop will focus on curricular strategies for creative world history teaching that addresses the geographical below (the global south and east), non-elites (the structural below), and the interface between the local and global that is necessary to comprehend the everyday experience of ordinary people in global perspective. One planned panel will feature Prof. Kristin Hoganson, our talented and prolific scholar on the US and the world, discussing ways to facilitate research projects connecting students' localities and local history resources to global questions. A second panel will discuss using Silk Road travels in the ancient world to explore the lives travelers would have encountered. This will be offered by award-winning history and philosophy teacher Steven Goldberg from Oak Park River Forest High School, recommended to us on our blog by a former OPRFHS principal after our last workshop. The final panel will be led by University of Illinois History Professor Theresa Barnes looking at the uses of Autobiography for studying history from below in Southern Africa.

## **19. The Healthy Neighborhood Initiative**

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William Patterson, Office of Inclusion and Intercultural Relations; Reverend Dr. Eugene Barnes, Metanoia, Inc.

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The Healthy Neighborhood Initiative is a community wellness model designed to engage various stakeholders in the community to support the restoration efforts of residents in the City of Champaign living in limited resource and socially distressed communities. The Healthy Neighborhood Initiative was developed from a call to action from the Bristol Park Neighborhood Development Steering Committee to rediscover the cultural motif of Bristol, Beardsley, and Garwood Park neighborhoods. As part of several discourses

including neighborhood services staff, Metanoia Centers, Inc. and committee stakeholders maintaining the culture of the communities was a vital part of each discourse.

Dr. Patterson and students from his Afro 498 course committed a semester to learning the spirit and interest of community members, particularly, high risk African American males in the Bristol Park area. It was through these conversations and activities that the idea of the Healthy Hood Initiative emerged. Those activities along with the survey data collected by professors Stacy Tutt and Andrew Greenlee encouraged expansion of the Healthy Hood Initiative into the Healthy Neighborhood Initiative, which ultimately provides a platform to expand the model into other neighborhoods in the city.

## 20. Going Beyond Sports Competition: College Campuses Compete to Increase Positive Saving Behaviors

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Andrea Pellegrini, USFSCO Student Money Management Center; Kathryn Sweedler, University of Illinois Extension

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University of Illinois Saves challenged staff, faculty and students at three college campuses to set a savings goal and become America Savers. America Saves, managed by the Consumer Federation of America, is a national, research-based marketing campaign that seeks to motivate, encourage, and support low- to moderate-income households to save and build wealth.

University of Illinois Extension, University of Illinois Student Money Management Center, and the Economic Awareness Council created a competition between college campuses to motivate people to assess their saving status and to either begin saving or increase their saving rate. The campus with the highest percent of students, staff, and faculty who registered their saving goal won the competition. Weekly drawings for prizes motivated people to register throughout the eight week competition. At the end of the competition, savers from the winning campus had the chance to win from a pool of prizes including an Apple iPad, cash and several gift cards. Prizes were donated by local banks and credit unions.

Participants registered their savings goal online at [www.universityillinoissaves.org](http://www.universityillinoissaves.org). Upon registering, savers had the option to receive local financial educational newsletters from University of Illinois Extension as well as additional resources from America Saves including a quarterly newsletter and access to a Savers Tracking Tool. The competition was deemed a success! Over 700 people became America Savers.

The educational model provided by this pilot project could be modified to be a savings competition between rival college campuses in different states or between community workplaces.

## 21. Writing Together: Engaging Teachers and Students in the University of Illinois Writing Project

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Jenn Raskauskas, The University of Illinois Writing Project

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The University of Illinois Writing Project, 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 LAS, 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.



Annually since 2008, the UIWP has held a 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.

## 22. Illinois English Language Forum (ELF)

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Randall Sadler, Linguistics; Sandra Finley, Center for Teaching Excellence

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The Illinois English Language Forum (ELF) is a project to provide learning resources for advanced learners of English as a Second Language (ESL) and ESL teachers. The projects venue is a website that will feature engaging lessons—using video, audio, and interactive exercises—in

grammar, writing, speaking, listening, and reading, as well as a resource forum for teachers to collaborate and share teaching materials. The website will also feature lessons on academic English used in various fields of study. The primary audience is international students at the University of Illinois at Urbana-Champaign (UIUC), but the site will be freely accessible to viewers outside of the UIUC community.

International students, postdocs, and visiting scholars at UIUC are eager to improve their English language skills, particularly in academic use, and request needing more resources. Graduate students in the highly-ranked MA in Teaching English as a Second Language program at UIUC produce innovative materials based on current practices and theory. This is the perfect starting point for Illinois English Language Forum, which we envision will become a forum for ESL learners and professionals all around the world.

## 23. 2012 African American Male Teen Summit

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Menah Pratt-Clarke and Otis Noble III, Office of Diversity, Equity, and Access

The University of Illinois at Urbana-Champaign had the opportunity to host the African American Male Teen Summit from June 21st through the 24th. The Office of Diversity, Equity, and Access was involved in the planning for this summit, and budgeted to host the summer summit. Our office felt this hosting opportunity would afford the University the exposure to a demographic that has seen its number decrease.

The Society of African American Professionals is a member organization of executives and professionals dedicated to supporting the development and advancement of African American professionals in the Boys & Girls Club Movement.

Through a national and regional network, SOAAP enables its members to receive informed support from peers and discuss key issues in an open, constructive environment. Recruitment, retention and upward mobility are at the top of SOAAPs agenda.

## 24. NutrlImpact: Synergizing the Efforts of Leaders in Dietetics

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Ielyzaveta "Lisa" Shkoda and Justine Karduck, NutrlImpact, Dietetics, Department of Food Science and Human Nutrition

NutrlImpact is a campus-community service organization that combines the efforts of dietetic professionals and dietetic students to improve the quality of nutrition in our community by using a comprehensive approach in providing nutrition education. Currently, NutrlImpact has 64 active members, including registered dietitians, dietetic interns, and dietetic students. Our nutrition education focuses on various stages of life, including childhood, adolescence, and adulthood. We not only educate children, but also parents

and educators to pass their knowledge onto students. Our presentations focus on proper portion sizes, preparing healthy meals on a limited budget and with limited time, and maintaining active lifestyle. Members of NutrlImpact are presenting a nutrition workshop at the Black and Latino Male Summit. We also work with Cunningham Children's Home, an educational and residential facility for children and adolescents with emotional and behavioral disabilities. We educate children, adolescents, parents, and teachers about nutrition by presenting interactive workshops and cooking demonstrations. Members of NutrlImpact attend Foster Parent Network Meetings at Cunningham Children's Home and teach foster parents and children how to prepare healthy meals and use proper portion sizes. We prepare nutrition resource guides for teachers and help to revise the cafeteria menu at Cunningham Children's Home. By targeting people who are the most likely to benefit from additional nutrition information, including members of our community with inadequate nutrition education, of low socioeconomic status, and people with special needs, NutrlImpact strives to provide members of our community with the tools they need to follow a healthy eating pattern.

## **25. Sowing Seeds: Promoting Digital Inclusion through Public Engagement**

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Martin Wolske, Colin Rhinesmith, Jennie Archer, Emily Bayci, Lucas McKeever, and Ryne Leuzinger, Graduate School of Library and Information Science; Brant Houston, Department of Journalism; Pam Dempsey, CU Citizen Access

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The Center for Digital Inclusion (CDI) at the Graduate School of Library and Information Science (GSLIS) is part of a two-decade-long history of community engagement around technology, from Prairienet (founded 1993), to the Community Networking Initiative (CNI), and then the Community Informatics Initiative, which has now been folded into CDI. The Sowing Seeds project seeks to expand upon this public engagement tradition by providing support to faculty, students, and staff to promote digital inclusion for social and economic development in underserved neighborhoods in Champaign, Urbana, Danville and East St. Louis, Illinois. In partnership with Brant Houston, Department of Journalism, and Pam Dempsey, CU Citizen Access, the Sowing Seeds project is helping to develop innovative approaches to building inclusive digital communities through digital and media literacy training. Students from a Community Informatics Studio course have been designing new approaches to literacy training, while the training is being delivered by neighborhood resident Community Ambassadors placed at public computing centers located within partner sites. Engagement is occurring with long-term community partners including directors and staff at Lessie Bates Davis Neighborhood House in East St. Louis; The Urbana Free Library; Salt & Light, which provides a food pantry and clothing closet to meet the immediate physical needs of families with limited financial resources

in Champaign; and a community center located within the Shadow Wood mobile home park neighborhood in North Champaign. The work is funded in part by a Department of Commerce and Economic Opportunity Eliminate the Digital Divide program.

## 26. The Public Engagement Portal

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George Reese, Michael McKelvey, and Beth Kirchgesner, Office for Mathematics, Science, & Technology Education (MSTE)

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The Public Engagement Portal is designed to be the most comprehensive source for information about public engagement programs and events offered by the University of Illinois at Urbana-Champaign.

## 27. Community & Campus Day of Service

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Sarah Zehr, Engineering Career Services; Vaneitta Goines, Office of Volunteer Programs

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2013 will be the first year for the Community & Campus Day of Service, which is an opportunity for member of the community to work together on a number of volunteer projects. One significant project that is already being planned is to package 146,000 meals—one thousand for each year since the University was chartered—that will benefit local food banks that provide food to needy members of the local community. We hope this will become an annual tradition, and the Symposium is a great way to introduce it to the campus community.

## 28. Multigenerational Planning as an Alternative Economic Development Strategy

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Ashley Walls and Kathleen Brown, University of Illinois Extension

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By 2040, the oldest age group and the youngest age group together are expected to make up almost half of the U.S. population (APA). To align with these changing demographics, the city of Elmwood, Illinois and University of Illinois Extension, in partnership with UIUC Department of Urban and Regional Planning, are embarking on a multigenerational approach to community planning. Multigenerational planning is a holistic approach that considers the needs of all age groups throughout all stages of planning. Areas of focus for multigenerational planning efforts include:

1. **Uses and Activities**-Having something to do gives people a reason to come to a place—and return. When there is nothing to do, a space will be empty and that generally means that something is wrong.
2. **Sociability**-When people see friends, meet and greet their neighbors, and feel comfortable interacting with strangers, they tend to feel a stronger sense of place or attachment to their community—and to the place that fosters these types of social activities.

3. Access and Linkages—A successful public space is easy to get to and get through; it is visible both from a distance and up close.
4. Comfort and Images—Comfort includes perceptions about safety, cleanliness, and the availability of places to sit—the importance of giving people the choice to sit where they want is generally underestimated.

Local planning efforts are in alignment with the regional Focus Forward CI top-down/ bottom-up asset-based economic development strategy involving Peoria, Tazewell, Woodford and Mason Counties.

## ENVIRONMENT & SUSTAINABILITY

### **29. SEDAC—Providing Effective Energy Strategies for Public and Private Buildings in Illinois**

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Ann Campbell, Ben Sliwinski, and Andy Robinson, Fine and Applied Arts and SEDAC

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The Smart Energy Design Assistance Center (SEDAC) engages with Illinois businesses and the public sector by helping reduce energy costs and increasing energy efficiency in buildings. The program is operated by the College of Fine and Applied Arts at the University of Illinois at Urbana-Champaign in partnership with 360 Energy Group, LLC. The Illinois Department of Commerce and Economic Opportunity (DCEO) sponsors SEDAC, through funding from Illinois investor-owned utilities.

SEDAC provides free energy advice and technical services to private and public entities throughout the State of Illinois. To date, the program has assisted over 2,700 Illinois clients and has completed energy audits on over 1100 buildings covering 97 million square feet, identifying potential annual cost savings of nearly \$40 million. SEDAC completes around 200 energy assessments annually. SEDAC has found significant opportunities for energy savings in both new and existing buildings. Typically, SEDAC energy assessments identify potential energy savings of 28% on average. SEDAC also offers energy training and outreach statewide.

### **30. Development of an Outreach Program for Private Well Owners**

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George Czapor and Dan Webb, Illinois State Water Survey/Prairie Research Institute; Duane Friend, University of Illinois Extension

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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 collected water samples from over 70 private wells across Illinois. Samples were analyzed at the PSL for several contaminants including arsenic and nitrate. ISWS hosted a one-day workshop for Extension educators to explain sample results, water testing procedures, and provide additional educational resources. A speaker from the Illinois Department of Public Health (IDPH) also made a presentation about water testing. Extension cooperators have planned several 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 reported over 10,000 participants since 2004.

### **31. Learning in Community: John Street Watershed**

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Eric Green, College of Agricultural, Consumer and Environmental Sciences

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The John Street Watershed is a registered neighborhood group in Champaign, Illinois that aims to enhance a major capital storm water sewer project with best management practices for the watershed. Our class has assessed the needs of this group and determined that by a series of three projects, we can make a larger impact. The projects are as follows: Design and build a rain garden for a Champaign citizen that lives in the watershed, create a new framework for the existing JSW organizations website, and distribute carefully designed brochures that aim to spread awareness on JSW and storm water managing practices. We have a thoughtfully designed rain garden that encompasses many of the objectives and goals we set out to accomplish for our client. Also we have a beautiful brochure that attracts readers to the rain garden building process. And last but not least, a revamped website that can provide more organized information in a more aesthetically pleasing manner.

### **32. Naturally Illinois Expo 2013: Bringing Science Education to the Community**

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Nancy Holm, Illinois Sustainable Technology Center; Eve Hargrave, Illinois State Archaeological Center

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The 5th annual Naturally Illinois Expo will be held on March 8 and 9, 2013. The event showcases 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 Geological Survey, Illinois State Water Survey, and Illinois Sustainable Technology Center. This year's event will be similar to 2012 and have 40+ scientific exhibits encompassing biology, geology, archaeology, chemistry, water resources as well as climate change and renewable sources of energy. Over one hundred Institute scientists will be 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 exposes students to the wide variety of career opportunities in science. In order to ensure equal access for all students, we will again be offering bus scholarships to provide transportation support to students at low socio-economic 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 bus scholarships and educational materials in 2012 and 2013.

### **33. Making Trails Count**

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Jarrod Scheunemann and Robin Hall, Office of Recreation & Park Resources;  
Steve Buchtel, Trails for Illinois

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In Illinois, multi-use trails are undervalued. Currently there is a limited foundation to discuss the economic impact or enhancement of quality of life that trails develop for Illinois communities. To meet this need, Trails for Illinois in partnership with The Office of Recreation & Park Resources (ORPR) developed a study to Make Trails Count. Trail users in six different regions of Illinois were surveyed and interviewed through the collaboration of Trails for Illinois, ORPR, Rails to Trails Conservancy, the Illinois Department of Natural Resources, numerous regional trail organizations, local business owners and multiple Park Districts. The results of the study are being used to grow stakeholders in wellness, business and tourism both locally and statewide.

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

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Joy Scrogum and Kirsten Hope Walker, Illinois Sustainable Technology Center (ISTC)

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Electronic waste, or 'e-waste,' consisting of computers, TVs, cameras, printers, cell phones, etc., is a growing global issue. The U.S. 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 25% of this material is recycled; the majority is disposed in landfills. The Sustainable Electronics Initiative (SEI) and the Illinois Sustainable Technology Center (ISTC) annually host the International E-Waste

Design Competition, which is 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 UI School of Art and Design, which culminated in a local event. The competition evolved into an online, international event, which is now in its fourth year. In 2012, a total of \$12,000 was awarded to individuals and teams representing eight different countries. Funding for cash prizes is made available through donations from corporate sponsors and private donors. Entry requirements include submission of an original video composition uploaded to YouTube, along with supporting materials uploaded to the registration section of the competition web site. Registration is free and will be open in September 2013. For more information on rules, registration, or to view videos from last year's competition, see [www.ewaste.illinois.edu](http://www.ewaste.illinois.edu).

## 35. Center for a Sustainable Environment

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Stephanie Lage and Amy Rosenbery, Center for a Sustainable Environment

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The Center mission has two interdependent directives which are: (1) To provide national and international leadership on sustainability by providing support for interdisciplinary education, research, and engagement, and (2) To develop and implement strategies for a sustainable campus environment.

## 36. ISTC's Science and Technology at the Market

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Elizabeth Luber, Illinois Sustainable Technology Center

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In Fall 2012, the Illinois Sustainable Technology Center (ISTC) shared its research activities with the Champaign-Urbana community at Urbana's Market at the Square. For six Saturdays from late September to early November, one or two projects or initiatives sponsored by ISTC were featured at our display booth. The general public had the opportunity to talk to ISTC research specialists about the featured topic as well as talk to other ISTC staff on additional ISTC projects and outreach activities we do throughout the year. Featured projects included *Waste Biomass Projects*, *Pharmaceuticals and Personal Care Products (PPCPs) in the Environment*, *Sustainable Electronics Initiative (SEI)*, *Indoor Climate Research and Training*, *Mud to Parks*, *Water Use and Reuse*, and *Waste to Oil*. We believe it is important to communicate our research findings in a meaningful and understandable way to the general public. We chose the Saturday Market as fun casual setting where people could stop by to learn about a topic and ask questions that they might not normally get the opportunity to do. We see public education on environmental issues as the first step in pollution prevention and responsible use of natural resources.

### 37. Blue Island, Blue Waters

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Nancy Pollard, University of Illinois Extension, Cook County; Margaret Schneemann, University of Illinois Extension Sea Grant

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Flooding is a chronic problem in the northeasternmost neighborhood of the City of Blue Island. The City has undertaken a collaborative project to implement neighborhood-scale stormwater management. University of Illinois Extension Cook County and Illinois Indiana Sea Grant are working with the City of Blue Island and Metropolitan Planning Council (lead agencies) and other partners including: Blue Island Park District, Illinois Department of Natural Resources, Metropolitan Water Reclamation District, Blue Island Evangelical Community Church, Paul Revere Middle and Primary Schools, and the US Green Building Council, to tackle local stormwater issues.

In fall 2012, we collaboratively installed demonstration rain gardens at the Metra station, Tot Lot, the Community Church, and Paul Revere Primary/Intermediate Schools. 125 demonstration rain barrels were installed, with the ultimate goal of 1000 barrels. These public installations, combined with education and outreach, engage residents and motivate subsequent action on private properties. Extension's educators led an educator workshop in Fall 2012. In Spring 2013, Extension Master Gardeners are teaching a series of sustainable landscaping classes.

This project makes a difference by: reducing stormwater volume entering combined sewers, reducing pollutants and nutrients reaching local waterways, increasing the aesthetic of community green spaces, improving understanding of stormwater, and establishing the City of Blue Island as a leader in innovative stormwater management and community engagement. This project has been selected as a Millennium Reserve model project, an initiative spurred by the President's America's Great Outdoors initiative (AGO), to align national policies with local programs.

#### SCIENCE, TECHNOLOGY & EDUCATION

### 38. A Unique STEM Collaboration: Tap In Leadership Academy and the University of Illinois

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Shameem Rakha and Sally Carter, Tap In Leadership Academy, College of Education

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Tap In Leadership Academy (Tap In) has been serving middle and high school youth within the communities of Champaign-Urbana since spring of 2010. Tap In provides high quality academic enrichment and leadership development opportunities to students who have been traditionally pushed to the margins of such activities. In this unique engagement project, students from the community learn

traditional STEM and arts skills from University students and professionals, and University students and professionals, in turn, further their own understanding of what they are researching and learning in class.

## **39. The Urbana Free Library: Advancing Library-led Community Engagement**

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Karen Barton and Martin Wolske, Graduate School of Library and Information Sciences; Joel Spencer, Urbana Free Library

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An ongoing partnership between the Urbana Free Library and the Graduate School of Library and Information Science (GSLIS) at the University of Illinois at Urbana-Champaign has resulted in the redesign of computer lab spaces as well as new adult and youth programming. Space redesign of the public computing center has enforced a more open and collaborative environment for library patrons and staff. A range of free technology learning opportunities, including classes, one-on-one help, and after-school programs are made possible by the library, the Center for Digital Inclusion, the Community Informatics Club, a grant funded through the Department of Commerce and Economic Opportunity (DCEO) Eliminate the Digital Divide initiative, Makerspace Urbana, and Urbana School Districts SPLASH program. Youth programming fosters self-expression and creativity while leading youth to create crafts, music, and new media messages. In an effort to bridge the digital and economic divide, core adult programming focuses on computer literacy that will assist community members with such tasks as online communication, document creation, and applying for jobs. Advanced digital media literacy training supports life-long learning, citizen journalism, civic participation, entrepreneurship, and media production. GSLIS professor Martin Wolske has led space redesign while librarians Amber Castens and Joel Spencer have facilitated adult and youth programming with the assistance of a DCEO-funded Community Ambassador, Karen Barton, Jeff Ginger from the Champaign-Urbana Community Fab Lab, and University of Illinois students in the library's Technology Volunteer Program. Together, these efforts provide a rich example of sustained public engagement.

## **40. I-STEM Education Initiative: Engaging the Public to Promote STEM Education**

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Lizanne DeStefano, Emily Gates, Lorna Rivera, and Ayesha Tillman, I-STEM Education Initiative

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The vision and goals of the I-STEM Education Initiative include: 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 by 1) Facilitate P16 STEM Education Outreach; 2) Improve STEM Teacher Training/Professional Development Quality; 3) Foster Undergraduate/Graduate

STEM Education Reform; 4) Shape Policy/Advocate for STEM Education.

**OUTREACH TO P12 STUDENTS:** I-STEM partners (Illinois Science Olympiad, P-20 Council) 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.

**DISSEMINATE INFORMATION TO THE PUBLIC:** Via website, printed materials, and listservs, I-STEM disseminates information about STEM education programs: P-16 outreach (summer camps, research experiences, and school-year activities); teacher professional development, and undergraduate/graduate programs.

**EVALUATE EDUCATIONAL 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).

**SHAPE STEM EDUCATION POLICY:** I-STEM networks to advocate for STEM education (Illinois P20 Council guide P20 education policy; Japan's Ministry of Education relationship-building with Japan; STEM Learning Exchanges student engagement in real-life scientific problems.

## **41. Amplify the Signal: Communicating Science beyond a Scientific Audience**

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Abigail Berkey, Department of Integrative Biology

The ability of biologists to communicate to and engage with the public is a major avenue by which the results of research can be disseminated to a broader audience. Reaching beyond our professional and academic circles is important because an understanding of science can impact the day-to-day lives of the public, improve the public image of science, foster trust in scientific results, increase the perceived need for research, and impact funding for and legislative policies governing scientific endeavors. Despite this, early-career scientists are generally not trained to communicate with individuals outside their professional community. To gain hands-on experience working with the public, we participated in a graduate course in Integrative Biology at the University of Illinois, Amplify the Signal: Communicating Science beyond a Scientific Audience. As part of the course, we published articles and recorded radio broadcasts

for a local online magazine, Smile Politely. Partnering with the Orpheum Children's Science Museum in Champaign, IL, we also designed and implemented six interactive science activities tailored for young children. The activities were enthusiastically received by the participants and by using follow-up quizzes we were able to confirm that we had successfully communicated basic scientific concepts. As students in the course, we found that the hands-on experience in engaging the public challenging, but rewarding, and some of the graduate participants have gone on to seek out new opportunities in this area.

## 42. OLLI Citizen Scientist Program

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Christine Catanzarite, Osher Lifelong Learning Institute; Geena Skariah, Department of Neuroscience

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The Citizen Scientist Program was launched in January 2011 to integrate Osher Lifelong Learning Institute members into the university's research enterprise as volunteers in laboratories at the Beckman Institute for Advanced Science and Technology and the Institute for Genomic Biology. The program takes advantage of the unique life skills that OLLI members possess by giving them the opportunity to apply their skills to specialized research projects being undertaken by distinguished Illinois scholars. The Citizen Scientist Program articulates directly with the educational, research, and outreach missions at the heart of the university, and the benefits of the program are significant: OLLI members gain insight into the cutting-edge work being conducted by Illinois scholars while making valuable contributions to the projects in which they are engaged.

## 43. FIND Orphy

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Westyn Garber, College of Education

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FIND Orphy is a collaborative project between the Orpheum Children's Science Museum in Champaign and Project NEURON 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 have been held at the Orpheum Children's Science Museum. Central to the FIND Orphy events are hands-on activities developed from the Project NEURON curriculum materials highlighting the scientific research of University of Illinois neuroscientists. Events have included weekend exhibits and a summer camp for elementary age students. We are in the second phase of FIND Orphy, following weekend events during the spring and summer of 2012, and a one-week summer camp. The second phase of the project includes one Saturday event each month along with a one-week summer camp, held at the Orpheum Children's Science Museum.

## 44. Partnership in STEM Education: Student Engagement and Teacher Professional Development

Martha Henss, Booker T Washington STEM Academy; Tara Bell, College of Education

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Booker T. Washington STEM Academy (BTW) is one of the new public magnet schools in Champaign. The school has an emphasis on science, technology, engineering and mathematics. BTW students engage in the practices of science on a daily basis with the support of several key UIUC partnerships and volunteers. EnLiST (Entrepreneurial Leadership in STEM Teaching and Learning) is an NSF grant at UIUC that connects elementary students at BTW with STEM role models in all stages of the pipeline and provides opportunities for extensive teacher professional development. A partnership with the UIUC Department of Mechanical Science and Engineering has resulted in a year-long after school Technology & Engineering Club connecting elementary students with undergraduate engineering students. I-STEM and the Nano-CEMMS Center have created partnerships that result in maximizing student engagement and providing real world examples of STEM learning. BTW also has many UIUC student-led organizations that volunteer their time to assist with STEM lessons such as the National Society for Black Engineers. Join us for more details about the UIUC partnerships and see examples of their impact on elementary students and teachers.

## 45. Programming with Etoys: Unit 4 Middle School Pilot

Kathleen Harness, College of Education, Office for Mathematics, Science, & Technology Education (MSTE), Etoysillinois; Jessica Pitcher, Unit 4 School District

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The Etoys Pilot is a collaborative project of Unit 4 Schools and the Etoysillinois group at the Office for Mathematics, Science, and Technology Education, College of Education, at the University of Illinois Urbana-Champaign. Social entrepreneur Kerris Lee of Illini for Kids has been an active advocate for computational science in schools with the goal of insuring all students receive a world class education.

The Etoys Pilot is being taught by Jessica Pitcher and Minsoo Park at two Unit 4 middle schools. Each academic quarter new students are being introduced to fundamentals of programming.

Etoys is a tile based object-oriented programming language that includes multimedia authoring tools and coding is accomplished by assembling scripts from tiles. The curriculum and teacher in-service materials were developed by the EtoysIllinois group of mathematicians, teachers and programming experts. Programming literacy is a prerequisite for full participation in a computational world and our local students will be ready. ([www.EtoysIllinois.org](http://www.EtoysIllinois.org))

## 46. TCIPG Education and Engagement

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Jana Sebestik, George Reese and Andrew Gazdziak, Office for Mathematics, Science, & Technology Education (MSTE)

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The MSTE Office in the College of Education and TCIPG (Trustworthy Cyber Infrastructure for the Power Grid) Education have ongoing STEM learning partnerships with Mahomet Public Library and Champaign School District Unit 4.

A professional development opportunity for Unit 4 Schools mathematics teachers focuses on helping teachers develop secondary mathematics curriculum based on Common Core State Standards for Mathematics. Program partners include: Unit 4, the Office for Mathematics, Science and Technology Education, 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 engineering as a case study.

TCIPG also provides support for eight new science kits funded with a \$2,000 grant from the IEEE (Institute of Electrical and Electronics Engineers)-Chicago section. The science kits provide power and electricity related hands-on learning experiences for students, teachers and parents. The kits include a model wind farm, Snap Circuits, electric motor investigations, electrostatic explorations, and hand-cranked generator activities. While they will be housed in Mahomet, the resources can be checked out by any patron of the 594 libraries that are part of the Illinois Heartland Library System. TCIPG Education has a new iPad app created to let people explore electricity generation and delivery. The app was designed for upper elementary and middle school students and is now available for FREE in the iTunes store. It introduces topics related to electromagnetism and demonstrates the importance and workings of current and future electricity generation and delivery systems.

**SERVICE LEARNING****47. Fostering an Entrepreneurial Spirit through Engagement in our Local Latino Community**

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Taylor Eighmy and Susannah Koch, Spanish 232 & Spanish 332

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Community-based learning in the classes Spanish 232 and 332 engage students with the Spanish-speaking community in the Champaign-Urbana area. The purpose of these courses is two-fold, allowing the community partners to benefit from the bilingual services provided by the students, while also furthering the Spanish-language skills of the students involved. The program offers numerous opportunities to gain practical experience using Spanish in a variety of contexts. These volunteering opportunities are supplemented by a classroom component that addresses relevant cultural issues and common language difficulties in non-native speakers. In addition to these two components, the program also emphasizes the importance of personal reflection as a means of reinforcing the lessons learned throughout the course. Students are challenged to question their own community awareness and take action regarding the aspects of the community that they are passionate about. The life-blood of the program stems from the variety of community partners who continue to allow students to explore and engage in multicultural projects that interest them. As more students take both classes, it is clear the impact that this type of service-learning can have on ones academic goals and future career path. In addition to these important aspects, these classes also help bridge the gaps between the different people who make up the wonderfully diverse and changing community that is Champaign-Urbana.

**48. Engaged Writing: Crafting a Service-Learning Curriculum for the Undergraduate Rhetoric Program**

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Maggie Kainulainen and Richard Nardi, Undergraduate Rhetoric Program

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The Undergraduate Rhetoric Program is excited to announce the development of a service-learning curriculum for select sections of our Rhetoric courses. In these sections, students will volunteer in the community for a minimum of 40 hours over the course of the semester. Through participant observation, students will develop research questions relevant to the community partner, gather primary source research from the service-learning site, collaboratively produce a research-based argument with the community partner and fellow students, and put local community concerns into a productive dialectic with current scholarly research. Following Feldman (2008), Coogan (2006), and Bacon (2000), this new curriculum will focus on providing students with experiences and learning activities that

underscore rhetorical principles germane to research-based academic writing by engaging community partners not as service recipients but as co-producers of knowledge and pedagogical partners. We believe that integrating a community-based research component to our courses will enhance our students' sense of themselves as capable researchers and writers. Service-learning achieves this educational outcome due to the high degree of human contact such experiences afford students: they fill important communal roles and become responsible to and for others. As a result, the students come to possess a heightened degree of buy-in in their writing course work, work that gains significance through its connection to community participation (Campus Compact 2003). In addition to fostering increased awareness of community needs, and increased rates of retention (Bringle *et al.* 2010), the curriculum will seek to make clear connections between academic research and community needs.

## **49. The CCJDC Arts Project: Arts Experiences WITH Incarcerated Youth**

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Jeananne Nichols, The CCJDC Arts Project

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FAA 391: Arts Experiences with Incarcerated Students is a course in which undergraduate students facilitate a weekly arts experience for youth detained at the Champaign County Juvenile Detention Center. Known informally as the CCJDC Arts Project, UI students design and lead active, hands-on sessions in music, visual arts, movement, storytelling, and other expressive arts. Up to ten students primarily from the fields of music education and visual arts education, but also from other majors such as sociology, engineering and agriculture, consumer and environmental sciences work collaboratively to design and lead sessions in which JDC youth have the opportunity to create, compose, and be expressive through artistic engagement. Sessions have included activities in songwriting, playing instruments, creating mashups, printmaking, sculpture, storytelling, drama, dance, and drumming.

## **50. ADV490: Piloting the Future of Service Learning**

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Katrina Olson, Department of Advertising, College of Media; Rachel Holmes, Samantha Montes, and Ann Treadwell, ADV490

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In this eight-week, project-oriented capstone course, students worked with their community partners to outline a specific, short-term advertising, public relations, or communications project. Students spent several hours per week implementing that project. The instructor served as a facilitator, trouble-shooter, and liaison for the students and their community partners. Community partners included Bucks for the Brave/Illinois Patriot Education Fund, Crisis Nursery, Family Service of Champaign County, and the Illinois Green Business Association. At least once a week,

students attended Professional Practice Seminars by Advertising faculty and practitioners on ethics, business etiquette, working with clients, project management, interpersonal communication, effective writing and powerful presentations. We wanted to provide our community partners with advertising and communication materials to help them fulfill their mission, and advertising and public relations expertise that might otherwise be unavailable or unaffordable to them. For students, we hoped to instill a sense of community and social responsibility; develop their critical thinking, problem solving, listening, assertiveness, time management and other necessary career skills; and enable them to apply what they learned in their undergraduate studies to benefit their community. I hope this experience encourages students to lend their expertise and talent to nonprofit organizations throughout their careers.

## 51. LAS 122: Leadership and Society

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Penelope Soskin, College of Liberal Arts and Sciences

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In its fourth year, LAS 122: Leadership And Society, a first-year experience course for 300 first-year James Scholar Designees in the College of Liberal Arts & Sciences, is an honors opportunity designed to challenge students in 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 College of 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. Therefore, 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, whose collective feedback 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 life-long process of service learning.



**YOUTH & FAMILY****52. IEL & EIC: Providing Resources for Parents, Caregivers, and Teachers of Young Children in Illinois**

Karen Smith, Jean Mendoza and Susan Fowler, Illinois Early Learning Project and the Illinois Early Intervention Clearinghouse, College of Education

The Early Childhood and Parenting Collaborative (ECAP) in the College of Education operates several projects that provide resources to parents, caregivers and teachers of young children in Illinois. Two of these projects are Illinois Early Learning (IEL) and the Illinois Early Intervention (EI) Clearinghouse.

The IEL project ([www.illinoisearlylearning.org](http://www.illinoisearlylearning.org)) 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 project's online and print information is provided in both English and Spanish. Tip sheets are also available in Polish, and some are available in Chinese, Korean, and Russian.

The EI Clearinghouse ([www.eiclearinghouse.org](http://www.eiclearinghouse.org)) serves Illinois families who have children receiving early intervention services and their providers. 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 Web site 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.

**53. IECAM: Geographic Information on Services for and Demographics of Young Children in Illinois**

Bernard Cesarone, Susan Fowler, Dawn Thomas, and Natalie Danner, Department of Special Education, College of Education

The Illinois Early Childhood Asset Map (IECAM) is a project and Web site that brings together data on early care and education (ECE) services (e.g., preschool, Head Start, child care) and on the demographics of young children (e.g., population, poverty, language) in Illinois. IECAM also provides data on significant risk factors for children and families. Thus, IECAM serves as a one stop shopping source for data

related to young children in Illinois. IECAM data are used by state agency staff, 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 Web site in both table and map format, using Geographic Information System technology. Users can search for data by various regions (e.g., county, municipality, legislative district) per single years or across multiple years. They can visually see on a map how a particular service (e.g., preschool) serves a local area (e.g., metro Aurora) based on a chosen demographic theme (e.g., Latino population). IECAM also prepares searchable standard reports on commonly requested data types, short printed reports that explain the use of selected data types, and extensive printed reports that explain data related to various policy concerns. With these data and resources, stakeholders can improve the provision of ECE services to children in Illinois.

#### **54. CASA Strong Beginnings: A Partnership between Champaign County CASA and the Department of Special Education**

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Natalie Danner and Catherine Corr, Department of Special Education, College of Education; Jim Wuersch, Court Appointed Special Advocates (CASA) of Champaign County

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CASA Strong Beginnings is a public engagement endeavor between Champaign County Court Appointed Special Advocate (CASA) program and the University of Illinois at Urbana-Champaign's Department of Special Education. After two doctoral students began regularly volunteering for CASA, it became apparent CASA volunteers and early intervention professionals were unaware of each other and the special services each organization provided for young children; creating a sense of urgency for collaboration and education. This unique partnership was established with the ultimate goal of establishing collaborative relationships to more comprehensively serve children with disabilities and those most vulnerable to child abuse and neglect.

This ongoing intensive professional development offering is intended to support and train CASAs who work with very young children, birth through age 5, who have been abused and neglected. The training consists of an initial, intensive training focused on early childhood typical and atypical development, the effect of toxic stress and poverty on development, and early intervening services. CASA Strong Beginnings also strives to provide emotional support to volunteers, which is often essential when dealing with child trauma situations. CASA Strong Beginnings will provide an increased awareness and a more collaborative relationship between the Champaign County CASA and the early intervention system.

## 55. CUScholars Program

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Patricia Dessen, Champaign Urbana Schools Foundation

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The CUScholars Program supports our C-U public high school students as they complete courses that exceed state graduation requirements and develop skills that prepare them for a challenging and productive future in the work-force, in college and in the military.

CUScholars will: take a rigorous academic course of study throughout high school; participate in required enrichment experiences; engage in their community through required volunteer service; discover post-secondary career and education choices; Interact with professionals in the business and academic world; and develop financial literacy, business ethics and the 'soft' skills necessary for today's business environment.

## 56. Working in Our Own Backyard: School-University Partnerships through the Center for Education in Small Urban Communities

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Adrienne Dixson, Brad Thompson, Jill DeHart, Karla Zaccor, Lila Moore, and Ritu Radhakrishnan, Center for Education in Small Urban Communities, College of Education

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The Center for Education in Small Urban Communities is a research, service, and outreach unit within the College of Education. The Center houses outreach programs designed to support and strengthen our local communities with a mission to reach across the state, the nation, and internationally. The annual Chancellor's Academy is a weeklong professional development program and serves over 100 teachers in the Champaign and Urbana school districts. The Teacher Collaborator Project, currently only serving the Champaign and Urbana School districts, is a unique example of job-embedded professional development that partners experienced educators with local teachers and administrators to implement educational research in classrooms. The Center's SOAR (Student Opportunities for After-School Resources) program is an after-school tutoring program that serves over 40 bilingual students by pairing them with University volunteers. Local students also benefit from 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 3-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. The Center also sponsors two writing 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, an information fair that help families find high quality summer programs for their children and teens.

## 57. Spanish Summer Camps for Children (Ages 4–11)

Silvina Montrul, Marita Romine, Christina de Angelo, and Rejane Dias, University Language Academy for Children, School of Literatures, Cultures and Linguistics, Department of Spanish, Italian and Portuguese, College of Liberal Arts and Sciences

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The University Language Academy for Children from Department of Spanish, Italian and Portuguese ([www.languageacademy.illinois.edu](http://www.languageacademy.illinois.edu)) offers Spanish language programs for children. The Academy promotes early foreign language education not typically offered by our public school system in grades K-8. Classes are open to children from the Champaign-Urbana community who want to explore Spanish and do not come from Spanish-speaking families, as well as for children of Spanish-speaking, Latino families. Classes for the after school program are 4 times a week from September to May. For summer camps, we offer 8 weeks of instruction (June -July) in the morning (8:30-12:00) or in the afternoon (1:30-5:00), organized around age-appropriate themes. Children explore the language, learn basic vocabulary, and gain knowledge of the rich cultural traditions of the Spanish-speaking world through stories, games, songs, and crafts while immersed in Spanish for 3.5 hours five days a week or full day (8:30-5:00). Our teachers are graduate students, native Spanish speakers or near-native speakers with training in curriculum and instruction and/or language acquisition as well as experience working with elementary schoolchildren and in summer camps. The teachers work under the supervision of a tenured faculty member in the Department of Spanish, Italian and Portuguese. A Public Engagement Grant will support curriculum development around the topic of countries and traditions of Spanish-speaking countries during spring 2013 and to pilot the new materials in our summer camp for children ages 11-12 during summer 2013.

## 58. KAMWAM (Krannert Art Museum Week at the Museum)

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Anne Sautman, Krannert Art Museum, College of Fine and Applied Arts; Amy Johnson, Robeson School; Amy Lozar, South Side School

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Krannert Art Museum has had much success with its latest education initiative, KAMWAM (Krannert Art Museum Week at the Museum). The idea behind the project was to offer a program to elementary schools that expanded the typical museum field trip. It was to be a true collaboration where the schools and the museum could learn from each other; it was to provide interdisciplinary, engaging learning opportunities for the students based on the art in the museum; and it was to create an experience that would encourage teachers, students, and their families to perceive KAM (and the university) as an accessible and meaningful space in the community.

During each KAMWAM, fifty 5th grade students essentially attend school at the museum for the entire school day for a week. At the museum, the students change classes by moving from gallery to gallery and participate in interactive lessons based on the art on display. The interdisciplinary, arts-focused curriculum is co-developed and co-taught by the schoolteachers, the museum educators, and teacher collaborators from the Center for Education in Small Urban Communities. The week ends with a reception for the students and their families, which includes an exhibition of the students work (art and non-art), and the students show their families around the museum, now that they feel very much at home in the space.

## 59. I-Parents

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

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I-Parents strive to improve lives of area children through the 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.

## 60. America's Civil War through Music and Primary Source Documents: Using Experiential Learning to Teach American History to Fifth Grade Students

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Scott Schwartz, Sousa Archives and Center for American Music; Marten Stromberg, Rare Book & Manuscript Library

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This project is devoted to the development and implementation of a new experiential learning strategy for elementary schools which makes the learning of America's history entertaining and encourages students to actively participate in class discussions. This prototype strategy engages fourth and fifth grade students and their teachers with America's historical past through discussions with University faculty, archivists, and special collections librarians. These discussions also include creative music and literary performances created by the elementary students and faculty musicians. These performances and discussions are derived directly from copies of primary source documents that are part of the holdings of the University Library's Sousa Archives and Center for American Music, Rare Book & Manuscript Library, and Illinois History and Lincoln Collections.

