



University of Denver  
Center for Community  
Engagement &  
Service Learning

# **CENTER FOR COMMUNITY ENGAGEMENT AND SERVICE LEARNING**

## **2010-2011 END OF YEAR REPORT**

**JULY 1, 2010-JUNE 30, 2011**

**PRESENTED AUGUST 2011**

**TO**

**THE OFFICE OF THE PROVOST  
UNIVERSITY OF DENVER**





**University of Denver**  
Center for Community  
Engagement &  
Service Learning

## Contents

CCESL Values .....	3
Our Process .....	4
Capacity Building .....	6
Community-Engaged Scholarship and Teaching Programs for Faculty .....	9
Community-Engaged Scholarship .....	9
Community-Engaged Teaching .....	11
Community-Engaged Student Programs .....	14
Puksta Scholars .....	14
Public Achievement.....	16
Community Organizing Course .....	18
AmeriCorps .....	19
Conclusion .....	22

## CCESL Values

The Center for Community Engagement and Service Learning (CCESL) embraces the vision, values and mission of the **University of Denver (DU)**. Specifically, DU's vision, values, mission and goals include:

**Vision:** The University of Denver will be a great private university dedicated to the public good.

**Values:** In all that we do, we strive for excellence, innovation, engagement, integrity and inclusiveness.

**Mission:** The mission of the University of Denver is to promote learning by engaging with students in advancing scholarly inquiry, cultivating critical and creative thought and generating knowledge. Our active partnerships with local and global communities contribute to a sustainable common good.

**Goals:**

*Community* - We will create a diverse, ethical, and intellectually vibrant campus community to provide a challenging and liberating learning environment.

*Learning* - We will provide an outstanding educational experience that empowers students to integrate and apply knowledge from across the disciplines and imagine new possibilities for themselves, their communities, and the world.

*Scholarship* - We will invigorate research and scholarship across the university to address important scientific, sociopolitical, and cultural questions of the new century.

In turn, **CCESL's vision** is to lead the campus in embracing the University of Denver's commitment of "being a great private university dedicated to the public good."

**CCESL values** the public good, inclusive excellence and social justice, and, as part of higher education's civic mission, building community capacity and engagement.

**CCESL's mission** is to educate, engage, and equip the campus community to accomplish tangible, public work that improves the lives of people in our communities.

**RECOGNIZING THE TRANSLATION OF DU'S AND  
CCESL'S VISION, VALUES, AND MISSION INTO HIGH-  
QUALITY WORK, DU WAS NAMED TO THE  
PRESIDENT'S HIGHER EDUCATION COMMUNITY  
SERVICE HONOR ROLL FOR 2010.**

## Our Process

Whether training students, offering faculty development programs, or accomplishing our work with communities, CCESL's work is grounded in principles of community-engaged scholarship and teaching as well as a community organizing model. These inter-related concepts are described in brief below to inform the End of Year report.

### Community-Engaged Scholarship and Teaching

Community-engaged scholarship and teaching comprises intellectually and methodologically rigorous work that is grounded in the norms of democratic education: "inclusiveness, participation, task sharing and reciprocity in public problem solving, and an equality of respect for the knowledge and experience that everyone involved contributes to education and community building" (Saltmarsh & Hartley, 2011, p. 17).

At their heart, community-engaged scholarship and teaching differ from approaches that emphasize one-way applications of academic expertise to community problems. Instead, community-engaged scholarship and teaching intentionally:

- Emphasize the co-production of knowledge in the context of reciprocal partnerships with local stakeholders.
- Pursue the renewal of democracy and the kind of public action that works to confront public problems and social justice through democratic means.
- Demonstrate strong collaboration with community partners in proposal and project development.
- Forge collaborative enterprises between academic researchers (professors and students) and community members, which validate multiple sources of knowledge and promote the use of multiple methods of discovery and of dissemination of the knowledge produced.

### Community Organizing

Community organizing has a rich history in American social movements and is about people working together for systemic social change. Community organizing focuses on developing collective self-interests by working with others and taking action on issues the community cares about through true democracy, in which the power is with the people. Our organizing model is not about the short-term mobilization of protests or rallies. Rather, it is about achieving long-term change through building powerful, public relationships; influencing and negotiating with government, corporations and institutions; achieving direct representation; and holding decision-makers accountable to the people through public actions.

Here is a brief description of our model:

CCESL strongly encourages people of diverse backgrounds, politics and values to learn together, and from one another, in a safe and challenging learning environment.

Community organizing is about achieving long-term change through building powerful, public relationships; influencing and negotiating with organizations and institutions;

achieving direct representation; and holding decision-makers accountable to the people through public actions.

CCESL equips stakeholders with tools for organizing success across three phases of the community organizing process:

1. Relationship Building and Issue Selection. This phase is about building relationships in a community, identifying an injustice and selecting an issue to work on together. Organizers do this through one-to-one interviews, identifying the self-interest of community members, and conducting house meetings in which communities can identify the collective self-interest that will drive community action.
2. Researching the Issue. In this phase, people begin to organize around the issue the community has chosen, continue to build relationships with community members and stakeholders, identify the root causes of the chosen issue and identify the power, systems and structures related to the issue the community has chosen.
3. Action. The action phase is when organizers develop a plan and implement a strategy for creating change in the community based on the relationships built and the information gathered in the research phase. The community critically reflects on its progress and improves strategies/plans for future actions.

## Capacity Building

In order to effectively achieve our mission to educate, engage, and equip the campus community, CCESL commits significant resources to building capacity. Many of these capacity building efforts fall outside the scope of any particular program, but are integral to the Center's work. Examples of capacity building efforts during the 2010-2011 year are explained here.

### Leadership Transition

The 2010-2011 academic year ushered in much transition for CCESL. A new leadership model was implemented in early 2011 such that the Director position transitioned from one held by a full-time staff person to a faculty member. Dr. Anne P. DePrince (Psychology) was appointed as the new part-time Director in February 2011. On the heels of this change, the university began a search for a full-time Associate Director. In June 2011, Dr. Cara DiEnno accepted this position to begin July 1, 2011.

### Community Organizing

In Summer 2010, CCESL staff updated the *Community Organizing Handbook* originally developed in 2009. The 2<sup>nd</sup> edition of the handbook is now used for all CCESL programs and is available online to external partners. In addition to accessing the handbook online, two internal partners (University College and the Office of Institutional Research) and six external partners (Western Kentucky University, Anchorage Faith and Action - Congregations Together, St. Paul Public Schools, the Logan School for Creative Learning, Women Work Together and the Zuia Project at the Matibabu Foundation Clinic in Kenya) requested over 75 copies of this document for community-based program training this year.

In February 2011, 40 Puksta Scholars (see page 14 for a description of the Puksta Scholars Program) from the University of Denver, University of Colorado-Boulder, and Colorado State University-Fort Collins came together for a two-day training retreat. Students learned democratic and popular education techniques. In addition, students developed workshops that can be used in future projects, trainings, and/or conferences around a range of themes (building relationships, communication, storytelling, transformation, and raising awareness).

### Service Learning Courses

Service learning courses were offered in colleges and departments across several academic divisions (e.g., Library Information Science in the Morgridge College of Education; Sociology and Criminology in Arts, Humanities and Social Sciences; Geography and Chemistry in Natural Sciences and Mathematics; and First-Year Seminars).

### Grant Writing Infrastructure

CCESL staff developed infrastructure, language, and experience in writing grants and forming funding partnerships for community-based projects and research.

#### *Awarded:*

- \$1000. State Farm Good Neighbor Service Learning Grant in support of Public Achievement student projects.

## Assessment

In addition to annual internal evaluation of programs, CCESL collaborated on assessment projects. For example, CCESL staff worked with the DU Office of Institutional Research to develop and implement a campus-wide survey of student community engagement in Spring 2011. In addition, CCESL staff worked with Dr. Nicole Nicotera (Graduate School of Social Work) to further evaluate the impact of the Public Achievement (PA) program on student development.

## Awards

CCESL recognized the outstanding community-engaged work of faculty and students this year with six awards presented at a university-wide awards ceremony:

- Service Learning Faculty of the Year (Professor Hava Gordon, Sociology & Criminology)
- Public Good Faculty of the Year (Professor Nicole Nicotera, Graduate School of Social Work)
- Student Public Good Award (Jenni Talcott, Psychology and Criminology)
- Community Organizer of the Year (Tess Dougherty, Sociology)
- Community-Engaged Department of the Year (Department of Media, Film, and Journalism Studies)
- AmeriCorps Student of the Year (Nathaniel 'Aka' L. Denjongpa, Korbel Graduate School of International Studies).

## Scholarly Publications and Conference Presentations

CCESL staff is committed to disseminating knowledge and experience in the field of service learning and community engagement through scholarship. The following list offers examples of last year's scholarly products:

### *Manuscripts:*

- McCauley, S., and Nicotera, N. Fretz, E., Nickels, S., **Agnoletti, C., Goedert, H., Neff, E., Rowe, T. and Takeall, R.** (2011). Civic Leadership and Public Achievement at the University of Denver's Center for Community Engagement and Service Learning. In N.V. Longo & C. Gibson (Eds.), *From Command to Community: A New Approach to Leadership Education in Colleges and Universities* (pp. 149-168). Medford, MA: Tufts University Press.
  - Bolded names indicate student co-authors.

### *Conferences at which CCESL staff presented:*

- DePrince, A.P., Priebe, S., A.T. Newton (October, 2010). Integrating student community-engaged research into a required, disciplinary course. Paper presented at the Association for the Advancement of Sustainability in Higher Education Conference. Denver, CO.
- DePrince, A.P. (March, 2011). Invited commentary on Memory, Memorials and Memorialization. Marcus Memorial Holocaust Lecture. Denver, CO.
- Witcher, J. (June 2011) Operationalizing Spirituality in Higher Education toward the Development of Civic Agency. Paper presented at the 2011 National Faith, Justice, and Civic Learning Conference. Chicago, IL.

**CCESL-Sponsored Events**

In Fall 2010, The DU Puksta Scholars Program co-hosted a community dialogue with the Pakistani-American Association of Colorado (PAAC) for the Greater Denver Pakistani community and forty DU, CU-Boulder and CSU Puksta Scholars.



**FELIPE VIERYA TALKS WITH PROVOST KVISTAD ABOUT PUBLIC ACHIEVEMENT AND PUKSTA PROGRAMS.**

In March 2011, CCESL hosted an open house that brought together faculty, staff, students, and community partners to learn about CCESL initiatives as well as dialogue about the future of CCESL’s work.



**AHSS DEAN ANNE MCCALL TALKS WITH SARAH MCCAULEY, BROOKE LEDERER AND HANNA HAYDEN ABOUT PUBLIC ACHIEVEMENT.**



**PROFESSOR HAVA GORDON LEARNS ABOUT PUKSTA SCHOLARS FROM BRITTANY MORRIS**

In April 2011, CCESL partnered with Arts Humanities and Social Sciences (AHSS) and the Office of Internationalization to welcome Professors Kathy Sykes (University of Bristol) and Bill Peterman (Chicago State University) to campus. Leaders in building and cultivating engaged campuses, Sykes and Peterman offered a formal presentation comparing and contrasting UK and US approaches to university engagement as well as took time to talk with small groups of faculty. One small-group discussion involved administrators, faculty, and staff from Arts Humanities Social Sciences, CCESL, Natural Sciences and Mathematics, and the Office of Internationalization who discussed the role of engaged research in creating better science and policy.



**PROFESSOR SYKES (ABOVE), A PHYSICIST, ADVOCATES FOR CULTURE CHANGE IN THE UK UNIVERSITY SYSTEM BECAUSE ENGAGING PUBLICS IMPROVES SCIENCE AND POLICY.**



**A DU ALUM, PROFESSOR PETERMAN (RIGHT) DISCUSSES HIS PERSPECTIVES ON ENGAGEMENT IN THE UK AND US UNIVERSITY SYSTEMS.**

## Community-Engaged Scholarship and Teaching Programs for Faculty

Given the transitions in leadership during this academic year, CCESL temporarily scaled back faculty development programs. Despite this temporary reduction in programming, CCESL continued to support community-engaged scholarship in several ways. Faculty research continued to receive direct support through the Public Good Fund. Faculty also had service learning development opportunities through mini-grants and local conferences. In addition, faculty benefitted from a vibrant Service Learning Associate Program that brought skilled students with experience in service learning into classrooms to partner with faculty on the service learning aspects of courses. Thus, faculty programs have continued to emphasize rigor in community-engaged scholarship and teaching.

### Community-Engaged Scholarship

Program Manager: Anne DePrince

#### Description

CCESL supports DU faculty to conduct, write about, and present their community-engaged scholarship locally, regionally, and nationally. For example, we highlight community-engaged scholarship through our Public Good Newsletter, which was significantly expanded this year in terms of content (number and depth of articles) and distribution.

The largest Community-Engaged Scholarship Program involves the Public Good Fund, comprised of \$100,000 provided annually by the DU Office of the Provost to support faculty engaged in innovative community-engaged research projects. Over the last several years, use of this Fund has evolved to support Engaged Scholarship Grants (for community-engaged projects that have established partnerships and are ready to make measurable impacts in the community) and Public Good Fellows (for scholars prepared to pursue advanced community-engaged work).

#### Program Data

	DU Faculty Involved
Public Good Fellows	4
Newly-funded Engaged Scholarship Grants	3
Ongoing Engaged Scholarship Grants	6
Continuing Public Good Fellowships from previous AY	4

#### Accomplishments

CCESL staff worked with faculty involved in ongoing Engaged Scholarship and Public Good Fellowships. Staff revised the final report template for Public Good Fund Projects to better capture relevant tracking data (e.g., number of partners, students involved in the work). In addition to the ongoing projects, the Public Good Fund Selection Committee convened to

review new project proposals. The committee was comprised of faculty from across campus, including Arts, Humanities and Social Sciences; Natural Sciences and Mathematics; Daniels College of Business; Graduate School of Social Work; and Morgridge College of Education.

Due to staffing transitions, only one call for proposals was made for the Public Good Fund this year (compared to the two calls typically distributed). Of the grant proposals received, three were selected for funding by the Public Good Fund Selection Committee. These newly funded projects involved faculty from AHSS and NSM for a total of \$24,460 to support Engaged Scholarship Grants.

## Quotes and Spotlights

In the past year, faculty members have worked on a range of community-engaged projects with support from the Public Good Fund. For example, Stacy Bowers and Sylvia Hall-Ellis describe their project, completed during the 2010-2011 Academic Year, as follows:

“This project addressed the on-going and growing need for public access to legal information in Colorado. Public access to legal information is often hit or miss for many citizens. The ability to access primary law and secondary resources about the law is often determined by one’s geographic location (whether there is a law library or law collection in the area) or by one’s financial resources (can a person pay for access). As a result of this situation, there is a need for equitable access to legal information for the average citizen of the State. Also, with an increase in citizens attempting to answer their own legal questions or acting as *pro se* litigants (a person who represents themselves without a lawyer), there is an ever increasing need for public access to authentic, accurate, and current legal information. This project allowed us to begin the process of addressing this growing need by creating a legal web portal geared towards and written for the average citizen of the State of Colorado.”

Faculty achievements and reflections on public good work are now regularly highlighted in the Public Good Newsletter (<http://www.du.edu/ccesl/PGENewsletter.html>).

## Community-Engaged Teaching

Program Managers: Anne P. DePrince, Sarah McCauley

### Description

The Community-Engaged Teaching Programs include several opportunities for faculty development:

- CCESL offers training opportunities for both novice and advanced community-engaged instructors. The **Service Learning Scholars Program** targets faculty members who are new to community-engaged learning. The program provides opportunities for faculty members to examine recent scholarship in the field and develop a set of best practices for implementing service learning classes and projects. Faculty can continue with training after this initial experience as a Scholar in the **Advanced Practitioner Program**, which provides a collaborative environment for faculty to build on their learning and refine their skills in teaching community-engaged courses.
- **Faculty Learning Pods** comprise small interdisciplinary groups of faculty members working together on community-based issues with financial support from the faculty development fund. Funds can be used to support partnership development, supplies for the Pod (e.g., books) and stipends for community partners, graduate assistants, and/or faculty to support their participation.
- A **Community-Based Learning Writing Group**, made up of faculty who are interested in writing about their community-based and/or service learning work, meets 5-7 times per year to support the development and dissemination of scholarship.
- **Service Learning Mini-Grants** are available for faculty to travel to conferences, purchase books/journals/printed matter related to community-based learning, or host conferences/recognitions/community partner dialogues.
- CCESL's **Service Learning Associates (SLAs)** program partners students and faculty to support community-engaged learning. SLAs are DU students who have completed one or more service learning classes themselves. SLAs are paired with faculty teaching service learning courses. SLAs assist faculty in the planning, implementation and assessment of the service learning components of courses.

In addition to these specific programs, CCESL staff provides workshops, trainings, and one-to-one consultations on community-engaged learning topics to DU faculty as requested throughout the year.

### Program Data

Continuing Faculty Learning Pods	1 pod
New and continuing mini-grants	4 mini-grants
SLA Hours Spent in Community	760 hours
SLA Community Partnerships	13 partnerships
DU Students in SLA Program	7 students

DU Students directly impacted by SLA Program	240 students
DU Faculty and Staff Involved in SLA Program	11 faculty/staff
Hours in Training for SLAs	15 hours

## Accomplishments

- Due to CCESL staffing changes this year, limited program offerings were made, focusing primarily on mini-grant opportunities. For example, Dr. Kate Willink was able to attend the Emerging Engagement Scholars Workshop (EESW) as part of the 11th Annual National Outreach Scholarship Conference (NOSC) with support from a mini-grant.
- In addition to mini-grants, CCESL sponsored six faculty members to attend a development opportunity at the University of Colorado Boulder with nationally recognized scholar, Dr. Patti Clayton.
- CCESL staff provided consultation to faculty from across divisions on service learning topics.

The Service Learning Associates Program was the most active of our community-engaged programs this year. Accomplishments included:

- Seven trained SLAs supported 11 faculty and staff members in 17 service learning courses.
- Students in a service learning course out of the Writing Center worked with women and children at the Gathering Place to write stories about their experiences of poverty, homelessness.
- Students in a criminology course observed and reported on 150 hours of court proceedings in the Denver Metro area.
- Library and Information Science (LIS) students participating in service learning courses processed, re-housed and created records of photographic materials (negatives, prints, slides) for the Colorado Department of Transportation through a partnership continued from 2009-2010 by an SLA and her faculty partner.
- Service Learning Associates and their faculty partners developed new service learning partnerships with the City of Denver, Temple Emmanuel, Court Watch, Five Points, the Iliff Archives and South High School.
- Partnerships from previous service learning courses were sustained with the DU Permaculture garden, the Colorado Department of Transportation, Padres y Jovenes Unidos (Parents and Youth United) and the Gathering Place through service learning courses supported by SLAs.

## Quotes and Spotlights

Professor Lynn Clark taught a graduate qualitative research methods course with a service learning component. The class partnered with South High School and was supported by Miyeko Inafuku (junior SLA), who assisted in brokering the partnership and developing the service component of the course. Dr. Clark had this to say about her experiences as a faculty teaching service learning:

“Service learning courses and classes that engage in community-based research involve a large number of stakeholders. There are the typical stakeholders of a university community: the students who need to learn and progress in their degrees, the university that needs faculty who will teach courses that fulfill requirements and satisfy learning outcome goals, and a research community that, I hope, will welcome one's investigations in an ongoing scholarly dialogue. I wanted to design a research project that would meet the school's needs for more volunteers while also putting together an observation and interview-based research project on digital and mobile media uses among diverse urban populations.”

Professor Kate Willink used a mini-grant to attend the Emerging Engagement Scholars Workshop (EESW) as part of the 11th Annual National Outreach Scholarship Conference (NOSC). Reflecting on this experience, Dr. Willink commented:

“After spending two years participating in CCESL's Service Learning Program, the Advanced Service Learning Program, and the Community-Based Learning Writing Group, I felt well prepared to engage scholars across the nation working in the field of engaged scholarship. EESW far exceeded my expectations.”

Jenni Talcott (sophomore SLA) introduced students to community organizing as well as helped to structure a community-engaged research project in Dr. Anne DePrince's First-Year Seminar, Science of Violence against Women. Students analyzed television news stories on domestic violence in Colorado to advise the Denver Domestic Violence Coordinating Council on the strengths and limitations of local media portrayals of domestic violence. Students went beyond the course requirements to host and facilitate a public dialogue on domestic violence. The public dialogue brought together DU students, staff, and faculty as well as community partners in November 2010.



As part of Professor Hava Gordon's class, “Social Movements”, Rick Anderson (senior SLA) built on a previous partnership with Padres y Jovenes Unidos to engage a Sociology course on social movements with a restorative justice campaign aimed at making Denver Public school discipline policies more fair and equitable.

Cortney Duritsa (senior SLA) worked with Dr. Ted Manley to structure a year-long service learning project in partnership with the Five Points area. Working with community partners in the area (Blair-Caldwell African American Research Library, the Bo Matthews Center for Excellence and the city of Denver's Community Planning and Development Office), students conducted service and community-based research projects on community redevelopment and urban economic transition in the Five Points community.

Faculty achievements and reflections on community-based learning are now regularly highlighted in the Public Good Newsletter (<http://www.du.edu/ccesl/PGENewsletter.html>).

## Community-Engaged Student Programs

### Puksta Scholars

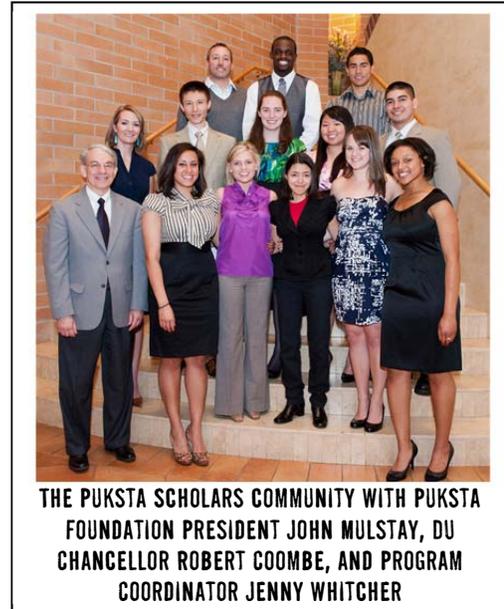
Program Manager: Jenny Whitcher

#### Description

The University of Denver's Puksta Scholars Program is a four-year, developmental civic engagement program and intentionally diverse community.

Scholars are supported to integrate their academics; personal values, interests, and skills; and career preparation with the development of their civic identity and social responsibility as a global citizen. This is accomplished using the community organizing model, and includes curricular and co-curricular personal and civic development training, personal and group critical reflection, and mentoring.

Scholars receive a renewable \$6,000 annual scholarship, conference funding, and paid summer internship opportunity. In addition, broad-based programmatic support comes from the intercollegiate Puksta Scholars Program partnership between the University of Colorado-Boulder's Institute for Ethical and Civic Engagement and Colorado State University's Outreach and Support Programs, and the University of Denver's Center for Community Engagement and Service Learning.



THE PUKSTA SCHOLARS COMMUNITY WITH PUKSTA FOUNDATION PRESIDENT JOHN MULSTAY, DU CHANCELLOR ROBERT COOMBE, AND PROGRAM COORDINATOR JENNY WHITCHER

#### Program Data

Hours Spent in Community	3648 total hours
Community Partnerships	28 partnerships
DU Students in Program (total)	12 students
DU Students Directly Impacted	183 students
DU Faculty and Staff Involved	6 staff, 5 faculty
Hours in Training for DU Students	112 hours
Total amount of scholarships to DU Students?	\$ 68,000
<i>Note:</i> Though the Puksta Foundation supports scholars at multiple campuses, these numbers reflect the activities of DU Puksta Scholars only.	

#### Accomplishments

As a group, Puksta scholars:

- Held a community dialogue with the Pakistani-American Association of Colorado (PAAC) and forty DU, CU-Boulder and CSU Puksta Scholars.

- Premiered 12 digital stories at the Digital Storytelling for Social Justice Film Screening held at DU's new Holocaust Memorial Social Action Site.
- Took part in a democratic and popular education training with 40 Puksta Scholars from DU, CU, and CSU.
- Donated \$500 to the Manual High School AP Fund, a student initiated fund to support the purchase of required books for advanced placement courses and cover the AP exam fee for low-income students. This gift was given in honor of the larger Puksta family of support, and in an effort to continue the mission of college access set by the Puksta Foundation.

Individual scholars accomplished the following:

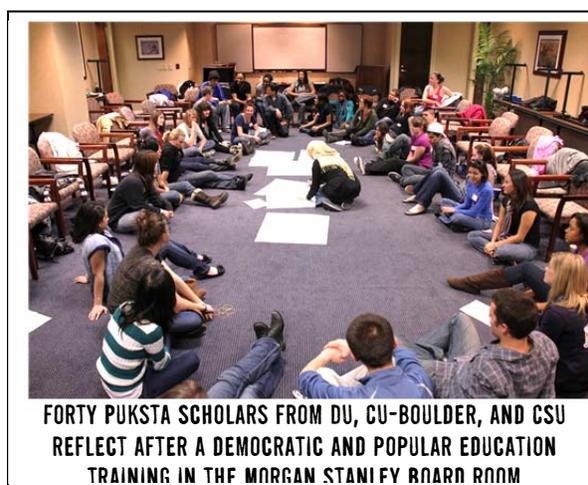
- Testified on behalf of the ASSET bill (SB 11-126) in front of the Colorado Senate. The ASSET bill would have provided in-state college tuition to qualifying undocumented Colorado residents. The bill passed the Senate Education Committee by a 5-2 vote, and later passed the Senate Finance Committee, 4-3. The bill was finally killed in a 7-6 vote in the House on April 25, 2011. Supporters say they will be back next year.
- Initiated and wrote a proclamation declaring February 2011 as Dating Violence Awareness month for the City and County of Denver.
- Presented at the 2011 Courage to Risk conference, a conference dedicated to the educational success of students with diverse learning needs. Presentations included: "Learning Outside the Labels," and "What We Want Everyone to Know about Dyslexia (Especially Teachers!)"
- Developed a rural leadership program for entrepreneurs in Western Kenya.
- Contributed to program development to support financial literacy in Denver, and financial literacy education sessions for youth.
- Organized Athletic camps for over 100 youth.
- Contributed to program and partnership development that resulted in a \$2,000 grant for a community partner.
- Organized public events on social entrepreneurship with three Puksta scholars.
- Contributed to a "Know Your Rights" campaign for Denver youth.

## Scholars' Quotes

"This program develops your core understanding of self and the ways that you can positively impact the community that you live in."

"[I] realized that all this time I needed to focus more on developing these leaders instead of just getting things done. It has made me really understand how to grow young leaders."

"I have had to learn how to encourage organization in others as well as take on organizational aspects of projects for myself."



"Working with others who were different has definitely opened my eyes to how tension can be a positive thing in the end result."

## Public Achievement

Program Manager: Sarah McCauley

### Description

The Public Achievement (PA) program fosters leadership skills in DU and K-12 students to address issues in their community in a meaningful and academic way. As PA Coaches, DU students act as facilitators to teams of K-12 students. Together the teams follow a community organizing process that starts with building relationships between the team members. The teams then work to identify issues they care about within their schools and communities and conduct community-based research. The culminating product is a public work (service learning) project to address the issue they identified.

### Program Data

Hours Spent in Community	2880 total hours
Community Partnerships	3 school partners
DU Students in Program	24 students
DPS Students Directly Impacted	180 students
DU Faculty and Staff Involved	2 staff, 1 faculty
Hours in Training for DU Students	101 hours

### School Partnerships

South High School:

Freshman Advancement Via Individual Determination (AVID) class

Teacher: Gina Ahnen

Manual High School:

Student Leadership class (grades 9-12)

Vice-Principal and teacher: Vernon Jones

Bruce Randolph School:

10<sup>th</sup> and 12<sup>th</sup> grade Civics classes

Teacher: Erica Cantu; Principal: Cesar Cedillo; Parent Liaison: Nola Miguel

### Accomplishments

- Three graduate students supported coaches as Team Leaders in Public Achievement partner schools.
- First-ever Public Achievement Coaches Retreat in October 2010. 25 coaches attended.
- CCESL received a \$1000 grant from the State Farm Youth Service America Program to support student community projects.
- At Manual High School, student leaders raised over \$500 to support the new Advanced Placement program at their school.
- Manual students advocated for the end of the



**PA COACHES PARTICIPATED IN THE FIRST EVER COACH RETREAT AT SNOW MOUNTAIN RANCH NEAR WINTER PARK, CO IN OCTOBER 2010.**

school uniform policy in favor of a semi-professional dress code to encourage student responsibility and workplace readiness.

- Manual High seniors, the first to graduate since the school reopened in 2007, raised \$800 to support prom and start senior class traditions that build school spirit.
- Students at South High School ran an animal rights campaign for their peers and raised \$200 to support the Little Animal Charity that provides veterinary care to pets in public housing developments.
- Student leaders at Bruce Randolph worked on diverse projects. In particular, they:
  - Developed a community garden
  - Raised awareness about human rights issues
  - Recommended changes to the student council structure that would improve representation of the student body
  - Honored senior students with a Senior Tree
  - Developed additional resources for post-secondary opportunities for students which will be integrated into the College Seminar
  - Fought against bullying and hate through a school-wide education event, and
  - Educated middle school students about the effects of drugs.

### Quotes and Spotlights

“I feel so much more confident and capable in the classroom because I now have some experience under my belt and I feel like I have much more of a support group.” – Coach at Bruce Randolph

“I have grown [and matured] and learned that if I can get help, I can make a change” – South High school participant

“There is no other program that forces its participants to assess themselves, their organization, their community and their goals all at once. When you sit down with a group of people who care about an issue as much as you do, you learn not only about yourself, your level of commitment, your strengths and weaknesses, and the reasons you care about that issue, you learn that others aren’t so different. You can truly connect with other people, who can validate your experiences and make your life and work meaningful.” – Coach at Bruce Randolph

“I have grown as a public speaker and as a community member. I have become aware of the issues in my community” – South High participant

“The skills I have acquired and the experience in the classroom is far more valuable than my paycheck and I am very grateful to have this position and to be working with such phenomenal people within DU and South” – Coach at South High.



**THE SENIOR SPIRIT TREE AT BRUCE RANDOLPH HIGH SCHOOL. EVERY SENIOR HAD AN ORNAMENT WITH THEIR PICTURE ON THE TREE. DECEMBER, 2010.**

## Community Organizing Course

Instructor: Jenny Whitcher

### Description

The CCESL Community Organizing course is a two-credit class designed to provide opportunities for University of Denver students to develop a set of public skills and a civic knowledge base that will allow them to actively participate in the public life of their communities.

The course is arranged as a 10-week community organizing project. The first half of the quarter is focused on learning the community organizing model through discussion, exercises and readings. During the second half of the quarter students both lead the class and create their own assignments in a workshop style environment.

In particular, students define their self-interest and individual public lives, build consensus across multiple perspectives, become experts on a community issue, and then bring this issue back out into the community for dialogue and possibly action.

### Program Data

Hours Spent in Community	25 hours
DU Students in Program	12 students
DU Faculty and Staff Involved	1 staff
Hours in Training for DU Students	20 hours

### Accomplishments

- Online survey to measure DU student recycling knowledge and practice
- 5 large mural posters identifying recyclable materials that were posted above recycling bins at DU residence halls
- One-to-one research and power map on recycling at DU
- Student-led support for the placement of 12 outdoor recycling bins on campus

### Student Quotes

“I believe I work well with others; however, I have always shied away from working with people whose priorities do not match my own. My people skills have been strengthened in this class because I learned that even if someone does not appear to share the same goals, they may have the same core values and be an asset to an organized group.”

“I have always shied away from community organizing and active citizenship...I had no idea how I personally could go about making or being part of a change...I believed that the most I could do was vote for student senators or politicians. An invaluable lesson which I learned is that I do not have to be an opinionated political science major or a politician to identify problems and effect change in my community....Using the knowledge and skills that I have gained in this class I can work with others to create simple changes to improve a community. I feel more comfortable fulfilling my role as a democratic citizen because I learned that I am capable of taking on that responsibility.”

## UCAN Serve AmeriCorps

Program Coordinators: Hana Truscott, Claudia Artiles, Kelley Burns, and L. Fiona Shepherd

### Description

The UCAN (Utah, Colorado, Arizona and New Mexico) Serve AmeriCorps program engages students and community members in meaningful service to address critical needs in local communities through higher education. The program facilitates the public good work and training of students by offering them an education award in exchange for their service in strategic initiative areas such as: expanding service learning opportunities; addressing education and healthcare shortages; capacity building for U.S.-based non-profits or government agencies; and providing opportunities for education and employment for economically vulnerable populations. Students may become involved in UCAN Serve through service learning experiences with the following programs: Graduate School of Social Work, Graduate School of Professional Psychology, Josef Korbel School of International Studies, Morgridge College of Education, Boettcher Teacher's Program, and CCESL's Public Achievement and Puksta Scholars programs.

CCESL enrolled 244 UCAN Serve members during the 2010-11 academic year. Members receive an AmeriCorps Education Award upon successful completion of a 12 month term of service. The award size is dependent on the number of service hours completed in a 12-month term of service. Collectively, members received more than \$500,000 in service awards from the Corporation for National and Community Service (CNCS). The CNCS will also pay a portion of the interest that accrues on qualified student loans during a member's term of service. Members are eligible to apply for \$250.00 Careers in the Common Good scholarships through Colorado Campus Compact, to offset expenses of professional development opportunities such as conferences and trainings.

### Program Data

Hours Spent in Community	161,000 hours
Community Partnerships	200 partners
DU Students in Program:	350 students
• Enrolled 2010-11	248
• Enrolled from Previous Years	102
DU Faculty and Staff Involved	15 faculty and staff
Hours in Training for DU Students:	
• DU Specific Training	28 hours
• General Member Development	5,800 hours

### Accomplishments

- The AmeriCorps program increased enrollment numbers by 34% (from 185 students in 2009-10 to 248 students in 2010-11).
- In 2010-11, AmeriCorps students earned \$380,000.00 in Education Awards; the remaining Education Awards are pending successful completion of service term by members still enrolled in the program.

- In 2010-11, AmeriCorps students received over \$17,000.00 in competitive Careers in the Common Good (CCG) Scholarships for member development trainings and/or conferences of the student's choice. The CCG Scholarship program is a competitive process through Colorado Campus Compact, with students applying from over 65 UCAN Serve AmeriCorps programs from six States; with a \$30,000.00 CCG Fund, our students received over 50% of the available grants.
- Nine AmeriCorps students joined DU's AmeriCorps Coordinator in Seattle, Washington for the Perspectives on Global Citizenship Conference: *Cultivating Transformative Change through Cross Cultural Service*, May 6-8<sup>th</sup>, 2011 at Seattle University. Funding was made possible through scholarships by the DU UCAN Serve AmeriCorps program, as well as Careers in the Common Good Scholarships through Colorado Campus Compact.



STUDENTS TAKE A BREAK FROM THE GLOBAL CITIZENSHIP CONFERENCE IN SEATTLE, WA

### Quotes and Spotlights

Nathaniel "Aka" L. Denjongpa was recognized as the 2011 AmeriCorps Student of the year at DU. Aka has demonstrated passionate commitment to service and has gone above and beyond the call to "DU Something" by participating in member development opportunities such as training and conferences related to his community-engaged service projects and serving a record three terms of service (over 2700 hours) at South High School and KIPP Sunshine Peak Academy through DU's UCAN Serve AmeriCorps program.

Two students, Sayani das Chaudhuri and Erika Lopez, received UCAN Serve Scholarships to attend the prestigious Clinton Global Initiative University (CGI U) 2011 Conference in San Diego April 1-3, 2011. Each year, the CGI U hosts a meeting for students and national youth organizations to discuss solutions to pressing global issues. Both women are Boettcher Teacher Fellows at Explore Elementary at Bertha Heid in Denver and participants of the DU UCAN Serve AmeriCorps program. As a prerequisite for attending the CGI U meeting, students were asked to develop their own Commitments to Action: a specific plan of action that addresses a pressing challenge on their campus, in their community, or in a different part of the world, and a Letter of Recommendation from that student's AmeriCorps Coordinator. Das Chaudhuri and Lopez were selected in part because of the strength of their Commitment to Action Plans. At the Annual Meeting, both women gained the skills necessary to complete this "Commitment," such as community partner development, fundraising, etc.

"My favorite moment this month was when I was taking a break and two ladies from England walked by the garden...I got a chance to explain what the garden was all about, and they found it so fascinating, that they wanted to take the idea back home with them. I believe that is the power of the organizations AmeriCorps and Peace Corps. We do the simplest things, and the world can change so quickly for the better." -UCAN Serve AmeriCorps Volunteer at The Gathering Place (working in the Returned Peace Corps Garden in Civic Center Park)

"I work with two children who have been pulled out of their biological homes. This month, I focused on future goals and achievement with each of them, and I noticed that the little girl (10 years old) has started to use positive language around her dreams and goals for the future. For example, she used to say things like "Well, if I ever even make it to high school, I want to dance." This month, after completing a career shadow at a local hospital she said, "When I finish medical school, I hope I get into a good hospital like this one to do neurosurgery." - UCAN Serve AmeriCorps Volunteer at the Kempe Center

"Participating in the Spring Fling this month was a great experience. The kids that attended all had a wonderful time, and probably enjoyed themselves more than if they had attended their school's traditional prom (the event we organized was specifically for kids with developmental disabilities). I spoke with a mother that night who told me that she never goes out and the dress she was wearing to accompany her son had been hanging in her closet for years with the tags on it. With a true sense of pride she told me that she finally got to wear her dress for her son and that he was thrilled to be at the Spring Fling and dancing the night away." -UCAN Serve AmeriCorps Volunteer at Anonymous Service Site

"I provide mental health services to children and their families... I made a behavior chart for one child and he was elated. His face lit up and he was proud to have a list of behaviors he could show off to his family. He said "Oh my Gosh, this is awesome!" when he first saw the chart. I put a lot of work into it and made it specifically for him so it was encouraging to me as well. This chart helps the client become aware of his actions, and the weight of his actions; his parents report being pleased and that he is much more helpful at home." -UCAN Serve AmeriCorps Volunteer at Anonymous Service Site

## Conclusion

CCESL's work continues to be rooted in community organizing principles, particularly developing collective self-interests and taking action on issues of importance to our community. The scope of programs implemented by CCESL reflects a commitment to learning, development, and mobilization of students, staff, and faculty around engagement. For example, a range of programs directly involved DU undergraduate and graduate students who learned about community-engaged strategies and received mentoring. From Puksta Scholars and Public Achievement to AmeriCorps, DU undergraduate and graduate students actively involved themselves in addressing social justice issues in collaboration with community partners. These programs not only affected the DU students who were directly enrolled, but also peers (e.g., through one-to-ones and public meetings) and Denver-area high school students.

With a new leadership team, CCESL has the opportunity to re-ignite passions, collaborations, and partnerships. This year's transitions were possible thanks to the truly outstanding efforts of faculty, staff, and students who have been committed to CCESL's sustainability and growth. CCESL owes a debt of gratitude to faculty and staff who served on search committees to facilitate appointment of new leadership; as well as to staff and students who worked tirelessly to sustain and grow student programs. Transition has also offered CCESL opportunities to engage new partners across campus and in the community. For example, we collaborated with Arts, Humanities and Social Sciences; Office of Internationalization; Office of Institutional Research; and Center for Judaic Studies on projects and/or events this year.

We say goodbye to the 2010-2011 academic year with terrific excitement and optimism for plans that are well underway for the coming year.