



PUBLIC ENGAGEMENT SYMPOSIUM: IMPACTING OUR COMMUNITY

MARCH 9, 2011 • 3-6 PM
I HOTEL AND CONFERENCE CENTER
1900 South First Street • Champaign, Illinois

Sponsored by
Office of the Vice Chancellor for Public Engagement
and Online and Continuing Education

 ILLINOIS



“The public engagement piece of our land grant mission is more vital than ever. We live in a time where face-to-face contact seems to be disappearing. The corrective against the impersonal is the kind of work the Office of the Vice Chancellor for Public Engagement does effectively and efficiently for the betterment of our community.”

Robert A. Easter
Vice President and Chancellor (Interim)



The University of Illinois is publicly engaged when its faculty, staff, and students collaborate with external constituents to address needs in society and to enhance the University's scholarly capabilities. In today's knowledge-based, creativity-driven society, attaining research preeminence is inextricably linked with the presence of an effective public engagement capability.

Driven by its decentralized culture, the University's broad and diverse set of public engagement activities ties it to society's needs. At this year's Public Engagement Symposium, we'll have the opportunity to learn more about a diverse sample of current activities and to engage in dialogue regarding innovative dimensions of public engagement that should frame our efforts in the future.

Steven Sonka
Interim Vice Chancellor for Public Engagement

- 1 Welcome
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- 4 Community Outreach
- 10 Science, Technology, and Education
- 12 Service Learning
- 15 Sustainability
- 17 Youth and Family

www.conferences.illinois.edu/engagementsymposium

SCHEDULE

All activities are located in the Illinois Ballroom

3:00–6:00 Over 50 posters highlighting best practices in public engagement

3:30–5:30 Public Engagement Improv

3:30 eBlackChampaign-Urbana: Community Informatics Meets Data Curation

eBlack Champaign-Urbana is a campus-community collaborative that digitizes, aggregates, and adds value to historical information on the African-American experience in Champaign-Urbana. The goal is to find new ways to connect this information to both community and academic research and information needs. Noah Lenstra, Graduate School of Library and Information Science and Abdul Alkalimat, Department of African-American Studies and Graduate School of Library and Information Science, will talk about the project.

4:00 Illinois Smart Energy Design Assistance Center

The Smart Energy Design Assistance Center (SEDAC) provides businesses and the public sector with no-cost assistance in reducing energy costs and increasing energy efficiency. The assistance center has found significant opportunities for energy savings in both new and existing buildings. Typically, SEDAC energy assessments identify potential energy savings of 17 to 39 percent. Presenters will be Ben Sliwinski, Ann Campbell, and Andy Robinson, School of Architecture.

4:30 Using Music in the Community to Narrate Stories of America’s Unique Past

Prayers for the People: Carl Sandburg’s Poetry & Songs is a performance piece in the tradition of Sandburg’s own performances, featuring story-telling, poetry-reading, singing, and guitar-picking designed to bring the immediacy of the Prairie Poet’s lyrical populism and folk-song collecting to new audiences. Scott Schwartz, Sousa Archives and Center for American Music, and Marten Stromberg, University Library, will perform a selection of songs from Sandburg’s *Songbag* and other folk music collections to musically narrate stories of America’s unique past and highlight the Rare Book & Manuscript Library’s upcoming *Prayers for the People* concert and the *Urbana, Champaign, University of Illinois: One Community Together* programming that is part of each year’s Urbana Sweetcorn Festival.

5:00 Student Opportunities for After-School Resources (SOAR)

Student Opportunities for After-School Resources (SOAR) was established in February 2006, based on a request from parents in north Champaign seeking to improve their children’s academic performance. The SOAR program is an example of an interdisciplinary research and service-learning project, where educational institutions and community partners collaborate to address a critical need in the community. Lila Moore, College of Education, will share the story.

5:30 Spanish in the Community

Spanish in the Community will discuss the group’s experiences in nonprofit organizations and their class studies in Spanish 332 (*Spanish in the Community*). Presenters will be Justin Segura, Nicolette Irzyk, James Peters, and Nicole Cuthbert, University of Illinois students in Spanish 332.

Child care is located in the Humanities Room.





BUSINESS AND INNOVATION

Economic Development Opportunity Program (EDOP)

Menah Pratt-Clarke and Otis Noble III, Office of Equal Opportunity and Access (OEOA)

The Economic Development Opportunity Program (EDOP) is an entrepreneurial training program for individuals interested in starting and sustaining a small business. The Office of Equal Opportunity and Access (OEOA) at the University of Illinois, in conjunction with the Land of Lincoln Legal Assistance Foundation, Incorporated, provides training by facilitators from a network of minority businesses, civic organizations, city government, banking, public housing, and other community resources. The program provides Thursday evening classes for 6 weeks to educate 20 participants on how to evaluate business ideas, create a business plan, identify financial resources or repair credit, cultivate leadership, and management skills. The objective is to engage minority and low-income individuals from Champaign County in this program, and offer instruction on the principles of entrepreneurship. Outreach and recruitment of qualified candidates is essential to this program's success. Churches and religious communities in the Champaign-Urbana community are a recruitment source. The minority business community, specifically barber shops and beauty salons, provides access to men and women in the community. Community centers, parks, YMCA, public housing areas, etc., also serve as recruiting resources. As a result of the program's efforts, it is anticipated that more minority- and female-owned small businesses will emerge in Champaign County.

Illinois Launch

Amara Andrews, Academy for Entrepreneurial Leadership

The mission of the Academy for Entrepreneurial Leadership (AEL) is to encourage entrepreneurial awareness and initiatives across all disciplines at the University and in Illinois. Drawing from the strengths of these disciplines across the Illinois campus, AEL helps to initiate, build, and connect to an understanding, appreciation, and inclusion of entrepreneurship. To provide entrepreneurs experience and practice, AEL started Illinois Launch: a new venture pipeline and incubator program. The venture pipeline helps young entrepreneurs develop their ideas, perform initial market research, and determine viability. Ideas that pass muster are eligible to apply to the Launch incubator program. Through this program, teams are offered grants of up to \$35,000, office space at EnterpriseWorks in the Research Park, entrepreneurship

education, formal mentors, networking, and access to additional funding when needed. The Launch vision is to grow the Illinois legacy of innovation, entrepreneurship, and impact by creating a self-sustaining business incubation program that actively promotes and assists in the creation of new enterprises. Illinois Launch was started with a \$500,000 gift from Al and Alex Goldstein. The Goldstein Startup Development Fund is being used to operate Illinois Launch, and AEL raises funds to make this valuable program self-sustaining. We believe that an early-stage venture incubator program is a philanthropic endeavor; the establishment of new ventures in Illinois serves to fuel economic development and increases Illinois' competitive edge. To continue this mission, the AEL seeks to engage champions, supporters of the program and valued members of the Advisory Board, to donate \$25,000 annually in an effort to grow and sustain the program.

Restaurant Wheelchair Accessibility

Miranda Terry and Stephen J. Notaro, Kinesiology and Community Health; Diane L. Smith, University of Missouri Department of Occupational Therapy and Occupational Science

The National Organization on Disability (NOD)/Harris Interactive Survey (2004) states that the number of people with disabilities who dine in restaurants is disproportionately less than the number of people without disabilities. The NOD/Harris Interactive Survey found that people with disabilities lag far behind people without disabilities when it comes to going out to eat at least twice a month (57 percent versus 73 percent, respectively); among 18- to 29-year-olds, this gap shrinks to 64 percent versus 71 percent, respectively. One reason for this difference may be due to restaurant inaccessibility. This study examined restaurant accessibility in compliance with the minimum guidelines as set by the Americans with Disabilities Act Accessibility Guidelines (ADAAG) in a Midwestern metropolitan area. Restaurants were categorized into nationally owned or locally owned, using a random, stratified sample: 15 locally owned restaurants and 11 nationally owned restaurants were selected. Responses from 20 restaurants were analyzed using a modified checklist from the minimum guidelines of accessibility set forth by ADAAG. Results suggested that locally owned restaurants were more compliant with guidelines than nationally owned restaurants. The most important finding was that none of the restaurants in this sample achieved full compliance with the ADAAG minimum guidelines. When breaking restaurants down into sections, the most compliant section of the restaurants was Rooms/Spaces, which

were 100 percent compliant while the least compliant section of the restaurants was Seats/Tables at 77 percent compliant, followed closely by Interior Doors and Restrooms at 81 percent compliant. In conclusion,

the minimum guidelines set by the ADAAG should be enforced, similar to building codes. By setting this precedent of regulating accessibility, patronage of restaurants by people with disabilities may increase.

COMMUNITY OUTREACH

Preservation Working Group

Laura Kozuch, Christa Deacy-Quinn, and Jennifer Hain Teper, Preservation Working Group

The Preservation Working Group (PWG) at the University of Illinois exists to assure long-term access to the physical, electronic, and intellectual contents of the University of Illinois at Urbana-Champaign's Campus' cultural assets. We support these goals across campus by providing information and expertise in physical collections management, records management, preventative preservation, conservation, exhibit preparation, digitization, and care of digital objects, as well as other areas as needed. The PWG additionally develops and maintains institutional guidelines for preservation and acts as a final resource to assure that those items of enduring value receive appropriate care while they are entrusted to the University of Illinois.

Building an Inter-Faith Bridge: Teaching Christians about Islam

Michael Chrzastowski, Department of Religion

A 2010 U.S. survey by the Pew Forum for Religion and Public Life found that more than half of respondents said that they know little or nothing about the religion of Islam. Over the past two years I have worked with several different denomination churches in the greater Champaign-Urbana area to address this issue of religion education. I am a part-time student in the U of I Department of Religion, taking classes for a planned post-retirement, second career as a religion teacher teaching fellow Christians about Islam. Based on a compilation of introductory and advanced classes on Islam offered by the Department of Religion, and with the guidance of one of the professors of Islamic studies, I designed an eight-hour *Islam for Christians* class adaptable to the adult-education programs offered in local churches. The class examines the life and times of Muhammad; the structure, style, and primary message of the Quran; the theology, doctrine, ritual, and mysticism of Islam, and the history of Islam in America. One class session involves

a group field trip to the Central Illinois Mosque and Islamic Center (CIMIC) in Urbana where members of the mosque outreach committee demonstrate ritual prayer and answer questions about Muslim life in East Central Illinois. The *Islam for Christians* class has thus far been taught at the following churches: St. Matthew Lutheran (U), First Presbyterian (C), Wesley United Methodist (U), and Forty Martyrs Roman Catholic (Tuscola). A total of 233 church members have completed the eight-session class. Classes for local churches in fall 2011 are now being considered. Participants have noted in class evaluations of the personal value of this religion education, the convenience of using the church adult-studies program for the class, and the appreciation of the class format which is objective and scholarly, free of polemics and apologetics.

ICAC: Full Circle to a College Degree— I Can Access College— I Commit Attend Complete

JoDee Walsh, University of Illinois College Advising Corps; Shauntee Randle, Rantoul Township High School

Illinois College Advising Corps (ICAC) is a program designed in response to recent trends which reflect a decline in the overall level of educational attainment in the United States. This in turn causes a dramatic slowdown in the building of human capital. Our advisers work in underserved high schools in Illinois with the intention of restoring human capital by encouraging and assisting academically prepared students to continue their education beyond a high school diploma. We do this in order to satisfy the economic, social, and political needs of Illinois and beyond. We are working hard to close the opportunity gap which exists between citizens of diverse backgrounds. It is our belief that students from families with lower socio-economic status can not only access a college education but with the proper support, can complete their education and earn college degrees. The advisers of the ICAC program are able to ensure that this vulnerable population receives the time and attention





required to navigate the complex process to college access. On average, there is a 488:1 ratio of students to high school guidance counselors, allowing the typical high school senior to receive only 20 minutes of counseling per year. Our work is ongoing. Currently we are extending our services to ensure that our program brings students full circle to a college degree. Research indicates that the population we serve is at greatest risk of dropping out of college. We are in the process of adding a persistence element to the ICAC services. Once students matriculate into their match schools, we are implementing methods to keep a spotlight on them to maximize their degree attainment.

Collaborative Public Engagement Programs in International Studies

Ayse Ozkan, European Union Center; Katrina Chester, Russian, East European, and Eurasian Center; Karen Hewitt, Center for Global Studies; Lynnea Johnson, Center for International Business Education and Research; Alejandra Seufferheld, Center for Latin American and Caribbean Studies; Angela Williams, Center for South Asian and Middle Eastern Studies

The University of Illinois at Urbana-Champaign is a leader in international education and home to eight international and area studies centers, six of which are federally funded Title VI National Resource Centers (NRCs, indicated with an *): Center for African Studies (CAS); Center for East Asian and Pacific Studies (CEAPS)*; European Union Center (EUC)*; Center for Latin American and Caribbean Studies (CLACS)*; Russian, East European, and Eurasian Center (REEEC)*; Center for South Asian and Middle Eastern Studies (CSAMES); Center for Global Studies (CGS)*; Center for International Business Education and Research (CIBER)*. On our campus, these centers are the leading public engagement units in international affairs. Broadly, these centers enable faculty, students, and the wider public to generate and disseminate in-depth knowledge about every area of our increasingly interconnected world. Specifically around engagement and outreach, we aim to work with K–12 teachers and students, post-secondary institutions, business, media, and the general public. This poster session will introduce the international and area studies centers on campus and some of their collaborative public engagement projects such as the summer institutes for K–12 educators; Joint Area Centers Symposium; career workshops that bring alumni, business, and students together; and the *Illinois International Review*, a biannual journal of international affairs. It will also serve as a discussion forum for ideas about future collaborations with other campus units and community organizations.

A Walking Guide to the History and Features of Burnham Park, Chicago, Illinois

Cheryl Nimz, Illinois State Geological Survey

A Walking Guide to the History & Features of Burnham Park, Chicago, Illinois, will provide a colorful brochure (28–32 pp.) and map to inform park visitors about the cultural, historical, and geological features of this unique, nearly six-mile-long lakefront park. This type of product currently does not exist for Burnham Park or any other segment of the Chicago lakefront park system. The product will expand the University's outreach to both traditional and nontraditional audiences, notably the underserved populations on Chicago's South Side and the growing regional audience interested in learning about the city's world-class lakefront park system. The product is designed not only to inform but also inspire curiosity about the area and about the past, helping in the effort to prepare educated, engaged citizens; to foster civic pride; and to contribute to the public commitment to stewardship of this lakefront resource. The audience is the general public. The park is adjacent to downtown Chicago, contains many attractions and three major museums (Field Museum, Shedd Aquarium, and Adler Planetarium), and is near area hospitals. Surrounding neighborhoods include both prosperous and low-income residents. Visitors to the Chicago area number in the millions annually, and they are likely a major audience; however, native residents, including low-income residents, also will discover new information about the rich historical, cultural, and geological legacy of Burnham Park. This pilot product will also be used to seek public and private sector partners to produce similar products for additional segments of the Chicago lakefront parks. The Illinois State Geological Survey has conducted significant mapping, site assessment, construction resource, and coastal geology projects in the Chicago area. Recent public outreach efforts there have included exhibition in the 2007 Chicago Festival of Maps, public geological field trips, and an in-progress publication for Illinois Beach State Park.

Community Collaboration Combats Hunger

Bridget Owen, Melinda Anderson, Stacey Krawczyk, and Marilyn Nash, National Soybean Research Laboratory

Over 265,000 people in Illinois receive emergency food assistance each week and 42 percent of those are children. Last year, 110 million pounds of food were provided to the hungry and demand continues





to increase. When the Midwest Food Bank in Peoria began receiving generous food donations of soy ingredients, they were in a quandary as to what to do. Adding packages of textured soy protein to food baskets or offering soy flour in small amounts just wasn't an option. Local food banks weren't familiar with how to incorporate soy ingredients, and clients were looking for something quick and easy to prepare. The story continues when the National Soybean Research Laboratory (NSRL) at the University of Illinois joined together with Larry Herman, Executive Director of the Midwest Food Bank, to develop recipes that included soy ingredients. The Lab's nutritionists and dietitians created easy-to-prepare dishes that looked good and tasted great. The end result is a program called Tender Mercies, which is a nutritious, delicious meal packet that only requires the addition of hot water. Tender Mercies, a chicken and rice hot meal packet, contains Textured Vegetable Protein (TVP) and has become an excellent way to utilize donations of rice and soy by putting them into a nutritious product that is receiving rave reviews from clients. The packets are easy to prepare, so there is no need for extensive cooking knowledge or kitchen availability. Plus, the soy provides a high-quality protein source. Tender Mercies costs less than 11 cents per serving, making it as easy as possible for people to get the highest nutrition at the lowest price. More meal packet recipes are being planned incorporating variations in seasonings, flavorings, and ingredients. The Midwest Food Bank and NSRL collaboration brings community and college together to combat hunger in Illinois.

Upcoming and Ongoing Programs and Services in Your Community

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

University Outreach and Public Service (UOPS), reporting to the Vice President for Academic Affairs, is a University central support unit that provides coordination, expertise, and support to the educational outreach and public engagement initiatives of the University's three campuses and central administration.

Our mission:

- Extend and support the University of Illinois campuses continuing education, professional development, and service offerings throughout the state
- Work with local and regional leaders to match the resources of the University of Illinois to community needs

- Assist the campuses with promotion, delivery, and student support for both off-campus and online programming
- Facilitate appropriate partnerships between the University of Illinois and other organizations
- Develop and support partnerships between our campuses and Illinois community colleges.

Urbana, Champaign, University of Illinois: One Community Together

Scott Schwartz, Sousa Archives and Center for American Music; Adam Yeazel and Katie Hansen, Urbana Business Association; Erica Schneider, Museums at the Cross Roads

Urbana, Champaign, University of Illinois: One Community Together is a series of one-hour live music programs utilizing our local communities' musicians to provide engaging, family-oriented performances that take place on the Broadway Stage during the annual Sweetcorn Festival each August in Urbana, Illinois. Each performance includes either music or some other related programming to highlight a specific theme or collection associated with one of our community's unique cultural repositories. In essence, each program provides a unique audio tour that entices our out-of-town and in-town guests to visit and become more involved with our communities' libraries, archives, museums, and special collections (e.g., Spurlock Museum, Early American Museum, Krannert Art Museum, Sousa Archives and Center for American Music, Orpheum Children's Science Museum, and William M. Staerkel Planetarium). As each program is performed on the Broadway Stage, staff from the corresponding library, museum, and archives distribute literature about their repositories and bring facsimiles from their collections for visitors to engage with during each day's programming. This two-day musical extravaganza during the Sweetcorn Festival also continually celebrates Urbana, Champaign, and the University of Illinois as one unique community with many voices. In the past, participants have included such local student ensembles as the Bow-Dacious String Band, the Mo' Betta Music Jazz Band, and the Urbana, Central, and Centennial high school marching bands; world music ensembles such as Mhondo, Sandunga, and the University's gamelan and African drumming bands from the Robert E. Brown Center for World Music; and local professional ensembles which have included the Vintage Brass Band, Prairie Dogs, and Boneyard Jazz Quintet. At the conclusion of the second day's programming, the mayors of Urbana and Champaign and the University's Chancellor come together on the Broadway Stage to reaffirm the cultural and artistic diversity of the Urbana, Champaign, and University of Illinois communities.



Partnerships Initiated by The Rare Book & Manuscript Library at the University of Illinois

Dennis Sears and Valerie Hotchkiss, The Rare Book & Manuscript Library

The Midwest Book and Manuscript Studies Program offers courses and workshops focused on special collections and the book arts. Drawing on leaders in the field as instructors, these programs cover a variety of topics concerning the history of manuscripts and books, addressing the unique skills and approaches to maintaining all types of special collections, and preserving the fine art of bookmaking, including book-binding, paper making, and letterpress printing.

“No. 44 Society,” the book collecting club of Campaign-Urbana, has monthly meetings for acquisitive book lovers who have a book collection or would like to begin one. The club attracts a lively mixture of undergraduates, graduates, faculty members, and local and regional collectors. Members offer advice to beginning collectors, share tips and tidbits about dealers and collectors, and regale one another with tales of the chase.

The Soybean Fine Press is a cooperative effort of The Rare Book & Manuscript Library, The Graduate School of Library and Information Science, The University of Illinois Press, Facilities and Services Printing Department, and the School of Art and Design. In preserving this traditional means of book production, its aim is to craft beautifully printed texts and to inspire an appreciation of the book from its physical design and manufacture, to its intellectual content, for the benefit of students, faculty, and printing practitioners from across campus and the broader community of our region.

The Rare Book & Manuscript Library “Exhibitions and Instruction Program”: The Library hosts or sponsors five or more exhibitions each year with an eye towards making them instructive to book lovers in both the University and local communities. The current exhibition, “Carl Sandburg & the Twentieth-Century American Folk Revival,” is a companion to a Sandburg event on March 14, 2011.

Community Informatics Club

Jeff Ginger, Community Informatics Initiative; Sharon Irish, Linda Smith, and Helen Jentzen, Graduate School of Library and Information Science

Community Informatics (CI) club is a social and service organization for students interested in meeting other people and helping to improve their local community. This poster presents pictures and information about what we do. Our club takes on a variety of

projects and events related to community informatics. In the past we’ve worked with community service institutions locally, such as the Independent Media Center, Urbana Free Library, and Center for Women in Transition, as well as in other sites around Illinois, like the Joseph Center (homeless services) and Katherine Dunham Archives in East St. Louis, the Rantoul Public Library, Early American History Museum in Mahomet, Puerto Rican Cultural Center in Chicago, and more. The CI club founded and contributes to the very popular Urbana Free Library Technology Volunteers whom you can see helping patrons out in the library every day! Find out more online at www.ciclub.org.

Prairienet.org

Martin Wolske, Graduate School of Library and Information Science

An ongoing challenge for engagement projects of community groups in partnership with university classes has been effective communication among and between people, particularly across time. The academic calendar and one-semester student involvement is an especially significant challenge for long-term partnerships. Recent experiments using blog-based websites is showing promise to ameliorate the gaps in information about projects that span several years and different University departments and programs. The author began a pilot project, hosted on Prairienet.org, that creates a project blog for each community partner site. These [Prairienet](http://Prairienet.org) blog sites are not meant to replace the main websites of the different partner organizations. Instead, building on the legacy of [Prairienet](http://Prairienet.org) (1993–2009), this site is intended to help capture and preserve the dynamic communications and knowledge-sharing

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about specific collaborative projects by University and community partners. For example, students in my Fall 2010 *Introduction to Networking* class documented their work in East St. Louis and Champaign using a blog site created for each of five partner sites. For two of these partner sites, the project was greater than could be accomplished in a single semester. By documenting the work on the blog space, students in the Spring 2011 offering of the course will be informed by what previous students did and why. Knowledge sharing can transcend a single course, as many of the same partners are working with other University programs, such as UC2B, eBlackCU, and CU-CitizenAccess.org. Because this technology is relatively easy to learn, we hope that there will be ready and frequent participation by both students and project partners. Controlled vocabularies are being developed to ease information retrieval. A set of templates allow people to fill in needed information easily. My colleagues and I at the Community Informatics Initiative are seeking feedback and additional participants.

Taking a Bite out of Obesity: Engaging Latino School Children and Their Families

Angela Wiley and Amber Hammons, Department of Human and Community Development; Margarita Teran Garcia, Department of Food Science and Human Nutrition; Barbara Fiese, Family Resiliency Center

Obesity and its health complications are a growing problem among U.S. Mexican-American children. Given that the Latino population will grow by 188 percent from 2000 to 2050, the health and well-being of Mexican-American children is an important policy consideration. Comprehensive childhood obesity interventions that recruit entire families to participate, rather than just the children, could reduce obesity among Latino children and adults. A striking absence in past research and program and policy development has been emphasis on building on family resiliency and acknowledging how existing patterns of daily life (family routines) may foster healthy habits. Research focusing on the family unit as a mechanism for developing patterns of healthy behaviors and practices surrounding early mealtime experiences would be beneficial in efforts to reduce childhood obesity, especially given Latinos' strong cultural belief in family strength/unity. The *Abriendo Caminos* (Clearing the Path) program takes this family-based approach to prevent early childhood obesity and promote well-being among Spanish-speaking families in non-metropolitan communities in Illinois, which has experienced twofold growth of Latino families in the past 10 years. *Abriendo Caminos* assumes that sustainable health promotion requires building on existing family strengths. The program seeks to build

positive connections between healthy habits and family life to promote healthy eating, joint physical activity, preserve family traditions, and build stronger relationships between Latino children and their parents. Our program's six-week curriculum actively involves Latino families in food preparation, shared physical activity emphasizing culturally tailored elements (e.g., folk-dancing), and shared mealtimes featuring family storytelling and scrapbooking. Highlights of our baseline preliminary data analyses will be presented. A new expansion of the program that partners with an existing after-school program at a local school will be described.

Community Health Informatics

Lisa Bievenue, Illinois Informatics Institute; Awais Vaid, Champaign-Urbana Public Health Department

The Community Health Informatics Project is a partnership between the Champaign-Urbana Public Health District (CUPHD) and the University of Illinois (U of I) to develop a sustainable framework of collection, management, and use of community health data as a foundation for community engagement, communication, decision-making, and research. The Office of Public Engagement funded a pilot project to establish this framework and to articulate related research interests and course development.

Two outcomes included:

1. A document that defines requirements and potential mechanisms for sustaining a campus-community public health data initiative (see <https://www.informatics.illinois.edu/display/healthinfo/Home>).
2. The CUPHD Online Health Database. In 2002, U of I faculty and students developed an online public health database (including census data, vital statistics, BRFSS indicators, and local police data), which proved to be important to the health department but did not include a sustainability plan. The current project team identified missing data, collected new data, entered data, and redesigned the interface, both for data entry and management, and for public access to the data. Geo-coded datasets were developed so that maps of the data could be included. Collecting and maintaining local data were framed as modular processes that could be supported by a large number of students with low expertise but high interest, contributing time in discrete instances. The vision is that each year, a new group of students will work on a new problem or project, such as surveillance methods, identification and development of new technologies for health promotion, etc.



The Public Health District and the project interns had the opportunity to utilize the local health data in a 5-year planning process in which 65 community stakeholders from 30 organizations came together to discuss community priorities and resources. Access to this data was key to informed discussion and decision-making; ultimately the data were used to justify priorities and action plans.

eBlackChampaign-Urbana: Community Informatics Meets Data Curation

Noah Lenstra, Graduate School of Library and Information Science; Abdul Alkalimat, African-American Studies/Graduate School of Library and Information Science

eBlack Champaign-Urbana is a campus–community collaborative that digitizes, aggregates, and adds value to historical information on the African-American experience in Champaign-Urbana. Our goals are to find new ways to connect this information to both community and academic research and information needs. This project fits within citizen curation/citizen science (Hand, 2010)—the curation of data not only by and for academic researchers, but also by and for citizens and communities, both for their own purposes and for scholarly needs. It additionally articulates a role for cultural heritage and cultural heritage information in closing digital divides and addressing digital inequalities that characterize modern society in the Information Age.

Avicenna Community Health Center

Marium Khan, Avicenna Community Health Center; Irfan Ahmad, Department of Nanoscale Science and Technology; Obaid Sarvana, Student

Avicenna Community Health Center (ACHC) as a social entrepreneurial endeavor aims to serve as an integral resource for Champaign County, serving its uninsured residents. Avicenna has recently been added to address a dire need for affordable health care in the community. Launched in 2009 by members of the local Muslim community, ACHC, a not-for-profit entity, has been providing culturally competent, high-quality healthcare to the residents of Champaign County in an interfaith academia–community partnership. The health center has physicians from the area volunteering, academics from the university involved with research, and students helping to staff the clinic's operations. It hopes to demonstrate the impact that it has had on the community and the value that it aims to continue to provide. For its first year of operation, the clinic has seen over 450 patients and provided nearly \$60,000 worth of curative and preventive health care services. Avicenna hopes to augment

these figures by evaluating the number of total patients, total patient visits (analyze demographic data), and number of patients treated for asthma, high blood pressure, diabetes, or hyperlipidemia, obesity, and other conditions. Data collected from patient records will be used to evaluate disparities in health care for this area as well as compare with local data at the county, state, and national level. As part of the health care safety net in this area, it is vital to evaluate the needs of the area in order to provide improved access to health care through strategic partnerships, which is responsive to the needs and interests of the community. This data will also help ACHC show how its future efforts in deployment of electronic medical records, in patient education, technology, and community engagement can be better targeted and utilized.

Making Imagination Real

Betty Barrett, Mary K. Watson, and Gary Watson, CU Community Fab Lab

The Champaign Urbana Community Fab Lab opened in November 2010. The lab is equipped with high-tech machines and talented volunteers. Together they help members of the community make their ideas take shape. The lab's mission is to support and encourage personal fabrication and creativity in people of all ages and interests. We hope to focus on young people from the area and allow them to express their ideas and curiosity using the tools and people in the lab. The CUC Fab Lab is an outgrowth of the fabrication movement started in the last decade at Massachusetts Institute of Technology. Through this network, people working in the lab connect with others in labs around the world. We hope that tomorrow's great engineer, scientist, inventor or innovator will work in the lab today.

Summer Internship for Native Americans in Genomics (SING) Workshop

Ripam Malhi, Department of Anthropology

The SING Workshop is a one-week workshop aimed at discussing the uses, misuses, and limitations of genomics as a tool for Native American communities. The workshop will also assist in training Native Americans in the concepts and methods currently used in genomics. The goals of the workshop are to facilitate discussion on indigenous cultural values and whether scientific methods can be beneficially incorporated with these values; to provide awareness of how genomics is currently used as a tool to assist in projects focused on natural resources, history, and biomedicine, and to increase the number of Native Americans



in science research, leadership, and teaching careers at all levels.

Public Engagement Portal

George Reese, Office of Mathematics, Science, and Technology Education (MSTE)

This poster session will present the Public Engagement Portal, which can be found online at <http://engage.illinois.edu>. The Portal has been designed to help the Illinois community find programs and events provided by the University of Illinois at Urbana-Champaign. From this single site you can find

University-sponsored events in Urbana-Champaign, throughout the state of Illinois, the region, and the country. You can browse through programs and events categorized by keywords, content areas, and audiences. Search by county or city, or list all upcoming events. The Portal was developed collaboratively through monthly meetings with a volunteer advisory group of stakeholders from across the Urbana-Champaign campus. The technical development is provided by the MSTE Office in the College of Education, and support for the project comes from the Office of the Vice Chancellor for Public Engagement. Stop by and see the Portal in action!



SCIENCE, TECHNOLOGY, AND EDUCATION

MSTE K–12 Partnership

George Reese and Jana Sebestik, Office of Mathematics, Science, and Technology Education (MSTE); Helen Boehrsen, Bradley-Bourbonnais Community High School

For the past 15 years, the Office for Mathematics, Science, and Technology Education has worked with K–12 school districts to use new digital technologies to enhance mathematics and science teaching and learning. Partnerships have included comprehensive high schools as well as career and technical schools. In this presentation, we will highlight our recent collaboration with Bradley-Bourbonnais Community High School and their integration of technology, including 1,100 netbooks, in a single year in their 9–12 curriculum.

Teacher Training for Online Teaching

Scott Johnson, Illinois Online Network

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

Availability and Transferability of Course Credits

Iris Stovall, Illinois Virtual Campus and u.select

u.select and the Illinois Virtual Campus are two tools students anywhere in Illinois can use to help them

find and select appropriate courses and programs, and to determine transferability of courses they have taken or wish to take. u.select is a free, Web-based tool, available nationally, that can help students determine their pathway through higher education. With u.select, students can search for and gather information about schools; locate colleges by name, area, or program of study; access links to admission, financial aid, registration information, catalogs and more; learn about the majors different institutions offer and see the graduation requirements for those majors. Transfer students can determine how courses will transfer between schools, create a course history, and run personalized degree planning guides. Whether students begin at a community college or four-year institution, most will earn some transfer credit along the way. u.select helps students choose the best courses for transfer. u.select is also a valuable advising tool for counselors, teachers, and parents, or anyone who wants to help a student navigate their college experience. The Illinois Virtual Campus (IVC) is a public website that contains information on more than 300 online programs and more than 5,000 distance education courses offered by more than 70 colleges and universities in Illinois. Students can use the IVC website to locate potential courses, and then consult the u.select website to determine the transferability of those courses.

Project Lead The Way: Statewide K–12 Problem-Based STEM Opportunities

Brenda Pacey, University Outreach and Public Service

More than 100 Illinois middle and high schools (and over 4,000 nationwide) have implemented Project



Lead The Way (PLTW) problem-based pre-engineering and biomedical sciences curriculums, which include Gateway to Technology (six middle school STEM units), Pathway to Engineering (eight high school courses), and Biomedical Sciences (four high school courses). The Illinois State Board of Education Division of Career and Technical Education and the University of Illinois Administration's University Outreach and Public Service (UOPS) provide joint leadership to implement the PLTW program in Illinois. Faculty/staff from the U of I's College of Engineering; Office of Math, Science, Technology Education (MSTE); and College of ACES; and U of I Chicago's College of Engineering have assisted with PLTW/UOPS exploration of expanded opportunities for STEM outreach by both campuses to participating schools by means of consulting activities, tour and workshop sponsorship, innovative and collaborative grant applications, and teacher training opportunities. In addition, University of Illinois PLTW/UOPS leads cooperative planning efforts with other Illinois higher education institutions, professional organizations, and business and industry interests.

Since 2005, Illinois PLTW has reached:

- more than 100 schools across the state—89 high schools, career centers, and community colleges, and 23 middle schools in more than 75 communities in 28 counties (2010–'11);
- almost 300 teachers who have received intensive curriculum training in one or more courses;
- an estimated 20,000 MS and HS student enrollments in PLTW courses (6,000 HS and 5,000 MS in 2009–'10 alone);
- a diversity of HS students (20 percent female and 34 percent under-represented minorities);
- more than 1,000 K–12 administrators and counselors who have attended PLTW conferences and information sessions around the state.

SciFlix: Bringing Scientific Discovery into the Classroom through Media

Colleen Cook, Online & Continuing Education; Bruce Fouke, Department of Geology; Charly Crawmer and Amy E. Kellogg-Bouchard, Urbana Middle School

From global warming and sustainable energy resources, to the emergence of infectious disease and the rapid advancements in biotechnology, science plays an increasingly vital role in all aspects of everyday life and public policy. However, K–12 students in the United States continue to trail their peers internationally in scientific knowledge, and schools nationwide are facing increasing funding cuts. At the same time, University researchers and faculty continue to

publish thousands of articles on their latest findings in scientific journals and other academic publications. A critical need therefore exists to significantly reduce the current lag time from when new scientific discoveries are made from university and industry research, to when these results appear in K–12 curricula. Frustrated with the disconnect between groundbreaking scientific research at the U of I and the lack of resources for local K–12 educators, Geologist and U of I Associate Professor, Bruce Fouke and Digital Media Producer Colleen Cook began producing free, scientific multimedia curriculum content with local teachers in 2010. The series, SciFlix, focuses on the most important and relevant scientific breakthroughs and conceptual approaches of our time, and makes these available in media formats accessible for immediate use in classroom settings. Essential to the success of SciFlix is the collaborative environment formed between local K–12 science educators and the University's partners. Each SciFlix targets specific science content needs of Illinois school district curricula and are combined with hot topics currently addressed in cross-disciplinary research and teaching programs at the University of Illinois. During the pilot phase of the project, local educators contributed age-appropriate curriculum guides to supplement each video, along with feedback on classroom integration. As a result, SciFlix provides supporting instructional materials with explanations, documentation, curricula, and short laboratories with each podcast.

INDICATOR: An Advanced Information System for Disease Surveillance in Champaign County

Ian Brooks, National Center for Supercomputing Applications (NCSA)

National Center for Supercomputing Applications (NCSA) is well known for providing supercomputing resources to the nation's scientists, but since its inception, NCSA has also been extremely successful in developing the software tools needed to take advantage of scientific computing. Most recently this software effort has focused on building advanced information systems that enable the integration and analysis of data from multiple disparate sources. One of these projects is INDICATOR. With the active participation of Carle Foundation Hospital, Champaign-Urbana Public Health District (CUPHD), and school districts throughout Champaign County, INDICATOR is a public health surveillance system that combines anonymous, aggregated data (from patient advisory nurse calls, emergency department visits, and school attendance records) to give healthcare providers and public health officials early warning of an infectious disease outbreak in our community. Since going into



production in March 2008, this system has detected numerous infectious disease outbreaks, including gastro-intestinal diseases and seasonal influenza. During the 2009 H1N1 influenza pandemic, CUPHD used INDICATOR to help them decide on the best vaccination strategy for Champaign County. Current work on INDICATOR is focusing on expanding the number of healthcare providers, schools, and daycare centers contributing data; extending the area served to a six-county region in East Central Illinois; and adding veterinary surveillance.

Social Capital and CyberNavigating in the Public Library: Helping Provide and Learning from a Critical New Library Service

Kate Williams, Aiko Takazawa, and Jenny Cavallero, Graduate School of Library and Information Science; Roberto Pang, Chicago Public Library; John Gehner, Urbana Free Library

Via community informatics faculty and students, Graduate School of Library and Information Science (GSLIS) has several years of volunteer experience, data collection, and analysis of a new service at the Chicago Public Library and Urbana Free Library:

helping people use the computers/Internet. With the number one use being job hunting and job applications, CyberNavigating, as Chicago Public Library calls it, is a critical service. But it is not yet built into either library's budget. What does this work accomplish? How? Why and how might it be sustainable? In Chicago, groups of library friends and the library's own foundation are raising funds to pay part-time workers in 40 locations. In Urbana, GSLIS students and other volunteers fulfill the need, supervised by the reference department. (Also in Urbana, the undergraduate student Informatics Club provides a similar service at Clark Lindsey Village, a senior housing complex.) Analysis of data from Chicago shows that four types of literacy are involved in getting and giving computer help in the library: basic literacy, computer literacy, library literacy, and domain literacy. The Chicago experience also demonstrates that social capital is a key ingredient for success. Data is still being collected in Urbana.

Our library profession, the local communities involved, and the research community are all learning from this multi-year project. Chicago research is funded by the federal Institute for Museum and Library Services (IMLS).

SERVICE LEARNING

PR for Change: Real Work for Real Clients

Katrina Olson, College of Media; Sara Balgoyan, Illinois Balanced and Restorative Justice

Every semester, I teach a public relations (PR) writing class for the College of Media. I encourage my students to write their assignments about local, non-profit organizations. For their final project which is due at the end of the semester, they produce public relations materials such as public service announcements, billboards, flyers, ads, posters, and brochures for a local nonprofit which I then pass on to the nonprofits for their use. Students are excited about using their talents to benefit a real client, and the clients appreciate the ideas or actual materials produced by the students. I have also involved my advanced public relations class to develop PR plans and strategies for nonprofits.

Spanish in the Community

Justin Segura, Nicolette Irzyk, James Peters, and Nicole Cuthbert, University of Illinois/Span332

This presentation will attempt to engage the community by utilizing a direct connection between Spanish-speaking organizations and how they have an effect on society. Our poster will follow an outline centered around our experiences in nonprofit organizations and our class studies in Spanish 332 (*Spanish in the Community*). We will show this connection by a colorful and interesting poster presentation that will concisely advocate a stronger presence of participation from our community within the Spanish-speaking nonprofit sector. We will present a tri-fold poster with a presentation of our experiences and a quick overview of the public benefits to these working organizations.



Food and Family Program Research Course (HDFS 494): Linking Theory, Research, and Outreach for Undergraduate Students

Barbara Fiese, Family Resiliency Center

The Food and Family Program Research Course (HDFS 494) is an innovative, two-semester, year-long supervised research course for undergraduates that is designed to provide students with firsthand experience working as part of a research team, as well as to help them develop a working knowledge of the theory and applications of cross-disciplinary research used to guide the Food and Family Program. Because all undergraduate student research teams work closely with community partners, students are also provided with training and mentoring on successful community engagement theories and practices. Students enrolled in the course come from departments and colleges across the campus. The purpose of the Food and Family Program is to provide compelling evidence that food and family are connected in healthy ways. Positive interactions around food can promote healthy eating habits, strong family relationships, and reduce the stress of daily living. Families face multiple barriers to consuming healthy food including food insecurity, targeted marketing of unhealthy foods, a lack of knowledge of nutrition and basic cooking skills, limited access to healthy foods, and other socio-cultural factors. The research team includes investigators from the following disciplines: Advertising, Consumer & Agricultural Economics, Communication, Human & Community Development, Food Science & Human Nutrition, Law, Social Work, and University of Illinois Extension. Community partners that work collaboratively with the research teams include Eastern Illinois Foodbank, Champaign-Urbana Public Health District, United Way of Champaign County, Surface 51, public schools (Champaign, Urbana, Danville, and Mahomet), and Illinois Action for Children.

Student-Led Engagement: Structuring Student-Led Service Projects and the Alternative Spring Break Model

Martha Webber and Rebecca Long, University of Illinois Alternative Spring Break; Peter Leslie Mortensen, Department of English/Center for Writing Studies

This poster presentation challenges service-learning practitioners and educators to consider how students at the University of Illinois motivate themselves to learn about and engage with communities and nonprofit organizations across the United States. The poster and presenters will provide a brief history

of the Alternative Spring Break organization while displaying its student-led service-learning model that creates engagement and leadership opportunities for nearly 400 students each year. This model creates interdisciplinary groups of students who draw on their academic education to understand the complexity of a particular social issue, the communities the issue may affect, and how they can become active members of these communities.

Undergraduate Synthetic Biology Research

Francis Lee and Angela Chen, iGEM/Department of Biochemistry; Christopher V. Rao, Department of Chemical Engineering

The International Genetically Engineered Machines (iGEM) Team is a research group run entirely by undergraduates in the quickly expanding field of Synthetic Biology. We are composed of 11 students from several interdisciplinary fields including Molecular and Cellular Biology, Bioengineering, Electrical Engineering, and Agricultural Engineering, Psychology, and Biochemistry. Our team sees through the design, execution, and application of our own project under the supervision of recognized faculty in the field of Synthetic Biology. This requires research, collaboration, and contact with advising professors, in addition to experimental and analytical lab work. This organization provides an ideal way for undergraduates to become involved in research and the scientific community at the U of I. Additionally, a portion of the iGEM competition centers around ethical issues of synthetic biology. Many teams perform outreach projects such as surveys or informational videos. This year, the U of I iGEM team is planning to showcase several of the exciting new aspects of Synthetic Biology during Engineering Open House. This will allow us to promote interest in this field and demonstrate some of the novel BioBricks created. Two large posters will detail our projects, and we plan to make wintergreen-smelling bacteria as well as bacteria that produce different colored pigments such as purple, orange, and blue. Ultimately we aim to be a very successful undergraduate research group, as well as to promote an understanding of and appreciation for Synthetic Biology across campus and the surrounding community.

Mali Water Project: Developing Community Partnerships with Mali, West Africa

Shikhank Sharma and Kelsey Watson, Mali Water Project—LINC (Learning in the Community)

The Mali Water Project, established in Spring 2010, is a student-run project focused on developing a sus-

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tainable clean water supply system and revitalizing a community garden in the village of Konilo-Coura in the West African country of Mali. The project functions through a unique collaboration between a service-learning class, ENG 315: LINC (Learning in Community), and a student organization on campus of the same name. The project was brought to the LINC program by our project partner Dr. Osee Sanogo, who is a postdoctoral research associate in the Department of Animal Biology on campus. The project offers students opportunities to learn through a service-based, inquiry-guided learning model. So far the project has engaged more than 100 students, through educational/awareness events and through various other community outreach activities. This project and its evaluation will result in research about student learning in international service-learning experiences, which will be used to enhance undergraduate education, enable creation of instructional/faculty development materials, and support the University in its goal of having 50 percent of its students with international experience. Students have engaged members of the village water committee and have presented at campus and local events, such as the

Explore Illinois showcase and Urbana Farmers Market.

Furthermore, the drinking water and garden irrigation projects will advance the University's ability to transfer technology through collaborative community partnerships. Through these partnerships and outreach programs, the project team will create opportunities for Champaign-Urbana youth and community to engage with University students and to gain awareness of critical global issues. Completion of the project goals will directly

benefit the community of Konilo-Coura by improving the quality of life and socio-economic standing of the community members.

Public Service and Administration: An Undergraduate Major

Brittany Koteles, College of Liberal Arts and Sciences

The public sector is a growing professional field. Although there was a time that a public service career directly translated to a job with the government, the present-day reality requires a public sector that connects the government with nonprofits, nongovernmental organizations, consultants to the private sector, and universities. As the public sector continues to emerge, there is a great need for young leaders with consciousness of a bigger picture and the ability to think critically about social challenges, policies, and solutions. This interdisciplinary major ranging over various departments and colleges can prepare a student for a wide variety of careers, including nonprofit management, government affairs, policy analysis, healthcare, environment and natural resource management, education, consulting, public affairs, and more. According to the Association for Public Policy Analysis and Management, the number of standalone bachelor's degrees in public administration/public policy has been increasing over the past two decades, as has the number of minors in the field available to undergraduates. This major aims to equip the student with tools to remedy societal problems by analyzing them in political, social, and economic contexts. With an understanding of social problems, the environmental context in which they develop, practical leadership strategies, and real-world experience, students will become well-resourced agents of change.

Extending Learning Beyond the University Classroom and Into the Community: A Model for Civic Action and Meaningful Reflection

Robin Goettel and Terri Hallesy, Illinois-Indiana Sea Grant

A Natural Resources and Environmental Sciences service-learning course was developed to engage students in relevant and meaningful service that extended learning outside the classroom and into local community schools. In addition to enhancing academic understanding about environmental concepts, students learned how to identify community assets, how to value diversity in underserved populations, how to affect change, and how to develop leadership and communication capacities to inspire environmental action in others to prevent spread of





aquatic invaders. This poster will provide attendees with examples of what made this course so valuable to the university students, as well as the benefits to partnering school teachers, students, and community organizations who were keenly interested in partnering and disseminating the resulting environmental stewardship projects. This multi-faceted education project enhances undergraduate student education through the innovative merger of Extension and Sea Grant education and campus service-learning. The development of this course marked an exciting opportunity to leverage the expertise and resources of Extension's Illinois-Indiana Sea Grant Program and

the capabilities of the University of Illinois' Center for Teaching Excellence to support faculty members in the development of this service-learning course. Community partners involved in this year's service-learning course included Orpheum Children's Science Museum, the U of I Environmental Almanac and Radio Program, and the Champaign County Forest Preserve District. In addition, we involved Stratton Elementary, Franklin Middle School, and Urbana Middle School. A culminating stewardship fair was held at the Champaign Public Library. Examples of the multimedia stewardship projects will be featured.

SUSTAINABILITY

Sustainable Unwanted Medicine Collection Programs: Strategies for Engagement and Behavior Change in Illinois and Beyond

Laura Kammin, Illinois-Indiana Sea Grant

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

Green Business in Illinois

Cassandra Carroll, Mara Eisenstein and Anthony Santarelli, Illinois Green Business Association

The Illinois Green Business Association (IGBA) will highlight beneficial green management practices, along with locally certified businesses and their associated benefits of participating in a green business certification program.

Retrocommissioning and You

Damon McFall and Karl Helmink, Facilities and Services

Retrocommissioning works behind the scenes to reduce energy consumption on campus and thereby reduce carbon emissions, benefiting the entire community. Heating, ventilation, and air conditioning (HVAC) equipment in buildings consume approximately 35 percent of total energy. Shutting down the equipment saves the most, but requires a change in behavior and attitude from staff and students to be successful. How the community adapts to this change in energy focus will affect the long-term effects of the Retrocommissioning project.

Smart Energy Design Assistance Center

Ben Sliwinski, Andy Robinson, and Ann Campbell, School of Architecture

The Smart Energy Design Assistance Center provides businesses and the public sector with help in reducing energy costs and increasing energy efficiency. The program is operated by the Building Research Council in the School of Architecture at the University of Illinois at Urbana-Champaign

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in partnership with 360 Energy Group, LLC. The Illinois Department of Commerce and Economic Opportunity sponsors the Smart Energy Design Assistance Program, in partnership with ComEd and Ameren Illinois utilities. The Smart Energy Design Assistance Center (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 2,100 Illinois clients and has completed energy audits on over 750 buildings covering 57 million square feet, identifying potential annual cost savings of nearly \$30 million. The center completes around 200 energy assessments annually and has found significant opportunities for energy savings in both new and existing buildings. Typically, SEDAC energy assessments identify potential energy savings of 17 to 39 percent.

Mission Smart Grid—Engaging the Energy-Conscious Generation

Jana Sebestik and George Reese, Office for Mathematics, Science, and Technology Education; Sonya Darter, Orpheum Children's Science Museum

Explore the ways that new technologies increase options for consumers to manage their electricity consumption! This interactive exhibit teaches about electricity production and delivery. Visitors learn about the balance between energy costs and concerns about climate change and the environment. Visitors are also able to consider the effects of increasing amounts of renewable energy sources such as wind and solar. The presentation will offer attendees a glimpse of the museum exhibit and an opportunity to learn about the challenges of a secure power grid that includes integration of renewable energy sources and increased consumer participation. This project is made possible through support from the Office of the Vice Chancellor for Public Engagement (OVCPE), and a partnership between the Office for Mathematics, Science, and Technology Education (MSTE), Orpheum Children's Science Museum, and the Trustworthy Cyber Infrastructure for the Power Grid Center (TCIPG).

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YOUTH AND FAMILY

Illini Summer Academies

Debra Stocker, University of Illinois Extension

The Illinois Summer Academies (ISA) is in its fourth year of promoting both the University of Illinois as a whole and the individual colleges and departments that participate. Illinois high school youth partake in 15 hours of Academy study in subject matter areas of interest, including hands-on lab work, field visits, tours of campus facilities, and career study. Academies are taught by University faculty, staff, and graduate students. A focus of ISA is residency: youth delegates are housed in campus dormitories and get quick looks into college life walking to classes, living with others from across the state, and classroom activities. Tours of various campus facilities and free time in CampusTown offer delegates another look at campus life outside of the classroom. Opening and closing sessions and evening programs are planned and provided by a committee of teens from across Illinois. As of this writing, Academies that have been confirmed for 2011 include Aerospace Engineering; Agricultural & Biological Engineering; Art & Design; Crop Sciences; Food Science & Human Nutrition; Leadership; and Veterinary Medicine. The ISA program is coordinated by the University of Illinois Extension 4-H Youth Development Program. The Illini Summer Academies are open to incoming high school freshmen through graduating seniors in Illinois, ages 14–18 years of age. Some Academies may have age restrictions. Registration opens March 1 at: <http://web.extension.illinois.edu/state4h/events/summeracademies.cfm>.

Tapping In: Educational Leadership, Community Partnership, and the Struggle for Engagement

Sally Carter, TAP In Leadership Academy; Chaebong Nam and Shameem Rakha, Graduate School of Library and Information Science

The mission of TAP In Leadership Academy is to educate, equip, and empower youth living in marginalized, urban communities to enhance educational achievement, leadership development, and cultural awareness. By providing children with an equitable opportunity for intellectual, social, and emotional growth, it is TAP In's long-term goal that all of its scholars are admitted to, and complete a four-year college or university program. TAP In's vision is to cultivate better scholarship and responsibility in youth to become contributing leaders in their families, their communities, and the world. TAP In is

a unique program in that it is a community-driven collaboration with the University. The complicated process by which this collaboration came to exist is a lesson in perseverance and passionate desire on the part of the community organizers and University partners. Enduring issues such as finding space for youth on campus, funding, gaining access to University departments and faculty, and finding faculty who value grassroots community action have great implications for future public engagement programs. The future collaboration goal of TAP In is to create a readily available opportunity for more University departments and students to be involved in a more equal exchange between the University and the community in which it exists. This is a model of what an engagement can be—portraying how the University can work together with the community, appreciating the community's diversity, assets, and efforts to sustain the partnership. This partnership will offer our community youth a better quality, more holistic learning experience, leading them to become capable leaders of social change in the community and in the society at large. University/community engagement and collaboration of this magnitude gives us an important and honorable opportunity to reflect on the University's legacies within the community and to better community/University relationships for future generations.

IECAM: Supporting Access to Preschool for All Children in Illinois

Bernard Cesarone and Susan Fowler, College of Education

The Illinois Early Childhood Asset Map (IECAM) is a project and website that brings together data on early care and education (ECE) (including Preschool, Head Start, and child care) and on demographics (including population, poverty level, language isolation, and working families) in the state of Illinois. The purpose is to help the state equitably and transparently fund preschool programs to serve at-risk children in Illinois, and to serve as a one-stop shopping source for data and information about ECE services for young children in Illinois. Data from IECAM are used by child care center directors, school district administrators, policymakers, legislators, advocates, parents, caregivers, and others interested in providing quality ECE services to the children of Illinois. It presents its data on its website in both tabular and map formats, using Geographic Information System (GIS) technology. Stakeholders of ECE can search the IECAM database to get data on ECE and childhood



demographics by county, township, municipality, state legislative district, and federal congressional district. They can also enter a query to get data about their particular region. They can examine data for a particular program across multiple years, and they can visually see how a particular service (e.g., state-funded preschool) serves a local area based on a chosen demographic theme (such as median family income). The IECAM project also offers workshops for ECE stakeholders around the state in using its search tools and in interpreting early childhood service and demographic data. With these resources, and with better and more timely data, stakeholders can improve the provision of ECE services to children in Illinois.

IEL & EIC: Providing Practical Resources for Families and Children in Illinois

Karen Smith, Susan Fowler, Jean Mendoza, and Nancy McEntire, College of Education; Logan Moore, Illinois Early Intervention Clearinghouse

Among the projects operated by the Clearinghouse on Early Education and Parenting (CEEP) and the Early Childhood and Parenting (ECAP) Collaborative that provide information and resources to Illinois families and caregivers are the Illinois Early Learning (IEL) project and the Illinois Early Intervention Clearinghouse (EIC). The IEL project provides free resources online and in print, and maintains a presence at parenting-related events throughout Illinois. The resources are evidence-based, intended to provide an immediate impact on parenting and caregiving practices, and easy-to-use. 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 and Korean. The EIC Clearinghouse provides free resources to specifically serve Illinois families who have children receiving early intervention services. The clearinghouse, which is a member of the Lincoln Trails Library System, operates a lending library of videos, books, manuals, and journals on topics related to children with special needs. The clearinghouse also prepares a calendar, maintains a presence at special needs-related events in Illinois, publishes a quarterly newsletter (bilingual English-Spanish), and provides a question-answering service.

Student Playwright Outreach Theatre (S.P.O.T.)

Josephine Blough, Krannert Center for the Performing Arts

Student Playwright Outreach Theatre (S.P.O.T.) was started six years ago by the University of Illinois theatre department. The students of the University of Illinois work with Booker T. Washington's 4th and 5th graders in this collaboration. The 4th and 5th graders write stories within their classrooms, the stories are then taken and adapted by our playwrights, and finally get to be directed and performed by theatre students in the Krannert Center for the Performing Arts Studio Theatre. There is a matinee performance solely for the 4th and 5th graders to see their stories come alive on stage. There is also an evening performance that is open to the public and where the parents of the 4th and 5th graders are invited to attend. Both Booker T. Washington's students and the University's students always look forward to this time of year. The 4th and 5th graders are anxious every year to fill the story boxes left in their classrooms with their adventures and imaginations. At the same time the playwrights, directors, and actors are anxious to bring the stories to the stage for the younger students to see.

Illinois State Geological Survey Curriculum-Based Geology Field Trip for 5th Grade Champaign School Students

Joan Crockett, Illinois State Geological Survey; Kristen Camp, Champaign Unit 4 Schools

The Illinois State Geological Survey (Institute of Natural Resource Sustainability, University of Illinois) and Champaign Unit 4 School Science & Health Curriculum coordinator have received funding to conduct a geological field trip in Kickapoo State Park. The program is designed to meet state and national earth science curriculum requirements in a natural setting. Three 5th grade science classes (about 75 10- and 11-year-old students, plus teachers and chaperones) from three Champaign Unit 4 schools will attend in the Fall of 2011. In future years, the trip may be expanded to an annual program to reach all 5th grade classes from 11 elementary schools in Unit 4 (comprising some 700 students.) The successful trip can be used as a template for trips in other school districts, including students in the Chicago public school system, where large populations of underserved minority students may be reached. A guidebook may be used by others and adapted to other locations and conditions.



C-U Fit Families: Engaging the Community Around the Prevention of Childhood Obesity

Brenda Koester, Family Resiliency Center

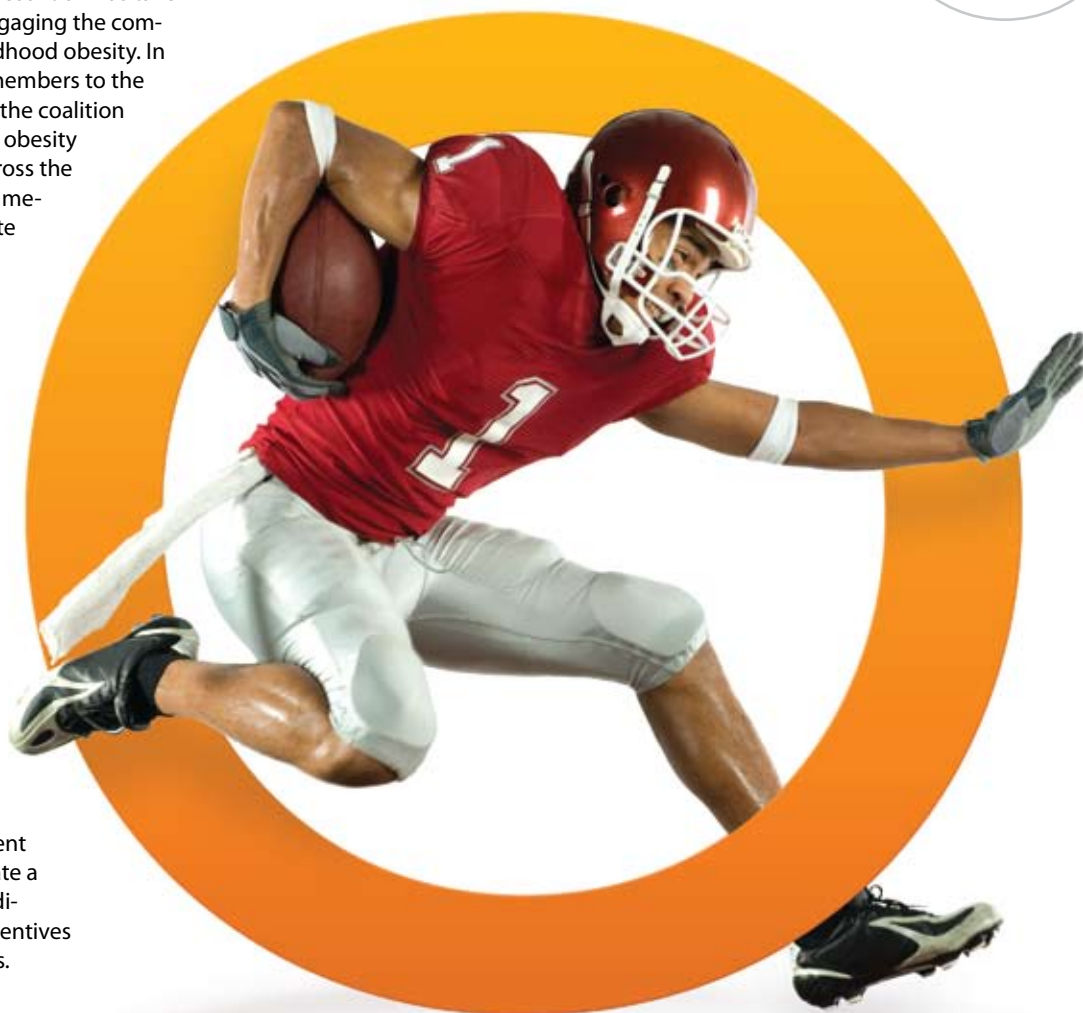
C-U Fit Families is a coalition of campus and community organizations working to promote healthy eating and active living in homes, schools, and childcare environments in the community. This diverse group of organizations has steadily grown over the past two years and currently includes over 70 representatives from education, media, nonprofits, research, recreation, business, and government entities. Current rates of overweight and obesity among children in the United States is a major public health concern, with the prevalence of obese and overweight children and adolescents tripling over the past 30 years. In July 2008, Illinois Public Media convened a small group of organizations to talk about the local implications of this alarming trend. Out of these initial discussions C-U Fit Families was formed. The coalition has taken a multi-pronged approach to engaging the community in the prevention of childhood obesity. In addition to continually adding members to the coalition, which meets monthly, the coalition has worked to create linkages to obesity prevention efforts under way across the state. Both traditional and social media have been employed to create dialogue and share information with the community at large. The coalition has also facilitated community conversations on focused topics (access to healthy food at school, shared family meals, food marketing/advertising to children, and physical activity for children), held a Leadership Breakfast for local community leaders, and participated in a variety of events such as the Urbana Sweetcorn Festival, and various health fairs in the community. The coalition recently hired a part-time coordinator, using a grant from the Office of the Vice Chancellor for Public Engagement to support the establishment of a speakers' bureau and to create a message campaign to target audiences to raise awareness and incentives to change behaviors and policies.

Student Opportunities for After-School Resources (SOAR)

Lila Moore, College of Education

The Student Opportunities for After-School Resources (SOAR) program was established in February 2006, based on a request from parents in north Champaign seeking to improve their children's academic performance. The program serves approximately 45 elementary students, mainly Latino and African-American children from low-income families, and provides free after-school homework help, reading support, and enrichment activities throughout the academic year. The SOAR program is an example of an interdisciplinary research and service-learning project, where educational institutions and community partners collaborate to address a critical need in the community. Partners include B.T. Washington Elementary School, the Center for Education in Small

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Urban Communities, Graduate School of Library and Information Science (GSLIS), Department of Spanish, Family Resiliency Center, Department of Psychology, and others. Each semester, over 100 university student volunteers from a wide variety of academic majors devote their time and energy to the community outreach project.

Breaking the Code: A Bullying Prevention Simulation

Patricia Faughn, University of Illinois Extension

Eighty percent of high school students report experiencing bullying during their school years (Hoover & Oliver, 1996). Empowering bystanders is one of the most promising strategies for decreasing bullying. Bystanders were found to reinforce bullying through passively watching, but to stop it 75 percent of the time when intervening (Ball, 2007). Only 10–20 percent of noninvolved students provide help when another student is a target for bullying. Conversely, friends who protect one another and have peers stand up for them decreases the chances of victimization (Sampson, 2002).

Breaking The Code (BTC) is a prevention simulation, supported by statistical research on bullying among teens in the United States. Dr. Dorothy Espelage of the University of Illinois, a leading researcher in bullying prevention, provided consultation on key findings which guided the development of the simulation. This simulation was developed in response to the growth of violence and bullying in our schools and the lack of materials focused on bystanders and junior high/high school students. First-year training and distribution of BTC kits was provided by Public Engagement grant funding. Forty-seven kits have been distributed at three locations: Clinton, Quincy, and two trainings in Springfield. Two additional trainings are scheduled in DuPage and Edwardsville. The objectives of the program are to expand the role of Extension in supplying materials for bullying prevention and social-emotional and character development of students and provide a tool for Extension agents to work with teachers, youth leaders and junior high/high school students in understanding bullying's effect on social climate and empowering bystanders to stand up for other students.

Initial data of 300 student pre/post evaluations have shown the percentage almost or more than doubled in the number of students who:

- would help the victim (from 116 to 240)
- ask an adult for help (from 93 to 201)

- understand decisions affect bullying (from 128 to 232)
- know one person can make a difference (from 161 to 227).

Neuroscience Outreach at the Don Moyers Boys and Girls Club

James Allen, Project NEURON/Departments of Molecular and Cellular Biology and Psychology; Christopher Johnson, Department of Psychology

To engage children in science, students from the University of Illinois designed and presented a series of neuroscience-related workshops at a neuroscience fair at the Don Moyers Boys and Girls Club in Champaign. These workshops highlighted several central themes in neuroscience and students explored concepts such as learning, vision, and neurotransmission through models, experiments, and activities. In collaboration with Project NEURON, a program at the University of Illinois that designs neuroscience curriculum for use in high school classrooms, undergraduate students, postdocs, and graduate students in education and neuroscience modified activities for use with elementary schoolchildren from grades K–5. Activities in the neuroscience fair included exploring how the brain interprets new visual information to adjust motor output, wearing prism goggles while throwing beanbags at a target, and challenging the young students to reenact the underlying mechanisms of neurotransmission. Different activities and experiments related to neuroscience concepts will be presented at each neuroscience fair at the Boys and Girls Club; each activity is designed to engage children with science without the need for prior knowledge of the field. Topics in neuroscience, though complex, are ideally suited to introduce children to thinking critically about the world around them. The goal of these workshops is to expose children to science concepts that may otherwise not be introduced until high school or college level and to excite them about their own ability to think like a scientist. Through community outreach efforts such as these, young students are introduced to new concepts in neuroscience and provided the opportunity to engage in science in an interesting and entertaining manner.

Transferring a Little Knowledge Systematically

Ashley Davis, Bruce Nesbitt African American Cultural Center

Through the consistent, systematic transfer of knowledge to underprivileged youth incarcerated in juvenile detention centers, societal change can be made.





The Backpack Program: School Coordinator's Roles in Student Participation

LaTasha Washington, Department of Human and Community Development; Barbara Fiese, Family Resiliency Center

The Backpack Program, a national initiative through Feeding America, was established to address food insecurity with elementary schoolchildren. Using a model of collaboration with area food banks near targeted schools, the program provides students identified as food insecure with food-filled backpacks over the weekend. Selection into the program is ultimately the decision of school personnel. Thus, it is important to understand how food insecurity is perceived by school staff, and how this may impact program participation. In 2009, the Family Resiliency Center at the University of Illinois collaborated with the Eastern Illinois Foodbank to launch an evaluation of the program's potential impact on schoolchildren's behavior, grades, and attendance in school. In addition, school coordinators were interviewed as informed experts about the process of program implementation, including school staff perceptions about childhood food insecurity within society, within their particular school, and the process for identifying and selecting students into the Backpack Program. While selection into programs such as the National School Lunch Program (NSLP) and the Supplemental Nutrition Assistance Program (SNAP) are based on income, anecdotal evidence suggests that even when low-income schoolchildren are the typical qualifiers, income alone does not determine selection into the Backpack Program. Preliminary data analyses from qualitative interviews with school personnel indicate that staff use various methods to identify food insecure students, including self referral, word of mouth, student physical appearance, hoarding, written communication by students, and an unyielding pursuit for food consumption among students and parents. Thus, examining school coordinators' understanding of food insecurity would have direct implications for the program's expansion, policies, and factors contributing to its effectiveness in reducing childhood food insecurity.

Working with Families of Incarcerated Students

Andrea Olinger, Education Justice Project/Department of English/Writing Studies; Sheri-Lynn Kurisu, Department of Sociology

The Education Justice Project offers upper-division college courses for men incarcerated at the Danville

Correctional Center and is the only program of its kind in the state. This poster will describe the activities of the Family and Community Engagement Committee (FACE), which is committed to sharing and celebrating the accomplishments of EJP students with their family members and friends and providing family and friends with resources to help them further their own educational goals. Underlying our work is the hope that FACE initiatives can help lessen the stigma of having a loved one in prison, help family and friends network with one another, and even help strengthen EJP students relationships with their family and friends. FACE's outreach efforts include open houses for family and friends of EJP students, a visit to UIUC for high-school-aged children, and correspondence.

LIFT—A Mentoring and College Access Initiative

Brigitte Viard and Vaneitta Goines, Office of Volunteer Programs

The LIFT program is a mentoring and college access initiative for minority youth in the Urbana area. LIFT has a two-pronged approach to college access: The program utilizes the Know How to Go college access model, coupled with discussions on topics that affect college access for minority students in particular. Many times, youth are unaware of how to even begin preparing for college, choosing a school, and about the financial aid process, just to name a few obstacles. While many programs exist that provide the academic component of college access, LIFT recognizes that academics are not the only barrier to academic success and college. Examples of discussion topics include relationships, effective conflict resolution, leadership, assault, and abuse. The LIFT program has a second component. It provides first-year students at the University of Illinois with a leadership position, mentoring these high school-aged youth. A group of upperclassmen who oversee the program will simultaneously mentor these freshmen. The idea here is that oftentimes, there are programs to support freshmen students here on campus but there are very few opportunities for them to be leaders and share their knowledge, while simultaneously making a connection to the Champaign-Urbana community. LIFT provides the connection between the community and the University, which we anticipate will increase rates of academic success and retention for students who participate. This past year we have seen a decline in the enrollment of minority students on campus, and LIFT seeks to motivate first-year students and create a tighter sense of community and purpose here at the University of Illinois.

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