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.

As higher education institutions face a host of challenges, internationally-recognized scholar Dr. Barbara Holland sees community-engagement as an obvious strategic goal. In her keynote address at the 16th Annual Continuums of Service Conference last week, Holland argued that higher education faces both external (e.g., dramatic changes in availability of grants) and internal (e.g., transition of work force in years to come) conditions that necessitate change. Where excellence in the 20th century was tied to individual choices and successes of faculty, new and different forces now require universities to develop broad, interdisciplinary teams prepared to address problems important to communities.

She shared her optimism that community-engaged work provides a template for the inter-disciplinary and inter-institution collaborations that will be essential to weathering the changes underway in higher education. She encouraged moving beyond traditional divisions that pit teaching and research against one another; thinking instead, more broadly about collective impact of community-engaged practice. As excellence moves to being measured by collective impact, she encouraged each of us to recognize and highlight the impact of collaborative work with communities.

At DU, we see evidence of the benefits of strategic investment in community-engaged scholarship across faculty, staff, and students. Stories line the pages of this newsletter that describe the tangible benefits to DU and communities of community-engaged classrooms, co-curricular activities, and research agendas.

With a new website, we are pleased to highlight the strategic innovations in community-engaged scholarship happening at DU. From the integration of service learning (a high-impact practice) into writing-intensive and first-year seminars (also high-impact practices) to the development of student and faculty community-engaged research opportunities, DU invests in cutting-edge community-engaged work. You can now hear DU staff, students and faculty talk about the impact of this work on themselves and their communities in a new 15-minute video, available here.

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Save the Date!
2013 Pedagogy of Privilege Conference
August 5-6, 2013
See page 12 for more details

Save the Date!
11th Annual Puksta Passage
May 22, 2013
See page 9 for more details
CCESL LAUNCHES NEW WEBSITE!

By: Iman Jodeh, Public Good Newsletter Editor

CCESL is excited to announce the official launch of our new website: www.du.edu/ccesl! Our new site has been completely revamped and redesigned to be more user-friendly for students, staff, faculty, and community partners.

The website structure now reflects our four initiatives: Community-Engaged Scholarship, Community-Engaged Learning, Service, and Civic Development. Under each initiative, viewers will find a list of relevant programs, such as Public Achievement, Puksta Scholars and the Public Good Fund to name a few.

Friends of CCESL can now find community-engagement resources easily. For example, you can catch up with us anytime by viewing current and past issues of the Public Good Newsletter, taking a look at the News and Events tab to learn about CCESL happenings, connecting with us on Facebook or YouTube, or finding an application needed to apply to a CCESL program! As a testament to the hard work of CCESL, the site is also jam-packed with pictures of our students, community members, and faculty in their element – working towards the public good.

The website also features four new videos that provide overviews of our core initiatives. These short videos are located their respective initiative tabs.

But wait, there’s more! CCESL’s new website also features a 15-minute video, The CCESL Effect, that highlights the impact of CCESL-connected work on students, faculty, and communities. The video offers a touching and powerful account of student and faculty experiences in community-engaged work, giving the public an in-depth look at the value and importance of public good work at DU. The CCESL Effect video can be found on our home page.

We hope you will visit the new website to learn more about our initiatives and programs while taking a quick and easy tour of what the new site has to offer.

CCESL would like to thank Raivan Hall for his creative direction on the video series as well as the faculty, students, and alums who shared their experiences. CCESL would also like to thank Mary Sue Brown and Daniel Bruning at University Technology Service for their support and knowledge while creating the website.
DU NAMED TO PRESIDENTIAL COMMUNITY SERVICE HONOR ROLL FOR 3RD CONSECUTIVE YEAR

By: Chelsea Meenan, Graduate Research Assistant

The University of Denver has been recognized for its role in applying community engagement and service to promote positive change by being named to the 2013 President’s Higher Education Community Service Honor Roll. This designation is the highest honor a college or university can receive for its commitment to volunteering, service-learning, and civic engagement.

The Corporation for National and Community Service (CNCS) oversees the Honor Roll in collaboration with the U.S. Departments of Education and Housing and Urban Development, Campus Compact, and the American Council on Education. Launched in 2006 in response to the outreach offered by thousands of college students who traveled to the Gulf Coast to support relief efforts in the wake of Hurricane Katrina, the Honor Roll annually recognizes higher education institutions that embody the values of exemplary community service and civic engagement and raise the visibility of best practices in campus-community partnerships.

DU was selected for the Honor Roll on the basis of several factors evaluated for the 2011-2012 Academic Year, including the degree to which service is embedded in the academic and co-curricular culture, The University’s dedication to service, and the scope and community impact of service work. DU’s Center for Community Engagement and Service Learning (CCESL) played an integral part in contributing to the University’s public good mission through a range of programs that are dedicated to enhancing student learning and service, faculty teaching and research, and community development.

Here are some quick facts about DU’s public good performance in AY 2011-2012:

- As a whole, 3,677 DU students contributed more than 405,000 hours toward community-engaged service.

- Designated by the Office of the Provost, the Public Good Fund makes available $100,000 annually for innovative public good and community-engaged faculty research projects that address community-identified needs. In 2011-2012, DU funded 10 new faculty community-engaged research projects. Projects ranged in topics and communities served, from preventing victimization among homeless youth and understanding adoptive parents’ perspectives on residential treatment to strengthening networks of refugee and immigrant service providers.

- Through CCESL, DU invests approximately $50,000 annually in faculty development to support academic service learning. In addition to offering trainings and consultation for new and advanced service learning practitioners, CCESL oversees the Service-Learning Associates (SLA) program.

Story continues on page 4
• The innovative SLA program pairs faculty, who teach service learning courses, with advanced students to bring these student leaders into the classroom to support the service learning components of courses. Across campus, faculty taught over 90 service-learning courses, enrolling over 1,040 students in 2011-2012.

• The AmeriCorps program places motivated DU students in high-need K-12 environments and non-profit agencies for long-term service placements that last from one to four years. More than 400 students were involved in AmeriCorps and contributed over 83,000 hours of service with 150 community partners. AmeriCorps members also received over 14,000 hours of training to support their community service.

• DU students, faculty, and staff are also considerably involved in public schools through tutoring and mentoring programs, teacher-prep field placements, service-learning courses, public good research projects, and the Public Achievement (PA) program, which partners with Denver Public School to increase youth civic capacities. In 2011-2012, 33 DU students served as Public Achievement Coaches and carried out 12,880 hours with 140 students to create, develop, and implement their own civic project within their community or school.

TWO FACULTY FEATURED IN PRESIDENTIAL COMMUNITY SERVICE HONOR ROLL

The application for the President’s Higher Education Community Service Honor Roll requires detailed accounts of the facts and figures of community engagement at DU – numbers of students, classes, and service hours. The application also requires narratives that illustrate how community-engaged work is accomplished. This year, DU’s application featured narratives describing the work of two faculty members, Dr. Lynn Schofield Clark and Dr. Liz Drogin.

Dr. Drogin’s Writing and Rhetoric class partnered with America SCORES Denver, a local nonprofit that provides literacy and soccer programming to 320 low-income elementary school students. Students completed two major writing projects, volunteered in schools, generated an annotated bibliography, interviewed SCORES parents, transcribed and analyzed 60 interviews that assessed program benefits and limits, and finally, developed outreach materials (e.g., blog posts, newsletter articles) to heighten awareness of SCORES’ activities and enhance communications. Students also hosted a Jamboree, the culminating event of SCORES’ spring season, at DU. This community celebration and round-robin soccer tournament brought together over 60 DU students (including the men’s soccer team) and 500 community members. SCORES participants left with goodie bags, which included inspirational notes written by DU students and books for summer reading.

Dr. Schofield Clark works collaboratively with South High School (South) to develop an after-school Digital Media Club (DMC) supportive of democratic principles. Building on her nationally recognized digital media research, the project fulfilled South’s need for an individualized mentoring program and Clark’s need for contextualized data about how students utilize digital media for community engagement. The centerpiece of the program was the development of student-led digital media productions to address student-defined community concerns. One project built on local efforts to address the “school to jail track,” including removal of local law enforcement from minor school disciplinary actions, which decreases the chances that students leave high school with criminal records. After learning about alternative methods of punishment, South students worked with DU faculty and students to create a video and social media campaign to raise awareness about restorative justice as a meaningful alternative to punitive approaches. South is now recognized for pioneering the alternative disciplinary approach the students advocated.
DU PUKSTA SCHOLARS PARTICIPATE IN INTERCOLLEGIATE RETREAT

By: Ryan Hanschen, CCESL Program Coordinator & Savanna Uland, Puksta Scholar

Each year, the three Puksta Scholars programs (University of Denver, University of Colorado Boulder, and Colorado State University) unite for an intercollegiate retreat focused on community building, skill sharing, and social justice issue area exploration.

Our most recent Puksta Scholars intercollegiate retreat took place January 26-27, 2013 at the YMCA of the Rockies in Estes Park and was attended by over 40 Puksta Scholars. In addition to community building activities, small group Puksta Project discussions, and home-cooked meals together, this year the Puksta community trekked up to Rocky Mountain National Park for a snowshoeing adventure to Dream Lake. Puksta Scholars, many of whom were snowshoeing for the very first time, shared their fears – tennis-racket shoes, potentially bear-infested mountains, and yes, even a lack of snow.

Puksta Scholar Seniors Maria Khan, James Lozano, and Savanna Uland shined bright during the annual Senior Performances. Savanna delighted with her own poetry while James and Maria were joined by first year Puksta Scholar Mawukle Yebuah for a rambunctious hip-hop performance touting their experiences in the Puksta Scholars program. The Puksta Scholars also engaged in reflection activities, networking, and games together before heading back to town. They were exhausted yet inspired to continue creating positive change in their communities.

CONGRATULATIONS TO THE 2013 CCESL AWARD WINNERS

We are pleased to recognize and celebrate the achievements of the following community-engaged students, faculty and staff at the 2013 Pioneer Awards Ceremony:

Student Public Good Award:
Maria Khan, Puksta Scholar

Student Community Organizer of the Year:
Nick Lopez, Public Achievement Team Lead

AmeriCorps Student of the Year:
James Pakman

Kimmy Foundation Community Service Professional Award:
Joseph Zhang, Pioneer Leadership Program

Department of the Year:
Geography & the Environment

Service Learning Faculty of the Year:
Cheri Young, PhD, Knoebel School of Hospitality Management

Public Good Faculty of the Year:
Elizabeth Drogin, PhD, Writing Program
COMN 3900 partners with Chinese Children Adoption International

By: Beth Suter, PhD, Department of Communication Studies

During Winter Quarter 2013, students enrolled in my COMN 3990 (Family Communication Capstone) engaged in a Community Engaged Research Project (CRP) partnering with Chinese Children Adoption International (CCAI). CCAI is ranked the #1 agency worldwide in China adoption.

The State of Colorado requires approximately 20 hours of training for parents prior to adopting children either domestically or internationally. Through their Parent Training Program, CCAI helps pre-adoptive parents meet these hours. In their CRP, students created training modules to be used in CCAI’s Parent Training Program.

Grounded in the most current academic scholarship, student-created training modules aimed to help adoptive parents prepare for and positively cope with communicative challenges (e.g., racial derogation, intrusive interactions, and topic avoidance) in ways that promote positive adoptive family identities. As the words of these students indicate, the Winter Quarter 2013’s COMN 3990 Family Communication Capstone positively impacted not only student learning but also the community:

“Today is my last day of school, perhaps ever. I am about to jump from the comfortable nest I have made in the ivory tower, into the grind of the “real” world. For the longest time, this thought was absolutely terrifying. I know I have received a great foundational knowledge base here at DU, but how was any of this supposed to translate and be useful in the “real” world? Fortunate for me, I stumbled upon this class. This class has allowed me the opportunity to translate overly verbose, theoretical essays, into actual useful material, which will hopefully have a profound impact on our community partner, CCAI, and its clients. I have trudged through countless papers, articles, textbooks, and so on in my last four years at DU; this is the first time I felt that all this work has had a tangible purpose. Instead of focusing my education around myself and my needs, I was motivated to learn because I knew it could benefit the families served by CCAI. Talk about heart-warming, life-affirming.” Ashley Duncan

“Doing a Community-based Research Project basically reformed how I learned this quarter. Instead of just scraping by and then cramming for a test at the end of the quarter, I really tried to become an expert on what we were learning. When what you are doing will affect more than just your own grade it makes you want to do better. I knew that if I didn’t give my best to our project that it would actually affect someone. I wanted to help make a difference in peoples’ lives. My knowledge on the subject and the project was able to help others and would in turn eventually (hopefully) help kids being transracially and transnationally adopted into the U.S. I had the time to do the research and become an expert on the research, while many adopting parents might not have had the resources, knowledge, or time, so I was able to share my knowledge and expertise to make a difference in their lives. This was not just a class with theory and concepts, it was reality.” Amanda Dillard
PG SCHOLAR CONNECTS DU AND ADOLESCENT BLACK GIRLS IN CHERRY CREEK SCHOOLS

By: Nicole Russell, PhD, Morgridge College of Education

The College Aspirations Readiness and Empowerment (CARE) project had three primary goals: (1) to establish a college awareness and access component for adolescent Black girls in Cherry Creek middle and high schools; (2) promote empowerment and self-esteem through the program linking them to college readiness, and (3) to inform the broader educational community as well as the research, teaching, and service of Dr. Patton and Dr. Russell in relation to Black students, academic success, and college access.

We successfully collaborated with multiple partners including Cherry Creek high and middle school executive directors, school counselors, faculty from Natural Sciences and Mathematics (NSM), DU Center for Multicultural Excellence, and others on campus partners (e.g. Office of Admissions, Black Student Alliance, Black Graduate Student Association, various academic departments) to design and implement a college readiness program specifically focusing on adolescent Black girls attending Cherry Creek schools.

On May 19, 2012, 44 African American middle and high school girls came to DU for a full day of workshops. The NSM faculty designed and facilitated six sessions that focused on Science Technology Engineering and Mathematics (STEM) related issues. Six empowerment workshops were facilitated by graduate students representing the Morgridge College of Education, the Department of Psychology and a faculty member from Metro State University. The young ladies had a full day of attending these workshops as well as learning more information about the Women’s College and DU undergraduate admissions, going on a campus tour, and eating lunch in the Nelson Dining Hall.

Through the CARE project, our community partners received several tangible benefits. First, the CARE project encouraged the girls to think more deeply about choosing college and pursuing postsecondary education. This goal is in line with the Cherry Creek School District’s desire to promote college going among its students, particularly students of color. Second, the program fully supported Cherry Creek’s current efforts for supporting Black girls.

Most of the girls who attend and participate in Cherry Creek’s “Sisterhood” program also participated in the CARE program. The “Sisterhood” program focuses on uplift and self-esteem for African American girls. The focus of the program was strongly complemented through the empowerment workshops offered during the CARE program. Additionally, the emphasis on STEM exposed the participants to fields of study for their consideration as they move closer to making decisions about college. STEM fields are typically limited in the number of African American women undergraduate majors, graduate students, faculty, etc. Therefore the sessions offered by the NSM faculty provided rich educational experiences in a fun learning environment.

CONGRATULATIONS TO JOSEPH ZHANG THE FIRST ANNUAL KIMMY FOUNDATION AWARD WINNER

The Kimmy Foundation’s mission is to support youths who exhibit creativity, character, and compassion in keeping with the life and ideals of Kathryn Dougherty Galbreath.

The DU Kimmy Foundation Community Service Professional Award reflects the Foundation’s commitment to the professional advancement and service of capable young men and women in their growth and development as world citizens.
FROM BOOKS TO BOOKED: A SERVICE LEARNING STUDY OF CRIMINOGENIC RISK FACTORS IN THE DENVER METRO AREA

By: Kim A. Gorgens, PhD, Graduate School of Professional Psychology

Students in the Graduate School of Professional Psychology M.A. program in forensic psychology (MAFP) were invited to participate in a unique service learning opportunity during Winter quarter (2013) as part of the Psychology of Criminal Behavior class. Students were tasked with conducting and compiling a comprehensive needs assessment for Metro Denver’s underserved populations. This project was invited by the Colorado Department of Public Safety and will serve as the springboard for novel community programming.

When the State approached the University, I agreed to translate the request into an opportunity for engaged student learning. In my graduate Psychology of Criminal Behavior class, students were assigned to one of five working groups. Those groups were: client stakeholders, provider stakeholders, commercial stakeholders, efficacious interventions and existing resources.

Members of the first three groups were tasked with identifying and interviewing members of their constituent groups. For example, the first group interviewed more than 35 members of the ‘target’ population. These interviewees were people underserved by conventional systems of care (e.g. persons with mental/physical illnesses, the homeless, veterans, and aging adults) and were afforded a voice in the assessment of existing services. The second and third groups each interviewed more than twenty providers from the agencies serving these groups and small business owners in the Metro Denver area, respectively. The fourth group was asked to synthesize more than five decades of intervention research to identify the few programs with demonstrated effectiveness and the final group surveyed the existing resources in the Metro Denver area and identified ‘holes’ in service where needs are not being met.

The project was incredibly labor-intensive; both for the students and for me with the final product aimed for statewide distribution. The learning outcomes though were impressive—from scholarly writing to professionalism to clinical interviewing, the class was truly comprehensive. With reminders about the applicability of the study of criminogenic variables to the Psychology of Criminal Behavior (I thought it was pretty spot on but the students needed periodic reminders)—I was able to maintain student enthusiasm in the face of tedious interview no-shows and repeated rewrites.

All told, the project was a worthwhile endeavor and the final assessment was presented to the Colorado Director of Public Safety for review in April, 2013. This white paper is expected to support several grant proposals in the coming year. Kudos to this class for their stellar efforts and to CCESL for supporting these opportunities.
DU AMERICORPS MEMBER SPOTLIGHT

James Pakman, AmeriCorps Member; Focus Area: Healthy Futures; Placement Site: Kaiser Permanente: Department of Oncology/Hematology

By: LeeAnn Rohm, AmeriCorps Coordinator

In his concentration year at the Graduate School of Social Work, James Pakman is serving his second year as a Compact Service Corps AmeriCorps Member. James serves within the Healthy Futures focus area at Kaiser Permanente’s Department of Oncology and Hematology in Denver.

The Department of Oncology and Hematology is an outpatient chemotherapy clinic where patients receive infusions, have appointments with doctors and/or mid-level health care providers and receive care and education from nurses, pharmacists, dieticians, researchers, licensed practical nurses, licensed social workers, and medical assistants.

James reflects on his time at Kaiser and says, “I am learning how to help men and women with cancer and their caregivers with the practical and emotional needs that arise from a cancer diagnosis. This is done through engaging, assessing, planning, intervening, evaluating, and terminating.”

Although these are the tools James utilizes, he exclaims, “By far the most important lesson I have learned is that relationships matter. When I build relationships with men and women who come in for cancer treatment, their caregivers, and the clinical staff, I can help so much more. This is achieved through openness, establishing trust, and knowing oneself.”

AmeriCorps prides itself on building active community leaders and civically engaged professionals. Through professional development opportunities, civic reflection, and service, James is adding tremendous value to Kaiser Permanente by participating in the Compact Service Corps AmeriCorps program. He writes, “AmeriCorps has given me the opportunity to practice these skills, help others, and grow as an individual.”

The DU AmeriCorps team sincerely thanks James for his service over the past two years. We are proud to have had him as a part of our program and know that he will continue to invest in the community.

11TH ANNUAL PUKSTA PASSAGE

Join us as we celebrate the passage of our graduating senior Puksta Scholars and welcome in a new class of Scholars from around Colorado!

Wednesday, May 22, 2013  6:00 – 7:30pm
Fritz Knoebel School of Hospitality Management
Please RSVP by May 17, 2013 at 303-871-2699
DU AMERICORPS MEMBER SPOTLIGHT
Katy Wall, AmeriCorps Member; Focus Area: Capacity Building; Site Placement: Colorado Department of Public Health: Office of Emergency Preparedness and Response

By: LeeAnn Rohm, AmeriCorps Coordinator

Katy serves as a Compact Service Corps AmeriCorps member at the Department of Public Health and Environment’s Office of Emergency Preparedness and Response. As a Master’s candidate in the University of Denver’s International Disaster Psychology Program at DU’s Graduate School of Professional Psychology, Katy participates in the capacity building initiative.

As a member within the Capacity Building focus area, Katy has been involved in a number of organizational projects and tasks, including: the development of assessment tools for community resilience and a tabletop exercise for testing regional disaster response capabilities, assessing community response abilities as related to vulnerable populations, and assisting with various trainings for first responders, crisis counseling teams, and public health communities.

Katy’s career goals are strongly related to working in program evaluation and capacity building in mental health care internationally. Katy will be participating in an upcoming fall internship with the World Health Organization’s Mental Health Department in Geneva, Switzerland. She writes, “My experience as a Compact Service Corps AmeriCorps volunteer is invaluable to my future. Not only has it enhanced my experience of involvement in my current community, but also built upon the skills and expertise I will use for years to come.”

The DU AmeriCorps team thanks Katy for her service. We wish her the best in her future endeavors and know that she will continue to improve the lives of those in the communities around her.

“THE OPPORTUNITY TO BE AN AMERICORPS MEMBER WHILE ENROLLED AS A MASTER’S STUDENT AT THE UNIVERSITY OF DENVER HAS BEEN AN AFFIRMING AND REWARDING EXPERIENCE. THROUGH THE VISION OF EMBOULDING STUDENTS TO BECOME DEDICATED, PARTICIPATORY COMMUNITY MEMBERS, THE CENTER FOR COMMUNITY ENGAGEMENT AND SERVICE LEARNING (CCESL) AND THE UNIVERSITY OF DENVER HAS CREATED A PLATFORM FOR COMMUNITY ENHANCEMENT.”
- KATY WALL

JOIN AMERICORPS FOR COFFEE AND CATCH UP EVERY WEDNESDAY!

Join us for Coffee & Catch-up each Wednesday this quarter from 3pm-4:30pm in Suite 18, Driscoll South. Coffee & Catch-up is a great opportunity for current and future Compact Service Corps AmeriCorps Members to connect and reflect on service experiences. Please feel free to drop in to network with other AmeriCorps Members and CCESL students, dialogue about your AmeriCorps services and experiences, enjoy refreshments and learn about professional development opportunities!
PG FUND PROVIDES LOW-COST EVALUATIONS FOR CHILDREN WITH LEARNING DISORDERS

By: Bruce Pennington, PhD & Robin Peterson, PhD, Department of Psychology

Our project had three goals: 1) to develop a pilot program to provide low-cost neuropsychological evaluations for underserved children with learning disorders; 2) to use results of those evaluations to inform research in our laboratory examining cross-cultural similarities and differences in the manifestation of common learning disorders, including dyslexia and ADHD; and 3) for the pilot program to seed acquisition of other, larger grants so that the program can continue into the future.

We accomplished the first goal by providing comprehensive neuropsychological evaluations to 12 children and adolescents who would not otherwise have been able to afford this service. Our clinic normally charges $1,200 per evaluation and the average scholarship granted to these families was $1,000. Children were referred for evaluation by several sources, including Denver Public Schools and Children’s Hospital Colorado. We saw children and adolescents who presented with a wide range of needs; many had multiple risk factors, such as a history of prematurity or other health issues, speaking English as a second language, attending a low-performing school, or a history of maltreatment. All had a history of academic difficulties that had not been adequately explained or treated.

Our evaluations provided insight into each client’s neuropsychological profile (strengths and weaknesses in cognitive skills like language, attention, and memory), and how these had contributed to their current difficulties. We diagnosed a number of disorders in these clients, including dyslexia, ADHD, language impairment, acquired brain injury, intellectual disability, depression, and PTSD. We developed treatment plans that included detailed educational recommendations and referrals to our community partners who then provided medication management, psychotherapy, speech-language therapy, and academic tutoring. Most of the funds from the public good grant were used directly as scholarship monies, with the remainder going to support the additional time required for clinic staff for case management (e.g., time to train new evaluators in the process of bilingual Spanish-English evaluation).

We are working to follow our clients’ progress. In several cases, a trainee from our clinic attended a school’s special education meetings with parents in order to explain our results and help advocate for our clients’ needs. In other cases, we have had individual phone or email contact with families to ensure that critical aspects of the treatment plan are implemented, and we have had communication with our community partners about specific client issues. We have also drafted a questionnaire we would like to mail to all families in the program to solicit more standardized and comprehensive feedback. We have not yet implemented this aspect of the program, but hope to do so in the coming year.

The project was also productive in terms of our second goal, which was to learn more about cross-cultural similarities and differences in learning disorders. We have been particularly struck by our evaluations of children with reading and language difficulties who speak English as a second language. In several cases, children who were struggling academically had not been identified by their school as having a disorder (sometimes even after many years of school failure) because of an assumption that all their difficulties were due to a language difference. However, careful evaluation in both their first language (Spanish) and English revealed a clear pattern of difficulty across both languages. In many cases, specific test scores were nearly identical in English and Spanish, and strongly supportive of an underlying language or reading disorder. One important difference was that many of our underserved clients had more severe problems or broader cognitive difficulties. In addition, these clients were often living in a more complex psychosocial context that put them at risk for a variety of emotional-behavioral problems.

With respect to the third goal, seeding other grants to support this project, we have been very successful. We received a $20,000 grant from the Piton foundation and will soon receive $25,000 from a private donor. These funds will support the project for at least another three years.
Congratulations to the spring public good grant awardees

To support community-engaged scholarship, the Provost’s Office invests $100,000 annually in faculty research through the Public Good Fund. Public Good Grants are awarded by an interdisciplinary faculty committee as part of a competitive review process.

Congratulations to the following faculty who received awards during our Spring review cycle:

**Yoli Anyon and Nicole Nicotera**, Graduate School of Social Work — *Meeting the needs of diverse learners in the classroom: An interdisciplinary intervention to build the capacity of school personnel*

**Inna Altschul**, Graduate School of Social Work — *Increasing College Enrollment, Persistence, and Graduation among DPS Students*

**Omar Gudiño**, Department of Psychology — *Colorado Department of Human Services, Division of Behavioral Health - Child, Adolescent and Family Services Section*

**Matthew Taylor**, Department of Geography & the Environment — *Creating a Public Web-Based Geographic Information System to Support Communal Decision Making along Nicaragua’s Pacific Coast*
DU SERVICE & CHANGE HONORS THE LEGACY OF DR. MARTIN LUTHER KING, JR.

By: Dahisy Cano, DUSC Project Volunteer Co-Chair

DU Service & Change (DUSC) kicked off winter quarter 2013 with service in action. Project Volunteer, one of DUSC’s committees, organized several volunteer opportunities for DU students to engage with their community and to honor Dr. Martin Luther King Jr.’s legacy of service.

DUSC’s MLK Service Day began early in the morning of January 21, 2013 with ten DUSC members participating in the annual MLK Marade at City Park. Together with over 30,000 participants, DUSC members marched the two mile Marade route down Colfax Ave. ending at Civic Center Park.

The day’s activities continued with DUSC members volunteering at the Grant Avenue Street Reach Soup Kitchen dinner shift and serving at least 800 people.

To conclude the MLK Service Day, DUSC and a graduate student from the Iliff School of Theology hosted a critical reflection session to discuss the day’s events and explore the meaning of service.

To ensure that throughout the day students had the opportunity to reflect on the meaning of service, DUSC and the DU Cooking Club teamed up to bake over 250 cupcakes, decorated with MLK quotes, for students to enjoy during the holiday. DUSC set up reflection tables in two of the residence halls on campus with these cupcakes and reflection boards to capture students’ reflections on service and on Dr. Martin Luther King, Jr.

DUSC’s MLK Service Day was a great success and participation in the MLK Service Day was a rewarding and powerful experience for the students involved.

PUKSTA SCHOLARS BUILD COMMUNITY WITH DU INT’L LIVING & LEARNING COMMUNITY

By: Zac Roberts & Mawukle Yebuah, Puksta Scholars

This past January, the Puksta Scholars program had a great opportunity to connect with the DU International Living and Learning Community (ILLC). The International LLC is one of the most diverse communities on campus and this was a good occasion for the Puksta Scholars to share their Puksta Projects and see how it relates to the students in the ILLC, especially the scholars whose projects involve working with international students or minority groups. The Pukstas were able to talk with and get to know students in the ILLC over a wonderful Ethiopian dinner in downtown Denver. We all had a good time discussing our social justice issue interests, both domestically and abroad, with one another. It was wonderful to have the opportunity to get involved with a new campus community and build new relationships. If that was not enough, the Ethiopian food was incredibly delicious, at the end of which we all were able to experience a traditional Ethiopian coffee ceremony. By the end of the night, new relationships were formed and members from both communities were able to dialogue with others who shared similar interest areas.
DUSC Volunteers and Bridge Project Youth Engage in Mural Painting

By: Alicia Carter, DUSC Co-President

On April 20th, 2013, 10 University of Denver undergraduates and 10 Bridge Project students worked together to create three murals at the Bridge Project Columbine Site in southwest Denver. The mural painting was organized by the student organization DU Service & Change (DUSC). DUSC connects students to their community through service and have successfully completed many projects while partnering with community organizations this year.

Participating Bridge Project students were excited to be able to decorate the center’s walls where they spend so much of their time after-school. Together, the DU volunteers and students painted a space mural, a large tree with a caterpillar evolving into a beautiful Monarch butterfly, and an underwater themed mural. The children designed their own Martians, sea lions, and various planets and the walls blossomed with color. As they painted, the volunteers built relationships with the students, laughed with them, and helped them to reach higher spots on the walls. The youth described the day as, “awesome!” and painted thank you cards for the DU volunteers upon their departure!

To finish the murals, each of the participants smeared their hands with colors and placed handprints as the leaves of the tree. DU Service & Change Co-President, Alicia Carter, who also led the project, said, "I think that these types of activities are important to be involved in. You can truly impact a child’s life when you open their imaginations and create something with them that they can be proud of. For them, that is really important, too. Now, whenever they study in those rooms, they will be reminded about the experience they had with a few DU students and smile."

The Bridge Project is a tutor and mentor center that provides educational opportunities for children living in Denver’s public housing and provides support for students to graduate from high school and attend college or learn a trade. The Bridge Project works with nearly 80 students and mentors at each of their three locations.

To learn more about the Bridge Project check out their website: http://www.du.edu/bridgeproject.
On March 21st, I presented at the 2013 Society for Applied Anthropology conference on a panel discussing experiences with service learning programs in various and diverse situations. For my presentation, I chose to focus on my fieldwork in Mozambique and the subsequent process of turning what I learned there into potential service learning projects for DU students.

While conducting research in Mozambique, I felt that much of what I learned might be a valuable resource for students in the international development or international studies field, known as the “Darling of Development.” In the past twenty years, Mozambique has experienced an enormous influx in the number of international and national non-governmental organizations in the country. In turn, this inundation has been accompanied by a spike in the presence of expatriates and an increase in the socio-economic realities of a select few Mozambicans.

The majority of these NGOs operate out of Maputo, the capital city, but their programs extend throughout the provinces of the country; oftentimes their missions are carried out through local rural associations who vie for funding and support. During the summer and fall of 2012, I conducted anthropological fieldwork in Manjacaze, a rural town in the province of Gaza, and Maputo in order to better understand the complex cultural perceptions of the NGO world. My research in Manjacaze focused on local associations who receive funding from international NGOs and the perspectives of rural populations.

I found this experience to be especially pertinent for service learning students, as it would provide an excellent opportunity for them to be a part of a rural culture and experience a Mozambican perspective of international development. A student-oriented service learning program could offer students the opportunity to gain familiarity with a country that has experienced the varying effects of the presence of international NGOs, for better or for worse. While this project is still in the early planning stages, in my presentation I outlined both the cultural complexities inherent in development work in Mozambique, and possible strategies for creating this expectantly interdisciplinary program.

In addition, I discussed a preliminary service learning project that was completed during Winter Quarter 2013 that asked students to design a fundraising strategy in order to raise money for an orphanage in Manjacaze, where I spent half of my time in Mozambique. This project had mixed results, with some students successfully completing the projects while others did not. In my presentation, I discussed the results of these service learning projects and the potential for improvement in the future.
Saturday May 11th, 2013

DAY OF ACTION

WE NEED VOLUNTEERS!

Follow this link to sign up:
http://goo.gl/Wz6z4

Shifts available from 7:30AM-3PM

DU Service & Change, in conjunction with the Diversity Summit, will be hosting the first annual Day of Action!

300+ parents and students from Munroe Elementary School will be coming to the University of Denver to take a tour, learn how to prepare for college, and attend interactive presentations.

Lead a group of ten students and parents around campus to inspire them to achieve the same success you have been granted, college!

“COLLEGE FOR CERTAIN!”

You can also email Du.Service.Change@gmail.com with other questions.
DU International Service Learning Applications are now being accepted!


These DU faculty-led International Service-Learning programs are open to undergraduates and graduates of all majors, and combine academic study at DU beginning fall 2013 with service work abroad during winter interterm 2013. Please see below and the attached flyer for more information.

ISL Dharamsala: “Tibet and the Power of Nonviolence”

ISL Dharamsala travels to Dharamsala, Northern India, home to His Holiness the 14th Dalai Lama and the Tibetan community in exile. Students spend approximately four weeks in India, living in a local guest house and engaging in the community through service placements, guest speakers, and cultural excursions. Possible placements include Tibetan Human Rights organizations, journalism, art and cultural centers, and local schools. Prior to departure, students take part in five academic sessions and a retreat. Coursework focuses on the Tibetan community in exile and non-violence movements in and outside of India. Through readings, lectures, and writing assignments, students explore the history and cultures of India and Tibet, with particular emphasis placed on non-violence, politics, religion, tolerance, and human rights. Students receive five academic credits for the program. This year’s program will be directed by John Evans Professor, Alan Gilbert, from the Josef Korbel School of International Studies.

Info Sessions: Thursday, April 18th at 12 noon, Cherrington Hall (Korbel) Room 301
Friday, April 26th at 12 noon, Cherrington Hall (Korbel) Room 301

Application Deadline: May 9th, 2013

Academic Sessions: Fall Quarter 2013 In Country: Nov 25th– Dec 22nd, 2013 (approx)

ISL South Africa: “A Study in Transitional Justice”

2013 will mark the first year of ISL South Africa: “A Study in Transitional Justice.” This course is designed to expose, teach and provide students first-hand experience with the history and present challenges of South Africa and how that correlates to both the United States and the global community. Prior to departure, students participate in five academic sessions that focus on topics including South African history and policy implications, filtered through the lens of social justice and restorative relationships. Students will live in Cape Town, where they will engage in service work with local organizations. Possible service placements include public health centers and hospitals, HIV/AIDS organizations, environmental organizations and other non-profit/community-built social justice organizations. Students will also participate in cultural excursions and attend lectures by local scholars and community leaders. Students receive five academic credits for the program.

Info Sessions: Friday, April 12th at 12 noon, Cherrington Hall (Korbel) Room 301
Monday, April 22nd at 12 noon, Sturm 286

Application Deadline: May 1st, 2013

Academic Sessions: Fall Quarter 2013
In Country: Nov 25th-Dec 22nd, 2013 (approx)

To learn more about these programs, join us for an information session or write isl@du.edu. For more details and to apply, please visit the Office of International Education website: http://www.du.edu/intl/abroad/isl.
DID YOU KNOW?

1. Compact Service Corps AmeriCorps Member’s have served over 27,000 hours this academic year of direct service towards alleviating community need in the areas of: providing primary and preventative healthcare to underserved and underinsured persons, increasing academic engagement for K-12 students, and helping to build the volunteer capacity of non-profit organizations.

2. Compact Service Corps AmeriCorps Member’s have also served over 6,000 hours of member development, including activities that help to bring additional value to Members’ service sites.

3. Compact Service Corps AmeriCorps have enrolled over 170 students at community service sites this academic year alone.

4. Compact Service Corps AmeriCorps Member’s are serving in over 60 community sites.

5. AmeriCorps is making a difference - join us! Click [here](mailto:duamericorps@gmail.com) or email duamericorps@gmail.com for more information about enrolling in the DU AmeriCorps program.

STOP BY TO SAY HELLO...
Monday – Friday
9:00am to 4:00pm
Dirscoll Student Center South Suites 6, 18, and 22

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STAFF UPDATES

CCESL hosted faculty from our 2012-2013 Engaged Practitioner and Service Learning Scholars Programs meet to share innovations in their service learning practice.