Symposium
2016

Public Engagement

Building Bridges Between Campus and Community

Wednesday, March 16, 2016 | 3-6pm

I Hotel and Conference Center | Illinois Ballroom I

1900 South First Street, Champaign, IL 61820

Office of Public Engagement | University of Illinois at Urbana-Champaign
engagement.illinois.edu
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ADM Institute for the Prevention of Postharvest Loss

Presentation
ADM Institute for the Prevention of Postharvest Loss

Presenter
Kari Wozniak, ADM Institute for the Prevention of Postharvest Loss

Community Partners
ADM Company, Rockefeller Foundation, John Deere, Bill & Melinda Gates Foundation, United Nations Food and Agriculture Organization, USAID

By 2050, we will need to more than double food production to feed a population of 9 billion people. As populations rapidly expand, diets shift, and our climate changes, pressure is mounting to grow more food using the same amount of natural resources – or less. At the same time, it is estimated that 1.3 billion tons of foods is lost or wasted per year, representing an immense waste of land, labor, capital and water and results in reduced food security, food safety, and farm incomes. Reducing postharvest loss has been recognized by global leaders, including the Agriculture Ministers of the G20, as a significant approach to sustainably achieving food security. The ADM Institute (ADMI) for the Prevention of Postharvest Loss at the University of Illinois at Urbana-Champaign is an international information and technology hub which evaluates, creates, and disseminates economically viable technologies, practices and systems that reduce postharvest loss for staple crops. ADMI targets transformational research at enhancing supply chains and market efficiencies of rice, corn, wheat, and oilseeds, and is a driving force in the global community of practice focused on addressing postharvest loss issues worldwide. ADMI disseminates evidence-based knowledge and best practices for loss reduction through capacity-building and training programs, open online education, and innovative partnerships with governments, private companies, academia, civil society, and philanthropic organizations. Learn more at postharvestinstitute.illinois.edu

Age-friendly Champaign-Urbana

Presentation
Age-Friendly Effort for Champaign-Urbana

Presenter
Jeff Woods, Applied Health Sciences

Community Partners
Cities of Champaign and Urbana, Clarke-Lindsey Retirement Village and many more

The Center on Health, Aging and Disability (CHAD) in the College of Applied Health Sciences is working on a public engagement effort to achieve “Age-Friendly” community status for Champaign and Urbana in conjunction with AARP through the World Health Organization. Nationally, our population is undergoing an unprecedented demographic shift leading to huge numbers of older adults. Communities around the world are ill-prepared to deal with the emerging challenges associated with this ‘silver tsunami’. The WHO and AARP have institutionalized an effort and a process to help communities prepare for this demographic change. This process involves organizing stakeholders (e.g. older adults in the community, city governments, community services, health care providers, retirement communities and many others) to evaluate, plan and implement strategies to improve the lives of older adults in our community. CHAD is leading the effort to enter this ‘Age Friendly’ community network to make Champaign-Urbana more livable and to provide opportunities and partnerships for University faculty and students to address important research questions in this area. In conjunction with community stakeholders, the outreach effort will focus on several domains including: transportation, housing, outdoor spaces and buildings, community and health services, communication and information, civic participation and employment, social participation, respect and inclusion. This iterative process includes a 2 year planning phase to identify weaknesses and inefficiencies in the domains and develop a plan to address them, followed by a 3 year implementation phase to improve any deficiencies with long-term follow-up. This presentation will highlight efforts and progress to date.
Assessing the Benefits of Chicago’s Large Lot Program

Presentation
Creating Place through Ownership of Vacant Lots in Chicago

Presenter
William Stewart, Recreation, Sport and Tourism

Community Partners
USDA, City of Chicago, Garfield Park Community Council, Blacks in Green, Residents Association of Greater Englewood, Local Initiatives Support Coalition

Urban vacancy is a pressing issue in many cities across the globe. For some cities, longstanding disinvestment, racism and other factors have created sparsely populated neighborhood landscapes where residents struggle to sustain the community cohesion and sense of place they once knew. Many urban areas have withstood several decades of depopulation, increased number of abandoned and degraded housing, and municipal policies which often raze structures after extended vacancy to prevent crime and other undesirable activities. Estimates indicate that Chicago has 11,000 vacant lots, Detroit 90,000, Philadelphia 40,000, and Cleveland 12,000 to name a few cities with urban vacancy problems. As part of a comprehensive Green Healthy Neighborhoods initiative, Chicago has developed a program to re-purpose their vacant lots by selling the lots to residents of the block for $1. The purposes of Chicago’s program are to give local residents greater control over vacant land in their neighborhood, build community, and create wealth in the neighborhoods. The first wave of vacant lots were sold this past year on the south and west sides. Preliminary analysis of focus groups in three of the affected neighborhoods indicate that transfer of ownership to residents of the block has led to substantial changes in neighborhood street activity and sense of belonging among residents. Participants across three neighborhoods in Chicago have indicated that residents on the block recognize the lot is now owned by a neighbor, and have begun to establish and enforce norms for acceptable street activity near the lot.

Avicenna Community Health Center

Presentation
The Narrative Behind Avicenna Community Health Center: Reducing Healthcare Disparities and Promoting Wellness in and around Champaign County

Presenter
Chitra Iyer, Undergraduate Student in the College of LAS, Departments of Molecular and Cellular Biology and Psychology; Intern at Avicenna Community Health Center

Community Partners
Dr. Irfan Ahmad, Katie Magerko, Dr. Bertin (Yao) Kouadio

There is a wealth of resources, information and technology available at the University of Illinois, Urbana-Champaign, but it is important to remember there are many underprivileged members living in the communities surrounding this prestigious establishment. Despite the advances facilitated by the Affordable Care Act, the latest numbers show that approximately 13,000 residents of Champaign County continue to lack healthcare coverage (IllinoisHealthMatters, 2015). Since opening in 2010, Avicenna Community Health Center has been committed to providing uninsured and underinsured members of the Champaign Community with free preventative and curative healthcare. In addition, Avicenna provides medications through the pharmacy program, caseworker services, and nutrition and exercise counseling. In order to provide this array of services, Avicenna engages and collaborates with many individuals from the University including undergraduate and graduate students, as well as faculty members. Students who volunteer at the clinic not only gain valuable experience within a healthcare context, but also provide critical services to the larger community as a whole. Avicenna has saved the community $400-600k in emergency department visit costs and has provided over 2,500 patient visits. In this poster, we will highlight the narratives and statistics behind the volunteer workforce that passionately empowers Avicenna. Who are the current and past students and faculty that volunteer at Avicenna, and what motivates them to volunteer? What do they gain from their experience? How are they making an impact within our clinic, and in our local community? Learn more at avicennahealth.org
Carl. R. Woese Institute for Genomics Biology

**Presentation**
Carl R. Woese Institute for Genomic Biology: Where Science Meets Society

**Presenter**
Courtney Cox, Carl R. Woese Institute for Genomic Biology

**Community Partners**
Carl R. Woese Institute for Genomic Biology (IGB) and assorted partners, such as the Orpheum Children's Science Museum and Indi Go Artist Co-op

The Carl R. Woese Institute for Genomic Biology (IGB) is a thematic-based research facility designed to stimulate interdisciplinary collaboration between world-class researchers. The IGB embraces the concept of ‘Where Science Meets Society,’ by hosting events to raise awareness about research taking place at the institute, and also facilitating communication between IGB members and the community. The Art of Science: A traveling exhibit showcasing the IGB's cutting-edge research that addresses questions in the energy use, medicine and fundamental science. The research images are selected to highlight the beauty and fascination encountered in science. IGB will partner with Gallery 217 (formerly Indi Go Artist Co-op) for the sixth year with an exhibit opening Thursday, April 28, 2016. Pollen Power Summer Camp: A weeklong day camp for middle school girls that introduces the importance of pollen and the use of campus labs and facilities to conduct real-world pollen research. In 2016, the IGB will host its fourth Pollen Power Camp June 27-July 1, 2016 at the IGB. Genome Day: The IGB open house is for the public to learn about DNA, genomes, and evolution through hands-on activities created by IGB researchers. For the fifth year, the free event will be held at the Orpheum Children's Science Museum on November 12, 2016. Genomics for TM X Programs: A portfolio of courses created for professionals of all types to obtain practical information on the burgeoning field of genomics. The IGB provides programs to introduce genomics to judges, lawyers, MBA students, science teachers, CEOs, clinicians, and others. Learn more at [igb.illinois.edu/](http://igb.illinois.edu/)

Carle-University of Illinois Traumatic Brain Injury Registry

**Presentation**
The University of Illinois-Carle TBI Registry

**Presenter**
Rachael Rubin, Beckman Institute and Carle Neuroscience Institute

**Community Partners**
Carle Neurosciences Institute

In the United States, there are approximately 75,000 new cases each year of individuals who have persistent disability following traumatic brain injury (TBI). Each year, Carle Foundation Hospital (CFH), a Level 1 Trauma Center, treats more than 900 cases related to TBI. Disabilities resulting from TBI can include motor and sensory deficits as well as severe cognitive, emotional, and psychosocial impairment, crippling many vital areas of high functioning. Additionally, many individuals who have sustained TBI and their caregivers state that they are unaware of local resources that may be of assistance during the recovery process. There is a need to develop effective treatments for TBI, as well as to empower individuals who have sustained TBI by connecting them with resources within their community. In order to accomplish these aims, we have developed a Traumatic Brain Injury Registry in collaboration with CFH that is establishing a shared, centrally managed, research registry to facilitate interaction between TBI survivors, researchers, clinicians, and community resources. As the registry expands, we will be able to offer enrollment to members throughout the East-Central Illinois Community, link persons with TBI to research and resources that may facilitate their recovery, and provide physicians and their patients information about recovery patterns. Learn more at [carle.org/services/neurosciences.aspx](http://carle.org/services/neurosciences.aspx) or [shs.illinois.edu/slp-clinic](http://shs.illinois.edu/slp-clinic)
Center for Education in Small Urban Communities

Presentation
Sustaining Partnerships Between Campus and Local Schools

Presenter
William Trent, Center for Education in Small Urban Communities

Community Partners
Champaign Unit 4 School District; Urbana School District 116; Rantoul City Schools District 137

The Center for Education in Small Urban Communities is a research, service, and outreach unit within the College of Education. The Center houses many outreach programs all designed to support and strengthen our local communities. The core program of the Center is providing professional development that serves over 100 teachers each year through an embedded coaching model unique to the Center. Teacher Collaborators are experienced teachers engaging in partnership with local teachers and administrators to bring current educational research to life in classrooms. Each year the Chancellor’s Academy provides an intensive summertime professional development for local teachers to share in their experiences and shape their coming year in professional growth. The Center’s SOAR (Student Opportunities for After-School Resources) program is an after-school tutoring program that provides literacy support and homework help to emergent bilingual students by pairing them with University student volunteers. The Center also sponsors the biennial Youth Literature Festival (YLF), a three-day community-wide event that celebrates the value of literature by bringing together local and national authors to share their craft with children and adults alike. The Center also coordinates the annual Martin Luther King, Jr. Creative Expressions Competition to encourage local students to share their understanding of Dr. King’s message through their creativity, passion, and concerns through essays, music, poetry, art work and multimedia productions. Learn more at education.illinois.edu/smallurban

Center for Nanoscale Science and Technology

Presentation
Center for Nanoscale Science and Technology: Training and Outreach

Presenter
Irfan Ahmad, Center for Nanoscale Science and Technology

Community Partners
nano@illinois Research Experiences for Teachers (RET) and NanoSTRuCT

The University of Illinois at Urbana-Champaign is a national leader in nanotechnology. The Center for Nanoscale Science and Technology (CNST) works as a collaboration toward a seamless integration of interdisciplinary research. The CNST has engaged the community through nanotechnology outreach, educating students and teachers about the applications, benefits, with potential to solve energy, health, security, agriculture, and environmental issues. CNST has developed programs for local K-12 community that introduces STEM concepts, skills, and related careers. The nano@illinois Research Experiences for Teachers (RET) program, NanoSTRuCT outreach at Booker T. Washington STEM Academy, Nanotechnology at the Public Square, Engineering Open House, WILL radio discussions and classroom presentations, and the distribution of “Nanotechnologist” and “Bioengineer” books in local classrooms and libraries have comprised some of the CNST’s training outreach activities. 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 in the global arena. Increasing the STEM pipeline, and communicating science to the public, are two of the major impacts of the CNST’s efforts. Visit CNST at nano.illinois.edu
Champaign-Urbana 1 to 1 Mentoring Program

**Presentation**
Mentoring in the Champaign-Urbana 1 to 1 Mentoring Program

**Presenter**
David Kuehn, *Speech and Hearing Science*

**Community Partners**
Barbara Linder

Mentoring students in the Champaign and Urbana public schools is an important development process for students who are in need of an adult friend. Mentors meet with their mentee typically for one hour per week at their school during the regular school year. Activities include playing games, other agreed upon activities, or just being there to talk to the student. Mentors generally begin with a student in elementary school and remain with that same student to the end of high school. Mentees who stay with the program until the end of high school are eligible for a $5000 scholarship to further their education. Learn more at education.illinois.edu/smallurban

Community Conservation for Energy Conservation

**Presentation**
Community Conversation on Sustainability, Energy and Environment

**Presenter**
Morgan Johnston, *Institute for Sustainability, Energy, and Environment*

**Community Partners**
Institute for Sustainability, Energy and Environment (iSEE)

In Fall 2015, the Institute for Sustainability, Energy, and Environment (iSEE) hosted a Community Conversation on Energy Conservation for local business leaders to discuss the incentives and opportunities for energy conservation in their businesses and the barriers that limit their participation in energy efficiency projects. The event was designed to bridge the gap between the needs of community and the resources available through the campus. Approximately 20 off-campus attendees participated in the event: sharing their views on the hurdles to increasing the energy efficiency of their businesses and proposing ways the university could help to promote energy conservation in our local community. A diverse group of speakers representing University sustainability staff, local business leaders, and the Cities of Urbana and Champaign spoke at the event and shared their knowledge about energy conservation initiatives and programs.

iSEE identified two key future focus areas from the event conversation:

1) Provide Informational Resources: iSEE intends to establish a clearinghouse website that will identify the current contact persons for various sustainability related topics. This will be done in collaboration with the many excellent organizations that exist in our community, so that the information will have been properly vetted.

2) Build Community Around Local Sustainability: To continue building community around local sustainability, iSEE intends to coordinate a mailing list of grassroots organizations that are interested in receiving information about major sustainability programs and events. iSEE will collaborate with existing local sustainability groups, such as CCNet, to avoid duplication of efforts. Learn more at sustainability.illinois.edu
CU Community Fab Lab

Presentation
CU Community Fab Lab

Presenter
Jeff Ginger, CU Community Fab Lab

Community Partners
The Urbana Free Library, Champaign Public Library, Urbana Neighborhood Connections Center, Tap In Leadership Academy, Kenwood Elementary School, Clark-Lindsey Retirement Community

The Champaign-Urbana Community Fab Lab is an open and collaborative workshop space for computer-driven innovation, design and fabrication. We enable makers of all kinds to imagine, design and create using open source software and DIY equipment. We do this by working with a local and international network to actively cultivate public engagement through community-focused art, entrepreneurship, research and education.

This year the Fab Lab will be presenting a variety of rapid prototyping tools and demonstrations, including a spotlight on a community-university partnership dedicated to working artistically engineering prosthetic design. Learn more at cucfablab.org

CUVolunteer, Community & Campus Day of Service

Presentation
CUVolunteer presents the 4th Annual Community & Campus Day of Service

Presenter
Rebecca Byrd, Office for Mathematics, Science, and Technology Education (MSTE)

Community Partners
Office of Public Engagement, Office of Volunteer Programs, United Way of Champaign County

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; Office of Public Engagement at the University of Illinois; Office for Mathematics, Science, and Technology Education in the College of Education; and Office of Volunteer Programs. Check out volunteering opportunities at cuvolunteer.org. The Fourth Annual Community & Campus Day of Service, to be held on April 9, 2016, will bring together members of local community and University of Illinois faculty, staff, and students to kick off National Volunteer Week 2016 from April 10-16. Our primary project, The Food Packaging Project, involves packaging 149,000 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 dayofservice.cuvolunteer.org

Digital Literacy for ALL Learners - Community Ambassador

Presentation
A New Kind of Digital Literacy Program: Discovering Viewpoints on Technology and Impact of the Digital Literacy for ALL Learners Project

Presenter
Hailley Fargo, Graduate School of Library and Information Science (and the Center for Digital Inclusion)

Community Partners
Urbana Neighborhood Connections Center

Through a 2014-2015 Department of Commerce and Economic Development grant, a bridge was strengthened between the Urbana Neighborhood Connections Center and university. Thorough the Digital Literacy for ALL Learners grant, Community Ambassador Hailley Fargo not only helps to teach digital literacy at the center, but also creates a lasting
connection between this valuable community asset and the university. Through interviews and in-depth field work, Fargo presents the results of the grant and her engagement. Learn more at publish.illinois.edu/digital-literacy4all

Digital Literacy for ALL Learners

Presentation
Digital Literacy for ALL Learners

Presenter
Martin Wolske, Center for Digital Inclusion, Graduate School of Library and Information Science

Community Partners
Kenwood Elementary school, Urbana Free Library, Champaign Public Library, Urbana Neighborhood Connection Center, Tap-In Leadership Academy

Funded by the UIUC Office of Public Engagement and the Department of Commerce and Economic Opportunity, the Digital Literacy for ALL Learners project seeks to develop and share methods to foster digital literacy skills by employing a project- and capability-based approach. For the Digital Literacy for All Learners project, this means first meeting with different audiences to decide what creative works they would like to do and what digital technologies might be needed to do them. Digital literacy training is then embedded into those activities as needed, using an approach we call Demystifying Technology. If we are to achieve goals of co-creation and informed decision-making that are part of digital inclusion and digital justice, we need to demystify the mutual shaping of technology and society as much and more than we do the physical aspects of technology. In this poster, we will provide updates on this innovative project that has been working closely with Champaign Unit 4 Kenwood Elementary school, the Champaign Public Library, the Urbana Free Public Library, the Urbana Neighborhood Connection Center, and Tap In Leadership Academy. Learn more at publish.illinois.edu/digital-literacy4all

Enhancing the Leadership of Illinois Parks & Recreation Agencies

Presentation
Enhancing the leadership of Illinois Parks & Recreation agencies

Presenter
Megan Owens, Office of Recreation and Park Resources

Community Partners
Illinois Park and Recreation Association

Since 1956, the Office of Recreation and Park Resources (ORPR) in the Department of Recreation, Sport, and Tourism has enhanced the field of Parks and Recreation throughout Illinois by providing consulting services and developing key partnerships. Recently, the ORPR and Illinois Park and Recreation Association enhanced their partnership to improve professional development opportunities for Illinois practitioners. In 2012, the Leadership Academy was launched as the preeminent networking and training outlet for professionals at all career levels. Three levels comprise the academy: (1) Personal leadership; (2) Leading your team; and (3) Agency leadership. Each year, a total of 90 practitioners are admitted into this 6-month program. The curriculum is designed to build and enhance leadership qualities. Personal leadership develops important networking and decision-making skills, team leadership focuses on developing and maximizing employee teams, while agency leadership centers on developing a positive work culture. ORPR has been an integral partner with formulating the program curriculum and linking field practitioners and university personnel. The program culminates with a graduation ceremony and a Certificate of Completion is awarded from the Department of Recreation, Sport, and Tourism at the University of Illinois, Urbana-Champaign. Over 200 practitioners have participated with numerous individuals re-applying for the next levels. This is the first program of its kind for current Illinois practitioners. While, seventeen other states offer leadership academies, Illinois provides the only program directly linked with a university. This partnership between ORPR and IPRA has been instrumental for the program’s establishment and continual success. Learn more at ilipra.org/leadership-academy
Everyday Arts Lab

Presentation
Critical Play of Video Games in Everyday Arts Lab

Presenter
Hong-An Wu, Fine and Applied Arts

Community Partners
The Champaign Public Library; Champaign Urbana Community Fab Lab; Stratton Elementary School

The poster presents Hong-Ann’s research on “critical play” of video games among youth through Everyday Arts Lab. Informed by critical internet studies and Feminist theories, “critical play” is where the player redesigns existing game narratives, mechanisms, or structures to address the limitations of the existing game; it is when the player is able to see the game as a complicated system related to the society at large with grammar, values and rules, and intentionally modifying the given system to address the experiences that they desire but are currently absent. Since 2014, Everyday Arts Lab has collaborated with various local community sites to provide arts programming for youth. This presentation focuses on Hong-Ann’s research at one of Everyday Arts Lab’s sites, namely the Champaign Public Library. With an action research approach, Hong-Ann has developed and piloted Video Game Modification Workshops for and with youth at the Champaign Public Library. Through these workshops that focuses on modifying existing video games such as Minecraft, Hong-Ann is attempting to better understand how to facilitate “critical play” among youth. Learn more at everydayartslab.wordpress.com

ExploreCU

Presentation
ExploreCU: Engagement with Local History

Presenter
Sarah Christensen, University Library

Community Partners
University Library

ExploreCU is a website exploreCU.org and mobile app that seeks to curate the arts, culture, and history of Champaign-Urbana through community generated content. Built using Omeka and Curatescape technology, ExploreCU allows users to browse tours and learn about the places and events that have shaped the community in which they live. This sustainable project is the first of its kind to be developed by a library, and serves as an extension of existing instruction and service activities by providing a platform for students, scholars, and community organizations to access and develop content.

Health Sciences Public Engagement

Presentation
Health Sciences Research: Engaging the Community

Presenter
Sue Johnson, Interdisciplinary Health Sciences Initiative

Community Partners
Interdisciplinary Health Sciences Initiative, Carle

The Interdisciplinary Health Sciences Initiative (IHSI) was formed in 2014 to be the uniting force for health sciences and technology on the Illinois campus. As part of this effort we strive to share the work of our researchers by connecting with the community via talks, workshops, and other relevant means. IHSI specializes in programs on cancer, clinical and translational neuroscience, and precision medicine. We have strong partnerships with Carle, Mayo Clinic, and others who help us bring information about health care innovations to the community. Learn more at healthinitiative.illinois.edu/resources-training/health-innovations-lecture-series
Honduras Water Project

Presentation
Partnering with an NGO for Sustainable International Development

Presenter
Ann-Perry Witmer, Engineering

Community Partners
Agua y Desarrollo Comunitario

Courses in international service engineering design typically focus on creating, implementing, and optimizing innovative technologies that can be universally applied to the developing world. Many of the technological design assumptions are based upon the provider’s values and cultural experience, and often disregard the conditions and context of the recipient community. This mindset is exacerbated by the characteristic isolation that engineering education maintains with regard to non-technical disciplines such as anthropology, community health, and social development. A year-long course at Illinois, currently in its third year and working with its third community, breaks the isolationism of engineering thinking by combining undergraduate and graduate students in an interdisciplinary course with students in various departments to design and consult with a rural Honduran community in need of a safe drinking water supply. The key to this process is a Honduran non-government organization (NGO). Results of the first two efforts are discussed from the perspectives of the student participants and the NGO. Feedback from course participants indicates that engineering students gain insights into the benefits of holistic engineering for domestic and international clients, and the relationship with the NGO gives them understanding of the community they serve. Learn more at hwpillinois.weebly.com

iENGAGE

Presentation
iENGAGE: Service and Sightseeing in the City

Presenter
Lily Huang, International Student and Scholar Services

Community Partners
Office of Volunteer Programs, Office of Inclusion and Intercultural Relations - International Education

The iENGAGE program is a new service opportunity that started in fall 2015. While open to all University of Illinois students, we especially encouraged international students to apply. We aimed to provide international students an opportunity to interact with domestic students; which could turn into life-long friendships. We hoped for students to develop civic responsibility to encourage all participants to continue to find ways to be engaged in the local community once returning to campus. Finally, we aimed to create partnerships for the University of Illinois in regional communities, and root the iENGAGE program as a public engagement opportunity for all Illinois students.

Illini Union Office of Volunteer Programs

Presentation
Illini Union Office of Volunteer Programs

Presenter
John Race, Illini Union Office of Volunteer Programs

Community Partners
Office of Volunteer Programs (OVP)

The Office of Volunteer Programs (OVP) promotes service by encouraging students to donate their time and volunteer for the university and local communities. OVP pairs students with opportunities where they gain invaluable experience through public engagement. In addition, OVP organizes service trips and volunteer projects for the campus community. Learn more at illiniunion.illinois.edu/ovp
Illinois Digital Innovation Leadership Program

**Presentation**
Illinois Digital Innovation Leadership Program

**Presenter**
Jon Gant, Graduate School of Library and Information Science

**Community Partners**
University of Illinois Extension

The Digital Innovation Leadership Program (DILP) is a two-year grant provided through the University of Illinois Office of the Provost and Illinois Extension and Outreach Initiative. DILP’s goal is to support digital literacy education and programming throughout the state of Illinois. DILP leverages resources and expertise to run programs to foster and understand digital literacy and build key community capacities by a) Providing resources for programs through partnerships with Extension, 4-H, and other community organizations, b) Educating educators about digital literacy programming and activities, c) Raising awareness with public officials about what DILP does and our digital literacy efforts, d) Bringing together Illinois faculty, staff, and students to apply research to practice, from across campus units including Graduate School of Library and Information Science, University of Illinois Extension, Illinois Informatics Institute, C-U Community Fab Lab, College of Engineering, College of Business, College of Media, College of Fine and Applied Arts, and School of Labor and Employment Relations. Learn more at dilp.lis.illinois.edu

Illinois Early Childhood Asset Map

**Presentation**
IECAM: Mapping of Locations of an Services for Young Children in Illinois

**Presenter**
Dawn Thomas, Early Childhood and Parenting Collaborative

**Community Partners**
Illinois State Board of Education, Head Start, Illinois Department of Human Services, Governor’s Office of Early Childhood Development

The Illinois Early Childhood Asset Map (IECAM) is a project and website that brings together data on early care and education services (e.g., preschool, child care) and 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 directors, school administrators, policymakers, legislators, advocates, and others interested in providing quality early childhood services to the children of Illinois. IECAM presents early childhood and demographic data in its online database in table format, as well as interactive maps (using Geographic Information System technology). Users can search for data by year, region, service type, and demographic variable. Users can visually see on a map how a particular service (e.g., preschool) serves a local area (e.g., municipality) based on a chosen demographic theme (e.g., Latino population). IECAM 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 early childhood services to children in Illinois. Learn more at iecam.illinois.edu
Illinois Early Intervention Services

Presentation
Illinois Early Intervention Services Systems Act and Potential Return on Investment for Local Agencies and School Districts: A Researched Based Policy Analysis

Presenter
Lorna Gilmore, School of Social Work

Community Partners
CU Cradle2Career

This policy analysis looks at the Illinois Early Intervention Services System Act. The policy was created when Illinois lawmakers noticed there was a need for children ages 0-36 months with developmental delays to access educational intervention services. As of 2007, nearly 17,000 children ages 0-36 were receiving services from this policy. This number is nearly 4% of the entire Illinois population of 0-36 month old children. Children in rural Illinois communities have an especially hard time receiving proper services. Poverty stricken families also have difficulty finding adequate child care thus leaving them with virtually no choice but to care for their developmentally delayed children on their own. Since the implementation of this policy, it has been found to be extremely successful in helping children cope with these developmental delays. The cost of running these programs far under weigh the costs of caring for a child with developmental delays once they reach Elementary school and later childhood. If more community agencies and school districts would provide services like these, the return on investment would be significantly higher considering these programs tend cost less than the services children would be receiving in later childhood. It is up to the state of Illinois to provide more funding for these programs, once this happens it is up to local agencies to seek these state funds and create more resources for children 0-36 months in the Champaign-Urbana community.

Illinois Geometry Lab

Presentation
Illinois Geometry Lab Outreach

Presenter
Jeremy Tyson, Illinois Geometry Lab (Mathematics)

Community Partners
Schools in Champaign/Urbana/Chicago

The Illinois Geometry Lab (IGL) serves as both an undergraduate research lab and a vehicle for community engagement and outreach within the Department of Mathematics at the University of Illinois. We will illustrate a variety of engagement activities undertaken by the IGL in recent years, including math workshops for elementary and middle-school children in Champaign-Urbana and an ongoing partnership with the Chicago Pre-College Science and Engineering Program. Learn more at math.illinois.edu/igl

Illinois New Teacher Collaborative Administrator Outreach Project

Presentation
High Quality Induction and Mentoring Administrator Academy #1573

Presenter
Nancy Johnson, Illinois New Teacher Collaborative, College of Education

Community Partners
Regional Offices of Education

The Illinois New Teacher Collaborative (INTC) provides free and low-cost services to assist districts and induction and mentoring programs across Illinois. INTC is a diverse statewide group of educational stakeholders at the forefront of
Illinois MarketPlace - Maker Literacy Project

**Presentation**
Illinois MarketPlace and Maker Literacy Program

**Presenter**
Ronald Duncan, Extension and College of Business

**Community Partners**
College of Business, U of I Extension, ITG3D

Often, potential low to moderate income (LMI) microbusiness entrepreneurs live and work in communities of extreme constraints, high levels of stress, and less than ideal circumstances. The daily need to concentrate on the “here and now”, can lead to a reduction in the individuals capacity to think and act in the abstract. This “abstract construct deficit” is well documented in the educational literature and presents a critical finding in this context. Once we realize that most traditional entrepreneurship training programs often assume that more capacity for abstract evaluation exist equally with all students that appear at the classroom door, the effectiveness of these programs for LMI entrepreneurs, under these high stress conditions, must be questioned. The Marketplace/Maker Literacy Program is an attempt to move LMI entrepreneurs into a successful market entry/evaluation position. Best described as a trio of educational milestones that builds upon on the development of a deep consumer literacy, coupled with an extensive entrepreneurial skill base, framed in a market model of sustainable practices, the IMMLP curriculum stands as a unique approach in this domain. This three-tiered approach, coupled with the emerging technology surrounding 3-D printing and the “making movement” is a focus beyond what just to buy or sell, and moves the abstract constrained entrepreneur to understand the “know-how” of marketplaces and most importantly, the “know-why” of consumer needs and demands. Such “literacy” enables individuals to adapt to changing circumstances and envision “beyond the immediate” through a broader understanding of the marketplace. Learn more at immlp.illinois.edu

Illinois Nutrient Loss Reduction Strategy

**Presentation**
For Illinois waters: Improving our water resources with collaboration and innovation

**Presenter**
Eliana Brown, Extension

**Community Partners**
Illinois Environmental Protection Agency, Illinois Department of Agriculture

Illinois may be hundreds of miles from the Gulf of Mexico, but it’s a key player in the “dead zone”, a swath of water the size of Connecticut that forms every summer and is all but devoid of oxygen. The culprit is millions of pounds of nutrients from farm fields, city streets, and wastewater treatment plants carried to the Gulf each year through the Mississippi River system. Fortunately, Illinois now has a plan to keep those nutrients out of the water. Released in 2015, the Illinois Nutrient Loss Reduction Strategy outlines a suite of voluntary and mandatory practices for reducing phosphorus and nitrogen losses—the primary drivers of algal blooms that lower oxygen levels—from both urban and agricultural sources. By targeting the most critical watersheds and building on existing state and industry programs, these practices are expected to ultimately reduce the amount of nutrients reaching Illinois waterways by 45 percent.
The strategy represents the most comprehensive and integrated approach to nutrient loss reduction in the state's history. But what really sets the plan apart is how it was developed. Representatives from state agencies, agriculture, non-profit organizations, universities and sanitation districts were all at the table working together to create this plan. The process was spearheaded by the Illinois Environmental Protection Agency and the Department of Agriculture and facilitated by the Illinois Water Resources Center. These groups continue to work together to implement the strategy using outreach and communication best practices. Learn more at epa.illinois.gov/topics/water-quality/watershed-management/excess-nutrients/nutrient-loss-reduction-strategy/index

Illinois State Archaeological Survey and the Forest Preserve District of Cook County

Presentation
The Power of Partnerships: The Illinois State Archaeological Survey and the Forest Preserve District of Cook County

Presenter
Angela Patton and Paula Branstner, Illinois State Archaeological Survey/Prairie Research Institute

Community Partners
Forest Preserve District of Cook County and Greencorps

In 2015 the Forest Preserve District of Cook County (FPDCC) celebrated their 100th anniversary. The FPDCC is home to over 69,000 acres, including almost 50,000 acres of natural lands. Looking ahead to their next century the FPDCC developed a master plan that included cultural resource management. Working with the Illinois State Archaeological Survey (ISAS), the plan details identifying archaeological sites, conducting thorough archaeological surveys of FPDCC lands that have not been examined, and preservation plans for existing and future sites. To date, approximately 1,200 archaeological sites have been recorded in Cook County. About 550 (or nearly 46 percent) of these are located on FPDCC property. Even this indication of the importance of FPDCC sites is understated, as many of the 650 sites located outside of the FPDCC have been destroyed by urban development. There is no doubt that FPDCC lands contain hundreds of as yet undiscovered archaeological sites. ISAS and the FPDCC partnership is an excellent example of collaboration and the power of partnerships. Working together to create a master natural and cultural resource plan has ensured the future for the FPDCC's next 100 years. To find our more about the FPDCC please visit fpdcc.com or to learn more about ISAS please visit isn.illinois.edu

IMRP Community Health Engagement

Presentation
IMRP Community Health Engagement

Presenter
Holly Rosencranz, University of Illinois Internal Medicine Residency Program

Community Partners
Illini Union Office of Volunteer Programs; cities of Champaign and Urbana; Office of Public Engagement; CUVolunteer.org; Carle Foundation Hospital

The University of Illinois Internal Medicine Residency Program (IMRP) works to address the health-related needs of the Champaign-Urbana community. Using demographic and healthcare data, IMRP determined that access, nutrition and health related education are major public health issues facing Champaign and surrounding counties. To tackle these pressing problems, IMRP collaborated with Carle Foundation Hospital and Office of Public Engagement and CUVolunteer.org to provide various forms of nutrition, healthcare, and educational services to community members. IMRP worked with local organizations to maximize the effectiveness of its projects. This included a food packing event and a canned food drive through the Illini Union Office of Volunteer Programs. In collaboration with Carle Foundation Hospital (CFH), the IMRP staffed a blood pressure check station in partnership with the Measure Up/Pressure down campaign. The program also participated in a high school student mentoring program through Operation Hope, an initiative connecting students in low-income communities to local health care professionals at CFH. The results of our
work were pronounced. Our food collections were distributed to needy families in the region. Our blood pressure check station, located in Marketplace Mall, surveyed numerous community members, providing them with opportunities to discuss nutritional and lifestyle choices with IMRP residents. Lastly, by hosting a Q&A session with Operation Hope, IMRP residents helped inspire students to pursue opportunities in the medical field. Through these efforts, we succeeded at our mission to address disparities by engaging our resident physicians, to reduce healthcare disparities, and improving patient outcomes through access and education. Learn more at med.illinois.edu/depts_programs/sciences/clinical/internal_med/residency

Integrating Gender and Nutrition within Agricultural Extension and Advisory Services

Presentation
Assessing Agricultural Technologies for their Impacts on Gender Roles and Nutrition

Presenter
Maria Jones, College of ACES

Community Partners
Cultural Practice (Washington D.C.)

Agriculture extension services (AES) are a key pathway for delivering information on agricultural technologies to farmers to support increased and more efficient production. However, AES often do not differentiate between different types of farmers and their respective needs, including differences between men and women farmers. Designing and disseminating technologies in a gender-sensitive way can impact technology adoption and potentially have pay offs for men and women farmers, particularly for women who have slower rates of technology adoption than men.

Cultural Practice, LLC (CP), a consortium partner of the Integrating Gender and Nutrition within Agricultural Extension Services (INGENAES) project, led by the University of Illinois at Urbana Champaign (UIUC), developed a methodology to assess the extent to which agricultural technologies are gender-responsive and/or nutrition-sensitive in terms of design, use, and dissemination. The goal of the assessment is to develop recommendations on how the incentives to adopt the technology might be altered to appeal more to women farmers, how to increase women’s access to benefits from the adoption of technologies, and how to design distribution models that respond to women farmers’ needs through extension agents, input suppliers, and mobile devices.

The assessment is composed of four steps and the analysis examines the potential consequences of the technology on men’s and women’s time and labor, men’s and women’s ability to influence the adoption of the technology, the extent to which the technology alters the amount or control of income by men and women, and the technology’s potential to improve nutrition. The technology assessment methodology was piloted in Zambia and Bangladesh in the summer of 2015 on seven technologies ranging from the Digital Fat Tester in Bangladesh to a treadle pump in Zambia by students from UIUC, UCD and UD. Learn more at ingenaes.illinois.edu

Investigating International Sustainable Development

Presentation
Investigating Sustainable Development - a Collaborative Process

Presenter
Ann-Perry Witmer, College of Engineering

Community Partners
Andrew Orta (Anthropology), Ken Salo (Urban and Regional Planning), Cajetan Ilo (Kinesiology and Community Health)

The College of Engineering has developed a research-oriented course that joins engineering with health administration and social science disciplines to evaluate the sustainability of an international service project that provides irrigation and drinking water to a disadvantaged community in Ecuador. Because this research-based course is unlike anything offered at any university in the United States, we believe it will distinguish the University of Illinois as a collaborative,
innovative educator with a humanitarian focus on the international arena. This course will provide a critical opportunity to promote development of contextually oriented engineers who can serve global emerging markets by acquiring a holistic understanding of culture, politics, economics, technological appropriateness, and health implications as they relate to engineering. Course participants will include a number of educational and service partners, including Ecuadorian academic colleagues at the Universidad San Francisco de Quito (USFQ), student organizations Engineers Without Borders-UIUC and Engineers Without Borders-USFQ, non-government organization Fund for Education and International Volunteering (FEVI), professional engineering advisors from U.S. industry, and the residents of the community of Lumbisi, Ecuador, itself. By creating of a virtual collaborative space on line and uniting multiple disciplines from the health sciences and social sciences, we plan to reshape the student experience and cultural competence through interaction with participants from diverse disciplines and cultures. Development of this collaborative team process has been funded by the Office of Undergraduate Research and Office of the Provost.

**Latino Youth Conference**

**Presentation**
Latino Youth Conference

**Presenter**
Gioconda Guerra Perez, La Casa Cultural Latina

**Community Partners**
Champaign Unit 4 School, Arcola High School, Danville High School, Urbana High School

The Latino Youth Conference “Higher Education: More than a Dream” aims to educate not only Latino students at University, but also stakeholders involved in the process of Latino students’ success, such as teachers, counselors, and liaisons. The conference increases awareness of the opportunities and benefits attached to higher education, increases integration of Latina/o youth across surrounding areas, increases interaction between current Latina/o Illinois students and local high school Latina/o students to establish a solid partnership among educational experiences, and finally prepares our Latina/o high school students to enroll in post-secondary education. The purpose of the conference is to promote higher education among Latina/o high school students in the local community. This year, the conference focused on educational and informative sessions about college, particularly campus life and strategies to successfully graduate. The conference aimed to provide “Essential Tips to Get in and Through College”. A total of 200 local high school Latino students attended the conference. Participating high schools were Centennial, Central, Arcola, Urbana, and Danville. Read more at oii.illinois.edu/la-casa-cultural-latina/la-casa-events/latino-youth-conference

**Market Mentors**

**Presentation**
Trading Simulations with i-clickers

**Presenter**
Virginia France, Department of Finance, College of Business

**Community Partners**
Local high schools - Centennial, Central

Undergraduate Finance students at University simulate a live financial market for students in local area high schools using i-clickers. The multiple-choice response buttons have been mapped to control bids and offers in a double-sided auction. The undergraduate students explain and conduct the auction. Read more at business.illinois.edu/FinancialLiteracy/MentorsMarket.aspx
Gestational diabetes mellitus (GDM), defined as high levels of glucose in pregnant women not previously diagnosed with diabetes, can have significant health implications for mother and baby. In fact, GDM can significantly increase a woman’s risk of developing significant health complications in the future, such as cardiovascular disease. Gestational diabetes mellitus has also been shown to be associated with depression in prenatal women. An important group to study are Latinas because they have the second highest rate of GDM in the U.S. and have high rates of prenatal depression. Despite this growing body of research and the significant implications GDM can have on a woman’s long-term health, there is little information regarding how Latinas with GDM evaluate their own health. Health ratings are important to examine because they have been shown to be predictive of mortality rates in adults. While there is some evidence to suggest an association between poor health ratings and prenatal depression, no study, to our knowledge, has examined the association between GDM, health self-ratings and prenatal depression in Latinas. To address this gap, we will explore these associations using data collected from Latina prenatal women recruited from a community health facility and community-based programs targeting Latinas. Results from this study will provide additional information regarding the degree to which there is an association between GDM, health self-ratings and depressed mood in the prenatal Latinas.

The research shows that some pain and discomfort within the first week of breastfeeding is common. However, pain is often cited as the most common reason for the cessation of breastfeeding. While there are effective methods to prevent and alleviate pain, no study has examined the delivery of educational materials to new mothers regarding pain expectancy and treatment options. We will address this gap by evaluating the availability of information regarding early breastfeeding pain in the Champaign-Urbana area. Data will include printed and online resources offered by local healthcare providers, such as Carle Foundation Hospital, Christie Clinic, Presence Health System, and independent obstetric clinics in Champaign-Urbana. It is important to note that any information independently found by expectant mothers will not be considered in this evaluation. A coding scheme developed by the research team will be used to evaluate available information regarding expected breastfeeding pain, how to prevent pain and infection, and how to alleviate or treat breastfeeding pain. The contents will be coded systematically and compared across sources. Results from our study will be presented as a poster at the Public Engagement symposium. The findings we share will provide local healthcare providers with recommendations designed to improve the contents of the educational materials offered to expectant mothers about what they can expect in the first weeks of breastfeeding. We believe this project will better prepare expectant mothers to reduce and manage pain associated with breastfeeding and increase the duration of breastfeeding.
Modernizing Extension and Advisory Services

Presentation
Strategic Needs for Serving Female Farmers through Public Extension in Northern Ghana

Presenter
Maria Jones, College of ACES

Community Partners
University of Florida and Ministry of Food and Agriculture, Ghana

Northern Ghana faces agricultural challenges that exacerbate food insecurity, malnutrition, and poverty, even as smallholder farming represents the main economic activity. The majority of smallholders are women, who face even higher food insecurity, poverty and socio-economic challenges. In response, the Ghanaian government has prioritized agricultural extension to empower women farmers. However, Ministry of Food and Agriculture (MoFA) extension struggles to serve female farmers, and the need remains to better understand why and what strategies can improve extension's impact. This research is part of a larger assessment of agricultural extension in Northern Ghana, whereby challenges and needs for working with female farmers emerged as a significant theme. Data were collected through interviews with 65 key stakeholders in USAID's Feed the Future Zone of Influence. Respondents included national and regional extension administrators, subject-matter specialists, and field-level officers within MoFA; donor organizations, NGOs, and private sector actors; and farmers. Recommendations to improve public extension's effectiveness in serving female farmers include: (a) stimulating interest in extension careers among college-aged women, (b) developing strategies to overcome factors causing attrition, and (c) building capacity among existing people at extension to understand gender and engage female farmers. Learn more at www.meas-extension.org

MSTE K12 Outreach

Presentation
MSTE Connects the Campus to the K12 Community

Presenter
Jana Sebestik, Office of Mathematics, Science, and Technology Education

Community Partners
CU area schools

The Office for Mathematics, Science, and Technology Education (MSTE) is a community of practice that functions as a bridge among other such communities - promoting collaboration between widely dispersed academic researchers, K-12 teachers, administrators and students at all levels. We create STEM curriculum modules; make classroom connections; partner with other national curriculum endeavors; and participate in after school programs, museum functions, community events, and camps. Learn more at mste.illinois.edu

NanoSTReUCT

Presentation
NanoSTReUCT: Nanoscale Science and Technology Resources for Community Teaching

Presenter
Irfan Ahmad, Center for Nanoscale Science and Technology

Community Partners
Center for Nanoscale Science and Technology

Training the next generation of leaders in science, technology, engineering, and mathematics (STEM) requires more than just excellent science. Future researchers will be continuously challenged to communicate the promise, importance, and impact of their research to the public. Successful researchers will be those that can pursue cutting
edge research, and gain support for their work by communicating with their fellow citizens. For a critically needed, but often misunderstood, field such as nanotechnology, developing effective scientist-communicators is a critical goal. At the same time, training the next generation of leaders in STEM will begin long before students step foot onto a university campus. Excitement about STEM fields is built as children learn about science. To that end, the Center for Nanoscale Science and Technology Student Initiative (CNST-SI) has partnered with Booker T. Washington STEM Academy (BTW) since 2014 to engage seventy-five 3rd grade students each semester with a program of nanotechnology and STEM themed activities, with initial funding provided by an Illinois Public Engagement grant. By providing graduate students an opportunity to engage with 3rd grade students at BTW, graduate students gain the opportunity to practice communicating STEM concepts while fostering excitement about nanotechnology and STEM topics in the BTW students. Read more at nano.illinois.edu

Pharmaceuticals and Personal Care Products: Extending Knowledge and Mitigation Strategies

Presentation
Community Outreach on Pharmaceuticals and Personal Care Products in the Environment

Presenter
Nancy Holm, Illinois Sustainable Technology Center, a part of the Prairie Research Institute

Community Partners
Illinois-Indiana Sea Grant Program; University of Illinois Extension Office

The Illinois Sustainable Technology Center (ISTC) and Illinois-Indiana Sea Grant (IISG) have partnered on a project funded by a grant from the University of Illinois Extension to use outreach and the latest science to find solutions to the growing issues surrounding pharmaceutical and personal care products (PPCPs) in the environment. While PPCPs help people and animals live healthier lives, their use sometimes comes with unforeseen consequences. This project was designed to mainly focus on pharmaceuticals due to concerns associated with their improper use, storage, and disposal, including: accidental poisonings of children, the elderly, and pets; contribution to the prescription drug abuse epidemic; potential contamination of drinking water and irrigation water for food crops; and effects on wildlife. The outreach and education objectives are to: (1) form a consortium of staff from multiple colleges to facilitate discussions/collaborations on future research projects and develop research-based outreach materials; (2) organize workshops, webinars, and a conference on PPCPs issues (April 4, 2016); (3) provide tours/lectures/internships to high school/university students; (4) use a train-the-trainer model for Extension staff to equip them with the tools for delivering PPCP educational programs and assisting communities with developing medicine take-back programs across Illinois; (5) disseminate information through the IISG and ISTC websites and social media platforms; (6) work with the American Veterinary Medical Association to develop new outreach materials for livestock owners and aquaculture producers; and (7) provide information at outreach events/activities such as the Illinois State Fair, Prairie Research Institute’s Naturally Illinois Expo, and ISTC facility tours.

Pharmaceuticals and Personal Care Products: Extending Knowledge and Mitigation Strategies

Presentation
Teacher Outreach on Pharmaceuticals and Personal Care Products in the Environment

Presenter
Elizabeth Meschewski, Illinois Sustainable Technology Center, a part of the Prairie Research Institute

Community Partners
Illinois-Indiana Sea Grant

Pharmaceuticals and personal care products (PPCPs) encompass thousands of chemicals that make up fragrances, cosmetics, over-the-counter drugs, and human and veterinary medicines. The U.S. EPA has identified PPCPs as
emerging contaminants of concern because little is known about these contaminants' impact on the environment or risks to human health when they are released into ecosystems. In order to bring more awareness of the issues with PPCPs and provide educational opportunities, the Illinois Sustainable Technology Center (ISTC) and Illinois-Indiana Sea Grant (IISG) are hosting a workshop (June 16, 2016) for teachers on PPCPs in the environment funded by a grant from the University of Illinois Extension. Teachers from throughout Illinois and Indiana will participate in tours of the Urbana Wastewater Treatment Plant and the ISTC laboratories where they will see firsthand how wastewater is treated and how ISTC's lab is working on an effective removal method for PPCPs from wastewater. They will then work together on activities from the newly revised IISG curriculum – The Medicine Chest. Upon completion of the workshop, IISG will provide The Medicine Chest curriculum for teachers to implement in their classrooms. Teachers will be given up to 8 professional development hours, free lunch, and a $150 stipend for attending the workshop. Teachers will be asked to evaluate the activities they do with their students and provide feedback as part of their participation in the workshop.

**Planners Network UIUC**

**Presentation**
Grafting Ourselves and Crafting Spaces

**Presenter**
Efadul Huq, College of Fine and Applied Arts and Dept. of Urban and Regional Planning

**Community Partners**
Build Programs Not Jails, CU Immigration Forum, United Students Against Sweatshops, Randolph Street Community Garden

In what sites do teaching, research, and activism overlap? How do we extend the classroom into the community, and the community into the classroom? How can public universities become sites of democratic encounters among different publics that produce practical knowledge and foster solidarity? We approached these questions through interconnected projects in Planners Network, an association of planning professionals, activists, and academics. Our work is rooted in planning and radical theory but grounded in the belief that it is by working with and for communities that theory is best implemented. In the past year, we worked on issues ranging from immigration to mass incarceration, and displacement to labor rights. We learned that it is possible to graft ourselves in diverse communities, utilize our skills to enhance community initiatives, and create enduring relationships that move beyond the academy and community divide. Such bridging is possible through an insistence on learning with and from our communities, despite and against dominant institutions with their prescribed ways of knowing and living. In this presentation we share our experiences, reflections, and experiments as we moved through the stages of grafting and crafting relationships, and passing on the collective memory of such possibilities to incoming students. Learn more at urban.illinois.edu/current-students/student-organizations/planners-network-chapter-at-uiuc

**Prosperity Gardens HQ and Prosperity Gardens Wash & Pack**

**Presentation**
Prosperity Gardens HQ and Wash & Pack

**Presenter**
Mark Taylor, School of Architecture, FAA

**Community Partners**
Prosperity Gardens

This presentation will provide a progress report on the collaboration between students in the School of Architecture and the non-for-profit organization Prosperity Gardens. During the summer of 2015 a team of graduate students developed schematic designs to convert a former police evidence building into the Head Quarters for Prosperity Gardens. A second team of students developed designs for a Wash and Pack facility to be deployed on a one-acre site on the near north side of Champaign's downtown area. With funding secured from ADM Institute the plan is to build the Wash and Pack facility during the summer of 2016. Learn more at prosperitygardens.org
Public Engagement Portal

Presentation
Engage Illinois: The Public Engagement Portal

Presenter
Michael McKelvey, Office for Mathematics, Science, and Technology Education (MSTE)

Community Partners
Office of Public Engagement

Looking for summer camps, workshops, conferences, or festivals? The Public Engagement Portal (engage.illinois.edu) is the most comprehensive source for information about public engagement programs, events, and resources offered by the University of Illinois at Urbana-Champaign. 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. We are currently working with UIC & UIS, as well as University Administration, to include all public engagement activities offered by the University of Illinois. Stop by and make sure your program a part of the Public Engagement Portal.

Safe Routes to Learn and Play

Presentation
Safe Routes to Learn and Play

Presenter
Emily Weimer, College of Fine Arts

Community Partners
Illinois Extension and the City of Peoria

We examined aspects of the built environment in East Bluff, a neighborhood in Peoria, as part of the Designing Healthy Communities Initiative. The Designing Healthy Communities Initiative is funded by Office of the Provost and College of ACES Illinois Extension and Outreach Initiative, and is partnered with the City of Peoria. The focus was to analyze and then improve neighborhood and school connectivity to parks, playgrounds, and open play spaces. The culmination of the project was the creation of a Safe Routes to Learn and Play plan. This plan is a combination of the National Safe Routes to School (SRTS) and Safe Routes to Parks, linked in their goal of increasing safe, active transportation in children. Active transportation focuses on walking and biking, and the plan looks at the infrastructure, such as sidewalks, lights, and curbs, as well as non-infrastructure issues such as education and perceptions. Safe Routes are important in promoting community health and fitness, and creating a safer built environment for all. The plan focuses on the corridors between Glen Oak Primary School and Glen Oak Park. We looked at the pedestrian and bike infrastructure using walkability tools and community input sessions, and analyzed data such as crashes, sidewalk locations, and the demographics of the area. Using the community input and data, the plan laid out recommendations for infrastructure improvements and education and encouragement programs. Also included are designated 'safe routes' for travel to the school and to the park. Read more at web.extension.illinois.edu/fmpt/downloads/62713.pdf
St. Elmo Brady STEM Academy

Presentation
St. Elmo Brady STEM Academy

Presenter
Joseph Gamez, Civil and Environmental Engineering

Community Partners
Champaign Unit 4 School District (Garden Hills Elementary School & Booker T. Washington STEM Academy)

St. Elmo Brady STEM Academy was developed to expose underrepresented fourth and fifth grade boys to science, technology, engineering, and mathematics using an innovative approach. The participants are first engaged in hands-on STEM experiments and encouraged to learn through inquiry. Next, the participants learn about STEM pioneers and inventors through weekly videos and exploration activities. They also interact with underrepresented University of Illinois graduate and undergraduate students, faculty, and staff to complete experiments. Lastly, fathers, male relatives, or mentors attend a session and conduct experiments alongside participants. Learn more at chbe.illinois.edu/outreach/brady-stem-academy

School of Social Work Community Learning Lab

Presentation
CLL Supporting the Community with Transformative Learning Experiences

Presenter
Katie Shumway, Community Learning Lab

Community Partners
Sherrie Faulkner (Social Work)

The School of Social Work at University of Illinois created the Community Learning Lab (CLL) in spring 2013. The Community Learning Lab’s goal is to facilitate partnerships between community organizations, School of Social Work classes, and other academic units across campus in the areas of research, program development, and service. The desired outcome is a hands-on learning experience for the students that will produce a tangible product for the partnering organization. As a result of this support CLL has provided over 12,000 hours of community service to our local community, while in return community members have provided students with over 3,000 hours of mentoring and supervision. Since starting the CLL, it has been expanded into working with students from many disciplines including Social Work, Business, English, Statistics, Media, Economics, and Medicine. Students have participated in over 850 partnership opportunities working with over 160 local community partners. Students have completed countless projects for our community including, but not limited to grant writing, program evaluations, creating policy manuals, tutoring/mentoring, surveying, data analysis, workshop creation and many more! To learn more about the Community Learning Lab visit socialwork.illinois.edu/community-learning-lab or contact us at ssw-cll@illinois.edu.

Science Behind Bars Social Welfare Policy and Services

Presentation
Radical outreach: the role of scientists in putting education before incarceration

Presenter
Ian Traniello, Carl R. Woese Institute for Genomic Biology

Community Partners
Champaign County Juvenile Detention Center

What role do scientists play in building communities and disrupting the “school-to-prison” pipeline? We, as graduate students in the UIUC Neuroscience and Psychology program, have been bringing college-level science to incarcerated
youth ages 13-17 at the Champaign County Juvenile Detention Center. We present the challenges, successes, and surprises that come with working to put education before incarceration and challenge other scientists to leave their comfort zone to engage radical outreach.

**Shelter Medicine Program/Illinois Country Cats**

**Presentation**
From Feral to Flourishing: Saving the Lives of Unadoptable Cats while Benefiting Students and Rural Families and Reducing Animal Overpopulation

**Presenter**
G Robert Weedon, *College of Veterinary Medicine*

**Community Partners**
Coles County Animal Shelter/Champaign County Humane Society

Imagine being able to save the life of an unadoptable cat, give veterinary students significant hands-on training, provide rodent control for rural farmers, and not have to worry about a bunch of unwanted kittens in the spring. This is the win-win-win-win collaboration that the Shelter Medicine Program of the College of Veterinary Medicine at University of Illinois has developed with local shelters and a local organization advocating for finding barn homes for unadoptable cats. Feral cats are unadoptable due to their "unsocialized" nature. When they are trapped and brought into an animal shelter such as Coles County Animal Shelter or Champaign County Humane Society, they are usually euthanized because they can’t be handled and are unadoptable. Now, as a result of a collaboration with the Shelter Medicine Program, these cats no longer face such a dire fate. Fourth-year veterinary students in the Shelter Medicine Program (vetmed.illinois.edu/sheltermed) sterilize and vaccinate these cats, and then in partnership with Illinois Country Cats (illinoiscountrycats.org), the animals are relocated to rural barn homes where they help keep rodent populations under control. This is a win-win-win-win proposition! The cats’ lives are spared, the students get the experiential training of spaying and neutering them, and the farmers get rodent control from cats that have been vaccinated against rabies and feline distemper, while not producing additional unwanted kittens. This program saves the lives of hundreds of cats every year while contributing to the training of dozens of fourth-year veterinary students. Read more at vetmed.illinois.edu/animal-care/shelter-medicine-program-illinois/

**Social Welfare Policy and Services**

**Presentation**
Title IX: A Policy Analysis

**Presenter**
Amber Floyd, *Social Work*

**Community Partners**
School of Social Work

This policy analysis essay analyzes the Title IX policy of the Education Amendments of 1972. It is a federal law that prohibits sex discrimination, including sexual misconduct, in education programs and activities for institutions that receive federal financial assistance, as well as retaliation for the purpose of interfering with any right or privilege protected by Title IX. University of Illinois at Urbana-Champaign is a strong supporter of the Title IX policy and continues to strive to ensure that its students, staff, and any other personnel affiliated with the University knows their rights in regards to sexual misconduct. The Women’s Resource Center, a university confidential resource, is one of the prominent organizations that informs the University community of Title IX, the Title IX coordinator, and reporting options for sexual misconduct through programs such as First Year Campus Acquaintance Rape Education (FYCARE). Title IX mandates that the University create an environment free of gender discrimination which includes sexual harassment and sexual assault but the discrimination and sexual misconduct Title IX addresses are problems that can only be changed through the actions of those who participate in such acts. I will present possible suggestions to enhance the Title IX policy and the University’s implementation of this policy.
SPLASH - Students Playing and Learning After School Hours

Presentation
Splashing Forward: Cultural Sensitive Approaches to Community Youth Health

Presenter
Nuno Ribeiro, Applied Health Sciences/Department of Recreation, Sport & Tourism/University of Illinois at Urbana-Champaign

Community Partners
Department of Recreation, Sport and Tourism, Office of Recreation and Park Resources, Urbana Park District, Urbana School District

This project showcases an example of successful university-community partnerships that address at-risk youth from a culturally-sensitive standpoint. This project extends the research and outreach missions of the University of Illinois by engaging in a partnership between two campus units (RST and ORPR) and two local agencies (UPD and USD), to facilitate the delivery of cultural-based health workshops via a well-established after-school recreation program (SPLASH) that serves youth in the Urbana Park District. Through the delivery and evaluation of culture-base health workshops, this project addresses risky youth behaviors such as alcohol, tobacco, and drug consumption, risky sexual behaviors, gang affiliation, and suicide. Participation in culturally-appropriate activities in a safe environment strengthens youth’s cultural understanding of health behaviors, increases cultural resilience, and reinforced positive behaviors. Integral to this project is community-wide support and participation: community members are engaged as youth health advocates; community input is sought and applied to workshop delivery; and program delivery culminates in a youth-led “community showcase.” Our university-community team is proposing to extend this successful program to the rest of the county with the assistance of the Champaign Park and School Districts, and possibly put forth a stakeholder-involvement action plan that will assist in statewide implementation. Outcomes from the delivery of this project include: increased cultural awareness and cultural resilience; increased awareness of risky youth behaviors; decreased propensity to engage in negative health behaviors; and strengthening of ties between campus and community.

Sprouts: Growing Healthy Habits

Presentation
The Sprouts: Growing Healthy Habits Curriculum

Presenter
Meghan Fisher, ACES - Department of Human Development and Family Studies

Community Partners
Dr. Howard Elementary School

The Sprouts: Growing Healthy Habits curriculum was developed by researchers at the Family Resiliency Center (FRC) to help children learn fundamental healthy habits. The transition to kindergarten is an important time for children as their daily eating, sleeping, and physical activity habits change as they adapt to a new school schedule. The Sprouts curriculum, which is aligned with STEM principals and the Common Core, provides 8 weekly lessons for kindergarten and preschool-aged children and includes topics such as energy balance, healthy snacks, food groups and family meals. Each lesson has a specific focus that incorporates a hands-on activity and interactive book reading. The program has been developed over the past three years and implemented in local kindergarten and preschool classrooms. At program completion a brief survey was administered to teachers to evaluate their views on the feasibility of implementation, how the curriculum fits with their existing standards, and if it is addressing a need in health education at this age. This poster presentation will provide an overview of feedback from our community partners on the need of a healthy habits curriculum for this age-range of children. Additionally, this presentation will highlight the benefits of providing undergraduate students hands-on experience working with children and community partners. The Sprouts program has afforded over 30 students in the past several years for practical field experience through the HDFS 494: Supervised Undergraduate Research Program. Through this project we have met a learning need for area schools and provided undergraduate students a richer learning experience. Learn more at familyresiliency.illinois.edu/research/sprouts.html
Statistics in the Community

Presentation
StatCom (Statistics in the Community)

Presenter
Robert Eisinger, University of Illinois StatCom (Statistics in the Community)

Community Partners
Various

Statistics in the Community (StatCom) is a student-run pro bono statistical consulting organization associated with the Department of Statistics at the University of Illinois. Our consultants are undergraduates, masters and Ph.D. students from the Department of Statistics. We provide services to local educators, non-profit organizations, and government institutions. Types of services include designing and analyzing surveys, making predictions, and finding meaningful information in large data sets. At the 2016 Public Engagement Symposium, we plan to show a sample of the work we have done in the community. Our service creates an enriching learning experience for StatCom consultants and provides practical, statistical benefits for our clients. Learn more at publish.illinois.edu/statcomuiuc

Strengthening Innovative Library Leaders

Presentation
Strengthening Innovative Library Leaders (SILL)

Presenter
Susan Schnuer, University Library - Mortenson Center

Community Partners
Namibia Library and Archives Services, Myanmar Book Aid and Preservation Foundation, Armenia Library Association

There is a need for easy-to-use, high-quality, and affordable library leadership training materials in many areas of the world. The Mortenson Center, with funding from the Bill & Melinda Gates Foundation, is developing a training module “Strengthening Innovative Library Leaders” (SILL) in a multi-media format. The Center is currently pilot-testing the materials with three different library training providers in three distinct geographical locations: Myanmar, Namibia, and Armenia. The library training providers in these three countries will then train 100 public and community librarians in their respective countries. By March 2016 partners from Namibia and Myanmar will have already provided several rounds of training. An evaluation report is capturing the development process and the impact of the training materials, some of the results will be shared during the presentation. When finished the Center will make the materials widely available and accessible. Learn more at illinois.edu/mortenson

Summer Illinois Mathematics Camp

Presentation
Summer Illinois Mathematics Camp

Presenter
Claire Merriman, Summer Illinois Mathematics Camp

Community Partners
Department of Mathematics, Illinois Geometry Lab, Association of Women in Math, Office of Public Engagement, National Science Foundation

Summer Illinois Math (SIM) Camp is a week long, free math day camp for local high school students. The goal of SIM Camp is to encourage proficiency in math and science by introducing students to proofs and applications of math. Campers are encouraged to view math as a broader and more interesting topic than just formula memorization. By showing them some of the ways mathematicians approach problems, we hope that campers continue studying math
beyond the high school level. In summer 2015, SIM Camp introduced campers to proofs and applications of math in algebraic topology and number theory. In the mornings, students learned low dimensional topology, where they proved the classification of compact surfaces, developed strategies for tic-tac-toe on a torus and Klein bottle, and tried to visualize higher dimensional cubes. Afternoons were spent learning number theory and cryptography. Students learned the basics of proofs and modular arithmetic, as well as enjoying encrypting and decrypting messages using ciphers. Students also spent a day applying mathematics to chemistry by building models of chiral molecules and encrypting messages in disappearing ink. SIM Camp was free for campers, including lunch every day. We were also able to provide travel reimbursement, which allowed students to come from more rural areas without worrying about cost. This was made possible by grants from the Office of Public Engagement, Department of Mathematics, Illinois Geometry Lab, Association of Women in Mathematics, and National Science Foundation. Learn more at math.illinois.edu/SIM

Supplemental Nutrition Assistance Program

Presentation
A Policy Analysis of Supplemental Nutrition Assistance Program (SNAP)

Presenter
Krystyna Orlowski and Alana Goldstein, School of Social Work

Community Partners
Early Childhood and Parenting (ECAP) Collaborative

Poverty and food insecurity are currently and historically have been huge problems in the United States. Policy related to these issues has come a long way since the 1960s when the Food Stamp Program first came about. Since then, many policy changes have occurred, some for the better and some for worse. On the up side, the Supplemental Nutrition Assistance Program (SNAP) was developed and continues to provide millions of low-income Americans with monthly cash benefits that help them to increase the nutritional value of their home food supply. On the down side, SNAP has faced and will continue to face government budget cuts that work counteractive to the program’s goals. A further analysis of SNAP demonstrates that, despite the controversy surrounding it, the program is still adequately addressing the problem it was intended to solve. It is the best solution this country has at this point in time, which is why it is crucially important that the most recently proposed budget cuts do not pass.

University Academic Programs and Services

Presentation
University Academic Programs and Services

Presenter
Teri Karpman, University Academic Programs and Services

Community Partners
Dena Lawrence, Brenda Pacey, Scott Johnson

The University Academic Programs and Services (UAPS) unit of the Vice President for Academic Affairs office serves to facilitate relationship between the University and outside organizations and agencies. The unit functions as a point of contact between these external entities and the campuses, a conduit through which information flows between the agencies and campus administration. UAPS sets its priorities with those of the Vice President for Academic Affairs, i.e. to advise and provide leadership in academic programs, teaching and learning, student affairs, and public engagement. Specifically, the mission of the UAPS units is to support the academic, student affairs, and public service programs of the University, particularly in managing and coordinating University-wide programs and projects. Learn more at uaps.uiillinois.edu
University High School

Presentation
University High School Senior Projects

Presenter
Karl Radnitzer, University Laboratory High School

Community Partners
Academic groups on campus, Prairie Research Institute, Cardiologist, Clark-Lindsey retirement home

The innovative senior project program encourages seniors to seek paths that will help develop independence, refine their problem-solving skills, and move from an external to an internal self-directed model of learning. These experiential learning senior projects cannot come to a realization without the partnering with both community and university members during the last semester of our student's senior year to develop self-directed, independent projects outside the classroom walls of school. The goal of this program is to make self-directed, self-motivated, life-long learners in which the high school experience moves from the classroom and beyond the walls of school into the community in a hands-on experience in which they are guided by their own interests and passions. University High School students are encouraged to see learning as something not limited to a classroom but a process, something richly satisfying that should happen everywhere and at every time, and something over which they have a deal of control.

Since 2003, University High School has worked to establish a greater impact to reach out to our surrounding community. The school offers a free nine week test prep program for underrepresented students who might be interested in applying for admission to school. The program is free of charge and taught by students. The University High School Summer enrichment camp is a two-week camp for incoming 6th and 7th graders where current students volunteer as teachers in the classroom teaching courses including Robotics, Writing, Engineering and Science, and Architectural Drawing. Visit uni.illinois.edu

University of Illinois Extension

Presentation
University of Illinois Extension Social Media

Presenter
Steve Wald, University of Illinois Extension

Community Partners
Dena Lawrence, Brenda Pacey, Scott Johnson

University of Illinois Extension reaches over 50,000 people/day via its Pinterest, Facebook, Twitter, and YouTube accounts. Two case studies of social media partnerships with campus units are presented, along with audience, engagement metrics, and strategies associated with each channel. Visit web.extension.illinois.edu/state/index.php

Wesley Food Pantry

Presentation
The Hunger Free Summer for Kids 2015: A Policy Analysis

Presenter
Elizabeth Berton, University of Illinois at Urbana Champaign

Community Partners
School of Social Work

America has struggled with hunger for as long as history can tell. Unfortunately, food insecurity is affecting the children of America. Studies show children who do not eat three meals a day are likely to have more psychological problems as
they grow up. Currently, many children eat free or reduced lunch during the school year. During the summer months, many of these children do not have lunch because their parents cannot afford it. There is a bill that is supposed to reduce this problem, but it is not as successful as necessary to feed a great number of these children. There is a new bill in proposal called The Hunger Free Summer for Kids 2015. This bill has two innovative ideas. It wants to give families EBT cards with money specifically for the child and healthy foods. Or, the bill wants to have mobile feeding sites so children do not have to travel for food. If this bill is passed, it could reduce America’s child food insecurities during the summer months by 30%. Learn more at wesleypantry.org

Young Olympians of Champaign County

Presentation
Young Olympians of Champaign County

Presenter
Wonjun Choi, University of Illinois

Community Partners
Don Moyer Boys & Girls Club

The purpose of the Young Olympians of Champaign County program is to promote the development of at-risk youth through physical and cultural activities anchored by the Olympic and Paralympic values. It is the product of partnership between Play for Change, a registered student organization at the University of Illinois, which uses the nature of play underlying recreational and sport activities to help make positive social change, and the Don Moyer Boys and Girls Club in Champaign. Play for Change is responsible for designing, implementing, and evaluating the program. Between April 7th and May 5th, 2015, the pilot program served more than twenty 3rd-5th graders, as well as a youth leader group of four 7th-8th graders, as a part of the after-school program. During the four weeks, children were taught about the Olympic and Paralympic values of Friendship, Determination, Courage, and Equality. To showcase these values, we blended physical activities (e.g., ice broomball) and cultural activities (e.g., drawing and skit). Additionally, there were offsite field trips using community resources, such as the Olympic Tribute at Dodds Park, to further highlight these values. Throughout the program, the youth leaders were encouraged to guide younger counterparts in order to nurture leadership skills. Preliminary findings of a pre/post survey and post-focus group with participants indicated positive change in attitudes and behaviors across the four values. Based on this pilot program, Play for Change and the Don Moyer Boys and Girls Club are now preparing for the 2016 spring program.

Irfan Ahmad
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Irfan Ahmad is Executive Director of Center for Nanoscale Science and Technology (CNST), and research faculty at the Department of Agricultural and Biological Engineering. His research interests include bionanotechnology, nanomedicine, sensors, agricultural machinery design, and precision agriculture. Irfan has co-taught an inaugural introductory course in Nanomedicine jointly with Washington University in St. Louis.

Elizabeth Berton
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Elizabeth Berton is a senior student studying psychology and social work. She will is going to graduate school for occupational therapy.

Paula Branstner
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Paula Porubcan Branstner is a coordinator for the Illinois State Archaeological Survey’s (ISAS) Northern Illinois Field Station. She has worked closely with the Forest Preserves of Cook County (FPCC) on the development and implementation of their cultural resource management plan that includes staff education, and cooperation between local government agency and private business. Paula’s archaeological areas of interest are Historic Euro-American domestic sites, management of cultural resources on public lands, and prehistory and history of the Chicago area.

Eliana Brown
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Eliana Brown joined Illinois Water Resource Center (IWRC) as Outreach Specialist in 2014. She has worked at Facilities & Services as the coordinator for Municipal Separate
Rebecca Byrd
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Rebecca Byrd is a Visiting Engagement Technology Specialist at the Office for Mathematics, Science, and Technology Education (MSTE) in the College of Education. She is the primary developer of the CUVolunteer site and a technical advisor and web developer for the Community & Campus Day of Service project.

Sarah Christensen
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Sarah Christensen is the Visual Resources and Outreach Specialist at the University Library. She is interested in tools and technologies that encourage patrons to engage with and redistribute information for community benefit.

Wonjun Choi
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Wonjun Choi is a PhD student in sport management. Wonjun’s goal is to increase the positive outcomes of sport within individuals and communities and to expand a base of sport participation in those discouraged to do so. Wonjun believes in the importance of cross-sector partnerships underlying public engagement since each organization has a limited scope of resources, which is insufficient to address a social issue of interest. The Young Olympians of Champaign County program is a good opportunity for Wonjun to develop skills for public engagement.

Courtney Cox
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Courtney Cox, Ph.D., Outreach Fellow at the Carl R. Woese Institute for Genomic Biology

Ronald Duncan
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Madhu Viswanathan is a Professor of Business Administration in College of Business. Madhu directs the Subsistence Marketplaces Initiative and has pioneered the area of inquiry and practice entitled subsistence marketplaces, taking a bottom-up approach to the study of intersection of poverty and marketplaces and developing unique synergies between research, teaching, and social initiatives. Madhu’s organization has provided marketplace literacy education to over 20,000 women in India, Tanzania, Argentina and Illinois.

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Robert Eisinger is a graduate student in statistics along with Albert Yu, Lyndsay Shand and Avinash Balakrishnan.

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Hailley Fargo is a second year Master’s student in the Graduate School of Library and Information Science. Her focus is in community informatics, specifically engaging with local community and children to help foster digital literacy skills and community empowerment.

Meghan Fisher
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Meghan Fisher is a doctoral student in the Department of Human Development and Family Studies. Her research focuses on the professional development of early childhood educators on topics around nutrition and feeding practice. She has played an integral role from the inception of the Sprouts curriculum and has continued her involvement with program implementation, delivery, and evaluation through the past couple of years. Meghan is also involved with the Junior League of Champaign-Urbana’s Kids in the Kitchen initiative, teaching children about the importance of nutrition and physical activity, at the Don Moyer Boys and Girls Club.

Amber Floyd
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Amber Floyd is a junior student in School of Social Work. She learned the importance of policies such as Title IX and how the implementation of policies like these can affect a population in class on “Social Welfare Policy and Services”. In the future, Amber hopes to continue to learn about the historic background of policies that shape our society today in hopes that she can either further support upstanding policies or that she can help make changes to policies that have yet to reach their potential so that we all can live in a more just world.

Virginia France
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Virginia Grace France is a Professor of Finance in College of Business. She specializes in teaching derivatives and investments in the department.

Joseph Gamez
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Joseph A. Gamez is the site coordinator at Garden Hills Elementary School for the Saint Elmo Brady STEM Academy. As site coordinator, Joseph is responsible for introducing twenty fourth and fifth grade students to the STEM fields through lessons and hands on activities, and supervises a number of Brady STEM Academy staff and volunteers. Joseph also coordinates with researchers and educators from around campus to bring new and interesting STEM programming to his students at Garden Hills. Joseph is a PhD student in the Department of Civil and Environmental Engineering where he studies geotechnical engineering.

Jon Gant
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Dr. Jon Gant is a professor in the Graduate School of Library and Information Science. He examines the digital transformation of organizations and is a national leading expert in information systems, strategy and operation and service management in public organizations including public libraries. Jon serves as the founding director for the Center for Digital Inclusion.
Lorna Gilmore
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Lorna Gilmore is a junior student in School of Social Work with a minor in Communications. She completed the work on engagement project for a course titled “Social Welfare and Public Policy”. Lorna is interested in how statewide policies influence the Champaign-Urbana community, in particular how community agencies can access resources brought to the community through the University.

Jeff Ginger
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Jeff Ginger is Operations Director for CU Community Fab Lab and Adjunct faculty in Informatics.

Alana Goldstein
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Alana Goldstein is a senior student in the School of Social Work. Her social work interests are both clinical and administrative for individuals with special needs, from low income communities, women’s rights, and policies revolving around each population. Alana is currently the social work intern at the Public Defender’s Office, an administrative intern at Illini Hillel, and an ambassador of the Bachelor of Social Work program. Alana will be attending a Master of Social Work program next year focusing on social and economic development, community organizations, leadership, and management.

Nancy Holm
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Nancy Holm is the Assistant Director for Sponsored Research, Public Engagement, and Communications at the Illinois Sustainable Technology Center (ISTC), which is part of the Prairie Research Institute. She oversees the ISTC Sponsored Research Program, which funds research projects through the State of Illinois’ Hazardous Waste Research Fund. Nancy is in charge of public engagement activities for ISTC, such as planning the ISTC Sustainability Seminar series, coordinating outreach at sustainability fairs or events, and organizing conferences and workshops. She also oversees ISTC communications - news releases; reports; website development and content; and information services.

Lily Huang
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Lily Huang works as an International Advising Specialist at the International Student and Scholar Services office. As an alumnae of the University of Illinois, Lily strongly believes in paying forward the trans-formative undergraduate experience she had by developing and cultivating leadership potential in a new generation of Illinois students. Lily earned her Master of International Higher Education degree from Loyola University Chicago.

Efadul Huq
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Efadul Huq is a graduate student in Urban Planning. His research interests are transnational solidarity networks and insurgent planning that uphold housing and labor rights of marginalized communities. Efadul has worked with several community and student organizations that focus on issues of immigration, economic justice, and human rights. He received the Fred S. Bailey Fellowship for community leadership, service, and activism in recognition of his dedication to social justice and his committed participation in local organizations such as CU Immigration Forum.

Chitra Iyer
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Chitra Iyer is an undergraduate student in Molecular and Cellular Biology and Psychology. Passionate about promoting equitable healthcare she is interested in engagement through volunteering, fundraising, education and community activism. Along with her research/grant writing internship at Avicenna, Chitra is involved in programs including Illini for Alzheimer’s and I-Connect Diversity and Inclusion workshop.

Nancy Johnson
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Nancy Johnson, INTC Assistant Director, has extensive institutional knowledge and experience with Illinois schools, INTC, its partners, and the University of Illinois. Her principal areas of INTC work are co-planning conferences and other meetings, co-editing and managing communications, and engaging and collaborating with INTC partners.

Sue Johnson
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Sue Johnson is Director of Communications for the Interdisciplinary Health Sciences Initiative. She has a master’s in journalism and has over 15 years of experience in communications, marketing, and media relations in both the private and public sector. She has worked for many companies including Baker & Taylor, Spyglass, Wolfram Research, and SoMat. At the University of Illinois she has served in communications and marketing for units including the Division of Intercollegiate Athletics, the Beckman Institute for Advanced Science and Technology, the College of Liberal Arts and Sciences, and currently, IHSI.

Morgan Johnston
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Morgan Johnston is the Sustainability Engagement Specialist at the Institute for Sustainability, Energy, and Environment (ISEE). He has served as the Campus Sustainability Student Intern for two semesters. In 2014 he developed and launched ISEE’s Certified Green Office Program, aimed to empower University offices to make positive changes in their workplace to collectively decrease campus’ carbon footprint.

Maria Jones
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Maria Jones is the project specialist for the USAID funded project Integrating Gender and Nutrition within Agricultural Extension (INGENAES). She is passionate about international development and environmental sustainability which led her to pursue an MBA and MS in Environmental Engineering, both from Illinois. Maria has experience interning with non-profits and Fortune 500 companies in the United States, India and
organize the Association of Women in Math’s Sonia Math Day for High School Girls and Girls Engaged in Math and Science programs, as well as other outreach activities as part of the Illinois Geometry Lab leadership team.

Elizabeth Meschewski
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Elizabeth Meschewski is a research specialist at the Illinois Sustainable Technology Center (ISTC), a part of the Prairie Research Institute. She works on a variety of projects at ISTC including the Hazardous Waste Research Fund (HWRF) grant program, Sustainable Seminar series, public engagement, and several laboratory research projects. Elizabeth is interested in educating the public about sustainability measures that take a balanced approach to environment, economics, and society.

Austen Moore
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Dr. Austen Moore is a post-doctoral research fellow for the Modernizing Extension and Advisory Services (MEAS) project. He supports efforts to build capacity of extension workers and review extension policy in Ghana, and is also co-authoring a collective volume on extension in post-conflict settings. Dr. Moore has been involved in international development and agriculture in West Africa, Southeast Asia, Latin America, and the Caribbean for over 10 years. His research pertains to agricultural development and extension with a focus on local food security, sustainability, capacity building, and participatory/farmer-driven extension.

Krystyna Orlowski
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Krystyna is a senior student in the School of Social Work. She plans to pursue MSW in a macro social work concentration after graduation. Krystyna worked on building and launching a local community organization through a pipeline of social entrepreneurship classes and independent research at school. Her coursework in leadership studies, macro social work practice, and social welfare policy and services also contributed to the work.

Megan Owens
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Megan Owens is a doctoral candidate at the University. She has worked with the Office of Recreation and Park Resources in the Department of Recreation, Sport and Tourism in development, analysis, and reporting of several parks and recreation studies including a statewide assessment of summer residential camps for 4-H Extension Services and the Park Land and Recreation Facility Inventory for the Illinois Department of Natural Resources.

Angela Patton
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Angela Patton joined the Illinois State Archaeological Survey, a division of the Prairie Research Institute, as a media coordinator in 2008. Her primary focus is creating digital communications and managing social media brand for the survey and Institute.

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Before joining La Casa, Dr. Gioconda Guerra served as visiting assistant professor at Indiana University Southeast, School of Education and as sociocultural specialist for the New Neighbors Center. She has taught courses on Multicultural Education and Current Social Issues in Education. She has also developed curricula for K-12 schools to work with Latino families and English Language Learners (ELL).

John Race
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John Race is Program Advisor for Office of Volunteer Programs. Yun Shi is Program Director for International Education, Office of Inclusion and Intercultural Relations.

Karl Radnitzer
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Dr. Karl Radnitzer is the Assistant Director of Student Life at University High School. Karl began his time at school in 2010 as a school counselor.
for three years. He taught at Oak Park School District 97 and the University of Chicago Lab School. He served as principal of Leal School in Urbana and as program coordinator and academic advisor at Millikin University. Karl has endorsements in School Counseling and School Administration. His interests are emotional intelligence, leadership development, career assessment and students who are gifted and also have learning disabilities.

Nuno Ribeiro
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Dr. Nuno Ribeiro is a Professor in Recreation, Sport and Tourism in the College of Applied Health Sciences. He researches the impact of culture on young people’s risky behaviors in hedonistic leisure environments. He looks at the positive influences of cultural practices on risky health behavior among disenfranchised, at-risk, and minority youth. Dr. Ribeiro argues that culture and cross-cultural knowledge are crucial variables to consider when designing, conducting and evaluating health-based interventions among youth.

Holly Rosencranz
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Dr. Holly Rosencranz is Program Director for the Internal Medicine Residency program. She graduated in microbiology and and from College Of Medicine in Chicago (UIC). Dr. Rosencranz has a long history of engagement in medical education with students and residents, and considers this role a highlight of her career.

Rachael Rubin
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Dr. Rachael Rubin is the Carle Foundation Hospital-Beckman Institute Postdoctoral Fellow. Her research is focused on understanding how neural networks in the brain relate to cognitive and social abilities in patient studies of traumatic brain injury. She has worked closely with clinicians at Carle’s Neuroscience Institute and researchers and clinical faculty at the University of Illinois to establish a local Traumatic Brain Injury Registry.

Susan Schnuer
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Susan Schnuer is the Associate Director at the Mortenson Center for International Library Programs. The Mortenson Center is a unique professional development program for librarians located at the University of Illinois Library. Susan has worked on projects with over 1200 librarians from more than 90 countries. Her focus has been to develop and deliver high quality professional development programs that meet the specific needs of a library community.

Jana Sebestik
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Jana Sebestik is Assistant Director for STEM Curriculum at MSTE. She brings 34 years of experience as a public school teacher, and has designed and led successful education programs for the NSF funded Trustworthy Cyber Infrastructure for Power (TCIP) and its DOE & DHS funded successor (TCIPG) programs. She is the author of curriculum modules in mathematics and science, and is part of the development team for Computer Science for 4-H. The Power of the Wind 4-H curriculum has sold over 20,000 copies. She has worked closely with power engineers, computer programmers, and teachers at all levels.

Katie Shumway
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Katie Shumway is Licensed Social Worker (LSW) who graduated in Social Work. Katie’s background working with at-risk youth, childhood obesity, the aging population, and hospice has led to her particular interest working with students who are eager for personal and professional development opportunities that make a difference in their community and improve the overall functioning of local agencies who serve under-represented populations.

William Stewart
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Bill Stewart is Professor of Recreation, Sport and Tourism, and teaches courses related to community well-being and natural landscapes. Bill has developed partnerships with many parks and community organizations across his career to facilitate the development of their goals and represent their interests to decision-makers. Working with stakeholders of national parks and protected for most of his career, his research begins with an appreciative dialogue among stakeholders to understand their senses of place, and expands to include agency staff. This project is his first experience in building partnerships with urban organizations.

Mark Taylor
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Mark Taylor is a Professor in the Illinois School of Architecture. He seeks partnerships beyond the boundaries of academia to create learning environments that are as close as possible to what students will experience once graduating. Mark was the architectural faculty lead for two solar powered homes that competed in the US Department of Energy’s 2009 and 2011 Solar Decathlon competitions. The projects received over 30,000 visitors on the National Mall. His research includes the construction of durable structures in Haiti following the 2010 earthquake. Mark is a recipient of Campus Award for Excellence in Public Engagement.

Dawn Thomas
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Dr. Dawn Thomas is project coordinator in Early Childhood and Parenting Collaborative. She has coordinated the Innovation Zone Evaluation, the Hard to Reach Pilot Evaluation, and the Needs Assessment projects for the Governor’s Office of Early Childhood Development. Dr. Dawn brings her training and early childhood expertise to the Illinois Early Childhood Asset Map (IECAM), ensuring that tabular and geographic information system data are put in the context of early care and education in Illinois.

Ian Traniello
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Ian is a second year student in the
Neuroscience Program studying the intersection of brain, genome, and behavior in honey bees. In 2014, he started teaching science classes to incarcerated teenagers and has since been joined by four other graduate students interested in working with young people behind bars. Their work has been featured in AAAS Science and has been the foundation behind numerous presentations in and out of the scientific community.

William Trent  
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Dr. William Trent is a Professor in the Department of Educational Policy, Organization and Leadership and serves as the Director of the Center for Education in Small Urban Communities. His research agenda focuses on: 1) Educational Inequality; 2) Race and Ethnicity; and 3) Complex Organizations.

Jeremy Tyson  
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Jeremy Tyson is Director of the Illinois Geometry Lab and Professor of Mathematics. He is a Fellow of the American Mathematical Society and received the LAS Dean’s Award for Excellence in Undergraduate Teaching in 2012. Jeremy has given guest lectures on mathematics in local schools, taught courses in Uni High’s Agora Days program, and given public lectures at other universities.

Steve Wald  
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Steve Wald has been communications director of University of Illinois Extension since 2014. Prior to that, he was assistant to the executive director of the Prairie Research Institute, director of a statewide NGO in California, and staff coordinator of resource agency scientists in the Pacific Northwest. Steve has masters of public policy and a bachelors in interdisciplinary science studies.

Robert Weedon  
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G. Robert Weedon is a Clinical Assistant Professor of Shelter Medicine and the Director of the Shelter Medicine Program at the College of Veterinary Medicine. Dr. Weedon’s passions are animal population control and training veterinary students, something that he gets to do on a daily basis as a shelter medicine clinician at the University.

Emily Weimer  
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Emily Weimer is a second year graduate student in Urban Planning. She had two active transportation internships in the community. At the C-U MTD, Emily worked on the Safe Routes to School Project. The Project worked with local schools and community organizations to educate and encourage safe walking and biking. The Project focused on the non-infrastructure side of active transportation, focusing on public engagement to increase walking and biking rates.

Alexandria Weston  
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Alexandria Weston is first year Master of Public Health student in the College of Applied Health Sciences. She is a research assistant in Dr. Lara-Cinisomo’s Maternal and Child Emotional Wellness Lab to explore her interests in maternal and child health. Alexandria graduated in Molecular and Cellular Biology.

Ann-Perry Witmer  
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A teaching associate and professional civil engineer, Ann-Perry Witmer has brought to the classroom her experience working on drinking water projects with communities in the developing world. Ann holds degrees in engineering, journalism and art history. She has taught courses in international service design, as well as introductory engineering courses for freshmen since 2013.

Martin Wolske  
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Martin Wolske is Principal Investigator of the Digital Literacy for ALL Learners project and a senior research scientist with the Center for Digital Inclusion. Martin has served a range of boundary spanning roles facilitating community collaborations, shepherding engagement projects, developing innovative technical resources, and advocating system change. Martin blogs at mwolske.wordpress.com

Jeff Woods  
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Dr. Jeff Woods is a Professor in the Department of Kinesiology and Community Health. He is also the Director of the Center on Health, Aging and Disability and Associate Dean for Research in the College of Applied Health Sciences. His research has focused on the impact of a healthy lifestyle (e.g. proper exercise and diet) on immune and cognitive health in aging and he has been funded by the National Institutes of Health and Abbott Nutrition for his work.

Kari Wozniak  
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Kari Wozniak is a Program Coordinator at ADM Institute. She provides strategic management and execution support to the ADM Institute’s Director and programs. Kari worked on the First International Congress on Post Harvest Loss Prevention and on development of Coursera MOOC. She is also a student in the Professional MBA program.

Hong-An Wu  
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Hong-An Wu is a doctoral student in art education. Her research investigates the intersection of art education and new media, with an emphasis on video gaming, through the lens of cultural studies, feminist studies, and critical Internet studies. Her dissertation examines the potential of transforming systems and structures with youth through prosumer development and critical play in community-based settings. Hong-An has piloted video game modification workshops with youth at the Champaign Public Library.