

To: The Village of Oak Park President and Board of Trustees

From: Carolyn Browne

Date: March 16, 2009

Subject: The Development of the Lake/Forest Property

While shopping in Whole Foods grocery store the other day, I paused at the refrigerator magnet rack to drink in their positive messages. I was immediately struck by the magnet with a quote from Mahatma Gandhi: "Be the change you wish to see in the world". This was, of course, quite disturbing as I was really just looking for something that involved little positive imagining. However, no matter how many times I twirled the rack the same message popped: "Be the change you wish to see in the world..."

So, no escaping it, here I am. One change I'd like to see in the world is more people taking an interest in, and involvement in their government – at every level.

Another change I'd like to see is the Village Board's approach to the Lake/Forest property. The current approach of heavily subsidizing a development project will cost the citizens of Oak Park a small fortune and will not have the economic impact necessary to justify the expenditure. Further, the proposed redevelopment project runs counter to the creative, vibrant, future oriented spirit that is Oak Park.

Repeatedly Oak Park has been in the vanguard of positive change. The Lake/Forest property offers a sterling opportunity for the Village to, once again, assume a leadership role in demonstrating how "thinking outside the box" can produce amazing results.

I understand that you are accepting alternative proposals for the Lake/Forest property. I've attached mine for your consideration. I urge you to evaluate all proposals on their ability to respect the traditions of Oak Park and, simultaneously, provide for the future through increased employment, the generation of revenue streams, and the stimulation of vibrant, future oriented economic activity.

Thank you for your time.



Carolyn N. Browne
100 Forest Place
Oak Park, Illinois 60301

Proposal for the Lake/Forest Property

The Village should:

- Rename the property: Suggestions include the Renaissance Center; Areopagitica (John Milton's essay on freedom); create an acronym from the names of Oak Park notables; name it after a visionary.
- Completely refurbish the existing building. Currently it is an eye sore that does nothing to help the property values of the community or attract new business. Open up the front of the building so interior activity is readily apparent. The "Renaissance Center" would become the address for all groups working on projects designed to address the long term goals of the Village.
- Hire a team of expert researchers and city planners to mine the internet for visionary and successful development ideas. As projects are identified they can be show cased for citizens to drop in, examine, and comment upon. The comments should be created and submitted using on-site computers, then synthesized, and presented to the Village Board and the community on a web site. Blogging responses should be available.
- Tap into the Illinois, and the nation's enormous reservoir of human resources. Set aside space for a task force of individuals on the cutting edge of architecture, energy , e-commerce, engineering, art, politics, finance, health, education, the environment and others whose talents are necessary to create a development that will meet the stated criteria of *respect tradition, create employment, generate a substantial revenue stream, and stimulate vibrant economic activity*. This task force needs members with a long reach. They need to have knowledge of, and connections to our institutions of higher education where cutting edge research is being conducted as well as institutions where tomorrows answers are being created today. Their work should be translated into graphic form and be available for citizens and students to ponder, evaluate and weigh in on. Webinars can facilitate the work of the task force. They would evaluate the results of the "internet mining project".
- Make Oak Park's planning staff available to assist them with information and clerical support.
- The refurbished space should also serve as a "drop in facility" for citizens of the village who have ideas, or posses a talent they would like to share. To this end, the extensive net work of Citizen Advisory Commissions should hold their meetings in the Renaissance Center. Also, collaboration with the Oak Park Township, School Districts 200 and 97, the Library, Rotary, the Chamber of Commerce and other organizations when setting goals is essential. This collaborative process can be facilitated from the "Ren Cen".
- Hire a specialist to develop revenue streams for the cutting edge projects. Considerable grant writing ability, as well as a significant understanding of the government funding process would be required.
- The generation of proposals should involve the youth of Oak Park. This group, under the direction of a project facilitator, should have designated space in "the renaissance center". (Attached is an article on "Service-Learning" and methods of funding such programs.)
- Establish an Illinois Renewable Energy Collaborative (similar to those in other states) and give them space in the Renaissance Center. Facilitate their work, and display their work.

The *immediate* goal of the "Renaissance Center" will be to serve as a launching pad for an innovative design and rebuilding of the Lake/Forest Property. One *long term goal* is to generate information and ideas that can be implemented across the community. Another, even larger goal, is to create an environment that encourages citizens to see themselves as responsible for the health and well being of their community as we move confidently into a future that will only marginally resemble the realities of today.

Citizen Participation

Example

My Ideas for the Renaissance of Oak Park include:

- Build a cell phone tower in the village to improve reception. The tower itself should be a magnificent piece of art, paid for by AT&T or Verizon. The tower would be a bronze sculpture depicting highlights of Oak Park, Illinois, the United States. Themes could include traditional American ideals such as peace, human rights, equal rights for all, and a tribute to immigrants and so on. An international competition should be launched with submissions judged by the citizens of Oak Park as well as a panel of architects, artists, city officials and phone company designers. Citizens could view the proposed towers in the Lake/Forest Renaissance Center.
- The parking garage adjacent to the Renaissance Center should be redesigned, enlarged with more floors, and heated by solar panels that generate enough power to sell energy back to the grid. This money should be designated for the costs of operating the garage. Further, the garage should have special parking spaces for bikes, Segways, electric cars and any other form of energy saving vehicle.
- The Renaissance Center should be staffed with experts who can advise villagers on methods available for rehabbing their homes/businesses to make them more energy efficient. They should also be able to advise villagers of government programs that will assist in funding their activities and tax advantages. Students from the high school and local colleges and Universities should be encouraged to work with villagers to make these changes happen.
- Set goals:
 1. Inside 10 years, a minimum of 50% of the community will be using some sort of alternative fuel to heat and cool their homes and business establishments.
 2. Village hall will be a state of the art energy consumption facility by the year 2012.
 3. Inside five years all of the gas stations in Oak Park will be equipped to handle the needs of electric cars.
 4. All of the elementary and secondary public schools (and private if they wish to participate) will develop and employ a solar electricity system. This program is already under way across the country and we need to jump on that band wagon. Conversion will be completed by the year 2014.
 5. The Renaissance Center should be a mecca for those inspired to create positive change and share that knowledge with the world.
- Reach out to villagers whose expertise can be donated to the advancement of a vision of a more beautiful, financially sound, earth friendly community.

Name:

Carolyn N. Browne

Address:

100 Forest Place
Oak Park, Illinois 60301

Education:

Oak Park and River Forest High School – 1970

Albion College, Albion, Michigan -1974 Bachelor of Arts in Political Science

University of Arizona, Tucson, Arizona – 1976 Masters of Science in Urban Planning

DePaul University, Chicago, Illinois – 1998 Teaching Certification: Obtained teaching certification for Middle School and High School in Social Studies and Language Arts. Have been identified as “highly qualified” to teach World History, United States History, Economics, and Government.

Dominican University, River Forest, Illinois – 2005 Masters of Arts degree in Library and Information Science

Work Experience:

Practiced urban planning for the City and County of Wichita, Kansas.

Practiced urban planning for the American Planning Association, Chicago, Illinois.

Worked as a research editor for Playboy Magazine, Chicago, Illinois.

For the past 11 years I have taught Social Studies and worked as a Media Specialist for School District 212 at the West Leyden Campus.

Volunteer Activities:

Tutored children from Cabrini Green Housing Project for 15 years as part of the Partners in Education program sponsored by the Fourth Presbyterian Church, Chicago, Illinois. Created and generated funding for many programs along with working one on one with students.

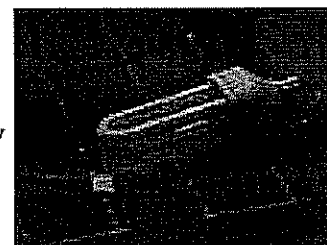
As a teacher at West Leyden High School I initiated the schools participation in the Model United Nations program and served as sponsor for several years.

SolarQuest™ 98

Learn and Serve America with Renewable Energy™

Summary of Informational Session Rhode Island Learning Circle Woonsocket High School

On the sunny day of June 10, 1998 a meeting was convened which drew attendance from at least seven different school systems in Rhode Island, five different organizations within the Rhode Island Renewable Energy Collaborative, as well as representation from the Northeast Sustainable Energy Association and the United States Department of Energy. These students, teachers and others individuals were invited to the first informational meeting of Project SunRIse in order to learn more about the educational use of renewable energy resources.



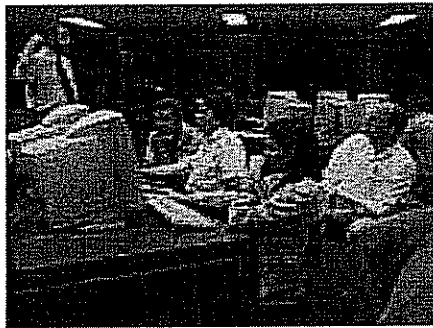
The day began with an orientation to Project SunRIse, a statewide effort to bring affordable solar electricity power systems to schools, homeowners and organizations in Rhode Island. In setting the context for the project, and the precedent for federal and state incentives, this orientation also detailed President Clinton's Million Solar Roofs Initiative. As well, a vehicle for empowering this level of technology transfer was unveiled -- SolarQuest -- an experiential, project based energy education curriculum designed by the EcoSage Corporation and facilitated via Internet.



The comprehensive introduction was followed by a workshop and sideshow detailing Project SunRIse's Solar Schools Initiative and providing information about photovoltaic systems hardware, installation requirements and overall economics as well as details of federal and state incentives for photovoltaic installation.



The remainder of the workshop gave attendees the opportunity to view educational materials through on-line tours of SolarQuest, the Internet-based Renewable Energy Resource Curriculum with information on SolarQuest '99 activities. This activity also presented in-service training opportunities for teachers and students as well as fundraising support for schools. Participants lingered through lunch and into later events through the day while learning about the Tour de Sol and Adventure Quests.

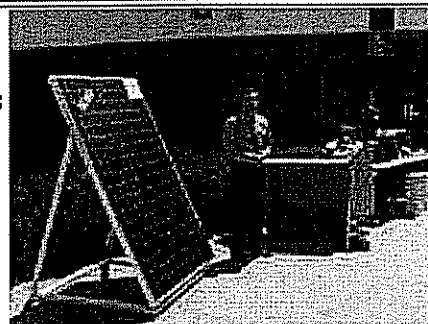


The afternoon began with a press conference publicly announcing Project SunRIse as well as a demonstration of photovoltaic technology that will be presented to Woonsocket High School, event host and a forerunner in developing educational programs on renewable resources in Rhode Island. Under the leadership of Mark Hopkins and Linda Jzyk, both teachers there, WHS has already demonstrated commitment to curricular presentation of issues and opportunities surrounding renewable energy use.



"As one who works closely with teachers to develop energy-related lessons, I am thrilled that the SolarQuest curriculum is available to help teach Rhode Island students about the value of renewable energy resources."

Todd McLeish, Blackstone Valley Electric/Eastern Utilities

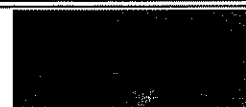


"The Citizens of Rhode Island have reason today to be very proud of efforts such as this that are underway as a result of the state's leadership role in utility restructuring. Project Sunrise's attempt to merge the President's Million Solar Roofs Initiative, photovoltaic technology, and an interactive computer assisted curriculum to help students in Math, the Sciences and Social Studies learn about renewable energy and the contributions that it can make to society today are exemplary."

Richard Michaud, United States Department of Energy

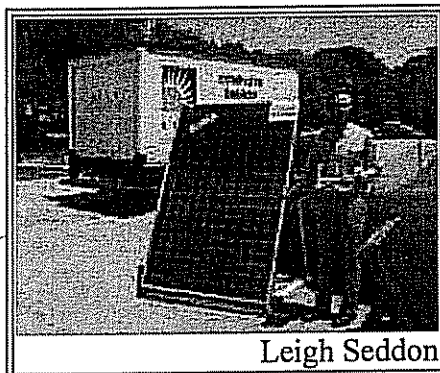


"Project SunRIse is a model for integrating renewable energy within a community development context. Solar energy is the best investment we



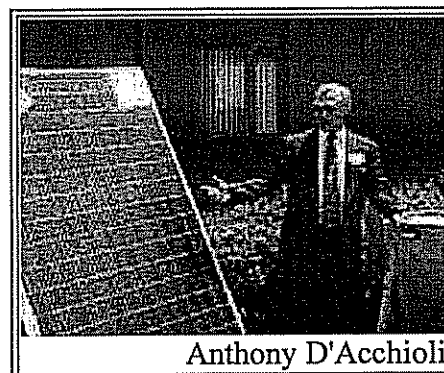
can make for our economy, for our children and for our children's children. By reaching out to children with solar energy as an educational resource, Project SunRIse leverages the community resources."

Tom Thompson, NESEA

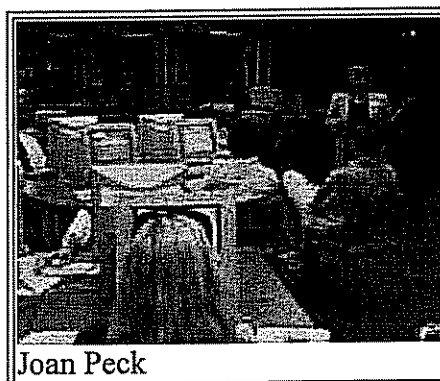


Leigh Seddon

Speakers at the conference included Leigh Seddon of SolarWorks Inc., Allan Baer of the EcoSage Corporation, Superintendent Anthony D'Acchioli of the Woonsocket School District, Richard Michaud of the U.S. Department of Energy, Peter Zschokka of Narragansett Electric, Todd McLeish of Blackstone Valley Electric, Vin Graziano of RISE Engineering. Each greeted the participants and members of the press following with a personal endorsement of Project SunRIse.

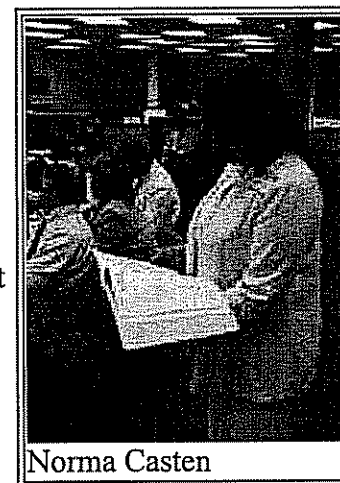


Anthony D'Acchioli



Joan Peck

Joan Peck of the Connecticut Energy Council (CONNECT) introduced further events with a presentation by Norma Casten and her students from Warwick Veterans Memorial High School detailing their work in the Savings Through Energy Management (STEM) Program. Among other things, this report found that the school could reduce electrical expenses by nearly 5% by implementing simple behavioral efficiency measures. Funding for this environmental audit was provided via an Energy Learn and Serve grant awarded CONNECT.



Norma Casten

A subsequent presentation was from Richard Hartman, a teacher from North Kingstown High School, describing his work with students to power 2 kW of classroom electrical demand from renewable energy. Among other activities, they have installed a system providing electricity from a windmill at present and from a photovoltaic panel in the near future. Funding for this program was also provided by CONNECT.

The day concluded with a discussion on Project SunRIse and goals for developing an action plan for creating a statewide program effort and initiating a 37 school tour in the fall of 1998.



Solar Schools

Overview

Virtual

Schoolhouse

School Index

Solar Energy

Data

Monitoring

System

Country Index

• United States

• Bhutan

• Bolivia

How PV Works

(video)

SolarQuest®

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The Solar School of the Month is Gallagher Middle School in Cleveland Ohio!

The Solar Celebration took place on June 1st. The local TV station and the

local newspaper were there; a number of local government officials and elected officials also came. We are getting the news out that solar electricity can work..even in Ohio..even on a rainy day...and you couldn't find a day with more rain than June 1st. It is a 1 kW system and information about how much electricity is being generated will be on the Web soon. For more details, go to [Gallagher Middle School's virtual schoolhouse](#) at [SolarSchools.com](#).



**Dawn
of the
Solar Era**

**A
Wake Up
Call!**

**BioFuels:
Science or
Fiction?**

**How can we turn
sun radiation
into automotion?**

LearningLinks™

UN Special Session on Environment & Development

On 26 June 1996, US President Clinton made a speech to the United Nation's Special Session on Environment and Development in which he announced a new initiative to increase the use of solar energy. He said,

"...We will work with businesses and communities to use the sun's energy to reduce our reliance on fossil fuels by installing solar panels on 1,000,000 more roofs around our nation by 2010...."

Million Solar Roofs

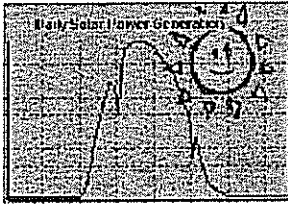
This statement launched the USA's Million Solar Roofs Initiative.

Register your school

By participating in SolarQuest™, students from around the world will take the lead in a renewed effort to power the 21st Century with clean energy resources and reduce greenhouse gas emissions. It all starts by enrolling in the SolarQuest™ curriculum and working toward the installation of a PhotoVoltaic system in your school. Here you will be able to read about what others are doing and tell us about your **Solar School** project too.

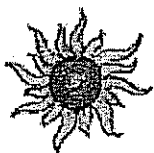
Please join us in this exciting educational journey to

transform our global energy future and to protect the environment!



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EcoSage is a Vermont-based private educational services company, creating experience-based environmental education programs in America's schools, with a curriculum structured around students' relationships to people in their community.

E*co*sage (e*co*saj) *n.* A student of profound, practical wisdom who follows the infinitely complex and diverse designs of nature.

[Read about the Global Digital Library:
Community Informatics for Rural Development](#)

[World Summit on Sustainable Development](#) in Johannesburg, South Africa. [The iNet News Team was there.](#) [August 2002]

[African / US Energy Ministers Meet again](#) in Durban, South Africa for the Second Africa Energy Ministers Conference. [The iNet News Team was there.](#) [December 2000]

[Village Power 2000 Team Bolivia](#) installs solar powered satellite based internet connection in the remote community of Porvenir. [October 2000]

[Solar Light for Churches of Africa.](#) The iNet News Team helps install solar systems in Uganda. [July 26-Aug 12, 1999]

[Operation Day's Work.](#) The iNet News Team participated in the Constitutional Convention for Operation Day's Work. [July 18-23, 1999]

[Adventure Tour '99.](#) Youth Leadership Weekend held by the Michigan Community Foundation's Youth Project. [June 24-27, 1999]

Top Stories

- [Investor Interest in Renewable Energy Sector Expands Globally](#)
- [Consumers Continue to Demand Environmentally Friendly Cars and Automakers Respond with Electric, Plug-in Hybrids and Flex-Fuel 'Green' Vehicles](#)
- [Utopian Novel with Ecological Theme by Alex Shishin](#)
- [GetHydroPower Reports Nearly 2x Highway Mileage Boost in Recent Tests](#)
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- [New Energy Bill: Reducing Our Dependence on Foreign Oil](#)
- [Decline in global oil production and rising energy demand calls for international energy policy](#)
- [Shell cuts proven reserves of Oil](#)
- [AEP Part of e7 Project To Construct Micro-Hydro Turbine in Bhutan](#)
- [AEP leads e7 program to install wind turbines in Galapagos](#)
- [Kyocera Supplies 2.4](#)

The National Town Meeting for a Sustainable America. The iNet News Team has been to Detroit, and the Youth Delegates were heard! [May 2-5, 1999]

Join students from around the world in the quest for sustainable energy in the 21st Century.

MW Solar to California Fairgrounds

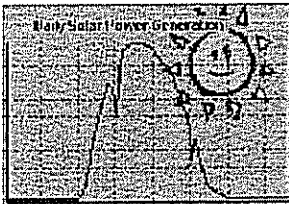
- Outcomes of the Joburg Summit
- Breath of fresh air: e7, an NGO with a grassroots approach
- Porvenir Instalación
- NTM: Poetic Reflections and Sustainable Phenomena

... more news ...

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Home > Teaching and Learning Strategies > Service Learning

Service Learning

Introduction
Articles
Recommended Reading
Related links

Introduction by Kate McPherson

Service Learning is a method of teaching through which students apply their academic skills and knowledge to address real-life needs in their own communities.

Service Learning provides a compelling reason to learn, teaches the skills of civic participation and develops an ethic of service and civic responsibility. Service learning increases motivation and retention of academic skills as specific learning goals are tied to community needs. By solving real problems and addressing real needs, students learn to apply classroom learning to a real world context. At the same time, students provide valuable services to schools and communities.

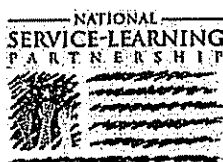
Community Service vs. Service Learning: Service learning projects emphasize both the service and the learning. By applying classroom content to community settings, service-learning is a way to provide more authenticity and purpose for classroom learning. By contrast, community service emphasizes the habits and skills of volunteerism.

Application:

Teachers, schools and districts throughout the country have implemented service learning.

Districts are thoughtfully connecting service learning to their overall school improvement efforts. The Education Commission of the States has a web site which documents efforts underway in districts in five states:

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advancing service-learning as a core part
of every young person's life and education.*

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WHAT'S NEW

Service-Learning Blog
The online voice of the
service-learning community.



2009 National Learn & Serve
Challenge: October 5-12, 2009
More information to come

✈ Apply to be a State Farm®
Youth Advisory Board Member
Deadline: March 31, 2009

✈ State Farm® Award
for Service-Learning
Excellence in
Teacher Education

✈ Vote for your favorite
entry in the Youth
Changing the World Through
Service-Learning
Multimedia Showcase

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- > Policy Advocacy
- > W.K. Kellogg Youth Innovation Fund
- > Service-Learning Young Professionals Network
- > Research
- > State Farm Good Neighbor Service-Learning Initiative
- > Professional Development Providers Network
- > Online Newsroom
- > State Farm Good Decision Credit Awareness
- > Learn & Serve Challenge
- > Awards and Recognition
- > Service-Learning Leaders Circle
- > Service-Learning United Advocacy Coalition
- > Member Directory



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Mundelein High School student Ryan Menary, 16, sorts recyclable items that he and his family generated over a week as part of the Volunteer Simplicity project. DAVID TROTMAN-WILKINS/TRIBUNE PHOTO

Teens learn lessons, make do with less

Continued from Page 1

of themselves with every sacrifice. Less than a week into his voluntary cell phone ban, Cantu said he's more focused and inclined to spend time with friends rather than just send a text message.

"There's a pride to it too. There's a pride to saying 'no' to things," Cantu said.

The experiment in self-restraint comes as many families make real-life concessions to an economy gone bad, forgoing gym memberships, vacations and even private school tuition.

T A guide for tough times

See more stories and tips on weathering the crisis: chicago.tribune.com/survivalguide

Kids."

Packing lunches, skipping the trendiest jeans or canceling cell phone service gives children a new role as a family contributor and a vital lesson in self-discipline, she said. In the process, young people reared in times of economic abundance may re-

about the experience.

Most students said they joined the simple-living experiment because it was a creative endeavor that would also help the environment. For many, the economic implications came later.

For two weeks last month, students collected every spent paper towel and granola bar wrapper to show how much trash they generated even as they were cutting back in February. The group agreed to buy only food, fuel, deodorant and toothpaste.

As students compared garbage, senior Emily Bauer confessed about a bracelet

FUNDING SOURCES for Service Learning

EXAMPLE

<<http://www.okhighered.org/campus-com/cc-pdfs/srcfunding.pdf>>

Sources of Funding for Service-Learning

The Foundation Center has an on-line library that contains Frequently Asked Questions and in that section, they have sample grants and letters of inquiry, etc. The mission of the Foundation Center is to foster public understanding of the foundation field by collecting, organizing, analyzing, and disseminating information on foundations, corporate giving, and related subjects. Their audiences include grantseekers, grantmakers, researchers, policymakers, the media, and the general public. <http://fdncenter.org/index.html>

Henry and Edith Everett established the Everett Public Service Internship Program in 1989. The Everett Program encourages students to participate in the challenges and rewards of public interest work while providing the public interest community with the dedication, energy and idealism that interns bring to their work. This organization also offers grants to those organizations interested in hosting Everett Interns. Please visit the web page for more program information and application deadlines. <http://www.everettinternships.org/>

Post-Tenure Review Mini-Grants from the American Association for Higher Education (AAHE)'s New Pathways II project invites presidents and chief academic officers to apply for "Projects with Promise" mini-grants. These grants will be awarded to interested institutions that are willing to take the lead in developing practical and/or innovative approaches to how posttenure review can be introduced, designed, implemented, and evaluated. Proposals will be accepted until May 1. For more detailed information as to grant guidelines, please contact Christine M. Licata, New Pathways II Project, c/o Rochester Institute of Technology, NTID, 52 Lomb Memorial Drive, LBJ-2845, Rochester, NY 14623-5604; 716-475-2953.

American Educational Research Association (AERA) is pleased to announce the continuation of the AERA Grants Program, sponsored jointly by the National Science Foundation (NSF), the National Center for Education Statistics (NCES), and the Office of Educational Research and Improvement (OERI). The AERA Grants Program offers research and training opportunities for faculty, post docs, and graduate students to conduct quantitative education policy- and practice-related research using large-scale nationally representative data sets such as those developed by NSF and NCES. Minority researchers are encouraged to apply. The following programs are offered: Research Grants Dissertation Grants AERA Fellowships Research Fellowships Institute on Statistical Analysis for Education Policy. For further information contact: Jeanie Murdock, 805-893-8568, email: aera@education.ucsb.edu or jeanie@education.ucsb.edu.

National Council of Teachers of English announces the "Cultivating New Voices Among Scholars of Color" Grant Program Deadline: April 15, 2000. NCTE's (<http://www.ncte.org/>). Cultivating New Voices among Scholars of Color Grant Program provides support, mentoring, and networking opportunities for beginning scholars of color. The program aims to work with students of color to cultivate their ability to draw from their own cultural/linguistic perspectives as they conceptualize, plan, conduct, and write their research. The program is intended both to provide socialization into the research community and to provide interaction with established scholars whose own work can be enriched by their engagement with new ideas and perspectives. To participate, an applicant must be a member of NCTE, a member of a racial minority group, and also be either a K-12 teacher, a master's degree student, a doctoral student, or within three years of having completed a Ph.D. Ten participants will be selected to receive a stipend of \$25,000 per year for the two-year program. Online registration is available. Contact: Project Assistant Cultivating New Voices Among Scholars of Color Program NCTE Research Foundation 1111 W. Kenyon Road Urbana, IL 61801-1096.

A. L. Mailman Family Foundation. Provides support for programs for children and families,

with a special emphasis on early childhood. DEADLINE: June 15; January 15. The goals of the foundation are to contribute to the building of sustainable systems that provide high quality, affordable, culturally responsive, family-supportive and accessible early childhood care and education experiences for all children. To promote practices and policies that help families to enhance the development of their children in a multi-cultural, changing society. Advance programs and practices to promote social justice and foster moral responsibility in children. Strategies: Invest in applied research and its dissemination; replicate effective pilots

URL: <http://alerts.sciencewise.com/swalert/fnd/opp/almf03319801a.htm>

JORDAN FUNDAMENTALS GRANT - NFIE SPONSOR: NATIONAL FOUNDATION FOR THE IMPROVEMENT OF EDUCATION (NFIE). The purpose of the grants are to recognize

and extend outstanding teaching and student learning in public secondary schools that serve economically disadvantaged students and to recognize instructional creativity. DEADLINE: May 1, November 1, 2000. SUMMARY: Jordan Fundamentals Grant will be awarded to applicants who develop an outstanding lesson plan or a thematic unit (a series of lessons with related learning objectives, united by a common theme). The proposed lesson plan or thematic unit may focus on any academic or vocational-technical subject and should demonstrate high expectations for students who perform at a variety of academic levels. It should be original and should not derive from commercial packages. Preference will be given to plans that exemplify high learning expectations for under served students; meet local or state content standards; and advance the school's improvement plan. The Jordan Fundamentals Grant amount is \$2,500. Up to 400 grants. URL: <http://alerts.sciencewise.com/swalert/fnd/opp/NFIE09139901.htm>

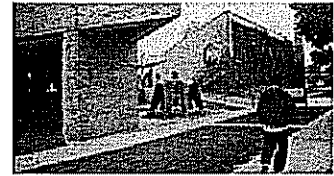
Teacher Quality Enhancement Grants Program: Applications for New Awards for Fiscal Year (FY) 2000. Purpose of Program: The program provides grants to States and to partnerships to promote improvements in the quality of new teachers with the ultimate goal of increasing student achievement in the nation's pre-K-12 classrooms. For FY 2000, a new competition will be conducted under the State Grants Program (State Program) and the Partnership Program for Improving Teacher Education (Partnership Program). The purpose of the State Program is to improve the quality of a State's teaching force by supporting the implementation of comprehensive statewide reform activities in areas such as teacher licensing and certification, accountability for high-quality teacher preparation, and recruitment. The purpose of the Partnership Program is to promote significant improvements in teacher education by strengthening the vital role of K-12 educators in the design and implementation of effective teacher education programs, and by increasing collaboration among these practitioners and departments of arts and sciences and schools of education. URL: <http://alerts.sciencewise.com/swalert/doed/opp/fr04110002.htm>

The College Board Equity Research Fellowship Program: A Professional Assistance Program in Field-Advancing Research. THE COLLEGE BOARD is a nonprofit educational association

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Village Board

Introduction to the President and Board of Trustees

Oak Park operates under the Village Manager form of government, in which an elected legislative body, consisting of the President and a Board comprised of six Trustees, hires a professional manager to oversee the day-to-day operation of government services and programs, and to carry out the policy directives set out by the elected officials.

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Village

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Schools

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Residents

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Visitors

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Citizen Advisory Commissions

GET INVOLVED, OAK PARK !

Citizen Voluneers Embody Long History of Open Government

When it comes to citizen involvement in the process of making public policy, few communities can match the number of opportunities offered by the Village of Oak Park where volunteers on more than 25 separate boards and commissions advise the Village Board on a wide range of important issues. The issues dealt with by these citizen groups are many and varied. From proposals for new developments to plans to better manage Oak Park's limited supply of parking, the residents who participate on these bodies play key roles in making sure policy enacted by the Village Board has had thorough public review and is in the best interests of the community as a whole. As issues have grown more complex, the work of these citizen groups has become more valuable to the elected members of the Village Board. As part time lawmakers, the Village president and trustees rely on the boards and commissions to do much of the in-depth investigative work that a single board could never have the time or expertise to complete. In the area of economic development, for example, the Plan Commission typically reviews proposals from developers in an open forum designed to allow for maximum input by residents who have an interest in, or will be the most affected by, any new structure. Long established to provide the primary forum for public discussion on proposed major development projects, the Plan Commission's charge is to ensure that developers have prepared specific, detailed plans that preserve and enhance the character of the neighborhood and the community, and to encourage citizen input and participation throughout the review and approval process. Other boards and commissions operate in a similar fashion. They conduct in-depth

studies, evaluate research and hold meetings that create the public record for citizen sentiments on possible future actions by the Village Board. The boards and commissions then make recommendations to the Village Board whose members have the statutory responsibility to take any appropriate actions that may be needed or required. When vacancies occur on these advisory bodies, the Citizen Involvement Commission interviews those Villagers who have volunteered to serve. The commission then makes recommendations to the Village president, who makes the formal appointments with the consent of the Board of Trustees. For more information on volunteering to serve on one of the commissions or boards call 358.5670 or [email the Village Clerk](#). Or [click here to download application materials](#).

- [Board of Local Improvements](#)
- [Building Codes Advisory Commission](#)
- [Citizen Involvement Committee](#)
- [Citizens Police Oversight Committee](#)
- [Community Design Commission](#)
- [Community Development Citizens Advisory Committee](#)
- [Community Relations Commission](#)
- [Emergency Telephone System Board](#)
- [Environmental and Energy Advisory Commission](#)
- [Equity Assurance Commission](#)
- [Farmers' Market Commission](#)
- [Board of Police and Fire Commissioners](#)
- [Fire Pension Board](#)
- [Forestry Commission](#)
- [Board of Health](#)
- [Historic Preservation Commission](#)
- [Housing Programs Advisory Committee](#)
- [Liquor Control Review Board](#)
- [Transportation Commission](#)
- [Plan Commission](#)
- [Police Pension Board](#)
- [Public Art Advisory Commission](#)
- [Retail Grant Committee](#)
- [Telecommunications Commission](#)
- [Universal Access Commission](#)
- [Zoning Board of Appeals](#)

For an application or for more information about getting involved in Village government on a volunteer basis, call 708.358.5670, or [email the Village Clerk](#)

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