



CENTER FOR  
**COMMUNITY  
ENGAGEMENT**

**15<sup>TH</sup>**

ANNIVERSARY REPORT

**SEATTLEU**





Dear Friends, Partners and Supporters,  
Entrenched racism, rising economic inequality, political discord and a fracturing of trust at all levels of society are testing our ability to progress as a society. These turbulent times call for new ways to connect our communities so we can attain a more just, compassionate and sustainable world. This is the work of the Seattle University Center for Community Engagement.

The center connects campus and community to build the capacity of leaders to positively impact our communities and our university. When SU students, faculty and staff partner with neighborhood youth and families, philanthropists and dozens of community organizations we not only address our local challenges but also we renew trust in each other and in our nation. We are so much stronger in partnership with each other than in acting in isolation.

This year we celebrate the center's 15th anniversary. This report presents highlights of the many innovative ways that the center connects campus and community.

- Over the past 15 years the center has:
- Mobilized thousands of Seattle University students to pursue their values of justice and equity by serving and learning at dozens of neighborhood organizations and schools.
  - Developed the Seattle University Youth Initiative, a widely acclaimed p-12 pathway of support for Seattle youth and families.
  - Supported Seattle University faculty in the development of hundreds of service-learning courses connecting theory to action to make an impact in Seattle and around the world.
  - Influenced other universities and communities throughout the United States by creating a national network and writing a book focused on our strategy of place-based community engagement.

On a personal note, I've enjoyed travelling this 15-year journey with all of you. Whether you are new to the center or a longtime friend, your commitment to justice, your pursuit of a better society and your belief in our work are part of our story.

With warm regards,  
*Kent Koth*  
Kent Koth  
Executive Director, Center for Community Engagement

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Learn more about our programs and stories at:  
[www.seattleu.edu/cce](http://www.seattleu.edu/cce)

Stay up to date with the center by following us on social media:

[www.facebook.com/seattleu.cce](https://www.facebook.com/seattleu.cce) @su\_cce @su\_cce

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SEATTLE



2004



The Center for Service is created—later renamed the Center for Community Engagement

The center hosts the first Shinnyo-en Fellows with support from the Shinnyo-en Foundation, CCE's longest supporter.

2006

2008

Seattle University exceeds 200 service-learning courses per year.

2011



The center hires the first Bailey Gatzert School Success Coordinator, community-based staff person to oversee our efforts in day-time and afterschool programming with elementary youth.

2012

Seattle University is selected to work with Yesler Terrace as the education partner on the multi-year Choice Neighborhood Grant through the federal Department of Housing and Urban Development.

The center is awarded President Obama's National Award for Community Service.

# 15 Milestones

In the 15-year history of the Center for Community Engagement

2005



The center hosts Tent City 3 in collaboration with the Center for Jesuit Education, inviting members of the community without housing to temporarily stay on campus.

2010

Seattle University begins planning for the Youth Initiative, culminating in an organizing conference May 11, 2010, to invite campus and community collaboration. The Youth Initiative launched in 2011.

Children's Literacy Project (founded in 1990) merges with Center for Community Engagement. The Children's Literacy Project worked with local elementary and middle schools to foster academic support. CLP became much of the current K-12 efforts in the Seattle University Youth Initiative zone.

2014

Yesler Community Collaborative (YCC) begins, a convening of local organizations to preserve neighborhood character and culture.

"Serve Local" as a student campaign is launched, placing over 300 students annually via student employment, service-learning and volunteer positions.



The first Place-Based Summer Institute is held at Seattle U to share best practices for hyper-local strategies for community engagement. The institutes evolve to become the national Place-Based Justice Network with over 25 participating universities and colleges.

2018

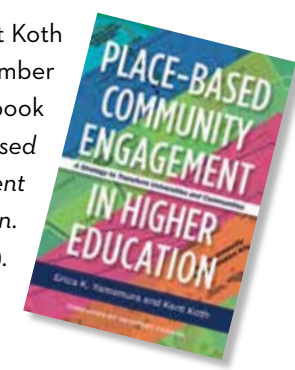


Jumpstart reaches 100,000 service hours in 10 years. Read about one stand-out alumni and the impact Jumpstart had on all four year of his time as an undergraduate at Seattle U on page 6.

2017

Center deepens its focus on anti-racism and releases the statement, "Living and Leading as an Anti-Racist Organization." All Seattle U student volunteers in Seattle Public Schools are required to attend trainings on racial equity.

CCE Executive Director Kent Koth partners with SU faculty member Erica Yamamura to publish book on case-studies of *Place-Based Community Engagement in Higher Education*. (See story on page 7).





# Building Strong Families and Parent Leaders



These family portraits were taken by Seattle U photography students during a STEAM Ahead trip to a Sounders game. STEAM Ahead is a Youth Initiative Family Engagement Program that connects Bailey Gatzert families to Seattle's science, technology, engineering, arts and culture events.

Strengthening Families, a keystone of the Seattle University Youth Initiative (SUYI) Family Engagement Program, works with parents and guardians and their 10-to 14-year-old youth to navigate the transition from elementary to middle school.

The program draws upon a nationally recognized curriculum focused on improving communication skills, building trust and understanding between parents and pre-teens during these impressionable years. To make it easy for busy families to attend, dinner is served at the start of the evening and Seattle U undergraduates provide on-site child activities for younger siblings.

The program has a three-part format. Parents and children simultaneously meet in separate facilitated groups and then reconvene for family time activities. Developing active listening skills and conversing with adolescents about important topics are addressed, as well as meaningful discipline strategies and rewards. Parents practice new skills by role playing different scenarios. Youth discuss topics such as bullying, drugs and alcohol, appropriate and inappropriate touching and how to talk to parents in their sessions.

Jeniffer Leilani, a Strengthening Families participant raising five children, said "One of the most important things I learned is that a kid's behavior is an attempt to meet an emotional need. It could be a need to belong

or a need for independence and to have power over something. I listen more now and try to understand where my kids are coming from. Then I tap into my mental box of tips and tactics and respond appropriately."

The third segment of the program, family time, focuses on activities to instill family pride and strengthen bonds, such as designing a meaningful family crest and writing letters to one another. Yui Dhevaraj, a 2013 Strengthening Families graduate, explains the value of the family time portion of the program in this way: "The time you spend doing activities with your children or with anyone that you love is precious. I am always busy working and often made the excuse that I didn't have time to engage with my son. Family time allowed me to give him my full attention and it improved our relationship. Our communication is better now and we enjoy spending more time together."

After completing the eight-week Strengthening Families curriculum, parents are encouraged to become trained program facilitators. Parent leaders who reside in the neighborhood adapt the curriculum to reflect the identities and concerns of Bailey Gatzert families. Since program participants are neighbors and parents with

students at the same school, existing relationships and the peer-to-peer model help keep attendance high.

Dhevaraj opted to take the three-day parent facilitator training and has been leading groups of parents and children through the program for three years. "Strengthening Families helped my son and me a lot at a time when we were having difficulty communicating," she says. "I would like to show families experiencing similar challenges that this program worked for me and encourage them to experience it as well."

"Our goal is to inform and empower the kids with tools so they know how to recognize and remove themselves from a bad situation," says Mindy Flores, '97, a parent facilitator and Seattle U alumna who, like Dhevaraj, has been leading groups of parents and children for the past three years. "More importantly, we want them to be open to discussing these issues with their parents. Kids need a trusted adult they can talk to about adolescent concerns and it's important that parents learn to respond in ways that build trust."



The program draws upon a nationally recognized curriculum focused on improving communication skills and building trust and understanding between parents and pre-teens during these impressionable years.



# LEADING WITH PURPOSE

Nate Brewer, '12, learned at an early age that he was called to work with children. As a high school student in Oakland, Calif., he volunteered as a cabin leader with the Mosaic Outdoor Project, which brings together fourth and fifth graders of different socio-economic backgrounds from schools statewide for a fun-filled week in nature, building self-esteem and inspiring inclusion.

"I always enjoyed working with kids," Brewer says. "Even as a psychology major at Seattle U, I was looking for an opportunity to stay engaged in the format. That's how I stumbled upon Jumpstart. I joined the Jumpstart Corps my freshman year."

A national early education organization providing language, literacy and social-emotional programming for pre-school children from under-resourced communities, Jumpstart is a partner in the Seattle University Youth Initiative. Student corps members work directly in preschool classrooms in central and south Seattle reducing the student-to-teacher ratio, enabling children to receive an individualized learning experience and developing caring relationships.

"I was a Jumpstart Team Leader my junior and senior years," Brewer continues. "My supervisor at the Center for Community Engagement (CCE), Aileah Slepski, led me and the other team leaders through intensive leadership training. We also attended annual leadership retreats where we focused on discernment, what it means to serve and different levels of citizenship."

According to Slepski, "Nate's passion for service and social justice was apparent from the beginning and truly shaped the way he approached his leadership position both in and out of the classroom. He led his team with integrity, care, and understanding, teaching others how to grow and have fun while making a positive impact on our future generations."



Nate Brewer, '12

After graduating from Seattle U, Brewer accepted a position as one of three Jumpstart site managers at San Francisco State University, a "super site" with more than 100 corps members. In this capacity he oversaw programs and partnerships with local preschools and co-taught a complementary three-credit course for corps members.

**"Nate's passion for service and social justice was apparent from the beginning and truly shaped the way he approached his leadership position, both in and out of the classroom."**

AILEAH SLEPSKI / Center for Community Engagement

Asked how his student experience at Seattle U prepared him for his career path, he says, "My education was a journey. I learned a lot about discernment and reflection, how to be grateful and appreciative but also to serve a purpose. Being around other active students at the CCE who wanted to learn by serving in the community, getting their hands dirty at the ground level, made me feel empowered. I know I can make a difference."

# Place-Based Community Engagement in Higher Education

## Opportunities and Challenges of Place-Based Community Engagement Explored in New Book

The Seattle University Youth Initiative's (SUYI) success as a place-based community engagement program has resulted in numerous accolades, as well as inquiries from institutions of higher education nationwide. In their new book, *Place-Based Community Engagement in Higher Education, A Strategy to Transform Universities and Communities*, co-authors Kent Koth, executive director of Seattle University's Center for Community Engagement and Erica Yamamura, PhD, associate professor of Student Development Administration at Seattle U's College of Education, examine opportunities, challenges and considerations for universities hoping to implement a place-based approach to address issues of economic, educational and social inequity.

The book delivers a practitioner-scholar worldview of the place-based model. Koth draws upon his 25 years of experience facilitating campus and community initiatives at several institutions of higher education, as well as his role in planning and implementing the SUYI. Yamamura, who trained at the Higher Education Research Institute at UCLA, served as methodologist for the book providing document acquisition and analysis, coding and data analysis, as well as her understanding of higher education and organizational development. Intended as a guide for university directors of community service/engagement and faculty teaching service-learning courses, the book offers theoretical concepts along with concrete examples and lessons learned at five institutions of higher learning that have implemented place-based community engagement initiatives.

"We were intentional about framing concepts and practices through examples of what different types of institutions in different regions of the country have done, what's worked for them and what hasn't," says Yamamura. "If an institution wants to engage in this work, it must look at its own capacity, partners, and the commitment of its leadership."

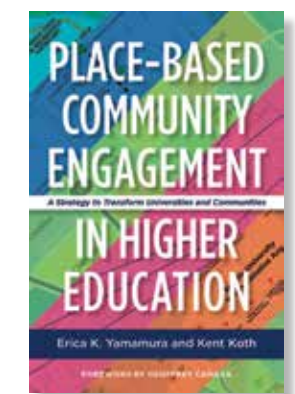
"Place-based community engagement," she continues, "is about having a centralized university strategy, listening to the needs expressed by the community, committing to equitable long-term partnerships and determining how an institution can work together with its community to achieve a shared vision."

Published in 2018, the book complements an ongoing series of place-based community engagement institutes at universities across the country supported by the Annie E. Casey Foundation. The Institutes have evolved into a national network of universities, the Place-Based Justice Network (PBJN), coordinated by Seattle U staff, which convenes multiple times each year via conference calls, webinars and a national summer institute to share ideas and strategies.



Erica Yamamura, PhD

The book offers theoretical concepts along with concrete examples and lessons learned at five institutions of higher learning that have implemented place-based community engagement initiatives.







# Voices of Community

THE YESLER TERRACE YOUTH MEDIA PROJECT PROVIDES TECHNICAL TRAINING, COMMUNICATION AND ADVOCACY SKILLS FOR YOUTH.



The Yesler Terrace Youth Media Project, founded in 2012 by Seattle University Photography Professor Claire Garoutte together with Asfaha Lemlem, RecTech field supervisor, gives voice to residence of the Yesler Terrace public housing community as it undergoes the impact of major redevelopment.

As part of the Seattle University Youth Initiative, each summer—for seven consecutive years—this collaborative project engages youth ages 14-18 in using multimedia to document the transition of Yesler Terrace, built in the 1940s, to a new mixed-income community. The program provides technical training in videography and digital photography. Graduate students from Seattle University serve as some of the project’s lead instructors and many other SU students volunteer as teacher’s assistants. The youth learn communication skills, including how to conduct an interview, as well as leadership, teamwork and advocacy skills.

“The kids are in the driver’s seat,” says Garoutte. “How they tell the story of their community is completely up to them. They call the shots, and Asfaha and I facilitate.”

Garoutte recalls 2014 as an emotional year. “Our kids were shooting video of each other from behind as they watched their homes being bulldozed. Their families had moved elsewhere and they were recording their own former residences being demolished. That was rough.”

By 2017, having thoroughly documented the history of Yesler Terrace, the young media-makers decided

on a change of pace from their investigative style of reporting. They created a series of videos to amplify the voices of Yesler Terrace children on topics of identity and community, including Islam and why Islamic women wear the hijab, being multicultural, youth incarceration, homelessness and gentrification. The videos can be seen at <http://ytyouthmedia.com/2017-videos/>

**“The kids are in the driver’s seat. How they tell the story of their community is completely up to them.”**

CLAIRE GAROUTTE / Photography Professor

The youth show their work for the project at a local venue, such as the Yesler Terrace Community Center, each year. The work is also posted on the Youth Media Project website, <http://ytyouthmedia.com> and on YouTube.

“The project provides one more venue of communication among all the shared interests, be those nonprofits, the Seattle Housing Authority, private entities, the community,” adds Garoutte. “If the kids see that people are listening that’s hopefully going to encourage them for their entire lives to advocate for what they need and for what their community needs.”





# A Holistic Approach to ACADEMIC MENTORING



Washington Middle School Mentors

Research shows that just one positive relationship with a caring adult can make all the difference to an adolescent's academic success and belief in their own ability to accomplish goals and deal with life's challenges. The Redhawk Academic Mentoring Program (RAMP) at Washington Middle School, part of the Seattle University Youth Initiative, fosters such connections between a diverse population of middle schoolers and trained Seattle U undergraduate mentors.

Claire Star, '18, and Jesse Goncalves, '19, have both mentored at Washington Middle School for the past three years. Star, an Interdisciplinary Liberal Studies major, has a lifelong interest in teaching and a desire to make a positive contribution to her community. Mentoring through RAMP appealed to both ambitions. Goncalves, an Applied Mathematics major, is considering STEM education as a career path and wanted to experience working with students in a classroom setting.

Their reasons for getting involved with RAMP, however, are not what have kept Star and Goncalves at Washington Middle School for three years. Rather, it's all about the relationships they've built with the students.

"Even though we focus on math for most of the hour I spend mentoring a student, we talk about other things in our lives, too," Goncalves explains. "It helps us in working

toward the academic goals we set when we understand each other beyond the material we're working on."

Star describes her job as having three parts. There's time spent in the classroom assisting teachers and working with students who may need extra help. There's one-on-one mentoring and there's helping students navigate the resources available to them.

She says, "If I'm not the right person to ask but a student feels comfortable coming to me with a question or a problem, I can point him or her to the right teacher or suggest that we go and talk to the school counselor together."

Reflecting on the value of the Redhawk Academic Mentoring Program overall, Star and Goncalves concur that besides being a huge investment in the local community, it's an early recruitment opportunity for Seattle U, bringing the program full circle. One of RAMP's major goals is to encourage middle school students to start thinking about college. It's also an investment in current Seattle U students.

"RAMP has provided a place to contribute my skills and my time to making a difference in the community while I continue to learn and work towards increasing my capacity to give back," Goncalves says. "Mentoring students has given me a sense of purpose that I believe I share with all of my co-workers at Washington Middle School."

## WHEN MOVING PARTS ALIGN AMAZING THINGS CAN HAPPEN

Carol Ann (Conroy) Barnickol, '64, and husband Karl, have been cheerleaders for the Center for Community Engagement and the Seattle University Youth Initiative since its early stages. "We support the center because of the impact its programs are making in the community," Carol Ann says. "But also because we believe that participating in community service is foundational to whom our students become."

Carol Ann has lived her life serving others. After graduating from Seattle U with a sociology degree, she moved to the Midwest to pursue a master's degree in social work at the University of Chicago. There she met Karl, who was attending law school. Following graduation, the couple married and spent two years on Adak, one of the Aleutian Islands, where Karl served as a Navy Jag (Judge Advocate General's Corps). While on the island, Carol Ann gave birth to the first of the couple's three children, Mary Beth. Sadly, the Barnickols lost their daughter to Sudden Infant Death Syndrome (SIDS). This devastating experience would establish the course for Carol Ann's life's work.

In 1972, the Barnickols moved to St. Louis, Missouri, where Carol Ann was introduced to Laura Hillman, MD, a neonatologist at Washington University. Together they started Infant Loss Resources, a private, not-for-profit network providing individual and group support and SIDS prevention education for parents and health care professionals. Carol Ann counseled grieving families and provided education services until retiring in 2000. Karl is a member of the Infant Loss Resources Board, which has helped to drastically reduce the incidence of SIDS in the regions it serves.

"Looking back you see how different moving parts in our lives fit together in ways that we don't make happen," Carol Ann says. "They align for a purpose."

In 2002, while still residing in St. Louis, Carol Ann was recruited to the Seattle University Board of Regents. She was introduced to the Center for Community Engagement the following year before its formal launch in 2004. She has remained involved ever since and currently sits on the Advisory Board for the Youth Initiative.



Carol Ann Barnickol, '64

In addition to their gifts of time, the Barnickols have supported the CCE financially over the years, recently establishing the \$500K Barnickol Community Engagement Fund.

"We came to this through our discussions with Kent Koth, executive director of the CCE, about what he thought his needs would be over this period of time" Karl explains.

**"There are a lot of moving parts involved in establishing a robust community engagement program, but I believe that any university that is truly committed can align itself to make a positive impact on their local community."**

CAROL ANN BARNICKOL, '64

"We feel fortunate that life has enabled us to be connected to this university and the CCE," adds Carol Ann. "It's an opportunity to be involved, in a small way, with services that are making an immediate impact in one of our favorite cities, through and for one of our favorite universities and hopefully impacting many students as well as the community. We hope that other universities will learn from Seattle U and find appropriate models of service for their communities."



# CENTER FOR SCIENCE AND INNOVATION

Center for Community Engagement's Strategic Relocation Positions Seattle U to Become Community Resource for All Things STEM

Seattle's position as a high-tech hub and the demand for college graduates prepared to fill a growing number of jobs in the tech industry has driven STEM (science, technology, engineering, math) education into the limelight. Heading the call, Seattle University is moving forward with plans to build a state-of-the-art Center for Science and Innovation (CSI). In keeping with the university's Jesuit mission, however, the question is: how does Seattle U position its STEM disciplines as resources for the common good?

Exploring answers to this question, College of Science & Engineering faculty members have turned to the Center for Community Engagement (CCE).

"When people think of the Center for Community Engagement, they often think of the Seattle University Youth Initiative, our largest project, and our partnership with the schools," says CCE Executive Director Kent Koth. "They assume the students we work with are all education or social science majors. But our work is much broader than that. The center has a vibrant connection with Science and Engineering faculty who are living out Seattle U's mission by engaging their students with the community in creative ways through their courses, project-based learning or volunteering."

Community service-learning projects for science and engineering students have included running an after-school science program for fifth graders at Bailey Gatzert Elementary School, removing invasive plants for Seattle Parks, developing and prototyping software solutions for local businesses and more.

"The center's staff helps us strategize our approach to a project and connects us to the right community partner," says Jen Sorensen, PhD, assistant professor of chemistry. "Then the faculty members work with their students to design and carry out the project, whether course-based or co-curricular."

## A STRATEGIC MOVE

CCE is poised to deepen its existing relationship with the College of Science and Engineering through a planned relocation to the new Center for Science and Innovation. The center will occupy a prominent 2,300 square foot storefront space facing 12th Avenue.



Center for Science and Innovation rendering design by EYP/Mithun.

New student programs that evolve from this deepened relationship will enable the College of Science and Engineering to build its presence as a "go to" community resource for all things STEM. Together with Koth, a committee of science and engineering faculty members is exploring new service-learning projects and events that will enable STEM students to utilize their acquired skills in service to the community.

## FORGING LONG-TERM COMMUNITY PARTNERSHIPS

Working more closely with the Center for Community Engagement, Science and Engineering faculty can move away from one-off projects and toward sustained, long-term relationships with community partners.

"Another important role the CCE plays," says Roshanek Roshandel, PhD, associate professor and chair of computer science and software engineering, "is in persuading us as faculty to impress upon our students that when they are doing a project for a community partner, it's a real client and they need to keep in mind what the partner is getting out of this. It's not 'just a project.'"



Science and Engineering faculty joined CCE staff for a community immersion to meet possible project partners including the Danny Woo Garden in the International District.



# 15 YEARS OF FUN FACTS

**12,835**

Students placed in CCE positions, programs and partnerships since 2004-05.  
Students placed in K12 program roles = **4,578**

**10,800**

After-school snacks per year (150 kids, 4 days a week, 6 week sessions, 3 quarters)

**5,750** Snacks for extended learning students



Faculty Fellows 2018



**3,900**

Coffees at Cherry Street Coffee House, our satellite office.

**15,000 miles**

Kent has ridden on his bike.  
Number of flat tires? **25**



Since 2005, **63%** of Seattle University graduates participated in a service-learning course during their time at SU.

SERVICE-LEARNING COURSES TAKEN SINCE 2005

**21,750** undergraduate students

**8,777** graduate students

**4,235** law students

## 91 faculty fellows

Faculty fellows participated in a year-long cohort experience to design a service-learning course, develop partnerships and complete an action research project that contributes to the field of teaching and learning.

Jeffrey Anderson founded the program and directed it for 15 years. Kristi Lee is the current director of the COE Academic Service-Learning Faculty Fellows Program.



Kristi Lee

**2,100 pizzas**

Distributed by CCE over 15 years to Seattle U students.



MILEAGE BETWEEN SU AND BAILEY GATZERT for a year of service, for a typical volunteer

**1,249** Miles  
**2,498,000** Footsteps

**1,600 songs**

That **Jumpstart** have sung at \*nine sites over ten years.

\*16-18 preschoolers at each site.



# OUR TEAM

## CCE STAFF

AyeNay Abye, '20  
Colina Bruce, '07, '15  
Erin Burrows, '20  
Jaycee Coleman  
Trinity Covington '17  
Barbara Dolby  
Julie Hurst  
LaKesha Kimbrough  
Kent Koth  
Gia Ledesma  
Jaime Macadangdang  
Bonnie Nelson  
Elizabeth Seymour, '06  
Tammy Shadair, '90  
Aileah Slepski  
Amy Sytsma  
Lauren Thurlow, '18

## AMERICORPS MEMBERS

Abdi Abdullahi  
Alexandra Bishop  
Alicia Goosby

## STUDENT EMPLOYEES

Jailene Iglesias, '19  
Travis Kim, '20  
Julia Olson '19  
Brett Thompson '20

## SHINNYO POST-UNDERGRAD FELLOW

Theresa (Tess) Honan, '18

## SERVE LOCAL

### AMBASSADORS

Brandon Bassler, '19  
Ashlyn Carey, '19  
Cameron Casey, '19  
Erica Calloway, '21  
Isis Covington, '19  
David Cumpston, '19  
Nicole Freitas, '19  
Marta Gamez, '20  
Alyssa Garcia, '16 and '19  
Vandela Morales, '20  
Cameron Payne, '20  
Mariana Renteria Hernandez, '20  
Hillary Sturgeon, '19

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Carol Ann Barnickol  
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Sean Brennan  
Laury Bryant  
Alan Frazier (Co-Chair)  
Maureen Lee (Co-Chair)  
John McKay  
Katie McCullough Simmons



2018 SUYI Advisory Board



## OUR MISSION

THE CENTER FOR COMMUNITY ENGAGEMENT  
CONNECTS CAMPUS AND COMMUNITY  
TO PURSUE A MORE JUST AND HUMANE WORLD.





**SEATTLEU**  
CENTER FOR  
COMMUNITY ENGAGEMENT

[www.seattleu.edu/cce](http://www.seattleu.edu/cce)