

**Steinmetz Academic Centre
CAS Handbook and Policy
2010-2011**

Dr. Eunice Madon, Principal

What Is CAS?

CAS is an acronym that stands for **creativity**, **action**, and **service**. These principals lie at the core of the IB Diploma Programme. Through CAS students are challenged to become involved in activities that fall into these three categories.

CAS helps young people develop into well-rounded individuals. While most of a student's high school experience is about academics and studying, a significant portion of a young person's time is devoted to activities that develop qualities that are not strictly academic. One of the IB learner profile qualities is *balance*, and CAS presents each IB learner with an opportunity to become a balanced young adult.

Through CAS you will be asked to participate in a number of activities. You may choose to participate in musical or theatrical productions; you may play on an athletic team; you may participate in or start a club; you may volunteer your time at a senior center. Each student will design his or her own complement of activities, but some activities must fall into each category: creativity, action, and service. In addition, you are expected to complete at least one significant, enduring project that is self-directed and self-initiated, and involves collaboration and the integration of at least two strands of creativity, action, and service.

What will I Learn from CAS?

In addition to your classroom studies, your CAS activities help to develop the qualities of the IB learner, which we know as the Learner Profile:

Reflective
Balanced
Risk-takers
Caring
Open-minded
Communicators
Thinkers
Knowledgeable
Inquirers

At the end of your Diploma Programme studies and at the completion of your CAS activities, it will be expected that you will have participated in activities that fulfill the following eight learning outcomes:

- Increased your awareness of your own strengths and areas for growth**
 - You understand that each of us has strengths and weaknesses. You know what you must do to strengthen your weaknesses, if you choose to do so.
- Undertaken new challenges**
 - A new challenge may be any new activity that you try.
- Planned and initiated activities**
 - Planning and initiation includes starting an activity and seeing it through to completion. You may plan activities for your community or within your school.
- Worked collaboratively with others**
 - Collaboration can be shown whenever you interact with another or with a group.
- Shown perseverance and commitment in their activities**
 - You should be responsible for problems that arise in the implementation of activities.
- Engaged with issues of global importance**
 - Global issues can be acted upon locally (for example, participating in civic events).
- Considered the ethical implications of their actions**

- Ethical decisions arise in all activities. Think about how ethics is involved in selecting members for a team or dividing responsibilities in a collaborative project. Reflect on ethics in your CAS journal.
- **Developing new skills**
 - Whenever you attempt something new, you learn new skills.

To demonstrate these learning outcomes have successfully been met you will need to present the evidence you have collected over the two years. The CAS journal is the main reflection piece, but you may also submit activity logs and verification forms, photos, or video.

Ms. Eshoo and Ms. Ferrarini will audit the CAS reflection journals each quarter. You will be expected to update the journal at least once a week to show the progress of your projects.

How Do I Create a CAS Project?

When deciding to create a CAS project, you should make sure that the activity will have a significant outcome. Very few things can be accomplished with one quick attempt. Ask yourself what type of commitment is necessary to make your idea a real, purposeful activity.

Your CAS activities should involve personal challenge, but also be realistic. You may want to run a marathon, but it may be more realistic to participate actively in one season of the track or cross country team first.

A good CAS activity will involve some planning before the activity is even begun. If you want to collect winter coats for the homeless, you better start planning how you will spread the word, where you will collect and store the coats, and how they will be distributed to those in need before you even announce that you will have the coat drive—and you should do all of this long before the winter months arrive.

Throughout the planning and implementation of a CAS project, you should be able to think critically and purposefully on your idea and actions. You can begin charting your progress and reflecting on your ideas and timeline almost immediately so keep your CAS journal up-to-date.

Links to School Work and Theory of Knowledge

Oftentimes the topics you cover in your classes will make excellent starting points for CAS projects. Perhaps you completed a water quality lab in biology, and you were troubled to learn that so many people live without access to clean water; you can become involved with an organization that helps to clean up the lakefront or the banks of the Chicago River. Perhaps you read a piece of literature that exposed the horrors of conflict and through your history classes you learned even more about war and genocide. In Chicago, we have a number of ethic museums where you can volunteer. In your Theory of Knowledge course you grapple with knowledge issues that also make good starting points for CAS.

How Do I Keep Track of My CAS Projects?

In the design of your CAS activities, you should balance your activities between the three areas: creativity, action, and service:

- **Creativity:** experiences in the arts, and any other experiences that involve creative thinking;
- **Action:** requires physical exertion contributing to a healthy lifestyle to complement the demands of the Diploma academic work, such as sports or dance classes;
- **Service:** an unpaid and voluntary exchange that has learning benefit for the student.

In addition, at the completion of the Diploma Programme, you are expected to have met the eight learning outcomes. To best manage your time from July of the first year to March of the second year, you are required to establish goals and set a CAS plan. The plan should include our ideas for projects and a potential timeline for completion. The CAS coordinator will review your CAS plan and make suggestions or offer assistance in the development of the projects. The CAS Coordinator must approve an activity before you begin it.

Each week, you should update your CAS journal. You may choose to write about successes or problems or difficulties encountered. You may share a story about an interaction or experience you had. Listed below are some questions to get you started:

- What did I plan to do and why did I plan to do it? What did I do?
- What were the outcomes, for me, the team I was working with, and others?
- How successful was I in achieving my goals? What difficulties did I encounter?
- What did I learn about myself and others through this activity/project? What abilities, attitudes and values have I developed?
- Did anyone help me to think about my learning during this project? Who? How?
- How did this activity/project benefit others?
- How would I summarize my effort and commitment?
- What might I do differently next time to improve?
- How can I apply what I have learned in other life situations?
- What have I learned about ethical and global issues that are evident in our local, national, and world community?

The CAS Coordinator will review your CAS journal each week. She should be able to verify that you actually completed the project. You may ensure that your project is verifiable by giving the name and contact information of an adult in charge or the signature of a supervisor or chaperon or by providing pictures of a student-centered activity. See page 6 for a sample reflection.

Each time you meet with the CAS Coordinator, she will take notes using CAS Progress Form, page 9.

Upon completion of all CAS activities, you will complete the CAS Individual Student Completion Form, page 10.

Important Notes:

The following activities will not fulfill the CAS requirement:

- any class, activity or project that is already part of the Diploma Program,
- any team or activity in which you have already been participating, unless you set new growth,
- an activity for personal reward, financial, tedious and repetitive work,
- a passive pursuit, such as museum, theater, exhibition, and concert visits,
- an activity where there is frequently no adult on site to evaluate your performance,
- working with underserved populations, foundations, or organizations when you have no idea of how the organization operates, have no idea of the issues involved

In addition, the IB expressly prohibits activities that create divisions between people or activities that seek to proselytize others to one's way of thinking. Political activity that is informational or participatory, without causing division, is acceptable. For example, being a poll-worker during an election or participating in a school forum on political issues is acceptable. Some of the same concerns apply to participation in religious activity. Work done by a religious group in the wider community that has what would otherwise be secular objectives, in which students are able to make choices and use their initiative, is acceptable. For example, distributing food as part of a religious outreach program is considered CAS; singing religious songs, participating in prayer, or reading scriptures are not CAS.

Material about the IB's CAS policy taken from

Creativity, Action, and Service Guide. Cardiff, Wales, Great Britain: International Baccalaureate

Organization, 2008.

December 1, 2010

* I bought a pumpkin, for a cast hour, ~~and~~ I painted my pumpkin during art class. Where the dollar I gave was sent to people in Pakistan. I felt very helpful to give money from my part and to be able to be sent to someone who really needs it. While painting my pumpkin it was really fun to be able to work with paint and being able to draw something cute and pretty. It's nice to know that my special pretty pumpkin was sent to a nursing home. Where there able to put it up in a nice place and be able to see my artwork. :)

On November 14, My classmates and I, and Mrs. Perzig, Mrs. Issue we all went to the Holocaust Museum, I enjoyed the Museum, I found many things facinating, Such as how Jewish people were judge as how the NAtzi's measured there skin color using a scale, they also measured

eye color, the size of their nose etc...
In the museum I was able to see the different scale of eye color how they had all these different shades of eye color. As well as a scale to measure the size of the people's nose. It was sad how if you were Jewish were killed in the gas chambers they called "showers". In the museum they had all these different videos from Jewish people getting pulled away and separated from their family's. Such as this one video where this little girl was pulled away from her family and was told to take off her clothes, but there was a mysterious reason why they didn't put her in the gas chamber and told her to dress back. Till this day this girl now a woman is alive. I believe that those people who were killing all these human beings don't deserve to go to heaven.



International Baccalaureate CAS Agreement

I have read the CAS Portfolio and understand that a minimum of 150 CAS hours (to be performed in a period which extends over both the junior and senior year) is a diploma requirement. I understand that I may not fulfill my CAS requirements over a one-year period, as the spirit of CAS is intended to encourage growth over an extended period of time.

I understand the Steinmetz International Baccalaureate Program does not sponsor activities. Instead, it provides students with guidance, direction, and support. The IB CAS Supervisor and the IB Coordinator will provide students with suggestions to on-campus and off-campus activities that students may choose; however, no particular activity will ever be required. For most students, documentation of activities and events already a part of their current extra-curricular schedule will meet the requirements for the IB diploma. Students are encouraged to continue participating in events sponsored by Steinmetz clubs and organizations.

When the student chooses to participate in an activity which is not sponsored by the schools, it becomes the parents' and student's responsibility to schedule events and transportation to and from the events. The parents must assume all legal responsibility for the student's safety. The IB CAS Supervisor and the IB Coordinator will assist students in categorizing and documenting all projects. Again, the IB program does not require any specific activity.

I will submit my CAS portfolio each quarter of my junior year and senior year. At least half of the total hours will be documented and submitted by **September 15, 20__**. The remainder of the hours will be documented and submitted on or before March 1, 20__. I understand that if I do not submit the 150 CAS hours on or before March 1, 20__, I will not qualify for the IB Diploma.

PRINT Student Name

Student Signature and Date

I have read and understand the student portion of the IB CAS Agreement. I will review my son's or daughter's CAS portfolio periodically. I will sign the CAS Log Sheet before it is submitted for final review on March 1, 20__. If I have a question about anything in the portfolio or if I would like a status report on my son's or daughter's CAS progress, I understand that I may contact Ms. Bernie Eshoo, CAS Supervisor, at bseshoo@cps.edu, or Ms. Nancyanne Ferrarini, IB Diploma Coordinator, at nferrarini@cps.edu, or I may ask my son or daughter to show me his or her folder.

PRINT Parent Name

Parent Signature and Date

Parent Phone Number

Parent Email Address

CAS Progress Form Steinmetz Academic Centre

Name of Student:			
Name of CAS Advisor: Bernice Eshoo			
Event	Date	Signature	Comments
CAS Plan submitted	9/__: review of CAS opportunities and goal-setting		
Consultations between CAS advisor and student	10/__: 1 st quarter CAS audit 11/__: Mandatory parent-student meeting 12/__: Announcements of opportunities 1/__: 2 nd quarter audit 2/__: Interviews; review of action plan 3/__: 3 rd quarter audit 6/__: 4 th quarter audit 9/__: Review of CAS action plan 10/__: Status check; review of forms/1 st quarter audit 12/__: 2 nd quarter audit 1/__: Status check 2/__: status check 3/__: status check		
CAS journal submitted	Due 3/__		
Final consultation	Due 3/__		
Final reflections submitted	Due 3/__		

**CAS Individual Student Completion Form
Steinmetz Academic Centre**

There is evidence that _____ has:				
Learning Outcomes	Achieved			Nature/Location of Evidence/Date
	C	A	S	
Increased awareness of his or her own strength and areas for growth				
Undertaken new challenges				
Planned and initiated activities				
Worked collaboratively with others				
Engaged with issues of global importance				
Considered the ethical implication of his or her actions				
Developed new skills				
Name of CAS Advisor: Bernice Eshoo		CAS Advisor's Signature:		Date:

Suggested Organizations

The chart below lists the names and descriptions of agencies within the Chicago area that have opportunities for service projects. Each of these organizations has been approved by Chicago Public Schools. A simple Google search of the organization's name will give you contact and location information.

Agency Name	Contact	Agency Purpose	Issue Area
A Special Place	Dawn Noldan	To provide homework and tutoring assistance to students in the 1st through 6th grades.	Education
ABJ Community Services, Inc.	Claudean Spivey	Meet the physical, emotional and social needs of families and children.	Education
Abraham Lincoln Hope Head Start	Ms. Wallace	Helping children have a successful, positive, and creative experience.	Education
Access Living	Rodney Estvan	The YIELD THE POWER TO THE YOUTH project is an innovative demonstration grant for youth with disabilities designed to increase the participation of youth with disabilities	Disabilities
Active Transportation Alliance	Eric Bjorlin	Non-profit bicycling, pedestrian and public transit advocacy organization.	Transportation
Adler Planetarium	Maria Christus	Provides science education and opportunities in astronomy.	Education
Alden-Northmoor Rehabilitation and Health Care Center, Inc.	Pinky Smith	A service-based company with a mission of achieving quality of life for its residents through an environment that enhances a holistic approach, providing personal growth, individuality, and respect.	Health, Recreation
Alliance for the Great Lakes (formerly Lake Michigan Federation)	Frances Canonizado	Works to conserve and restore the world's largest freshwater resource through policy, education and local efforts aimed at preserving the Great Lakes region as a national treasure.	Environment
American Civil Liberties Union	Ed Yohnka	ACLU is a non-partisan, public interest membership organization devoted exclusively to protecting the basic civil rights of all Americans.	Education
American Friends Service Committee	Darlene Gramigna	Work with communities to help them develop non-violent, peaceful strategies to address their issues and concerns	Violence
American Red Cross	Eboni Prince	Help people prevent, prepare for, and respond to emergencies.	Health
Anti-Cruelty Society	Helen Jones-Mayer	The Anti-Cruelty Society exists to prevent cruelty to animals and to advance humane education.	Animals
Arab American Education Council	Mr. Hassan	Provide social, educational, religious, cultural, and charitable assistance to the community at large and the Arab community in particular.	Youth, Culture
Archi Treasures	Joyce Fernandez	Encourages community involvement in the urban landscape by partnering architects and artists with community groups and organizations.	Community Development, Arts, Environment
Aspira of Illinois	Yvette N. Nieves	Empower Latino youth to develop as leaders and empower them to success.	Youth, Education
Association House	Cynthia Schmidt	Provides education, training/employment, child welfare, residential, human, mental health, addiction and recovery services.	Youth, Education
BUILD, Inc.	Roslind Blasingame-Buford	Redirect the behavior of gang-affiliated youth and potential recruits to improve their chances to lead productive, fulfilling lives.	Youth
Beyondmedia Education	Rebecca Connie	Collaborate with under-served women, youth, and communities to tell their stories to the world and organize for social justice through creation and distribution of alternative media arts.	Youth, Arts
Boulevard Arts Center	Barbarete Corbbins	Boulevard Arts Center enhances cultural pride, self esteem, and cross-cultural understanding, develops talents, and beautifies neighborhoods through professional instruction, production, and presentation of	Culture, Education

		the visual, literary, performing, and media arts.	
Boys & Girls Clubs of Chicago	Katie Huckaby	Inspire and enable all young people, especially those from disadvantaged circumstances, to realize their full potential as productive, responsible, caring citizens.	Youth
Brain Boosters	Kristin Gilbert	Assist children with homework, increase their self esteem, and improve study and social skills in order to become productive, emotionally healthy adults.	Youth
Brighton Park Neighborhood Council	Lisa Rodriguez or Marlene Cervantez	Provide space for youth to get together to discuss issues that may affect themselves and their communities.	Community Development
BuildOn	Lexi Widman	Enhancing education and empowering youth in the U.S. to make a positive difference in their communities while helping people of developing countries increase their self-reliance through education.	Education
Carole Robertson Center for Learning	Jane Baker	The Carole Robertson Center for Learning is dedicated to nurturing, supporting, and strengthening family life through quality child, youth, and family development programs.	Education
Casa Central	Megan Kissell	Stabilize and empower individuals and families, encourage self sufficiency, and promote healthy family and community functioning.	Youth, Aging
Catholic Charities	Surenthia Sims	Provide services that impact the quality of life for individuals.	Youth
Center for Economic Progress	Erica Maslanka	Increase economic opportunities for low-income families by improving the effectiveness and efficiency of public benefit and entitlement programs.	Community Development
Centers for New Horizons	Marshall Douglas	Develop the capacity of families to become self-reliant.	Youth
Chaddick Institute	Sarah A. Sheehan	The Chaddick Institute advances the principles of effective land use, transportation, and community planning.	Community Development
Chicago Cares	Erin Rasler, Katie Clendenning	Respond to critical human service, environmental, and education needs by creating volunteer service programs fostering ethic of volunteerism and promote sense of community.	Community Development, Civic Engagement
Chicago Coalition for the Homeless	Hannah Willage	Works to impact public policy to address the root causes of homelessness.	Homelessness, Civic Engagement
Chicago Commons	Carmen Martinez	The agency partners with individuals, families, and communities to overcome poverty, isolation and discrimination.	Community Development
Chicago Department on Aging	Martha Romero	Provide social services to Chicago residents 55 and older	Aging
Chicago Dia De Los Ninos Parade Committee	Christine Umnstaud/Frank Gallegos	Over 50 schools, government and community agencies, museums and universities collaborate on yearly Parade/Celebration which takes place in Pilsen in late April.	Arts
Chicago Marathon		The Bank of America Chicago Marathon is the pinnacle of achievement for elite athletes and everyday runners alike.	Health, Recreation
Chicago Park District	Janis Taylor	Provide recreational opportunities for the citizens of Chicago.	Recreation
Chicago Youth Centers	Christy Beighe-Byrne	Invest in youth in underserved Chicago neighborhoods to help them discover and realize their full potential	Education, Youth
Chicagoland Memory Bridge Initiative (CMBI)	Michael Verde	Memory Bridge is dedicated to keeping people with dementia meaningfully connected to other people.	Health, Literacy
Children's Memorial Hospital	Volunteer Resources	Promote health and the well-being of children	Health

Children's Place Association, The	Natalie Knight	Improve the quality of life for children and their families who are affected by HIV/AIDS or other life-threatening or serious health conditions.	Health
Chinese Mutual Aid Association	Annette Joyce	Delivers social services, enhances cultural exchanges, and develops support for Chicago's refugee and immigrant community.	Youth, Immigration
Christian Youth Theater Chicago (CYT)	Sonia Noriega	CYTC is dedicated to developing character in children and adults through training in the arts and by producing wholesome family entertainment. All of which reflect christian values	Arts
Church World Service	Dawn Hansen	CWS is an international aid agency, provide disaster relief, service to refugees, and self-help development projects	Hunger, Poverty
Cinema/Chicago	Rebecca Fons	Promote and coordinate youth film festival	Arts
City of Hope Chicago	Karen Rolles	Dedicated to the prevention, treatment, and cure of cancer and other life-threatening diseases through innovative research and patient care.	Health
Civic Education Project	Jill Manske	The Civic Education Project combines traditional education and community service to promote civic responsibility among young people.	Civic Engagement
Claretian Associates	Graciela Robledo	Provide quality, affordable housing and related services, assist residents in leadership development, create healthy green space, and encourage youth participation.	Community Development, Community Engagement
Community TV Network	Michael Chandler	Community TV Network, CTVN, a leader in community access to media empowers low-income young adults and children in Chicago to identify, address, and resolve issues through the use and understanding of digital media arts.	Arts
Constitutional Rights Foundation	Dee Runaas	Helps young people develop the skills, knowledge, and attitudes necessary through law-related education programs for elementary and secondary students & teachers	Civic Education
Cosmopolitan Chamber of Commerce	Carnice Carey	Promote the development of a broader economic base of under-utilized businesses.	Community Development
Cuentos Foundation	Michele Feder-Nadoff	Gives voice to the stories of our diverse communities through the collaborative art programs that are created and facilitated.	Arts
Deborah's Place	Sarah Letson	Serves women who are homeless in Chicago, providing food, shelter, and supportive services.	Homelessness
Designs for Change	Liberty Delavega	Creating successful learning paths for children, youth, and the adults who guide them.	Civic Engagement
Easter Seals Gilchrist Marchmen	Morayma Cancel	To provide services for families and individuals with special needs, as well as educational services for children ages 3-5.	Disabilities
Emergency Fund	Kimberly Holley	The Emergency Fund provides financial assistance to help Chicago area individuals and families	Relief
Erie Neighborhood House	Susana Ortiz	Promotes an inclusive society by strengthening low-income, primarily Latino, families through skill-building and access to critical resources	Education
Family Matters	Tawanna Brown	Community strengthening, youth development, family engagement	Community Development, Education
Field Museum, The	Kate Cary	Create opportunities for teens to provide education experiences at the museum.	Education
Forest Preserve District of Cook County	Bill Koenig	Acquire and hold lands containing one or more natural forests to protect and preserve flora and fauna for the education, pleasure, and recreation of the public.	Environment
Friends of the Chicago River	Mark Hauser	Works with schools to develop service projects that focus on the Chicago River and its watershed.	Environment
Friends of the Forest Preserve	Benjamin Cox or Alice Brandon	Preserve, protect, and restore the Forest Preserves of Cook County for the benefit of people and nature.	Environment

Friends of the Parks	Mary Eileen Sullivan	Preserve, protect and improve parks and foster appreciation for the parks' many contributions to the quality of urban life	Environment
Gads Hill Center	Barbara de la Casa	Serves the low income population of the lower West Side, providing programs for children, youth, and families.	Youth
Gender JUST	Sam Finkelstein	Develop leadership of LGBTG young people by organizing for safe and affirming education.	Youth
Global Alliance for Africa	Linda Stolz	Partner with African organizations to benefit children of orphans due to HIV/AIDS in Chicago and East Africa.	Health
Greater Chicago Food Depository	Scott Houghton	Works to feed hungry people by distributing donated and purchased food through qualified agencies.	Hunger
Heartland Human Care Services (a partner of Heartland Alliance)	Lea Tienou	Achieve freedom from want, fear, and injustice for people marginalized by poverty, displacement and vulnerable situations by providing basic human needs and building strengths.	Community Development
Hispanocare, Inc	Lucy Aquino	Serves the Latino community since 1988.	Health
Horner Park of Chicago Park District	Marc Hebert	Enhance the quality of life in Chicago by becoming the leading provider of recreation and leisure opportunities.	Recreation
Hostelling International	Megan Johnson	Help all, especially the young; gain a greater understanding of the world and its people through hostelling.	Culture
Housing Opportunities & Maintenance for the Elderly	Kamesa Harold	HOME preserves the independence and dignity of low-income elderly city-wide through a variety of housing and support services	Aging
I am You	Shawna Spencer	To impact positively the lives of young women 14-24 through mentoring, etiquette, college and careers	Youth
Illinois Caucus for Adolescent Health	Vivian Barrett	To promote a positive approach to adolescent sexual health and comprehensive support for young parents.	Health, Youth
Illinois Center for Violence Prevention	Elena Calafell	Young people and adults work together to achieve health, safety and fairness for everyone in Illinois.	Violence
Illinois Council Against Handgun Violence	Kate Williamson	ICHV works to reduce death and injury due to hand gun violence	Violence
Illinois Health Education Consortium	Carla Green	Provides health education to peers and residents, provides multiple language accessibility.	Health
Illinois Maternal & Child Health Coalition	Vivya Mohan-Little	IMCHC is dedicated to promoting and improving their health and well-being through advocacy.	Health
Impact Ministries	Catrina Turner	Provide a safe and fun learning environment for children ages 2-12 by supplying tutoring, games and bible study	Education
Insight Arts	Caphira Palmer	Nurture and support the development of cultural work that promotes social justice and defends human rights.	Arts
Internal Revenue Service	Rosie Robinson room 2430	Provide top quality service to taxpayers by helping them understand and meet their tax responsibilities.	Finance
Juneteenth Chicago, NFP	Rickie P. Brown Sr.	To support youth in the inner city through prevention and intervention education on drugs and gang associations.	Education
Junior Achievement	Melissa Hawley	To inspire & educate young children to value the free enterprise system, business & economics to	Youth Services

		improve the quality of their lives.	
Kids in Danger	Sarah Chusid	Protect children by improving children's product safety.	Youth
La Rabida Children's Hospital	Judi Blakemore	Care for children with chronic illness, disabilities, or who have been abused, regardless of their family's ability to pay.	Health
Lakisha Tanksley-Simpson Scholarship Fdtn	Letricia A. Dixon	Make a positive difference in the lives of those directly affected by the adversities of breast cancer	Health
Latinos Progresando	Luis Gutierrez	Provide low-cost legal immigration services, community education and engagement, and advocacy and organizing around issues that affect immigrants.	Youth, Immigration
Leukemia and Lymphoma Society	Heidi Snell Egan	LLS works to cure leukemia, lymphoma, Hodgkin's disease, and myeloma and improve the quality of life for its patients.	Health
Little Village Community Development Corporation			Community Development
Logan Square Neighborhood Association	Juliette	Organize community leaders to make the Logan Square area an excellent place to live, work, worship, and attend school.	Community Development
Make A Difference Youth Foundation	Elaine Jones	To help students attend college through mentoring and facilitation.	Youth
March of Dimes	Karie O'Connor	Prevent birth defects, premature birth and infant death.	Health
March of Dimes	Vicki Thornley	The March of Dimes saves babies by reducing infant mortality and birth defects.	Children
Marcy Newberry	Kenneth White	As strong role models, mentors provide a positive influence on youths.	Youth
Marilyn G Rabb Foundation (MGRF)	Vesna K. Stelcer	MGRF is dedicated to expanding and rethinking educational and health programs and encouraging volunteerism in the community.	Community, Environment, Homelessness
Mercy Housing	Joseph Jones	To create stable, vibrant, and healthy communities by developing,	Homelessness, Education, Housing
Metropolitan Asian Family Services	Santosh Kumar	Provides assistance with Public Aid, Medicaid, and education opportunities (ESL), and provide assistance to the elderly.	Community Development
Mikva Challenge	Brian Brady	Mikva Challenge gets high school students involved in the nuts and bolts of democracy.	Civic Education
National Multiple Sclerosis Society	Jocelyn Cheng	End the devastating effects of multiple sclerosis.	Aging
National Runaway Switchboard	Michelle Vos	Provide crisis intervention and referrals for youth and their families through a national switchboard.	Youth
National Youth Sports Program	Lakeisha V. Hamilton	To provide a summer camp program to the children of the Englewood community, ages 10-16.	Recreation
Neighborhood Technology Resource Center	Jennea Bivens	Use of assest based approach in the creation of educational, career development and job placement	Youth
New Hope Challenge	Scott Salbeck	To create ongoing communal outreach.	Hunger
Openlands Project	Julie Samuels	Protects, expands, and enhances open space--land and water	Environment
Peace Museum	Rebecca Williams	Explores creative and non-violent solutions to social issues through education, community involvement and exhibitions.	Arts
Polish American	Eda Darga or Mark	Improve the well-being of individuals and to strengthen the community.	Children and Youth

Association	Prejzner		
Project Exploration	Christian Greer	Make science accessible to the public especially minority youth and girls through personalized experiences with science and scientists.	Education
Project Linus	Linda Neuman or Judi Goldman	Provides security blankets to seriously ill and traumatized children	Community Development, Arts
Project VIDA	Cindy Wilder	Provide HIV prevention and direct service to youth and adults who are affected by and infected with HIV/AIDS or may be at risk.	Health
Pui Tak Center	Connie Leung	Provides an opportunity to assist in teaching or other educational opportunities in ESL and tutoring.	Youth
Recording for the Blind and Dyslexic	Nat Meyer	Serves people who cannot read standard print because of visual, perceptual or other physical disability by promoting educational and professional success	Education
Rush Hour Concerts at St. James	Julie Hutchison	Promote the experience of classical music in a welcoming, widely accessible and culturally rich environment.	Arts
SHAREcircle	Guerra Freitas	Sharecircle helps save lives, create economic opportunities and restore hope for refugees of war in Angola.	Arts, Culture
Salvation Army	Sandra Williams	To meet human needs without discrimination.	Poverty
Save a Life Foundation	Saquan Gholar	To train and develop "bystanders", including children, as volunteers equipped with Life Supporting First Aid skills to aid in an emergency	Education, Health
Tourette Syndrome Association of Illinois	Sande Shamash	Provides services and support to individuals with Tourette Syndrome and their families, the public and professionals.	Recreation
Training and Educational Resources for Children (TERC)	Joann Tate	Promote educational programs that incorporate prevention and intervention practices	Environment
UCAN (Uhlich Children's Advantage Network)	Ellen Acevedo	Uhlich helps hundreds of abused and neglected children break generational cycles of violence through a variety of programs and services.	Youth
Urban Aspirations	Marcus Burks	Facilitate the aspirations of Chicago's urban artist.	Arts
Urban Future Leaders of the World	Terrance Moduthagam	Empower and inspire youth to help solve issues in their communities through individual service projects.	Community Engagement
Variety-the Children's Charity of Illinois	Vince Pagone	The mission of Variety-the Children's Charity of Illinois is to provide funding and services for4 programs	Youth, Disabilities
WTTW Channel 11	Yusif Garcia	Since 1955, WTTW Channel 11 has been a source of education, information, and entertainment,	Arts
West Side Health Authority	Jeffery Smith; Carolyn Flowers	Use the capacity of local people to improve the health and well-being of West Side residents and preserve existing institutions associated with health services.	Youth
YMCA of Metro Chicago	Linda Dean	YMCAs collaborate with public service providers, government agencies, churches and neighborhood associations to improve life quality and encourage individual achievement.	Community Development, Recreation
YWCA of Metro Chicago	Katherine Ellis	To eliminate racism and empower women.	Education
Youth United for Darfur	Valerie Kiebala	Youth United for Darfur aims to unite student activists around Chicago, increase awareness	International