



the transformation

Volume 4, Issue 2

Summer 2009

PROJECT FAME/UPWARD BOUND | UPWARD BOUND II | PROJECT SUCCESS EDUCATIONAL OPPORTUNITY CENTER | EDUCATIONAL TALENT SEARCH

EOP/TRIO IS GOING GREEN!

IN THIS ISSUE

EOP/TRIO is Going Green
What Going Green Really Means
Dormitory Living
AT& T's Roadmap to Success

Teaching Green
The Lecture Series
Tripping Green
TRIO's Green Future
Student Perspectives

CONTRIBUTING WRITERS

Carol O. Carson-Warner, Ed.D.
Nayshon T. Mosely
Jamilie Watkins-Barnes
Yolanda Harvey
LaShaundra Neil

Melanie Sholes
Editor

The Office of Educational Opportunity Programs/TRIO is "going green." This theme was integrated into the programmatic activities of the precollege programs that serve elementary and high school students. For the Upward Bound programs, the 2009 Residential Summer Instructional Component began Sunday June 21, 2009, which was marked by the students' move into Chicago State University's Residence Hall. The Educational Talent Search students began their trek on the "Roadmap to Success", sponsored by AT&T Foundation on Monday June 22nd. These activities were phase 1 of EOP/TRIO's going green journey. The "green" goals for the 2009 summer programs were:

1. To introduce Upward Bound (UB) and Educational Talent Search (ETS) participants to green technology, green collar economic principles, and green career opportunities.
2. To connect knowledge and skill tasks required in the green technology and green economy to knowledge and skills being taught in the core college preparation curriculum and in the co-curricular activities of the program.

These goals were accomplished! This edition of *Transformation* is filled with articles reporting on the students' exploration of the ecological problems

(EOP/TRIO continued on page 2)

Going Green—What Does It Really Mean?

For six weeks, students in the Upward Bound and Educational Talent Search Programs have been discovering what going green really means. They have learned through academic scholarship, field experiences, lectures and other activities that going green is living green. It is living in a way that is conscious and sensitive to preserving our environment which is imperative to the future of our planet and the quality of our lives. Students were given a broad but meaningful overview of what it means to look at the world through the eyes of a conservationist--one who advocates planned management of the Earth's resources.

Students were active listeners and participants in this summer's green journey. Whether in classes, lectures, or on field experiences, they listened carefully, asked thoughtful questions and were fully engaged. They realized that if we don't pay attention to the Earth and its resources, it will not sustain us, and this is the only planet we can claim. Going Green is about a lot of things: it's renewable energy and all the related technologies, it's appreciating and respecting all the elements of our ecosystem, it's conserving our resources, reducing waste, recycling materials, preserving our food supply and having better diets. With all of that in mind, it is also about showing our children that there are green jobs and career opportunities available to them if they're prepared to assume their role in making the world a better place. We are all learning, we are all teaching, and we are all going green together—and it's been a blast! ■

EOP/TRIO continued from page 1

facing not only their community, but the world community. Upward Bound and Educational Talent Search students and staff have not only learned about the benefits of living a “green” existence, many of the students were impacted to the point that they sought to make changes through community service initiatives, service learning projects, and in their personal lives.

There is a series of articles by Mrs. Jamille Barnes-Watkins, lecturer, “green expert in training” and project evaluator, which discuss the core curriculum, the lecture series and career exploration workshops. Students’ perceptions changed as they were exposed to field experiences and environmental research projects on CSU’s campus, in the city of Chicago and Illinois.

The reader will find a myriad of anecdotal comments written by the students in their newly acquired language of going green. They were influenced by the field experiences and visits to colleges around the state. To provide insight into the residential component of Upward Bound, Mrs. Melanie Sholes, newsletter editor, shares her experience of touring CSU’s residence hall while the Upward Bound students moved in. She also provided further insight about the overall UB experience in her article on the culminating award ceremony. Additionally, Ms. Nayshon Mosley, ETS Coordinator, provided an overview of the AT&T Foundation sponsored Roadmap to Success Project that was also colored with a spot of green.

The EOP/TRIO going green initiatives were in response to President Obama’s goal for a healthier earth and economic development through green jobs. It was the first phase of a three-phase project for these programs.

Phase two will begin this fall with special group events, more emphasis on green careers, and with increased family and community involvement. The final phase will take place during summer of 2010. Details are forthcoming. ■ ccw

**View Transformation on-line at
www.csu.edu/trio**

The Lecture Series

Both the Educational Talent Search and the Upward Bound students were exposed to principles of conservation, green technology, career opportunities, and related topics through a series of environmental lectures. Some were videotaped presentations available from the internet, while some were given by guest presenters or staff members. The lectures were designed to enhance and support the scholastic and field experiences and expose the students to others who are involved in the green movement. Following are brief descriptions of lectures given in the 2009 Summer Instructional Component.

Going Green—What Does it Mean?—A broad overview of what it means to be green. Features recycling, conservation, the green economy, green jobs, protecting the food supply, and a general preview of the summer program focus. (J. Barnes, presenter)

Timeline: The History of Conservation--Many believe that being concerned about the environment is a recent development in human history, but the fact is there has been a long line of conservationists beginning before the King Edward (England, 1272) who declared coal a dirty source of fuel and discontinued its use. (C. Clarida, presenter)

Things We Can Do to Help Save the Planet--Conservation tips mostly in the area of food choices that preserve energy and reduce our carbon footprint. (C. Clarida, presenter)

CSU Green Initiatives—A discussion of Chicago State University’s environmental, health and safety initiatives. (C. Clarida, presenter)

An Inconvenient Truth –The movie by Al Gore who won a Nobel Peace Prize in 2007 for his work with global warming. (K. Thomas, discussion facilitator)

Green Jobs—Examples of job opportunities created by the green movement. (J. Barnes, presenter)

Seeds of Deception—The health risks associated with genetically modified foods. An excerpt from the book and slide show authored by Jeffery Smith. (J. Barnes, presenter)

(Lecture Series continued on page 7)

Shining a Green Spotlight on our Roadmap to Success

This summer has been busy and interesting for the Educational Talent Search Program (ETS). Due to a \$50,000 grant awarded by the AT&T Foundation, the ETS Program created a “*Roadmap to Success*” education model. The focus of this grant was to increase the number of youth from disadvantaged backgrounds who complete grammar school, high school, and enroll in postsecondary education institutions of their choice. Beginning the week of June 22nd, the ETS Program worked with a total of 73 students, ranging from 6th through 12th grade. Students were given exposure to a collegiate atmosphere by attending classes at Chicago State University as well as dining in CSU’s Cafeteria. Several students were immersed into the Upward Bound experience and lived in the residence hall.

On Mondays & Wednesdays, students in 6th-9th grade participated in a series of classes on *Career Choices* and *Life Skills Development* conducted by ETS staffer, Kenya Weaver. Students learned about setting career goals, improving decision-making skills, working on team-building/group projects, money management, and a wealth of other topics to assist them in making well-informed life choices. Additionally, our students participated in a three-day *Leap Learning Systems/ Language for Scholars Retreat*. They learned how to overcome public speaking fears, develop speech goals, and develop techniques for articulation. As a treat, ETS Students visited Hollywood Game Park (Crestwood, IL) and spent a night at the Hampton Inn & Suites (Crestwood, IL). One of the evening’s highlights was the presentation of group debates in which students were charged with conveying factual information more effectively by using critical communication skills. Debate topics included: “Off Campus Lunches,” and “Curfew for Teens.”

On Tuesdays and Thursdays, the senior high school students took ACT Skill-Building Preparation courses. A pre-test and post-test was administered so students and parents could assess their strengths and weaknesses and determine what to build upon over the four-week time span.

These students also participated in workshops relevant to personal statement/essay writing, resume writing, financial aid, college application completion, and interview preparation. During the interview preparation, students participated in mock interviews conducted by staff members from Chicago State University’s Career Development Center and ETS. Students were

expected to show up for their interviews at their scheduled time, dressed for success, with a resume in hand--and they did. After the interviews, students were given constructive feedback.

The high school students attended a three-day college tour of Aurora University (Aurora, IL), Northern Illinois University (DeKalb, IL), Illinois State University (Normal, IL), and Eastern Illinois University (Charleston, IL). As an extra incentive, students who showed exceptional attendance and participation from the 6th - 9th grade group were invited to go on the college tour, allowing them to build relationships and mentorships with high school students.

In addition, students from both groups participated in workshops on topics to educate them on what it means to “Go Green.” A major focus of our summer centered on exposing students, parents, and staff to renewable energy, environmental careers, and conservation and



ETS Students and Staff visited Eastern Illinois University.

preservation initiatives. Students wore their “Going Green” t-shirts and backpacks with pride when they visited the Chicago Center for Green Technology (Chicago) and The Horizon Wind Farm (Ellsworth, IL). A field trip to the Chicago Cultural Center provided a historical perspective of Chicago. A visit to the Chicago Board of Trade and Federal Reserve Money Museum (Chicago) gave students an introduction to how money and trade works.

The students, parents, and staff are thankful to AT&T Foundation, and to all who played a role in assisting us in creating the Roadmap to Success. We look forward to continued partnerships and learning experiences. ■

AT&T Foundation Award - A grant of \$50,000 was presented by the AT&T Foundation to Dr. Frank Pogue, Interim President, and Katey Assem, CSU Foundation Executive Director at the May 2009 Honor Student Convocation Ceremony. This award funded Educational Talent Search's Roadmap to Success Project, which brought over 70 elementary and high school students to campus. The project provided daily academic support, life skills workshops, personal development, career exploration, and ACT test preparation activities. In addition, this initiative supported several students' residential experience and a college tour to state institutions of higher learning. ■

EOC is Busy, Too!

During the months of June through August, the EOC Staff was engaged in finalizing college and high school placement services for approximately 500 of the 1,200 adult clients it serves. So, the EOC staff becomes very busy, and their work is focused primarily in the office or at the community service sites. The staff is either on the computer assisting clients in completing the necessary college applications and financial aid forms or on the telephone finding appropriate alternative high school programs. Too, they are assisting clients with education loan default remedies, but certainly the EOC staff is as busy as their counterparts in Upward Bound and Educational Talent Search.

Additionally, EOC recently completed the "Trend Study" for CSU's Academic Development Unit. It was determined that between Fall 2006 and Fall 2008, EOC was responsible for 759 applicants to CSU of which 523 or 68.9% enrolled. To date, EOC currently has 203 clients who applied to CSU for Fall 2009.

Project SUCCESS/Educational Opportunity Center at Chicago State University is here to assist community adults, 19 years and older, with career exploration and with the college-going process.

HELP US TO HELP YOU GET INTO THE SCHOOL OF YOUR CHOICE!

EDUCATIONAL OPPORTUNITY CENTER - CLIENT PERSPECTIVE

My name is Yolanda Harvey. I am fifty-eight years old and a recent graduate from Chicago State University (May 21, 2009). This is my story:

Three years ago, I decided to return to school after putting all three of my children through college. It had been a while since I'd been in school and I wasn't quite sure what to do. Things had changed quite a bit!

I attended a Board of Governors meeting to learn about their program designed specifically for adults. They gave me a lot of information, but they didn't explain exactly how to go about the process of returning to school. Thankfully, a Project SUCCESS Counselor was at that meeting and did a presentation about the services they offer to help adults. I signed up for the program and was contacted right away! I called and scheduled an appointment. From the beginning, I received direction and

encouragement from my counselor, Debra Fountain-Ellis. Not only did she encourage me, Debra helped direct me through the next three years of my journey toward a college degree. Today, I can say that I am truly blessed because I not only attended Chicago State, but I graduated with my Bachelor's Degree and was recognized as an Outstanding Senior.

I believe the best is yet to come. I am considering enrolling in a Master's Program and my goal is to work as a Hospital Chaplain. Thanks to Project SUCCESS, that goal is within reach. Therefore, I want to take the time to say thanks to Project SUCCESS and everyone else at Chicago State who has made my story a success. ■

Yolanda Harvey
Chicago State Graduate, May 2009

Dormitory Living in the 21st Century

What's it like to live in the dormitory at Chicago State University? (I was genuinely curious since there were no dorms there when I attended classes at CSU.) As I stepped off the elevator onto the 3rd floor of CSU's dorm, the first person I saw was Kwelan Kato pulling in a bed frame to prepare a room for the students. I learned that he and another young man who quickly appeared, Joshua Goodlow, are dormitory counselors (DCs). Joshua told me that he liked what he was doing and expected to make a good impact on someone's life. Knowing these young men had important work to do, I continued my self-guided tour down the hall, reading posters entitled, "What I Can Do to Save My Earth" and "Love Your Earth."

I wandered into an unoccupied room to see how today's college student really lives. In the main part of the room, there were two twin beds, two desks and chairs, a dorm-sized refrigerator and microwave. Just like one of my favorite television characters, Detective Adrian Monk, I had to see more to fully understand how twenty-first century dormitory living differed from my dormitory experience in the latter part of the twentieth-century. Okay, so students have to share a closet, but the bathroom has a shower stall, and a double sink vanity – that's progress.

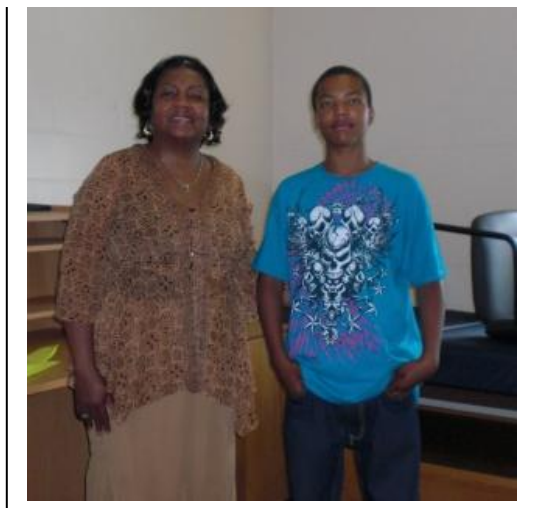
As I continued my tour, I arrived at room 360, undoubtedly a lounge/meeting area with a large screen TV, a seating area, a round table, a rectangular table and a second TV mounted on the wall with a sticker that said, "You are watching MTV U." Continuing on, I met 2nd year DC, Richard Brooks, who told me the major duties of a dorm counselor. He said, "I am a liaison between the Upward Bound, Educational Talent Search Program students and the staff of those programs. Specifically, I wake them up at 6:00 a.m. for exercise, bring them back to get dressed for the day, escort them to breakfast, then to class, followed by lunch, class again, then dinner, followed by study time and evening activities until the time they go to bed."

Now I'm getting somewhere, I'm learning about the supportive staff in place to monitor and assist students living away from home for three weeks—truly a transformative experience. I asked, "Where are the students?" I was told they were in orientation. Move-in time was 3 o'clock this afternoon. Well, I thought, what would Monk do? Find the students. I walked to the

(Dormitory Living continued on page 6)



Upward Bound Students gathered in the lobby of the dormitory while waiting for the next elevator.



Mrs. Brown assists her son, Mohammad, with getting settled into his dormitory room.



Kashmire Sangster (left) is warmly greeted by Dormitory Counselors Robert Humphrey and Seun Alabi.

Dormitory Living continued from page 5

Cordell Reed Student Union Building and listened in on orientation conducted by Upward Bound Associate Director, Anthony Lane. I heard him say, "Absolutely no hazing, curfew violations, male/female visitation, fighting or profanity is allowed. Friends are not allowed to visit, but parents are; we ask that parents give us a call so we can expect you." Mr. Lane went on to deliver expectations for order and cleanliness in the dorm room and good behavior in classes. He was assisted by staff members Katheryn Thomas, Katrina Millender and Nicole Williams.

Students moved from the orientation to the dormitory carrying pillows, comforters and suitcases. Most of the students had help from their parents and other family members. I could tell they looked forward to getting to their rooms. I then re-entered the dorm to talk to the new occupants. In room 371, I met Ms. Brown and her son, Mohammad. I asked Mrs. Brown how she felt about her son living in the dorm for the first time. She said, "I want him to have this experience of living in the dorm. It will prepare him when it's time to go to college."

As I moved quickly to catch other parents before they left, I met Shaquille Hillard and her mother along with several other relatives in room 309. Seeing them together crystallized the fact that moving into the dormitory is a family experience for some, an important step forward for all who are fortunate enough to have this experience. I rode the elevator down to the first floor lobby and met several other students who were waiting on the next elevator ride to the third floor. There was a buzz of excitement in the air.

After a few more pictures, I felt satisfied that I had sufficiently explored the dormitory experience of moving in. I met students, parents, dorm counselors (Monica, Regina and Monique Atkins, Seun Alabi, Enise Hulon) and saw the busy Upward Bound Staff in action. I got the scoop in orientation about the do's and don'ts of living on campus. I saw the posters that told what we could do to "Save the Planet" and "Dare to Go Green." They became more than catchy slogans, they set the tone for the "Going Green" summer theme. I really got the scoop, just like my favorite TV detective, Monk, always does. However, my assignment was so much more pleasant. I learned that dormitory living at Chicago State University is a good home away from home. ■

RESIDENTIAL COMPONENT PREPARATION

The Dormitory Counselors (DCs) are the college students who supervise the activities of the students throughout the Upward Bound Summer Program. They not only supervise the students in the residence hall, the classrooms, on field trips, etc., but also provide academic support. The DCs have completed at least two years of college with minimally a 2.5 GPA in the area in which they tutor. Many of these individuals are CSU students.

As a group the DCs complete an intensive one week orientation facilitated by Ms. Katrina Millender. The presenters, most of whom are student service professionals on CSU's campus provide expertise on a wide range of topics. The following lists the topics and presenters for this summer: "Going-Green," Jamille Watkins-Barnes; Residential Life, Alexandria Richmond; Sexual Harassment in the Workplace, Robin Hawkins, Labor & Legal Affairs; Team Building, Robert Warner Jr., School of Graduate and Professional Studies; Conflict Resolution, Michael Edwards, Counseling Center; Americans with Disabilities & Students Attending Post-Secondary Institutions, Dr. Kendra Holzer, Abilities Office; Maximizing Leadership, Dr. Yvonne Patterson, Counseling Center; Thompson Hospitality, Amenia Commander; Moral, Legal, & Ethical Responsibilities, Darryl Harris, EOC Counselor; Worker/Client Relationships, Nayshon Mosley, Educational Talent Search; CPR Training, American Red Cross; and Safety and Emergency on Campus, CSU Police, Lieutenant Sharon Robinson.

Thanks to all for their generosity of expertise and time.



Upward Bound student, Shaquille Hillard bids her mother a cheerful goodbye as she begins a 3-week residential experience in Chicago State University's Dormitory.

TRIO's Green Future

After an invigorating summer with our focus on going green, the question before us is, "Where do we go from here?" Having introduced our students to a broad overview of what going green means and how human activity has affected the quality of life on earth, the next phase involves drilling down a little deeper into the areas that we touched on this summer.

We remained faithful to Upward Bound's original intent which includes academic skill building, standardized test preparation, tutoring and mentoring. But to what we traditionally strive to accomplish, we will provide the students with an opportunity to acquire a deeper understanding of the observations that were made. For example, during the academic year we will have more time to visit places and interact with members of the green work force. There is an old adage that says, "A child can't be what a child can't see." We intend to provide the students more opportunities to see people working in careers that are conserving and protecting the environment. The Trio programs will continue to encourage students to broaden their consideration of career opportunities to include green jobs.

In phase 2 of our green journey, our students will form teams and work on projects. The projects will include observation, experimentation, and presentation—sharpening those skills along the way. Phase 2 will also include an outreach effort to the community. Perhaps we will sponsor our own Green Day and share with our parents, friends and supporters what we have learned about conservation.

As we look forward to Phase 3 of Going Green in the 2010 Summer Instructional Component, we anticipate another fun filled, exciting summer that will enhance and improve on what we have accomplished this summer. By next summer, Green Technology initiatives that are being invested in today may be visible and operating in the environment and provide new places to see and things to do. Friends and supporters that we've met along the way may have new ways of engaging our students. One thing is sure--there is no shortage of things to learn about living green or innovative ways to implement our objectives. So the Trio Programs will be Going Green programmatically at least through the end of 2010—but considering the impact this summer has had on our students and staff, there will most likely always be some element of "Going Green, going on." ■

Lecture Series continued from page 2

Environmental Justice—Citizens' response to the disproportionate impact of environmental hazards on poor and minority communities (J. Barnes, presenter)

Green Homes—A discussion of environmentally sensitive building constructions developed by the city of Chicago, describing building materials and products used in Smart Homes. (J. Barnes, presenter)

Solar and Wind Energy: A discussion of Soar, Wind and other renewable energy sources, its use in existing plants and facilities throughout the States. (J. Barnes, presenter)

Chicago Center for Green Technology and Botanic Gardens Trip Review—A pictorial review of the questions to which students responded during field trips to the Chicago Center for Green Technology and the Botanic Gardens. (J. Barnes, presenter) ■

AT&T Cell Phone Recycling Program - Old cell phones can help U.S. Military Men and Women stay in touch with their families. In another partnership with AT&T, the Upward Bound Program Students are collecting old cell phones. For each phone turned in, AT&T will issue phone cards to those in military service. Bring your old cell phones to the EOP/TRIO Office in Douglas Hall 2nd Floor Suite K. To have a cell phone picked up from your office, contact Ms. Katheryn Thomas at ext. 2590. The last date for donations is August 31, 2009. ■



Teaching Green

The 2009 Summer Instructional Component (SIC) Instructors were exceptional. They were an effective blend of veteran and new teachers who together created an integrated curriculum that advanced the “going green” theme. They were teaching green with excellence. Some instructors were well versed in green technology, scientific methods, and environmental issues; others researched the subject and found excellent ways to adapt their areas of specialty to the going green theme. Each teacher found ways to enhance the students’ academic experience with hands-on, interactive activities and observations.

The science teachers offered an extraordinary contribution to SIC 2009 by providing students with a scientific basis to enhance their understanding of elements of the ecosystem, including water, life and plant forms. Our biology teacher, Ms. Lanissa Jones-Spears had the students view the microscopic differences in water samples comparing samples from the lake, rainwater, and tap water. Mr. Kenneth Bennett, our chemistry teacher, showed the students how to study various biomes including fresh water and caves. He, too, was helping students learn about the laboratory methods and procedures. With the assistance of Ms. Kimberly Andrews of Chicago State University’s Greenhouse, Ms. Jones and Mr. Bennett took their classes to Chicago State’s own prairie. There they studied the life forms in the prairie, as well as how to maintain a prairie. Prairie maintenance involves clearing predatory plants so that the desired plant life will thrive. Our Upward Bound students helped CSU maintain the prairie while earning service learning hours to meet the students’ Chicago Public School graduation requirements.

The engineers who worked with us this summer also did an outstanding job. Instructors Sean Phillips and Jason Coleman came to us from Project Syncere, a consortium of young African-American engineers dedicated to showing students how science can be fun and interesting. Their approach was through hands-on kit building with instructional support. During the summer they built fuel-cell cars, solar powered water heaters, and experimented with robotics. Students were fully engaged and worked hard learning the language of science and technology as they built their projects. Then they put their projects into action observing and measuring the results.

While these represent some of the highlights of the summer, each teacher stepped up to the challenge in amazing ways. The math teachers demonstrated to the students that math is the basis of all activity, and connected mathematical principles to the going green theme. Examples of math applications included

(Teaching Green continued on page 10)



Scenes from field trips to Garfield Park Conservatory, Center for Green Technology, Environmental Protection Agency, and Chicago Botanical Gardens and Chicago State University’s Prairie.



Tripping Green

The summer included several excursions or field experiences that combined observation, gathering data, and having fun. Students had brand new experiences, going places and seeing things they had never seen before. For example, students saw 300 ft wind turbines creating energy on a Horizon Wind Farm in Bloomington, Illinois. On our trips, the students had an opportunity to personally see and touch elements of green living and green technology, as well as meet people who work in green careers.



The line up of trips for the Summer Instructional Component 2009 was designed to enhance the topics the students were studying in class and lectures. Students visited the Chicago Center for Green Technology to learn how to build a more environmentally sensitive city. The Center was originally an industrial site that was tremendously polluted and had been abandoned by its previous owners. The City of Chicago took possession of the property and began a clean-up process that took 18 months and 9 million dollars. Today, this site is one of the most energy-efficient sites in the country having received a LEEDS (Leadership in Energy and Environmental Design) rating of Platinum. Students took a detailed tour of the facilities, were engaged, asked excellent questions and impressed the Chicago Center for Green Technology Staff with their knowledge of the topics.

The Garfield Park Conservatory gave students an opportunity to see, touch, and experience plants, flowers, and trees from all over the world. Highlighting the beauty and diversity of plant life is the central purpose of Garfield Park Conservatory, but it is also important in demonstrating in a potent way that plants are living creatures that are affected and responsive to their environment. It was amazing to watch our students line up to touch the “sensitivity plant” a plant that curls up immediately and appears to be dead when touched. This odd and dramatic response is a defense mechanism that protects this plant from its predators. Further, it was a treat to see limes, bananas, and other fruit growing on trees right before their eyes.

The Going Green Theme of the summer addressed a broad range of green activity so the next week found us downtown inside the Dirksen Federal Building where the Environmental Protection Agency (EPA) is housed. The EPA is charged with protecting our environment from harmful pollutants that may be injected into air, water, or land. During this tour, the students put on the eye protective gear and walked through the laboratories where these investigations take place. They saw and spoke to the chemists at work and saw the equipment they used.

We are confident that there will be a few new engineers added to the workforce as a result of our engineering class who had a marvelous summer exploring green technology through hands-on experience and kit building. Their classroom experience was enhanced by a trip across campus and across the street from the university to visit Chicago State University’s Center for Alternative Energy Technology. There, they had chance to see energy technologists at work and hear from our own Dr. Justin Akujieze, himself a pioneer in fuel cell technology.

Finally, the summer would not have been complete without a trip to one of the most beautiful places on earth and that is the Chicago Botanic Gardens, which features 8 islands of plant life. While there was so much to see and do at the gardens, there was a priceless moment right after lunch and before the tours began. That was a moment in the picnic area which included a wide open space surrounded by a beautiful grove of trees. Students found themselves playing tag, hiding behind trees, foot racing, laughing and really enjoying the moment. It was as if the green environment had unlocked the pent-up energy from the cool, complaining nature of many teenagers and allowed them to freely and fully appreciate a naturally beautiful space. Back in the day there used to be a saying, “You must be tripping,” for people who were acting a little strange. Our students had a wonderful summer tripping green! ■

Student Perspectives

My View of Going Green

By LaShaundra Neil

Going green is something that is often heard in the media, entertainment and daily conversations. Going green is a big part of everyday conversations. Why you ask? Well going green can save the world and generations to come. Some of the world's most beautiful landmarks are being destroyed due to complications with the ozone layer and environmental issues. Here are a few tips that will not only save us, but also help restore the once totally green and beautiful Mother Earth.

The first step to going green is to reduce. Humans use a lot of unnecessary products and consume extremely too much. We waste everything from food to gas. We take large amounts that we know we cannot use in the time frame it needs to be used. By reducing our consumption of energy and food each year, Americans could save enough money to help scientist find cures for diseases and help the government increase financial aid. So the first step to going green is to reduce.

Recycling can be of great help. If we recycled not only would we save, we would have cleaner air. We wouldn't have to dump all the toxins and chemicals that we consume and produce into water and landfills.

We could build new parks, help other countries with all the money we save and really invest in our country for the better. Recycling could help generations to come and we all could learn a lesson from it. So recycling is the second way to go green.

The last way to go green is to reuse. Reuse is really a crucial part of all of it. To reuse would be the best thing to do. If we collectively started to reuse things, not only would we save much needed money, we would also reduce consumption of products. Americans waste countless dollars on nothing. For example, a plastic topper can be used several times when taken care of properly. We can also reuse aluminum foil. As you can see, reusing can really help use reduce and recycle.

In conclusion, going green can help not only us, but generations to come. Reduce, reuse and recycle are the top three ways to really save and go green. If we start this immediately, the world will change tremendously in the next five to ten years. Just think of it this way--your grandchildren deserve it. ■

(Teaching Green continued from page 8)

investigating the growth of bacteria, energy usage, and other applications. The English teachers incorporated the theme into their classes as students read and wrote about aspects of the green movement. The computer teacher, Ms. Lydia Sheppard, taught students to prepare Word and PowerPoint documents with green themes, while the Spanish teacher shared her personal experience of living in Mexico where the water is polluted and shared how that issue affects life in Mexico. Dance, theatre and art classes incorporated the theme into their artistic presentations and the students of the radio/TV/ and filmmaking classes helped pull it all together for a final presentation in the awards ceremony.

These dedicated and energetic teachers deserve high praise for working tirelessly to make the 2009 SIC second to none. We were pleased but not surprised when our students were on point with intelligent questions and correct answers at the offices of the EPA and the Chicago Center for Green Technologies. In both places, their staff were impressed with our students and commented positively on their knowledge of the issues and their respectful behavior. Congratulations and many thanks to our wonderful teachers and staff. ■

Student Comments

How Does ETS Prepare Students for College? As a Participant, Do You Have Advantages over Non-Participants?

By being in ETS, we get to go on a college tour at the end of the program. Visiting different colleges can help us determine which college we want to attend. Going to colleges now helps to get an idea of what programs that college offers in supporting your major.

- Brandon Holmes

ETS makes me want to focus more in school so I will have a chance to get a college education. They talked to us about writing personal statements for colleges and how that's the time to explain why you have the GPA you have if it is low.

- Jordan Waldrip

I think if I had heard about this program a little earlier, I would have told my friend before she went to Texas this summer. If I get a chance to talk to her, I'm going to tell her how great it is and how I'm getting a great head start on my future. My friend should come with me next summer.

- Demetia Brown

ETS prepares me for college by showing and giving me college life experience. ETS provides me with academic, career and personal counseling as well as tutoring services, mentoring programs and exposure to college campuses.

- Briana McCoy

My goal is to get what I can out of the ETS Program, from knowledge to financial help. That way I can achieve my goal of earning a Ph.D. at Savannah State Univ.

- Akila Taylor

The ETS Program obviously prepares students for college in all of the necessary ways. Having this extra help benefits me more than students who are not in the program. I've learned what to expect and what to do to try my best at succeeding and getting to the college of my choice.

- Casey Bailey

The ETS Program also mentors me into the right path. To be mentored is to be blessed because the people that mentor you have been through what we're going through now with gangs, school and college.

- Stanley Rounds

Educ. Talent Search is a special program that helps students to prepare for the challenging ACT test. This ACT prep class prepares me by giving helpful advice and giving hands-on lessons on how the ACT looks.

- Paisley Owens

During the summer, students are most likely to forget important information they may need for the next year. ETS is an insightful and fun program that helps students not only prepare for their last years of high school, but helps them prepare for college.

- Davron Boyd

The college tours, as well as the ETS Program offers interactions with different kids from different areas and this interaction can be used to build moral character and slightly diversify a student.

- De'Vante Marshall

I have a lot of advantages over non – participants in so many different ways. For instance, I get to see how college is while everybody else is wondering how it is.

- Demi Green

Student Feedback

Note: One of the Upward Bound (UB) and Educational Talent Search (ETS) field experiences was to the Twin Groves Wind Farm near Normal, Illinois. The ETS group actually arrived to the site on time, took part in the formal presentation, and was able to take full advantage of the experience. On the other hand, the bus carrying the Upward Bound students broke down about 3 miles from the site. To the rescue, one of the wind farm's tour guides came to the bus and gave a presentation to students. They never got to see how the turbines were built and how they function, but after bus repairs, students were able to actually see the miles of corn fields with the giant turbines. The following excerpts from their essays detail their story and much of what they learned about Twin Groves Wind Farm.

Field Trip to EDP Renewables Company

Today we left Chicago State University preparing to go to the Twin Groves Wind Farm. Unfortunately, we were unable to make it to the actual farm because our bus broke down. So our tour guide had to come to us. However, experiencing these technical difficulties, we were still given some information.

- Lakretia Henry

The Horizon Wind Energy Company is owned by EDP, a global leader in renewable energy. Each of their projects has contributed to the understanding of what makes a wind farm work well for landowners, communities, energy companies and the public.

- Lydia Hope

Although we weren't able to tour the farm because of transportation inconveniences, I received information that will satisfy my interest in the wind farm.

- Ayla Jenkins

Twin Groves Wind Farm built these wind turbines by: Finding a windy site with nearby electricity transmission lines, partnering with land owners, measuring the wind, researching the transmission grid, selling the electricity, performing environmental studies and finalizing the project's design and obtaining permits, etc.

- LaVance D. Johnson

The Horizon Wind Energy has wind farms throughout North America. There are over 20 offices across the United States. We visited the one in Bloomington, IL. The name of the wind farm we visited is Twin Groves Wind Farm.

- Asiah Henderson

Wind is one of the three ways to use clean energy. Wind alone can produce up to 396 megawatts of energy alone. Since we're learning about "going green" at Upward Bound, we went to Bloomington, Illinois. Here today, we're going to learn about many things. These things include: how the wind turbines were built, why they were built and who built them.

- Dakota Fitzhugh

Madison Wind Farm was the first commercial wind farm in New York. Horizon bought the 11.5 MV project from PG&E Corporation in 2005 to complement Horizon's ownership portfolio. Prairie Star Wind Farm is a 100.65 MV project located in Mokler County in Southwestern Minnesota has 16,000 acres of farmland.

- Deidra Bond

EDP Renewables' Headquarters is in Houston, Texas and has over 20 offices across the United States. Over 250 highly qualified employees work at Horizon.

- Quintussia Smith

Student Feedback

Although in Chicago we call it the Windy City, Horizon Wind Farm in Bloomington, IL is very rural and provides the space needed to host wind turbines where they don't disturb home and businesses.

- Alfie Davis

Horizon has developed more than 2,000 megawatts and operates over 1,500 megawatts of wind farms. Horizon is currently making a portfolio of more than 10,500 mw an hour in a dozen states. Horizon is owned by EDP, the largest utility in Portugal.

- Meka Matthews

Our tour guide said that they had to bring in a million ton mechanical crane that could lift the tower and rotor blades. There is also a smaller crane that helps. Because the rotor and the rotor blades are attached, the smaller crane assists below to keep one of the blades from being in the dirt.

- Tela Davis

Wind Energy helps offset the negative environmental effects of traditional electricity generation. Wind farms displace the emission of carbon dioxide. It contributes to climate change such as sulfur dioxide (acid rain), nitrogen oxide (smog cause) and mercury, which causes neurological damages.

- Jocelyn Richardson

Once you have those three things, sampling of the soil occurs to figure out what kind of foundation is needed in that particular spot. The holes are dug 8 feet deep and 60 feet wide. After the hold is dug, it is filled with concrete; a rebar is placed to reinforce concrete. Once the base was finished, workers backfill dirt. The entire process takes at least 3 to 4 weeks.

- Kiera Adams

Workers monitor the wind for one to two years to determine the characteristics of the wind resource such as speed and direction during all times of the day, everyday of the year. They correlate their readings with other nearby data sets to make long-term estimates of wind speeds, at the site. Understanding the wind resource is essential to estimating the amount of electricity that can be generated at the site.

- Jakia Neeley

The wind machines are approximately 300,000 cms. off the ground. Over 300 landowners own the land, so the land is private. Horizon has wind mills in New York, Oklahoma, Minnesota, Oregon, Colorado, California and Illinois.

- Jesenia Hayes

There are 240 windmills. The total height of the turbine, with its rotoer in the 12:00 position is 410 feet. More than 300 landowners with roughly 22,000 acres of privately owned land participate under long-term leases and easement options that cover turbines and access roads.

- Debres Esters

The turbines are 1,000 feet away from Twin Groves, which produces 396 megawatts of clean energy. It can power approximately 120,000 Illinois homes.

- Kiarra Howliet

Student Feedback

If we would be able to get the full effect of the trip, I think I would have enjoyed it. Up close the turbines are huge! I never knew how much time and effort it took to uphold a wind farm. It's not like the typical farm, but it still takes time.

- Shani Phillips

...Wind farms displace the emission of pollutants such as carbon dioxide, sulfur dioxide, etc. By supplying the power from a clean, renewable resource, wind energy keeps the environment clean for future generations.

- Christina Spraggins

Horizon Wind Energy develops, constructs, owns and operates in order to keep the rural economy healthy and provides stable electricity. Land owners get annual payments for leasing their lands to the Horizon Farms.

- Ajanee Moragne

Twin Groves Wind Farm includes farmland in the Arrowsmith, Cheney Grove and Dawson Townships. The land is primarily used to grow corn and soybeans.

- Timothy Riley

Based on average EPA reported 2004 emission rates, a wind farm the size of Twin Groves prevents the annual emission of approximately 690,000 tons of carbon dioxide, nearly 1,000 tons of nitrogen oxide, which causes smog, nearly 2,500 tons of sulfur dioxide and keeps nearly 300,000 cars off the road.

- David Riley

Windmills are owned by landowners. The windmills are randomly spaced out 1,500 feet from occupied residences because of disturbances such as mechanical noises.

- Larrita Bryant

The Horizon Wind Farm was created to enhance rural economies provides stable electricity pricing for consumers, diversifying the United States' energy supply and protecting the environment. Energy security, clean power and economic development are key targets of why Horizon Wind Farm was created also.

- Javon Johnson

Horizon works with land owners to minimize disturbance to the land and make sure we return the land to its initial integrity. The main components are the tower and the nacella (machine housing atop the tower).

- Crystal Jordan

To conclude this, I learned a lot. Honestly, I always thought that the windmill was something to help clean the air. As you see, I have learned a lot. I think this trip was a good experience.

- LaShaundra Neil.

Operations Staff Acknowledgement

From an operational standpoint Ms. Bobbie Steward, Cashiers Office, Danielle Broadwater, Residence Life, and Amena Commander, Thompson Hospitality and their staffs deserve special thanks for their care in serving the Upward Bound and Educational Talent Search students.



Upward Bound Students proudly wear awards medallions (left). Associate Director, Anthony Lane recognizes instructors at 27th Annual Awards Ceremony (above and below).

Upward Bound Awards Ceremony

Teenage performers with vivacious energy were the highlight of the Upward Bound Programs Awards Ceremony on Thursday, July 23rd. This annual culminating activity held at Breakey Theatre has become an event not to be missed. Students expressed their going green message through music, dance, film, photography and theater.

One of the highlights of the 27th Annual Awards Ceremony was when each Upward Bound Student was called to the stage to receive an award for academic excellence or exceptional effort in reading, math, computer, English, Spanish and science. Award medallions were the jewelry trend of the night for male and female students--and they wore them proudly. Teachers and Dormitory Counselors were also recognized with Certificates of Appreciation for rendering exceptional service to the students



Track-way...A Set of Footprints Left in Soft Earth by a Life-Form was the evening's "edutainment" theme. Students in the radio and television production class performed skits called "Soon No Longer Fiction, Part I & II; the UB Dancers" performed "Down with the King, Mercy, Mercy Me" and Reduce, Reuse Recycle." The theatre and drama class presented, "Its Not Easy Being Green." We were further entertained by a short film, 24 Hours, produced by the digital filmmaking class. Upward Bound Alumnae, Monica, Monique and Regina Atkins, recited an ever so appropriate poem entitled "Who's Gonna Save Me?"

Engineering students and teachers put a different spin on "What I Did This Summer" with a video about green technology featuring Upward Bound students in action. Once they return to school in the fall, the students will have a lot to say about **their** summer activities.

All the planning and rehearsing for this program by co-curricular teachers: Apache Wakefield (Art), Caryn Cleeland (Radio/TV), Jason Coleman & Sean Phillips (Engineering), Jesema Martin (Dance) and Monique Smith (Digital Filmmaking) brought this program to life. Chicago State University's own Breakey Theatre technical staff, Darryl Goodman and Darius Woolfolk, provided their usual exemplary service to the Upward Bound Program.

Of course, a student performance is nothing without its appreciative audience of family, friends and staff; but in one summer night, we witnessed creative expressions of what going green really means. Curricular and co-curricular learning converged with one of our most precious resources, energetic students, to produce a night of music, dance, film, photography and theatre we'll never forget. ■

Directory

The Office of Educational Opportunity Programs/TRiO

Douglas Hall 2nd Floor,
Suite K
9501 S. King Drive
Chicago, Illinois 60628-1598

Office Hours: 8:30a.m.-
5:00p.m.

Phone: (773) 995- 2566

Fax: (773) 995- 2591

Website: www.csu.edu/trio

Dr. Carol O. Carson-Warner

Executive Director

Phone: (773) 995-2566

Email:

rwarn454@aol.com

Email: ccarsonw@csu.edu

Mr. Eddie Donald

Office Administrator

Phone: (774) 995-2371

Fax: (773) 995-2591

Email: edonald@csu.edu

UPWARD BOUND I & II | PROJECT FAME

Mr. Anthony J. Lane

Associate Director

Phone: (773) 995-2589

Email: alane@csu.edu

Mrs. Katheryn R. Thomas

Assistant Director

Phone: (773) 995-2590

Email: Kthomas2@csu.edu

Ms. T. Katrina Millender

Counselor

Phone: (773) 995- 4472

Email: tmillend@csu.edu

Mrs. Benita Smith

Specialist

Phone: (773) 995-2566

Email: bsmith25@csu.edu

EDUCATIONAL OPPORTUNITY CENTER

Mrs. Debra L. Fountain-Ellis

Assistant Director

Phone: (773) 995-2371

Email: DLFountain-Ellis@csu.edu

Mr. Darryl H. Harris

Counselor

Phone: (773) 995-2371

Email: dharris@csu.edu

Mr. Brian F. Johnson

Counselor

Phone: (773) 995-2371

Email: bjohns25@csu.edu

Mrs. Delores Cresswell

Clerical Support

Phone: (773) 995-2371

EDUCATIONAL TALENT SEARCH

Ms. Nayshon T. Mosley

Coordinator

Phone: (773) 995-2574

Email: nmosley@csu.edu

Email: ms_mosley_03@yahoo.com

Ms. Nitoya D. King

Counselor

Phone: (773) 821-2793

Email: nking23@csu.edu

Ms. Kenya Weaver

Clerical Aid

Phone: (773) 995-3859

Email: kweaver@csu.edu



Chicago State University is one of over 1,000 higher education institutions and agencies offering Federal TRiO Programs, funded by the U.S Department of Education. In 1965, Congress established a series of programs to aid low-income Americans enter and graduate postsecondary education under Title IV of the Higher Education Act. TRiO programs help students overcome class, social and cultural barriers to higher education by providing a myriad of services to individuals beginning with 6th graders. At Chicago State University, in the Office of Educational Opportunity Programs/TRiO, community residents can find academic, tutoring, counseling, college visits, cultural enrichment and motivational activities for their youth. High school seniors and adults can receive career information, GED referral, assistance in the completion of college admissions applications and financial aid forms, scholarship information and assistance to reverse defaulted student loans.