

Continuance

Knowledge and Understanding Passing from Generation to Generation

Winter/Spring 2015

Leaders Applaud Volunteers



In this Issue:
The Year of the Volunteer
Civic Responsibility
Community: P-20 Stories about Service-Learning

Commentary

Leaders applaud volunteers

“Thank you for your service,” was Gov. Bruce Rauner’s first comment in his State of the State address. He set expectations for all Illinoisans by recognizing the importance of service on that day and on Martin Luther King Day, Jan. 19 when he launched the Year of the Volunteer.

Senate President John J. Cullerton, a longtime champion for service, calls the Year “a movement that acknowledges the gifts and talents of Illinoisans and gives them the opportunity to serve their state and country.”

However, concerns are expressed about the participation of many Americans in the democratic process. The United States is ranked 139th in voter participation of 172 democracies around the world and in the most recent Illinois election, as few as 17% voted in some counties. Many Illinoisans have lost touch with their responsibilities as citizens in a great democracy.

The Year of the Volunteer was set by a 2014 Senate Resolution as a time for celebrating volunteers and strengthening the volunteer system: “RESOLVED, that 2015 will be set as a Year of Service and Civic Engagement, that will engage all generations as participants, planners, organizers and leaders of the volunteer infrastructure.”

Dr. John Holton, director of the Illinois Department on Aging, says, “Success in 2015 is an Illinois where leaders consider service and volunteerism as a solution—at least a part of the strategy—toward solving our most pressing problems throughout the state.”

This issue of *Continuance* will target five reasons for voluntary service beginning with the personal benefits and individual impact. How often have you said or heard, “I get more out of this than I give?” and the research supports the idea that volunteers are healthier and happier because they are making a difference. Some say, “It’s the endorphins.”

A new public/private partnership called *Bring Back Civics* features legislation that has great promise for high school students specifically and communities, in general. The legislation is enthusiastically supported across generations and has potential to increase civic involvement throughout Illinois.

Next, the topic of career opportunities is explored through the lens of job skills and volunteers. How appropriate that the first interview of Gov. Rauner’s new Cabinet is Jeff Mays, director of the Illinois Department of Employment Security and a longtime advocate of civic engagement. He leads by example.

The last section called Community involves all generations with emphasis on understanding and unity—so needed today. The stories begin with preschool and trace the many ways students learn about their democracy by being involved in it. The stories embrace the commitment to service for all generations and underline Gov. Rauner’s comment, “Thank you for your service.”

Jane Angelis - Editor

About the Cover:

Our leaders may disagree on many things, but when it comes to volunteers they stand united!

In alpha order L to R top row: Karen Hunter Anderson, executive director, Illinois Community College Board; James Applegate, executive director, Illinois Board of Higher Education; Hannah Auten, Student Advisory Council, Illinois State Board of Education and Student Council president, Benton Consolidated High School; Senate President John Cullerton; Merri Dee, state president, AARP and commissioner, Serve Illinois; Dennis DeRossett, executive director, Illinois Press Association;

Row 2: Chicago Mayor Rahm Emanuel; David Hiller, CEO, Robert R. McCormick Foundation; John Holton, director, Illinois Department on Aging; John Hosteny, Illinois director, Corporation for National and Community Service; Erica Jeffries, director of the Illinois Department of Veterans Affairs; Louis Kosiba, executive director, Illinois Municipal Retirement Fund;

Row 3: Illinois Attorney General Lisa Madigan; Isabella Martinez, Ernst and Young and member, Junior Achievement Board; Scott McFarland, executive director, Serve Illinois Commission; Illinois Comptroller Leslie Mungler; Republican Leader Sen. Christine Radogno; Gov. Bruce Rauner;

Row 4: DuPage Regional Superintendent Darlene Ruscitti; Ed Rust, chairman and CEO, State Farm; Lt. Gov. Evelyn Sanguinetti; Stephanie Torres, member, Illinois Community College Board and Phi Theta Kappa Honor Society; Secretary of State Jesse White; and Kerry Wood, Chicago Cubs and co-founder and president of the Wood Family Foundation.

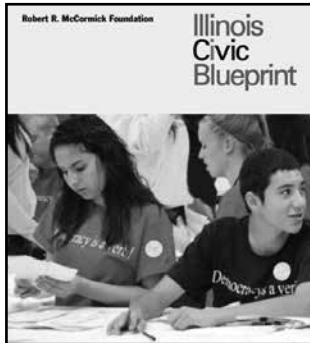
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Governor's Volunteer Service Awards Back Cover

Congratulations to the Award Winners throughout Illinois

From the Serve Illinois Commission

Congratulations to the Illinois Press Association on their 150th Anniversary
and to the Illinois Community College Board in celebration of their 50th

About Generations Serving Generations

Generations Serving Generations is sponsoring the Year of the Volunteer for 2015, which stems from action beginning in 2008 with the National Governors Association. On May 11, 2009 Senate President John Cullerton and Republican Leader Christine Radogno sponsored a Gathering in the Senate to promote the civic engagement of older adults. Over 200 participants representing four generations discussed the changing image of retirement and how Illinoisans envision a state where the talents of older generations aren't left on the sidelines.

In 2013, Generations Serving Generations joined with the McCormick Foundation to promote news literacy. The underlying issue for all generations is judging fact from fiction. People ask "What should I believe?" In 2014 the Senators pictured below sponsored a Senate Resolution to celebrate the contributions of volunteers and thus connect programs and resources that can bring a more united volunteer effort throughout Illinois.



L to R in alpha order (top): Senators Althoff (R), McHenry; William E. Brady (R), Bloomington; James Clayborne, (D) East St. Louis; Michael Connelly (R) Naperville; Senate President John Cullerton (D) Chicago; Don Harmon (D) Oak Park; Michael E. Hastings, (D) Matteson; Mattie Hunter, (D) Chicago; (Bottom) Darin LaHood (R) Dunlap; Kimberly A. Lightford, (D) Westchester; Terry Link, (D) Gurnee; David S. Luechtefeld (R) Okawville; Antonio Muñoz (D) Chicago; Michael Noland, (D) Elgin; Republican Leader Sen. Christine Radogno; and Chapin Rose, (R) Champaign

Generations Serving Generations is sponsored by the Illinois Department on Aging, the Serve Illinois Commission, the Corporation for National and Community Service, the Robert R. McCormick Foundation in cooperation with, the Illinois Board of Higher Education, the Illinois State Board of Education, Illinois Community College Board, Illinois Municipal Retirement Fund, DuPage Regional Office of Education; the Illinois Senate and more than 100 organizations and businesses committed to volunteering, service and civic engagement. Add your organization to the list of sponsors at Serve.Illinois.gov.

Dr. John Holton, director, Illinois Department on Aging and Scott McFarland, executive director, Serve Illinois Commission are chairs. The Honorary chair is Lt. Gov. Evelyn Sanguinetti. Members include John Hosteny, Corporation for National and Community Service; Louis Kosiba, Illinois Municipal Retirement Fund; Melinda LaBarre, Illinois State Board of Education; Deanna Blackwell, Illinois Community College Board; Darlene Ruscitti, DuPage Regional Office of Education; Brandon Bodor, The Bunker: Veterans as Entrepreneurs; Jacqui Moreno and Eduardo Brambila, Illinois Student Assistance Commission; Kathy Engelken, Illinois Campus Compact; Jonathan Lackland, Illinois State University; Pat Bearden, American Family History Institute; Fred Nettles, Partner For Hope Program; Michael O'Donnell, and Katie Raynor, East Central Illinois Area Agency on Aging; Doug Brauer, Lifelong Learning and Service Coalition; Jenne Meyers, Chicago Cares; Joyce Gallagher, Chicago Area Agency on Aging; Tony Pierce, Heaven's View Christian Fellowship, Peoria; Onie Riley, African-American Family Commission; Barb Tubekis, Illinois Volunteer Centers; Deb Strauss and Joyce Karon, P-20 Council and Illinois PTA; Nisan Chavkin, Constitutional Rights Foundation Chicago; Bernie Wong, Chinese American Service League and Jane Angelis, Continuance Magazine

2015:

THE YEAR OF THE VOLUNTEER IN ILLINOIS

You are the difference



“2015: The Year of the Volunteer” is a time to celebrate the accomplishments of volunteers and strengthen the systems in Illinois that support volunteers. The Year started with a nonpartisan Senate resolution and a call to action to recognize volunteers and what they mean to our communities and neighborhoods; it is a time to tell the stories about ways volunteers enrich our state throughout all 102 counties and in our great cities; and a time to strengthen the ways volunteer programs are organized, managed and connected.

During the Year of the Volunteer, it is our hope that the conversation, chatter, social media, writings and publicity about volunteers will increase and as a result welcome individuals who don’t volunteer, roughly 64 percent of all Illinoisans.

Monthly Themes for the Year of the Volunteer

Each monthly theme will bring attention to major groups that provide volunteers.

January



Gov. Bruce Rauner joins City Year members, Chicago Mayor Rahm Emanuel and Scott McFarland of the Serve Illinois Commission for the National Day of Service and the launch of the Year of the Volunteer. Front Row: City Year Corps leaders prepare their members for the MLK Day service project. Back Row (L to R): Maria Contreras-Sweet, Small Business Admin., Gov. Bruce Rauner, Chicago Mayor Rahm Emanuel, Scott McFarland, Serve Illinois Commission and a City Year leader. Photo by Courtney Abbott

February-Faith-based and Religious Organizations

Faith-based organizations provide the largest number of volunteers in Illinois, roughly 36 percent of all volunteers. The Rev. Fred Nettles, chair of the Serve Illinois Commission, is organizing discussion sessions among faith-based organizations that will focus on volunteers and the many ways they serve their organizations and their communities. Several events are in progress for Peoria, Chicago and a statewide conference call. Connect with Serve.Illinois.gov or Facebook/[Yearofthevolunteer](https://www.facebook.com/Yearofthevolunteer).

March-Education

Education attracts the second-highest number of volunteers, 26.4 percent. March set in motion several new initiatives and novel ideas for celebrating volunteers to help students succeed. Board members at the Illinois State Board of Education take a few minutes at each meeting to honor a volunteer suggested by a board member. Regional superintendents in Dupage and Lake County suggested proclamations about volunteer efforts. During AmeriCorps week members applauded the many educational programs P-20 (preschool through college).

Further, planning by the Illinois Student Assistance Commission has started for the July 16 conference, *College Changes Everything*. The effort to encourage volunteers in education will continue throughout 2015 and beyond as the Year of the Volunteer challenges communities to support educational goals, such as reading, critical thinking and the P-20 Council's effort to promote student success. The P-20 Council is a group of education, community and business representatives who foster collaboration to develop a seamless statewide system of quality education.

April-Mayors and Municipalities

Volunteer programs are creating a vibrant and growing network of communities and neighborhoods throughout Illinois. "Municipal governments are effectively leveraging citizen service as a tool to achieve measurable impact on pressing local challenges," said Scott McFarland, executive director of Serve Illinois. "This year alone, nearly 15,000 volunteers will work in 2,000 service locations to help tens of thousands of community members in all 102 counties." The initiative is being led by the Corporation for National and Community Service, the National League of Cities, the Cities of Service and Serve Illinois.



Belleville Mayor Mark Eckert signs a proclamation for National Service Recognition Day during the April 6 City Council Meeting in observance of Mayor's Day for National and Community Service. Behind him, from left are Carla Boswell, director of the Senior Companion Program; Cheryl Brunsmann, executive director, Programs & Services for Older Persons; and Kathy Anderson, secretary of the Foster Grandparents Program.

May-Older Americans

Programs throughout Illinois report on how volunteers help older generations stay active and independent and how volunteering by older adults is a mainstay of that independence.

Tom Laue, editor of Lifetimes writes that older people are taking mutual aid into their own hands through the “Villages” model. “It’s no secret most people prefer to stay in their own homes as they get older. It’s known as ‘aging in place.’ But that can be tough for people who need a little help and don’t have family nearby who are able and willing to provide that support.”

That’s where Villages comes in. A Village is a grassroots, self-supporting, member-driven organization helping people stay in their own homes. Like the saying “It takes a village to raise a child,” the concept of Villages is that it takes a village to help people stay in their homes as they age. Villages do this by matching dues-paying members with volunteers who meet their needs, or with vetted companies providing services at discounted rates.

In McHenry County, the Senior Care Volunteer Network aims to preserve the independence of McHenry County seniors. Volunteers provide no-cost services to more than 900 seniors in the county. These services include transportation, friendly visits, non-medical respite care, minor home repairs, yard work, snow removal and more. Aileen Zei, the volunteer coordinator, says that they have volunteers of all ages. Many are seniors themselves who are still volunteering in their 80s. “We have volunteers from McHenry County College, the high school and church groups who help seniors with projects around their homes,” she said, adding, “It’s always great to see children learning the benefits of volunteering at a young age because we hope that plants the seed to volunteer throughout their lifetime.”

The Retirees Leading Academy at Spoon River College has expanded to Havana, where members created an auxiliary for the Fire Department and started the Riverside Club restoration project, which was an old World War II USO Club. The Retirees Leading Academy is a six-week program for older generations to learn more about their community and then plan a project to improve it. Great model!

The Western Illinois Area Agency will provide the Living and Learning Series, which originated from the Maturing of Illinois Survey. “Many seniors in our service area are not prepared for aging in place,” said Dave Layton. We found

Mayor’s Day of Service Participants

Alton	Havana	Oswego
Arlington Heights	Hinkley	Palos Hills
Aurora	Hoffman Estates	Peoria
Barrington	Inverness	Petersburg
Belleville	Jacksonville	Plano
Belvidere	Kankakee	Quincy
Bethalto	Kewanee	Rochelle
Bloomington	La Salle	Rock Falls
Bradley	Lake Bluff	Rock Island
Carlinville	Lake County	Rockford
Centralia	Lake County County	Rolling Meadows
Charleston	Bd Commissioner	Roseville
Chicago	District 14	Round Lake Beach
Collinsville	Lanark	Savanna
Columbia	Little York	Schaumburg
Decatur	Machesney Park	Springfield
Dekalb	Macomb	St. Charles
DeWitt County	Madison	Sterling
Diamond	Madison County	Village of Mount
Dixon	Mattoon	Prospect
Dover	Mendon	Wamac
East St. Louis	Millbrook	Washington
Elgin	Minooka	Waterloo
Elmwood Park	Moline	Waukegan
Franklin Park	Monmouth	West Chicago
Freeport	Morris	West Frankfort
Geneva	Mt Sterling	Wheaton
Glendale Heights	Mundelein	Wood River
Godfrey Village	North Aurora	Yorkville
Green Oaks	North Chicago	

Encourage your Mayor to sign up at ServeIllinois.gov

that there is a need to broaden the informational scope to include housing options, encore career options, community service options and a wide range of topics relevant to the overall well-being of seniors." These talks are well attended and highly rated by active seniors and they help them stay more vibrant, informed and connected to their communities.

June-Health

Volunteers improve the health of our communities in many ways. They are indispensable in hospitals and clinics. Volunteers throughout Illinois make it possible for people to have a hot meal in a soup kitchen or by distributing food in pantries. How would soccer, little league and youth sports exist without the volunteers who help kids learn new skills? Volunteers organize and participate in walking and running events that raise funds for research and care. Volunteers get involved in evidence-based health projects that are vital for improving health and learning new ways to be healthy.

July-Democracy

With the new momentum toward civics in Illinois, July is the ideal time to celebrate Democracy Schools and the many ways communities engage their citizens.

August-Business and the Workforce

Every year volunteers from large corporations and small businesses contribute time and expertise in their communities and neighborhoods. People who are unemployed and underemployed volunteer and find their niche. August is the time to celebrate the many contributions of business and the workforce.

September-Emergencies and Disasters

Volunteers prepare our communities for natural disasters and unpredictable

emergencies. During the recent tornadoes in Fairdale and Rochelle, the Emergency Response team from St. Louis AmeriCorps organized the volunteer efforts. Soon Illinois will have its Emergency Response Team comprised of trained AmeriCorps members throughout Illinois. The team should be up and running by September, according to Scott McFarland, executive director of Serve Illinois.

October-History and Heritage

Volunteers in libraries, museums and communities are celebrated. A focus on family and oral history will highlight the many ways history is part of community legacies. Also some beginning discussions will be held about the Illinois Bicentennial coming in 2018.

November-Veterans & National Service

Veterans serve and are served! Volunteers honor veterans and military families during November and bring front and center the topic of national and public service.

December-Infrastructure of Volunteers

A grand celebration of the Year of the Volunteer will be held during the Governor's Conference on Aging. Planning will continue for 2016. Year of the Volunteer participants will share stories that show "You are the difference."

If you are interested in joining one of the above planning groups, send a note to genservegen@gmail.com.



Don't miss the video from the Illinois Municipal Retirement Fund about the Year of the Volunteer and how they are celebrating volunteers. See IMRF.org

2015:
THE YEAR OF THE
VOLUNTEER
IN ILLINOIS



You are the difference

Save-the-Date

June 26, 2015 - Friday
9:00 a.m. to 12:00

A conversation with faith-based and religious organizations about volunteers

Where

Chicago, Metcalfe Federal Building
77 W. Jackson Blvd, 3rd Floor

Who

Members of faith-based and religious organizations and those who collaborate with them

Why

Learn best practices, share ideas, meet other practitioners, work to create an infrastructure to stay connected

Topics

Community Development, Volunteer Management, Volunteer Recognition, Sharing Your Story and Joining the Year of the Volunteer

Sponsors

Generations Serving Generations, The Corporation for National and Community Service, The McCormick Foundation, Illinois Department on Aging and Serve Illinois Commission

Registration - Serve.Illinois.Gov
Limited to 100 participants

COLLEGE CHANGES EVERYTHING

July 16, 2015, 9 to 4: Tinley Park, Illinois

College Changes Everything The Impact of Volunteers

Speakers

Lt. Gov. Evelyn Sanguinetti
Beth Purvis, Secretary of Education
Dr. John Holton, director, Illinois Department on Aging; Scott McFarland, executive director, Serve Illinois Commission; Regional Superintendent Darlene Ruscitti; Shawn Healy, McCormick Foundation and Illinois Civic Mission Coalition

Sponsored by Illinois Student Assistance Commission and the CCE Coalition
ISAC.org - College Changes Everything

Civic Responsibility

In this section, Katie Raynor reviews the research on why service-learning is important to student success. Next Shawn Healy the chair of the Illinois Civic Mission Coalition describes the legislation moving through the General Assembly that will make civics a requirement for high school graduation. Then two of the newly recognized Democracy Schools, Grayslake North in northern Illinois and Shawnee High School in southern Illinois tell their stories. Last, a teacher and a neighborhood organization describe the meaning of service.

The Impact of Service-Learning

by Katie Raynor

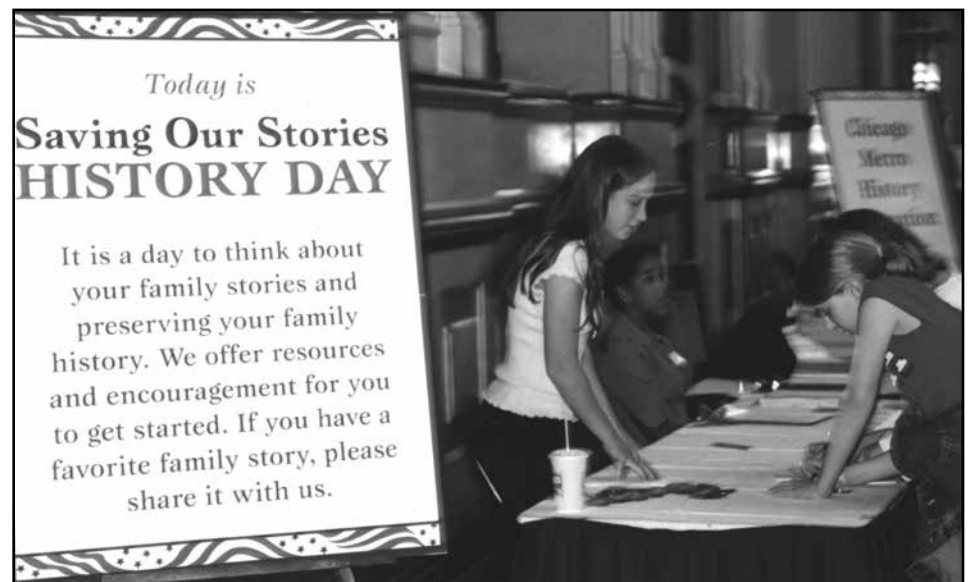
When students clean up a park, organize a clothing drive, or help senior citizens start a Facebook page, it can be fun and motivating for students. These activities can all be classified as service-learning, which incorporates service and civic engagement into the curriculum with the addition of reflection. But is there documented evidence that service-learning has any lasting effects on students?

The research says “yes.” Service-learning benefits students, re-

gardless of age, to advance academically and socially—in the classroom and in the community. Students gain the precious opportunity to make a connection between their schooling and the real world. Service-learning gives context to problems that kids read and hear about, and it encourages them to reflect critically on issues that might be plaguing their nation, state or their own backyard.

By engaging in service-learning, students aren’t merely studying the problem—they’re actively becoming part of the solution. In addition, service-learning is a proven method

History Day at the Capitol brought service-learning students to learn more about family history, the immigration of their ancestors to Illinois and the importance of citizenship throughout their history.



for engaging learners, who absorb information best by “doing,” as opposed to by reading or listening to lectures.

In a 2011 study, researchers conducted a meta-analysis in an attempt to identify the multitude of ways in which students benefit from service-learning. This meta-analysis combed through 62 different studies and articles that involved a combined total of nearly 12,000 students, and gleaned that service-learning positively impacts students in the following categories:

- Attitudes toward self
- Attitudes toward school and learning
- Civic engagement
- Social skills
- Academic performance.

These benefits echo Illinois research findings as well. In 2000, the P-16 Service-Learning Task Force published a document titled “Service Learning in Illinois.” The task force surveyed school staff and analyzed results from existing research. They found that students who were exposed to service-learning in their curriculum excelled in academic achievement, workforce skills, citizenship and responsibility. Students also showed decreases in deviant behaviors such as violence, vandalism and drug usage. Further, it was found that service-learning projects are an excellent source for fostering interaction across generations, with a majority (65 percent) of service-learning programs including older adults in some capacity.

Service-learning is a very timely pedagogical approach given the nearly universal implementation of the Common Core State Standards throughout the United States. The Common Core, applied in more than 40 states and the District of Columbia, is a set of academic benchmarks that attempts to promote uniformity in the material that students learn from their English and math courses each academic year. The Education Commission of the States (ECS) asserts that teachers, principals, school districts and policymakers are increasingly turning to service-learning to address the Common Core’s call to incorporate “deeper learning” strategies, which comprise skills such as global awareness and civic engagement, among others. When students engage in effective service-learning, they get the chance to “develop their critical thinking and problem-solving skills, to work within groups developing communication and collaborative skills, and to utilize their unique abilities in creative and innovative ways.”

Service-learning encourages students to hone marketable traits that will give them an advantage in academic, professional and personal settings. Simply put, students excel when they are encouraged to take an active approach to instructional time. From preschool through college, students benefit from the documented strides in academic, social and civic performance that are associated with service-learning.

How Service-Learning Impacts Students

1. Attitudes toward self
Students demonstrated greater self-esteem, self-efficacy, outlook on personal abilities and feelings of control.
2. Attitudes toward school and learning
Students became more engaged and enjoyed classes more.
3. Civic engagement
Students reported having heightened feelings of altruism, civic responsibility and current/ future voting behaviors.
4. Social skills
Students were more apt to act as leaders, show cultural competence, and solve social problems.
5. Academic performance
Students earned higher grades and test scores.



Katie Raynor is a 2015 graduate of Illinois State University and an ISU Stevenson Center AmeriCorps Fellow at the East Central Illinois Area Agency on Aging. In July she will join ECIAAA staff as a planning and grants specialist.

Democracy Schools

A healthy democracy—one that truly thrives, not just survives—depends on the informed and active participation of all citizens. Yet, civic learning experiences have nearly vanished from many of our schools, leaving the next generation ill-prepared for meaningful engagement in public life.

High-quality civic learning experiences allow young people to develop the knowledge, skills and dispositions that facilitate informed participation in public life. Research has shown that these experiences also promote civic equality, build 21st century competencies, improve school climate and reduce high school drop-out rates. The Illinois Democracy Schools initiative supports a growing network of high schools that are committed to reversing this trend, and empowering students to nurture and sustain our democracy.

A natural progression for Democracy Schools was the Illinois Civic Mission Coalition that produced the Illinois Civic Blueprint in 2013 and in 2014, passed Public Act 98-0301 toward a civics requirement for all high schools students. For information on Democracy Schools see the Robert R. McCormick Foundation website.

*Let's continue to serve
in soup kitchens, but also explore the
underlying poverty issues
that make them necessary and the
political solutions to its eradication.*

Shawn Healy



Shawn Healy is the Chair of the Illinois Civic Mission Coalition and the Civics Scholar at the McCormick Foundation

Findings on the Current State of Civic Education

Public Act 98-0301 required that the Illinois State Board of Education (ISBE) establish the Illinois Task Force on Civic Education. The Task Force developed a shared definition of civic education and investigated the research on the value of civic education. In addition, the Task Force divided into three Work Groups, one for each of the first three tasks of the legislative charge (to analyze the current state of civic education in Illinois, to analyze civic education policy in other jurisdictions, and to identify best practices).

Defining Civic Education

The Task Force agreed upon the following statement of the goal of civic education and definition of responsible citizens, adapted from the Civic Mission of Schools report (Carnegie Corporation of New York & the Center for Information and Research on Civic Learning Engagement, 2003): Civic education should be to help all young people acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. Effective civic education is interdisciplinary.

The Illinois Civic Mission Coalition has organized a statewide coalition representing all generations, teachers, leaders, students, the private sector, and ordinary citizens who believe that civics is an important part of education. The coalition group is engaged to help pass the legislation, which is House Bill 4025.

New Legislation Expands Civic Learning



Rep. Deborah Conroy, D-46, Villa Park

“On April 24, House Bill 4025 was passed with an overwhelming bi-partisan vote of 81-29,” said Shawn Healy, the chair of the Illinois Civic Mission Coalition. The bill was sponsored by Rep. Deborah Conroy of the 46th District in Villa Park.

House Bill 4025 provides that of the 2 years of social studies required of high school students, at least one semester must be civics, which shall help young people acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. Further, the Bill provides that course content shall focus on government institutions, the discussion of current and controversial issues, service learning, and simulations of the democratic process. Last, the legislation allows school districts to utilize private funding available for the purposes of offering civics education. First Reading is on May 5 in the Senate

Private Sector Funding for HB4025

The following are excerpts from a letter sent to Rep. Conroy from David Hiller, CEO and President of the Robert R. McCormick Foundation and Terry Manzany, President and CEO of the Chicago Community Trust.

“Thank you for your leadership in restoring the civic mission of our schools in preparing the next generation to be educated and engaged citizens.”

“To ensure adequate support for professional development activities, the corporate and foundation communities are committed to supporting a public-private partnership to provide needed professional development with funding of at least \$500,000 annually for a three-year transition period. Together with existing programs, there will be well over \$1 million annually invested in quality civic education professional development during the implementation period. Funding commitments include the Robert R. McCormick Foundation, The Chicago Community Trust, and other partners.”

“The fund will be coordinated by the McCormick Foundation, in collaboration with other funders, and the Illinois State Board of Education and its regional offices. Potential professional development providers include non-profit organizations specializing in civic education, university partners, and regional offices of education.

Grants will focus on programs that are aligned with best practices in civic learning and will include related program evaluation.”

Civic Engagement : A Priority at Grayslake North High School



Public Service Practicum students share ideas about how to make a difference in the community. The sign reads, “Be the change you want to see in the world,” their unofficial motto. As students learn about how to make positive change, they realize that the change has to start with each of them. They learned about the passions and experiences of their classmates and planned ways to use each other’s strengths to make a difference as individuals and as a class.

by Chris Kubic

Grayslake North High School (GNHS) is home to about 1500 students and is one of two high schools in District 127, which serves part of central Lake County in the northern suburbs of Chicago. As a newly designated Democracy School, GNHS is committed to teaching and practicing democratic values in its academics, governance and relationship with the community. The school has a thriving Public Service Practicum course, a full-year elective in the Social Studies Department. The course covers elements of economics, sociology, government, psychology, history and business as it challenges students to understand pressing societal concerns and develop the skills necessary to address those concerns.

The course features service projects chosen and organized by students, partnerships with local organizations and government bodies, and research and presentations about community needs and assets. It culminates in the “Passion Project,” in which students research, propose, pitch, design, implement and evaluate a project relevant to an area about which the students are passionate.

The Practicum teacher, Roxanne Bristow, describes the course as “a hands-on learning environment that engages students with the direct needs of the community around them.” According to Bristow, “Through researching a problem, designing and implementing a plan, and reflecting on their experience, students gain a unique perspective into the process of creating change in their world, and through that, they learn that every action they take can create change in the world and they can be active leaders in that change.”

While this course provides a unique, powerful, and academically rigorous opportunity for regular civic engagement, it is important to note that civic engage-

*The Public Service Practicum
has helped to shape
the culture of the school.*

ment at Grayslake North goes beyond the Public Service Practicum class. For example, the Current Issues classes hosted a congressional candidate and invited the mayor to speak to the class about how local issues relate to larger current events; the Geography class conducted Skype conversations with students in India and Britain to help students understand global interconnections and cultural differences; and the Psychology classes hosted an event to raise funds and awareness of strokes during their study of the brain.

The Government classes offer students regular opportunities to participate in the democratic process. Government teacher Erin Wise explains: “Government/Civics class is where students can explore and model the citizens they will become when they graduate from high school. As is often said, no matter what students become they will be members of their communities.

“In our Civics classes at Grayslake North students are encouraged to participate in roles outside of the classroom. We provided training for 80 students to become student election judges in the November 2014 election, and over 50 served across the county that day. Other activities require students to interview their neighbors and fellow community members to research policy then, inspired by conversations from the community, write letters to their congressmen and congresswomen requesting their voices be heard.”

Senior student Shannon Dacey correctly notes that “students who are more informed of how their government works are more likely to participate in government...and realize that anyone can make a difference on policies that impact our lives.” Even outside of Social Studies classes, teachers, coaches and club sponsors make a regular effort to expose students to democratic values by involving student voice in school governance (there are student groups that advise the administration on school rules and procedures, and there is a student representative on the Board of Education), opportunities for community service (all freshmen are invited to participate in a community service activity immediately after freshman orientation, and many clubs, teams and classes participate in service-learning activities throughout the year), and most importantly, in the way teachers and students interact.

Senior Parker Lawson, in her testimony before the Task Force on Civic Education in November, commented on the positive energy that comes from the respect that students and staff have for each other and expressed appreciation for North’s focus on developing the whole student—not just their academic skills and knowledge—by encouraging students to pursue their interests and molding them into passionate and well-rounded students.

Social Studies teacher Emily Weiss, who has been instrumental in developing many of the civic engagement opportunities at Grayslake North, sums up North’s commitment to civic engagement by explaining, “Service-learning and civic education empowers young people to become the leaders of the future. By practicing research into real issues in our communities, proposing solutions with real strategies, and gaining experience in turning ideas into action, students of civics are given tools that will allow them to make a difference today and beyond.”



Chris Kubic is a Social Studies teacher and department chair at Grayslake North High School.

Taming the Levees along the Mississippi



Students from Shawnee High School learn about how the sediment is deposited in a river. Andrew Podull with Project Eco River shows the students his sediment box and how the water pumps through it. Students learned about floods, wing dikes, and how water flows in the river as part of the study of the wing dike debate.

by Jamie Nash-Mayberry

Our school district sits entirely in a floodplain and is surrounded by deteriorating river levees. In fact, researchers at Southern Illinois University Carbondale have called the levees ticking time bombs.

*The students know the
power of the pen,
the value of freedom of speech and
who their representatives are.
Politicians even reference the students
when passing bills in Congress.*

My students and I have raised awareness about the condition of the levees, helped raise funds for fixing some of the infrastructure and also studied issues connected to flooding. I include all juniors and seniors as well as sophomores from the Civics class in the levee project. We plan service-learning activities related to the levees throughout the year.

The wing dike debate has been an interesting topic for the students. Wing dikes are rock structures that jut out into the river. They are placed in the river by the Corps of Engineers, which says they help deepen the channel for barge traffic. Some fear that the structures may also contribute to increased water heights of 10 to 15 feet during floods. There are hundreds in our stretch of the Mississippi.

The ongoing levee project has improved community relations. For example, the levee district commissioners now come to the students for help when trying to solve flooding issues. The students know the power of the pen, the value of

freedom of speech and who their representatives are. Politicians even reference the students when passing bills in Congress.

As part of a Masters practicum in Curriculum and Instruction, I observed the impact of the levee project on the students. I found that students developed a strong sense of their own agency. They even continue to give back by sandbagging during floods, organizing a parade escort for a classmate coming home from the military, and participating in mock trials. As a Social Science teacher, I have witnessed the benefits of students being involved in civics-oriented projects.

Recently, a friend approached me and asked if some of my civics students might help in filming a waterfowl banquet. The event is geared toward encouraging youth to experience the outdoors. The group sponsoring it wanted to create a commercial to promote its program. Since the banquet was scheduled for Christmas break, I wondered if the students would be able to take the responsibility for a 4 a.m. photo shoot to film the ducks at sunrise. When I asked the students if they would like to help, they didn't hesitate.

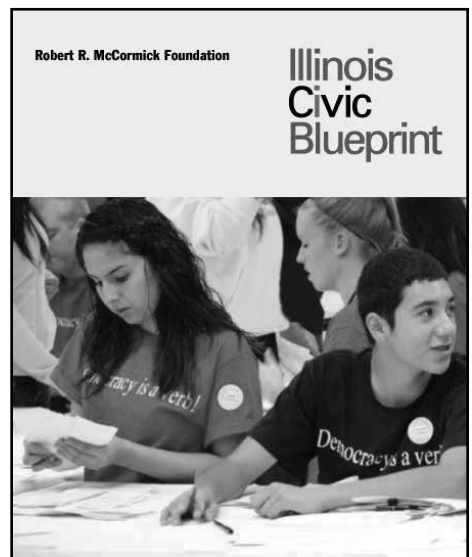
I suspect it is because volunteering and service have become part of the culture at Shawnee High School. Whether it's building an outdoor classroom after school, attending a meeting related to flood problems on a Friday evening, or working concessions on a week night on behalf of the Veterans Wall Memorial Committee, you can count on a number of our students to rise to the occasion.

However, one question I asked my former students was about the relationship between motivation for a grade or service to the community. The students responded that in the real world, you don't get grades for being civically involved and that because the project wasn't mandatory, it was more genuine.

Another example was building an outdoor classroom at our school. As the deadline was quickly approaching, we announced on the school speaker that we were in desperate need of help. Many students volunteered, staying until dark several nights and coming in one Saturday morning to finish the project.

The students who participated were mentioned during the ribbon cutting. They were full of pride and will cherish their work for years to come. However, if we told the students they "had" to participate, I fear there would have been disgruntled students and parents complaining about no bus to bring them home at dark. From a civics perspective, the lesson would have been lost.

If the project was mandatory, the students might not be doing the service project for the betterment of the school, community and beyond, but rather to get an "A." My suggestion about civic engagement is that while you should encourage all teachers, and perhaps even make it mandatory for them to create service-learning projects, the students should have a choice whether to participate. Basically, the teacher should create service-learning opportunities and then encourage the students to seize those opportunities.



Jamie Nash-Mayberry is a Social Science teacher at Shawnee High School, Wolf Lake.

A Teacher Discovers the Power of Service

I am amazed to this day that I ever got involved in Habitat for Humanity, a community agency that builds houses. Digging the driveway for a Habitat project was one of the most defining moments in my life. In fact this day literally changed my life.

I had just started teaching a service-learning course. I knew nothing about our community and had never been involved with service so I invited some guest speakers from Habitat for Humanity, who invited my students to help build a house. My first experience with Habitat was on a day with a heat index of about 107 degrees and we started digging the driveway. The return was tremendous. That day excited me personally and instilled an attitude that I know affects my teaching and my students.

Service Learning 400 is an elective that students take as a senior. They develop and organize their experience from many opportunities available. They come to class on Monday, share their experiences and debrief. One of the most interesting aspects of service learning is reflection. They love it!

Just as I was energized about digging the driveway for Habitat, they are equally inspired by what they do and they love to share stories. To be in a room with 42 enthusiastic and motivated students explaining how much they love service learning is an unbelievable high for a teacher. Steve Rambach, Lanphier High School, Springfield



Chicago youth leaders and Cook County Board President Toni Preckwinkle discussed the many ways they serve their community and neighborhoods. L to R: Jahari Jones, Claretian Associates; Korynna Lopez, DePaul University; Preckwinkle; Perriyana Clay, Whitney Young High School, and Berto Aguayo, Dominican University.

Students Describe Service in their Neighborhoods

Street violence and school failings grab headlines, but a majority of the young are working hard toward responsible adulthood. Some already are leading a next-gen assault on the city's toughest issues. Chicago youth leaders provided inspiring examples of their service in the neighborhoods of Chicago.

The discussion headlined the Chicago Neighborhood Development Awards, organized by Local Initiatives Support Corporation (LISC) Chicago, on Feb. 17. "This year's recipients have made dramatic contributions to the economic, social and cultural life of the communities they serve," said LISC Chicago Executive Director Susana Vasquez.

The ceremony, organized by LISC is a rare occasion when all of the contributors to neighborhood redevelopment—community organizers, bankers, residents, philanthropists and others—are in the same room to take stock of their achievements.

*To be in a room with
42 enthusiastic and motivated
students explaining how much they
love service learning is an
unbelievable high
for a teacher.*

Career Opportunities

Jobs Partnership: Volunteers Transform Lives

by Cheryl Parks

After 20 years behind bars Jozetta knew her life was about to change dramatically, but how she would transition to life after incarceration was still a mystery to her. Questions and insecurities about securing employment, finding a place to live and adjusting to society without returning to a life of drugs and addiction constantly circulated through her mind.

There were so many things she had never done that people her age on the outside took for granted. She had never filled out a job application, never learned how to drive, never rented an apartment or lived on her own in a house. As her time for release drew closer and parole options began to narrow her anxiety about how to handle her coming freedom increased. Then about a year before her release Jozetta heard about a program called Jobs Partnership.

Over the course of the next 12 weeks the volunteers that teach in this program began to change the way Jozetta viewed her upcoming independence, work, and most importantly it began to change the way she viewed herself and her potential. Where there had been insecurity, Jozetta began to feel confidence, where there was fear now Jozetta began to feel hope, where she had felt alone, now she was surrounded by a network of volunteers that believed in her and her future.

The community program sessions last for 12 weeks with one class taught

each week. Each class in the community sessions is taught by someone different. Professionals from many different walks of life teach classes that coincide with their particular area of strength. Pastors, attorneys, business owners, school administrators, past graduates and government leaders all participate as instructors and mentors to the students. This not only allows students access to great instructors and practitioners but also gives them contacts with community leaders that can act as advocates for them when they seek employment.

Volunteers in the program come from every walk of life. Mary English, a retiree from Caterpillar, recognizes the importance of giving people who are struggling, a second chance at a successful life. Mary uses her skills to direct the programming of the Jobs Partnership Independent Living Homes. These homes provide a safe, structured environment for people transitioning out of the corrections system to productive citizenship within the community. Mary supervises other volunteers who provide mentoring, financial literacy training, life skills, and spiritual support. Mary knows that in order for true transformation to happen that the programming has to be holistic addressing the physical, emotional, and spiritual needs of the people in transition.

Jozetta, whom we introduced you to at the beginning of this article has been associated with the program now for 4 years. She has experienced many ups and downs since being

*Nothing more surely builds
community than shared tasks.*
John W. Gardner



Great Day! Members of the 2014 Jobs Partnership graduating class from Lake county

In 2014, there were 637 graduates of the Jobs Partnership and 72 volunteers.

released from prison but with the help of a strong faith community and the Jobs Partnership network of services she is making her way as a productive contributing citizen in her new job.

One year ago she passed her driver's test and became a licensed driver. Since that time she has paid off all of her debt, purchased her own car, and moved out of the Jobs Partnership Independent Living Home into her own apartment. This summer another big change is coming for Jozetta. She will be getting married in July and will begin a new chapter in her transformed life. With all of the changes that are happening for her, she has not forgotten how God used Jobs Partnership to make that transformation. Jozetta is now one of our most effective volunteer mentors passing on her faith and hope to those that are in the same position she was in just a few short years ago.

Cheryl Parks is the executive director of the Jobs Partnership. She has been involved in missionary work and pastoral ministry for the past 29 years.



About the Jobs Partnership

The Jobs Partnership started in Peoria 2000 in conjunction with Community Builders and Christian Family Church, an arm of Heaven's View Development Corp. The Jobs Partnership is a program that operates largely through the power of volunteerism providing employment training and services to the chronically unemployed and underemployed, including those who are transitioning out of incarceration.

The partnership which began as a community program in 2000 in Peoria now has programming in three cities, nine State Correctional Institutions, two programs in the federal prison system and three programs on the county jail level. In 2014 there were 637 graduates of the program.

There is only one paid staff member but in 2014 there were 72 volunteers who logged 14,411 hours. This equals an in kind value of \$301,530.00 if the volunteers had been paid average wages for their work.

Illinois' Best Resource is its Human Resources

by Peggy Luce

Positive language and much enthusiasm describe Jeff Mays' forecast for Illinois being at a turning point to adopt a whole new platform that will serve future generations and he is proud to be a part of the transformation. The Illinois Senate unanimously confirmed Mays as director of the Illinois Department of Employment Security (IDES) on March 19, 2015, following his appointment by Governor Bruce Rauner in January. Mays' focus on the possibilities for the future are grounded in history. As he points out, the people of Illinois have overcome worse challenges going back to the Panic of 1837. Illinois will celebrate its Bicentennial in 2018, which should be our time to be looking forward to the next 200 years.

Mays believes the best resource Illinois has is its human resources. Currently, residents think IDES is primarily the unemployment service where people losing their jobs get claims processed and checks are written. These people would be about 25 percent of those in the labor force who are not working. Mays wants IDES to be the agency that links the skills and knowledge Illinois workers have with its employers and connect all unemployed with employers. The IDES website describes his vision as "The Illinois Department of Employment Security encourages economic growth and stability in Illinois by providing Employment Services to Illinois residents and employers, analyzing and disseminating essential Labor Market Information, and administering unemployment insurance programs."

Few residents realize that the Illinois Unemployment Insurance Trust Fund is 100 percent funded by employers. Illinois can be proud that in the last three years more than a half billion dollars has been saved by the prevention of fraudulent claims and the collection of overpayments, helping to keep the fund solvent without tax increases on employers and diminished benefits for unemployment insurance (UI) claimants. Enhanced computer technologies including mobile apps and debit cards, have made it easier for UI claimants to apply, be paid and update their records. IDES has moved from 70 percent paper processed claims to 5 percent.

Mays emphasizes that IDES must now focus on reforming processes. Technologies were deployed without significant

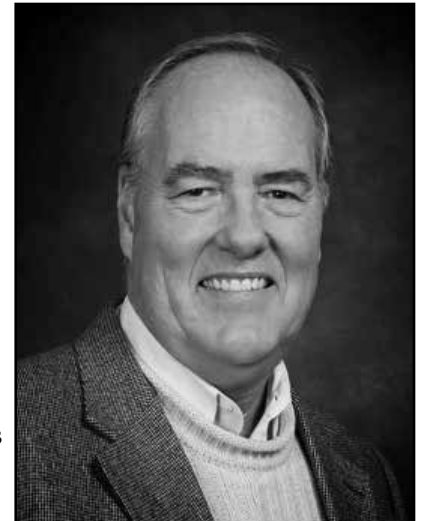
reform of business processes. It is imperative that that IDES evolve and do a better job in spite of fewer resources. Few residents realize that IDES operations are funded by the federal government based on unemployment rates. IDES has gone from 1,850 employees and 60 local service offices in 2011 to presently having 1,153 employees and 20 local offices.

Enhancements to IllinoisJobLink.com will expand the connection of all unemployed with employers. A first step will be to build the number of employers posting help wanted ads free of charge as well as searching the resume database.

IllinoisJobLink.com is the state's help wanted Internet job board managed by the IDES. Using it is a requirement for job seekers to receive unemployment insurance benefits, but the job search, resume builder and other features are freely available to any job seeker when accessed from an IllinoisJobLink.com account, regardless of employment status or eligibility for unemployment insurance.

IDES is mandated to collect and analyze data covering employment and unemployment statistics, industry and occupation short- and long-term projections, occupational wages, and demographic characteristics of Illinois' workforce. This Labor Market Information (LMI) on employment and unemployment data and career and occupation information is intended to help Illinoisans make informed educational, professional and economic development decisions. Mays is proud that Illinois is the first and only state to produce a monthly, rather than quarterly, wage report to employers.

Mays gives examples of IDES doing more than producing LMI, such as making the data available to the many public and private groups that make up the workforce system in Illinois so local skills mismatches are apparent and those



groups can encourage workers to obtain the training and learn the skills that local employers need. This is how IDES can stimulate the match of skills and knowledge Illinois workers have with what our employers need.

When asked about his impressive history of public and volunteer service, Mays reflects on his origins growing up in the beautiful little river town of Quincy, Illinois. His granddad and his dad were role models of strong work ethics and civic service. He recalls the 20-year floods that are inevitable in a river town. When there was a crisis, all hands helped. "It's just what you do as part of a community."

While working full time as president and CEO of the Illinois Business Roundtable (IBRT), Mays ran for and was elected to two terms on the Quincy School Board. Why? Mays explains that he felt a complacency had developed, with the community thinking the schools were good enough and the excuse for not aiming higher was always lack of funds. He believed expectations were too low and excuses too many. From experience he knew he had to first understand the viewpoint of the School Board and work from there. During his years on the School Board, the Quincy school system was restructured and schools were rebuilt. Mays is well known as an advocate of education and workforce development in Illinois. While at the IBRT, he and IBRT business members focused on Science, Technology, Engineering and Math (STEM) Programs of Study to enable the state's education institutions to align their curriculum, assessments and career counseling with the State's growing economic development sectors thereby ensuring successful transitions to employment and a stronger economy for Illinois. Today statewide, public-private partnerships known as STEM Learning Exchanges work to create partnerships between schools, industry, state-government and non-profits that better coordinate investments, resources and planning in each sector.

When asked where more volunteers in Illinois could have the greatest impact, it should be no surprise that Mays refers to "tools for touches" in providing career awareness to students. Within each of the STEM Learning Exchanges are awesome opportunities for volunteers to help students in making career choices. Career awareness helps students understand what they want to do and what they need to know.

Jeff Mays is a former Illinois state legislator who represented West-Central Illinois (R-96th District) from 1981-90 and served on several House committees. He also served as



When the floods come, many hands fill sandbags.

special assistant to the Chicago regional administrator of the U.S. Department of Housing and Urban Development. Prior to his position with the Illinois Business Roundtable, he was vice president of human resources and executive vice president of the Illinois State Chamber of Commerce. He holds a bachelor's degree from Northwestern University in history and economics.

In the Absence of Civic Engagement, What Would We Have?

Without engagement, direction, a goal, or a future and without the commitment of dedicated citizens, can a community, a school, a neighborhood, a church or other places of worship truly move forward toward growth and prosperity?

Civic engagement ensures that we honor and value the work and effort of those who came before us, not by maintaining their priorities and institutions, but by building upon them and changing them to meet our needs today. If we are thoughtful and sincere in how we build and change today, perhaps we will leave future generations in an even better place – a formidable platform on which they can respond to the needs of their times. Jeff Mays



Peggy Luce is a consultant for workforce development helping businesses, trade associations, and individual membership societies build relationships that expand their targeted workforce pipelines. Her current project is ITLaunch.

Community

P-20 Stories about Service-Learning

There is gathering momentum for a renewed sense of citizenship and for individuals to become more connected in solving public problems. The stories that follow illustrate the building blocks for volunteering and service found across generations. Many of the stories were written years ago but the examples and spirit of community are timeless. The stories begin with preschool and trace the many ways students learn about their democracy by being involved in it. Clearly the stories are lessons for all generations in 2015.

Preschool and Kindergarten

Preschoolers who learn about helping others take beginning steps to become good citizens and begin to understand their importance to the community.

It's Never Too Early to Begin Service

It was a cool, drizzly late October day, but that didn't stop Mrs. Buckhardt's morning and afternoon Kindergarten students from Cherokee School in Lake Forest. They were visiting the Westmoreland Nursing Facility to plant flower bulbs and spend time with some of the residents. These children may be among the youngest involved in Learn and Serve activities, but even at the age of five or six they were learning about important people in their community.

In preparation for their visit, Mrs. Buckhardt read books to the students that focused on intergenerational themes and discussed the relationships portrayed among children and senior citizens. It was important that the children have some understanding of what life is like in a residential nursing home, so that on the day of the trip they would be eager to visit and enjoy the interaction with the residents just as the residents enjoyed having the children there.

The students and some of the senior residents were given trowels, tulip

and daffodil bulbs, and spaces to dig in planters. The Kindergartners learned a bit about different types of flower bulbs and, in their digging, discovered that worms also enjoyed living in the moist dirt. The children learned a bit about service and about science all in one.

From *Learn and Serve in Illinois*, Sherri Randolph, Cherokee School, Lake Forest



After planting bulbs together, a 4-year old and his older partner have a dynamic conversation. Grandma Ruth tells him about her experience with poison ivy when she was 4-years old.



Learning that this wheelchair is needed so that the grandparent can remain independent suggests to the child that the grandparent may be in need of the preschooler's assistance. Over time this learning becomes a habit, a naturally occurring behavior based on knowledge and respect.

The Role of Helpers

Five- and 6-year olds are at an optimum age to benefit from situations that cast them in the role of "helpers." This developmental fact, combined with the fact that saturating children with happy literacy experiences is at the top of kindergarten and first-grade teachers' agendas, was the basis for a successful project I did with my kindergarten class.

The children produced a book called *Laugh With the Kindergarten*, containing a collection of the funniest jokes children could find and illustrate. ("What did the judge say when five skunks walked into the courtroom?" Can you guess? "Odor in the court!" Get it?) Then they shared the project with our community in what I think was a unique way.



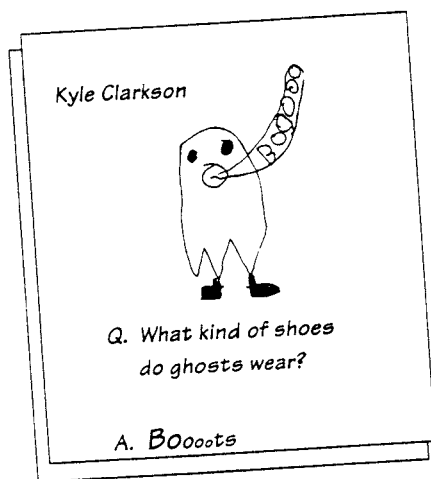
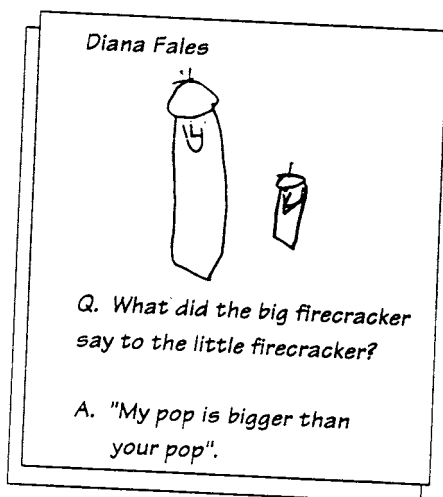
A preschool student in East. St. Louis is learning valuable lessons about creative problem solving with her Foster Grandparent. The children also observe their mentors and learn about service.

A Child Begins to Understand her Role as a Good Citizen

Foster grandparent programs are sponsored by the Corporation for National and Community Service to connect mentors with children in Head Start and other child care facilities. They help with math, solving puzzles and reading, and get a sense of their importance.

One woman who has been a foster grandparent for eight years, said, "I don't know what I would do without these children. They give me a reason to get out of bed in the morning." The children beam when they hear these comments and realize their importance to another person and their community.

After graduating from an intergenerational preschool, one young student asked her new kindergarten teacher, "Where are the grandmas and grandpas?"



The students became instant community helpers by contributing their dose of humor to sick and anxious children. The kindergartners distributed their joke books to the waiting rooms of medical facilities and doctors' offices in our area. Parents helped by driving small groups of children to their destinations.

Parents of sick children found the book a useful tool to distract young patients and ease their apprehensions. The kindergartners are aware that being able to laugh is powerful medicine and the process of helping others gives one a lasting sense of pride and satisfaction.

Sylvia Haisley Patchin, Carpenter School

Thanks to the National Association for the Education of Young Children for permission to reprint this story.

Grade School

Darlene Ruscitti, a longtime supporter of Democracy Schools and civic engagement, describes the building blocks for individuals to be active citizens. “They need to know what it means to be a citizen of this great land—being informed, volunteering, speaking out, asking questions, writing letters, signing petitions, joining organizations, building consensus—working in small and large ways to improve our communities and to enrich the quality of life for all of us.”

Quilting Builds a Sense of History and Brings the Community into the School

Quilting was the theme for a service-learning project that brought the designing and making of quilts to each K-3 class in Sidney, a central Illinois community. The Illinois Quilt Research Project was a yearlong community project that documented local history and culture. Students had many opportunities to work in a cooperative spirit with their grades and community organizations.

Boys and girls throughout the school discovered that quilting has applications to math, science, writing and reading. For example, younger students made graphs about the number of quilt squares in various pictures and made comparisons of quilt sizes. Older students, used their math experience to add the size of the squares and determine the final size.

Children wrote stories about making quilts, conducted oral histories about quilts in their families and communities, and related local cultural to quilts in the community. Each class designed a different quilt for their classroom.



Students learn about quilting using concepts from math, reading, writing, and more. Community residents shared their quilting skills along with stories about their family history.



Kathy Kingston, Sidney Elementary School, Champaign County Early American History Museum and Home Extension Clubs

What is Your Generation?	
Greatest Generation.....	Born before 1922
Traditionalists.....	Born 1922-1945
Boomers.....	Born 1946-1964
Generation X.....	Born 1965-1980
Generation Y.....	Born 1981-2000
Generation Z.....	Born 2000 - present



A student expresses her pleasure when research rewards her with information about the migration of her ancestors. She has consulted some primary sources to find the communities along their migration path.

Family History Stimulates a Love of History

In far too many classrooms, kids are marched through history textbooks, lectures and quizzes with little to show for it. Studies have repeatedly shown that American students are not strong on historical knowledge, nor do they regard history as a particularly exciting subject.

Family history development has many positive outcomes, according to Pat Bearden and Yolanda Simmons of the American Family History Institute. Several years ago, they wrote their family history and realized that the process had great potential to help students personalize history, develop research and critical-thinking skills, and bring the community into the school.

They helped Chicago Public School students find their roots, conduct interviews and place themselves and their ancestors along the continuum of history. Development of a family history program enhances skills in math, reading, writing, science and social studies.

Arts and the Neighborhood

Students observed local residents who came to their school to vote. The students created a mural to tell the story of their neighborhood and school.

Ginny Sykes, a visiting mosaics artist from the Art Institute of Chicago, helped Dever students get started with their arts project.

Why all this interest in the arts? Principal Kenneth Millar said, "If we believe in multiple intelligences, then we know that children have different strengths and gifts. If a child excels in the arts, that strength can be carried into other disciplines. We use the arts to generate excitement about learning. It is woven throughout the curriculum—in math, science, writing and more. Such was the case with the murals that adorn the hallway.

When community residents come to the school to vote or attend functions, they enjoy the murals in the hallways that tell the story of their neighborhood. Preparing the murals was a service-learning project, which involved every student, and each student had a special task: mixing paint, painting the background, preparing the projections or cleaning up. That teaches real responsibility!

Ann O'Connell, Dever School and the Art Institute of Chicago

Family History Research

Step One: Family Structure

Step Two: Students list reasons why family history is important.

Step Three: The teacher shares family history.

Step Four: Students begin to share what they know about their family history.

Step Five: Students set goals and expectations for their project.

From *History Comes Homes: Family Stories across the Curriculum*

Civic Action by Students Puts a Hole in the Fence!



There was no such thing as a generation gap when it came to celebrating the Chinese New Year with students from Gilson Brown Elementary School in Godfrey. By walker, wheelchair and on foot the elderly celebrants joined the students while circling in front of their home and around the school. Photo from the Alton Telegraph

For 20 years, a fence separated the Blu-Fountain Manor Nursing Home from Gilson Brown Elementary School. When nursing home residents wanted to visit the school, they had to pile into special vans to make the trip next door. When students wanted to visit the elders, they had to walk along a busy highway.

The connections between students and elders created an opportunity for civic action. So the students decided that they would build a gate. Unfortunately they discovered that local regulations wouldn't allow that, so they went through the process of changing the regulation. Finally, they were able to put a gate in the fence so the younger and older generations were connected.

There are senior citizens in every school district who could benefit from



With pride and satisfaction the students and seniors went through the gate in the fence. It happened because of the civic action of students with great encouragement from the elders.

getting involved with students. Partnerships between aging organizations and schools can benefit both.

Jerry Montague, principal, Gilson Brown Elementary School in cooperation with the Blu-Fountain Manor Nursing Home, Godfrey

A healthy democracy—one that truly thrives, not just survives—depends on the informed and active participation of all citizens.

McCormick Foundation



Joseph Arrigo talks about science and making it interesting for Palatine District 15 students. He bases his curriculum on taste touch, hear, see and smell chemistry.

Peanut Butter to Diamonds A retired scientist helps students find careers

Joseph Arrigo from Palatine is a walking advertisement for science. He takes his show to classrooms entrancing children with shows called “A Whirlwind Tour of 26 Fun Sciences from Astronomy to Zoology,” or “Turning Peanut Butter into Diamonds,” or “Taste, Touch, Hear, See, and Smell Chemistry.” Arrigo is an organic chemist who says he “spent 27 challenging years in industrial research, then launched his second career lecturing, writing and teaching real-world chemistry.”

Now he is in his third career, describing the impact of chemistry on our daily lives to young people and helping them learn about science as a possible career. He says, “I lay out a feast of chemical inventions and rhapsodize about the flesh-and-blood stories behind each of them.” The products run the gamut from everyday items such as Superglue and Super Slurper to exotics like a catalytic converter cutaway and an artificial hip joint. Arrigo found his way into the classroom through the Senior Exchange Program in Palatine District 15.

School District Recruits Older Generations

The HURRAH program began in 1989 after two retired teachers suggested organizing interested retired teachers into a volunteer unit that could provide qualified, experienced and effective assistance in the classroom. As the program evolved, it became apparent that these retired teachers inspired and energized the students they worked with — not just because they were experienced educators, but because they cared, and they provided the individual attention

needed by many students. The success of the program and the increasing requests from teachers for additional volunteers led Naperville District 203 to begin to recruit volunteers outside the teaching profession. The program now has more than 200 retirees volunteering in our schools and well over 50% of our volunteers now come from outside the education system.

The project continues today with new partnerships. Russ Marineau, a long-

time volunteer with HURRAH talks about the extra benefits for members. He said, “During the year we offer our volunteers a fitness program in partnership with Benedictine University and an individual technology tutoring session by the students at Naperville North High School.”

H-U-R-R-A-H means Happy Upbeat Retirees and other Residents Actively Helping.
Naperville District 203

Middle Grades



A Chicago teen tours the Botanical Garden with elders in an intergenerational program.

Teens Describe the Botanical Garden

It is another broiling summer day and the 18 urban teenagers in Chicago's Urban Youth High School program are at work, this time guiding visually impaired senior citizens on a tour of the Chicago Botanic Garden. They describe trees and flowers, guide frail hands towards tree trunks and leaves, tell stories to their new older friends. The teens were tentative when the program started, but soon began enjoying themselves and saw how much they were needed. They kept coming back, maintaining a 97 percent attendance rate, and by the end of the summer had made new friends, both young and old.

One student remarked about developing skills for the visually impaired. "At first I tried to push and pull my partner. She taught me to touch her with my hand or arm and let her get in balance with me. Now we understand one another." A retired policeman said, "Since I became blind, I had to change my lifestyle. The students make it possible to go exciting places rather than staying home."

Learning about Teamwork through Service.

Nothing teaches history like archaeology, so when the Unity Point sixth grade had a chance to get involved with excavation, ancient fossils and preserving artifacts with Southern Illinois University Carbondale, the teachers were delighted. At the Center for Archaeological Studies, students helped categorize Anasazi artifacts. They weighed, counted, sketched and classified the items. The artifacts were then repackaged in acid-free bags. The information was later added to a data bank.

Early in the project they participated in a simulated dig. A sixth-grade student describes the process. "The dig is a study of archaeology by exploring real artifacts. We each have a job and a goal. For example, there is the artist/sketcher, the bagger/labeler, the crew chief, the digger, curator and the screener. If something is left out and not in order, it might ruin the whole dig. So everyone must keep on track so we can go to another level."

Service learning programs are integral to meeting curricular goals and are interdisciplinary. Most important, the students recognize the value and relevance to learning.

Mary Jo Diamond, Unity Point District 140, Carbondale

Students sort the Anasazi artifacts from the four corners excavation site in New Mexico. These middle school students donated many hours during the year washing, sorting, cataloging artifacts from Native American archaeological sites.

It's always great to see children learning the benefits of volunteering at a young age because we hope that plants the seed to volunteer throughout their lifetime.

Eileen Zei



Computer Partners Curriculum

Students at Field School studied how senior citizens were portrayed in literature, television shows, commercials and magazine ads, as a part of the intergenerational unit in the seventh-grade language arts classes. As they wrote literature reviews, collected data and made graphs, the students discussed a project they could do with senior citizens. Using computers was the winner..

Based on our dealings with the local senior groups during the structured intergenerational unit, students developed a partnership with the Northbrook and Glenview Senior Centers and Covenant Village. An "Introduction to Computers" class was listed in the fall course schedule for senior citizens. The initial response was enormous with 90 seniors signing up for 24 original openings. An additional class was added and a waiting list formed.

A highlight of this experience was the distribution of a printed personalized certificate for each senior who participated in the Computer Partners



The young teachers encourage their older student, "You are on the Internet. Great job!"

program during a mini graduation ceremony. The certificates were signed by the student partner and presented during the last 10 minutes of the last session. It was also at this time that the students presented their partner with their gift of the personalized stationery, a letter written by them to their partner, and a picture of the two of them working at the computer. Following this ceremony while cookies and coffee were being served, all were asked to participate in an evaluation activity.

Barbara Kurth, Field Middle School, Northbrook and Glenview Senior Centers and Covenant Village

Whiteside School Students Ask One Another: "Is This a Valid Source?"

Although Whiteside School in Belleville has a 150-year history, little of that history has been recorded. In a past project, middle school students worked toward restoring the abandoned Whiteside Cemetery, which adjoins school property.

To record the related history, eighth-grade students worked with the St. Clair County Genealogical Society, learning terms needed to research history. They also requested historical

documents from the Shiloh Village Court House and found obituaries and agricultural indexes in the Belleville Public Library. Genealogy is an overwhelming subject so Diane Walsh, from the St. Clair Genealogical Society, helped fit all the pieces of the puzzle so it made sense to the students.

Rather than simply recording names and dates, students gathered oral histories from older residents along with related historical records. Students

acquired copies of wills, deeds, census indexes and agricultural indexes. The documents that exist are fragile and sometimes hard to read but students made sure that each document was referenced correctly.

One of the questions that was constantly asked was, "Where did you get the information and is this a valid source?" Thanks to Monica Ybarra, Whiteside School District 115, Belleville

High School

Civics builds on a foundation of history, geography, and economics to teach students to become responsible, knowledgeable citizens, committed to participating in public affairs.

Responsibility Goes with Driving

Before Morris High School students take Drivers Ed, they discuss their education, what the community has invested in them, and their responsibility assumed with that trust. Then the students are involved in a variety of service-learning programs ranging from the environment to home repair. One such project is a partnership with the Pediatric Division of Morris Hospital. The idea was to brighten the hallways with murals familiar to young children.

The project took about eight weeks to prepare the sketches, select the colors and complete the painting. The Morris students felt a great sense of pride as they helped to make the children's ward a little more friendly for everyone, especially the sick children. This was the first time many of them had been involved in a school-community project and working with adults outside of school was a new experience.

Over and over, students remarked that through this service-learning project they found a greater meaning in education. In the reflection part of the service-learning activity, the students said how proud they were that the murals helped to brighten the stay of the children at the hospital. Greg Eaton, Morris High School

A New Bandstand in Chenoa

Students in the Senior Seminar class, **S**a work-study program, planned and participated in the rebuilding and landscaping of a bandstand in the downtown section of Chenoa. Students coordinated the project and spent many hours of labor at the worksite. Trigonometry students used math formulations to calculate roof and step designs for the bandstand construction. The Introduction to Agriculture class learned about the proper planting techniques of perennials. Students in the Woods class learned how to use stain and sealant to protect exterior woods. The Consumer Education class learned first-hand about the importance of community service and citizenship by contributing their time. The Journalism and History class, in collaboration with the Chenoa Historical Society, researched information and pictures of the original bandstand. The Fine Arts class delved into the music of the time of the original bandstand, and the Band and Chorus presented the first concert at the dedication of the new bandstand.

This project has helped Chenoa High School students to understand the benefits of community service and the importance of group members' contributions to the successful completion of a service project. They also developed many valuable workplace skills and career development competencies. Sheryle Atkins, Chenoa High School

Reflections about the Bandstand

Stephanie Bell: "I learned that you have to talk to different people in different ways. You can't talk to a businessman the same way you talk to one of your closest friends."

Jessica Livezey: "This feat almost seems impossible for a class of eight and one teacher, but it was accomplished. When I look at the bandstand, I say to myself, Look, I did that."

Jamie Bressner: "When I come back in 20 years, I will know I helped make that beautiful bandstand downtown possible. Doing service learning gives me self-confidence. I know that I did something worthwhile."

Finding Careers through Service-Learning

Matt Kracht, a teacher and community education director at Sullivan High School is a master at linking service learning and career exploration. The service-learning program started in 1995 when Kracht became concerned about the attitudes of his students. He heard them ask, "Why am I learning this?" "Why do I need to know this?"

The Sullivan High School Service Learning/Community Education Program was developed to give students a more hands-on experience with learning and to develop a sense of responsibility and civility through service activities.

The Service Learning/Community Education Program teaches kids how important it is to serve in the community and demonstrates that civic engagement is what keeps our democracy going. They learn how school, community and business are interlinked and need one another.

The Mentoring Program requires the students to apply for a job in the community. According to Kracht, "They are more articulate and confident because they have had to deal with the public. They are more professional in their attire." This program gives students interviewing and letter-writing experience, and shows them why grammar is important.

How did this program happen? Kracht said "The development of the service-learning program was a team effort." He said that without Dennis Hutchings (the guidance counselor), Dr. Richard Voltz (who offered an extra prep period), and the sup-



Sullivan High School students gather litter along the highway, then sort it, weigh it, and recycle it.

port of Stuart Hott (a principal who doesn't mind trying new ideas), this program would never have started. "The faculty helps with all the programs and volunteers to supervise service students. They allow students to miss class to get out in the community from time to time. The Sullivan School Board took a giant step by requiring service for graduation. The school board has been very supportive." Sullivan High School

A new public/private partnership called Bring Back Civics features legislation that has great promise for high school students specifically and communities, in general.

Promoting Dialogue with Muslim Students

Situated in Chicago's southwest side, Maria High School serves students of diverse races, religions and cultures. The Sisters of St. Casimir, the school's sponsors, embrace serving community neighbors as a mission that binds students and helps them realize that, by working side by side with the community, they can make a difference in their world.

The tragic events of September 11 provided an unexpected opportunity to break down cultural barriers, especially between the school's surrounding community and its Muslim neighbors. Maria High School students visited a nearby Muslim school and helped plan a citywide event geared to foster dialogue between Muslims and non-Muslims. Students also participated in prayers of support outside local mosques and joined a letter-writing campaign to show support for the Muslim community. Maria High School's students and the nearby Muslim school are now working together to plan future joint service projects.

Maria High School students are constantly challenged to use what they learn in the classroom to benefit the community. For example, biology students assessed an illegal dumpsite near their school to help determine if the land was suitable for development by Stylemaster, a plastics manufacturer. The students studied environmental assessments of the land along with impact studies of other plastic molding factories. Then, they presented their findings to city officials, community members and the developer interested in using the land for the plant.

High School Students Tutor



Reading success thanks to a mentor

Students at Urbana High School are getting a depth of reading background. The high school students study reading concepts and then read, mentor and share reading concepts with kindergarten and first-grade students.

Two days each week several youngsters at Wiley and Leal elementary schools in Urbana look forward to sessions with the Teen Tutors from Urbana High School. The teens complete a pre-service training to help prepare them for the work they will be doing in a professional situation. Following the training, they visit the elementary school to meet the principal, teachers and young students they will be working with over the next several weeks.

The class is split into two groups, so while one group is out tutoring, the other group is in the regular classroom, taking advantage of a much smaller class size. Each group gets two days of tutoring and two days of classroom time. On Fridays, the class comes together to go over more material and to reflect on the challenges and accomplishments of the week. The students keep a journal about what they have learned and describe the progress of their students.
Linda Gibbons, Urbana School District

Don't Wait to Make A Difference

When our class at Prosser Career Academy received the news that we had to complete 40 hours of service to graduate, I can say that I was highly upset.

But now I know that service as a volunteer was a great experience. All I can say to those who have not completed their hours is "do not wait until tomorrow to do what you can today, because you can make a difference in someone's life right now!"

Prosser High School student
Chicago Public Schools



The Spanish class from Nicholas Senn High School visits senior citizens and joins them in exercise, dancing and speaking Spanish.

Spanish Lessons with Abuelos

Clearly civic engagement has had a positive impact on the school climate. When Nicholas Senn High School first adopted a service-learning program in 1997, its administrators, teachers, staff and students were working hard to get the school off academic probation. The school was on probation because of low test scores and attendance. Five years later, probation is a thing of the past. Reading and math scores have risen, attendance rates have increased, disciplinary issues have declined, and student behavior and attitudes toward school have improved.

Many teachers at Senn are committed to integrating service-learning in their curriculum. One Spanish teacher, for example, not only teaches her students how to speak Spanish, but also uses community service to relay the importance of understanding other cultures, developing good family relationships and caring for people of all ages. The

students adopt abuelos, or grandparents, at a day program attended by Hispanic senior citizens. Throughout the school year, the students participate in activities with the seniors. This gives the students a unique opportunity to practice their Spanish while developing relationships with seniors, many of whom do not have any family support. "Service-learning teaches students to care and give back to the community without compensation," said Judith Hernandez, the school's principal. "Students are able to explore and to connect with others in a non-threatening way and are able to explore their humanity. It also gives the school a stronger affirmation as a viable and important part of society." Teachers at Senn use service-learning to make what they are teaching relevant to real life.

Nicholas Senn High School, Chicago

"Young people cannot develop a sense of their own value unless they have the opportunity to be of value to others."
Jennifer Avenatti

Higher Education

The beginnings of Campus Compact provide a model and lesson for those who believe that service is an important part of our democracy. When Frank Newman was executive director of the Education Commission of the States, he wrote a book on higher education. He said in an interview with *Continuance Magazine*, "I was struggling with student learning and the fact that we were missing something. Later I discovered the missing piece was civic involvement."

Newman recalls sharing his concern about the lack of civic involvement with the presidents of Georgetown, Stanford, and Brown universities. They decided to do something about it and started Campus Compact, a plan to involve university presidents promoting service on their campuses. "We thought, 'if we could get 100 college presidents to commit themselves to service on their campuses, we would have a good start.' Much to our surprise, presidents readily joined," he said.

An International Business Project: Thanks Partner

A good business transaction is one that is voluntary and mutually beneficial. Hence, both buyer and seller appropriately say thanks to each other. This is also true when countries have free and open trading relationships.

In an international service learning project, college students from other countries describe their culture, currency, exports and imports to fourth-graders. They learn the value of doing business with each other and are taught to say "Thanks partner" in the language of the visitor.

Fourth-graders research countries, develop computerized slide shows, go on a virtual world shopping spree, and convert prices into U.S. dollars.

Tesha Bowers and Anita Lowery, students at Southeastern Illinois College, talk about the benefits of the program. "College students learn to create and implement effective educational projects. International college students gain an opportunity to interact with elementary students and teachers. Elementary students learn about different customs, hear other languages, learn about college and find new-friends. Among other things they gain a larger perspective of the world." Thanks to Dan Holt, Business Instructor, Southeastern Illinois College, Harrisburg

Drama and Service Learning

After a suicide on campus, theater students at Black Hawk College discussed violence and how they could use a dramatic production to learn about conflict through improvisation. The play, "Hedda Gabler," is about violence, conflict, suicide and themes of men versus women, empathy, friendship, pride, power and social values. The discussion of these themes provided a rich environment for improvisation of contemporary conflict and discussion of its resolution.

The Theatre Outreach Program to Schools (TOPS) gave college and high school students an opportunity to work together to develop a new understanding of conflict. Through participation in the project, students learned to see theater as a new medium for discussing social issues, increasing their problem-solving skills, and becoming practitioners of conflict resolution. The workshops were held at Moline High School and United Township High School and were planned by Black Hawk College students.

Dan Haughey, Director of Theater, Black Hawk College in Partnership with Moline High School and United Town-

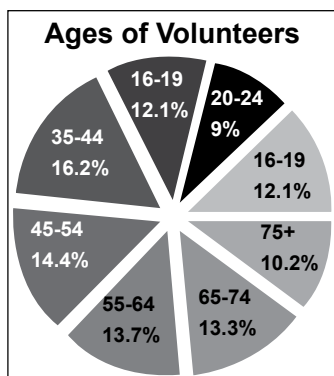
Through participation in the project, students learned to see theater as a new medium for discussing social issues, increasing their problem-solving skills and becoming practitioners of conflict resolution.

Positive Alternatives: Helping Kids Resist the Lure of Drugs

Low self-esteem is known to contribute to delinquent behavior. Kids who think they are of little worth put little value on their lives and the lives of others. So they are easy prey for the recognition, easy money and protection promised by gang leaders and drug dealers. High levels of self-esteem are directly related to a person's ability to make positive choices, especially in the face of pressure.

Wilbur Wright College, one of the City Colleges of Chicago and Chicago's 15th Police District formed a partnership with Argonne National Laboratory to involve scientists and mathematicians in the Positive Alternatives Project. Youth who participate in the Positive Alternatives Project learn that being good at something, whether computers or music, makes them special. Staying in school and getting good grades makes them special. Being a positive role model for younger children makes them special.

The Positive Alternatives Project held weekly classes at the police station including courses in Science and Magic, Youth Empowerment, Self-Defense, Young Astronauts and Reading. Two chapters of Junior Achievement make and sell T-shirts while learning entrepreneurial skills. On Saturdays, students take classes at the college in PLATO, Microcomputers, Typing, Piano, Swimming, and Tutoring. All children are required to participate in the youth empowerment curriculum that communicates the value of vision and affirmation in their lives. This couples with an intergenerational recreation program through the college.



Grocery Shopping Service

Carry-Out Caravan, a program started in 1983, was a unique grocery-shopping service for the frail elderly, handicapped and homebound. It also addresses high school completion by integrating service learning into the local high school curriculum. The program offers a much-needed service because no local grocery stores provide home delivery. Many older or handicapped persons are unable to shop for themselves or must rely on public transportation, which can be a great difficulty while carrying bags of groceries.

Approximately 30 volunteers from the Adams County RSVP at John Wood Community College take orders on Mondays and fill them on Tuesday mornings at two participating grocery stores, On Tuesday afternoons, volunteers from RSVP and students at Chaddock High School deliver the orders. More than 40 persons use the service each week.

Chaddock School, a residential treatment facility for youths, plays a major role in this project. Eight to 10 boys deliver groceries each week. This service-learning project teaches the boys that when they help others there are many positive things that happen. They develop a better understanding of the aging process as they witness the needs of the frail elderly and the energy of the active elders who participate as volunteers and they experience what one student says, "I feel like I have accomplished something worthwhile." Involving Chaddock students in this project improves the quality of life for the older recipients, who praise the students. Carla Gosney, Retired Senior Volunteer Program, John Wood Community College, Quincy



A mural is based on the stories of older adults interviewed by young people.

Forever Told: Forever Kept

Forever Told: Forever Kept is an oral history project involving elders as the storytellers and teens who paint the murals based on the recollections of older adults. The project is based with the Northwest Area Arts Council in McHenry County, northwest of Chicago. The teens are from local high schools and McHenry County College, while the storytellers come from the McHenry County Retired Teachers Association and a group called Memory Makers.

How did we begin? The first task was to recruit teens and elders. My first question to the teens was, "Do you want to talk to an older person to find out what things were like when they were growing up?" If they answered "Yes," I asked them if they thought they would enjoy painting some of the stories in a group mural. About half of the teens were artists; the other half were talented in other areas but were interested in the idea of the project.

The teens' the first week involved getting familiar with the video equipment, devising a list of questions, and working with a partner, one to do the interview and the other to tape it. The teens conducted the interviews, asked the elders about childhood experiences, and then reviewed the raw tapes and selected the strongest images. I encouraged them to focus on their personal responses as artists and not to focus on the stories they might have felt they were expected to select. The young artists drew images selected from the tapes, transferred the drawings to five large canvases, and painted the portraits of the elders. The process took six weeks. By August the teens had named the mural and created a program of poetry honoring each of the storytellers. Then the mural started its journey throughout McHenry County.

All of these young women were attracted to the project because they

wanted communication with an elder and also wanted the chance to express that communication in art. When the group development part of the project was coming to a conclusion, they enjoyed reflecting on their experiences. They shared what they learned through their own personal artistic expression, undertaking a poetry writing/poetry reading with each other, and through the final performance for their elders and the community at large.

Thanks to Dee Abbate, Artistic Director, Northwest Area Arts Council
McHenry County College

Vietnam Vets Reluctantly Tell their Stories

Psychology Students Meet a Community Need: A Toy Gun Exchange

Psychology students from Rockford College discussed domestic violence in their adult development course. They decided to delve more deeply into the topic through current laws, comparing the United States to the rest of the world, and looking at firearm usage. Their research led them to a project on preventing firearm violence. They prepared a brochure called Parents Gun Safety Education and sponsored a toy gun exchange that emphasized safety and preventing violence in homes and in the community. The students organized the event, involved businesses and agencies, and reflected on the accomplishments.

Belinda Wholeben, Rockford College Children's Home and Aid Society of Illinois, Winnebago County Sheriffs Department, Rockford Community Foundation

The project started with each student in the feature writing class researching and reporting back to the class on some aspect of the Vietnam War. Subjects covered were: how the war started, the draft, draft dodgers, major battles, media coverage, post-traumatic stress and other war-related medical problems, war heroes, famous photos, Agent Orange, the Vietnam Memorial in Washington, D.C., atrocities, anti-war protests at SIUC, how veterans were welcomed back home, movies, women in the war, the protest at Kent State and how the war ended.

Students were instructed to find and interview a Vietnam War veteran and write a story based on the interview. This proved to be a daunting task for some students. The fact is that many veterans cannot bear to talk about the war—even some 40 years later. Some students found that out firsthand.

Sophomore Rashad Riley started out confident that he had an inside track since the father of his friend was a Vietnam War veteran. "Boy, was I wrong," Riley said. "He was a general and his whole troop died. He was the only survivor. He was not open to talking about it." Another student, Marty Jenkins, a junior, had planned to interview his stepfather. But he gave up on that idea. His stepfather told him he never wanted to discuss his experiences in Vietnam ever again.

On March 26, a few days before the deadline for the veteran story, Richard Chapman, a documentary filmmaker and adjunct professor at Washington

University, spoke to the class about how war correspondents covered the Vietnam War. He also previewed a rough cut of his documentary, "Shooting the Messenger," to be released in 2008. It offers a behind-the-scenes view of how journalists in all media — print, broadcast and photojournalism—covered the war.

In all, 11 of the 18 students interviewed veterans and wrote stories based on their interviews. All branches of the armed services are represented in the stories, and the veterans ranged in age from 56 to 75. Their experiences varied, but several mentioned that they were not welcomed by the public when they arrived back in the United States. The students all found the experience of interviewing and writing the story of their veteran enlightening.

One student said, "To write an article about a veteran is a real challenge. You have this person who risked his life for my freedom....I don't think there's any word or combination that can honor and signify this man's experiences. I've always had respect for our soldiers. But it does deepen that respect when one is willing to sit down one morning and talk about it.

"The whole project was hands-on learning that will stay with me longer than any lecture or study session ever will. I encourage Professor Hale to do a project similar to this in her future feature writing classes."

Thanks to Donna Hale, Journalism Professor, SIU Edwardsville



Black Metropolis Project

The Black Metropolis Project (BMP) is designed around a course to teach students research techniques, face-to-face interviewing, simple statistics, photography and oral history. Students from DePaul University and high school students from Dunbar, Curie, North Lawn, North College Prep and Whitney Young in Chicago are involved in the research to document changes in the black metropolis over the last-half century.

The first quarter gives students a background on the great migration from 1890 to 1950. The second quarter is focused on 1950 to 1975, when the Black Panthers came into power. The spring quarter targets the Harold Washington years, 1975 to 2000.

First, they learn about photographic techniques—that any picture taken should relate to the changes that have occurred. For example, an image of new housing with old housing directly behind it. The Black Metropolis Photo Exhibit contains more than 50 pictures of historical landmarks and gives the students a background and appreciation of what things looked like in the past, such as housing that was demolished.

Quantitative reasoning is an important part of their course. The students consider the last 40 years and learn how to plot changes through mapping the data

based on income, occupation, voting behavior, quality of life and census information. They use math skills to determine absolute change and relative distributions. The high school students say it makes math meaningful.

Oral histories foster a sense of community. Students interview women and children who have grown up in the housing and discover how their parents and grandparents came to Chicago and learn about the social environment in the early days. The older people saw their move to Bronzeville a step up because there was screening, a sense of community, and people kept the neighborhoods in good condition. But in the '70s things began to change. The working poor moved out and those less well off moved in. There was less screening, less upkeep, and then there were fewer intact families.

The DePaul students are more likely to be white—the high school students, African-American. The college students learn that the stereotypes of the drug- and crime-infested community are not true. After they have spent time in the community, they are more comfortable. Local residents come up to them and ask them about the project.

*The Black Metropolis Project is a follow-up study to the classic work by St. Clair Drake and Horace Cayton, *The Black Metropolis: A Study of Negro Life in a Northern City*. The BMP seeks to update this classic study by focusing on changes in the original settlement area over the last 50 years. The Black Metropolis Project is a yearlong teaching, research and service-learning curriculum.*

Thanks to Theodoric Manley Jr., DePaul University, Chicago

Continuance

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Knowledge and Understanding Passing from Generation to Generation

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*Service Learning for
Saturday Young Artists*

Preparing for the GED through the Eyes of a Campus Compact Tutor

Juanita comes to class every Tuesday night, exhausted from her day. She has scratches on her arms—they are from the new factory job she started last week. Juanita makes sacrifices to attend class in order to make a better life for herself and her daughter. She wants to get her GED in order to help her daughter with her schoolwork and to get a better, higher-paying job. This isn't the first time she has taken the course and the GED test. She failed her first exam by a mere 23 points. I am determined to help her pass the test this time and also complete a requirement for a Critical Reading, Writing and Research class.

Each week Juanita and the other students have an essay they started writing the week before and are to finish that night. During class, we read and revise the essays together. We look for issues dealing with style, development, focus and grammar. After we do this individually, we come together as a class and talk about the writing issues that came up in our small groups.

This literacy site is an extremely positive environment. Everyone has a different background and an individual reason for being there. Many of the students have families. Some come straight to class after a 10- or 12-hour workday. All of the students make sacrifices, for example, staying up late to revise an essay or finding someone to care for young children. However, one common goal is interwoven among all of the students: They want to pass the GED exam. Students encourage one another.

Ashley Sloman, Millikin University 39

Three Cheers for members of the private sector working to Bring Back Civics by supporting HB4025

David Hiller, President and CEO
Robert R. McCormick Foundation

Lawrence Benito CEO and Executive Director
Illinois Coalition for Immigrant & Refugee
Rights

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Sanchez, Daniels & Hoffman LLP

Tom Wilson, Chairman, President and CEO
Allstate Corporation

My philosophy of art education originates from my Hispanic cultural-historical upbringing. From my grandmother, I learned about her strong belief in sharing and giving with others. From my parents, I learned about love and respect for nature and our environment. My father, a farmer, used to say, "La tierra nunca te quita, solo te da. Por eso, nunca hay que quitarla a la tierra." (the land never takes away; it only gives to you. That is why we should not take from the land).

Later in my life, as an adult living in Monterrey, Mexico, I made time for sharing and giving through organizing and offering clay workshops for children and providing services and handmade goods to children in need. The joy in a child's eyes upon receiving a handmade doll or a dress is most rewarding.

The SIUC School of Art and Design education majors have participated in a service-learning program called Saturday Young Artists Workshops. The purpose of the program is to give art education majors hands-on experiences with K-12 grade levels in an array of media, such as drawing, painting, clay handbuilt sculpture, wheel-thrown ceramics, jewelry, enameling, computer art, printmaking and photography in a friendly and welcoming environment.



Governor's Volunteer Service Awards

Southern Illinois Award Recipients

Adult: Dominic Goggin - Greenville
For service to: Bond County Health Dept. Hospice Program

AmeriCorps Member: Maria Madrid - Fairfield
For service to: Wayne County Health Department

Business: Mt. Vernon Outland Airport
For service to: Mt. Vernon Outland Airport

Senior: Bev Virobik - Centralia
For service to: City of Centralia Recycling Center

Senior Corps Member: Judie Loudon - Belleville
For service to: RSVP Station Memorial Hospital

Youth: Savannah Beck - Mt. Vernon
For service to: Cove Connection

East Central Illinois Award Recipients

Adult: Ed Maubach - Peoria
For service to: Holy Family Parish School

AmeriCorps Member: Cecilia Montesdeoca - Normal
For service to: McLean County Health Department

Business: Wells Fargo Home Mortgage - Springfield
For service to: United Way of Central Illinois

Senior: Trisha Horner - Bloomington
For service to: Fibers of Love

Senior Corps Member: Vera Bright - Clinton
For service to: Friends in Action & DOVE, Inc. RSVP

Youth: Allison Schmidt - Altamont
For service to: University of Illinois Extension

West Central Illinois Award Recipients

AmeriCorps Member: Nick Swope - Macomb
For service to: McDonough County Health Department

Business: Keller Williams Realty - Peoria
For service to: South Side Mission Camp Kearney

Senior: Cindy Schuford - Washington
For service to: Threads of Hope and Love

Senior Corps Member: Alan Kulczewski - Monmouth
For service to: 1st Street Armory/RSVP

Youth: Alexis Grace Lawson - Colchester
For service to: McDonough District Hospital

Northwest Illinois Award Recipients

Adult: Scott Brouette - Moline
For service to: WIU/WQPT & regional pre-schools

AmeriCorps Member: Etta LaFlora - Kewanee
For service to: LVI Jumpstart Program

Senior: Sharon Kersten - Dixon
For service to: Sauk Valley Community College

Senior Corps Member: Barbara Novak - Moline
For service to: RSVP of Eastern Iowa and Western Illinois

Youth: Ashlee Werkheiser - Kewanee
For service to: Sunshine Community Services Center

Northeast Illinois Award Recipients

Adult: Kenneth Jennings - Chicago
For service to: Gridiron Alliance

AmeriCorps Member: Dylan Mooney - Wayne
For service to: Northern Illinois Food Bank

Business: Groupon, Inc. - Chicago
For service to: Chicagoland

Senior: Dan Kenney - DeKalb
For service to: DeKalb County Community Gardens

Senior Corps Member: Rita Murphy - Yorkville
For service to: Senior Services Associates

Youth: Nicole Harrington - Winthrop Harbor
For Service to: Live Out Loud Charity/ Girl Scouts