DIRECTOR’S NOTE
Anne P. DePrince, Ph.D.

In the midst of the hubbub of the fall quarter and return to campus, I want to draw your attention to an upcoming campus visit with Dr. Barbara Holland, an internationally-recognized, higher education/community-engagement scholar. Her visit builds on the work started by a team of DU faculty and staff who attended a Mountain West Engagement Academy (MWEA) last spring, focused on deepening and widening conversations about community-engaged scholarship on campus.

On Friday 10/24 at 10am, Holland will present on “Coping with Change in Higher Education: The Growing Strategic Role of Community-Engaged Scholarship” to students, staff, faculty, and community members. Space is limited – please register today at http://goo.gl/xy4Urc. We are delighted that Chancellor Chopp will provide welcoming remarks. Immediately following the presentation, a reception and poster session will highlight faculty community-engaged research that has been supported by DU’s Public Good Fund.

In addition to this event, Holland will participate in a series of intimate working group meetings with staff, faculty, and administrator leaders from across campus. Finally, she will deliver a workshop to faculty on preparing materials for reviews, including tenure and promotion.

With Holland’s visit fast-approaching, CCESL is welcoming new students and faculty to our programs. In addition, we are thrilled to have welcomed DU alum Blanca Trejo to campus as the keynote speaker and guest facilitator at our annual Community Organizing Institute (COI). Stay tuned for a report from the COI in our next newsletter.

On behalf of CCESL, we look forward to working you this year. Please be on the watch for exciting CCESL opportunities to support your community-engaged work!
DUSC Launches Another Year of Service Opportunities

By: Mayci Hicks, DUSC Co-President

The start of the new school year at the University of Denver means a new beginning for DU Service & Change (DUSC). Going into our third year as an established organization, DUSC intends to take our community service to an elevated level united under our core values: EPIICF (pronounced epic).

Excellence
Passion
Impact
Inclusiveness
Community
Fun

Created by DUSC leadership in spring of 2014, EPIICF is the catchy representation of what DU Service & Change stands for: Excellence in all that we do. Passion, to pursue justice while focusing on root causes. Impact, to create change. Inclusiveness, to make volunteering and the greater Denver and DU community accessible to everyone. Community, to create the kind of relationships that encourage growth and learning. Fun, to show that hard work is not always bad work.

For DUSC, gone are the days when volunteers could attend DUSC Hour meetings and not know each other’s names. Gone is the feeling that DU students chose not to, do not know how to, and do not have access to volunteer opportunities. Motivated by a vision of a DU that is a “private institution dedicated to the public good,” DUSC has started off the year strong, organizing and leading students through two volunteer events focusing on needs in the community.

Project Action Co-Chair, Jamie Richardson, organized DU students to help at the 2014 Asbury Elementary School Carnival event. This was the second year DUSC was involved in Asbury’s main fundraiser to support the school in order to make even more of an impact than the year before. DUSC brought more volunteers to staff games, booths, and to be entertainment for the young students. Thanks to Jamie’s hard work, the wonderful DU volunteers, and good communication, the carnival was once again a success.

The next morning, Project Action Co-Chair Alleeya Wilson facilitated an event at the Food Bank of the Rockies where the volunteers worked in the storage facility to prepare food for use. DUSC Members worked hard throughout the morning and by the end had created change in the communities and created a connection between the volunteers.

In the end, DUSC is looking forward to a year of growth. With a bigger and better student volunteer community, DUSC will be able to facilitate more worthwhile and meaningful service opportunities.

To learn about upcoming volunteer opportunities, like DUSC on Facebook or contact duServiceChange@gmail.com.
FIRST-YEAR STUDENTS PARTICIPATE IN FSEM DESTINATION TRIP SERVICE PROJECTS

By: Ryan Hanschen, MacKenzi Burdic, Caitlin Mendenhall

Each year, first-year students conclude Discoveries Orientation with Destinations Trips, which provide opportunities for FSEM classes to build community and experience Denver. This year, with Sarah Hoffman in the Provost’s Office, CCESL designed and piloted three FSEM Destinations Trip service projects on Friday, September 5.

Fifty-eight DU students and faculty participated in Destinations Trips that focused on service projects, dedicating over 225 hours at three separate sites: Habitat for Humanity, Porter Hospital Hospitality House, and Smith Renaissance Elementary School.

The project at Smith Elementary engaged first-year students and their professor Paula Cole in painting a large US map on the playground blacktop as well as maintaining and cleaning-up Smith’s community garden. Volunteers mentioned that “seeing the kid’s reactions” and “the excitement on their faces when they saw the map” were among the project highlights.

Another group of first-year students, alongside their professor Frederique Chevillot, participated in a morning of service at the Porter Hospital Hospitality House, a home that provides families of sick loved ones who need long-term care and affordable housing, a refuge during their time in Denver. Throughout the morning, students scrubbed over 60 windows, washed the entire siding of the property, cleaned and organized kitchen pantries and cupboards, built a dresser, and swept and tidied the outside of the house. This service work aims to eliminate the need for patients and families to worry about daily tasks and allows them to focus on the healing process of their loved ones.

The final service project took place at two Habitat for Humanity service sites in the Globeville neighborhood of Denver. Students, and their professor Nic Ormes, dedicated seven hours to putting siding on a house for a family in need. By the conclusion of their project, the house was totally transformed and looked brand new. A participating student shared that her experience “was so much more meaningful because the family our work was supporting was there with us. We got to meet and talk to them and see the beautiful smiles on their faces!”

These service experiences seemed to resonate with the new Pioneers, as over half of the first-year participants asked to be notified about upcoming service opportunities in the community.
DU PUKSTA SCHOLARS PROGRAM WELCOMES INCOMING STUDENTS

By: Ryan Hanschen, CCESL Program Coordinator

CCESL is proud to welcome three first-year students into the University of Denver Puksta Scholars Program!

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. To learn more about the University of Denver’s Puksta Scholars program, please click here or contact the Program Manager, Ryan Hanschen at ryan.hanschen@du.edu.

Please join CCESL in welcoming the following DU students into the Puksta Scholars program!

Name: Aaqil Anwar  
Hometown: Aurora, CO  
Graduated From: Cherokee Trail High School, Aurora  
Intended Major: International Business  
Intended Social Justice Issue Area for Puksta Work: Education and the Political Process

Name: Caitlin Baum  
Hometown: Colorado Springs, CO  
Graduated From: Rampart High School, Colorado Springs  
Intended Major: Film Studies and Production  
Intended Social Justice Issue Area for Puksta Work: Women, Gender, and LGBTQIA Rights

Name: Ramona Miller  
Hometown: Aurora, CO  
Graduated from: Cherokee Trail High School, Aurora  
Intended Major: Undecided  
Intended Social Justice Issue Area for Puksta Work: Government Corruption and Political Asylum
MINI-GRANT HELPS CONNECT STUDENTS WITH PRACTITIONERS AND ELEVATE PUBLIC INTEREST AND SOCIAL JUSTICE LAW

By: Alexi Freeman, Interest & Lecturer/Legal Externships, Sturm College of Law

Over 100 students from Denver Law, the University Colorado Law School, and the University of New Mexico School of Law gathered together to learn from each other and those in the field about pursuing public interest and social justice law at the first-ever Rocky Mountain Public Interest & Social Justice Retreat on September 20-214, 2014. The retreat was hosted both at Denver Law and Yegge Peak, a mountaintop hidden gem located outside of Morrison, CO.

The Rocky Mountain Public Interest & Social Justice Law Retreat was modeled after the Robert M. Cover Public Interest Law Retreat. In 1986, Robert Cover, a professor at Yale Law School, circulated a memorandum among his colleagues on the faculty, advocating the creation of an annual public interest retreat for law students, law teachers, and public interest practitioners that would help build the community of lawyers dedicated to social justice. In Cover’s words, "careers in public service work seem more exciting and worthwhile when there is a sense of movement - of common effort and common commitment."

The keynote speaker for the retreat, Jon Rapping, recent recipient of the MacArthur Genius Award for his work in training public defenders, shared “two-thirds of law students come to law school wanting to do public interest work and end up not doing it." This statistic, while shocking to some, doesn’t come as a surprise to those of us within the legal academy. Traditionally, legal education has tended to push students, both explicitly and implicitly, towards a career in private practice. Given this backdrop, the community Cover describes becomes that much more important for sustaining students’ commitment to the pursuit of justice. This retreat aimed to build community between students both within and across schools, between students and faculty, and among students and practitioners. In order to accomplish those goals, on Saturday, over twenty-five public interest law practitioners and/or grassroots leaders shared lessons learned from the field, discussed needs and concerns they’ve seen specifically affect communities in the Rocky Mountain region, and noted strategies for effective communication between lawyer and community/client. Students heard firsthand about the challenging questions these lawyers face and gained best practices for how to ensure communities and clients have a voice throughout the legal process – something that should be easy and obvious to do, but can become difficult in practice without intentionality and perseverance.

On day two, second year students led discussions about strategies for self-care, beating burnout, and making and sustaining student connections. As one student shared, “The second day was one of the most valuable experiences I have had so far in all of law school (I’m a 1L) because instead of feeling like I was networking as much as I could as quickly as I could, there were many more opportunities for substantive and fulfilling conversations with students with similar interests who otherwise I would not have been able to meet. Not only do I feel like I have a better appreciation for public interest, I know more about the people who will be in public interest.”

Each participant also left the retreat with an 80-page electronic manual that identified potential organizations in the community to work with, noted resources for funding public interest opportunities, and calendared campus wide and community events with a social justice focus, in an effort to help students expand their ideas of who and what can create social change.

While there is much more that needs to be done both at Denver Law and at law schools across the country to help train the next generation of social justice change agents so that they truly serve the community’s needs, this event helped plant some seeds. As one student remarked, “It was definitely helpful in keeping my eye on the prize - that is seeing what opportunities that this year’s hard work will create. I can only hope that there will be more moments like this throughout my three years in law school.”
CCESL Publishes New and Improved 3rd Edition Community Organizing Handbook

By: Cara DiEnno, CCESL Associate Director

Over the summer, CCESL staff revised the center’s Community Organizing Handbook to deepen the handbook’s capacity to guide in the development of critical community organizing skills, which support the center’s strategic goals in developing students’ knowledge of social justice, organizing skills, civic identities, and commitment to civic action. As best practices continue to evolve in community organizing, the handbook will follow suit. The community organizing process is not static, but rather a complex and evolving set of concepts, skills and techniques in relationship building, self and collective interest, issue research, project development, and implementation. Our understanding and application of these techniques deepens as we engage in a variety of social justice topics and with diverse populations with complex identities. The handbook aims to make organizing concepts and techniques accessible, so that students develop the skills and sense of self-efficacy to work toward the social change they seek.

The handbook provides organizers with techniques and tools that turn organizing concepts into actionable steps. Highlights of the new edition include an expanded core concepts and terms section, a consistent format to introduce concepts with a definition, an explanation of why the concept is important in community organizing and how to put it into practice, an expanded set of concepts and techniques, key and real world illustrations exemplifying how concepts can be applied to social action projects in real, tangible ways, and a graphic depicting the process. The book serves as a launching point from which community action projects can grow. A copy of the handbook can be found here.

Alumni Corner: Nyabweza Itaggi, Class of 2014

I worked as a PA coach for the 2013-2014 school year at South High School and I graduated from DU in May of 2014. I now work at Hunger Free Colorado as the Local Engagement Associate. My focus within the organization is community engagement and I help to connect people within the Denver-Metro area to food resources within their communities. In addition to working, I am in the process of solidifying my career plans. I am hoping to attend graduate school in the fall of 2015 to study sustainable urban development.

Within CCESL, I was a part of Public Achievement and the Puksta Scholars Program. Through my involvement in these programs, I learned the valuable skills of community organizing and the power of grassroots movements. I also deepened my passion for food justice. Both PA and Puksta showed me that I had the ability to make positive change, and they equipped me with the tools to do so. They showed me the power of taking action in a way that is considerate of all who may be affected by it.

In the next 10 years, I hope to continue my commitment to community. I plan to expand my knowledge on the food justice movement and to continue to work in the field of urban agriculture. I feel confident in pursuing these goals thanks to the knowledge and support that I gained through my involvement in CCESL.
A WARM WELCOME TO THIS YEAR’S PUBLIC ACHIEVEMENT TEAM LEADS!

By: Cara DiEnno, CCESL Associate Director

CCESL is pleased to welcome the 2014-2015 Public Achievement Team Leads. We invite you to learn more about each of their unique backgrounds and what they bring to PA below. For more information about PA please contact Cara DiEnno at cara.dienno@du.edu.

Amanda Carlson is a first year Masters in Social Work student. She is a Colorado native and yet a terrible skier. Amanda earned her undergraduate degree in Psychology at Whitworth University in Spokane, WA. This is her first year working for CCESL as a Team Lead. She will be working at South High School. Amanda loves traveling, snacks, and Harry Potter.

Tory Fox graduated from the University of Nebraska-Lincoln with bachelors in both Psychology and Advertising in 2013. She is currently a first year graduate student at DU in the School Psychology Ed.s. program. She gained experience working with a diverse population of students and found her future career path from working a year and a summer of service in the AmeriCorp’s VISTA program in Lincoln Public Schools in Lincoln, Nebraska. Fun Fact: Tory once worked at Walt Disney World.

Junki Ogawa is in his second year of his Master's degree in Higher Education at Morgridge College of Education. He is a proud graduate of the University of Connecticut and is a coordinator for the UConn Alumni network in Colorado. Along with his work with CCESL he also works with the Denver Scholarship Foundation. When not cheering on his UConn Huskies he can be found backpacking or skiing in the mountains.

Neda Kikhia is a third year undergraduate pursuing majors in Religious Studies and Communication Studies with minors in Leadership Studies and Business Administration. Here at DU, Neda is involved in student life from joining clubs to immersing herself in CCESL’s programs. In CCESL, she is a third year PA Coach a participant in the AmeriCorps program, and has worked as a front desk assistant, has worked with SLA/PGA. She was chosen as the co-chair for Project Action on DU Service & Change (DUSC) for two years before accepting a position as a Co-President of DUSC for her third year.

Paige Mills is a current graduate student studying higher education at DU. She was an undergraduate at DU, who was involved in community service initiatives within the student organization Alpha Phi Omega. Paige is an outdoors type of person who loves hiking in the mountains.
PUBLIC GOOD SCHOLAR WORKS WITH URBAN PEAK TO ADDRESS HOMELESS TEENS

By: Kimberly Bender, PhD, Graduate School of Social Work

My public good fellowship funded a feasibility pilot study of a victimization prevention program in a local youth shelter and expanded my overall goal of conducting community-based research with Urban Peak. I successfully completed the pilot, which involved recruiting 98 homeless youth (ages 18-21) and randomly assigning them to receive either, traditional case management services, or traditional services plus a three-day intensive, mindfulness, skill-based intervention (Safety Awareness For Empowerment: SAFE). SAFE targeted risk detection among homeless youth. The intervention aimed to help youth to: enhance their attention to internal, interpersonal and environmental risk cues; problem solve in risky situations; act assertively; and seek help when necessary. SAFE utilized small group activities, role-plays, and discussions to introduce and practice these mindfulness skills.

The project involved collaboration among research team members, including community partners. Over the course of a year, a team of GSSW doctoral and master’s students aided in all aspects of the study, including facilitating the intervention, tracking youth over time, and interviewing youth. Constant collaboration between our research team and Urban Peak staff was necessary. We collaborated with Urban Peak around decisions regarding recruitment, program structure, and retention and, together, solved ethical and clinical problems as they arose. Six cohorts of approximately 15 to 20 youth, respectively, were recruited over the study period. Recruitment occurred every 6 weeks to allow turnover in youth staying at the shelter. Youth who agreed to participate were given free cell phones with unlimited service and were interviewed by graduate research assistants at 4 time points: baseline, one week, six weeks, and a three month follow up. We learned a great deal about how to retain homeless youth in the study, how to reach them, how to engage them in interviews, and how to intervene during group.

The collaboration with Urban Peak went extremely well. Together, we enrolled 98 study participants and followed the majority of them longitudinally for three months – no small task with a highly transient and disconnected population. Approximately two-thirds of the youth assigned to the SAFE intervention attended the start of group and nearly 97% of those who attended remained in the group through its completion. This suggests that the intervention (and its rigorous evaluation) is feasible and acceptable in this community-based shelter setting.

Most importantly, the intervention appeared promising. Youth randomized to the intervention group, relative to their peers randomized to the case management control group, showed significant improvements in risk detection abilities, as measured by vignettes designed to reflect real risks on the streets. SAFE’s largest effect was on improving youths’ abilities to detect a specific type of risk – interpersonal risk – that allowed them to better recognize when others were acting suspicious or dangerous. These preliminary findings suggest that risk detection skills are malleable utilizing mindfulness, cognitive intervention. Helping this group of youth to accurately detect risks may enable them to avoid dangerous individuals and situations and possibly differentiate safe individuals that may offer support.

Urban Peak benefited from this collaboration by offering youth a new program that addressed a significant problem – victimization – that is often acknowledged but rarely directly addressed by service providers. My research team and I visited Urban Peak direct care meetings, clinical team meetings, and board meetings to share the project results. Urban Peak is eager to expand the program to more youth, possibly in other service settings, and tests its long-term effects. With these goals in mind, I have applied for federal funding (NIDA, R15) which would allow for a more rigorous efficacy study with a larger sample of Urban Peak youth.
CCESL UNVEILS MAIN OFFICE TRANSFORMATION

By: Iman Jodeh, PG Newsletter Editor

In a continued effort to maximize resources, CCESL reassessed our physical space with a focus on developing more functional spaces for active collaboration. With a complete overhaul of Suite 22 (located in Driscoll South under the bookstore), CCESL staff transformed what was once an enclosed lobby (left) into a welcoming and open space conducive to collaboration among students, staff, and faculty. Incorporating bright colors, a new countertop workspace, individual tables and supplies to promote creativity, the space is now a place to meet, work individually, or collaborate on ongoing projects. In addition, CCESL has provided students with a chalkboard wall featuring staff profiles, weekly discussion questions and a section dedicated to a program or student being featured for the week.

CCESL DIRECTOR JOINS VICE PRESIDENT BIDEN ON PANEL ON ISSUES OF DOMESTIC VIOLENCE

Anne DePrince, CCESL Director, participated in a roundtable discussion with Vice President Joe Biden. Vice President Biden travelled to Denver to mark the 20th anniversary of the passage of the Violence against Women Act violence and talk with Denver leaders (including Mayor Hancock) about addressing the serious problem of violence against women. DePrince, the only researcher at the roundtable, had the opportunity to highlight her team’s findings from their community-engaged research on the subject. To watch the entire store on Channel 7 News, click here.
CCESL HOSTS ANNUAL OPEN HOUSE

By: Michael Gooch, CCESL Social Media Specialist

On September 23, CCESL hosted an open house for students, staff, faculty, and community members. The event drew around 60 people who made their way through both of CCESL’s offices, Suite 22 and 18, in Driscoll South.

Guests had the opportunity to learn about CCESL by playing BINGO! Each BINGO square encouraged attendees to learn and talk to CCESL-connected staff, faculty, and/or students as well as to sign up for one of CCESL’s many programs and events.

Suite 18 featured programs related to CCESL’s Civic-Development and Service initiatives. For example, several Public Achievement coaches (who work with high school youth) shared their experiences with the program and answered questions about volunteer opportunities. Guests were also encouraged to share a social justice issue that they felt most passionate about. Some ideas that were shared included educational equity, equal access to health care, and awareness for mental disabilities.

Suite 22 featured programs related to CCESL’s Civic-Engaged Learning and Scholarship initiatives. CCESL-connected staff, students, and faculty shared information about funding and training opportunities. Attendees also had a chance to weigh in on naming the newly-updated space in Suite 22 by writing on the new chalkboard wall (to vote on the final name from the best submissions, click here).

We hope that guests left with a better understanding of what CCESL this year…and a prize for playing BINGO!
The Center for Community Engagement & Service Learning presents:

Coping with Change in Higher Education:
The Growing Strategic Role of Community-Engaged Scholarship

Barbara A. Holland, Ph.D.
Opening remarks by Chancellor Rebecca Chopp

Friday, October 24, 2014
10 AM
Ruffatto Hall Commons
Poster session and reception to follow at 11 AM

Space is limited. Register today at http://goo.gl/xy4Urc

Barbara A. Holland, Ph.D. is a professor, researcher and consultant recognized internationally for her scholarship and expertise on organizational change in higher education with a focus on the institutionalization of community engagement. She is affiliated with the University of Sydney, Portland State University, and Indiana University-Purdue University Indianapolis. She received the 2006 Research Achievement Award from the International Association for Research on Service-Learning and Community Engagement for her contributions to the engagement field. She has served as adviser to more than 100 academic institutions across five nations.
CCESL STAFF

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

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

Ryan Hanschen
Program Coordinator
ryan.hanschen@du.edu

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

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

PUBLIC ACHIEVEMENT HEADS TO THE MOUNTAINS FOR ANNUAL RETREAT

On October 4th and 5th the Public Achievement Program headed to Estes Park for their retreat. The Team Leads, with CCESL Associate Director Cara DiEnno, to create the coach groups that will be leading three classes at South, STRIVE, and one with CollegeTrack. They participated in team building exercises such as scavenger hunts, hikes, and dance-offs. The retreat covered an overview of community organizing and prepared coaches to lead classes in social justice themed issues. It was a great weekend of relationship building, goal setting, and community building for the Public Achievement community!