Welcome to the first issue of *Redbird Impact*. Through this biannual magazine, we will inform, celebrate, and inspire others with stories and examples of the efforts being made by students, faculty, and staff at Illinois State University to positively impact the communities in which we live, work, and study.

Civic Engagement is a core value at Illinois State and has always been a part of who we are. During the Civil War, students and faculty volunteered for the 33rd Illinois Infantry, known as the “teachers’ regiment,” led by Col. Charles Hovey, ISU’s first president. Illinois State University students have continued that tradition of contributing their time and energy for the betterment of the community, state, and nation throughout the years.

In fall 2014, President Larry Dietz organized a task force to research best practices and models of civic engagement at other universities and to recommend a forward-thinking approach for Illinois State University. The Center for Community Engagement and Service Learning emerged from that work. The center’s purpose is to bring clarity of vision to the University’s efforts, to encourage both in-class and out-of-class service-learning experiences, to support volunteer programs and to be a catalyst to create, coordinate, and expand innovative efforts to serve the residents of Illinois and beyond.

Illinois State and the Center for Community Engagement and Service Learning will accomplish these goals by developing healthy relationships with community partners, cultivating relationships with courses with service learning outcomes, and offering volunteer service opportunities. Through research, we know that students who are civically engaged learn more from the academic content of their courses; they develop higher order skills such as critical thinking and emotional intelligence.

In this inaugural issue of *Redbird Impact*, you will be introduced to students in a social work class who developed a strategy for harm reduction in heroin users and mental health support for homeless people. You will learn how nursing students are providing health care and education in local public schools. And you will meet fashion merchandising students whose out-of-class sewing project assists individuals while reducing the amount of textile waste being added to the landfill. These and a number of other initiatives, which provide Illinois State students with opportunities to solve challenging problems to benefit the community, are included.

I have no doubt you will find the work highlighted in this magazine as inspiring as I do. The next time you are on campus, you are welcome to visit the Center for Community Engagement and Service Learning to learn more about our work. If you would like to support the mission of the center, we have a number of projects for which we are seeking funding. Please visit our website, CommunityEngagement.IllinoisState.edu, to learn more about these opportunities and consider making a gift.

Sincerely,

Janet W. Paterson, Ph.D.
Interim director, Center for Community Engagement and Service Learning
NEWS

HERE ARE A FEW HIGHLIGHTS FROM THE PAST YEAR OF ISU STUDENTS, FACULTY, AND STAFF ENGAGING IN COMMUNITY SERVICE AND SERVICE LEARNING.

CENTER OFFICIALLY OPENS

The new Center for Community Engagement and Service Learning organized two events last fall to announce its presence on campus.

In September a ribbon cutting was held to mark the opening of the Center for Community Engagement and Service Learning building, located on the corner of Fell Avenue and North Street in Normal. Dozens of faculty, staff, and students, as well as local officials, attended the event.

In October the center held a campus kickoff to introduce faculty, staff, and community partners to the center’s philosophy, programs, and services. This event, in partnership with Illinois Campus Compact, brought Barbara Jacoby, a longtime community service-learning leader at the University of Maryland, to Illinois State for a day of learning. Eighty-eight faculty, staff, and community partners attended the event, representing 31 different community partner organizations.

This event was successful in establishing ongoing, long-term campus-community partnerships, which will result in an increase in the number and types of projects, an increase in community needs being met, and building the skills of students, faculty, and staff to engage in effective partnerships. Read more about the center on Page 11.

FIRST STAR’S FIRST YEAR

Last summer First Star Academy at Illinois State successfully completed its inaugural year on the campus of Illinois State University. First Star is a college preparatory program for high school aged youth who receive foster care services.

The program is administered through the Center for Child Welfare and Adoption Studies and led by Social Work faculty Deneca Avant and Doris M. Houston. First Star is funded by the Illinois Department of Children and Family Services and a private donor.

Once admitted to the program, First Star Scholars participate in year-round activities throughout their high school tenure and they receive supports until they transition into college.

CIVIC FELLOW

The American Association of State Colleges and University’s American Democracy Project (ADP) named Stephen Hunt one of the national Civic Fellows for 2017. Only six ADP Civic Fellows were chosen from programs throughout the nation.

Hunt, the executive director of the School of Communication at Illinois State University, will join other ADP Civic Fellows to explore assessment, research, and programs that support ADP’s mission.

CHOOSE TO SHINE FASHION SHOW

Undergraduate students in the Department of Communication Sciences and Disorders are organizing the third annual Choose to Shine Down Syndrome Fashion Show. It is scheduled for April in the Bone Student Center and will feature about 30 models of all ages.

The idea of having a fashion show originated after many of the Eckelmann-Taylor Speech and Hearing Clinic’s patients with Down syndrome said they wanted to be a model or an actor someday. This sparked the idea to have a fashion show to allow these individuals to “shine” on the runway.

Last year’s fashion show raised $2,800 for the Central Illinois Down Syndrome Organization.

EXPERIENCING THE CAPITOL

Nine Illinois State University students participated in the 2017 Civic Engagement Trip to Washington, D.C., last summer. Supported by the American Democracy Project, the trip to the capital provides students of different majors with opportunities to see government in action, as well as networking opportunities for jobs and graduate school.

Politics and Government academic advisor and instructor Erik Rankin, the faculty organizer for the trip, accompanied students to meetings with a variety of political stakeholders, elected officials, and ISU alumni working in Washington. Students met with U.S. Sen. Richard Durbin, Congresswoman Cheri Bustos, Congressman Adam Kinzinger ’00 (an Illinois State Politics and Government alumnus), and Congressman Rodney Davis.
ART PARTNERSHIP
Last year University Galleries and Marcfirst’s “Marc Making” program partnered to afford artists with developmental disabilities an opportunity to create paintings, drawings, collages, and small sculptures through workshops held on Saturdays among the gallery’s rotating exhibitions. Marcfirst is a program that connects families and people with developmental disabilities to their community. Marc Making: Artists of Marcfirst was more than a celebration of art making—it was an active hub for creativity, inclusion, and collaboration between the artists of Marcfirst’s Marc Making program and the community of Bloomington-Normal.

TRICK-OR-TREATING FOR CHANGE
This past Halloween, students participating in Trick-or-Treat for Change raised $11,338 for the Illinois State University/Illinois Wesleyan University Chapter of Habitat for Humanity.

NEWMAN FELLOW
Lindsey Earl, a graduate student in anthropology, has been named a Newman Civic Fellow with Campus Compact, a national nonprofit organization working to advance the public purposes of higher education. She is the first Illinois State student to receive the honor. Through the fellowship, Campus Compact provides a variety of learning and networking opportunities.

1ST PEACE CORPS PREP GRAD
Senior elementary education major Sabrina Jaffer has been accepted into Peace Corps to teach English in Malawi. Jaffer is the first student to finish the Peace Corps Prep program, which launched in September 2016.

SUSTAINABLE FITNESS CENTER
The Student Fitness Center has taken a number of steps to make aspects of the facility more environmentally sustainable.

HONORARY CITIZEN
The Japanese city of Asahikawa has bestowed an honor on Illinois State University’s Harriet Steinbach that officials usually reserve for visiting mayors and other dignitaries. In a formal ceremony, the city named Steinbach an International Goodwill Honorary Citizen.

CONSTITUTION DAY

MAPPING RESOURCE
Associate Professor of Geography John Kostelnick led a team that has created a new mapping resource to help humanitarian organizations develop effective maps for crisis response. The Humanitarian Symbology Scorecard is a free online assessment tool. It enables organizations to evaluate the maps they are creating.

Based on a survey with 10 key questions, organizations can easily understand if their maps are conveying information that conforms to “best practices” in cartography. The scorecard can be found at Geomap.Illinoisstate.edu/Webmaps/CrisisMapResources/Scorecard/Resources.

1ST PEACE CORPS PREP GRAD
Senior elementary education major Sabrina Jaffer has been accepted into Peace Corps to teach English in Malawi. Jaffer is the first student to finish the Peace Corps Prep program, which launched in September 2016.

Peace Corps Prep is an undergraduate program offered by the Stevenson Center that allows students to use experiences and classes to strengthen different professional skills. Through the program, Jaffer was able to connect what she had learned to what would be useful in Peace Corps service.

In addition to teaching English in Malawi, Jaffer will coordinate with teachers on planning lessons and will be involved in HIV and gender awareness programs.

LINCOLN LAUREATE
Last fall Illinois State University’s Wesley Ward of Normal received the Lincoln Academy’s Abraham Lincoln Civic Engagement Award. The award recognizes seniors for their excellence in curricular and extracurricular activities. An Honors student and the 2016-2017 Scholar-Athlete of the Year, Ward is the recipient of the Bone Scholarship, the most prestigious universitywide honor bestowed on undergraduate students.

He volunteers with several community agencies and events, including the University’s Honors Council, Student Athlete Advisory Council, Illinois Sierra Club, and College of Business Week, and he serves as the environmental committee chair for the College Democrats.

Making: Artists of Marcfirst was more than a celebration of art making—it was an active hub for creativity, inclusion, and collaboration between the artists of Marcfirst’s Marc Making program and the community of Bloomington-Normal.
Students offer free clothing repairs to community

By Kate Arthur
An elderly man approached a couple of students sitting in front of a sewing machine in the Coffee Hound and asked what they were doing. Repairing clothes, they told him, and noticing a large rip in his jacket, suggested he get it fixed.

The man told them he didn’t have any money; he came to the coffee shop only because it gave him a free cup of coffee. When Torre Riscossa ’17 told him the sewing service was free, he shook off his coat and handed it over.

“I will never forget his face when we gave him his jacket back,” she said. “I had no idea that we could make such a big impact on someone by just fixing a little tear in a coat.”

That is one of many stories from Fix It Friday, a free basic mending, sewing, and clothing repair service launched by Illinois State students in 2016. Like a food truck, Fix It Friday pops up twice a month from September through April in locations across campus and throughout Bloomington-Normal.

The project was the brainchild of Elisabeth Reed, an instructional assistant professor in the Department of Family and Consumer Sciences. She wanted to create a civic engagement project for her fashion design and merchandising students and met with a couple of them to discuss her idea.

“One of the students said, ‘All right, this is good. Let’s just do it!’” Reed recalled. “It got me out of my comfort zone.”

Reed and her students walked through the design studio, collecting what they could borrow for the day—a couple of older, rarely used sewing machines, random thread, a box of buttons. The group held its first event on the Quad, and Reed wondered if anyone would come. Then university grounds crew workers started arriving with ripped cargo shorts and T-shirts.

The purpose of Fix It Friday is to repair a little of the world by fixing clothes that would otherwise end up in a landfill, or be sent to overstuffed thrift stores. Reed,
however, is finding an unintended benefit: Interactions with customers are building students’ confidence and social skills.

“We really set out to fix clothing and educate people about overconsumption. But it’s been so positive for students to get out of their bubble on campus, and get them engaging with people in the community.”

One woman brought her mother’s worn quilt to the students, mentioning it was the only item left of hers. At a community recreation center, senior citizens talked to students about their sewing days, given up when their eyesight or steadiness faded.

Last fall, sophomore Aaron Harwick was hustling to class with a ripped backpack. He stopped when he saw Fix It Friday sewing machines set up in front of Schroeder Hall.

“It was perfect,” he said. “I’m not bad at sewing but I don’t have a needle and thread, and when there’s a sewing machine in front of you and capable people ready to help, you can’t ask for any more.”

Junior Darrin Marshall followed Fix It Friday on Facebook and came prepared. Unzipping his backpack, he pulled out a pair of ripped jeans and two T-shirts. “I tried to fix this,” he said, handing over a gray T-shirt with a hole partially closed with wide stitches of red thread.

Senior Paulina Wietocha was at one of the machines. The family and consumer sciences teacher education major has been sewing for nine years; her grandmother was a seamstress in Poland. “No matter how small the job is, you don’t want to do it yourself,” she said. “We can fix it.”

Students who have sewing ability, or have taken the Family and Consumer Sciences’ introductory sewing course, can volunteer to do the minor repairs, like replacing buttons and fixing tears. Fix It Friday doesn’t do alterations, zippers, anything that would take away business from area alteration shops. Students even hand out a list of area tailors and sewing shops.

Senior Sophia Araya helps coordinate Fix It Friday. She created *The Beginner’s Clothing Repair Guide*, a booklet for customers that provides step-by-step instructions on how to do minor repairs. She is also building a website, and there are plans for how-to videos. The fashion merchandising major only knew a little about sewing before she became involved. She was interested in the project because of its focus on sustainability.

“I like projects when there’s more meaning behind them,” she said. “We want to extend the life cycle of the clothes you’re wearing.”
The average American throws away 70 pounds of clothing and textiles each year, according to the Council for Textile Recycling. Reed said the fashion industry has changed in a way that promotes waste. Rather than focusing on four distinct seasons, “fast fashion” brings nearly daily shipments of cheap clothing to stores. “There used to be four seasons of fashion, and now there are 365,” Reed said.

Fix-it Friday is receiving local and national recognition. The University’s Office of Sustainability provided a $5,000 startup grant in 2016 after Maddie Willer ‘17 presented the proposal to a student-led committee.

“The students loved it,” said Missy Nergard, director of the Office of Sustainability. “She got that program up and running in about four weeks. To get it from start to finish in that amount of time is incredible.”

Reed received a $5,000 Scholarship of Teaching and Learning university research grant to collect student and customer data on the benefits of civic engagement. She will share the results with other universities and at international conferences. In November, she accepted a national Campus Achievement Award from the Association for the Advancement of Sustainability in Higher Education. She also received a SCORE grant from the Illinois Education Association in 2017. And Fix It Friday received the 2017 Outstanding Service Program Award from the University’s Dean of Students Office.

Students took Fix It Friday to Chicago last April, repairing items for visitors to the Chicago Fair Trade Association’s Fashion Revolution Week. The week highlights individuals and organizations working to change the way clothing is sourced, produced, and consumed so it is made in a safe, clean, and fair way.

More than 100 customers have salvaged clothing at Fix It Friday, and more businesses are asking to host the project. Taking it on the road will be easier with a fold-up storage cart and sewing table designed and built by the ISU Engineering Technology Club. This spring semester, Fix It Friday plans to host events at the Bloomington Public Library, the Tool Library in downtown Bloomington, and Coffee Hound in Normal.

Students do not accept donations or receive extra credit. Fix It Friday is strictly volunteer service, and Reed is hoping students from other majors will join in.

“It’d be great to have volunteers from across campus,” she said. “I want our fashion students to be the lead, but all volunteers are welcome.”

The purpose of Fix It Friday is to repair a little of the world by fixing clothes that would otherwise end up in a landfill.
Healthy Habits
Nursing students working in schools to improve young people’s lives

By Kevin Bersett
Persuading 30 kindergartners to walk in a single-file line around a dimly lit school gymnasium looked about as easy as corralling a dozen cats into a phone booth. Illinois State nursing student Kenia Najera pulled off the trick with the help of staff at Fairview Elementary in Normal.

Najera was trying to get the students to participate in a lunchtime walking program last fall. She handed one child a pedometer and explained to the others how it would count their steps. As the students ambled their way around the basketball court, an overeager few sprinted out ahead of the pack. “Can we all walk tighter?” Najera asked. The students yelled back, “Yeah!”

After a few weeks, Najera planned to set a goal for the students—like seeing if they could accumulate enough steps to cover the equivalent distance between their school and Disney World. The goal was an attempt to motivate the students to get some exercise, which was the whole point of this anti-obesity measure.

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‘It’s been really fun,’ Najera said. ‘The kids enjoy being with us. It brings the kid in us outside.”

The walking activity is just one of the many projects Mennonite College of Nursing (MCN) students have initiated across Central Illinois in order to boost students’ health, confidence, and mental well-being. The latest initiatives involve nursing students using mindfulness exercises to encourage elementary children to be kinder to each other and assisting a rural high school with its suicide prevention efforts.

MCN assigns nursing undergraduate students and faculty mentors to schools across Central Illinois for the college’s award-winning pediatric and public health clinical experience, America’s Promise Schools Project. The community health initiative combines civic engagement and real-world training: Schools receive help teaching students about healthy lifestyles, and the nursing students gain experience working with children in a public health setting.

The clinicals are critical for the nursing students, said Assistant Professor Carla Pohl, director of America’s Promise: “Not only are they getting the experience in the school, but they are seeing what community nursing looks like.” Students also learn how difficult it is for parents and their children to deal with chronic illnesses or for parents to discover their child has an acute disease. “The project helps the students learn what the reality is,” Pohl said. “It helps them learn what the community resources are.”

MCN started America’s Promise in local schools in 2011. State Farm Companies Foundation and the college fund the project, which was an outgrowth of America’s Promise Alliance. Retired U.S. Gen. Colin Powell founded this national initiative to improve young people’s health and well-being.

Last year, MCN’s America’s Promise received the Innovations in Professional Nursing Education Award from the American Association of Colleges of Nursing (AACN). The honor recognized the outstanding work of AACN schools to re-envision traditional models for nursing education and lead programmatic change.

MCN Dean Judy Neubrander said the award was a testament to the college finding a creative solution to a problem it was facing. “The original impetus for this project was we didn’t have enough clinical experiences for the (pediatrics and public health) classes,” Pohl said. The shortage was due to a long-term decline in the number of children’s units at hospitals, she said.

America’s Promise now provides clinical experiences for about 90 nursing seniors each fall semester. Seven to eight students are stationed at each of the 23 sites, located in six school districts across three counties. The students focus on three health problems identified in local community needs assessments and by national health organizations: oral health, obesity, and mental health.
Improving children's emotional and mental well-being is the newest challenge tackled by the nursing students. Children, even in the lower elementary grades, are dealing with a lot of stress, Pohl said. “There seems to be a lot of anxiety. There is an underlying feeling of people not being kind to each other.”

MCN has begun deploying a curriculum called Project Happiness in some Bloomington-Normal public schools. The research-based program features mindfulness and breathing exercises. “It teaches the kids to deal with their emotions and be more positive,” Pohl said.

In 2016 MCN began assisting the rural El Paso-Gridley School District with its suicide prevention efforts. The district had instituted the program in its high school three years earlier in response to a new state law mandating suicide and depression awareness and prevention in the schools, and increasing mental health needs.

High school students are feeling a lot of pressure, especially with the increased stress brought by social media, school psychologist Jil Stauter said.

“Identifying mental health needs and how to find help has become increasingly important in all high schools,” said Christy Quam, El-Paso-Gridley school social worker.

Quam and Stauter assess students using a standard questionnaire to identify those who are most at-risk of suicide and depression. The school then offers help to those who need it and educates all students on skills and resources they can use if one of their friends might be contemplating suicide.

MCN students created a pamphlet for the program and also held “lunch and learns” in the cafeteria where they provided information about suicide prevention and depression.

“The program is preventive rather than reactive to the concerns of students,” Stauter said.

MCN students are also developing projects within the schools and learning how to practice nursing in a less regimented environment than a hospital, said MCN Instructional Assistant Professor Mary Cranston, who has been a America’s Promise site supervisor since the project’s inception.

For example, nursing students at El Paso-Gridley knew a lack of sleep could be a problem for high schoolers. Instead of just telling them to sleep more, MCN students found a sleep cycle app that students could download to their phones. The app monitors their sleep habits and helps them develop a schedule to sleep better, nursing senior Bridget Giuffre said.

The MCN students follow a process when developing projects. They study community health assessments and work closely with school nurses to identify problems and formulate creative solutions. The nursing students learn to work as a team where patients live and determine what challenges they face, Cranston said.

“You have to learn how to listen to the community because that is what civic engagement is,” Pohl said. “You have to learn how to assess the community and work with the community to solve any issues the community is interested in, not what you are interested in.”
The brainchild of President Larry Dietz, the Center for Community Engagement and Service Learning opened in 2016. It collaborates with several units across campus including the Office of Sustainability and the Center for Teaching, Learning, and Technology to support students and faculty who wish to marry their learning and teaching with community action.

In the following Q&A, Interim Director Janet Paterson talks about why the center was formed and what it offers to students and faculty on campus and community agencies in Bloomington-Normal.

The interview has been edited for brevity and clarity.

**WHY WAS THE CENTER STARTED?**
In fall 2014, when President Dietz made his first State of the University Address, he highlighted those things that he wanted to pursue during his administration. The creation of a focused approach to our civic engagement value on campus was a primary issue that he listed. He even indicated the concept of some sort of center. Because he then later appointed a task force to look at the topic, he did not prescribe that the center approach had to be the outcome, but obviously, that was the result.

**WHAT IS THE CENTER’S MISSION?**
We want to provide opportunities for support and enhancement of service learning and community engagement both in the class and out of class for our students and to support our faculty who are developing courses and are choosing to use a service learning pedagogy in their class. In turn we want to form more formalized and ongoing partnerships with those entities in the community—social service agencies, governmental agencies, educational agencies—so we can help connect our students and faculty when they are looking for initiatives and projects with which to engage.
that we were a normal school, that is in itself was to better the community, to better the whole of society. So where that has been our practice all along, what is new is this concept of having a focused center where all sides of the formula can come together. The community now has a single touch-point with the institution. The faculty have additional resources for these endeavors. And the students have a contact point to connect them with faculty working on civic engagement or agencies that have a need.

This is something we find at other institutions around the country. But I would say our model has some uniqueness. One is we are a comprehensive center. We are not just a center for volunteer opportunities and we are not just a research center. We are not just a faculty support center. We are trying to do all of those things.

Also, the center is responding to, as well as supported by, both the Division of Academic Affairs and the Division of Student Affairs. There are probably a handful of schools that are modeled that way. Here, we are bringing together the cocurricular, out-of-classroom experience of Student Affairs and the credit-bearing opportunities within Academic Affairs.

WHEN DID THE CENTER OPEN?
Initially, there wasn’t a physical space. The building (300 West North Street) became available to us in December 2016. This building had previously housed the Honors Program. And they had the opportunity to move to the Professional Development Building in order to acquire some much needed classroom space for the work they were doing.

At that time, the only individuals who were working at the center were myself; Christine Bruckner, our assistant director for assessment data management and grant writing; and our graduate assistant for marketing and social media. The three of us moved in December of 2016.

We were then able to hire our office support specialist, Brooke Marvin, in April. This summer, Harriett Steinbach, Annie Weaver, and their grad assistants moved over from the Dean of Students Office to the center. Now we are complete in terms of our staffing. We have also been able to provide to the Stevenson Center an office for their graduate assistant who does Peace Corps recruiting.

TELL ME WHAT CHRISTINE IS GOING TO DO IN TERMS OF ASSESSMENT.
This is one of the big gaps that we know we have. We don’t have comprehensive data to know whether what we were doing is having the kind of impact that we hope it has. Is it worth the return on investment? Is what we are investing in resources, people, money, and instruction accomplishing what is intended? Part of Christine’s role is to collect data from folks who are already assessing what they are doing. We hope that this data repository is useful for strategic planning purposes.

For us as a campus, it gives us a much better sense of this holistic picture of what we are doing, in class and out of class. And as a center, we will be assessing our programs and initiatives for their impact and for their outcomes.

IS THE CENTER SUPPORTED BY ANY GRANTS?
We had an initial one-year grant from Illinois Campus Compact, and that money served as the basis for the cost of the task force and some of the initial things, like the purchasing of some of our research materials. We were able to renew it for a second year and continue to purchase resources for the center. I would also say getting the grant was important because it encouraged us as a campus to move forward. Someone had invested in us. That grant was very much about the creation of something to further our civic engagement work as a university.

Right now, we have two small grants and a couple of proposals in the works. We are at the capacity of what the University at this time is ready to allocate in terms of resources for our programs and staffing, so anything additional we want to accomplish we are going to have to generate new dollars in grants and
gifts. In addition to Christine writing grants for the center, she is also sharing grant opportunities with others on campus that they may pursue.

**SAY A STUDENT JUST WANTS TO FIND OUT WHAT IS HAPPENING IN TERMS OF CIVIC ENGAGEMENT ON CAMPUS, DO THEY JUST CALL OR COME BY THE CENTER?**

First, we would encourage them to look at our website where there are a number of resources, like updated weekly listings of the volunteer opportunities. They can learn what the volunteer need is and which agency is seeking volunteers, and pursue those on their own.

If they would like to pair their learning with volunteer outreach, then I would recommend they come by and see us. Annie Weaver is taking the lead responsibility with volunteer opportunities for students. If they are seeking a service learning experience, like an internship or a practicum, then Harriett Steinbach is focusing her work on higher level learning with agency partnerships. Bottom line, if a student doesn’t find on our website what they are looking for, we invite them to make an appointment and come by the center.

**WHAT DO YOU HOPE THE CENTER BECOMES?**

Short term I think we have a lot work ahead of us in terms of just letting the campus know we exist, know what we offer in terms of supportive services, knowledge, and resources. We will be spending this coming year doing a lot of outreach, through presentations, through social media, and other ways.

A second thing we are certainly in the near term looking to do is to take a lead, for our campus as a whole, to apply for the Carnegie Classification for Community Engagement. That is an optional designation given to universities across the country, and Dr. Dietz would very much like us as a campus to acquire that designation. Now, that’s not really the end goal, the designation. It’s what you have to be as an institution, it’s what you have to do, what you have to practice, what you have to support, that gets you this designation. Although we are working through the process for the next 12 months, to apply for that designation, getting it is the way of demonstrating that we have instituted those kinds of practices and priorities as an institution.

The third thing is we are trying to put in place are systems, processes, relationships, toolkits of support that create the foundation for where we can go next. In the longer term, we would very much like to develop a component of the center being faculty fellowships and undergraduate research scholarships. Meaning we would be able to provide some financial support to faculty and students to work with our center for a period of time, a semester or perhaps a year, on an initiative, a project, a research program, a publication, whatever it is we believe is the next step.

I want to reiterate the campus has been so supportive of creating the center. We are incredibly appreciative because this is a campus initiative and we will only be successful in promoting our core value of civic engagement if the whole campus gets behind it. We feel civic engagement at Illinois State is in a great place.
EMILY O’CONNELL DIED BENT OVER THE LID OF HER TOILET WITH A NEEDLE IN HER RIGHT HAND. A BURNT SPOON AND MORE NEEDLES LAY NEARBY. A LETHAL COMBINATION OF HEROIN AND FENTANYL KILLED THE 31-YEAR-OLD ON A SUNDAY EVENING IN NOVEMBER 2016 IN HER PEORIA HOME. SHE WAS ENGAGED, EMPLOYED, AND LIVING LESS THAN A MILE FROM BRADLEY UNIVERSITY AT THE TIME. HER FIANCE TOLD INVESTIGATORS O’CONNELL HAD STOPPED USING HEROIN NINE MONTHS BEFORE HER FATAL OVERDOSE.

“She said, ‘One more time.’ One more time was her last time,” said her friend Karen Cassidy, a master’s student in Illinois State’s School of Social Work.

One thing about her friend’s death that particularly bothered Cassidy was there were other people inside O’Connell’s home that day. Maybe they could have saved her if they had known what she was doing and had access to naloxone, a medication that reverses opioid overdoses.

Naloxone has become a powerful tool to prevent deaths as the nation’s opioid crisis has spiraled out of control. Opioids are a catchall term for heroin, opiate-based painkillers such as morphine, and synthetic drugs like fentanyl, a vastly more powerful painkiller that can be legally prescribed to cancer patients.

Since 2000, Americans’ ever-increasing abuse of these drugs has led to the overdose deaths of more half a million people across the United States, according to the Centers for Disease Control and Prevention. The problem has become so severe that President Donald Trump even declared the opioid epidemic a national emergency last summer.

“Overdoses are through the roof. Why don’t we have Narcan in the hands of the people who need it?” said Cassidy, referring to the brand name of naloxone.

Cassidy has not waited for an answer. She seized an opportunity to deal with the problem through Social Work Associate Professor Cynthia Edmonds-Cady’s course Foundation Social Work Practice: Organizations and Communities.

Each spring semester Edmonds-Cady pairs students in her graduate-level class and has them choose a societal problem they would like to tackle. Then she works with the students to narrow the scope of their projects to something that they can accomplish within their tight time frame and is responsive to what the community’s needs and wants.

Cassidy and classmate Bria Scott created Project Emily, named in memory of O’Connell. For the last year, they have been handing out the life-saving drug naloxone to addicts and the people around them as part of a collaborative effort to counter the onslaught of deadly overdoses in Peoria.
Peoria County had the highest number of fatal opioid overdoses in Central Illinois in 2016: O’Connell was one of 28 victims, according to the Illinois Department of Public Health. McLean County, by comparison, recorded less than half that number of opioid deaths.

Peoria authorities have responded to the surge in drug overdoses by advocating for naloxone and encouraging people to call 911 without fear of arrest, saying without the medication, fatal overdoses would be much higher. Cassidy said Peoria emergency services are responding to two to three overdose a day, and she has given out an estimated 50 to 75 naloxone kits herself.

Cassidy credited Edmonds-Cady for teaching her to focus on one part of a problem. “I can't say enough about Cynthia. She just inspires you so that you can make a change.”

Edmonds-Cady is proud of the work Project Emily has accomplished, citing the students’ outreach and fundraising prowess. “They are going to be some great, great social workers and great, great citizens. And they already are.”

The goal of the class is to provide the students with real-world experience and critical-thinking and community-building skills they can use as social workers.

Edmonds-Cady coordinates the civic engagement minor and leads a Center for Teaching, Learning, and Technology's workshop on how professors can redesign their classes with a civic engagement focus. She began developing this social work course and the corresponding “Communities of Practice Model” a decade ago while teaching and studying at Michigan State University with Associate Professor of Social Work Marya Sosulski.

The goal of the class is to provide students with real-world experience and critical-thinking and community-building skills they can use as social workers. Edmonds-Cady hopes the students become more empathetic and engaged in their communities.

“It is helping to shape them to be a better citizen,” Edmonds-Cady said. “I’m clear that the community needs to get something from the students, and the students are obviously getting a lot from the community.”

The students research the community to learn about the sociopolitical and historical contexts of the issue. For example, Cassidy and Scott investigated the factors possibly explaining why the overdose epidemic was hitting Peoria particularly hard.

“They learn a little bit about the social problem and about the community partners they are working with,” Edmonds-Cady said. “Because they are working with the community in a way that is a partnership—rather than saying, ‘I'm an expert, I'm coming to fix you’—the students see the community members as the experts regarding how the social problem is experienced.”

An important aspect of the students’ research is interviewing indigenous experts. These are the activists, nonprofit leaders, and community members dealing with or affected by the issue. This approach teaches the students to enter a community without any preconceived notions.

Cassidy and Scott learned that the nonprofit Jolt Foundation—started by a Peoria doctor whose 16-year-old son died of a heroin overdose—was already distributing naloxone in Peoria, but that there was a gap in serving the homeless community.

Since Cassidy works as a grants officer at the Salvation Army, she and Scott volunteered to conduct trainings and distribute naloxone kits at homeless shelters and on the streets. The pair also established a Facebook page so people could reach out to them directly for naloxone, and held fundraisers to help the Jolt Foundation purchase the medication.

Indigenous experts also played a key role in a different class project. Lana Duran wanted to help the homeless in Bloomington-Normal by offering them free resume preparation and job search services. Instead, she discovered, after interviews with homeless at the Salvation Army’s Safe Harbor shelter, what they really needed: mental health services, specifically clinical therapy. Career services were available to the homeless, but they had only limited access to therapy since they did not have health insurance.

“That was naive of me,” Duran said. “This is their lived experience. I can’t decide what they need.”

Duran’s initial plan was to have therapists provide expanded pro bono therapy at the shelter. That idea was rejected by the shelter due to an existing contract with a therapist.

She conducted further research and learned that therapy dogs can help people who suffer from depression and anxiety. Last fall she started a program to bring therapy dogs to Safe Harbor. She wants to expand on that
idea by providing those services at Bloomington Library, where many homeless hang out during the day. Her long-term goal would be to have a social worker stationed at a local library to offer services to the homeless.

Project Emily has also continued its work beyond Edmonds-Cady’s class. The project’s Facebook page still receives messages from people, like a Chicago man who asked to be trained and provided naloxone because he worried about his girlfriend’s heroin addiction. And once a month, Cassidy sets up a table at the Salvation Army near downtown Peoria and offers naloxone trainings.

One Friday afternoon last September, a group of nursing students happened to stop by. Cassidy trained them in about 10 minutes on how to inject naloxone—in the “thigh, arm, or butt.” She warned the students to be ready to stand back: The medication immediately reverses the effects of an overdose, causing victims to suddenly wake out of their stupor. They will likely be angry because their high was interrupted and go immediately into withdrawal.

Each student received an “Overdose Rescue Kit,” a red bag containing two needles, two vials of naloxone, injection instructions, and a note with Project Emily’s phone number.

Cassidy spent the fall semester conducting an independent study under Edmonds-Cady, examining why some parts of the community resist naloxone and other heroin harm reduction practices such as clean needle exchange programs. Cassidy anticipates and quickly knocks down a common argument against naloxone—she is encouraging addicts to keep using by offering them a safety valve.

She explained how difficult it is to quit using heroin and the highly addictive painkillers. It may take several attempts for an addict to get clean. Therefore, every time someone’s life is saved, there is another chance for that person to get sober. That’s where Project Emily’s motto comes from: “Where there is life, there is hope.”

For more information about Project Emily, visit Facebook.com/projectemily1.
A new program is giving Illinois State students an opportunity to get a head start on their careers while helping the community. The University’s Innovation Consulting Community (ICC) is only in its second year, but it packs a big punch for students looking to be creative, to work as part of a team supported by seasoned mentors, and to gain experience that will make them more marketable in the job hunt.

The ICC offers students a chance to learn outside the classroom. They collaborate with students from across the University to take on a complex and real—not theoretical—problem that an organization faces, and they propose a solution.

The experience exposes students to leaders and decision-makers at client organizations, said Peter Kaufman, one of the ICC coordinators and an Illinois State marketing professor.

“Clients are for-profit, nonprofit, global, local, on campus, off campus,” Kaufman said. “There are a lot of layers.”

The students gain experience working with clients in diverse fields, including education, environmental sustainability, health care, and technology. Many of the projects involve civic engagement: Groups have helped local governments use recycled glass in construction products; created a marketing plan to increase the use of alternative modes of electric transportation by Illinois State students, faculty, and staff; and developed a recycling program for a maker of consumer-packaged goods.

The ICC is following a rarely used model. “Based on our research,” Kaufman said, “we have found very few programs that are teaming students from across the university on client projects as an extracurricular professional development experience.”

The ICC targets four critical areas that organizations value when hiring employees: professionalism/work ethic (initiative), oral and written communications, teamwork/collaboration, and critical thinking/problem-solving. ICC projects are specifically designed to provide students with experience in these areas that employers are looking for in college graduates.

ICC coordinators guide program development and hail from multiple colleges across campus. The faculty mentors help the groups follow a design-thinking model: They define and understand a problem; gather a team to develop an array of solutions by engaging with users to fix the problem; and finally, pick the best from those solutions through testing, analysis, and experimentation.

The program is open to all majors at the undergraduate and graduate levels. Though the students do not earn college credit, they develop professional presentation and writing skills.

“Students can cite this experience when they’re trying to get a job,” Kaufman said. “And, it’s across departments. We collapse silos so students are collaborating with others from across campus like in the real world.”

ICC is catching on around campus and in the community. Last fall, over 65 students from 28 academic...
groups have worked with some well-respected health care organizations, Central Illinois city government and public schools, and international nongovernmental groups, among others.

Jasmine Mason, a graduate student in the cognitive behavioral sciences master’s program, joined ICC last fall. “Being new to the city, I wanted to get involved in the community in order to learn more about the town and meet new people,” said Mason, who is from Jacksonville, Florida. “I chose this as a good way to get involved and make a positive impact on the community while learning as well.”

Mason likes the flexibility, the variety of programs, and the opportunity to utilize her skills and pursue her interests. “I hope to be able to apply my knowledge as a psychology student and researcher to the project,” Mason said.

ICC recruits students using a variety of strategies, including a “WANTED” poster that invites “students who wish to build innovation and critical thinking skills outside of a traditional class” to an informational meeting.

ICC accepts students in the fall semester after they complete a short application and interview process. They prepare for their client projects by working through online modules in project management, leadership, design thinking, self-awareness, and conflict resolution. Teams are formed later in the semester, and projects are completed in the spring, with findings delivered at the ICC Symposium in early April.

Currently, there are 17 projects available to students, while nine were completed last year. The ICC finds most clients through word-of-mouth and networking with Illinois State alumni. The goal, Kaufman said, is to find projects involving nonprofit and for-profit organizations that require the skills of students from across Illinois State’s six colleges.
“A good example is a client this year is one of the largest medical complexes in Illinois,” he said. “The student team is comprised of students from nursing, community health, finance, marketing, and economics.”

ICC’s goal is to get results for clients while also providing the students—supported by mentors—needed experience and exposure. Mentors can be faculty members or community and business leaders. The students lead and manage the projects while mentors are available to advise and consult when needed.

“The ICC is a path to get students positioned for higher quality internships and higher-quality jobs and to provide them with exposure to industries that otherwise may be difficult for them to access at an early career stage,” said Kaufman, who has a corporate background that includes working for Nabisco Biscuit Co. and DuPont.

One of the ICC’s newest clients is a mentor on her own project. Joan Brehm is a professor of sociology at Illinois State. It’s her calling, however, that connects her to the ICC.

For more than 20 years, she has been a search and rescue K-9 handler, training her four-legged partners to search and find missing people and human remains. She has volunteered for the past 10 years with the McLean County Emergency Management Agency.

“I absolutely love it,” she said. “I’ve met so many extraordinary people, and I get to help them at a critical time.”

For her ICC project, Brehm is working with fellow mentor Missy Nergard, director of the Office of Sustainability at Illinois State and one of ICC’s coordinators. Nergard, who is also a K-9 handler, recommended Brehm submit her project idea related to K-9 training. They will have ICC students observe training sessions while handlers put their dogs through exercises.

The dogs are taught to target odor, alert their handler, and stay put. These same complex training methodologies are used in training dogs to find drugs and bombs, but Brehm’s dogs are searching for human remains that may be disarticulated or scattered.

“We train them to detect odor X and perform a behavior Y, and the dogs get rewarded,” Brehm said. “The dogs need to perform their alert in close proximity so we can direct forensics people where to look.”

Brehm said she is excited about the project, describing herself as a “blank slate” for new ideas and open to the opportunity to work with ICC students.

“Do we come up with a completely new design or redesign the tool we have?” Brehm said.

The answers to questions like that should come this semester as the ICC now has a team of students—composed of pre-veterinarian, psychology, and business students—evaluating the current state of dog training.

“We want to get students who come in without preconceived notions and who already think outside the box,” Brehm said.
Lindsey Earl, a graduate student in the Department of Sociology and Anthropology and a 2017 Newman Civic Fellow (see Page 3), arrived in Houston August 19 for her placement as part of the Stevenson Center Applied Community and Economic Development program. She was placed with Change Happens, a nonprofit organization operating out of Houston’s Third Ward. A couple of days after her arrival, she learned that Harvey would hit the area. Earl had taken several disaster relief courses through AmeriCorps and thought she could help, so she signed up for a volunteer shift with the Red Cross.

“I was always interested in disaster relief efforts because it is really meaningful work and it really helps people out,” she said. “When I saw Harvey coming, I had no idea what to do because I am from Colorado, a landlocked state. But I knew I wanted to help out since I knew that disaster responders may be understaffed.”

The Red Cross took up Earl on her offer, and it was quickly apparent that a lack of volunteer staffing was going to be a significant issue. While there were many experienced and willing volunteers available nationwide, getting them to Houston in time with the weather conditions was a daunting task. To help with this, her team set up a volunteer intake station. Earl helped intake over 7,000 volunteers.

These volunteers needed training and direction, and some of those volunteers were brought in to help intake even more volunteers. As a result, Earl found herself working 14-hour days, helping run those crucial operations and giving people the training they needed to be more effective in the field.

After six days of grueling work, Earl was able to take a day off September 1. She went back and worked the following weekend for the Red Cross. At that point, the Red Cross was able to bring in volunteers with years of experience, and that a stronger infrastructure was in place to help with volunteer management. Earl returned to focusing her skills toward the relief efforts being put forward by Change Happens.

In Normal, Jenn Coletta, a graduate assistant in the English Department and a Houston native, watched the storm coverage and was moved to help her hometown.

“I essentially watched my whole home be destroyed,” she said. “My family, my friends, my whole community were there, and it was really hard to watch that happen and not be there to help. You feel helpless watching your home completely under water.”

Coletta brainstormed with fellow graduate assistant Claudia Sanchez and came up with the idea of taking donations for some of the most crucial items such as hygiene items, cleaning supplies, and infant care items. Coletta partnered with Powell Industries in Chicago, which was also doing a relief drive, to have the supplies driven to Houston in a semitruck.

Coletta said the support of her colleagues in the English Department was crucial.

“I approached Chris De Santis (the English Department chair) about my idea, and he said not only is it allowed but encouraged, and we will do everything we can to help,” she said.
GIVE BACK at ILLINOIS STATE

HERE ARE SOME UPCOMING COMMUNITY ENGAGEMENT EVENTS AND OPPORTUNITIES AVAILABLE THROUGH ILLINOIS STATE UNIVERSITY.

BRING IT BACK TO NORMAL
WHAT: Since 2008, Bring It Back to Normal has provided opportunities for large groups of students to give back to the community that is home to Illinois State University. Students volunteer to work with local residents and nonprofit agencies to help meet the needs of the community through gardening, landscaping, housework, and other small tasks that make a big difference.
WHEN: April 14, 2018
WHERE: Various locations in Bloomington-Normal
ELIGIBILITY: Community partner registration begins in mid-February and closes in mid-March. Students who would like to volunteer can begin registering in mid-February.

For more information, visit CommunityEngagement.IllinoisState.edu/Students/Community-Service/Bring-It-Back-To-Normal or contact Paige Buschman, graduate assistant for community service projects for the Center for Community Engagement and Service Learning, at vpsapebusc2@IllinoisState.edu or (309) 438-1100.

CIVIC ENGAGEMENT CELEBRATION
WHAT: This celebration will highlight civic engagement efforts and recognize faculty, staff, students, registered student organizations, community partners, and campus units for their civic engagement work and activities.
WHEN: 2:30–4:30 p.m. May 1, 2018
WHERE: Circus Room, Bone Student Center
ELIGIBILITY: The celebration is open to the public.
For more information, visit AmericanDemocracy.IllinoisState.edu, or contact Dean of Students John Davenport at jmdaven@IllinoisState.edu or Associate Professor Noha Shawki at nohashawki@IllinoisState.edu.

CIVIC ENGAGEMENT COURSE REDESIGN
WHAT: Emphasize the value of citizenship, service learning, and civic engagement in your course. Identify civic competencies that connect with your discipline and course content; design a syllabus, which includes civic engagement components; and develop a plan for a specific course assessment where students demonstrate some aspect of civic learning. This redesign opportunity can be used to develop a course for possible adoption as a civic engagement minor elective. A $1,000 stipend, provided by the American Democracy Project, is available to eligible participants who complete the program.
WHEN: Four sessions will be held in late May and early June 2018 with a presentation at the Summer Showcase in August.
WHERE: Center for Teaching, Learning, and Technology in the Instructional Technology and Development Center
ELIGIBILITY: Applications will be available in February and due in March. Tenured, tenure-track, and non-tenure-track faculty, and Administrative/Professional employees with teaching responsibilities are eligible to participate. Eight faculty members will be selected.
For more information, visit CTLT.IllinoisState.edu, or contact Dana Karraker, faculty development coordinator at the Center for Teaching, Learning, and Technology, at dmkarra@IllinoisState.edu or (309) 438-5110.

SEPTEMBER SERVICE SATURDAYS
WHAT: During September, the Center for Community Engagement and Service Learning will host several service projects. Transportation will be provided for those who need it. Credit may be offered by certain classes; ask your professor for details.
WHEN: Saturdays in September 2018. Each service project lasts two to five hours.
WHERE: Various locations in Bloomington-Normal
ELIGIBILITY: Registration is open to Illinois State students through September until spots are filled.
For more information, visit CommunityEngagement.IllinoisState.edu/Students/Community-Service/Saturdays or contact Paige Bushman, graduate assistant for community service projects for the Center for Community Engagement and Service Learning, at vpsapebusc2@IllinoisState.edu or (309) 438-1100.

“We want to provide opportunities for support and enhancement of service learning and community engagement.”
HOLIDAY HELPER
WHAT: The Holiday Helper program annually provides gifts and parties for over 250 children in Bloomington-Normal in partnerships with the Boys and Girls Club, Western Avenue Community Center, Unity Community Center, and Center for Youth and Family Solutions. Volunteers are needed as gift sponsors, for wrapping and packing gifts, to organize the parties, and to help at the parties.
WHEN: October to December 2018
WHERE: Various locations in Bloomington-Normal
ELIGIBILITY: Illinois State students are eligible to volunteer.
For more information, visit CommunityEngagement.IllinoisState.edu/Students/Community-Service/Holiday-Helper or contact Paige Buschman, graduate assistant for community service projects for the Center for Community Engagement and Service Learning, at vpsapebusc2@IllinoisState.edu or (309) 438-1100.

TRICK-OR-TREAT FOR CHANGE
WHAT: Trick-or-Treat for Change is the annual fundraising event hosted as a collaboration between the Center for Community Engagement and Service Learning, the McLean County Habitat for Humanity, and the collegiate chapters of Habitat for Humanity at Illinois State and Illinois Wesleyan universities. Each year, 300 to 400 students trick or treat in groups of four to six around Bloomington-Normal asking for spare change. This change adds up and goes to build a home here in town. In 2017 the event raised over $11,000.
WHEN: October 31, 2018
WHERE: Various locations in Bloomington-Normal
ELIGIBILITY: Preregistration will close October 29. Walk-ins will be accepted. Anyone is welcome.
For more information, visit CommunityEngagement.IllinoisState.edu/Students/Community-Service/Trick-Or-Treat or contact Annie Weaver, student volunteer opportunities coordinator at the Center for Community Engagement and Service Learning, at (309) 438-0708 or amweave@IllinoisState.edu.

SERVING THOSE WHO SERVED
WHAT: The Center for Community Engagement and Service Learning engages in a national day of service on Veterans Day called Serving Those Who Served. This program seeks to serve veterans in the community and the United States at large by recording the oral histories of those who have served our country through military enrollment. The center is seeking veterans to be interviewed and volunteers to interview the veterans.
WHEN: 9 a.m. to 4 p.m. November 11, 2018
WHERE: Milner Library
ELIGIBILITY: Volunteer registration for veterans and student recorders begins in October.
For more information, visit CommunityEngagement.IllinoisState.edu/Students/Community-Service/Serving or contact Paige Buschman, graduate assistant for community service projects for the Center for Community Engagement and Service Learning, at vpsapebusc2@IllinoisState.edu or (309) 438-1100.
Since the program began in 2003, the ISU chapter of Colleges Against Cancer’s Relay for Life has raised $1,569,843.

ST. JUDE’S CHILDREN’S RESEARCH HOSPITAL

During 2017 students and student organizations raised the following amounts for the hospital through fundraising programs and activities:

- St. Jude Up ‘til Dawn (student-organized program): $187,429
- ISU chapter of Delta Delta Delta: $38,726
- St. Jude Walk/Run (student donations): $3,192

SOCIAL FRATERNITIES AND SORORITIES

Fall 2016:

- $77,352 dollars raised
- 19,739 hours of service

Spring 2017:

- $99,844 dollars raised
- 21,332 hours of service

TRICK-OR-TREAT FOR CHANGE

(ISU/IWU HABITAT FOR HUMANITY CHAPTER AS BENEFICIARY)

Total raised since the program’s inception in 2005—$163,760

$11,338 raised on Halloween 2017

349 participants

- 325 student trick or treaters
- 15 Habitat for Humanity student leaders
- 2 Habitat for Humanity staff
- 7 ISU staff

TOTAL HOURS: 770
COURSE REDESIGN
FROM SUMMER 2010 THROUGH SUMMER 2017
56 classes have been redesigned for civic engagement.
All academic colleges, involving different departments/schools, are represented.
From fall 2010 through spring 2017, 7,678 students have completed these courses.

COMMUNITY PARTNER SURVEY
In fall 2017, the Center for Community Engagement and Service Learning asked community organizations in what capacities they had worked with ISU at least once over the last three years. The following results were based on responses from 51 community partners.

- Individual student volunteers—38
- Internship—34
- Student organization volunteers—32
- Class service learning project—21
- Student research project—13
- Other—11
- Student organization fundraising/philanthropy project—7

VOTING at ISU
SOURCE: NATIONAL STUDY OF LEARNING, VOTING, AND ENGAGEMENT

ISU STUDENT VOTER REGISTRATION RATES

<table>
<thead>
<tr>
<th>Year</th>
<th>Registration Rate</th>
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<tbody>
<tr>
<td>2012</td>
<td>67.8%</td>
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<tr>
<td>INCREASED TO</td>
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ISU VOTING RATES OF STUDENTS REGISTERED TO VOTE

<table>
<thead>
<tr>
<th>Year</th>
<th>Voting Rate</th>
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<tbody>
<tr>
<td>2012</td>
<td>51.8%</td>
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<tr>
<td>INCREASED TO</td>
<td>65.2% in 2016</td>
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ISU STUDENT VOTING RATE INCREASE BY AGE GROUP IN 2016 COMPARED TO 2012

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Increase 2012-2016</th>
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<tbody>
<tr>
<td>18-21</td>
<td>17.9%</td>
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<tr>
<td>22-24</td>
<td>14.1%</td>
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<tr>
<td>25-29</td>
<td>9.1%</td>
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<tr>
<td>30-39</td>
<td>6.3%</td>
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<tr>
<td>40-49</td>
<td>7.3%</td>
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<tr>
<td>50+</td>
<td>4.8%</td>
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SERVICE PROJECT PARTICIPATION

2016-2017 ALTERNATIVE BREAK PROGRAMS
Totals: 8,604 hours and 254 student/staff/faculty participants

SPRING 2017

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<tr>
<th>Program</th>
<th>Volunteers</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>MLK JR. DAY OF SERVICE</td>
<td>43</td>
<td>172</td>
</tr>
<tr>
<td>BRING IT BACK TO NORMAL</td>
<td>151</td>
<td>604</td>
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</table>

FALL 2017

<table>
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<tr>
<th>Program</th>
<th>Sponsored Kids</th>
<th>Volunteers</th>
<th>Hours</th>
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<tr>
<td>SEPTEMBER SERVICE SATURDAYS</td>
<td>225</td>
<td>72</td>
<td>189</td>
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<tr>
<td>HOLIDAY HELPER</td>
<td>4</td>
<td>4 VETERANS</td>
<td>349</td>
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2016-2017 ALTERNATIVE BREAK PROGRAMS
Totals: 8,604 hours and 254 student/staff/faculty participants

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<td>4 VETERANS</td>
<td>349</td>
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</tbody>
</table>
Illinois State nursing students like Miranda Rangel, B.S.N. ’17, have been helping to improve the health of area students as part of America’s Promise. Read about the innovative project on Page 8.