2014 Public Engagement Symposium

Shaping Our World

MARCH 11, 2014 • 3:00–6:00 PM

Alice Campbell Alumni Center • 601 South Lincoln Avenue, Urbana, IL 61801

Sponsored by the Office of Public Engagement and the Center for Innovation in Teaching & Learning

"The University of Illinois at Urbana-Champaign will be a pre-eminent public research university with a land-grant mission and global impact. We are positioning ourselves today for the challenges facing our world in the coming 20 to 50 years. Our ability to engage locally, nationally and globally will be critical in this mission. Our unwavering commitment to making the world around us better—to make a significant and visible societal impact—is as recognizable today as it was at our 1867 founding."

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

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

At this year's symposium, we are celebrating how our campus shapes the world. We'll have the opportunity to learn about a diverse sample of current activities and to engage in dialogue regarding innovative dimensions of public engagement that will frame our efforts in the future. Take a minute to stop by our display and meet me and the Office of Public Engagement staff to learn more about the opportunities available on our campus.

Pradeep Khanna
Associate Chancellor for Corporate
and International Relations

CONTENTS

conferences.illinois.edu/engagementsymposium

#IllinoisPES

ILLINOIS

COMMUNITY OUTREACH

Brooklyn, Illinois: Founded by Chance Sustained by Courage

Angela Patton, PRI/Illinois State Archaeological Survey; Dr. Joseph Galloy Research Archaeologist; Miranda Yancey-Bailey, GIS Specialist; Mera Hertel, Graphic Designer; Linda Alexander Photographer/ Graphic Designer

The Illinois State Archaeological Survey received a public engagement grant from the University of Illinois to make a short documentary about their outreach efforts in Brooklyn, Illinois. The documentary tells the story of the first incorporated all African-American town in the United States. Located near East St. Louis, Illinois, the documentary explores the town's struggles to survive against the backdrop of socioeconomic issues and the adult entertainment industry trying to take over. The documentary highlights the Illinois State Archaeological Survey's outreach efforts and partnership with the Brooklyn Historical Society and how this association has helped disseminate Brooklyn's story for future generations.

Transit Planning & TOD Urban Design in Peoria

Drew Awsumb, Department of Urban & Regional Planning; Bumsoo Lee (DURP) and Kathie Brown, UI-Extension

The greater Peoria metropolitan region has experienced meaningful expansion in recent decades and additional growth is forecasted for the region. There has been redevelopment and reinvestment in the City of Peoria, particularly downtown and in the emerging Warehouse District. Further, there is growing interest in regional transit solutions to facilitate urban redevelopment while managing automobile congestion. This interest builds on recent urban design and complete street planning in the City of Peoria. Drew Awsumb, a Master of Urban Planning graduate student, is working in the Peoria community with the local mass transit district, CityLink, and the Illinois Department of Transportation (IDOT) to engage cities, counties, and other stakeholders throughout the entire region to envision what a regional transit network could be, and furthermore, how it could serve as the foundation for a more livable community as a whole. This proposal builds on past planning efforts to shape a Transit-Oriented Development (TOD) concept vision for the region, studying one particular corridor in the City of Peoria. This corridor runs from downtown through the Warehouse District and into South Peoria. The study and engagement will consider Bus Rapid Transit (BRT) technologies as well as Smart Growth urban design principles. Further, the work applies emerging research in Housing+Transportation affordability recently endorsed by the U.S. Department of Transportation. The outcome of these deliberations could be a new approach to citylife and urban design in Peoria that is more affordable and more economically sustainable for future generations.

Community Engagement through Design

Brian Wiley, School of Art and Design/Graphic Design; Eric Benson, Assistant Professor of Graphic Design; Otis Noble III, Campus and Community Affairs Specialist, Office of Diversity, Equity, and Access; and Catherine Kolakowski, Design Intern, University of Illinois

During the spring semester of 2013, the Graphic Design classes of Brian Wiley (sophomore level) and Eric Benson (junior level) began a year-long partnership with Prosperity Gardens, a local non-profit focused on community engagement through urban gardening. The project paired students with leaders from both UIUC and professional practice in a weekend-long, intensive workshop that prototyped solutions to a range of problems faced by Prosperity Gardens. Those ideas were then further developed during the remainder of the semester, and culminated in a summer-long design internship to oversee practical application and implementation.

CUVolunteer and the Community & Campus Day of Service

Rebecca Byrd, Office for Mathematics, Science, and Technology Education (MSTE)and Michael McKelvey, MSTE, College of Education

CUVolunteer.org is dedicated to helping volunteer organizations and residents of the Champaign-Urbana area connect. It is a partnership between United Way of Champaign County; the University of Illinois Office of Public Engagement; the Office for Math, Science, and Technology Education in the College of

Education; and the Office of Volunteer Programs. You can find volunteering opportunities on the website at **cuvolunteer.org**

The Second Annual Community & Campus Day of Service, held on April 5, 2014, will bring together members of the local community and University of Illinois faculty, staff, and students to kick off National Volunteer Week 2014, which will take place from April 6-12. Our primary project, The Food Packaging Project, involves packaging 147,000 meals—one thousand for every year of public engagement since the University was chartered—for local foodbanks to be distributed to needy families in Champaign-Urbana. Learn more at **cuvolunteer.org/DayOfService**

Labor Education at the University of Illinois

Daniel Gilbert, Labor Education Program / School of Labor and Employment Relations

Since its establishment in 1946, faculty at the U of I's School of Labor and Employment Relations (formerly the Institute of Labor and Industrial Relations) have been partnering with union and other organizations to develop programming that serves the educational needs and interests of working people in our state. Daniel Gilbert, assistant professor and labor educator, will share some of the latest developments in this important area of the University's public mission.

Fostering Digital Literacies, Innovative Research and Entrepreneurship with the Fab Lab Network

Jeff Ginger, Champaign-Urbana Community Fab Lab; Lisa Bievenue, Assistant Director, Informatics; Robert McGrath, Retired Computer Scientist; Dean Rose, Blacksmith; MK Watson, Retired School Teacher; Gary Watson, Former Power Plant Worker; Virginia McCreary, PhD student in Material Sciences; Andrew Knight, Student in Agricultural Engineering; George Ray, Student in Aerospace Engineering; Shayna Egan, Grad Student in Metalworking; Chris Nixon, Grad Student in GSLIS; Joel Spencer, Librarian, TUFL; Amber Castens, Librarian, TUFL; and other Fab Lab volunteers

The Champaign-Urbana Community Fab Lab is a small-scale workshop for computer-based innovation, design and fabrication. The Fab Lab allows you to dream up, design and make all kinds of contraptions and systems using open source software and DIY equipment. In many ways it is a kind of modern-day inventor's workshop, continually abuzz with cutting-edge technologies, progressive ideas and passionate people. Our Fab Lab is a member of a large network of Fab Labs that span the entire world, from Spain to Afghanistan to Japan, who are all networked through the MIT Center for Bits and Atoms. One of the dimensions that makes our lab truly unique, however, is that we realize not everyone in the community is able to visit the University of Illinois campus. As a result we run demonstrations at events around town, bring in community groups through specific partnerships and programs and have even established a couple of mini Fab Labs in sites actually in the community, including a very successful effort at the Urbana Free Library, which includes an open lab for teens that happens 3 days a week and sees between 20 and 40 participants a day. We have also recently joined forces with the Tech Hub initiative, a collaboration between Engineering, Art, Informatics and Library Science to offer increased support for University classes, new workshops, improved production capabilities, additional open community hours and more partnerships with community organizations. Our table will present on how the Fab Lab relates to teaching, research and entrepreneurship.

Medicare Prescription Drug Plans after Affordable Care Act (ACA): A Policy Analysis

Ga Young Jin, Social Work and Karen Tabb, Social Work

Since President Obama signed up the Affordable Care Act (ACA) on March, 2010, it seems like this law, with huge comprehensive health care reforms, will affect each individual in the United States to have affordable and better quality of health insurance in 2014. In addition, ACA makes big impacts on one of the American public health care systems, Medicare. The policy changes at the national level will be expected to have impacts at the local as well as State level. In this paper, I will present a policy analysis for a local agency, Presence Center for Healthy Living (CHL) in Urbana. I will explore how Medicare prescription drug coverage (Part D) has been changed and how the changes have impacted the

Center for Healthy Living and the population the agency serves by (1) identifying the social problem that has impacted the CHL, (2) creating the profile of the agency setting, and (3) analyzing Medicare Prescription Drug Plans in terms of stakeholders, the goals of the policy, and the solution for the identified social problem. This policy analysis will also discuss challenges for ACA implementation.

Public Engagement at the Illinois Natural History Survey

Jennifer Mui, Illinois Natural History Survey—Prairie Research Institute

The Illinois Natural History Survey has a long history of public engagement. We produce publications, educational kits, lifelike models, and exhibits, as well as sharing information through our website and various social media platforms. We strive to develop new and engaging ways to share the work of our researchers with the public.

Engage Illinois: The Public Engagement Portal

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

Looking for workshops, seminars, summer camps, or festivals? The Public Engagement Portal (engage.illinois.edu) is the most comprehensive source for information about public engagement programs and events offered by the University of Illinois at Urbana-Champaign. The PEPortal displays descriptions and contact information for a variety of University-related programs and events that are intended for the public. Find activities for kids, browse resources for teachers, see events in your area, and check out ongoing programs. Search programs based on location, keyword, or content area. View a map of public engagement programs and events across the state of Illinois.

Past, Present, Future: Indian Cinema at 100

Mara Thacker, International and Area Studies Library and Rini Bhattacharya Mehta, Assistant Professor, Program in Comparative and World Literature and Department of Religion

In the Fall 2013 semester the University Library and the Center for South Asian and Middle Eastern Studies, with the support of several other campus units and community organizations, hosted a semester-long film festival celebrating the centenary of Indian cinema. The festival was designed to bring together the local South Asian community with University of Illinois students, faculty and staff to explore recent cultural and social issues in India through the lens of film. The series of events included film screenings, an academic symposium, a reception and a visit from the critically-acclaimed director and social activist, Onir. The success of this series of events provides a model for an annual film festival exploring the cultural and social issues of other countries from around the world.

Illinois New Teacher Collaborative Induction Networks

Patricia Brady, Illinois New Teacher Collaborative; Alexis Jones, Research Assistant; Lynn Sikma, Research Assistant; Nancy Johnson, Assistant Director; and Jeff Kohmstedt, Outreach Coordinator

The Illinois New Teacher Collaborative (INTC) Induction Networks, funded by a University of Illinois Public Engagement Grant, helped school districts support new teachers as they bridge the gap between pre-service training and the realities of the classroom. Each Induction Network included mentors, program coordinators, and administrators from local school districts, and the network meetings provided them with targeted professional development, structured time for district representatives to make plans as a team, and opportunities for districts to share ideas and plan for local collaborations. Participating districts are high-needs: they are small or rural or they have large numbers of low-income students.

INTC formed two networks, one in the central part of the state and one in the north. Additionally, the INTC Regional Induction Specialists (RISs) who facilitated the networks have been available between meetings for consulting and on-site trainings. Evaluations conducted after each network session showed

participant response to be overwhelmingly positive. Results from quantitative and open-ended questions show that all participants very much appreciated the opportunity to participate in the networks. Participants cited professional benefits: Districts that have not historically provided much support for their new teachers developed plans for induction and mentoring programs, and districts with more established programs formed specific plans for improvements.

Academic Advising in a Prison

Rebecca Ginsburg, Education Justice Project

The Education Justice Project offers educational programs to men incarcerated at Danville Correctional Center. With funds from the Office of Public Engagement, we are developing an academic advising program at the prison. This program will provide individual academic counseling, skill development workshops, and academic resources for EJP students at the prison, with the aim of supporting their success in college courses and their re-entry planning.

Illinois Online Network

Scott Johnson, Illinois Online Network

The Illinois Online Network has been providing high-value professional development resources to the University faculty and staff, and its external partners for more than 10 years. Today, we are serving more UI faculty and staff than ever with an expanded catalog of online teacher training and administrator training options.

ExploreCU: A Community Generated Resource

Sarah Christensen and Merinda Hensley, University of Illinois Library

ExploreCU is a website and mobile application that seeks to curate the arts, culture, and history of Champaign-Urbana through community generated content. Users may browse collections and learn about the places and events that have shaped the community in which they live through geo-located multimedia items and content themed tours, as well as share information though social media. The application is freely available for iOS and Android devices, and includes descriptive text, images, video, archival material, audio files, and oral histories.

This project is the first of its kind to be developed by both a library and an arts college, and will serve as an extension of existing scholarly activities by providing a platform for students, educators, and community members to develop and add content. While many uses of technology can degrade human communication and interaction, ExploreCU uses technology to engage the community and empower individuals to become active agents of the digital era rather than passive consumers. This collaborative approach leverages community knowledge and resources, such as photographs, homemade movies, and memories in order to create richer and more personalized information. By utilizing classroom and community knowledge rather than performing in-house research, ExploreCU will serve as a large-scale outreach project while effectively maximizing its resources.

School of Social Work Community Learning Lab

Sherrie Faulkner, School of Social Work Community Learning Lab and Cody S. Lewis, MSW Candidate 2014, Community Learning Lab Assistant

The Community Learning Lab (CLL) is a service learning initiative created by the School of Social Work and supported by a grant from the Office of Public Engagement at the University of Illinois. The CLL strives to accomplish the following three goals: (1) Partner with community agencies to produce tangible outcomes that will enable them to enrich the services they provide, display the impact of their services, and maintain sustainability. (2) Provide students with valuable hands on experience and an opportunity to walk away with a sense of accomplishment from their contributions at a community level. (3) Enable instructors to enhance their curriculums and serve vulnerable populations by overseeing the projects.

As a result of this support, last fall the CLL successfully completed its first pilot and is currently in its second phase of development. Approximately 200 community opportunities were provided to students by over 40 agencies within the community. Over 3,000 hours of service were given to the community by UIUC students,

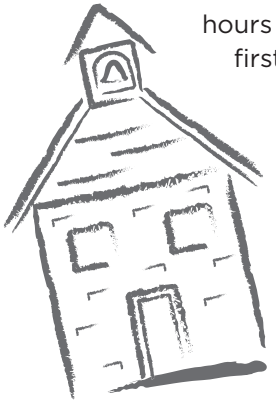
while the community in turn provided over 1,000 hours of supervision and mentoring.

The Community Learning Lab equips and enables ambitious students and aspiring social workers to experience the translation of academic theory into real world practice; preparing and empowering the next generation of leaders to meet the needs of clients and their community.

Leadership and Society: Honors Meets the Land Grant Mission

Penelope Soskin, Senior Assistant Dean and Kirsten Bartels, Associate Director, LAS James Scholar Honors Program

The James Scholar first-semester honors seminar LAS 122: Leadership and Society is adding 110 more first-year students (LASHX: Leadership and Society Honors Experience) in their role as Self-Nominees for the James Scholar Program in the College of Liberal Arts and Sciences (LAS). Designed to challenge students in the realms of leadership and civic engagement, 300 additional hours of service will be added to the 1,000 hours contributed by first-year James Scholars last semester.



LAS believes that today's high-achieving, motivated undergraduates are the scholars, community organizers and global leaders of tomorrow. Hence, initiating students' connection to community is a crucial first-step to strengthen students' understanding of issues of humanitarian importance. The curriculum of LAS 122 and now LASHX was created in collaboration with the Office of Volunteer Programs, the Office of Inclusion and Intercultural Relations and the Illinois Leadership Center (supported also by United Way of Champaign County's Community Report as an important research resource).

Partnering with local organizations providing needed services (i.e., Wesley Evening Pantry, Salvation Army, Daily Bread Soup Kitchen, ECRIMAC etc.); James Scholars each give three or more hours in direct contact with the community—experiences which are often more than eye-opening. Both LAS 122 and LASHX are intended to raise awareness among students of serious humanitarian concerns, 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 and learning.

Early Intervention Training Program at the University of Illinois

Jenna Weglarz-Ward, Rosa Santos, PhD, Michaelene Ostrosky, PhD, Tweety Yates, PhD, Ted Burke, EITP Director, Susan Conner, EITP Assistant Director, College of Education

The Early Intervention Training Program at the University of Illinois provides training opportunities for early intervention professionals in Illinois and is funded through a grant from the Illinois Department of Human Services Bureau of Early Intervention. The mission of the Early Intervention Training Program at the University of Illinois is to build upon the achievements of the highly successful Illinois Early Intervention Training Program (EITP) and develop a system that is regionalized, responsive and reflective of best practice in the field of early intervention. In addition to providing numerous training opportunities for early interventionists across the state, collecting data on family and professional needs, and serving as a resource point for early intervention and early childhood information, current projects include the development of video, digital, and print materials to (1) inform childcare providers to successfully collaborate with early interventionists and (2) introduce families to early intervention in Illinois. This video project is funded in part through a Public Engagement Grant.

Learning in Community: Leadership Development through Applied Project Management

Valeri Werpetinski, Shikhank Sharma, and Bruce Elliott-Litchfield, Learning in Community, College of Engineering

Learning in Community (LINC) is an interdisciplinary, inquiry-guided service-learning program, which has engaged hundreds of U of I students in diverse projects related to social and environmental issues, engineering and technical problems, education, community health, sustainability, and international development. LINC students engage in a variety of research, service and fieldwork activities and collaborate on projects of

significance to local and international community partners. They gain knowledge and skills in conducting research, analyzing community and organizational needs and assets, defining problems, generating and analyzing solutions, project scoping, planning, and execution, problem-solving, critical thinking, communication, and writing. LINC employs a two-tiered service-learning model, in which graduate students and advanced undergraduates benefit from a signature leadership opportunity in their roles as Project Managers. The Project Managers earn course credit in an Applied Project Management course and facilitate LINC class sessions, manage the project, and coordinate communications with the Community Partners. Local and international partners from the past year include Allerton Park, AON Center for Community Arts and Development, Bridge to China, Bump Nonprofit Design Studio, Campus Middle School for Girls, Champaign County Forest Preserve District, Champaign County Healthcare Consumers, Champaign-Urbana Area Project, City of Urbana Environmental Sustainability Division, COVE Alliance Uganda, C-U at Home, Don Moyer Boys and Girls Club, Haiti Clean Stove Project, Haiti Infrastructure and Development, IDOT Rights of Way for Biomass Energy, Illinois Green Business Association, John Street Watershed Project, Mali Water Project, Old King's Orchard Community Center with KCPA, Promise Healthcare, SmileHealthy, UI Bikes, and University YMCA.

International Service-Learning: Improving Water Quality and Access in Konilo-Coura, Mali

Valeri Werpetinski, Corrina Wendel, Dan McCarthy, Amy Momsen, Anais Osouf, Y. Osee Sanogo, Learning in Community, College of Engineering

The Mali Water Project is an international service-learning course sponsored through the Learning in Community (LINC) program in partnership with residents of the village of Konilo-Coura in Mali, West Africa. Over the course of multiple semesters, students have explored a variety of solutions to improve water quality and access issues in the village, including researching rope pumps, ceramic water filters, solar powered water distribution systems, and biosand filters. An initial site assessment trip enabled students to conduct water testing of the village wells and to administer surveys which provided insight into the local culture, current water usage and needs, health issues of the community, and practices for addressing community-wide problems and decision-making. Also, students were able to identify potential partners and local materials that might be available for water projects. Students are in the process of planning another trip to construct biosand filters with the village water committee and to conduct training and educational workshops related to water quality, filter construction, and filter maintenance. In addition, they will explore entrepreneurial opportunities related to filter construction, which can provide a source of income to support the local school and educational initiatives. While in Konilo-Coura, students will collect data that will be useful in developing a way to improve water distribution in the village. Through the Mali Water Project, students from a variety of disciplines have worked together to expand the University's public engagement capabilities while enhancing their own teamwork, research, and project management skills, global awareness, and sense of civic responsibility.

ENVIRONMENT & SUSTAINABILITY

SEDAC—Providing Effective Energy Strategies for Public and Private Buildings in Illinois

Ann Campbell, Andy Robinson, Wesley Clayborn, Smart Energy Design Assistance Center (SEDAC)

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 3,300 Illinois clients and has completed energy audits on over 1350 buildings covering 138 million square feet, identifying potential annual cost savings

of nearly $51 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.

Boneyard Creek Community Day

Eliana Brown, Facilities and Services

How do you encourage people to care about a small creek with a funny name? You engage them by asking them to pick up trash around it and then, throw a lunch party to thank them. Boneyard Creek Community Day is a popular, community clean-up event in its 9th year. This event attracts over 300 campus and community volunteers to clean-up litter and invasive plant species from sites all over Champaign-Urbana. It receives excellent television and print media coverage. The goal is to remind people to put trash in its place. Further, the event asks the public to see our waterway as a natural treasure that should be protected. Multiple agencies and businesses support the event including several restaurants that provide lunch. A local photographer donates her time to direct volunteer photographers to document the event's seven work sites. In the past, the News-Gazette has posted a gallery of selected photographs taken during the day. The photos are also shared on the Facebook page, and used in the marketing materials for the next year's event. The images highlight the sense of pride and community that the event fosters.

I-Compost: Closing the Loop

Jessica Chang, I-Compost; Zach Grant, Sustainable Student Farm; Jeane Natalia Lie, College of Business Student and Project Member; and Nadia (Nga) Le College of Business MAS student and Project Member

The I-Compost project is a student founded initiative to reduce food waste on the University of Illinois at Urbana-Champaign campus. This project seeks to utilize the natural vermi-composting process to turn food into fertilizer to be used on the UIUC Student Sustainable Farm. In 2012, I-Compost was conceived through a case competition hosted by Ernst and Young LLP, through which five business students began to pursue the mission of constructing a physical vermi-composting site on campus. The project is made possible due to sponsorships from Ernst and Young LLP, the Student Sustainable Committee, and the Public Engagement Grant. The I-Compost project anticipates on beginning the compost process in fall 2014.

2013 Prairie Research Institute Science Camp

Elizabeth Luber, Illinois Sustainable Technology Center, Prairie Research Institute, University of Illinois; Nancy Holm, Assistant Director for Sponsored Research, Public Engagement, and Communications (SRPEC); and Kirsten Walker, Environmental Education Specialist

The Prairie Research Institute Science Camp is a week-long day camp where high school juniors, seniors, and recent graduates have the opportunity to spend one day at each of the five divisions of the Institute working side-by-side with scientists to gain hands-on experience in geology, archaeology, sustainable technology, water science, and environmental/biological science. The initial camp was held from July 15 to 19, 2013, with 12 area high school students participating. Some of the highlights from last year's camp included driving a go-cart powered by biodiesel made from corn or plastic, analyzing for contaminants in water, learning bird banding techniques, studying ancient artifacts and food sources, and creating 3D geologic maps from core samples. New activities are being planned for this year's camp which will be expanded to 24 students. The Prairie Research Institute is the home of the State Scientific Surveys (Illinois Natural History Survey, Illinois State Archaeology Survey, Illinois State Geological Survey, Illinois State Water Survey, and the Illinois Sustainable Technology Center) at the University of Illinois Urbana-Champaign.

ISTC Sustainability Film Festival

Joy Scrogum, ISTC/Prairie Research Institute and Kirsten Hope Walker, M.S.Ed.,ISTC Environmental Education Specialist

During Earth Week 2014, which is organized by Students for Environmental Concerns (SECs) on campus, a series of

sustainability-related documentaries will be offered with free admittance for the public, on a first come, first served basis, with time after each film for audience discussion with Illinois Sustainable Technology (ISTC) staff members and other campus or local experts as available or appropriate. The films, Terra Blight, Living Downstream, and Waste/Food relate to the ISTC mission and activities, and will allow university students, staff, and the general public to learn more about ISTC, important sustainability issues, relevant campus projects and local resources, and actions they can take to "green" their own lives and activities. DVDs of the documentaries will be made available after the film series at the Prairie Research Institute (of which ISTC is a division) Library for professors, students, and members of the general public to check out for use in classes, meetings, and for personal enrichment. The general public will have access to materials either from their local public library via inter-library loan through the University's participation in the Illinois Heartland Library System (illinoisheartland.org), or directly from the Institute library if they have a UIUC Library courtesy card (see library.illinois.edu/circ/services/courtesycards). The DVDs will have downloadable activities and resource lists associated with them to enhance the educational impact of the films. The films will be screened at the Spurlock Museum's Knight Auditorium from 6-8 pm on the evenings of April 22, 23, and 24, 2014.

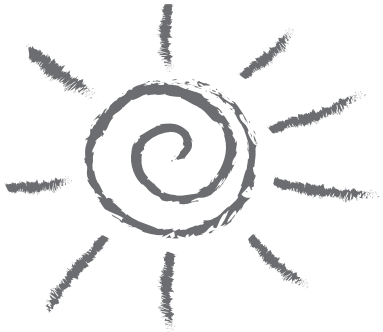
Using Augmented Reality (AR) in FEMA RiskMAP Outreach

Kingsley Allan, Illinois State Water Survey

Augmented Reality (AR) refers to the creation of a digital layer that appears overlaid onto the real world when viewed through a digital device such as a smart phone, or Google Glass. The yellow first down line of televised football games which isn't really on the field is a well-known AR example. Marketers are adopting AR by triggering videos on smart phones when these devices are pointed at brochures and magazines, but the scientific, engineering, and public service communities have hardly begun to imagine the applications and benefits. Experimentally ISWS has added AR content to FEMA Physical Map Revision panels of flood hazard maps for presentation at stakeholder meetings. Specifically the newly studied high risk areas have been set as trigger areas so that when a smartphone focuses on that area, the view through the phone is superimposed with a depth grid animated to cycle through the various flood frequencies. This presentation will provide a brief overview of the technology, show the AR enhancements made to a printed FEMA Flood Insurance Rate Map, and demonstrate the process associated with creating an AR layer using the Aurasma platform.

Illinois Solar Decathlon Team

Kevin Donovan, Illinois Solar Decathlon; Xinlei Wang, Bioengineering; and Chris Cirone, PhD student in ABE



The University of Illinois has now completed four Solar Decathlon homes that were included in both the US and China competitions. Hundreds of students have been involved throughout the years, each of them learning what sustainable buildings encompass as well as how to spread awareness and engage with new communities. The project is very multidisciplinary, including students from every college on campus. Together the team designs and constructs a 1,000 sq. ft. residence that includes cutting edge technology resulting in super energy efficiency. Throughout the process it is important to work with community and University partners for support. Illinois Solar Decathlon is currently working with Allerton Park exploring the feasibility of constructing the home that was showcased in China here in Illinois. The residence would serve as an artist in residency venue as well as an educational experience for visitors to Allerton Park.

Keepings Drugs Off the Streets and Out of the Water in C-U

Laura Kammin, The Illinois-Indiana Sea Grant and Robin Goettel, Associate Director for Education, Illinois-Indiana Sea Grant

C-U Area Medicine Take-back Program is successfully keeping unwanted pharmaceuticals off of the streets and out of the water. Abuse of prescription drugs is of growing concern in the United States. And studies have identified a wide range of pharmaceutical chemicals in the environment and in drinking

water. Many of these have negative impacts on the reproduction, development, and predator avoidance behavior of many species of aquatic wildlife. The C-U Area Medicine Take-back Program is a collaboration between community and campus partners to help people properly dispose of their expired or unused prescription and over the counter medications. For more information go to unwantedmeds.org.

ORPR—Shaping People, Policies and Places

Jarrod Scheunemann, Applied Health Sciences/Office of Recreation and Park Resources and Robin Hall, Director of Office of Recreation and Park Resources

The Office of Recreation and Park Resources strives to engage and educate People who create educated Policies that provide for sustainable Places.

People • ORPR is committed to mentoring industry professionals, alumni and current students. We partner with IPRA to provide a Leadership Academy through which professionals gain and hone skills. Through an alumni newsletter, alumni events and participation in the Saphoria Symposium, we provide opportunities for alumni and current students to engage in face-to-face and electronic social networking. Mentoring young scholars in registered student organizations like STAR and Camp Kesem-Illinois allows ORPR to shape our world by integrating academic concepts and applied experiences.

Policies • ORPR serves as a resource for elected officials, agencies and communities across Illinois interested in including empirically reliable evidence and best practices in their decision making processes. We work with governmental departments, not-for-profit agencies and local communities to prepare, collect, and analyze data that can be used to inform public policy and legislation. We share these findings through a monthly e-newsletter that shares findings and industry best practices with more than 1015 subscribers.

Places • ORPR works to engage those interested in championing Illinois' natural spaces. We work with a variety of community agencies to promote outdoor educational opportunities through events like the Take a Child Outside Week. Additionally, our empirical research with the Illinois Department of Natural Resources, National Great Rivers Research and Education Center and Trails for Illinois has helped to shape the world by increasing the awareness and appreciation of Illinois' natural places.

The World Histories From Below: Environmental History Teacher Workshop

Stephanie Seawell and Antoinette Burton, Department of History

The World Histories From Below: Environmental History Teacher Workshop was hosted by the Department of History at the University of Illinois. This workshop provided the opportunity for nearly twenty Illinois K-12 teachers to think about how to engage themes of the environment and nature into their classrooms and to receive continuing education credit.

The program featured a keynote speaker Emily Wakild from Boise State, whose research focuses on parks and the environmental history of revolution in Latin America. Her key note talk was entitled, "The Hatchet, the Seed, and the Llama: How Considering the Environment Enhances Teaching the Past." Dr. Walkild told three stories about the past in the Americas to demonstrate the approaches scholars use to understanding relationships between nature and culture in the past. The teachers who attended can now use these lessons in their courses and apply the techniques to additional historical narratives.

There was also a session on Environmental Justice History, that examined an environmental clean-up campaign of hazardous environmental materials that recently took place right here in Champaign. This session provided teachers with a packet of primary source documents they can use in their classrooms, as well as materials to put the events into a broader historical context of US Environmental History.

Teachers also heard from community organizations

that provide environmental education resources, including the Environmental Education Association of Illinois, Japan House, Champaign Park District, Urbana Park District and the Illinois Story-Tellers Guild. The workshop ended with a teacher's roundtable.

STEM EDUCATION

University of Illinois Academic Programs and Services

Brenda Pacey, Office of the Vice President for Academic Affairs

University of Illinois Academic Programs and Services, in cooperation with the Illinois State Board of Education, coordinates Illinois statewide involvement in the nationally-recognized Project Lead The Way pre-engineering and biomedical sciences high school and middle school STEM curriculum (5000 schools nationwide). More than 215 Illinois schools engage more than 30,000 students annually; U of Illinois PLTW coordinates teacher professional development and school support consulting.

NanoSTRuCT: Nanoscale Science and Technology Resources for Community Teaching

Carrie Kouadio, Irfan Ahmad, Lauren Johnson, Caila Giboney, Elizabeth Dabrowski, Alex Cerjanic, Brittany Weida, Ritu Raman, Jonathan Yen, Vahid Mirshafiee, Center for Nanoscale Science and Technology

The University of Illinois at Urbana-Champaign is well-known as a national leader in nanotechnology. The Center for Nanoscale Science and Technology (CNST) works as a collaboratory toward seamless integration of interdisciplinary research. The CNST has engaged the community through nanotechnology outreach, educating students and their teachers about the applications, benefits, with potential to solve energy, health, security, agriculture, and environmental issues. The CNST has developed programs for K-12 community that introduces STEM concepts, skills, and related careers. Nanotechnology at the Public Square, Engineering Open House, WILL radio, presentations, lab tours, collaboration with the Chicago Museum of Science and Industry, and development of educator resources have been part of outreach activities.

In 2014, through NanoSTRuCT, the CNST is expanding its impact by developing a K-12 STEM Educators Workshop for teachers; creating high school research opportunities for students; creating introduction to nanotechnology educational kits impacting hundreds of students; expanding distribution of the CNST-produced "Nanotechnologist" and "Bioengineer" books targeted for 4th to 8th graders in local classrooms and libraries; and supporting student-led outreach. Motivated graduate student trainees, along with undergraduate students, are participating as the CNST-Student Initiative (CNST-SI). Through a partnership with Booker T. Washington STEM Academy, the CNST is expanding previous student-led outreach efforts and reaching diverse local elementary students.

Through all of these efforts, the CNST is increasing the local community's understanding of science, technology, and engineering through a focus on an important emerging technology that will impact numerous high-need areas at local, national, and global levels.

NetMath Online Math Courses

Peter Glaze, NetMath, Department of Mathematics

NetMath is an online distance learning program of the Department of Mathematics at the University of Illinois at Urbana-Champaign. Our mission is to bring the academic resources from one of the nation's top public universities to students around the world. The program has been serving online students since 1991, including rural high school students, post-AP high school students, homeschool students, university students, adult professionals, military personnel, and other students with an interest in studying mathematics through an online program.

NetMath offers courses ranging from fundamental topics such as College Algebra and Trigonometry through advanced topics such as Applied Linear Algebra and Probability Theory. Students can enroll in these self-paced courses whenever they want, and partnership opportunities are available with high schools to facilitate groups of students studying together.

A Logic and Reasoning Course at Campus Middle School

Alfred Hubler, Engineering, Physics

We introduce middle school students to basic ideas in logic and reasoning. The topics include logical paradoxes, fallacies, set theory, Boolean logic, proofing, algorithms for solving equations, and computational thinking. The course is currently taught at Campus Middle School. We find that the students are engaged and respond positively. We discuss the potential use of the course ware at the high school and university freshmen level.

Illinois Geometry Lab

Noel DeJarnette, Illinois Geometry Lab

The Illinois Geometry Lab is committed to public engagement and mathematical education. Our passion for mathematics extends beyond the walls of the classroom through community activities like Science at the Market, Leal Science Night, CUSF Freshman Focus, and various open houses. We organize classroom visits and field trips to our lab for students from preschool to high school.

STEM Education Initiative: Advancing STEM Education through Public Engagement

Betsy Innes, Communications Specialist; Lizanne DeStefano, Director; Lorna Rivera, Research Associate; Emily Gates, Graduate Research Assistant; Luisa Rosu, Research Associate; Susan Kelly, Graduate Research Assistant, I-STEM Education Initiative

Vision/Goals: 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.

1. Facilitate P-16 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 P-12 Students • I-STEM partners (Illinois Science Olympiad, IMSA) share our goals of improving STEM education. I-STEM partners with schools to improve STEM programs, and hosts campus visits to expose students to Illinois.

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 (Champaign-Urbana Schools Foundation's facilitate STEM initiatives; Illinois P-20 Council's guide P-20 education policy; Japan's Ministry of Education relationship-building with Japan; STEM Learning Exchange student engagement in real-life scientific problems.

MechSE Outreach: Maximizing Impact

Joe Muskin, Mechanical Science and Engineering

The Mechanical Science and Engineering department has developed and implemented several activities with several classes of students in local and regional schools to encourage students to consider engineering as a career. One popular activity is

creating small plastic objects with a simple 3D printer based on a data projector. Another is manufacturing a bouncy ball using a polymerization reaction and a mold to shape it. These activities have been implemented in classrooms and afterschool programs, as well as in events such as a family engineering night.

In addition, several larger events have been coordinated using student organizations or older school children teaching younger school children. We have hosted family engineering nights and events at the Orpheum Children's Science Center, as well as in larger venues such as the St. Louis Science center.

We will showcase some of the activities and events that we have engaged in this year, with an emphasis on how units can leverage resources to make a bigger impact and reach more participants.

Pi Tau Sigma Engineering Outreach

Julia Huynh, Pi Tau Sigma Mechanical Engineering Honor Society and Joe Muskin, MechSE Outreach Coordinator, Mechanical Science and Engineering Department

Pi Tau Sigma, the Mechanical Engineering Honor Society, in collaboration with the Mechanical Science and Engineering department, has hosted multiple engineering outreach programs within the community. The main program that we run each semester is an eight-week afterschool Engineering Club for grades K-5 at Booker T Washington Elementary School in Champaign, IL. Every week, a different engineering project or challenge is given to the students, and across the eight weeks different engineering disciplines are covered including mechanical, aerospace, chemical, electrical, civil, and biological engineering. The students are encouraged to work with each other and to come up with innovative solutions. The event was so successful last semester that there are now two Engineering Clubs at Booker T Washington. In addition to the Engineering Club, Pi Tau Sigma has held Family Engineering Nights at Booker T Washington where students and their families are invited to come during the evening to participate in an assortment of engineering-related challenges and demonstrations. This spring, these Family Engineering Nights will be expanding to other schools in the area as well. In addition to the listed events, Pi Tau Sigma has also participated in a few other STEM outreach activities including exhibiting at the St. Louis Science Center. All of these activities, ranging from toothpick marshmallow towers to 3D printing to silvering mirrors, have served to get kids interested in STEM fields and to introduce them to the various engineering disciplines.

Inspiring the Next Generation of Engineers through Robotics Competitions

Michael Kasten, Arsalan Aslam, and Matt Birkel, Illini Robotics and Joe Muskin, MechSE

Illini Robotics, a 501(c)(3), has worked closely with iRobotics, a University of Illinois College of Engineering student organization, and Illinois FIRST© a statewide youth robotics organization, to implement activities and programs to engage youth in robotics. This wide range of activities include hosting a regional and state FIRST© LEGO© League competitions, holding programming and building workshops for teams and coaches, training University student mentors to work effectively with local teams and serving as judges and referees at the tournament.

This collaborative association of a local non-profit, a student organization, and a statewide organization resulted in a very successful statewide competition attended by almost 50 teams advancing to the state level representing about 500 youth and their families. The competitions would not have been possible without the support of the University of Illinois Office of Public Engagement. The competitions also engaged over 100 volunteers including University faculty, students and staff as well as employees from local firms such as Caterpillar, John Deere, Intel, CERL and Wolfram and members of a local high school robotics club, Ctrl-Z. About 2000 individuals were successfully hosted in a daylong event at the ARC on campus.

If you are interested in robotics and want to see some of the innovative designs, or want to explore how to successfully collaborate between several groups, come join us to learn more.

Supporting ALL Learners in School-Wide Computing

Martin Wolske, Graduate School of Library and Information Science; Maya Israel; Todd Lash; Jessica Pitcher; George Reese; and Avigail Snir; Tanya Tapia, PhD candidate, Education; Jamie Pearson, PhD candidate, Education; Samaa Haniya, PhD candidate, Education; Casey McCoy, MLIS candidate, Graduate School of Library and Information Science; Becky Ransberger, MLIS candidate, Graduate School of Library and Information Science; Kim Naples, MLIS candidate, Graduate School of Library and Information Science; Angie Stangl, MLIS candidate, Graduate School of Library and Information Science

National initiatives have raised awareness of the importance of developing innovative approaches to science, technology, engineering, and math (STEM) education, especially within elementary and middle schools. This presentation will highlight approaches currently underway within Kenwood elementary school to advance computational thinking as part of building inclusive digital communities. We especially emphasize work with entire families whose students are at risk of academic failure. We take a multi-stakeholder community building approach to the development of computational thinking, tapping into the school librarian as engagement leader. It builds from the assets brought to the initiative by school administrators, teachers, librarians, and technical staff, as well as students, parents, and community leaders. The approach creates a school-wide and community-deep community of inquiry to share innovative approaches and lessons learned. A multidisciplinary team of faculty, staff, and students from the University of Illinois Office of Mathematics, Science, and Technology Education, the Center for Digital Inclusion, the College of Education, and Computer Science have served as advocates, trainers, and lead evaluators in this elementary school-led initiative. The presentation of our work with EToys and the Demystifying Technology workshops will include both hands-on opportunities and examples of artifacts created at Kenwood.

Learning in Minecraft

Jana Sebestik, Brandan Pflugmacher, and Brendan McDonnell, Office for Mathematics, Science, and Technology Education

TCIPG MINECRAFT ENERGY WORLD

TCIPG (Trustworthy Cyber Infrastructure for the Power Grid) Education is developing an educational energy world for use with the MinecraftEdu mod for the popular game and teaching tool, Minecraft.

Minecraft started as a simple game of breaking and placing blocks in a massive 3D world. It has since evolved to allow for the creation of complex worlds where anything is possible. Educators quickly realized the teaching potential of this game and have developed several educational worlds to use in classes.

In this world students work together to learn basic circuitry and several power utility components in order to complete and run a functional power grid. They build several power generation sites including a wind farm, solar farm, hydro-electricity dam, gas powered plant, and nuclear plant. Students learn how to operate and utilize each power generation site and how to use the different sites together to provide power to the grid.

Our goal is to introduce this world and the Minecraft teaching tool to the Champaign Unit 4 School District and to all players via MinecraftEdu.

Engaging Youth with Arduinos to Inspire the Next Generation of Engineers

Robert Smith, University of Illinois Extension; Alvarez Dixon; Joe Muskin; and Sharlene Denos

We have created a curriculum to teach students basic programming using the Scratch programming environment developed at MIT. Scratch is a graphical programming environment in which different shaped blocks fit together to perform different functions. Students find this an easy to use and unintimidating interface to learn programming skills. Students then use a Scratch like application to program basic circuits using a variety of components such as LEDs, flex sensors, photo resistor, servo motors, etc. on Arduinos. This finally culminates in

the youth using C code to develop more complex Arduino based projects such as robots, irrigation systems, and IR remote control systems.

This program has been piloted at three 4-H Tech Wizards sites in Rockford, Elgin and Madison and has expanded to include AVID students in a Champaign Unit 4 Middle School. These programs will culminate in a Mini-Maker Faire for youth to showcase their projects.

TCIPG Education and Engagement

Jana Sebestik and Samantha Lindgren, Coordinator of STEM Teacher Development, Office for Mathematics, Science and Technology Education (MSTE)

Power engineering experts and educators from the Office for Mathematics, Science, and Technology Education (MSTE) and the Information Trust Institute (ITI) have developed hands-on activities and interactive lessons for the NSF, DOE, and DHS funded Trustworthy Cyber Infrastructure for the Power Grid (TCIPG) project to help teachers and students learn about the system that delivers electricity and the challenges for the future. The instructional resources are designed for students in middle and high school. They are classroom-ready and illustrate important concepts in the science of electricity and the power grid as well as mathematics.

YOUTH & FAMILY

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

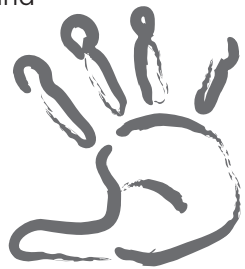
Anne Sautman, Krannert Art Museum

KAM/WAM is a program that provides classes of elementary students with the opportunity to attend school at Krannert Art Museum for an entire week. KAM/WAM focuses on integrating the arts into curricular areas with attention to best practices and grade-level learning goals. It is a unique and constantly evolving educational experience founded in partnership with community educators who value interactive, non-traditional approaches to teaching curricular areas using the art at the museum. In addition to the one-week program, in 2013-2014 KAM also added a one-day program (KAM/BAM) and a year-long learning endeavor (KAM/JAM).

IEL & EIC: Providing Resources for Parents, Caregivers, and Teachers of Young Children in Illinois

Bernadette Laumann, Education/Special Ed/Illinois Early Learning Project and the Illinois Early Intervention Clearinghouse; Susan Fowler, IEL and EI Clearinghouse Principal Investigator; and Jean Mendoza, IEL Project Content Specialist

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 (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 and Development 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 (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.

Transitional Bilingual Education

Carly Krawetz, University of Illinois Urbana Champaign/Social Work

In this policy analysis I explain the social policies that concern the bilingual children who reside in Illinois. In addition, the policy analysis will explain the social problem that has caused the need for bilingual education. Of the 12.8 million people in Illinois, Hispanics make up 15.8% of the population ('State and county,' 2013). There is a 3.5% increase since 2000 when Hispanics made up 12.3% of the population (Keen, 2011). The population for Champaign is currently 82,517. People under 18 make up 17.3% of that population, and Hispanics and Latinos make up 6.3% of the total population ('State and county,' 2013). The appropriate policy solutions will be discussed in this analysis.

Due to the major influx of the Hispanic population in Illinois there was a strong need for educational policies. Transitional Bilingual Education (TBE) allows students the opportunity to be in a classroom that incorporates teaching and academic content in two languages. Typically, it is taught in their native language and secondary language. In addition to TBE Garden Hills Elementary School in Champaign, Illinois has created the SOAR program with the help of the University of Illinois.

SOAR is an after-school tutoring program that helps improve the reading and literacy skills for Latino Children in grades 2-5. Garden Hills is one of 5 schools in its district that provides TBE services. Garden Hills also offers English as a Second Language (ESL) program. ESL provides students with multi-levels of support.

IECAM: Mapping of Locations of and Services for Young Children in Illinois

Bernard Cesarone, Education/Special Education/Early Childhood and Parenting Collaborative; Susan Fowler, IECAM principal investigator; Dawn Thomas, IECAM project coordinator; and Natalie Danner, IECAM graduate assistant

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, child care) and on the demographics of young children (e.g., population, poverty) in Illinois. IECAM also provides data on significant risk factors for children and families. 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 ECE and demographic data in its online database in table format. IECAM also maps the locations of services for children using Geographic Information System technology. Users can search for data by year, region (e.g., county), ECE service type (e.g., preschool), and by demographic variable (e.g., poverty level). Users 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 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.

An Exploration of the H1N1 Outbreak in Champaign-Urbana Elementary Schools during the 2009-2010 Influenza Season

Ian Brooks, GSLIS/NCSA and Christopher Komisarz, MPH

This project examines the absence data among elementary school students in Champaign and Urbana during the 2009 H1N1 flu pandemic. What is unique about these school districts is that the composition of the schools differs by design with Urbana schools only taking students from a specific area or neighborhood and Champaign schools being geographically non-selective. Analysis of these data showed that there was a difference both in time and severity of the outbreak between the two school districts. Urbana schools show a distinct time of increased absences over the course of October 2009, while Champaign schools show a peak in absences in mid-October. There were no significant correlations among absences and low-income composition, school population,

or ethnic composition. This analysis can be used to better inform public schools and local health departments should another outbreak like this occur in the future.

2013 Career Empowerment Program

Otis Noble III, Office of Diversity, Equity, and Access and Torionna Lashon Exum, Human Resource Manager

The Career Empowerment Program (CEP) is the University of Illinois at Urbana-Champaign's summer employment initiative for Champaign County Public School youth. This initiative is funded by the Office of Diversity, Equity, and Access and Staff Human Resources, and provides youth ages 16 to 18 with enriching and constructive summer work experiences through subsidized placements with identified units on campus.

Through CEP, we strive to provide young people with the opportunity to:

- Earn money and gain meaningful work experience;
- Learn and develop the skills, attitudes, and commitment necessary to succeed in today's world of work;
- Gain exposure to various exciting career industries; and,
- Interact with dynamic working professionals in a positive work environment.

Though CEP is a short-term 7 week employment and training program, our goal is to introduce our youth to campus professionals who will positively impact their futures.

The program's vision is that through summer employment local students will gain professional work experience; receive positive career development skills, and exposure to the campus work environment. With this program, the University continues its efforts of being a responsible and responsive partner in the local community.

Media University

Rhiannon Clifton and Linnea DiBerardino, Program Coordinator, College of Media/Media University

Media University was a unique opportunity for high school students to explore the advertising or journalism industry while being immersed in the experience of living on the University of Illinois campus. Thirty-two high school students from all over the nation presented their work as part of their Media University experience. There was a show about the Taste of Champaign and news desk clips from the Journalism track students and client presentations from the Advertising track students. The clients that the advertising students worked on were Big Brothers Big Sisters of Central Illinois, Eastern Illinois Foodbank, State Farm's Celebrate My Drive, and Champaign County United Way. Over the two week camp, the students learned about the fundamentals and key practices of journalism, advertising, media, ethics, brainstorming, teamwork, leadership and many other topics. They didn't just learn on campus, though. Visits to Chicago included NBC 5 Chicago, Crain Communications, WBBM-AM Sports Radio, OMD, Hall & Partners and others, to learn about the business first hand. In Indianapolis, the group learned from marketing and public relations professionals at the Indianapolis Zoo (did you know that the first mission of the zoo is not entertainment, but is conservation?). They also got to visit Fox 59, the Indianapolis Star, Publicis Indianapolis, and Young & Laramore, an independent advertising agency. All of these sessions helped the students to create projects that they got to share with faculty, parents, clients, and the public at the conclusion of the camp.

Outta the Mouths of Babes: Digital Media, Youth Engagement, and Cultural Learning

Rachel Storm, Outta the Mouths of Babes and DoMonique Arnold, Program Director of Outta the Mouths of Babes

Outta the Mouths of Babes, a 12-week radio project where youth review local arts and cultural events on the air, is rooted in a commitment to youth empowerment, diversity education and cultural learning, digital media literacy, and a commitment to engaging folks of all ages in local arts and social culture.

ILLINOIS

Office of Public Engagement
330 Illini Union Bookstore
807 South Wright Street, MC-319
Champaign, IL 61820