

Music

Introduction

Aisaiah (00:02)

Welcome to Episode Three of the ConnectED podcast, produced by the Community Data Clinic, your guide to unlocking resources and opportunities in East-Central Illinois. I'm Aisaiah, and alongside me is Harshi, your hosts on this journey.

First off, we'll show you some cool things happening in our community. Think of it as a bunch of resources, programs, and projects that can make a real difference in your life. Then we've got some amazing stories to share. Real people, just like you and me, who've had their lives changed by these programs we're talking about.

And don't worry, we're not going to leave you hanging. We'll also give you some tips on how you can get in on these opportunities and make them work for you.

For this episode, today, we have Lesa Brewer joining us. She's a social worker within the Champaign-Urbana community, and she has a lot of exciting resources and insights to share with you all. So, let's get started.

Hello, Lesa, thank you for joining us on our podcast. We really appreciate you taking the time to come here today. But just to get things started, tell us more about yourself.

Lesla Brewer (01:04)

Okay, so I'm Lesa Brewer. I currently work for Urbana School District in the new Tiger Academy Alternatives Program they have.

I'm the Student, Family, & Community Support Specialist. So, I just call it a Family Liaison. I help to bridge the gap between the students, the families, and the community within UHS, UMS, and our program, as we have students that come from all the schools, whether they're expelled, or it's not the right placement for a couple classes, or they're recapturing credits.

I do many, many things there. I was there, as well, as a coordinator for their Freedom School Program. I took a step back to focus more on my educational goals, because that required me to be there a little bit longer than afternoons.

That program is for at risk youth. And so, it provided a safe space for them within the community to have like entrepreneurship skills, career and college readiness, and just a lot of different things like that to help build them up. What they probably wouldn't get in the traditional high school setting.

Aisaiah (02:10)

Similar to our last episode on youth development and youth programming, could you perhaps share more about your studies in social work and your professional experience?

Lesla Brewer (02:19)

Yeah, so my involvement in youth programs started, I'm going to say, with Montessori. So, I took on a journey. And I said, "I want to work in Montessori." But it kind of got a little boring because I can only go so far within that world.

I was a teacher's assistant. And then I led their before- and after-school STEM programs. And I took on the need of wanting more. Like my own children, I couldn't afford for them to go to Montessori, and I said, "I want to work in a place where they probably would go."

And so, I started working at the Boys and Girls Club as a coordinator. I helped build their program from 15 kids to, when COVID happened, it was about 120. And so, the grants kind of like moved out the way because we were placed in Rantoul Schools, we didn't have our own building in Rantoul.

And so, we had to alleviate elsewhere. And that was just giving the kids in a low poverty area other options of activities and different things to believe in with that social-emotional support from other students, and it helps to connect the school teachers within it.

Even though the teachers they weren't involved in the club, we still use them as access to the students. Like, if their grades were low, we communicated with the teachers. If there was an academic issue during the day, it wasn't all fun and games when you got there, because when you see me, I'm going to say, "What happened? What's going on?"

There's usually an underlying issue that teachers can't address because there's so much going on during their day. But within the short amount of time that youth development professionals get to do in that, like, two to three hours after school, you get to build more interpersonal relationships and have that trust and understanding with the students. And it's the same--I transitioned over to DREAM.

It's the same thing there. After school programming support. Just being there for the families, the community, providing resources. That one-on-one help. A lot of social-emotional support with, not only the kids, but even the families, because learning how to address different incidents that happen, and just that restorative practices.

To be able to talk it out and build relationships with the staff and other students and families. And that's basically what I do where we work now, but we really focus on the youth support and it being student led.

We want everything to be student led, because this is their educational journey. This is their life. We're trying to help them conflict, you know, solve with other students, teachers. There's a lot of, "That teacher doesn't like me," or "I don't know what to say."

And so, you have this small space to come to and this small group of individuals that are helping you to build yourself up, instead of just lashing out. In the alternative environment, our students, they have, like no relationship skills when they come there.

So, it's like, cussing us out, cussing other people out, being expelled. It's like, no, no, no, no, you are much more than that. Let's learn how to use our words, our voice, in the right way, control our reactions, and give a whole different reaction.

Right now might not be the time to respond. Go home and think on it, or ask someone for help, and then we'll go back and, you know, tie that in. And Social Work has taught me a lot of this. Basically, I will say, the most important thing is that social-emotional learning aspect.

They can't teach it enough in the schools right now. And some people might say it's silly, but the deep breath, the deep breathing, the problem solving, thinking about it, taking a step back, writing something down in a journal.

A lot of those emotions are just built up, and it's exploding through the students. So being able to know how to, like, work with them, and have them think through the situations is really, really helpful. Along with, I recently got my certificate for restorative justice. So, we are focusing really heavily in our program on the RJS strategies, because we want to create that safe space of inclusion.

And we want, we always say, "Every student has the right to learn, every teacher has the right to teach, and everybody has the right to feel safe." And that's anything in life, you can apply those three things to almost anything, because everybody has the right to learn, people have the right to teach, and we all should feel safe in any space that we go in. And so being able to have those community building spaces.

And it's not all restorative, because we do community building, too. So, the fun aspect, it's really fun first, and when there's a conflict, we use that same style, to build in that conflict resolution. So, that's how it ties in for me with what I do in my job, with social work in the school and youth.

Aisaiah (07:22)

Thank you for sharing all of these resources. Honestly, I, I relate, and I agree with you 100%. I think that it's very important that we continue to focus on getting youth into these programs, or just enriching programs for them. And get them tapped into all sorts of these resources, because it relates to public safety. It's very important to make sure that our kids are off the streets, our kids are, you know, in very safe spaces, where they can be young, they can enjoy themselves and the presence of each other.

So again, thank you. And I'm sure that our community members listening right now, that they appreciate all of these resources that you have shared.

Lesla Brewer (08:01)

Yeah, a lot of kids, they're like, "Do you even like school?" And I'm like, "No, of course not. What?" And they're like, "So why do you work here?" I said, "Because sometimes in life, you have to do the things that you don't want to do to get to the next level." And I said, "Being in school, this is the first step to adulthood.

We're teaching you all the fundamentals. We're helping you learn them. And you have to walk through those steps to get to where you got to go. But this is step one of being an adult.

Step two, is graduating, going off to college, and we want to help make sure you're prepared for it. And academics is a big part of it, but self-regulation, and as we know, we have to deal a lot with peers and social interaction, that's huge.

And if you don't know how to self-regulate and to just maneuver in society, as a functioning human being, where do you see yourself?" That's what I always tell them, "Where do you see yourself?" We can't follow these steps forever; you'll end up in jail. And there's people like us who care about you, I don't want to see you take that route. I want to help redirect that route to give you something to believe in, which is yourself.

Aisaiah (09:09)

Wow, you keep on dropping a lot of gems right now.

And I'm just in alignment with the nature of our podcast, you know, making sure that we get resources out to our community members, could you perhaps share or shout out some of the resources or opportunities that you are aware of within your field that individuals can tap into?

Lesia Brewer (09:27)

There's many different programs within the community that young adults and youth, even families could participate in. Most of them, I've either worked in, volunteered, or just known, being in the community.

The Boys and Girls Club, they have amazing programs for the smaller youth. So that's grade school and then teens. Their teen program is phenomenal. I'm very impressed with what they're doing in the community. A lot of STEM work, hands-on, college career readiness, life skills.

Then there's DREAAM. Mr. Tracy and his team, they are amazing. They are doing wonders in our community. And I'm so excited for their new building and the many different things they have to come. From family health and wellness, everything he does in the community involves family. Family orientation. So, you will never have to worry about, "Oh, I don't have a sitter to go," if it's for parents.

No, he includes like everyone. Gift bags for school supplies. Whether it's Thanksgiving, having a meal. He goes above and beyond to reach the need of kids in so many ways. And I'm proud to say that I once worked there, and my children are still involved.

And anytime there's an opportunity that I have time available, I give back because it's truly amazing to see what he's doing within our community. And especially our young men. Our young men, it started with that. And so, they went to Washington DC. Like, he does great work with the kids in the community.

Another program is obviously Freedom School. I work there. We are strictly for eighth through twelfth grade at UMS and UHS. And so, we're a new program that just got started. I'd say we're getting there.

We believe in our youth, and we want our youth to believe in themselves and the community to see what we're doing. And so, we're trying to make a stance and let ourselves be known.

The Well Experience is another place. I am not, I'm familiar but not too familiar with the Well Experience. But once again, it's another youth program that provides health and wellness opportunities to families and students. They have youth development and enrichment opportunities.

Then there is, let's see, the YMCA, they have a program for the youth. I don't know too much about that. But I know they're there. I've taken flyers and read up on it.

And then Youth Build. Youth Build is also really, really great. Youth Build is with the Housing Authority of Champaign County, and they have one in Champaign. And their newest one is in Urbana. This is to help students 16 to 24 to get their high school diploma.

So, if they are not in school, they have dropped out, wondering what to do in life, you can go there, and they will work with you to get your high school diploma. Not a GED, a high school diploma. And they have staff, dedicated staff that works with the youth, to hit every educational goal they have on top of that.

They do a variety of things like construction, math, forklift, lots of different things. I worked there, as well. And we wore hard hats and actually, like, built a little house and took it down. So, they're really getting this hands-on experience of trades, that even support students after they're graduated with their goals.

If they want to go into dental hygiene, or culinary arts, or different things like that, they have ways to help them to achieve the goals that they want. Lots and lots and lots of college visits with a lot of these programs. A lot is poured into the youth, and community as a whole.

There's a lot of different measures with each one of these programs involving youth safety, and with the connection of our local police departments and safety personnel, so that we can all give back because violence has been really, really big within our areas. And so, we want to end that. We want to create a safe community.

We want our communities to be one again, to feel safe going out at night. A lot of our students will say, "Oh, I don't feel safe walking to school or catching the bus."

We want to help eliminate that. We want to take our community back over. And so, with all of these programs, and I'm sure there's some that I may have missed, we're all in the same mission to take the community back and show, like, we're not here for violence. We're not standing with that. This is not our norm. We're not accepting it. We're building our communities back up. So, that's my take on it.

Intermission – Music

Harshi (14:14)

All right. Before we dive deeper into today's episode, we want to pause for a moment of reflection. In this episode, we touch upon the profound impact of bullying and violence, and we're eager to share some invaluable resources that can make a huge difference.

So, stay tuned to learn more about some amazing national and local resources.

First on our list is the Parkland College Child Development Center. This is a program for children aged six weeks to five years old. They offer more than just a safe space. They cultivate an environment where little ones can flourish, develop essential communication skills, explore their passions and interests, and foster positive attitudes that lay the foundation for healthy relationships.

Next, we have the Childcare Resource Service at the University of Illinois at Urbana-Champaign. They're dedicated to supporting parents from compiling comprehensive resources to offering personalized assistance during office hours, which are available throughout the week. They're committed to helping parents navigate the tricky process of finding childcare.

The Champaign County Children's Advocacy Center is another great program, which has tons of resources on their website about how to keep children safe on social media, sexual abuse prevention, and they even offer book recommendations for young children, which teach important lessons about how to protect and prioritize their safety and their needs, which they can read about themselves.

Last but not least, let's talk about the Trauma and Resilience Initiative. Through their innovative Peer Ambassadors program, children are paired with mentors who guide them through stress management, conflict resolution, and the power of positive change.

They also have a support group called Hear 4 U, which offers a safe space for youth seeking peace, empowerment, or maybe even a sense of belonging. Be sure to check out the episode notes for additional options and resources to help you or your child feel safe, supported, and respected. For now, we're going to pivot back to our chat.

Alright, Lesa, just to kind of shift gears in another direction, we have this surface quote that we found from Ralph Waldo Emerson. And we just wanted to hear your interpretation of the quote, and any reflections you might have on it. So, the quote goes, "It is one of the most beautiful compensations of this life, that you cannot sincerely try to help another without helping yourself."

End – Intermission

Lesla Brewer (17:04)

That's, to me, what I took from it, is that we're all in this together. I'm very much biblical. So, it makes me think back like, when we were all created, we were all created as brothers and sisters.

And so, there's no "I" in team, there's no self. There's self-growth, self-fulfillment, and all that is like that inner, that inner prosperity that we reach for, you know. But when we're out and about, and we're making a difference in the world, we need each other, we need to stand together as one.

There's power in numbers, is what really stands out to me. There's power in numbers. In a lot of the low minority communities, they let their voices go unheard, because they feel like, "Oh, I don't matter." You know, like, "What does this have to do with me?"

And they miss the big picture that we are one. If all of us have the same ideas and thought processes, and we're all wanting to create the same change, we have to do it together.

I can't just help you, without helping me. Everything I feel like I do for my beliefs. I will get my shirt off my back to help somebody else, that's fulfillment for me. There's a greater good, that's going to bless me in the long run. So, that's what I take from it.

Harshi (18:24)

Absolutely. That's a beautiful answer. And Lesa, we were also wondering if you had any advice that you would offer to parents or young adults that are interested in self-development or looking to engage youth in programming, based on your experience in this field.

Lesa Brewer (18:40)

I'd say that our community has a lot of different resources out there. To check on the different websites and informationals that are, that are posted. The libraries have a lot of postings that have self-development, youth development, professional development out there.

Each program that I've mentioned, they have their own list of resources. So, my advice would be to utilize it. Don't be scared to try something different or attend one of those classes.

You never know who you might meet or what experience you might get from it. Always come in with a growth mindset, as my daughter, who's in the sixth grade says, she's like, "I learned about growth mindset, and it's not okay to have a fixed mindset because what do you gain from it?" So, people just knowing to have an open mindset, let their insecurities like just drop off. "Shake, shake them off," is what I say.

Just shake them off, get the wiggles out, and really challenge yourself. There's lots of different readings and online development that can be used as well. Our health departments, there's just a wide variety out there. But what I see is that people aren't open minded, or they're worried about who or—who will be there or what will happen. Will I get something free?

It's all about what you want to gain from it. So just being real with yourself and what your desire would be. A lot of youth, a lot of people can say, "I want to do this, I want to do that." And I can present them with a dozen resources, and they don't utilize it.

I can't force anyone, no one can force anybody to do anything. It's basically if you want to create that change, you have to be the change, you have to want to learn more and go for it. And it might seem tedious or long, but it's about your desire and to building that, you know, that competency of whatever it is that you're seeking out.

Harshi (20:36)

Yeah. Thank you. That's such a wonderful answer. I think it also is interesting how that connects to the service quote that we were just talking about. Like, what you were saying, like, if you want to see a change reflected in your community, you have to be a part of that change.

You have to maybe even start it yourself, if you want to see it go anywhere. And, speaking of seeing positive change being reflected in the community, could you share with us any success stories or just any heartwarming experiences you've had?

Lesa Brewer (21:07)

I have many success stories. But for me, the success is when I'm anywhere in the community and I hear, "Miss Lesa! Miss Lesa! Miss Lisa!" It's crazy. I never thought that I would be, like, so known by like little people, big people, parents. They're like "Oh, we know you." And then to work in so many different programs and from one community to another. And to see students from when I worked with them when they were in elementary, and they're now older. It's like, oh my gosh.

But I'd say my biggest success story would be a current student. And I won't say her name. But last year when I transitioned from working with CU TRI, I was doing grief mentoring at Freedom School in Urbana, and then I decided to apply and accepted the job.

This said student, for whatever reason said, "You're always so happy and I don't like you." And I said, "Well, I'm sorry, I'm not going to stop being happy." And she challenged me every day. And I was like, "I can give it right back. I'm not taking that. I'm very confident in who I am. And you won't break me." I said, "You don't have to like me, but I'm here."

And she moved away, stopped going—coming to the program, wouldn't talk to me, nothing. Like, when she was there, it was just really bad. And I'm like, breathing in like, "Oh my gosh, oh my gosh, I've never not had somebody to like me. Like, why is she doing this to me?"

And this school year, I'm walking through Urbana High School. And I'm like, just going on about my day. I'm trying to maze my way through, because I'm unfamiliar with it. So, I'm like just walking through. And I hear, "Miss Lesa." And I was like, I'm looking around and she's like, "Miss Lesa." And she's waving so big with a smile.

And I looked at her like "Me? You're talking to me?" It's like nuh uh. Are you for real? You're really talking to me? So, then I did my happy dance. I was like, "You are talking to me!" I was like, "I can't believe this, you hate me."

And she just comes up and she hugs me. And to this day, every morning, she walks in, "Hey, Miss Lesa." And I'm like, "Hey, hey!" Like, it just builds me up. Because it's like, I never knew what she was going through in her life and why she responded to me that way.

And some people are fearful of someone who's just like, full of joy and energy. And all I could think about is I didn't do anything to her. And I'm like, this is my first day. If she don't like me, I'm going to get fired. That's all I could think about. The kids, they hate me. And everybody knew. I'm like, everybody's going to like really not like me now. But now. We're all good.

Harshi (23:51)

Yeah, that's so wholesome.

Lesa Brewer (23:53)

It is and it's like, I have this thing to where I feel like, with kids, if I've done nothing to you, why would you not like me? I'm the most likable person. I can, like, be mean. But it's not really mean, I'm just like setting my boundaries.

Other than that, I enjoy coming to work, because I feel like everybody should have fun in what they do, they should enjoy it. And when I get up and I come to work, I'm going to have fun. I'm a big kid.

And so, to have the lash back and like, feel like I'm failing at what I'm doing, and I hadn't even been given a chance. But then I had to see it wasn't me, it was her. And not everybody like just grasps on to certain energies, and they have to get a feel for you.

And I may have rubbed her the wrong way, because I didn't take time to understand her. And I also initially like, I'm just going to shut you down and just like avoid you, and I probably shouldn't have done that either. But that's where I can admit, like my growth. And I know not to do that next time.

So now I'm like this annoying person who is like a gnat. I won't stop, because I don't want to fail anybody.

And then there's one other success story that really, really sits on my heart. This girl moved from Chicago to Urbana, and she has like this very different dressing style and the kids weren't getting on to her, like they didn't like it at all. And she was so hurt.

Like, she's been hurt repeatedly throughout her life that she just kind of shut herself down. And I just kind of let her interact with other staff, I'm like, I'm going to let her have it. But one day, I seen her in the bathroom crying, and I went up, and I'm like, "Hey, what's going on?" And she shared her story.

And it just sat in my heart, and it will forever be in my heart. And it came to a time that I couldn't help her or her family, because I became so emotionally attached that, in the time of need, and I'm probably going to get a little emotional, I felt like I was failing them.

And I said, I said, "I have to be transparent, I have to remove myself from this situation, because I'm starting to, like, want to give more than what I can give. And that's not my place. I've done all I could do." And so, I just let it go. And the holidays go by. Like, now, she's left our school, we don't know what's going on. And I'm just like, always wondering about this student.

And my fiancé, he says, "Have you checked in with her?" And I was like, "No, because I really don't want to open up that that window again. I don't want to open that up, because I was pulling myself away from you guys trying to be there. I was like, I was just low, really trying to help." And I seen her Instagram one day, and I'm like, "She doesn't go to our school anymore, so, I sent her a message."

And her mom calls me and was like, "Miss Lesa, you are one of the biggest blessings that we've had in our life in forever. You don't know how much it meant for someone to uplift my daughter the way you have and to truly let her believe in herself. And let her know that it doesn't matter what anybody else in the world thinks, that she can be anything she wants in life and just focus on the prize."

I always say to people, "Tunnel vision." And she's like, "You inspired me." She's like, "I don't know what we would do without you. But we are so blessed and grateful. And because of you, we now have been able to find ourselves, like, in different areas because they had to relocate. And we have the resources that we need to start over. And we're appreciative of you."

And so, I just sat back on that because I was thinking of everything that I couldn't do or didn't do, or what should I have done. And to just see her, her Instagram, and I just, like, will scroll through it and

to see the life put back into her really says something to me that I helped somebody to believe in themselves. I helped a family when they had a whole community around them that wasn't helping them. But one person stepped up and believed in them.

And so, for me, it was like, yes, I cried tears with them. Yes, I came home and thought about it nonstop. And I couldn't sleep because I didn't want them to be in the worst-case scenario because nobody deserves that. They deserve everything that anybody else has—all the opportunities.

Why are they being denied opportunity after opportunity after opportunity, when she has a family that's just trying. And nobody around here is supporting them. And then I'm going to try to, like, find that help. And I'm like, I need help.

And my great social worker at our school, we teamed up together and to know that we made a difference. And that life really, really like. The mom just added me on Facebook the other day, and she's like, "I love you, Miss Lesa." And for me, it's like, I'm here for the greater good and that my purpose was sent here from God, Himself. So, if I'm doing his work, then I'm fulfilling the work that needs to be done.

Harshi (28:57)

That's such a beautiful story. Thank you so much for sharing that. And I think it's just it's so affirming, you know, because you were thinking of all the things that you didn't do. But it was maybe just like the smallest thing that you did do that made the biggest difference in her life. So, I think that's just wonderful. And thank you again for sharing that.

Lesla Brewer (29:18)

And just being there to support. Sometimes people don't even have anybody to hear them out, to know what's going on or what's wrong, or to have a shoulder to cry on. You can have a million people surrounding you, but you can still feel invisible. So, I feel like that's what was going on, at least with mom. And if you need a friend, I'm here. I will help you in whatever way possible, as long as I'm able.

Harshi (29:42)

So as a student here at the University of Illinois, I know that there is at least it seems like there's a never-ending list of resources. So, could you chat a bit more about what it looks like for these youth programs to interact with the university resources and how does accessibility play a part in that?

Lesla Brewer (30:38)

Yeah, so a lot of students don't even think about the university, at least in the type of programs that I work with. Like, at-risk youth, college is not typically something they even think about. But I'd say, the university has started taking great measures to include our surrounding schools and youth development programs within the community.

The iExplore Program is wonderful. Michelle reached out, and I communicate with her very much, a lot. The different programs that they have within the within the campus community, they offer different exhibits, and hands-on workshops with the students and our students.

So, it was just like last year, a summer thing, and then they said, "You know, we have some enrichment time for after school programs and spring break, and different things like that." So, to incorporate our youth in walking around campus and letting them see that this possibility could be yours, is great. And I really liked that because it's right here. It's right here.

And so many families don't even know of the many different activities and programs that go on within the university. They think that you just have to be a student, but most of it is community involved. And there is hardly any community interaction, at least from the lower poverty areas. And so, having that said person to reach out and coordinate these different opportunities to allow our programs and students to come in has been great.

We explored the Siebel Center for Design last year, and our students are like, "Oh my gosh, this is amazing!" And to just see them walk around and explore the whole building, I was in awe myself.

And the solar, the solar panels, like how they do that out, you know, out by Savoy. The fields where they have all the solar panels, to go and explore to see how that even works. Those are opportunities that our students can go to school for. Engineering. It's just great.

We have something lined up here soon. And it's like, a healthy cooking lab that they have orchestrated for us. And so, I'm really excited because we're going to explore some healthy eating options and be able to make it hands-on with our group of students. Even from the tours at the Japan house. Beautiful, amazing.

It's right here in town, just streets over from where our kids live, and they didn't even know that existed. So, I think it's great that the community is starting to catch on to what the campus environment is like, because we should be able to pull our students. We're right here. Why leave, when this university has everything that our students need? Everything. STEM genius, Dr. P. Great.

He's been coming in and working with our students. So, to see the light of music and technology, their eyes just open up, they're like, "And he's from Urbana. He went to our school." So, to be able to see people that have walked the shoes, and became successful from our university is great. And they should be allowed the same opportunities. And I want them to know that you can fit into this space if you want it.

Harshi (34:01)

Yeah, I think that's so interesting how, like, you know, there might be the same resources or even better resources at universities, like out of state or like a little farther away. But the fact that this university is here, and it's so integrated into the community surrounding it, that I think like the children that are coming here and interacting with the resources can picture themselves so vividly in, like, these people's spots. Like whether that's like older students or like professors, they're like, "I can be that one day." And I think the location has everything to do with that, like you were saying.

And that brings us to the end of this episode. So, thank you so much, Lesa, for being here with us today. I mean, we had such a lovely time hearing about your experience and all the stories that you have to share about the work that you're doing, and all the passion that you have for the work that you're doing and sharing all these amazing resources with our community.

So, again, just thank you so much for your time. And we really, really appreciate you being here.

Music

Conclusion

Lesla Brewer (35:09)

Yes, absolutely. Thank you, guys, for having me. I enjoyed being here. This is an amazing opportunity. And I look forward to hearing the rest of your podcast and following it and seeing you guys through. So, keep up the good work in, you know, trying to reach our community.

Aisaiah (35:32)

And that's a wrap for today's episode of the ConnectED podcast, co-sponsored by the Community Data Clinic. We want to extend our deepest gratitude to all those who have made this episode possible.

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For detailed information on these remarkable programs, check out the link provided in the episode's notes.

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As always, we appreciate our listeners for tuning in. Be sure to subscribe for future episodes, and feel free to reach out with your feedback and suggestions. Until next time, take care and stay tuned for more engaging discussions on the ConnectED podcast.