

PUBLIC GOOD

Engaging campus and community for the public good

Summer 2014 – Issue 21

Editor: Iman Jodeh



University of Denver

Center for Community
Engagement &
Service Learning

OUR MISSION IS TO EDUCATE, ENGAGE, AND EQUIP THE CAMPUS COMMUNITY TO ACCOMPLISH TANGIBLE, PUBLIC WORK THAT IMPROVES THE LIVES OF PEOPLE IN OUR COMMUNITIES.



DIRECTOR'S NOTE

Anne P. DePrince, Ph.D.

Summer is a time of reflection and planning at CCESL.

On the reflection side, we take time in the summer months to compile data on programs from our four initiatives: Community-Engaged Scholarship, Community-Engaged Learning, Civic Development, and Service. Those data become the basis for our End of Year Report, which we make public each year to illustrate the scope, breadth, and impact of CCESL activities. Stay tuned for the release of the 2013-2014 End of Year Report in the coming weeks.

In terms of planning, we are gearing up to launch the new academic year with annual events, such as the Open House on September 23 and the Community Organizing Institute on October 3.

We are also pleased to announce a 2-day visit with Dr. **Barbara Holland** on **October 23 and 24**. Dr. Holland is a professor, researcher and consultant recognized internationally for her scholarship and expertise on organizational change in higher education with a focus on the institutionalization of community engagement. Please save the date for a keynote event with Dr. Holland on Friday October 24 in the morning – and stay tuned for more details about her visit that will be available soon.

We look forward to working with you in the new academic year.

INSIDE THIS ISSUE

Director's Note.....	1
University of Denver Magazine Features AmeriCorps Student Jennifer Paz.....	2
Humanitarian Assistance Applied Research Group (HAARG).....	3
Puksta Scholar Highlighted in DU Clarion's "Senior Profile"	4
Public Good Grant Helps Bereaved Parents with "The Scraps of the Heart Project"	5
Public Good Associate Reaches Afghan Students Through Global Text Project	6
DUSC's Meaningful Conversations and Inclusive Service in Spring Quarter	7
DU AmeriCorps Member Spotlight.....	8
Congratulations to the 2014 CCESL Departmental Award Winners!.....	8
Puksta: Much More than Just a Scholars Program.	9
Meeting the Needs of Diverse Learners in the Classroom.....	10
Alumni Corner: Stephanie Tran	11
"Annual Diversity Summit includes Day of Action for school children" Featured in University of Denver Magazine	12
PG Grant Supports Textbook Translation Project in Support of University Students in Developing Economies	13
DU is Ranked Among Top 25 Universities for Non-Profit and Community Service Ranked by Return..	14
Public Good Grant: Improving Access to Effective Treatment for Adolescent Depression.....	15
DU Highlighted in the Washington Post for Focus on Service	16
AmeriCorps Celebration.....	17
CCESL Is Hiring!	18

SAVE THE DATE!
CCESL OPEN HOUSE
September 23, 2014

SAVE THE DATE!
COMMUNITY ORGANIZING INSTITUTE
October 3, 2014

UNIVERSITY OF DENVER MAGAZINE FEATURES AMERICORPS STUDENT JENNIFER PAZ

By: Annis Leon, *University of Denver Magazine*

Editor's Note: This article was originally published in the University of Denver Magazine on June 23, 2014

In recognition of her high-impact commitment to diversity and service, Jennifer Paz, a student in the University of Denver's Graduate School of Professional Psychology, has been given the 2014 Mountain West Engagement Award for Excellence in AmeriCorps Service.

Paz was selected out of 3,500 other students in the program to receive the award. She was formally recognized May 1 as part of the 20th anniversary celebration for AmeriCorps' Campus Compact of the Mountain West (CCMW).

"AmeriCorps is honoring my commitment to these roles, to these communities, to diversity and to making an impact," Paz says.

The CCMW hosts the AmeriCorps program Compact Service Corps, which has been connecting students and communities since 1993. Thirteen Colorado universities are part of the program, which enables college students to serve with local nonprofits and government agencies.

The award recognizes Paz for her campus and community leadership, as well as her personal, professional and academic growth. Paz has been involved in the CCMW division of AmeriCorps since 2011.

"Jennifer is a natural relationship builder, and her commitment to her community is made clear in her actions and in the way she engages others," says Ryan Hanschen, program coordinator of DU's Center for Community Engagement and Service-Learning.

Before connecting with AmeriCorps, Paz worked for a year with Denver Hospice. The facility's only Spanish-speaking volunteer, she served more than 158 patients and helped start a diversity training session.

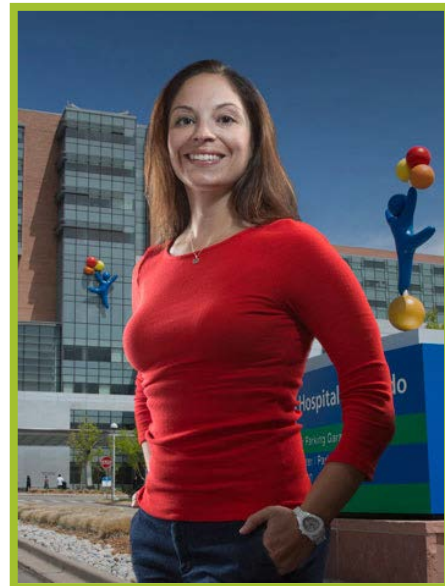
"She has a very long and consistent history of making an impact in the community," says Stephanie Schooley, executive director of the CCMW. "All of these components come together to show an exemplary individual that really fits what we're looking for in service."

Paz has logged two AmeriCorps Terms of Service with the CCMW program – two years at Denver Hospice and two years at Children's Hospital. She worked with families and children at the hospice, and at Children's Hospital, she was part of an outpatient provider team and gave neurocognitive evaluations to child patients.

The daughter of a Colombian mother and a Peruvian father, Paz traveled extensively as a child. This exposed her to different underprivileged cultures all over the world. Seeing how little some communities had inspired her commitment to serve others, she explains.

Paz intends to continue with AmeriCorps through an internship with the Mental Health Center of Denver after she graduates from the professional psychology program in 2015. She will work at the Child and Family Services location for a year, beginning in August.

"I want to find my niche," Paz says. "Right now I'm drawn to grief or loss and that kind of work, but anything I do will be with underserved populations."



HUMANITARIAN ASSISTANCE APPLIED RESEARCH GROUP (HAARG)

By: Courtney Welton-Mitchell, PhD and Chen Reis, PhD, Korbel School of International Studies



Formally launched in early 2014 as an initiative of the Josef Korbel School of International Studies' (JKSIS) Humanitarian Assistance Program, the Humanitarian Assistance Applied Research Group (HAARG) provides students with supervised opportunities to be involved in needs assessment, program evaluation and other forms of applied research with humanitarian organizations.

By linking with humanitarian agencies through HAARG, students have opportunities to apply knowledge gained from courses in a real-world context, giving them a competitive advantage in the post-graduation job market. Humanitarian agencies benefit from having qualified research assistants supporting research and evaluation needs that cannot always be fulfilled internally due to staffing and other resource and capacity challenges. While working on HAARG projects, research assistants receive support and guidance from seasoned professionals. These include DU alumni, faculty with applicable experience, the HAARG director, Courtney Welton-Mitchell - who has worked with United Nations and other humanitarian agencies, independent researchers, and staff from the participating organizations. HAARG RAs also receive supplementary training during regular meetings throughout the year in topics including: research ethics; data entry and analysis; coding strategies for qualitative data; and challenges in collection and interpretation of gender-based violence related data.

To date, 14 research assistants working through HAARG have provided assistance to projects for International Medical Corps, Oxfam America, CARE, Norwegian Red Cross, Norwegian Refugee Council, and local NGOs such as Soulaje Lespri Moun in Haiti. Although research assistants are university-based, project locations have included Nepal, Bangladesh, Mali, Libya, Jordan, Gaza, Honduras, Ecuador, and Guatemala. Projects have focused primarily on global health, disaster mitigation, and interpersonal violence. Recently a new livelihoods program evaluation was initiated with UNHCR in Zambia, and there are plans to expand to other humanitarian assistance sectors such as education and food security, dependent on available supervisors and agency interest.

Student participants and supervisors completed an anonymous evaluation of their HAARG experience at the end of the Spring 2014 quarter. Here are some representative comments:

"I truly think [HAARG] is an effective model to provide grad students with great experience and professional contacts." - Student research assistant

"Both [RAs] did an exceptional job on their research project...took excellent initiative, conducted in-depth research and wrote a great literature review. Many thanks for their hard work." - Agency-based supervisor.

The HAARG Director, Courtney Welton-Mitchell, and the Humanitarian Assistance Program Director, Chen Reis, will be presenting the HAARG model at the Humanitarian Innovation Conference at Oxford University this summer. HAARG will recruit a new group of research assistants beginning Fall 2014.

For more information about HAARG: <http://www.du.edu/korbel/humanitarian-assistance/practical-applications/humanitarian-assistance-applied-research-group.html>; <http://www.du.edu/korbel/about/news/haarg-launch.html>

PUKSTA SCHOLAR HIGHLIGHTED IN DU CLARION'S "SENIOR PROFILE"

By: Adam Lujan, *DU Clarion*

Editor's Note: This article was originally published in the DU Clarion on Apr, 28 2014



Psychology major Brittany Morris is very clear about one thing: “My goal in life is to make schools suck less for other kids than it sucked for me.”

In her four years at DU, Morris has channeled her passion for educational equity, specifically when it comes to helping kids with learning disabilities, into successful projects thanks to the Puksta Scholars Program. She co-founded the mentorship program Youth Examples of Self-Advocacy (YES) for kids with dyslexia and now works with Literate Nation, an organization that aims to make literacy a reality for all kids.

Morris’ thirst for change stems from her own struggles in the educational system. Growing up with dyslexia and ADHD, she had her share of problems in elementary and middle school. She remembers having difficulty learning to read, thinking she was just an “idiot.” Her teachers did not help matters, either.

“I had a teacher, one time, who was passing [back] tests that she had graded. She would read the [grade] and go put it in on your desk. And she’d be like, ‘Great job! Really good!’” Morris recalls. “And then she got to my desk and said, ‘Well I guess we know someone who didn’t study.’ And she put it on my desk and walked away. I was mortified.”

It was not until her younger sister was diagnosed with dyslexia that Morris realized she had dyslexia too. After educating herself about the learning disability, she knew right away that she wanted to raise more awareness about dyslexia. In high school, she partnered with the Rocky Mountain branch of the International Dyslexia Association to give talks and presentations about the disability to students, families and teachers.

When it came time to go to college, DU was at the top of Morris’ list. She was most drawn to its psychology program, which would allow her to have smaller class sizes and a more tailored experience. However, for a time, Morris was unsure she could afford DU’s steep tuition. Then, she received an email about a scholarship opportunity that would end up shaping her entire college career.

The Puksta Scholars Program, as Morris explains it, is a four-year “civic development program” focused on getting students to help their community.

Morris was one of three incoming freshmen selected to join the program, after an application process that involved her advocating a social issue close to her heart (learning disabilities and educational equity) and laying out goals on how she can make a difference with that issue.

“I knew that I cared a lot about education and learning. And I knew I cared a lot about psychology—I really think brains are the coolest things ever,” said Morris. “And Puksta taught me how to integrate the work I do in my community with my academics.”

Puksta students have a lot of support from the program to pursue their interests, so Morris was allowed the freedom to tackle her cause head-on. Her biggest project came in the form of her mentorship program, YES. After one of her many presentations on dyslexia around the city, Morris found herself inspired to create YES when she spoke with a mother from the crowd.

“This mom came up to me and was like, ‘Brittany, I am so happy to see you again. I came to one of your presentations a couple months ago and I brought my daughter,’” said Morris. “[My daughter] saw you and

Continued from page 7

said, “Hey, mom, if Brittany can do that, I think I can do that too.’ If that’s an impact I can make in one kid’s life, then that’s all I care about.”

Morris realized right away the opportunity in front of her. She wanted to create a network between kids of all ages with dyslexia to foster community and camaraderie. Knowing how isolating the disability can be, and how difficult school can be, she wanted kids to know they were not alone. In addition to building bonds between kids, Morris also hoped to instill each kid with a sense of self-confidence, self-worth and self-advocacy. YES was born.

In the future, Morris hopes to become a clinical psychologist in the emerging field of educational neuropsychology, which aims to integrate research in education and psychology. She knows the best way for her to make a difference is by getting to the root of the problem, something she said Puksta helped teach her.

More immediately, though, Morris is taking a “mild detour” by participating in an Orton-Gillingham tutoring program for kids with learning disabilities in Hong Kong for the next couple of years. She thinks the experience will help her see her field through a new lens and hopefully inform her work in the future.

Morris is now finishing up her time at DU by polishing her thesis, which questions the Diagnostic and Statistical Manual’s criteria for learning disabilities. And as she nears the end of her run at DU, she remains grateful to Puksta for making it possible.

“[It’s] the reason why I understand where I’m going, knowing that real life problems have real life solutions. It helped me to understand the consequences of my actions and to use my actions in the most effective way possible,” said Morris.

PUBLIC GOOD GRANT HELPS BEREAVED PARENTS THROUGH “THE SCRAPS OF THE HEART PROJECT”

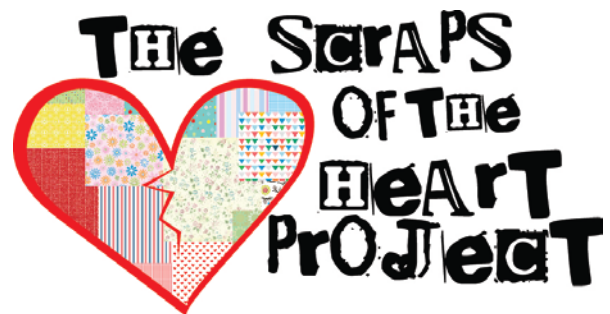
By: Erin Willer, PhD, Director of Graduate Teaching Instructors; Department of Communication Studies

After receiving a Public Good Fund Grant, we are thrilled to be launching The Scraps of the Heart Project, (TSOTHP) along with our community partner Colorado Pregnancy and Newborn Loss Services (CPNL).

Experiencing the death of a child through miscarriage, stillbirth, or newborn death can be the most devastating event of a parent’s life. Those going through the death of a baby have described it as a silent loss saying, “Not everyone can hear your pain” and “You need to be

recognized as a parent, but where do you go to get that recognition when no one knew your baby?” Scrapbooking is an avenue toward helping parents heal and helping communities, including family members, friends, and healthcare providers, understand child loss. Therefore, TSOTHP will provide scrapbooking workshops to bereaved parents and offer them the opportunity to display their books in the form of a public exhibit if they choose. This community expression of grief has the potential to offer education to those who lack understanding of the pain of child loss and healing to those who know such sorrow all too well.

Our first step in moving TSOTHP forward included launching a crowdfunding campaign in order to help CPNL raise funds for scrapbooking supplies and to ask people to donate gently used scrapbooking materials. Undergraduate students in the Communication Studies course “Visual Narratives of Women’s Health” created videos with the purpose of encouraging people to donate. Please check out these amazing videos on [TSOTHP Youtube page](#). With our fundraising near completion, in the new academic year we look forward to hosting the scrapbooking workshops and beginning our Public Good research!



PUBLIC GOOD ASSOCIATE REACHES AFGHAN STUDENTS THROUGH GLOBAL TEXT PROJECT

By: Obaidullah Obaid, Public Good Associate

VOLUNTEER TEXTBOOK TRANSLATION

A Public Good Project To Improve Afghan Education System

The Global Text Project as a nonprofit is an initiative that started by Professor Don McCubbrey of DU and Professor Rick Watson of the University of Georgia in 2007. According to McCubbrey and Watson, textbooks are considered expensive in the United States; however, in developing economies they are so expensive that they are out of reach for majority of the students. Therefore, they are an impediment to a quality education that could help better themselves and take their country to the next level. In order to find a solution to this problem, the co-founders of the Global Text Project started this initiative with intent of providing free, open-content textbooks to university students in developing economies. Currently, there are over 100 electronic textbooks available in the free library created by this project on the internet for students in developing world.

The Global Text Project recently evolved to focus on translation efforts. Since textbooks are written in English and are US centric in their nature, this created comprehension difficulties of US perspective case studies because of language and jargon that is not native to the students in third world. And so, it created a hindrance in the way of Global Text Project's initial intent. Taking these challenges into consideration, the founders of the project saw a solution in evolving the project to translation efforts, which was proven successful in Spanish. The Global Text Project focused on Spanish and was able to establish a strong network of over 100 volunteer translators on and off campus.

In the footsteps of the Spanish language efforts of the Global Text Project, I have started the translation project of Global Text into the Afghan languages of Dari and Pashto with seed funding from DU's Centre for Community Engagement and Service learning (CCESL) in 2013. As a Public Good Associate with CCESL that is partnered with Professor Don McCubbrey (see his report of the project on page 13) and led by an advisory board of five members, we have recognized that international organizations focused on the importance of education and invested millions of dollars after the collapse of Taliban regime in Afghanistan. The majority of these funds were dedicated to building new infrastructure and providing school supplies, which predominantly benefited K-12 schools. However, higher education in Afghanistan has not experienced this recent progress.

In the meantime, there is a shortage of up-to-date textbooks and educational material forcing students to use textbooks up to 30-40 years old. To fulfill the lack of textbooks, a common practice during the last four decades is for students to copy class lecture notes that circulate in Afghan universities, which indicates a strong need for translation and distribution of up-to-date textbooks. In addition, education officials in Afghanistan are still years away from publishing their own textbooks that meet international standards. Sadly, the usage of old lectures has left Afghan community out of touch with the modern world. We concluded that without adequate resources, there is little hope for Afghan students to lift themselves and their country to the next level of development.

We have thrived in the past year and recruited 40 volunteer translators by utilizing social networks like Facebook. Currently, we are working on the translation of Business Fundamentals, a textbook from the Global Text Project library. The focus of the textbooks is about entrepreneurship in the developing world and gives an overview on basic business concepts. We also have a list of Afghan professors who request that certain books be translated in our library. The project is managed by myself and it is supervised by our advisory board. In our translation process, we use the same methodology that was proven to work in the Spanish translation project. At last, it is our hope that this project will connect the Afghan students with the modern world, as well as, help them lift themselves and their country out of poverty.

DUSC'S MEANINGFUL CONVERSATIONS AND INCLUSIVE SERVICE IN SPRING QUARTER

By: Sarah Yaffe, DUSC Co-President



As spring quarter was starting at DU, DU Service & Change (DUSC) was busy planning some service events for the DU community.

DUSC's Project Action has been helping residents in Lyons, Colorado with flood relief throughout the year. This quarter they collaborated with the English Language Center and brought twenty volunteers for a full day of service. Continuing on providing weekly volunteering opportunities, Project Action planted trees in Fort Collins on Labor Day. The trees will provide the community with better protection from floods and increase oxygen in the communities. The *Re-Tree-T* was a successful service opportunity with meaningful conversations about how dependent we are on our environment.

One of the biggest events for DUSC was the second annual Diversity Summit Day of Action, which provided faculty, students, and DU community members the opportunity to engage

students and their families from Denver Public Schools. On May 10, over 150 students and their families from Smith and Monroe Elementary Schools came to DU to learn about college. DUSC's Project Volunteers along with the Center for Multicultural Excellence worked together to provide resources for students to become interested in college. Driscoll Green was lively with kids screaming, "College – for Certain!" the catchphrase that inspired many students as well as volunteers. After the daylong event, there was meaningful reflection for all volunteers about the systemic issues involving college access and lack of resources.

DUSC's Project Connect created a campus wide fundraiser to spread awareness for college access inequality and raise money for two of the elementary schools involved with Day of Action. The "Elephant in the Room" was a series of four-foot tall elephant cutouts that were sent from students to their favorite faculty members. The campaign was started by DUSC co-chair, Alena Hoover, who said, "Elephant in the Room causes people to talk about the unsaid problems in higher education. Let's get people talking." The campus-wide fundraiser raised \$676 for the two schools involved with Day of Action.

To learn about more volunteer opportunities in the fall, follow us on [Facebook](#).



DU AMERICORPS MEMBER SPOTLIGHT

Rebecca Davis, AmeriCorps Member; Focus Area: Education; Placement Site: Gust Elementary

By: Jessica Hathaway, Service Initiatives Program Assistant



This quarter, we are pleased to feature Rebecca Davis as one of our outstanding AmeriCorps members. Rebecca, a Denver Teacher Residency student in the Morgridge College of Education, is currently completing her AmeriCorps placement at Gust Elementary in Denver, CO.

In her placement at Gust Elementary, Rebecca supports third-grade literacy by teaching whole-group and small-group lessons. Additionally, Rebecca also works individually with students to support their growth in reading and writing.



An important component of AmeriCorps service is the commitment to go beyond simply volunteering in the community and instead, engage in service that is dedicated to ideals of social justice and development of community. In particular, Rebecca is passionate about social justice in the areas of equality among gender and races. Rebecca notes that her “service placement for AmeriCorps has given [her] the opportunity to work with a diverse group of students” in order to encourage “students to be who they are and provide them with the education to follow their dreams.”

Upon completing her Denver Teacher Residency program, Rebecca hopes to work with the youth of Denver as an elementary school teacher with Denver Public Schools. She strives to provide inspiration and fire a passion for learning in her students’ lives in order to ensure their success in society by supporting their growth in the tools they need to be successful. We thank Rebecca for the incredible dedication she has demonstrated in her AmeriCorps service and wish her the best of luck with her future career endeavors!



CONGRATULATIONS TO THE 2014 CCESL DEPARTMENTAL AWARD WINNERS!



- Brittany Morris** (Public Good Student of the Year)
- Olivia Hunte** (Community Organizer of the Year)
- Maritza Torres** (AmeriCorps Member of the Year)
- Emily Bowman** (Kimmy Foundation Community Service Professional)
- Maddie Spillman** (Kimmy Foundation Community Service Professional)
- Dr. Neil Gowensmith** (Service Learning Faculty of the Year)
- Dr. Kim Bender** (Public Good Faculty of the Year)
- Knoebel School of Hospitality Management** (Community-Engaged Department of the Year)

PUKSTA: MUCH MORE THAN JUST A SCHOLARS PROGRAM

By: Aminta Menjivar, Puksta Scholar Alumni, Class of 2014



DU offers many growth opportunities to its students; however, the Puksta Scholars program is one of the best opportunities out there. Four years ago, when I was a senior in high school, I never imagined I would come to cherish this program so much. Back then I was mainly seeking scholarships and the program's emphasis on social justice was just icing on the cake (so to speak). Thus, I entered both DU and the Puksta Scholars Program with an explorer's mentality as I did not know what to expect from either of them. After all, I was (and still am) a first generation college student.

The past four years have been absolutely amazing. I have grown both personally and professionally through a variety of activities made possible by the University and the Puksta Scholars program. Indeed, due to the University's liberal arts culture, I have been able to study International Business while also learning about international policy/development by taking classes outside the Daniels College of Business. This flexibility has allowed me to consolidate my business oriented mind-set with my desire to help impoverished communities around the world develop economically. Furthermore, as a Puksta Scholar, I have been able to use the business skills I learned in the classroom to help the Puksta Foundation raise funds for a new program at Metro State University of Denver. Thus, my studies at DU have facilitated both my Puksta-related activities and my career plans.

Ultimately, the seamless connection between DU's vision to be a "catalyst for public good" and the Puksta Foundation's focus on social justice has strengthened the program as a whole. This program is so strong that it makes a powerful impact in the lives of each Puksta Scholar. The reality is that the Puksta Scholars Program can have different meanings to each scholar. What remains constant, however, is the fact that we all become part of the Puksta Family once we become scholars. This family nurtures our dreams to create positive and effective change in our communities while also challenging us to be the best at what we do. It always amazes me to see the transformation that we (the Scholars) go through as we grow with the program. In essence, we tend to enter the program with just our dreams to make the world a better place and exit the program with a strong skillset that allows us to be effective community leaders. I know the power of this change because I experienced it first-hand during the past four years.

"IN ESSENCE, WE TEND TO ENTER THE PROGRAM WITH JUST OUR DREAMS TO MAKE THE WORLD A BETTER PLACE AND EXIT THE PROGRAM WITH A STRONG SKILLSET THAT ALLOWS US TO BE EFFECTIVE COMMUNITY LEADERS."

Now I am about to graduate and plan to start off my career in economic development through the Inter-American Development Bank in Washington D.C. As I approach graduation, I am immensely grateful to my Puksta family and look forward to helping this amazing program grow as an alumna.

MEETING THE NEEDS OF DIVERSE LEARNERS IN THE CLASSROOM: AN INTERDISCIPLINARY INTERVENTION TO BUILD THE CAPACITY OF SCHOOL PERSONNEL

By: Yolanda Anyon, PhD and Nicole Nicotera, PhD, Graduate School Social Work

The goals of this Public Good Grant were to strengthen the capacity of staff, teachers, and social work interns at the Denver Green School (DGS) to adapt and deploy an evidence-based school-wide intervention (Responsive Classroom or "RC") known to improve outcomes for disadvantaged students with attention deficits or behavior problems. It also aimed to assess and the efficacy of, and DGS school-culture fit with, this whole school approach to supporting disruptive students in the classroom.

The following indicators demonstrate a few of the tangible benefits of this grant to our community partner:

- The number of student referrals for negative behavior was reduced over the academic year. DGS also developed a more streamlined system for referring students to the office that addressed holes in their previous referral system.
- The DGS teachers developed a commitment to the RC intervention approach and a school-wide behavior plan. The school culture moved in response, demonstrated by the schools' commitment to continue this work in the 2014-2015 using funds from their operating budget. Additional evidence includes teachers' comments about how they responded to students' behaviors using RC language and techniques, as well as when they would joke with each other about their responses to students as being "RC" or "not very RC."
- DGS is also using evidence from this study to decide which elements of the intervention they will retain or discard. For example, the team realized that one of the RC techniques, morning meeting, was not sustainable for middle school students because of the timing of homeroom period in the afternoon. Therefore, next year they will adapt morning meeting differently within the middle school grades. The team also realized that teachers need a handy and quick toolbox to use the RC technique of logical consequences on the fly, and have developed a google document to meet this need. The team also realized that RC is very oral, language-based approach, yet their students come from 17 different counties representing a multitude of languages. Therefore, they plan to use out visual examples provided by the research team to teach students about different aspects of RC.

Specifically, grant-funded activities contributed to Denver Green School (DGS) growth by providing training and consultation to DGS staff, teachers and social work interns on the RC approach. This included two team members (1 DU faculty, 1 DGS behavior specialist) who attended one week of training in the Responsive Classroom approach, two full days of professional development provided to all DGS staff and faculty, five "booster sessions" for all DGS faculty and staff to address challenges and support fidelity of intervention implementation, regular consultation provided at least twice a month via in-person meetings, email, and google docs, and training for social work interns in the RC approach and how to conduct classroom observations. It also allowed for developing manuals, protocols and assessment tools for the sustainable implementation of the RC approach at DGS beyond the timeline of this grant and implementing a mixed methods study of RC intervention efficacy and adaptation in the DGS context.

This project had a positive impact on DGS teachers' and school leaders' perception of DU as an institution that supports community engaged research and local educational reform. Members of the school community developed relationships with the principal investigators through small group and individual interactions in regular consultation meetings, professional development trainings and focus groups. Throughout these interactions, the principal investigators emphasized that the purpose of the research project was to inform school decision-making and improve the "Responsive Classroom" intervention to meet the unique needs of students and teachers at DGS. As a result, the school community became more familiar with the public good research model that directly informs practice. School leaders and teachers have drawn on preliminary themes from our research project to determine priorities and plans for staff development next year.

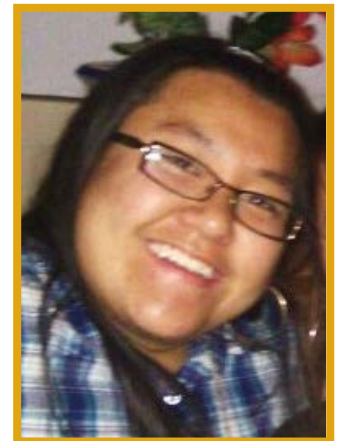
ALUMNI CORNER: STEPHANIE TRAN, CLASS OF 2013

Interviewed by: Neda Kikhia, DU Service & Change, Co-President

Welcome to our new feature, the Alumni Corner. We look forward to featuring news from a graduate of one of CCESL's programs each quarter. Through interviews with current students, we will learn what alumni are up to through and how they continue to use the skills they learned through participation with CCESL. Interested in sharing your story? If so, please contact [Iman Jodeh](#) to learn more.

1. *Where are you currently working? What are you doing now after college?*

I am currently working as a Residential Assistant for Center for Talented Youth Civic Leadership Institute (CTY CLI) in Baltimore Maryland. CTY CLI is a three-week summer program that teaches students about leadership and civic engagement. They focus on the concept of ABCD, which is Asset-Based Community Development. As an RA, I plan social activities and attend class with students. After my three weeks in Baltimore, I will be starting City Year Denver. I currently do not know which school I will be working with, but orientation starts at the end of July.



2. *What are all the CCESL programs you are/were a part of?*

The CCESL Programs that I was a part of were Public Achievement (3 years) and AmeriCorps (3 years).

3. *What are skills that you think you have gained or developed from being involved in a CCESL program?*

By being a part of Public Achievement, I gained and developed a plethora of skills that have really helped me with the different jobs that I am doing now. While in Public Achievement, I developed my leadership capabilities and my public speaking skills. I also had the opportunity to practice making lesson plans and executing them in class. Additionally, I learned to be flexible with time because activities do not always go as planned, and to always be prepared with a plan B so that no time in class will be wasted. Finally, I have strengthened my ability to interact with students and build meaningful connections with them. This skill has been really useful especially for CTY CLI and City Year Denver. Having one-to-ones with students and being genuine has allowed me to build many relationships with the students I have encountered and I am really grateful for that. I feel like I know how to connect with students because I have the confidence to have meaningful conversations with them that foster trust, honesty, and support.

4. *What does community organizing and service learning mean to you? Either during your time at DU, after, or both.*

To me community organizing means figuring out the strengths and weaknesses in a community. Then, determine what we would like to see change and make a plan to implement this change. Finally, execute this plan. So in essence, community organizing is a process where people act together based on their shared interest, and that can be done in many ways. Either through protest, petition, or actually creating the change you would like to see in your community. On the other hand, service learning is the integration of community service and classroom learning. Through service learning, people can apply the concepts/ideas they learn in class and put them into practice in the real world.

5. *What are your goals in the next 10 years?*

My goals in the next ten years is to get a dual degree for my Master's in Public Health and my medical degree. I don't know what type of doctor I want to be just yet, but I do know that I want to work in urban communities and possibly focus on teen health. Finally, when I have established my career, I would like to start a financial need-based scholarship.

"ANNUAL DIVERSITY SUMMIT INCLUDES DAY OF ACTION FOR SCHOOL CHILDREN" FEATURED IN UNIVERSITY OF DENVER MAGAZINE

By: Annissa Leon and Jan Kitta, *University of Denver Magazine*

Editor's Note: This article was originally published in the University of Denver Magazine on May 6, 2014



It's never too early to plant a seed that will inspire pursuit of a college education. But when you're working with young students for whom college may be a foreign concept, simply talking about it in a classroom doesn't do the trick.

Julio Alas (BA '08, MA '11), a kindergarten teacher at Munroe Elementary School in southwest Denver, was discussing this dilemma with fellow teachers back in 2012. "We were looking for ways to help our students

and their families find things missing in their lives, such as direct experience attending college," Alas says. "We wanted to find a way to make college real for them."

Munroe serves a low-income, predominately Latino population. Alas and fellow Munroe teacher, Jessica Marican, were of like mind in how to share their DU experience with students.

"We needed a way to make students aware of what college is by giving them their own college experience," Alas says.

Alas and Marican worked with DU's Center for Multicultural Excellence and student organization DU Service & Change to build a program that would show students what their future can hold and give parents tools and resources needed to keep their students on a college trajectory. Dubbed "Day of Action," the event brought kids from Munroe to the DU campus to experience a college environment.

First held in May 2013 as part of the University's annual Diversity Summit, the Day of Action continues this year as part of the 2014 Diversity Summit, which runs May 8–10. Students from Munroe will be joined this year by students from Smith Elementary in northeast Denver.

In addition to Saturday's Day of Action, the Diversity Summit includes a Thursday night community session with a film screening and book signing, and Friday's main event, featuring workshops, breakout sessions, a lunchtime award ceremony and a keynote speech from Marybeth Gasman, professor of higher education at the University of Pennsylvania.

The sold-out community event on Thursday evening includes a screening of the film "American Promise," which follows the educational journey of two African-American boys over 14 years. The filmmakers will be available after the screening for questions.

Topics in Friday's breakout sessions range from diversity in technology and in the classroom to teaching inclusive history and fighting stigma.

"There's really something for everyone," says Arriana Belkin, Diversity Summit student coordinator and a sophomore majoring in international studies and socio-legal studies. "It's going to be applicable, engaging and exciting for the audience."

For a complete schedule of events, to register for the breakout sessions or to volunteer, visit the Diversity Summit website.

PUBLIC GOOD GRANT SUPPORTS TEXTBOOK TRANSLATION PROJECT IN SUPPORT OF UNIVERSITY STUDENTS IN DEVELOPING ECONOMIES

By: Donald McCubbrey, PhD, Daniels College of Business

The project's purpose was to continue and expand the translation of free, open content textbooks into Spanish using student volunteers. The translated books are targeted at university students in those Latin American countries where the lack of affordable high quality textbooks are a barrier to students receiving the education they need to help contribute to their country's well-being. In this round of funding, we built upon the successful proof of concept project funded by CCESL in 2012-2013. We also learned some useful lessons in the prior year, which made this year's project considerably more successful.

First, we brought the two international student interns to DU in January 2014, once more in collaboration with AIESEC-Denver, one from Argentina and the other from Colombia (pictured right). The two international interns from the prior grant were on campus in the summer of 2013, which meant they had limited involvement with DU students.

Second, and most importantly, the current project was a collaborative one involving many units and organizations on campus, led by the Daniels College of Business (Don McCubbrey) and Languages and Literatures (Zulema Lopez). This facilitated the involvement of Spanish language students as well as bilingual students from Daniels and Korbel, and LASA, LSA, and the Spanish Club. Two books were translated on the DU campus, Business Fundamentals and Teachers as Readers, and three other books were either completed (Sustainable Development in Mexico) or begun by volunteers in other countries (Educational Psychology and Learning theories).

Finally, the student project leader, Ms. Katie Stohs, created a Facebook page for the project as part of an effort to recruit volunteers from anywhere in the world. The students prepared a three-minute video on the project, which is posted on the Facebook page and can also be viewed on [YouTube](#).

Looking ahead, Zulema Lopez intends to continue to lead and extend the translation project as a unique way for both undergrad and graduate students at the University to come together, open up, and share their own "communities" with each other. The potential for long-term relationships in what otherwise would be two distinct and sometimes distant groups is greatly enabled by the collaboration with AIESEC. The project also provides the opportunity for both groups to be trained to translate open content textbooks from English to Spanish, or indeed, to any other language. This training will provide for the greatest impact within the DU community by fostering a mutually beneficial relationship between DU students looking for ways to contribute to the public good and for students in developing economies in great need of high quality, low cost university textbooks. Results for DU students who participated as volunteers included: gaining a better understanding and appreciation for university students' struggles and hardships in developing economies; improving their vocabulary and writing skills in the target language; enhancing their capabilities for translating a text; and the ability to work in teams.

The Global Text Project also serves as a good model to begin working with other language programs in the Department of Languages & Literatures wanting to engage their students in similar translation projects. In fact, there is a need in the Center for World Languages and Cultures (CWLC) for more training for graduate students trying to fulfill their Graduate Language Proficiency Test, specifically for the translation portion.



Continued from page 14

Finally, we plan to recruit new volunteers from Sigma Lambda Beta, Sigma Lambda Gamma, and Pi Lambda Chi, as well as motivate and recruit more DU students in order to increase their participation as part of their classroom experience, combining learning with a contribution to the public good. Students will have the opportunity to build their skill sets outside of the classroom; increase in personal and social responsibility and altruistic motivation; improve their understanding of attitudes toward diverse groups in society; and also boost their personal development in areas such as personal efficacy, problem solving, self-esteem, confidence, social expectations and empathetic understanding.

In addition to the exposure on Facebook, the project has received a considerable amount of visibility via the AIESEC Worldwide network. Descriptions of the project were sent to AIESEC chapters at several Latin American universities and the project had exposure through AIESEC as a result of the recruiting process. Don McCubbrey and Katie Stohs are working with Korbel student, Obaid Obaidallah (see his article on this project on page 6) to prepare a grant proposal for funds to support translation of textbooks into Dari. Obaid was referred to the project by CCESL he and a network of volunteers he recruited are halfway through the translation of the Business Fundamentals book.

UNIVERSITY OF DENVER IS RANKED AMONG TOP 25 UNIVERSITIES FOR NON-PROFIT AND COMMUNITY SERVICE RANKED BY RETURN

Best Value Schools looked at [Washington Monthly's 25 schools most devoted to service](#), which assesses schools based on their "contribution to the overall public good in three ways: social mobility, research, and service." The list was comprised up of 284 schools. From there, the schools were put into order based on the "average 30 year net return on investment according to [payscale.com](#)." For the full article, click [here](#).

#21. University of Denver: Denver, Colorado

For the University of Denver, community service is about citizenship. When people feel a sense of citizenship, a common bond with others that live in the community around them, which is when they become inspired to make a difference. The University of Denver wants all students, whether or not they are from the area that has that attitude of citizenship. The Center for Community Engagement is there to help make that happen.

Washington Monthly Overall Service Ranking: #28*

Pay Scale 30 Year Average Net ROI: \$637,900

Three Highest Ranked Service Categories

Student and Alumni Involvement in the Peace Corps: #6

Service Staff, Courses, and Financial Aid Support: #51

Community Service Participation and Hours: #57

PUBLIC GOOD GRANT: IMPROVING ACCESS TO EFFECTIVE TREATMENT FOR ADOLESCENT DEPRESSION

By: Stephen Shirk, PhD, Department of Psychology

The principle aims of this Public Good Grant were: (1) to develop and manualize a school-based, treatment protocol for under-served, low income adolescents, and (2) to implement and evaluate the initial efficacy of the intervention. Few treatment protocols exist for adolescents who present with complex emotional and behavioral problems. Most treatment protocols target a single disorder, e.g. depression. Our preliminary work in low-income schools revealed that many teens present with multiple co-occurring disorders. Our first aim, then, was to identify common patterns of problem co-occurrence among adolescents in our partner school, Englewood High School.

To accomplish this aim we first conducted a focus group at the high school with critical stakeholders including administration staff (vice-principal, special education director), school counselors and psychologist, and parent liaison. Although multiple needs were identified in this meeting, consistent with epidemiological data on adolescents, depressive disorders were identified as a significant problem (including teens at risk for suicidal and non-suicidal self-injurious behavior). In addition, counselors reported high rates of traumatic experiences among adolescents including sexual and physical abuse, assault, witnessing domestic violence, and reactions to parental substance abuse. For many youth, these problems were compounded by issues pertaining to migration and threat of deportation.

During the first three months of the project we delivered therapy to eight youth referred by school counselors in order to obtain a more detailed profile of presenting problems. Therapy was delivered by clinical psychology graduate students in the health clinic at the high school and supervised by the PI. Of these referrals, six involved depressive disorders and five involved post-traumatic reactions. Of the six depression cases, five involved prior trauma exposure. Elevated levels of anxiety were common. In three of the cases, substance abuse (marijuana) was evident. Three cases involved non-suicidal self-injurious behavior. Based on findings from the focus group and from this case series, we decided to target depression and PTSD (post-traumatic stress disorder) with our protocol. Because of the presence of substance use problems, we also decided to include a motivational component to address these issues (though we did not aim at treating substance abuse per se).

Over the summer of 2013 we reviewed the empirical literature for evidence-based therapies for depression and PTSD in adolescence. Based on this review we used a “distillation” strategy to identify and modularize treatment components. That is, treatment components, e.g. progressive relaxation, behavioral activation, that comprised multiple evidence-based protocols were included in our treatment manual. Thus, the protocol we developed was a flexible, modular approach that allowed therapists to select relevant components depending on the specific needs of an individual case. Primary components came from three sources: Cognitive Behavioral Therapy for Adolescent Depression, Interpersonal Therapy for Adolescent Depression, and Trauma-Focused Cognitive-Behavioral Therapy. Basic features of Motivational Interviewing were included to address substance issues and several components from Dialectical Behavior Therapy were included to address self-injurious behavior.

In the fall of 2013 we piloted the new treatment protocol with four teens in order to train therapists in the flexible, modular approach. Four graduate student therapists were trained. Following training, we originally planned to conduct a series of multiple baseline case studies. Instead, we were limited to carrying out an open trial with five adolescents. The barrier to completing the planned research was parental consent. Although youth may consent for therapy at age 15 in Colorado, participation in research requires parent/guardian consent until age 18. Of six adolescents approached, none obtained parent consent. Feedback indicated that most adolescents preferred that their parents not be informed often because of prior trauma or ongoing parent-adolescent conflict. All adolescents ages 15 and older consented for clinical

Continued from page 16

services consistent with Colorado law. Consequently, we were only able to gather usual care clinical data, that is, periodic assessments of primary symptoms.

Of the five adolescents treated in the open trial, only one terminated treatment prematurely (after only one session). The remaining four continued treatment for between 10 and 22 sessions. Of the four treatment continuers, 3 showed marked decreases in depressive symptoms. Two of the teens' symptoms were normalized by termination. On average, teens showed a reduction of approximately one standard deviation in depressive symptoms, a relatively large pre – post effect. It was noteworthy that this level of symptom improvement occurred in the context of high levels of co-occurring problems including both trauma reactions and substance use. Of equal importance, master's level therapists were able to effectively implement the flexible protocol with group supervision. Although our sample of cases was very small and data collection limited to only a few time points, the potential efficacy of the new protocol appeared to be promising. Of course, the absence of a comparison group or temporal controls (baseline data) makes this difficult to assess.

Qualitatively, a number of issues emerged. First, depressive symptom reduction appeared to be enhanced by directly addressing prior traumatic experiences, not a part of most existing adolescent depression protocols. Second, the low income teens we treated were faced with extraordinary life circumstances including chronic parent substance abuse, ongoing domestic violence, and residential instability. In the absence of parent involvement, including consent, many of these issues are very difficult to address and may limit the effectiveness of school-based treatments for some youth. Nevertheless, with this project we were able to devise and deliver an evidence-based intervention to under-served adolescents who have limited access to clinical services. Providing such services in schools reduces significant barriers to treatment, especially for adolescents who do not want their parents to be involved.

Based on feedback from our primary partners there is little doubt that this project has altered perceptions of DU as an ivory-tower university. Meetings with the superintendent of schools and school administrators have been exceptionally positive. As one administrator remarked, "I had no idea that DU did such things". Importantly, the partnership between Englewood High School and our Clinic for Child and Family Psychology has been solidified. Graduate students will continue to offer clinical services at Englewood as part of their community-engaged clinical training.

Because we were unable to conduct the multiple baseline trial (due to the lack of parent consent) our ability to use clinical data from the project to obtain future research funding may be limited. However, the pilot testing of the protocol indicates that it is safe. It is possible that data will be useful for obtaining foundation grants to expand the clinical services at Englewood.

THE UNIVERSITY OF DENVER HIGHLIGHTED IN THE WASHINGTON POST FOR ITS FOCUS ON SERVICE

Melinda Henneberger, contributor to the Washington Post, writes about her daughter's quest to find the perfect college during her whirlwind visits to over 20 campuses. The one for her? The University of Denver DU because "its public health and writing programs, focus on service, medium size, sports-loving culture and urban location were all factors that she'd come to realize were important to her." Read the full article in the Washington Post [here](#).



*The Staff and Members
of the
AmeriCorps National Civilian Community Corps
Southwest Region*

*Invite you to celebrate a year of service to our nation
and AmeriCorps NCCC's 20th Anniversary*

*As we honor
Class XX-A
Team Leader and Corps Member Graduates*

*Tuesday, the twenty-ninth of July 2014
Nine o'clock a.m.
Red Rocks Amphitheatre
18300 West Alameda Parkway
Morrison, Colorado*

*Please RSVP to Heather Dirck for directions and parking information
hdirck@cns.gov*

CCESL STAFF



Anne P. DePrince, PhD
Director
adeprinc@du.edu



Cara DiEnno, PhD
Associate Director
cara.dienno@du.edu



Ryan Hanschen
Program Coordinator
ryan.hanschen@du.edu



Iman Jodeh, MPA
PG Newsletter Editor
iman.jodeh@du.edu

STOP BY TO SAY HELLO...

Monday – Friday
9:00am to 4:00pm
Dirscoll Student Center South
Suites 6, 18, and 22



CCESL IS HIRING!

CCESL offers a variety of student employment and volunteer opportunities. Below are just a few positions for which CCESL is now accepting applications for the upcoming academic year. To apply or for more information about each position, click on the position or go to www.du.edu/ccesl.

[Public Achievement Coach or Team Lead](#)

[Community-Engagement Corps - K12 Tutor or Mentor](#)

[Service Learning Associates](#)

[Public Good Associates](#)

[DU Service & Change \(DUSC\) Student Organization](#)

[Compact Service Corps AmeriCorps Program](#)

CELEBRATE DU'S SESQUICENTENNIAL YEAR BY JOINING THE 1864 SERVICE CHALLENGE!

Students, alumni, faculty, and staff are encouraged to log service hours to help reach the university's goal of 186,400 service hours by the end of 2014. Click [here](#) to log your hours today!