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Community Engagement Scholars Program (CESP)

Reception Program

Wednesday, May 1, 2024
5:30 p.m. - 7:30 p.m.



Center for
Community-Engaged Learning

UNIVERSITY OF MINNESOTA





RECEPTION SCHEDULE

Introduction & Welcome

Laurel Hirt (she/her) | Director of Center for
Community-Engaged Learning

Identities, Power, and Privilege Keynote & Land Acknowledgement Statement

Anuja Davare (she/her) | CESP Scholar

Ethic of Engagement

Rebecca Pirko (she/her) | CESP Scholar

Fall 2023 Recognition

Jessica Proskin (she/her) | Assistant Director
for Community-Engaged Learning

Collaboration & Community Building

Zoe Hoornbeek (she/her) | CESP Scholar

Integration and Contextualization Digital Story

Elizabeth Yang (she/her) | CESP Scholar

Spring 2024 Recognition

Jessica Proskin (she/her) | Assistant
Director for Community-Engaged Learning

Sense of Self Keynote

Ogyen Choezom (she/her) | CESP Scholar

Closing Remarks

Laurie Van Egeren (she/her) | Vice Provost
for Public Engagement





What does it mean to be a Scholar?

The Community Engagement Scholars Program (CESP) is open to all undergraduate students at the University of Minnesota. It is a place for students to engage with other students who have made a commitment to social change and to reflect and grow in their community engagement together.

Students complete the following requirements:

- 400 Hours of Community Engagement.
- 8 Credits of Community-Engaged Learning coursework.
- 6 Reflection themes.
- An Integrative Community Engagement Project (ICEP).
- Senior Capstone Course - CESP 3901.

Visit the reception webpage at ccel.umn.edu/cesp2024.

You can also view scholar digital stories outlining their community engagement experiences and what they hope to do as they transition into a new chapter of life on CCEL's Youtube Channel: [Youtube.com/@ccelumn](https://www.youtube.com/@ccelumn).

Ethic of Engagement Word Clouds

Scholars were asked to share three words to describe their ethic of engagement before and after joining the program.

Before:



After:



Community Engagement Scholars Program

Graduating Class of 2024

Jessica Boccio | Genetics, Cell Biology and Development BS, Spanish Minor,
Public Health Minor (CLA, CBS)

Ryan Burgardt | Kinesiology BS, Biology Minor (CEHD)

Ogyen Choezom | Biology BS (CBS)

Anuja Davare | Genetics, Cell Biology, and Development BS (CBS)

Summer Gerhardt | Genetics, Cell Biology & Development BS (CBS)

Leo Goldblatt | Sociology BS, Psychology BA, University Honors Program (CLA)

Zoe Hoornbeek | Psychology BS, Integrative Neuroscience Minor (CLA, CBS)

Asha Kaliappan | Biology, Society, and Environment BA, Public Health Minor,
University Honors Program (CLA)

Isabel Laderman | History BA, Racial Justice in Urban Schooling Minor, Social
Studies Minor, DirecTrack to Teaching (CLA, CEHD)

Kate McKinney | Psychology BS, Family Social Science Minor, University Honors
Program, (CLA)

Rebecca Pirko | Business and Marketing Education BS, Art Minor (CEHD, CLA)

Macauley Ward | Biochemistry BS (CBS)

Elizabeth Yang | Political Science BA , History BA (CLA)

ICEP Projects

Scholars complete a capstone called the Integrative Community Engagement Project with a community partner of their choice to address a community identified need or priority. The goal of this project is to use the skills, knowledge, and experience students have gained through their academic training and community work to complete a project that benefits a community organization.

Jessica Boccio | An Orientation to Fighting Food Insecurity on Campus with Nutritious U Food Pantry

My ICEP was an orientation video for new Nutritious U volunteers that I created in collaboration with the directors of Nutritious U Food Pantry, Karin Onarheim and Natalie Gerkin. This video is now being used to help new volunteers learn about the impacts of Nutritious U on the campus community and what they can expect to do as a volunteer. Additionally, it will be used to spread awareness of the food pantry and as a promotional video to recruit support from other community members and organizations.

Ryan Burgardt | Resident Essentials and More with Clare Housing

I partnered with Clare Housing and made a binder that provides condensed information on residents' needs, goals, and favorite things. This aims to help new staff become quickly acclimated to the residents, and it also provides inspiration for more experienced staff to do activities the residents enjoy.

Ogyen Choezom | Guide to Parental Support for Child's Education with Lamton

My ICEP project was a manual for Lamton, a tutoring and mentorship program for first-generation Tibetan high school students under the Tibetan American Foundation of Minnesota. It is dedicated aiding parents and students collaborate together in the college application process and allow the parents and guardians to feel more involved in the entire operation.

Anuja Davare | Camper Recruitment Guide for Marginalized Communities with Camp Kesem--University of Minnesota Chapter

My recruitment guide entails which organizations to focus on contacting for the recruitment process. In fact, my guide will specifically focus on reaching out to organizations associated with supporting marginalized groups. My project involved much research on finding which communities/organizations to target and figuring out the ways in which outreach coordinators can ensure that Camp Kesem is for families of all backgrounds.

Summer Gerhardt | Implementing a New Staff Mentorship Program with Arthur's Senior Care

My project centers around implementing a mentorship program among Direct Care Professionals (DCP) at Arthur's Senior Care (ASC). The mentorship program promotes professional relationships among staff which provides support, builds morale, and consequently improves resident care. Senior staff serve as mentors to be paired with newly-hired staff. The mentor serves as a resource for the mentee as they navigate through training and the first months as a DCP. The mentor may provide support by initiating conversations and introductions with the new staff, helping them feel welcome during onboarding, and addressing minor concerns or questions.

Leo Goldblatt | Mental Health Counselor Position Guide with RADIAS Health

I created a "Mental Health Counselor" position guide for the company I work at, RADIAS Health. I had noticed over the past year that one of the biggest issues affecting the clients we serve was lack of staff engagement and a general lack of knowledge of what to do during a shift. I consulted with the Director of Residential Support Services to determine what specifically should go into the guide, and after several revisions, I am in the process of getting it ratified in the company. Not only will the guide increase worker knowledge, but it will improve the lives of the vulnerable clientele we serve. It's important to note that no such guide had existed before my creation of one.

Integrative Community Engagement Projects

Zoe Hoornbeek | Building Community within a Community with Minnesota Youth Sex Trading Project

It addresses the need of bringing together MYST with the community and connecting people with the resources that MYST has to offer. Bringing awareness to MYST- relationship building, general tabling events, recruiting for events, instagaram, outreach, education of the public.

Asha Kaliappan | Assessing the Needs for a Climate Literacy Minor at the University of Minnesota with the Center for Climate Literacy

For my ICEP project, I am working with the Center for Climate Literacy to aid in the completion of the proposal for a climate literacy minor at the University of Minnesota - Twin Cities campus. For this project, I am identifying student and campus needs for where climate literacy could be implemented on campus and receiving feedback from students about what they would like to see in a climate literacy minor through a focus group. These findings will help the Center continue and expand their mission of educating students about the climate crisis at an undergraduate level.

Isabel Laderman| Online Sexual Violence Prevention Curriculum with Students United

I am creating a prevention curriculum on online sexual violence with lessons for elementary, middle, and high school, and for college and parents/adults. It will be put into a comprehensive booklet with teacher notes and additional information. As the internet grows, so do the methods by which rape culture is perpetuated. Learning from a positive prevention point of view can help create community prevention and promote public safety. The curriculum will stay with my partner organization to be used as part of their larger sex education work. I also hope to give it to local school districts for their extended use.

Kate McKinney | A Guide to Using Community-Based Participatory Research Methods to Research Commercial Sexual Exploitation with UMN CDC Research Team

This project is a resource for researchers who are interested in using community-based participatory research practices in their work. Because our research team's focus is in commercial sexual exploitation prevention, our project focuses on research related to commercial sexual exploitation, sex trafficking, and sex trading. However, we believe that much of the findings from this project can be applied to other research areas. To complete this project, I completed a systematic review of community-based participatory research practices in commercial sexual exploitation research. Next, we outlined the key findings from the literature search and practical recommendations for researchers. We summarized these findings in an infographic that new and experienced researchers can use to learn about community-engaged participatory research.

Rebecca Pirko | Reconnection to UMN with People of People Leadership Institute

POPLI has been loosely connected to the UMN for years, but hasn't had a chance to re-establish itself. My efforts will focus on getting students to know of POPLI, and get the connection strengthened through marketing campaign efforts, and an in person event.

Macauley Ward | Cultivating Student Leaders in Nonviolent Advocacy with Friends For a NonViolent World

I am working on developing a method to help volunteers introduce FNVW concepts of non-violence to schools at various age levels(from middle school up to university-level), with special focus on the school-to-prison pipeline.

Elizabeth Yang | Agency Training Webinars with Tubman

My ICEP project's primary goal is to update training materials for new and old staff members, interns, and volunteers about safety planning, an ecological approach to violence, and Tubman's range of services across the metro area. New volunteers, interns, and staff can feel overwhelmed learning about all of Tubman's programs and the dynamics of violence in people's lives. Moreover, those who have little to no experience with social work can find it difficult to give substantial and accommodating safety planning options to community members. To ensure that Tubman volunteers, interns, and staff feel supported in their training, this informative presentation can serve as a reminder of Tubman's values and commitment to ensure safety, hope, and healing in the community.

THANK YOU TO THE COMMUNITY PARTNERS
AND MENTORS WHO CONTINUALLY SUPPORT
OUR SCHOLARS' GROWTH AND LEARNING!

ICEP Project Community Partners and Mentors:

Nutritious U Food Pantry | Karin Onarheim and Natalie Gerkin

Clare Housing | Hannah Mullins

Lamton | Tenzin Lhadon

Camp Kesem--University of Minnesota Chapter | Kaia

Schomburg and Ellie Schwartzmann

Arthur's Senior Care | Danielle Baumann, Felicia Wagner

Camp Kesem | Alex Maierhofer

RADIAS Health | Emily Boulay & Amy Valenziano-Jones

Minnesota Youth Sex Trading Project | Montana Filoteo

Center for Climate Literacy | Nick Kleese

Students United | Meg Bartlett-Chase

UMN CDC Research Team | Dr. Lauren Martin

People of People Leadership Institute | Kathryn Obayuwana

Friends For a NonViolent World | Leah Robinson, Joan Hyman

Tubman | Siri Ericson

The Community Engagement Scholars Program would like to thank the Office of Public Engagement, the Office for Student Affairs, and the Office for Undergraduate Education for their collective work to sponsor the creation of this public engagement program which recognizes undergraduate students for their deep commitment to community work throughout their undergraduate careers.

The Center for Community-Engaged Learning is a unit of the Office for Public Engagement within the Office for Executive Vice President and Provost.

The Community Engagement Scholars Program is coordinated by the Center for Community-Engaged Learning. For more information about the program visit ccel.umn.edu/cesp.

For additional reception materials please visit:
ccel.umn.edu/cesp2024.



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