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.

The Carnegie Classification for Community Engagement is an institutional, elective classification that depends on documentation of campus-wide commitment to community engagement. DU was in the first cohort of universities to receive the Carnegie Classification Designation for Community Engagement in 2006. This year, we have an opportunity to reapply for the 2015 community-engaged designation. As you can imagine, this classification is an important academic designation for DU in demonstrating our intentional focus on community engagement for the public good.

Associate Provost Jennifer Karas and I have set out a strategy for tackling the application that divides the work among a series of working groups, each taking on a sharply-focused section of the application. Currently, the working groups involve (but are not limited to...you too could find your name on this list): Bonnie Clark, Cara DiEnno, Leigh Elliott, Ryan Hanschen, Linda Kosten, Johanna Leyba, Adrienne Martinez, Keith Miller, Linda Olson, George Potts, Linda Quintanar, Chip Reichardt, Sarah Schmidt, John Tiedemann, Kate Willink.

Representatives from the working groups will be reaching out to many of you over the coming months to ask for your help in terms of documenting the scope, breadth, and impact of community engagement at DU. Thank you in advance for responding to our queries and helping us to access the data needed to develop a successful application.

In terms of a timeline, we are collecting information and drafting sections of the application now. We will continue this work through Winter quarter. The announcement of the institutions that receive this Carnegie classification will be made in January 2015. We are eager to work with you to develop a strong application.

We are pleased to welcome 16 DU instructors to the 2013-2014 Service Learning Scholars cohort. Stay tuned for news of their December workshop.

Thank you to 13 student facilitators who made the 2013 Community Organizing Institute a success. Read more on page 2!
CCESL HOSTS ANNUAL COMMUNITY ORGANIZING INSTITUTE

By: Jane Sunderman, MA, CCESL Graduate Research Assistant

On Friday, October 11th, CCESL hosted the annual Community Organizing Institute. The institute brought together students, staff, and faculty from DU and the broader Denver community to learn about community organizing as a tool for social change. This year, 60 individuals attended the Institute, the majority DU students. Students took on strong leadership roles with some students serving as small group facilitators. Over the course of the day, facilitators led attendees in discussions, brainstorming, and problem-solving activities related to community organizing.

One of the most exciting parts of the day was a thought-provoking keynote speech by Jesus Torres, who trained with the Organizing Apprenticeship Project in Minnesota and has dedicated much of his life to community organizing. Through a series of animated, personal stories about his work, Torres talked passionately about community organizing as a way to address important social issues, such as violations of immigrant rights, worker’s rights, and inequalities in education. His stories emphasized community organizing as a way to create long-lasting social change by addressing root causes of issues versus offering band-aid solutions. Torres also highlighted the importance of understanding and helping to change people’s perceptions of their own power and their ability to act. Each of his projects, he demonstrated, helped people realize that even when their rights had been violated, they still had some power, some ability to act against injustice, especially when they worked together.

Following the keynote, Jesus, Anne DePrince (CCESL Director), and Cara DiEnno (CCESL Associate Director) gave brief presentations on other important principles of community organizing, including how to recognize multiple aspects of our identities related to privilege and oppression, how to discover and build self-interest, and how to impact social change through building relationships with others. Following the presentations were small-group activities, including power-mapping (i.e. diagramming the strength of community stakeholders’ influence on a given social issue), identifying and sharing self-interests through table discussions, and making creative posters about the world as it is versus the world as it should be. Attendees also got to know one another through “One-to-Ones”, conversations meant to help attendees figure out another attendee’s self-interest, ideas, and motivations and to identify where those intersected with their own.

We are happy to report that the COI met our primary learning goal. Attendees demonstrated statistically significant increases in their knowledge of community organizing principles and practice from pre- to post-COI. In addition, attendees reported that the interactive nature of the COI as well as opportunities to explore and discuss issues with others were special and much-appreciated features of the COI.

Thank you to everyone who helped to make the COI a success this year, especially to student facilitators; DUSC for co-sponsoring the event; and Compact Service Corps for a generous Training Ground Grant that allowed us to bring Torres to Denver.
CCESL IS PROUD TO INTRODUCE THREE STUDENTS WHO HAVE BEEN ACCEPTED INTO THE UNIVERSITY OF DENVER’S PUKSTA SCHOLARS PROGRAM!

By: Ryan Hanschen, CCESL Program Coordinator

The Puksta Scholars Program is a four-year, developmental civic engagement program and intentionally diverse community. The program requires meaningful commitment to social justice and community work; development of civic identity and skills; and the creation of sustainable community partnerships, mentor relationships, and public work projects. Please join CCESL in welcoming three first-year DU students into the Puksta Scholars program.

Name: Larcy Brooks  
Hometown: Pueblo, CO  
Graduated from: Centennial High School, Pueblo  
Intended Major: International Studies and Molecular Biology  
Intended Social Justice Issue Area for Puksta Work: Women, Gender, and LGBT+QIA; Youth and Education.

Name: Laleobe Olaka  
Hometown: Denver, CO  
Graduated from: DSST, Stapleton  
Intended Major: Pre-nursing  
Intended Social Justice Issue Area for Puksta Work: Poverty; Health Care; Immigration.

Name: Michael Chen  
Hometown: Centennial, CO  
Graduated from: Regis Jesuit High School Boys Division, Aurora  
Intended Major: Economics  

To learn more about the University of Denver’s Puksta Scholars program, please visit [www.du.edu/ccesl/development/pukstascholars/index.html](http://www.du.edu/ccesl/development/pukstascholars/index.html) or contact the Program Manager, Ryan Hanschen at [ryan.hanschen@du.edu](mailto:ryan.hanschen@du.edu) or 303-871-4281.
PUBLIC GOOD SCHOLAR DEVELOPS AFTER-SCHOOL MULTIMEDIA CENTER AT SOUTH HIGH SCHOOL

By: Lynn Schofield Clark, Ph.D., Media, Film, & Journalism Studies

In the 2011-2012 and 2012-2013 academic years, personnel from the University of Denver and from Denver’s South High School worked together to establish a weekly, sustainable, and student-centered after-school program called Digital Media Club. The purpose of the Club is to empower students to utilize digital media to bring about positive changes in their communities. Over the course of the past two academic years, more than 160 University of Denver undergraduate and graduate students and more than three dozen South High School students have participated in community engaged learning as a result of this partnership.

For South, the benefit of the collaboration rests in the provision of a regular enrichment program for students that involves mentoring, leadership, and joint learning with University personnel and students. For the University, the collaboration affords opportunities for university student service learning experiences (including heightened opportunities for discussions about privilege, ethnicity, immigration, media access and representation, and societal inequities), opportunities to engage in cross-cultural relationship building, and opportunities for participation in Youth Participatory Action Research focused on media, literacy, and learning in the unique South community.

During the first year of the program, South students worked collaboratively to complete several media-rich student-led projects that demonstrated their ability to reflect on what is in society versus what ought to be. They filmed a Padres y Jovenes Unidos skit on restorative justice and developed an accompanying social media campaign as part of Jovenes’s wider campaign to derail the “school to jail track.” With the help of DU students, South students also developed a script and video on the east African drought, developed posters on the importance of reduce/reuse/recycle within the high school, and worked on a podcast that curated responses to the Trayvon Martin case.

During the program’s second year, South and DU students worked collaboratively to complete several media-rich high school student-led projects, including the planning of a major fundraiser to support global educational equity, and the development of a video series on refugee experiences rooted in personal digital storytelling. The Club’s fundraising initiative expanded to involve South students in the Black Student Alliance, International Student Alliance, the National Honor Society, and the Student Government’s Key Club, and at the end of the year participating students were recognized for their contribution of $1,000 that went toward educational efforts in Africa and Asia. The digital storytelling projects were shown as part of the high school’s annual public art show, bringing heightened recognition to the students who participated and to the struggles and triumphs of life as a recent immigrant to the U.S. This effort was deemed so successful by South faculty members that those involved in the partnership are exploring how the program can be expanded to include digital storytelling within the regular school day as well as in an after school program.

Through the Club, several South students were able to find the resources they needed to significantly enhance their leadership capabilities over the course of the year. By the end of the year, a strong community of mutual support was established among DU and South students, as evidenced by the sharing of photos and mutual encouragement on the South High Digital Media Club website: https://www.facebook.com/SouthDMC?ref=hl.
The DU Amache Project Establishes Wide Reaching Service Learning Opportunities

By: Bonnie Clark, PhD, Department of Anthropology

Since 2005, I have pursued research on the tangible remains of Amache, the location of Colorado’s WWII-era Japanese internment camp. One of the most physically intact of the 10 primary internment camps, Amache is both a highly significant heritage locale, as well as a rich resource for better understanding daily life under confinement.

In 2008, with help from staff (Brooke Rohde) and faculty (Christina Kreps) of the DU Museum of Anthropology, I led the first field school in historical archaeology and museum studies at Amache and the Amache Preservation Society (APS) museum. That field school, which was supported in part with funds from CCESL, suggested this project provided amazing opportunities for engagement with a range of stakeholders—local residents including the high school students who largely make up the APS, former Amache internees and their families, the larger Japanese American community, and the public as a whole. It was also a wonderful opportunity for training students in cutting edge applied research.

In 2009 I applied for a Public Good Fellowship in support of what has come to be known as The DU Amache Project. The Fellowship had three primary goals: designing and funding 2010 field research at Amache, expanding the community scope of the project, and building momentum for continued research. In all three of those areas the fellowship was amazingly successful. The fellowship was originally designed to cover a single academic year (2009—2010). However, due in large part to successful grant fundraising, I was able to use the funds for another cycle of field research, culminating in the 2012 field school at Amache. During that time I was able to raise $84,434 in external grant dollars and donations from community organizations.

With salary support, I was able to design a project that included intensive landscape archaeology, recognized by funding through Dumbarton Oaks. While maintaining scholarly rigor, we also helped with site management needs. In 2010 and again in 2012, we included research in areas of the site slated for development. By doing so the project yielded quality research for future site interpretation, helped site managers meet their legal obligations for site protection, and provided valuable in-kind labor for grant funding. Under my supervision, graduate students in our department have completed three important technical reports about that research. As recognition of the important role that research has played in site development, we have been asked to continue our service in the upcoming 2014 field school.

To be truly engaged research, the project also needs to be responsive to community interests. To better gauge the latter, during my fellowship I arranged meetings throughout the Central Valley and Bay Area of California, where many former Amache internees live. These meetings were a venue to share our results to date, to assess research priorities, and to promote engagement through youth internships and visits to the
field school. Both during and sometimes after these meetings, I was also able to gather personal data relating to life in camp, invaluable information that enriches our archaeological research. During the fellowship, not only was I able to meet over 30 former internees, my visits led to a connection to Anita Miyamoto Miller. A former internee, as well as an avocational archaeologist, Anita has worked with my crews as a volunteer for two weeks of each of the 2010 and 2012 field seasons. Being able to work directly with individuals who experienced this past substantially deepens the community connection for students who participate in the Amache field school.

A very important element of our community engagement has been through high school internships, established in part with funding from my Public Good Fellowship. In 2010 and 2012, we successfully recruited high school student interns from two of our most important stakeholder groups, local student members of the APS and the families of Amache internees. By working together they forge the connections key to successful grassroots organization. These students act as ambassadors for the preservation of Amache in their communities while also benefitting from training in archaeology and museum techniques. One key way of reaching potential interns has been through the Amache newsletter. When I applied for the fellowship our mailing list was at just over 100 subscribers. We distributed 600 of our Spring 2013 newsletters, nearly 400 to subscribers and the rest at public events. These newsletters, as well as our technical reports, research reports, media pieces, and updates about Amache-related events are also available on the project portfolio site: http://portfolio.du.edu/amache.

PUBLIC ACHIEVEMENT COACH DELIVERS ORAL ARGUMENTS AT U.S. COURT OF APPEALS

On September 26, 2013, Public Achievement Program Coordinator Nick Lopez delivered an oral argument before the U.S. Court of Appeals for the District of Columbia. Nick is a law student at the Sturm College of Law and represents various nonprofit organizations as a student attorney with the Environmental Law Clinic. Nick represented three national environmental organizations: Communities for a Better Environment, WildEarth Guardians and the Sierra Club. The case, Communities for a Better Environment v. U.S. Environmental Protection Agency, centers on each organizations challenge to the EPA’s promulgation of the National Ambient Air Quality Standard for Carbon Monoxide.

In representing these organizations, Nick argued that the EPA had failed to meet its statutory obligation to provide a requisite level regulation necessary to protect the public and environment from the adverse effects of carbon monoxide. Nick challenged EPA’s treatment of various studies and specifically its failure to consider epidemiological studies that indicated negative health effects on some of society’s most vulnerable populations including children, infants, urban populations, and the elderly. The argument was in front of a three judge panel and received widespread attention from various environmental news media outlets.

The case is currently pending a final resolution by the Court of Appeals which is expected to be decided early next year.
ENVIRONMENTAL ADVOCACY AND SERVICE LEARNING GO HAND IN HAND

By: Melissa Tedrowe, PhD, University Writing Program

We know that the planet is warming. Our students know it too. What we haven’t figured out—collectively, as a species—is how to respond. The problem can seem so large as to become abstract and therefore dismissible, as several of my first-year writing students have observed. “Leave it to the scientists,” one remarked during a class discussion last spring. “They’ll figure something out.”

On some level, however, I believe that most students, including the one I just quoted, want to do more than leave it to others; they want to know what’s happening and how they can intervene. Helping students become confident, flexible writers is my core responsibility at DU, but I also see my responsibility as engaging students in the marquee challenges of our time—including the warming of earth.

This past summer CCESL helped me hone my ability to “teach the environment,” by supporting my participation in “Contemplative Environmental Studies: Pedagogy for Self and Planet.” This weeklong workshop took place at the Lama Foundation in northern New Mexico, where the setting was rustic: we slept in tents, ate communal meals grown on the land, saw little of indoor plumbing. My fellow participants were as eclectic as the low-hanging stars above us each night, representing a broad cross-section of disciplines and hailing from across the U.S. and as far as Norway (more than once did we talk about the difficult irony of flying to a workshop on climate change).

In long, intensive days that stretched from 7:30 am to 10:00 pm or later, the 28 of us tackled questions that drew us to this workshop in the first place: How can higher education best address global environmental challenges? How can we most meaningfully teach and research about environmental issues, from within and across our respective disciplines? We also explored the contribution of contemplative practices, such as meditation, artistic exercises, long nature walks, and written reflection, to our work as teacher-scholars.

Carving through the mountains on my four-hour return to Denver, I thought a lot about the “what” and “so what” of this experience—what actually happened and what it all meant. I knew that I’d be asked those questions on my return to “regular life,” and the answers have been hard to articulate. As anyone who’s attended a multi-day retreat of any kind knows, they can be wonderful but dense! It takes time to unpack the riches. That’s exactly what I’m doing now, as I plan my classes for the coming year.

Here’s what I can say with confidence: I left this workshop more committed than ever to teaching writing through the lens of environmental advocacy and service learning. (It didn’t surprise me that the majority of my fellow participants already were involved with community-engaged teaching and scholarship of some kind.) I’m also newly committed to bringing some aspect of “the contemplative” into my classrooms – giving students space to reflect in silence, in walks outside, and above all, for me, in writing.

This workshop likely will run again next year, and I’d encourage anyone to consider attending. Email me (melissa.tedrowe@du.edu) if you’d like to talk more about it, or you can email the workshop director, Paul Wapner (pwapner@american.edu). In addition, the Lama Foundation offers a variety of seasonal workshops and retreats; for more information visit http://lamafoundation.org.
DU SOMETHING! VOLUNTEER

By: Jessica Hathaway, AmeriCorps Intern

Are you, your organization, or your class searching for a way to become more involved in service in our community?

The Center for Community Engagement & Service Learning (CCESL) takes the role of leading the campus community in embracing the University of Denver’s vision to be a great private university dedicated to the public good. One of the ways that this vision becomes a reality is through CCESL supporting DU’s mission of creating active partnerships with the local community to contribute to a sustainable common good.

The DU Volunteer database (http://volunteer.du.edu/) is one way to bring this mission to life. Through the database, students, staff, and faculty can search for volunteer opportunities right here in our own community. Opportunities can be chosen according to your availability and the time commitment that works for your schedule. Some opportunities will allow you to become involved long-term or on a weekly basis while there is also the option of engaging in a one-time service opportunity. The database is also monitored each week to ensure that new opportunities are being posted from a wide variety of community agencies and partners. Currently, there are over 350 active community partners and over 40 active opportunities that are looking for volunteers right now!

So how does it work? Anyone in the DU community (faculty, staff, or students) can access the volunteer.du.edu website. All it takes is logging in to the volunteer.du.edu webpage using your DU ID and password. At this point, you can set the search menu to a variety of options including the type of service you are looking to do, your time commitment, and different types of service. Then, you can begin browsing for a volunteer opportunity that works both for your schedule and your interests. After selecting an opportunity, you can register right on the site and use the community partner information to contact the volunteer site directly! The volunteer.du.edu website also allows for you to track volunteer hours and create connections with numerous agencies right here in Denver.

Together, let’s get out into our community and embrace the idea of connecting with others to create meaningful change and impact!

FROM OUR FRIENDS AT DUPB: SAVE THE DATE

It’s still green in Denver, but we’re dreaming about snow and this year’s Winter Carnival! DU has celebrated its tradition of heading to the mountains for over 50 years, and we’re doubly excited to celebrate DU’s 150th Anniversary this year at Keystone Resort.

With discounted activity and hotel rates for all students, faculty, staff, alumni and their guests, we hope you will consider joining us this year. Make sure to mark January 31-February 2 on your calendars for Winter Carnival, and bookmark our home page (http://go.du.edu/wintercarnival) for updates and registration information starting mid-November.

Have questions? Email us dupb.traditions@gmail.com.

Winter Carnival is sponsored by the DU Programming Board (DUPB), with the support of Student Activities
PG SCHOLAR PRODUCES VIDEO ABOUT DU HUMAN CAPITAL STUDENTS AND AFRICAN REFUGEES

By: Iman Jodeh, Public Good Newsletter Editor  
Editor’s Note: This video was originally published on YouTube.com on Sept. 3, 2013 by Ty Dockter and David Stewart

As part of her All-Campus Lecture for incoming first-year students to DU, Dr. Cheri Young produced a video on the partnership the Knoebel School of Hospitality Management has established with the ECDC/African Community Center (ECDC/ACC). The ECDC/ACC is a 501 (c)(3) Denver-based refugee resettlement agency. It developed a new jobs training program in the spring of 2012 entitled the Commercial Food Safety & Service Training (CFaSST) program. CFaSST is 90-hour training program for refugees on food service, sanitation, customer service, and the American work culture. The Knoebel School of Hospitality Management has been providing classroom and kitchen lab demonstration space for the CFaSST program since its inception.

While a foodservice job training program is hardly new, the CFaSST program does employ a unique training technique: it partners CFaSST trainees with Knoebel School students in the required human capital management course Dr. Young has been teaching. The human capital students act as job mentors to the refugees in the CFaSST program (the protégés). The mentors treat their protégés as “employees” so as to develop skills in training, selection, and performance management. Over the course of four cohorts of CFaSST students, Dr. Young has witnessed close to 100 refugees gain job skills and a connection to a wider social network. Her own students, from having participated in these diversified mentoring relationships, have increased cultural intelligence, empathy, and humility, all characteristics of a servant leadership style. The film was created by two DU undergraduate film students, Ty Dockter and David Stewart, and will be shown at the upcoming 6th Annual Conference on Mentoring at the University of New Mexico at the end of October 2013.

Click [here](#) to view the video in its entirety.

CCESL BECOMES OFFICIAL AFFILIATE AT 2014 ANNUAL NATIONAL SERVICE LEARNING CONFERENCE

CCESL is happy to announce that we are an official affiliate for the 25th The National Youth Leadership Conference, along with co-host Youth Service America (YSA), and 26th Annual Global Youth Service Day. MONUMENTAL is the premiere event for those who view youth as solutions for stronger communities and schools.

Monumental, provides more than workshops and keynote addresses; it is an extension of the classroom, allowing for the youth and adult attendees to be part of something bigger. Both youth and adults gain the tools, resources, ideas, and inspiration to return home to improve their practice, their schools, and their communities. The conference’s multiple day, concurrent session format offers a self-directed, facilitated learning environment with education sessions, discussion groups, and interactive workshops designed specifically for all levels of attendees engaged in service, learning, and youth development, focusing on current and emerging issues, best practices, and the challenges facing us today. The conference brings together more than 1,000 attendees from across the United States and many other countries: a mix of innovative teachers who engage their youth in creative, meaningful contributions to society, school administrators who are committed to systematic change, researchers who investigate the direct connection between service-learning and graduation rates, policy-makers who take these messages to the Hill, and young leaders making a positive change throughout the world. For more information please visit [www.nylc.org/conference](http://www.nylc.org/conference)
Choosing Excellence: Let All Children Bloom

By: Shimelis Assefa, Ph.D., and Mary Stansbury, Morgridge College of Education

The goal of this Public Good project had been to understand the information seeking behavior of parents from disadvantaged communities. Information seeking behavior is an extensively researched area that aims to understand how individuals and groups seek, find, and use information. For daily life routines or for task-related activities, people often seek and use information to solve problems at hand and/or make decisions when encountered with problematic situations. The results of such a study often reveal relevant insights that help design better information services and systems. In varying degrees, information seeking behavior studies yield significant results that inform: (1) reading and/or information gathering habits of individuals or groups, (2) patterns of communication, (3) information use characteristics, (4) preferences and importance of information sources and channels, and (5) strategies for locating and organizing information.

This project considered parents from low socio-economic background in the city of Aurora, CO to understand their information seeking behavior taking school-choice decisions as a problematic situation. In accordance with the federal poverty guideline and using area zip codes, parents were recruited for this study. The state of Colorado has open enrollment policy where students can enroll in a public school other than their assigned “neighborhood schools.” It is often believed that poor families whose kids attend failing schools in inner cities would benefit most from school choice options. The question, however, remains whether marginalized communities are aware of the existence of such programs and take advantage of school choice options to send their children to better performing schools. Most importantly, the primary interest for this project is to investigate if poor parents embark on information seeking activities to make sense of the whole situation surrounding school choice options and policies.

The study was guided by two appropriate theoretical frameworks: (1) Everyday Life Information Seeking Behavior (ELIS) (Savolainen, 1995) and (2) Elfreda Chatman’s theory of information poverty (1996). Through the lens of school choice decision making process, we were able to study information seeking behaviors of marginalized populations in Aurora, CO. The major accomplishments and/or findings of this study are: (1) majority of the parents (71%) involved in the study are aware of the school choice policy in the state of Colorado (2) most parents (56%) enroll their children in assigned public school at the district level, followed by 25% in neighboring district other than assigned schools, and 18% outside of the public school system within or outside district, that effectively resulted in low (21%) school choice participation. In addition, large majority (72.6%) of parents responded positively to gathering information before choosing a school and a little over that number of families (81%) cited “friends or family members” as sources of information.

To account for the socio-economic factors that may play as predictors of information seeking behavior, we used Savolainen’s everyday life information seeking or ELIS (1995) as a theoretical framework. According to ELIS framework, Savolainen places stronger emphasis on what he calls “the role of social and cultural factors that affect people’s way of preferring and using information sources,” in which he provided variables such as - values/attitudes, material capital (wealth), social capital (contacts, networks), cultural and cognitive capital (knowledge), and current situation of life – as variables affecting what he calls “ways of life” and “mastery of life,” (Savolainen, 1995; Savolainen, 2005, p.143).

Contrary to the long held assumptions that poor parents attach little importance to their children’s education or value education less, and children from immigrant families are likely to face numerous challenges due to low family income and low parental education (Karoly & Gonzalez, 2011), our study showed that large percentage of parents (82%) indicated that they will commit all resources available at their disposal and attach great significance to school choice. Also, parents with some college or university degree participated more in school choice programs compared to parents who had only completed high school. Of course this result should be viewed in context in that the data is confined to those who have participated in school choice programs, which is a small number (24 out of 113 participants, which is 21.2%).
DU AMERICORPS WELCOMES NEW PROGRAM COORDINATOR

By: Ryan Hanschen, CCESL Program Coordinator

A new staff member, Melora Coughran, joined the CCESL team this month as our DU AmeriCorps coordinator.

Melora is an AmeriCorps alum and a current graduate student in the international human rights program at the Korbel School of International Studies. A native of Austin, she studied psychology and international studies at Texas A&M University and became interested in service learning, public policy, and immigration issues.

Two years of AmeriCorps service gave her opportunities to build skills in academic advising and English as a Second Language instruction. Recently she has worked at immigration- and education-oriented NGOs in her home state, DC, northern Thailand, and Denver. Here in Colorado, she spends time outdoors at every opportunity. She is excited to join the CCESL team and already enjoying meeting and supporting AmeriCorps Members here at DU.

Please contact Melora at duamericorps@gmail.com or visit Driscoll South, suite 6 during AmeriCorps office hours.

PUBLIC GOOD SCHOLAR FEATURED IN CAMPUS COMPACT SPOTLIGHT ON ENGAGEMENT

By: Iman Jodeh, Public Good Newsletter Editor

The Red Rocks Community College Gateway Program is a program for former offenders that assists them not reoffend. Its aim is not only to educated these former offenders but to guide them on their journey of discovering what they would like to become.

A recent study conducted by a Public Good Scholar Neil Gowensmith reports “that while students were in the program, they used alcohol or drugs less frequently, experienced a higher quality of life and better self-esteem, thought less about criminal activity, and had fewer legal issues. The 2011 Gateway Report states that 51% of the students who went through the program in 2011 continued on with their education at Red Rocks or other institutions of higher education.”

To view further preliminary results from a program evaluation by Neil Gowensmith, please click here.
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STOP BY TO SAY HELLO...
Monday – Friday
9:00am to 4:00pm
Driscoll Student Center South
Suites 6, 18, and 22

CCESL HOSTS SUCCESSFUL OPEN HOUSE

On September 17th, CCESL hosted an open house for students, staff, faculty and community members. The event drew a record crowd of 80 people that made their way through all three of CCESL’s offices in Driscoll South.

Guest enjoyed learning about CCESL by playing BINGO! In each BINGO square there was an opportunity to learn something new about CCESL, talk to CCESL staff, a student or faculty member and sign up for one of CCESL’s many programs. Guests walked away with CCESL t-shirts and water bottles to remember the evening.

INTERESTED IN DEVELOPING A COLLABORATIVE RESEARCH PROJECT?

Join CCESL Science Shop in 2 Steps:
1. Check out our website
http://www.du.edu/ccesl/scholarship/scienceshop.html

2. Contact the Science Shop Coordinator, Jane Sundermann (ccesl@du.edu), about how you’d like to get involved.

We’ll help you figure the rest out!