

2018

Service Speaks 2018

Service Speaks Committee, DePaul University

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SERVICE SPEAKS 2018



 DEPAUL UNIVERSITY

IRWIN W. STEANS CENTER

FOR COMMUNITY-BASED SERVICE LEARNING & COMMUNITY SERVICE STUDIES



**SERVICE
SPEAKS**

2018

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SERVICE SPEAKS

2018

The 2018 Service Speaks Chapbook illustrates exemplar service learning partnerships advancing social justice causes in Chicago communities among DePaul students, faculty, and community partners. Every academic year more than 200 courses and programs send students into the community to build on the assets of our community partners through direct service hours, project-based classes, community internships and community-based research efforts. These connections aim to provide mutually beneficial outcomes for the community organizations and transformational learning experiences for our students. Here are some of the incredible stories, people, and organizations pushing community-based service learning to new and greater heights at DePaul University.





Jasmine Dash

Working with Chicago Commons was my first service learning experience. During my Community Partners Internship (CPI), I had the opportunity to construct and implement a 12-week Marketing Plan and prepare an event called The Parent Forum.

My expectations and reason for pursuing a Community Partners Internship was to get hands-on experience with the girls and young women I'm called to help. Once leadership of Chicago Commons got a hold of my resume, they automatically wanted to onboard me for my Marketing and Event Planning experience. It was not what I expected it to be, however it has still been a rewarding experience overall. In the midst of our planning and preparing, I've had an opportunity to learn about the functionality of this particular nonprofit organization and have seen some obstacles and difficulties arise within

the organization as I've watched them overcome those challenges.

It was good to be able to learn things in such environment because it will help me when creating my own nonprofit organization in the future. I had an opportunity to take note of the behind-the-scenes day-to-day operations that fuel this machine with many moving pieces. I would say the best part about working with Chicago Commons is to hear how lives are being changed and impacted. The team I worked with is family! You feel it and sense it when you're working with them. The HUB side of Chicago Commons in particular, they are family and it shows through the impacting of other lives, the family members they serve, and the family they've built within the organization. That's beautiful to me and it's something I'd like to carry onward as my own organizations evolve.



Dannette White

I served in the Cook County Juvenile Detention center, working with Debra Hart. My main responsibilities were running and participating in programs for the juveniles, and administrative work. Ms. Hart has helped me organize a presentation for the juveniles and allowed me to tutor the juveniles in SAT Prep. Ms. Hart gives little but extremely helpful guidance which allows me to further explore this work field on my own and gain more independent experience. The juveniles seem to be overly excited to have someone who is only a few years older come to socialize with them and listen to their needs and stories.

My most memorable moment is when I had the opportunity to bring my sorority (Alpha Phi DePaul) to the detention center to run a women's awareness program with the juveniles. We had an educational overview of influential women, then went into discussion circles, and then wrapped up with some fun activities/games.

This experience has shaped me because in the future I want to counsel juveniles, and this has taught me what the job will look like on a daily basis. I think I have left a strong, diligent, and fun legacy at this organization. I have proved that I am capable of any task assigned to me and always give a 110%.



Wassim Zhani

My community partner, DePaul USA, was located in downtown Chicago. I was doing some auditing and accounting as well as giving some suggestion to managers. The community partner guided me well through the internship, they asked about areas of improvement.

The clients were in need of our services. We helped them in renting apartments for affordable prices. We purchased buildings for their services. We helped them to find jobs and get on their feet. The staff worked hard to collect enough donations to support the mission..

I helped the organization to succeed in their mission and be able to help under-resourced communities. I will always remember the services we delivered to our customers and the satisfaction we gained from helping others.



Emily Hoey

Mentoring Youth and Communities in Writing was my first official service-learning course at DePaul, but it related so well to my personal and professional interests in working with students in under-resourced schools in meaningful ways to help them develop confidence, purpose, and clarity in expression. At Maria Saucedo Scholastic Academy, we worked with students in the most individual manner to hone their strengths as poets.

Poetry is a unique form of expressive writing and my students responded to this in such incredible ways.

When I went to Saucedo on my own one day, I was able to meet with all seven of my students and work with them in different ways. I had a spectrum of students, from the timid English Language Learners for whom putting a couple words together was the cause of great joy, to the definitive class clown who, in our 1-1 meetings, demonstrated great vulnerability uncommon for sixth grade boys.



Marcus Rivers

My project was located at Union League Boys and Girls Club in the Humboldt Park and Pilsen neighborhoods. My main tasks were assisting my site supervisor Beti Guevera with running her science club program as well as mentoring the kids. I've also assisted the organization with their technological needs. Beti was an outstanding community partner. She suggests resources for me to learn more about the community. She would always give me life advice, such as to slow down and evaluate the situation before committing.

Both the Pilsen and Humboldt Park communities are fighting gentrification and a lack of resources. Beti's Science program allows kids to study science, a program that is increasingly being cut from the public school system. The STEM programs give children and teens the chance to learn about STEM topics with a hands-on approach.

Never in my life would I thought, as an information technology major, I would spend my time working with children. That being said, my short term goal is to enter

the technology field to learn more about working in that field. My long term goal is to increase the number of STEM education programs in communities who have less resources. I will achieve this by either creating my own non-profit or partnering with others.

I am proud to have helped children within the club experience science in a hands-on approach. Hopefully these children will tell others about this program. Children I have assisted are already entering internship programs to become doctors.





Whitney Hampton

In a time where the leader of our nation seems to encourage division and ignorance, there are people and organizations that are courageously fighting to bring awareness, love and inclusion. Intercambio is one of those organizations.

Intercambio has given me an affection and understanding of the culture behind the language. We discuss the realities of immigration, and how the laws, like DACA, that citizens often so casually think about are affecting the very livelihoods of our Hispanic classmates. Intercambio has shown me the different cultures within the Hispanic culture, when it comes to music, language, idioms, and unity.

The community members are so helpful with answering our questions and really expressing personal and real experiences about life in America.

The depth of these conversations can range from what we like to do on the weekends to how they are dealing with not being able to make adequate money at work because of the language barrier.

I believe they also get to see another side of Americans. We are often stigmatized as being arrogant, rude, offensive, unpathetic, and selfish. In Intercambio, the community members get to see the opposite of those stereotypes. In addition, sometimes each sides falls short and words are said that can be offensive.

The great thing about the group is that we are able to express why the questions or phrases are hurtful, and the best way to address certain issues. In addition, with just simple honest dialogue we open one another's hearts and minds.



Rose Murphy

My project was located in the DePaul Women's and Gender Studies Department and my community partner was Take Back the Halls, a teen dating violence and activism program co-founded by Dr. Beth Catlett and Heather Flett. My main tasks were handling all social media pages, creating a quarterly newsletter, and interacting with the content of related organizations. My host was incredibly welcoming and an incredible role model. They mostly guided me through trust. My observation about the clients of our organization is that they enjoy seeing the messages relating to the program reflected in day to day news and stories. This experience gave me the opportunity to increase my team-building skills, my social media/communication/outreach

skills, and my knowledge on topics related to teen dating violence.

I think the posts I created that will remain archived on the page will set a good example to all future interns. One memorable moment from this service learning experience was when the Instagram campaign I created for teen dating violence awareness month was shared and received praise from other organizations. I felt this not only validated all my hard work, but it also helped spread the word of all the different forms intimate partner violence can take, using graphics of iPhone text messages so that people can recognize red flags and violence can be prevented.



Alison Carvalho

After studying systemic inequalities and gentrification in multiple DePaul classes, I wanted to see how organizations were tackling these issues within Chicago's communities. A friend referred me to the Logan Square Neighborhood Association, a revolutionary organization that has been fighting injustice, building people power, and spreading advocacy and opportunity since 1962. I work under Christian Diaz, a housing organizer who has really helped me connect school closings with rising rents, community know-how with aldermanic power, and the importance of academic data and community input. Through him and others, LSNA truly builds on the assets of the community to maintain a neighborhood that respects the needs of all residents.

I've been so lucky to be a part of the LSNA team. I have been lucky to learn about the many coalitions, practices and means of improving the living conditions for people inclusive to class, ethnicity and education level. The knowledge, experience, and individuals I have met at LSNA have taught me the power and necessity of connecting individual experiences with larger systemic power. In the future, I would love to be a Professor or Alderman, who can bring everyday people's experiences into the larger public and political realm.



Delany Klundt

My project was with Mil Mujeres near the west loop. This year I have been helping prepare cases, drafting legal documents, planning community events, and taking on community outreach and collaboration projects. My community partner host has been exceptional. They have not only shown me a deeper look into how nonprofits run, but they have also guided me professionally for my future career goals.

The community and clients associated with Mil Mujeres have been really inspiring to work with, and I know everyone is in good hands. This experience has motivated me to become deeper involved with the communities I serve. Professionally, it has showed me the hard work ahead of me, but I am excited to continue working directly with communities and being an advocate for change. The legacy I have left at my organization would have to be the new filing cabinet system I implemented, which will be used long after I am gone! The most memorable moment from this service learning experience was being involved in the planning of the first community event thrown by Mil Mujeres. We opened the event up to the entire neighborhood of Pilsen and it was a fantastic night. It was very special to be a part of the first event, especially knowing there will be many more to come.





Elle Flynn

I work as a Youth Worker in Centro Romero's youth development program. Centro is located in the Edgewater neighborhood near Loyola University. I am a teacher for a class of 13 fourth and fifth graders. Some of my tasks include homework help, tutoring, supervising theater activities, one-on-one problem-solving and relationship building, and creating projects. My community partner host was incredibly helpful. They offer hands-on support, give examples of past projects, and do regular check-ups with me. I have learned that this organization and the people in this organization are family-oriented and aim to serve the entire family unit, whether that is services for the children after school, law services for parents and grandparents, educational classes for parents and other adults, or providing jobs for these family members. I was able to utilize my counseling skills that I am learning in my Master's program while working with the kids at Centro. I hope to leave a positive force, personal tools, and an understanding of empathy at Centro.



Benjamin Usha

As a Community Psychology major, I participated in various internships ranging from research settings to non-profit community settings. The community organization (Community Activism Law Alliance or CALA) has their offices downtown but were everywhere throughout the city. Our main tasks were to develop a mapping project in collaboration with CALA to benefit the organization and their clients. CALA was incredible to work with and provided constant feedback throughout the process. By mapping their caseload, we were able to see tremendous growth in the organization's community and clientele. I learned how important communication is and how challenging it can be to meet the needs of multiple parties. We delivered the maps, maintain a great relationship with CALA, and hope to work with the organization again in the future.



Ben Raanan

During the Winter, the Theatrical Collaboration class worked with Parents Allied with Children and Teachers for Tomorrow (PACTT) a school for those with autism. We designed a sensory room for the PACTT students to enjoy. A sensory room is a specially designed experience for people with autism, which looks to alleviate some of the sensory sensitivities that people with autism face daily by replacing negative or painful stimuli with pleasurable lights, sound, and touch. Early on in the semester, the class identified that we were especially qualified to create an incredible sensory room, using the theatrical design class skills we were learning.

The class created a room that could be enjoyed both by the typically functioning population at DePaul as well as the eight students who came to visit it from PACTT. The room helped bridge the gap between those at the school with severe autism, and those at TTS who had never worked with people who had autism. PACTT has always been a meaningful organization to me. My brother Adam, who is severely autistic, would not have found a place in this world without PACTT. It was important for me to give back to the organization, as well as provide an opportunity for the current students of PACTT to grow and feel safe.





Ryan McCarthy

At the beginning of 2018, I began volunteering at the Erie Neighborhood House as a part of my Spanish Studies and Junior Year Experiential Learning requirement. I have continued to volunteer through the spring because this experience has been extremely rewarding for me. Each week, other DePaul students from intermediate Spanish courses head down to the Erie Neighborhood House and participate in sessions called, “Intercambio,” or “exchange.” These exchanges are two-and-a-half hour sessions in which both DePaul students and non-native English speakers and immigrants come together to try and improve reading, writing, and speaking skills in their target language. Intercambio has taught me so many valuable life lessons and I am beyond grateful to be able to participate in this amazing exchange of ideas, thoughts, personalities, and above all, cultures.

As my Spanish improves, their English improves. This experience, offered by DePaul, has really inspired me to maybe pursue a career in ESL (English as Second Language) and continue my service within communities that really need help learning English so that they can use it in their daily lives and achieve their dreams.

Overall, the Erie Neighborhood House is a beautiful community of people that has been around since the 19th century with the sole purpose of helping people. The Erie Neighborhood House has been so welcoming of us and I hope to continue volunteering there in the future.





Cassandra Murff

For my service component of Critical Community Engagement with Professor Mumm, I chose to work in Pedro Albizu Campos, which is an alternative public high school near Humboldt Park. I specifically chose this school because I grew up on the south side of Chicago where I attended a school in a low income neighborhood. I guessed that I would be able to share some similar experiences with students and I would also be able to share some hope and knowledge about life after high school in Chicago.

During my time at the school I worked with a group of seniors who were assigned an end-of-the-year project that focused on preparing them for their future in a career or college. I came to the school with one goal: to listen and aid kids in any way I can. As they came to recognize that I didn't have any other motives, they found trust in me, asked questions and shared concerns. Some students even confided in me that they had never been on a college tour.

As a current college student from a low-income neighborhood, I shared all the information that I learned through experience and connections I have made throughout college. I tried to connect them with as many people as possible, and we even set up a date in May when I can take them on a tour of DePaul. My service reaffirmed my interest in teaching and has motivated me to pursue a master's degree in education, so I can serve in a similar role with students in life after college.





Prof. Robin Hoecker

JOUR 377

This course, Photography and Social Justice, looked at the impact of photographs on social justice issues. We discussed different definitions and political perspectives on social justice and how photography plays a role in that understanding. We looked at historical and modern examples of photojournalism that documented social issues such as poverty, civil rights and immigration. With help from our community partner, students produced photo stories about social justice issues in Chicago. As a result of this partnership, our community partner, Erie House, benefitted from increased public awareness and news coverage. For example, one student had several articles about DACA recipients and Rohingya refugees published in a local magazine.

These articles and photos were also shared on social media, with mentions about Erie House and their work. In some cases, the students also shared their photographs with the host organization so that they can use them for promotional purposes.

It was great to see students get their projects published and raise awareness about very real and pressing issues facing our city and our country. I hope students take away that photos matter, and that their photos can make a difference by documenting history, telling powerful stories, and educating others.



Prof. Charles Strain

HON 351

Honors 351: Altruism and Activism is a capstone course in the Honors program. As an interdisciplinary course it looks at altruism from neurological, biological and developmental psychology points of view. The issue of activism is similarly viewed from multiple angles: College students activists during the civil rights era, rescuers of Jews during the Nazi occupation of Europe, a novel of a Native American transcending racism and appropriating traditional myths in order to empower action. But the course also focuses on career as a locus of action. As Buddhists put it, what constitutes Right Livelihood?

Clearly a course with this title that did not actually involve action would be a travesty. Beyond their 25 hours of involvement students are to leave behind a project that utilizes the skills that they have developed in college but that empowers the CBO in terms of its own expressed needs.

Throughout the course I hope the students develop a sense of personal efficacy: I want students to inventory their skills and recognize that they have something definite to contribute to the larger community. Along with Asset-based Community Development I want us to practice Asset-based Student Development. I want to enable students to recognize their own empathic power and to combine that with moral principles focused in social justice. The goal is for the student to leave the course with an experientially grounded awareness of the variety of actions and strategies that can foster social change and of what particular forms of activism fit well with their own strengths.



Prof. Luana Lienhart

PAX 200

In this course, students learn the history of the civil rights movements in US and explore the root causes of structural violence and injustice. Their learning is complimented by serving 25 hours in organizations that are dedicated to marginalized populations subject to structural violence and injustice.

Students increase their awareness of the struggles of marginalized populations. They also learn how implicit bias, confirmation bias, and other challenges to critical thinking enable injustice to continue. Students receive hands-on experience with our community partners, which strengthens their existing skills and interests and challenges them to adapt the themes of the course to their lives beyond the course.

The impact of the students' work on the community partner is always overwhelmingly positive. The majority of students really appreciate the opportunity to work with a community partner, and many continue volunteering there after they've completed what's required for the course.

The thing I love most about teaching is seeing the students grow and commit themselves to being positive change makers. One student in particular stands out to me. She's a Muslim, but was too afraid to identify as such in class. After ten weeks of serving at the Council on American Islamic Relations (CAIR), she blossomed. She told me at our last class that she was inspired and proud of her faith community and was determined to speak out against the negative stereotypes and legislation used to discriminate against them. She thanked me for this class; I thanked her for inspiring me.



Prof. Sam Close

CMNS 280

My course was CMNS 280 – Introduction to Digital Skills. The academic objectives were for students to learn the basics of a wide variety of digital skills as well as key theoretical and cultural best practices for applying those skillsets. Groups of students worked with a community partner to create digital content for that partner, such as Instagram posts or a video. Students gained the skill of designing a distribution strategy for digital content by researching the social media arena in which their community partner works and writing a report analyzing exemplary social media accounts and suggesting a strategy for their partner organization. Students then became able to analyze the impact of digital media practices, such as Photoshop editing,

in diverse cultural contexts and to formulate and express their own codes of ethics for future digital work. Students created digital content that their community partner will use, for instance a promotional video for PLATE 45's continuing work and for their annual Empowerment Fest. Many also crafted sustainability guides, teaching their community partner some of what they learned about digital best practices so the work could live on after the quarter ended. When the match between students and community partners works, the results are extraordinary – one student is continuing to work with her community organization and said they never would have encountered this kind of work if not for DePaul's service learning.



Prof. Randi Singer

NSG 475

Throughout NSG 475, students were required to create a lesson plan specifically geared toward 6th graders and topics included the menstrual cycle, contraception, sexually transmitted infections, pregnancy and childbirth, and interpersonal violence. By having to create a lesson plan geared toward middle schoolers, the nursing students were required to engage with the material on a fundamental level which ensured their understanding. Having to create and then present a lesson reiterated the impact that education has on understanding and the impact that research has on future practice.

Some portions of the lessons that these students wrote were used within a health education curriculum that a nursing student facilitated for 6th graders in Chicago.

With adequate faculty support and a needs-based curriculum, nursing students can serve as effective health educators for young people. By so doing, nursing students learn the the impact that CBSL can have on the community at large.



Prof. Lis Swain

SPN 334

SPN 334/434: Advanced Translation in the Professional World is a hybrid course in advanced translation, with practical community service experience, designed to further develop proficiency in language and skills and knowledge in methods of translation.

Students contribute through active participation and engagement with our community partners to foster their sense of community and their ability to contribute to its success. The impacts that these students make include addressing the needs of our immigrant communities through teaching adults English as a second language, translating websites and flyers that assist immigrants in housing and government regulations, and translations of immigration forms.

Many of my students relate stories of their experiences in community service for this course that make me extremely proud of them and the differences that they can make in people's lives through applied translation. One student recounted her efforts in helping an immigrant study and prepare for the citizenship examination. The student said that "before taking this course I did not know of the needs of our immigrant community. I love the idea of working with the community, but it was not until I was immersed in my site work that I realized how much my work could benefit hundreds of immigrants that could not speak English. One of the most wonderful moments was when my student passed the test and become an American citizen."



Prof. Jessica Pamment

BIO 155

Introduction to biology with laboratory (BIO 155) is a course for non-majors that aims to introduce students to the study of life. The project my students complete during the course is a science lesson plan that will be implemented by our community partners, Chicago Hopes for Kids and San Miguel High School.

This is the third quarter I have been partnered with Chicago Hopes for Kids and the feedback from the executive director, Pat Rivera, has been very positive. Pat's mission is to provide the children who live in the shelters she serves, with after school activities that can help them succeed academically, despite the challenges of homelessness. The projects my students have developed have been created with these specific children in mind.

My students developed age-appropriate activities, with basic materials, and lessons that don't require the use of technology, as the shelters aren't equipped with computers.

After incorporating ASL as a teaching method I have noticed my students are more engaged in classroom activities, and they demonstrate a better understanding of the topics covered. Incorporating a service learning component to my course has also made teaching much more rewarding for me. I love seeing how involved the students get, and how dedicated they are in reaching the objectives for our community partners.





Prof. Lexa Murphy CMNS 205

The course is entitled: Communication, Culture, and Community. The primary goal is for students to develop an understanding of how community life is created, sustained, repaired and transformed through communication and joint action. For one site, the students provided focus groups to help evaluate the work that the partner was doing in the community. For another, the students distributed information across the city to help inform and invite participation from potential new partners. For the third site, the students were responsible for creating a research plan to help adapt a previously developed marketing plan be more inclusive of community input. One student said, "I think this has been one of the most beneficial classes I have had thus far. I find myself bringing in concepts from class into my everyday life. The class has made me think about my own communication patterns and how it all relates to the kind of life I want to lead."



Prof. Jason Schneider WRD 378

WRD 378 students provide a range of support to the ESL programs at community organizations, including providing classroom assistance to teachers, tutoring, and leading classes on their own. Staff at the partner organizations have told me that these contributions are immensely helpful and the ESL students have been sad to see DePaul students leave when the course comes to an end. Amidst so many negative and false messages about immigrants in U.S. public discourse today, students' service-learning experiences as ESL teachers and tutors provide a grounded context through which they can develop first-hand insights into immigrant experiences. For students who may not have previous experience in immigrant communities, the service debunks many myths they have heard. For students who are immigrants or grew up in immigrant communities, the experience offers a chance to recognize their own potential for making positive contributions.



Prof. Lisa Dush **WRD 288**

WRD 288: Digital Storytelling teaches the theory and practice of community-based digital storytelling, a workshop-based process in which participants create first-person video stories for personal reflection and community action. In the winter 2018 section of WRD 288, students first made their own digital stories, and then they facilitated a digital storytelling workshop for parent-leaders affiliated with two Chicago nonprofits, Community Organizing and Family Issues (COFI) and Enlace. By the end of the course, the students, working in teams, had helped six community members to each create their own digital story. As a set, these stories focused on the theme of how and why parents get engaged in fighting for educational equity in Chicago.

The class also developed a prototype website to host the stories (parentsas-disruptors.com). The students helped the parent-leaders to have a rich reflective experience and to learn new storytelling and media-editing skills. The stories produced in our workshop will also be useful for COFI and Enlace in their efforts to recruit, promote, advocate, and educate. I set very ambitious goals for this course—that when it was over we would have six short videos (three narrated by Spanish-language speakers) and a website. That we actually achieved those goals is amazing, and speaks volumes for the level of commitment and professionalism that the students brought to their work with our community partners.



McCormick YMCA Elizabeth Berkeley

DePaul Community Based Service Learning Students complete their hours through a variety of projects working with the Active Green Space. In 2017 they helped plan, organize, and host our annual Healthy Kids Days event. This event supports the community and kicks off summer with an event that gets kids excited about being healthy. Additionally, the students worked on promoting the McCormickY health programs in local community events such as the farmers market and the food truck social.

Without the help and support of the DePaul Community Based Service Learning Students, we would be unable to host such a big event for the community. Although we have the ability to connect with places that can teach about healthy eating and exercise, having the Nursing program enhance our skills with other preventative health education has been crucial.

For example, this year they have included oral health as a primary need for our community and have worked hard to get oral hygiene products donated as well as develop a giant tooth that kids can “brush” the germs off of. Additionally, the McCormickYMCA offers great health programming, but does not always have the opportunity to promote the programming in the community. Having students has given us a further outreach for promoting programs and events.

The best part of having the DePaul Community Based Service Learning Students is that they provide the Y a new perspective and knowledge base that most employees at the McCormickYMCA have not had. The education that the DePaul nursing students receive allows the Y to provide new and better programming. Being in the community gives the students the opportunity to share the information they learn in the program.



The Leukemia & Lymphoma Society

Kate Korte

The Leukemia & Lymphoma Society (LLS) is the world's largest voluntary health agency dedicated to blood cancer. Our mission is to cure leukemia, lymphoma, Hodgkin's disease and myeloma, and improve the quality of life of patients and their families. LLS funds lifesaving blood cancer research around the world and provides free information and support services.

The DePaul students that serve at LLS aid our process in so many ways! The main program they volunteer with is our Be Your Own Advocate (BYOA) program, where they go into the hospitals we partner with, health fairs and special events, distributing materials that explain the resources that we have available to help patients, families of those being treated, etc.

We also have fundraising events throughout the year that they volunteer with us for, as well as a retail ambassador program, where they can go into retail locations close to where they live, and thank retailers for fundraising for us and encourage them to keep fundraising.

The students are so energetic and willing to help and want to learn, and that energy is a great help to our staff, the patients they talk to, the other volunteers they work with, and everyone they come in contact with.

We have loved our experience with DePaul students and are so excited to continue to work with them! Their eager attitudes and energy is contagious and we need more of that, especially to balance things out because we work with cancer patients going through tough times.





The Community Builders Rose Mwaba

The Community Builder's (TCB's) mission is to build and sustain strong communities where people of all incomes can succeed. We develop and serve high-quality homes and implement neighborhood-based models that drive opportunity. Established in 1964, The Community Builders (TCB) is a 501(c)(3) nonprofit organization headquartered in Boston, with a regional hub office in Chicago.

My experience working with DePaul students has been both fulfilling and rewarding to our sites. I have worked with

- 1) Nursing students
- 2) Communication students
- 3) Introduction to digital media skills students
- 4) Design Ethnography service-learning course students

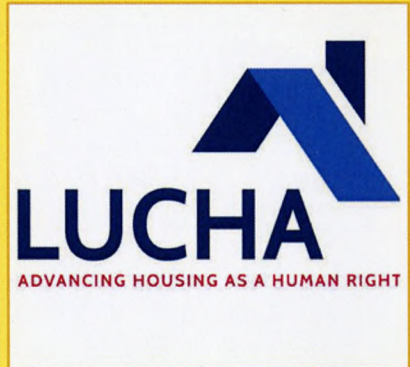
The nursing students are a stabilizing factor in resource expansion. The fact that they are placed with our organization for 2 years, help them understand issues and barriers to residents quality of life. The various projects they are engaged in are furthering TCB Community Life of helping residents thrive where they live. Communications and digital media students are bringing to our attention media tools that can enhance communication, as well as mentorship of our youth. Having a diversified group of students as mentors enhances a good experience and brings hope and a willingness to work hard and go beyond high school.

A personal take away for me is the willingness for students to step into the unknown. They are so full of life and want to have an impact. I look at them as emerging agents of change! And that gives me hope for a better tomorrow. I will work with DePaul student again because this is what nonprofits should be doing.



LUCHA

Henry Siegel



Founded in 1982, LUCHA (Latin United Community Housing Association) is both a US Department of Housing and Urban Development (HUD)-approved housing counseling agency as well as a Community Housing Development Organization (CHDO).

DePaul students we work with are tasked with a variety of different projects and services throughout their time working with LUCHA. They accomplished some of the following tasks with us that greatly impacted our day to day and future obligations for the better:

- Analyzed home buyer education workshop evaluations
- Assisted with mapping out the surrounding neighborhoods
- Translated important documents

- Helped to organize and facilitate community events such as community gardening.
- The Spanish Language volunteers have also represented LUCHA at the Mexican consulate during Fair Housing Month

The service learners are an invaluable asset to our organization. As a relatively small non-profit with limited resources we rely on volunteers to assist us with specific tasks and projects that we would not ordinarily have a chance to complete or work on. In addition, while LUCHA is made up of a very diverse group of individuals, the DePaul service learners bring with them unique experiences and backgrounds that has broadened our own perspectives.



Providence Family Services

Sr. Virginia Jung

Providence Family Services serves people of Humboldt Park and surrounding areas of Chicago. Established on Christian values, it offers support and direction - assisting people to make changes allowing them to achieve wholeness and awareness of their personal gifts. We do counseling, hold classes in citizenship, computers, and ESL for adults, and tutoring for children grades 2-8.

The Homework Club exists thanks to the service of students from numerous sections of PAX 200, SNC 223 – Active Citizens, REL 259 Religion & Social Engagement, LST 307 Growing Up Latin@, HON 351 Honors Senior Service, Community Service Scholars, and the graduate Nursing Program.

DePaul students provide hours of encouragement, instruction, inspiration, and laughs for our young people. They are also a strong, intelligent presence for a community experiencing multiple stressors.

As Providence Family Services completes its mission this summer, we hope DePaul students will continue to tutor and mentor children of this community through the Maternity BVM After-School program.



Free Lunch Academy Calvin King

Free Lunch Academy is a school of thought, providing food for thought, firmly rooted in educational entertainment. Our aim is to use the creative and performing arts as a means to decrease youth violence, eradicate bullying and resolve conflict among youth and young adults through social emotional artistic learning. Through our ACES | ACES approach to learning, we use Arts, Culture & Entertainment to counteract the acute Adverse Childhood Experiences our program participants have endured. We had an awesome experience with the amazing students that are a part of DePaul University's CMNS 205 Communication, Culture and Community | Direct Services class and CMNS 208 Introduction to Digital Skills | Digital Media Course.

The students were professional, prepared and more than ready to tackle the assignments divied out to them with excellence. The deliverables were timely and complete, and we are definitely both impressed and pleased with our decision to partner. The digital media team provided us with some much needed best practices that can now be leveraged to optimize our social media efforts. As a whole, the students showed us the true impact colligate partnerships, such as those offered by the Steans Center, can have on our program's approach, impact and overall go forward strategy to our service delivery model.



Chicago Youth Program Monique Cook – Bey

Chicago Youth Programs (CYP) serves inner-city youth in three of Chicago's most underserved communities. These are communities that do not have access to social services due to location, poverty, or availability. CYP strives to improve the life opportunities of at-risk youth through a comprehensive approach aimed at developing their overall capabilities.

Our DePaul Partnership is a very unique one. We take the approach of community health in non-traditional sense, by pairing our students for the entire two-years they're with us through DePaul's Graduate Nursing program in that same community to work alongside the youth in a variety of programs to help build healthy relationships. Programs include Peace Programs, Art Therapy, Health and Wellness programs, Nutrition program as

well as helping preschool children become better readers. This long-term approach of having the same student working with the same group of students in the same community helps build a consistent support that is needed in the lives of CYP youth.

The students come in with the expectation of being a partner, not coming in saving anyone but spending two years learning, growing and adding value to an organization that has been adding value to a community that may have not received this support without the investment of time from DePaul.



Phil's Friends Gina Gattuso

Phil's Friends provides Christ-centered support and hope to those affected by cancer. Phil's Friends reaches out in three ways: sending care packages to cancer patients across the United States, follow up with consistent encouragement via hand made cards and outreach.

We have worked with the DePaul Master's of Nursing Program since Spring 2016. We currently have 23 students working with us. When Phil's Friends started working with DePaul, our Hope to Hospitals Program was at Northwestern Medicine in Chicago. With the help of consistent volunteers, we have been able to grow the program to include the other three major cancer centers in the Chicago area. The students are trained by Phil's Friends staff to provide patient-driven visits using reflective listening tools.

Students deliver care packages to patients spreading the mission and purpose of Phil's Friends. They enter a room with a smile and genuine compassion, letting people know they are not alone on their cancer journey.

We are very proud of the fact that we feel we are helping nursing students with their interpersonal skills when it comes to patients. It is very important that patients feel heard and our visits with patients focus on that. Students have commented that our program has helped them feel more comfortable with talking with patients. We were able to grow our program because of our partnership with DePaul CBSL and we would be honored to continue to work with them.

SERVICE SPEAKS

2018

STEANS CENTER OPPORTUNITIES

Community-based Service Learning Courses
Community Service Studies Minor
Community-based Internships
Community Service Scholar Program
Early Education Internships
Public and Catholic School Internships
Community-based Learning Workshops
Individual Community-based Learning Consultation
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