



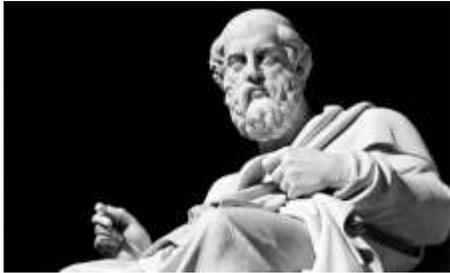
Jonathan Kozol - *Amazing Grace*



Open Door Youth Gang Alternatives



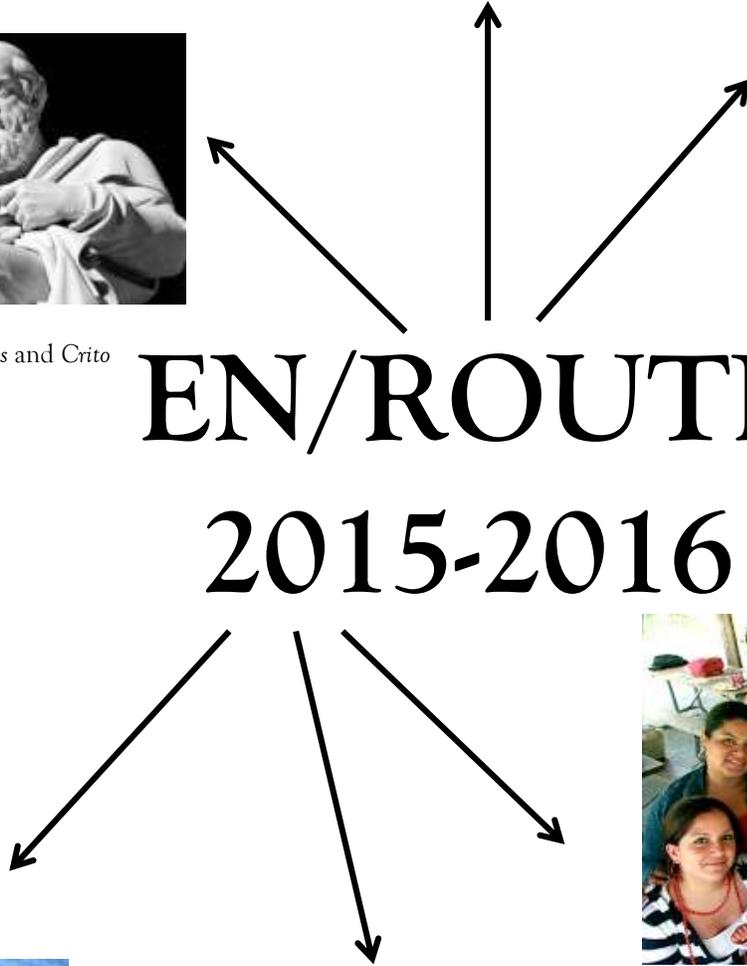
Hannah Arendt - *Eichmann in Jerusalem*



Plato - *Apology of Socrates and Crito*

EN/ROUTE

2015-2016



The Gathering Place



Fr. Greg Boyle - *Tattoos on the Heart*



Florence Crittenton Services



32nd Ave. Jubilee Center



En/Route

We are changing the culture of the Regis community, the Denver community, and ourselves when we serve and learn with others. Being En/Route means that in seeking justice there is no single point of arrival, but rather a choice to continue working for the larger good wherever we find ourselves. Being En/Route means finding stillness in the friendships that grow out of and beyond this work. To be en route and enrooted is to live between the work that sets us in motion and the relationships that ground us.

Table of Contents

Staff	6
<u>Information for En/Route Students</u>	7
• En/Route Coursework 2015-2016	8
• Guide to the Placement Process	10
• Community Partner Descriptions	11
• Community Partner Availability	22
• Community Partner Accessibility	23
<u>Information for En/Route Community Partners</u>	25
• Overview	26
• Guide to the Placement Process	28
• Guide to the Learning Work Process	29
Calendar	33

Regis En/Route Staff

Professors

Dr. Becky Vartabedian Carroll Hall 231 rvartabe@regis.edu 303-964-6546	Dr. Jason Taylor Carroll Hall 229 jptaylor@regis.edu 303-458-3512
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Directors of Service Learning

Melissa Nix, M.A. Main Hall 214 mnix@regis.edu 303-458-4217	Paul Burson, M.Div. Main Hall 214 pburson@regis.edu 303-458-4943
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Administrative Coordinator for Service Learning

Kathryn Redmond
redmo805@regis.edu
Main Hall 214
303-458-3550

Engaged Scholar Activists

The Engaged Scholar Activist (ESA) Program consists of a group of student leaders who work with professors, community partners and service-learning staff to develop service learning curricula and serve as liaisons between Regis University and the surrounding community. ESAs will be supporting En/Route students as they serve in the community. They will help facilitate the placement process, lead service reflections and act as a consistent resource for questions or concerns.

Jack Flotte Main Hall 214	Rachel Klein Main Hall 214
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En/Route General Contact & Webpage

This email address is intended to serve those with general questions or as a general contact. Informational emails will be sent out through this email during the year. ESAs will be the main point of contact through this address, but it may be checked by other CSL staff. We also want you to feel free to check out the En/Route Webpage so that you can have a better idea about what it means to be in En/Route.

enroute@regis.edu
<http://www.enrouteregis.org/>

Information for En/Route Students



EarthLinks

En/Route Coursework, 2015-2016

All incoming students in Regis College enroll in a first-year writing seminar in the fall semester. In the spring, students from this seminar stay together as a cohort to take a course in the core curriculum; in addition to its disciplinary focus and as a complement to the focus on writing in the fall, this class emphasizes various kinds of oral communication. This broad emphasis on communications in the First-Year Experience expresses an ideal which the Jesuits incorporated from the rhetorical tradition: *eloquentia perfecta* (“perfected eloquence”), or the good person writing and speaking well.

En/Route is an alternative pathway through the First-Year Experience in two important respects. First, it seeks to link the practices of *eloquentia perfecta* with the skills and virtues required by another Jesuit ideal, that of being women and men in service of others. Second, it tries to link both of these with the intellectual skills and virtues required for a third ideal, ethical reflection (understood as a willingness and ability to subject your own and others’ opinions about the good life to critical examination). Simply put, En/Route helps new students become working members of a learning community like Regis by exploring how three basic aspects of human life—speaking, doing, and thinking—fruitfully relate to one another. In practical terms, this yearlong introduction takes place in four linked courses: the writing seminar in the fall, “Writing for Social Justice”; a core curriculum course in the spring, either “Philosophical Explorations” or “Speech Communication”; and a one credit, paracurricular module in both the fall and spring, “Service/Community-Based Learning.”

“Service/Community-Based Learning” houses a 3-4 hour commitment per week at a single service-learning community site for the academic year, plus a weekly discussion seminar devoted to the community experience. Because you will be at your service site both semesters, you are expected to transition over the course of the year from a more task-oriented understanding of your role and activities to one including established relationships and a more open engagement with the work and mission of the agency. Your time at your community site might resemble previous community service you have done, and you are certainly expected to be useful at your site. Nevertheless, you will find that your service work is much more than community service: your community partner site is, in fact, an additional “classroom”. What and how you learn there will be essential for the work in all of your En/Route courses. In “Service/Community-Based Learning,” you are evaluated both semesters by your community supervisors on the basis of a Learning-Work Agreement and by your professors on the quality of your contributions to discussions involving shared reflection, deliberation and discernment.

In “Writing for Social Justice,” we analyze texts written by authors who use social analysis as a platform for advocacy. This year, in particular we will read (and talk and write about) Jonathan Kozol’s *Amazing Grace*. We will also explore the alignment between this kind of writing (“writing

for others”) and your own service to others at your community site. Writing and service come together in the research paper for the seminar, the “Objective Value Essay”: this is a thesis-driven, institutional analysis of your community site, examining the goods—tangible and intangible—generated by the collective efforts of those at the institution.

Building on this work in the spring semester, we focus on texts that help us to be more responsive to the central question of Regis University: how ought we to live? We will consider, in particular, places in your service experience where you have especially felt the force of this question in your own life. Among the several texts planned for this spring, we will read Father Greg Boyle’s *Tattoos on the Heart* (an account of Boyle’s work at Home Boy Industries, working with former gang members in Los Angeles); Lisa Dodson’s *The Moral Underground* (a study of the challenges professionals in the fields of business, medicine, and education face in working with those in poverty); and Hannah Arendt’s *Eichmann in Jerusalem* (a disturbing report on the connection between Adolf Eichmann’s inability or unwillingness to think for himself and the broader moral catastrophe of the Nazi’s final solution). A “Critical Incident Presentation” serves as the spoken and personal complement to the fall semester’s Objective Value Essay. Given first as a traditional speech, then translated into digital storytelling format, this presentation offers a detailed account of and reflection on an episode (or series of connected episodes) from your community experience which has challenged, changed or deepened your perspective in a significant way.

A Guide to the Placement Process

What is the Placement Process?

A placement is the agency where you will fulfill the weekly service-learning component in the fall and spring semesters. The experience and knowledge you gain through community engagement will be an essential part of our academic work on campus both semesters. The placement process—the process through which you choose, and are chosen by, an agency—takes place from now until September 23rd, when service work begins. The *learning* in service-learning begins with your active engagement in each of the following steps of the placement process.

Step 1: Community Partner Research

August 1 – August 21

The details offered in this handbook about the community partners, as well as the electronic links to further information, are your first glimpse at the work done by our community partners and your first opportunity to reflect on where you would like to do your service work.

Pre-Town Meeting Worksheet due by August 21

Step 2: Town Meeting

August 26

The purpose of this meeting is to introduce you to representatives from all of our partner agencies and deepen your understanding of the work they do. You will attend presentations by the three community partners which most interest you (indicated on the Pre-Town Meeting Worksheet). After each presentation, you will have an opportunity to ask supervisors questions.

Post-Town Meeting Reflection due by August 28

Step 3: Advisement

August 27 – September 4

These short, 15-minute meetings give you an opportunity to talk with an Engaged Scholar Activist, professor and/or members of the Regis College Service-Learning support staff about the best fit between your interests and the community and to ask any questions you may have about the process.

Step 4: Tours

August 31 – September 9

Organized group tours of the community partners will give you an opportunity to see the agencies at work firsthand, to ask further questions, and—when appropriate—to communicate informally your interest in working at the agency. In some cases, they will also be an opportunity for community partners to interview interested students. As you complete tours, you should send a formal letter of interest to the supervisor of the agency you think would be the best fit.

Letter of Interest Sent to Community Partners by September 11

Step 5: Beginning of Service Work

September 14

Community Partner Descriptions

All sites accept Community Based Work-Studies (CBWS). Students who receive state or federal need-based work study awards are eligible to apply their award to an off-campus job, including volunteer opportunities. These students qualify for CBWS through their financial aid. Students who are eligible are able to work up to 8 to 13 hours a week for \$8.67/hour. To find out if your financial aid qualifies you for this opportunity, contact Kathryn Redmond in the Center for Service Learning at redmo805@regis.edu or contact the Financial Aid Office at 303.458.4067.

All sites below can be used by education students towards practicum hours. Contact Nanci White from the Education Department for more information at nwhite@regis.edu or at 303.458.4135 ext. 4135.

32nd Ave. Jubilee Center

Mission: The 32nd Avenue Jubilee Center has been a welcoming presence in the Northwest Denver community since 2001 and exemplifies The Episcopal Church's mission of helping those who live in poverty and who are marginalized. The center accomplishes this through a variety of programs and services that target poverty, the elderly, youth, those living with disabilities, and those in immigrant communities. The Center offers emergency, supportive and educational resources that address the basic human needs. The Center also facilitates an afterschool program, an intercultural exchange/language program, and a healthcare initiative.

How you might contribute: The After-School Program offers homework assistance and one-on-one mentoring. Students are needed to provide assistance with reading, writing, math, science, and social studies, as well as assistance with special school projects, such as art and science fair projects. Help facilitate the educational success of elementary and middle school students, many of whom face challenges as first generation immigrants and whose primary language is Spanish.

Characteristics in a student: Compassionate, Patient, and Flexible

Additional requirements/paperwork: Background Check

Web resources: <http://www.jubilee32.org/>

Annunciation Catholic School

Mission: Annunciation Catholic School (Elementary and Middle School) of the Archdiocese of Denver is an inclusive urban community committed to serve, committed to learn, committed to

Student Section

love, and committed to live these with integrity as Jesus did. As one of Denver's oldest schools, Annunciation Catholic School embraces ethnic, religious, and economic differences with the common goal of fostering mission-driven young adults who are prepared for high school and college. Students are motivated by Catholic values, and are instilled with a sense of responsibility for peace and justice, a desire to be contributing citizens of the world, and a hunger for life-long learning.

How you might contribute: Serve as an assistant to a teacher in the classroom in PreK – 8 or connect with students during lunch time. All volunteers will be mentors and role models for the students.

Characteristics in a student: Energetic, Compassionate, Professional

Additional requirements/paperwork: Background Check, Safe Environment Training – held at Regis, contact Dr. Victoria McCabe at 303.458.3572 or vmccabe@regis.edu for more information.

Web resources: <http://annunciationk8.org/>

Boys and Girls Club – Wilfley Branch

Mission: To transform and inspire lives of all Club members to strengthen the communities that need us most. Not just after school hangouts, the Boys & Girls Club Metro Denver are places where young people come to learn, do homework, develop social skills, express themselves creatively, and participate in sports. Boys & Girls Clubs offer proven programs that help youth gain the developmental assets they need to succeed in life.

How you might contribute: Students working with the Boys & Girls Clubs will have the option of choosing between one of the six program areas with one student per program area. Maximum of three (3) students will be allowed to select this site for the 2015-2016 academic school year. The six Core Programs Areas include: character and leadership development; education and career development; technology; the arts; health and life skills; and sport, fitness and recreation. You will work directly with the full time staff to develop and implement activities designed to develop young people into educated, empowered young adults

Characteristics in a student: Professional Conduct, Passionate, Dedicated to Continuous Improvement, Committed and Dependable

Additional requirements/paperwork: 1.5 Volunteer Training (counts towards weekly hours, Background Check included)

Web resources: <http://www.bgcmd.org/>

Cole Arts and Science Academy

Mission: At Cole each and every child, as a learner of worth and dignity, will achieve stellar academic success in math, science, and humanities through developed communication skills, artistic creativity, scientific inquiry, and advanced technology. Cole Arts and Science Academy (CASA), located in the historic Cole building, provides preschool through eighth grade students in the Cole and Whittier neighborhoods with a quality education that focuses on student achievement, growth and high expectations. Learning at Cole occurs in, about, and through the arts and sciences

How you might contribute: Help as a teacher assistant in a core classroom or in a specialist classroom like music, P.E., library, computers, and art.

Characteristics in a student: Flexible, Willing to Switch Roles, Strong Role Model, Tenacious

Additional requirements/paperwork: Volunteer Application, Background Check

Web resources: <http://www.colecasa.org/>

Community Educational Outreach

Mission: Community Educational Outreach (CEO) is devoted to providing educational resources that target at-risk, low-income adults. CEO outreaches to local community correction, drug rehabilitation, and community based facilities in an effort to help clients remain productive members of society. Through student-centered, individual, and small-group instruction, we assist our students in pursuing educational skills, employment and job prospects, computer skills, and life and family goals.

How you might contribute: Tutor one-on-one in the GED program in all 4 subject areas (Math, Reasoning through Language Arts, Social Studies, and Science). Provide instructional assistance with group workshops in the subject areas of Math, Language/Writing, Social Studies and/or Science. Assist clients with job readiness preparation and job search strategies. Provide one-on-one guidance on computer usage and internet access for job search and GED study activities. Assist instructional and volunteer staff with life skills training opportunities.

Characteristics in a student: Composure in High-Energy Environment, Consistent, Reliable

Additional requirements/paperwork: Background Check, Hour Tracking Form

Web resources: <http://www.ceocolorado.org/>

EarthLinks

Mission: EarthLinks cultivates transformation and self-worth with people experiencing homelessness and poverty. By creating opportunities through Earth-centered programs, individuals step out of isolation and into community – restoring each other and the planet. EarthLinks provides a work program for people who are homeless and low-income to learn skills and create Earth-friendly products that sustain the people and the planet. The main project is the EarthLinks Workshop Program, an organic gardening and craft-making opportunity. Participants receive an hourly stipend for their work of planting and tending the Peace Garden, then taking what they have harvested and creating beautiful craft products. The sales of these products – soaps, lotion bars, vases, candle holders, cards, bird feeders, bee boxes, catnip mice, hand warmers, jewelry, etc. – go directly to support participant stipends. In addition to an earned income, participants gain a closer relationship with nature and a caring community providing support on the road to reaching individual and community goals.

How you might contribute: Help make and serve breakfast with participants. Students can then help out with a variety of activities after breakfast. Chief roles will include serving as a craft workshop assistant and tending the garden. These activities will offer the most interaction with the participants. However, there is also opportunity for students who have special interest in the following: marketing and public relations, managing online communities, grant writing, researching resources related to homelessness and sustainability; outreach to community organizations and neighbors; and organizing community events.

Characteristics in a student: Flexible, Creative, Personable, Outgoing, Initiative

Additional requirements/paperwork: Volunteer Application and Release, Hourly Tracking Form

Web resources: <http://www.earthlinks-colorado.org/>

Florence Crittenton Services

Mission: Florence Crittenton Services of Colorado, is a Denver-based nonprofit with over 120 years of history that educates, prepares, and empowers teen moms to be productive members of the community. Using a holistic approach, the agency offers a spectrum of wraparound services for the entire teen family, including academics, career guidance and parenting training for pregnant and parenting teen mothers at the Florence Crittenton High School, Early Childhood Center, and Family Engagement Center. The focus is on moving pregnant and parenting teen mothers and their infant and preschool children towards equality and opportunity. Over 94% of the teen moms

Student Section

served are youth of color and 62% are the first in their families to finish high school. Denver's most vulnerable youth defy the odds through proven programs that work break cycles of poverty.

How you might contribute: Students are able to work with the children in the Early Childhood Center, with the high school students in the classrooms, and/or with the Development Team planning and assisting with events or helping with our incentive programs – Baby Bucks and the Green Garage. The work week would be scheduled collaboratively.

Characteristics in a student: Kind-Hearted, Self-Starting, Outgoing

Additional requirements/paperwork: Background Check (possibility), Volunteer Application

Web resources: <http://flocritco.org/>

Focus Points Family Resource Center

Mission: Focus Points helps to build a stable and secure neighborhood in northeast and north central Denver by offering coordinated, family-centered services for primarily young, low-income, Spanish-speaking immigrant families. Our family-literacy programming consists of adult education (English as a Second Language and Adult Basic Education classes), parenting information and workshops, Early Childhood Education in home- and center-based settings, and Parent and Child Together activities in both our center and the homes of families with children ages birth through five. Focus Points also contributes in the well-being of the community with the following programs: Nutrition classes, Active Families (Zumba classes), Gardening classes and a community garden.

How you might contribute: Tutor and serve as a teacher's assistant in adult English as a Second Language (ESL) classes. Provide support to ensure classroom space is kept organized. Coordinate referrals and advocate for students to outside agencies or to other programs when necessary. Support ESL program with office administrative and organizational tasks. Support the healthy living programs listed above.

Characteristics in a student: Positive, Sensitive, Open-Minded and Responsible.

Additional requirements/paperwork: Background Check (Sex Offender Registry Included), Finger Printing, Hourly Tracking Form, Volunteer Application

Web resources: <http://www.focuspoints.org/>

The Gathering Place

Mission: The Gathering Place is a community of safety and hope where positive relationships, choice, and essential resources transform lives.

The Gathering Place is Denver's only daytime drop-in center for women, children, and transgender individuals who are experiencing homelessness or poverty. We meet our mission by providing a safe haven, services that meet basic needs, and programs for building self-sufficiency. On a daily basis about 270 individuals visit The Gathering Place and all of those served are no or low income, with 47% who say they are homeless. All ages are served, with children (girls and boys, aged birth to 18) in the Family Area and our oldest members in their nineties. Diverse races, ethnicities, languages, abilities, sexual orientations, and gender identities are represented.

How you might contribute: The most important gift you can give to members is your presence, attention, and compassion. Students will be offered three choices for placements. They include:

Betsy's Cupboard: As a volunteer in Betsy's Cupboard, students will help members of The Gathering Place navigate our food bank. The food bank is a choice model, meaning that members can choose what works best for their situation and family. Members can receive up to 20 pounds of food a month. This amount can be split up throughout the month. Students will help the members make choices, help weigh the food, and bag it. Students will also be challenged to organize a food/toiletries drive to help stock Betsy's Cupboard.

Family area: As a Volunteer in the Family Area, your most important role will be to ensure that all children feel safe and welcome at The Gathering Place. Students will also work alongside staff in planning and participating in artistic, recreational and educational activities for the children. Our family area is not a licensed daycare, therefore, a parent or legal guardian must be on the property at all times. If a student chooses the Family Area as their placement, they will be asked to complete a background check. The Gathering Place will cover the cost of this.

Kitchen: As a volunteer in our kitchen, students will work with staff and other volunteers in making healthy and delicious meals for our community. The Gathering Place serves three meals a day. Breakfast, Lunch, and Snack, which is often a dinner portion. We strive to serve nutritious and diverse food. Every lunch includes a vegetarian option, milk, salad bar, and fruit. Students will be encouraged to sit down with members, enjoy their meal, and build community.

Characteristics in a student: Ability to Multi-Task, Compassionate, Personable and Comfortable with Diversity

Additional requirements/paperwork: Volunteer Application

Web resources: <http://www.tgpdenver.org/>

Heart and Hand

Mission: The Heart & Hand Center provides free, direct afterschool programming and services for 100+ at-risk students in K-12th grade in Denver's Five Points community. The center offers academic support, homework assistance, digital literacy program, tutoring, mentoring, recreational, and fitness activities. The Center's daily schedule is broken into 3 sections. Upon arrival, the children are fed a hot meal provided by the Foodbank of the Rockies. Following this meal, the children spend an hour engaged in academically focused activities, as well as, participating in a one-hour workshop. Workshops include such activities as art therapy, cooking, science, basketball, tennis, taekwondo, and yoga. The approach and rationale of our program is based first on meeting basic needs. The intention is to provide a warm, nurturing environment where students are encouraged to learn and develop. The center stresses the value of education, respect for self and others, integrity and pride with the expectation that all participants will graduate high school; attending college is the ultimate outcome.

How you might contribute: The Heart & Hand Center seeks dedicated volunteers who would like to be mentors to our youth. The youth are grouped in ages 5-12 and 13 and up. An average day at the Center will involve one-on-one reading with a child, or helping with homework and academic assessments. Additionally, you will be helping staff facilitate workshops by encouraging the children to participate, participating yourself, and interacting directly with the youth. The goal each day would be to connect with the children, ultimately fostering a relationship with them.

Volunteers are required to either come early for the *pre-briefing* before tutoring or stay after tutoring to *debrief*. These sessions provide time for staff and volunteers to reflect on their experiences.

Characteristics in a student: Flexible, Enjoys Working with Children, Empathetic

Additional requirements/paperwork: Volunteer Questionnaire, Background Check (both are available the website)

Web resources: <http://heartandhandcenter.org/>

Mi Casa Neighborhood Center at North Campus

Mission: Mi Casa's mission is to advance the economic success of Latino families. The Mi Casa Neighborhood Center at North Campus, located in northwest Denver. This program is designed to provide youth with needed community services and to transform public schools into neighborhood centers of opportunity, service, and safety for entire families. The program focuses on the following core areas: Academic, Success, STEM (Science, Technology, Engineering, and Math) Learning, Career Development, Leadership Development and Healthy Recreation.

Student Section

How you might contribute: Mi Casa offers a myriad of afterschool opportunities for students ranging from drop-in recreational activities and homework support to more demanding leadership and technology trainings. En/Route scholars will have the opportunity to plug-in to the afterschool offering that best suits their schedule, interest, and experience and provide additional support and value to our program offerings.

Characteristics in a student: Strong Work Ethic, Adaptable, Passionate

Additional requirements/paperwork: Background check, Confidentiality Agreement, Volunteer orientation that will include other agency paperwork.

Web resources: <http://www.micasaresourcecenter.org/>

North High School Music Program

Mission: The North High School Music Program is a growing and integral part of North High School, committed to providing students with a variety of engaging and rigorous musical experiences through which students will become more confident, disciplined, passionate, proactive and prepared for college, careers and life-long participation in the arts. We do this while using data to drive student achievement and growth. At North, families and community members understand, participate in, and support the standards-based fine arts education.

How you might contribute: Students will have the opportunity to choose to assist in one or more of ten different curricular music classes that include: Piano, Guitar, Music Theory, Concert Band, Jazz Band, Mariachi, Drumline, Orchestra, Concert Choir and Honor Choir. Students may also opt to assist with an after-school middle school choir called the Northside Music Project. Student partners will develop meaningful relationships with youth and school staff while supporting students' academic achievement and character development as well as musical growth.

Characteristics in a student: Passion for Arts Education, Background in Music, Adaptable, Self-Motivated/Self-Starter

Additional requirements/paperwork: Background Check, Confidentiality Agreement, additional paperwork from Denver Public Schools may also be required. Information can be found here: <http://volunteerservices.dpsk12.org/wp-content/uploads/2011/06/Volunteer-Application-Background-20133.pdf>

Web resources: <http://north.dpsk12.org/>

Open Door Youth Gang Alternatives

Mission: Open Door's most important goal is to prevent kids from ever joining gangs. Open Door has developed successful programs with elementary and middle school-aged children that focus on prevention. Programs are tailored for schools, corporations, other non-profit agencies, law enforcement agencies and civic groups. The programs seek to educate people and the community on the signs revolving around gang recruitment, violence, and involvement.

How you might contribute: Serve as a teacher's assistant and mentor in Open Door's afterschool program at Wyatt Academy. Help mentor elementary school youth by being a good adult role model, homework assignments assistance, laughing and playing with them, and making a difference in their lives.

Characteristics in a student: Energetic, a Team-Player, Humble

Additional requirements/paperwork: Volunteer Application

Web resources: <http://opendooryouth.org/>

Bridge Project – Quigg Newton

Mission: The Bridge Project's mission is to provide educational opportunities for children living in four of Denver's public housing neighborhoods (Quigg-Newton, Lincoln Park, Columbine and Westwood) so they can graduate from high school and attend college or learn a trade. While Bridge Project can place volunteers at any of our sites, the Quigg-Newton location is ideally located near Regis University. Each site has a team of social workers and educators working to support children and their families. We provide tutoring, homework assistance and family support, computer literacy and STEM instruction, and social enrichment.

How you might contribute: Confronted with socio-economic challenges, our children struggle in academic settings and are often one or more years behind in reading and math. They are bright and want to learn, but need extra assistance making sense of it all. We need tutors to work one-on-one with an assigned K-12 student for an hour (or more) each week, from September to May. We also need homework helpers who work with any student needing assistance during set homework hours.

Characteristics in a student: Enjoys building strong and long-term relationships with children; Finds Joy in Working with Children

Additional requirements/paperwork: Volunteer orientation, tutor training and background check.

Web resources: www.du.edu/bridgeproject

Reading Partners

Mission: Reading Partners is a nonprofit literacy organization that recruits and trains community volunteers to provide one-on-one reading tutoring to students in under-resourced schools across the country. Reading Partners seeks to help children become lifelong readers by empowering communities to provide individualized instruction with measurable results. This highly-effective program has helped thousands of children master the fundamental reading skills they need to succeed in school and beyond. There is a future where all children in this nation have the reading skills they need to reach their full potential. Colorado's Governor, Legislature, and Board of Education have set a goal to graduate all students from high school college-ready. Reading Partners is committed to helping Colorado reach this ambitious target.

How you might contribute: In Colorado, Reading Partners serves students in kindergarten through third grade. Students will go to TreVista at Horace Mann Elementary School and Garden Place Elementary where there is a Reading Partners program to tutor students and teach them to read during a reading block. You can be a mentor, a leader, and a friend to a student in need.

Characteristics in a student: Patient, Prompt, Ability to Interact Effectively

Additional requirements/paperwork: Background Check, Observation Notes after each lesson, Attendance Contract, Training Paperwork

Web resources: <http://readingpartners.org/>

Skinner Middle School

Mission: Skinner is a diverse community of learners engaged in a single-minded pursuit of high academic achievement for all, utilizing cooperation and collaboration as key strategies toward reaching that end. The spotlight on the 'whole child' is evident with not only superior Math and Literacy Instruction, but enrichment courses, activities, and community-building through unique Learning Families. The Neighborhood Center works in partnership with Skinner Middle School offering students, families, and community members a variety of engaging programs, events, and needed services. The Neighborhood Center at Skinner is resource not only for students but for families, too. This long-standing program hosts a number of student activities, from College 4 Y.O.U. to tutoring.

Student Section

How you might contribute: Tutor and mentor youth in the classroom with reading, math, social studies, art. There are after school opportunities in the Neighborhood Center with dance, drama, silk screening, tutoring, cooking, sports (tennis, soccer, basketball, volleyball, swimming) and Community Connects, where students go on bi-weekly career exploration field trips in the neighborhood.

Characteristics in a student: Passionate, Proactive, Flexible

Additional requirements/paperwork: Background Check

Web resources: <http://skinner.dpsk12.org/>

Community Partner Availability

The chart below gives a general overview of when sites need volunteers. As the placement process progresses, start paying attention to the more specific times as well as to the tasks required at those times, considering what will be feasible for you given your other commitments.

Key: M - Monday
 T - Tuesday SA - Saturday
 W - Wednesday SU - Sunday
 R - Thursday
 F - Friday

Community Partner	Mornings	Afternoons	Evenings	Weekends
32 nd Ave. Jubilee Center		M-R	W	
Annunciation Catholic School	M-F	M-F		
Boys and Girls Club		M-F	M-F	
Bridge Project at Quigg Newton		M-R	M-R	
Cole Arts and Sciences Academy	M-F	M-F	M-F	
Community Educational Outreach	M-F	M-R	M-R	SU
EarthLinks	T-R			SA (2 nd of every month)
Florence Crittenton Services	M-F	M-F		
Focus Points Family Resource Center	M-F	M-F	M-F	
The Gathering Place	M-F	M-F		
Heart and Hand		M-R	M-R	
Mi Casa Resource Center	M-F	M-F	M-F	
North High School Music Program	M-F	M-F	M-F	
Open Door Youth Gang Alternatives		M-F		
Reading Partners		M-F	M-F	
Skinner Middle School	M-F	M-F		

Community Partner Accessibility

Deciding how to get to and from your site often needs to be a creative process. Stay open minded about various methods of transportation and maintain clear communication with Regis staff and community partner supervisors when brainstorming different modes.

Community Partner	Distance from Regis	By Bike	By Car	By Bus
32 nd Ave. Jubilee Center	2.9 miles	19 min	9 min	Bus #52 / 30 min
Annunciation Catholic School*	4.6 miles	25 min	11 min	Bus #52 to #44 / 56 min
Boys and Girls Club	2.3 miles	11 min	6 min	Bus #52 / 10 min
Bridge Project at Quigg-Newton	2.3 miles	11 min	6 min	Bus #52 / 10 min
Cole Arts and Sciences Academy	4.8 miles	26 min	12 min	Bus #31 to #38/ 1hr 10 min
Community Educational Outreach	4.8 miles	31 min	13 min	Bus #31 to #16 /54 min
Earth Links	4 miles	30 min	10 min	Bus #31 / 28 min
Florence Crittenton	9.7 miles	42 min	15 min	Bus #31 / 45 min
Focus Points	5.1 miles	27 min	10 min	Bus #52 to #48 / 1hr 9 min
The Gathering Place	7.4 miles	39 min	17 min	Bus #52 to #15 / 55 min
Heart and Hand	5.6 miles	35 min	14 min	Bus #52 to LR #101/ 56 min
Mi Casa Resource Center (at North Campus)	2.6 miles	15 min	8 min	Bus #31 / 20 min
North High School Music Program	2.6 miles	15 min	8 min	Bus #31 / 20 min
Open Door Youth Gang Alternatives	5.8 miles	25 min	10 min	Bus #52 to #44 / 56 min
Reading Partners @ TreVista at Horace Mann	2.7 miles	15 min	5 min	Bus # 52 / 17 min
Skinner Middle School	1.3 miles	9 min	5 min	Bus #31 / 19 min

*Annunciation is part of the “Fr. Woody’s Wheels” program in which a Regis van takes volunteers to this site once a week. Please contact Connie Gates at cgates@regise.edu for more information.

Carpooling: In the past, many students have carpooled to the sites if two or more students volunteer at the same time. Please make your carpooling availability known to your professor if you have a car and are willing to carpool. Alternatively, there may be service-learning students or Community-Based Work Study (CBWS) students in other classes with whom you can carpool.

Regis University Bus Pass Program: Regis works with Denver’s public transportation system, RTD, Regional Transportation District, to provide students free bus passes. These passes are distributed through the Office of Student Activities, on the second floor of the Student Center. For more information, please call 303.458.3505.

Regis University Bike Program: The Office of Wellness and Recreation in the Coors Life Directions Center offers students a chance to rent bikes to use for personal use. They also do free bike maintenance for those who have a bike. For more information, please contact Margie Rodgers at 303.964.6065.

Service Learning Drivers: The Center of Service Learning has hired approved student drivers that can take students to and from sites using university owned vehicles. If you are interested in finding out more about this service, please contact your Engaged Scholar Activist.

Information for En/Route Community Partners



Community Educational Outreach

Overview

Why En/Route students are with you:

As a service-learning program, En/Route places students in an environment in which they are learning to serve and serving to learn. By combining community service and reflection with academic coursework, we hope to educate the whole person: hands, heart and head.

En/Route students will have the same hands-on involvement as volunteers at your agency (and we certainly expect them to be useful to you!), but it is not helpful to think of them as volunteers.

Being at your agency is not voluntary, but *required* in two senses. In a narrow sense, it is a requirement in the same way that coming to class, reading assigned books, and writing papers are requirements: they can, of course, volunteer not to do these things, but this is ultimately a choice not to do well in the class. In a larger sense, it is a requirement because students simply cannot do the other work of the class without the rich fund of experience they gain from being with you.

What your role is in this process:

With the focus on the *learning* in service-learning, there is a simple way to describe the role of our community partners: you are fellow teachers. Community partner staff members facilitate student learning on at least three levels.

1. Supervisors: Because most community sites have volunteers and volunteer coordinators, supervision will be a familiar role. Supervision is also crucial to students' learning experience because the tasks they do are the foundation of that experience. Students, of course, will work with varying degrees of independence, but all students need staff members who are available throughout the year to respond to questions about their work. What needs to be done? How to do I/we do that? Am I meeting your expectations in my work? What does "more" (more effective, more efficient, more engaged, etc.) look like? If these questions are not raised by the students, you will sometimes need to start by asking and answering for them.
2. Role models: In class discussions over the year, we will focus not only on the work students do, but the personal characteristics needed to make work fruitful. Inevitably, community partners emerge out of such discussions as role models: people of integrity dedicated to being for and with others. And because all En/Route students are all in their first year of college, community partners are often their first opportunity to observe consistent professionalism at close range. Coming to understand how and why you do the work you do is often at the center of a student's learning experience.
3. Experts: A student's direct experience at your agency, no matter how rich, will always be partial: they cannot see everything within the limits of their time with you. Your vast

experience and understanding (about mission, programs, clients, institutional history, etc.) helps students to situate their personal experience in a larger context and to make sense of it. As your time and interest permits, you may take a more active role in helping students to see the bigger picture and to take the long view, or you can simply make yourself available as questions of meaning arise for them.

How we support you in this process:

If you have read the above paragraphs and felt excited, wonderful. If you have read them and felt that your busy life just got a little busier, let us offer two points of consolation. First, while you may be more involved with our students than ordinary volunteers, we know from experience that they also become more involved with you than ordinary volunteers. This stronger relationship has immediate, tangible benefits for your agency, and often less tangible, long term benefits too, as students carry with them into their academic and professional futures a deeper understanding of your mission. Second, you are not on your own in this process. En/Route would not work without community partners, and those of us at Regis hope you will come to feel the same about us as we work together for a greater, common good. Please allow our Engaged-Scholar Activists (ESAs), the staff from the Center for Service Learning (CSL), and our En/Route faculty to support you as much and as often as your questions, challenges and ideas for innovation require.

A Community Partner's Guide to the Placement Process

What is the placement process?

The placement process, running from mid-August until September 15th, allows the En/Route students to find their way to working with your institution. It is an opportunity for you to promote your work and convey your expectations to prospective students; this helps to ensure that there will be a good fit between community site and student, and so reciprocity of benefit. It is also an opportunity for students to dive into the learning process. In keeping with the value put on discernment at Regis, and, particularly, on vocational discernment, the process is structured in such a way that students must reflect on where they are drawn to serve and why. Even students who do not eventually come to work with you benefit from your participation in this process because of their reflection on these questions and because of the greater familiarity they gain about the broad range of good work being done in the Denver area.

Step 1: Town Meeting

August 26

Town Meeting has two parts, each with its own purposes. First, at the dinner, representatives of all the major stakeholders in En/Route (with the exception of the students) have the opportunity to meet one another and break bread together. Second, after dinner, you will offer presentations about your agency to interested students. The week before Town Meeting, En/Route students will be asked to identify three community partners which most interest them so that they can attend three, half-hour informational sessions. Each of you will be paired with representatives from another site so you should plan for about a 10 minute presentation, with an opportunity for about 5-7 minutes of questions at the end. All the En/Route students, then, at any presentation will have read about your agency and about half of them will already be interested in you, so this is an opportunity for them to hear from someone who can share things that would not show up in their initial research about your agency. It is also an opportunity for you to make clear what you regard to be the essentials about responsibilities, scheduling, and policies. All the rooms will be equipped for Power Point, video, etc., and Engaged Scholar Activists (ESAs) will be available all evening to help with set up (and trouble-shooting). Or, feel free to bring any handouts you think might be helpful.

Step 2: Tours

August 31 – September 9

The on-site tour give students a chance to see firsthand where you are located (especially relative to Regis), where you do your work, and, in most cases, what that work involves. For some students, this will be the point where curiosity turns to romance because they will be better able to imagine themselves at your agency. The tours are also an opportunity for you. You can cover important details that you might have had to gloss over in the shorter Town Meeting presentation. Also, if

you feel it is appropriate for finding a good fit, you can formally or informally ask students about their interests in your agency and what they might contribute. Finally, and, again, if you feel it is appropriate, since interested students will be sending you a letter of interest by email as a formal writing assignment, you can give them some guidance about information it would be helpful to include in that letter. It is also a good idea to remind them of your contact email at this point (unless you instruct them otherwise, students will be asked not to contact you or your agency by phone).

Step 3: Acceptance of students

September 7 – September 11

WARNING: This step in the placement process will be a little messy. If there is one place for prompt and consistent communication with the En/Route students, it is here. Without good communication (in some cases, even with it), the placement process will now begin to have a nightmarish resemblance to the college-acceptance process, which most students (especially first-year students) are not anxious to repeat. In terms of dates, this step actually begins the day after your on-site tour and, in some circumstances, can properly end well before the 15th. As soon as a student feels confident that she knows where she wishes to do her service work, she will send you a letter of interest by email. We ask that you acknowledge the receipt of the letter, and give the student a date when you will give an answer to her inquiry (until she hears from you, she will not send a letter of interest to any other community site). When you do respond to interested students, we ask that you inform all students who have contacted you whether you have accepted them or not. Your email informing students of their acceptance is also a good occasion to describe what next steps, formal or informal, will be required for getting started (see “Guide to the Learning-Work Process, Orientation” below).

Step 4: Beginning of Service Work

September 14

All En/Route students must begin service work by the week of September 23rd, but, in practice, many will begin before this. If you already have accepted students the week before, you do not need to wait to make arrangements for them to begin.

A Community Partner's Guide to the Learning-Work Process

The learning-work process will not look the same for all community partners, or even for all students at one site, but the general framework described below should help to give structure to this process. One thing informs the entire framework at the beginning, middle and end of the learning process: strong communication between community partner staff and students.

Orientation

Some agencies will have formal training required before any work with clients begins; others will adopt the principle, “learn to do by doing,” right away. Either way, students new to your agency will be looking for several things: 1) some guidance in their first weeks on how to “find their place at their community site”; 2) a person (or persons) whom they can consistently seek out when they have questions or concerns; 3) and some concrete, preliminary feedback on how they are doing. If you require background checks, but are still able to have students on-site while waiting for them to clear, some kind of semi-formal to formal orientation might be a good option for engaging students early on. For all students, thinking about and completing the Learning-Work Agreement with you should be a central part of their orientation.

The Learning-Work Agreement

The Learning-Work Agreement (LWA) is the document you and the student fill out together in order to establish your expectations for the student and to set learning goals which will serve as the basis for evaluation at the end of the semester. In addition, it describes for students what kind of guidance they can expect from community staff, in terms of supervising and facilitating their learning. **It is due on October 1st**—about two weeks after students’ first official week of service work—so, given that most of you will only be seeing students once a week, it is smart to begin working on this together early on. The LWA has three basic parts.

First, there is a section on learning goals. You might consider asking students to brainstorm on, write up, and bring to you several personal learning goals by their first or second visit (most will find this a challenging task and appreciate your assistance in revising these). This will give you a chance to think about their goals and incorporate them into your own expectations before you sit down to discuss the LWA in a subsequent meeting. On the one hand, the LWA asks you to set learning expectations for the *tasks* students will be doing and for *personal development* connected with those tasks. On the other hand, it asks for goals related to the bigger picture: these can be connected with learning about various aspects of your agency, or about the larger social context in which your agency works, or both. A LWA with focused goals will help both you and the student down the road. This document will serve as the basis for your final evaluation of the student. Therefore, having clear expectations (and some sense of the difference between meeting those

expectations and exceeding them) will make assessing student learning much easier. Also, you might keep in mind that you have the students for the whole year: what do you want them to understand in April (at the end of the spring semester), and what goals would you set for them in December (at the end of the fall semester) in order to move them towards that understanding?

In addition, there is a section that spells out what the students can expect from you. This includes, but is not limited to, supervision. If there are going to be different staff members involved in the learning-work process (and especially evaluation), it is helpful to indicate that here. It is also helpful to indicate when and how you will be available to facilitate and give feedback on their learning. This can happen in many ways. You might do periodic observations of their work, or have monthly informal check-in meetings, or talk with them during staff meals/meetings, or give them feedback on written reflections or field notes they write about their work. The means that you adopt will be the ones most appropriate to your circumstances, but it is important that students have a sense of how they will demonstrate progress towards their learning goals and who will have eyes on that progress before the final evaluation.

Finally, there is a section on scheduling and policies. This section should be self-explanatory, but it is worth emphasizing the importance of a clear attendance policy. Students are expected to come weekly and to keep their weekly schedule. However, things will come up, and you should be clear about what procedures should be followed if students know they will be absent and how flexible you will be about rescheduling or making up missed time. Under normal circumstances, students are expected to make up both excused and unexcused absences.

Midterm check-in

There is no formal midterm assessment, but a couple of things will likely show up on your radar around the middle of October (or mid-March in the spring). First, someone from the En/Route staff will contact you early in October (or late in February in the spring) to schedule a conversation in person or by phone about how things are going, in general and with specific students. For you, this can be as quick as “thumbs up-thumbs down,” or can be a more extended opportunity to bring up substantive questions or concerns (that said, do not think that you need to wait for this occasion to contact us with anything, small or large, requiring our attention). Second, students have a weekly time sheet which is due around this time. If they are missing your signature on any hours up until midterm, they will be trying to find you to complete this sheet because it is a midterm grade requirement for them.

Evaluation

The last day of service work in the fall is December 5th, in the spring April 24th. Students should be able to sit down with you during this last week of the semester to offer their own self-assessment and to hear from you a preliminary or final version of your assessment. So, just as with the process of filling out the Learning Work Agreement (LWA), it is a good idea to start planning for this a couple of weeks before those dates (En/Route staff will send out reminders to both you and the students). You may consider having the students do a written self-assessment before you meet, focusing on areas of growth and areas of challenge (in the fall, the Thanksgiving Break—November 26th to November 30th—is a perfect time for them to do this). You can ask them to send this to you electronically in advance of their final meeting with you (so that you can compare it with your own impressions), or simply have them bring it to the final meeting.

As noted above, in offering your own assessment, you should use the LWA as the basis for your evaluations. How well has the student done relative to the expectations spelled out in that document? Keep in mind that “meeting all or most expectations” is some version of a “B” for grading purposes (and that a “B” is not a bad grade). Also keep in mind that, as your time and patience permits, the written and oral feedback you give the student is just as valuable as the grade itself. For the students, you are persons of integrity and competence. Your evaluation, accordingly, carries great weight. Ultimately, your grade will be 60% of the total grade for the one-credit “Service/Community-Based Learning” course (the other 40% is for participation in a weekly community experience discussion group). While we completely trust your judgment, if you wish to confer with the faculty or anyone else from the En/Route staff during the evaluation process, do not hesitate to contact us.

Important Dates: Fall Semester 2015

August 21	Student Orientation/Community Walk Pre-Town Meeting Worksheet Due
August 26	Town Hall Meeting (7:00pm)
August 31 – September 9	Community Partner Tours Advisement
September 11	Last Day to Send Letter of Interest to Community Partner
September 7	Labor Day
September 14	Service Work Begins
October 1	Learning Work Agreement Due
October 2	Fall Faculty Conference No Service Work Required
October 10	Service Learning Mid Term Tracking Form Due
October 12 – October 13	Mid-Semester Break No Service Work Required
November 25 – November 29	Thanksgiving Holiday No Service Work Required
December 4	Last Day of Service Work until Spring Semester Service Learning Final Tracking Form Due

Important Dates: Spring Semester 2016

January 11	Classes Begin
January 18	Martin Luther King Day No Service Work Required
January 19	Service Work Begins
February 5	Learning Work Agreements Due
February 26	Service Learning Mid Term Tracking Form Due
February 27 - March 6	Spring Break No Service Work Required
March 25 - March 27	Easter Break No Service Work Required
April 22	Service Learning Final Tracking Form Due Service Work Ends

