

2022-2023 Community Partnerships Annual Report



The Chicago School – Walk to Feed OC 2022

Community Partnerships

The Chicago School of Professional Psychology

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COMMUNITY PARTNERSHIPS TEAM

Jill Glenn, LCSW, Executive Director

Dr. Nadia Rojas Jones, EdD, LMFT, Associate Director

Michael Golden, AmeriCorps VISTA

Ana Aviles, Graduate Assistant, Chicago Community Partnerships Coordinator and Liaison

Stephanie Vera, Graduate Assistant, SoCal Community Partnerships Coordinator and Liaison

Jennifer Villabos, Graduate Assistant, SoCal Community Partnerships Coordinator and Liaison



Meet the Community Partnerships Team

Jill Glenn
Executive Director

Nadia Jones
Assistant Director

Ana Gabriela Avilés
Grad Assistant

Michael Golden
Americorps Vista

Jennifer Villalobos
Grad assistant

Stephanie Vera
Grad Assistant

THE COMMUNITY PARTNERSHIPS DEPARTMENT ACTS AS THE 'COMMUNITY ENGAGEMENT HUB AND AN INITIAL POINT OF CONTACT BETWEEN OUR FACULTY, STAFF AND STUDENTS AND MANY OF OUR COMMUNITY ORGANIZATIONS- CREATING A BRIDGE BETWEEN TCS AND THE LOCAL AND GLOBAL COMMUNITIES IN WHICH IT RESIDES. THE TEAM DEVELOPS SERVICE LEARNING OPPORTUNITIES AND MUTUALLY BENEFICIAL COMMUNITY-BASED VOLUNTEER, COLLEGE WORK STUDY (CWS), FEDERAL WORK STUDY (FWS) POSITIONS AND COMMUNITY BASED PARTICIPATORY RESEARCH PROJECTS.

Acknowledgement

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Please contact Community Partnerships at communitypartnerships@thechicagoschool.edu for any comments or questions about the content of this report.

NEW PARTNER SITES 2022-23

Chicago	Los Angeles
PAWS Chicago	CAASA California African American Association
Hope Manor II	YMCA Long Beach
Chicago Cultural Alliance	Institute of Violence and Trauma (IVAT)
Snapology	Maui – First Responders Therapy that Works Institute
Stryv365	Walk to Feed the Children OC
Trauma Recovery Center	American Foundation for Suicide Prevention
	Little Tokyo Association
	MSA Carson
	Willow Family Health

COMMUNITY PARTNERSHIPS HIGHLIGHTS

2022-2023 Accomplishments at-a-Glance

- A total of **86 TCSPP Chicago students** participated in long-term community service projects through the Community Partnerships Department (CPD).
- TCSPP Chicago students provided a total of **20,640 hours of service** in our community (not including clinical practicum hours).
- The monetary value of community services provided by TCSPP Chicago students is **\$691,234¹**.
- **5 Chicago Campus students** and **5 SoCal Students** completed the Social Justice Leadership Academy providing **580 hours** of service to the community with their work. The monetary value of this work is **\$17,371**.
- A total of **88 TCSPP Chicago students, faculty, and staff** participated in one-day service projects.
- A total of **23 TCSPP SoCal students, faculty, and staff** participated in long-term community service projects through the Community Partnerships Department.
- TCSPP SoCal students provided a total of **5,520 hours of service** in our community (not including clinical practicum hours).
- The monetary value of community services provided by TCSPP So Cal students is **\$165,324**.
- A total of **187 TCSPP SoCal students, faculty, and staff** participated in one-day service projects.
- A total of **19 TCSPP Online students** participated in long-term community service projects through the Community Partnerships Department (CPD).
- TCSPP Online students provided a total of **2,280 hours of service** in our community (not including clinical practicum hours).
- The monetary value of community services provided by TCSPP Online students is **\$68,286²**.
- A total of **292 students** participated in Service-Learning courses with TCSPP, providing approximately **3,419 hours of service**. The monetary value is **\$102,399**
- **Five faculty members** received National Faculty Service-Learning Awards to implement new and innovative service-learning projects:
 - Mohammed Akhtar, Bachelor's, Chicago
 - Dr. Patricia Perez, International Psychology, Online

¹ The value of volunteer time is based on the hourly earnings (approximated from yearly values) of all production and non-supervisory workers on private non-farm payrolls average (based on yearly earnings provided by the Bureau of Labor Statistics). Independent Sector (2021) indexes this figure to determine state values and increases it by 12 percent to estimate for fringe benefits. Value of volunteer time in Illinois is \$29.95 per hour. See https://www.independentsector.org/volunteer_time

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- Dr. Kelly Torres, Educational Psychology & Technology, Online
 - Dr. Benjamin Toubia, Marriage & Family Therapy, SoCal
 - Dr. Christine Nazarian, Marriage & Family Therapy, SoCal
 - **Twenty-five students** received a Fellowship through Community Partnerships
 - Lori LoChein & Cameron Walls, Marriage & Family Therapy, SoCal (LA)
 - Veronica Gonzales, Marriage & Family Therapy, SoCal (LA)
 - Darrylann Leonard, Marriage & Family Therapy, SoCal (LA)
 - Atalia Malin, Clinical Psychology, SoCal (AN)
 - Meena Bharani, Clinical Psychology, SoCal (AN)
 - Fatima Maltez, Clinical Psychology, SoCal (LA)
 - Maisie Paulson, Clinical Psychology, SoCal (LA)
 - Ruqaiyah Qureshi, Counseling Psychology, Chicago
 - Javier Aguilar, Counseling Psychology, Chicago
 - Srutika Bakshi, Counseling Psychology, Chicago
 - Cassidie Allhoff, Counseling Psychology, Chicago
 - Rushika Paliwal, Counseling Psychology, Chicago
 - Brooke Benowitz, Clinical Psychology, Chicago
 - Olesia Palamar, Counseling Psychology, Chicago
 - Helen Cisneros, Counseling Psychology, Chicago
 - Jennifer Howard, School Psychology, Chicago
 - Nicole Lutchka, School Psychology, Chicago
 - Pooja Das, Industrial Organization, Chicago
 - Riya Aggarwal, CMHC, Chicago
 - Chloe Siccone, Forensic, Chicago
 - Ron Steffens, Bachelors, Chicago
 - Reina Ashley, Counseling Psychology, Chicago
 - Sylvia D. Flowers, Organizational Leadership, Online
 - Dewanna Cuthbert, PhD International Psychology, Online
 - Jennifer Cousineau, MA Public Health, Online

Service-Learning Highlight

Service-Learning Report

Faculty/ Staff Name	Benjamin Toubia
Program/ Department	MFT
Service-Learning Course	MM528
Community Partner	Cal Poly Pomona Womxn's Center
Number of Students	25
Number of Service Hours	Each student 10-15

- **Project Goals**

- Students will create a blog series designed to scaffold a psychoeducational asynchronous experience to an identified community regarding a clinical topic relevant to that community, while incorporating contemporary diversity and cultural issues unique to that identified community. The purpose of the assignment is twofold: 1. Students must demonstrate a synthesis of course material, classroom discussions, and clinical knowledge when addressing a mental health related issue relevant to their identified community, and 2. Students must demonstrate an ability to effectively communicate their clinical knowledge in a simple yet relatable way to the community. Each blog post must be between 500-800 words in length and must include developmentally and culturally appropriate information for their target audience. The information must be insightful, interesting, accurate, formatted creatively, and written directly to the reader.

- **Project Outcomes**

Students will be introduced to the Womxn's Resource Center blog editor at Cal Poly Pomona. The editor will introduce students to the university's communities of interest and discuss ongoing mental health issues that the student body is identified as relevant to their collective experience. Students will then have an opportunity to identify a target community and relevant mental health topic to address in their blog posts. Students will pick a topic of communal concern with mental health importance that they would like to address using their clinical skills and professional education.

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- **Challenges**
 - Students experienced challenges on how to take their academic and clinical knowledge and communicate in a manner that was relatable for their reader
 - Students struggled with a healthy use of using personal anecdotes to connect with their readers
 - **Successes**
 - 5 students had their blogs published with the community center and one had hers distributed via paper form.
 - Several other students submitted their blogs to other blogs for publishing
 - One student has decided to use the community that he wrote about to be his target demographic for his clinical work
 - **Impact on Students**
 - The students struggled quite a bit trying to learn a new skill and translate their knowledge in a manner that was relatable. Once they were able to overcome this challenge they excelled magnificently. Both in the depth and breadth of what was written about but also in terms of their own personal and professional growth.
 - **Impact on Partner**
 - Partner published several blogs from the students to their community over the course of several months. Please click [HERE](#) to see 3 blog samples.
 - **Personal/Professional Impact**
 - Students were empowered to learn and practice a new skill that they would not otherwise have practiced. Students also refined their ability to effectively communicate their clinical knowledge in a simple yet relatable way to the community.
 - **Critique of Reflective Activities**
 - Students spoke most directly about the challenge of learning this new skill and the struggle of learning how to use their experiences as tools rather than rely on anecdotes to get their point across. Since several students used experiences that they had gone through themselves or spoke to communities they were part of it was a challenge to learn how to speak to rather than about these issues without generalizing their experience to others.

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- **Future Considerations & Recommendations**
 - As a result of their experience the blog series was cut down from 4-3 blogs and more detailed feedback was given to students. More time was allowed between blogs and resubmits will be accepted so they get the feedback they need to produce the high quality of work they aim to create.

 - **Sustainability of teaching this course**
 - I teach it every term.

Dr. Sandy Siegel, faculty in the master's in counseling psychology in Chicago, worked with her Professional Development class in the fall to organize a coat drive for the homeless for the organization, Above & Beyond. The drive raised \$2,450, as well as multiple new and gently used coats. The coats were distributed the day after Thanksgiving in the Garfield Park area and extras were placed in the Above & Beyond food pantry to be handed out this winter.

Dr. Maria Malayter, faculty in the Business Psychology program in Chicago, had a wonderful service-learning class working with Options for College Success during the spring term. There were 17 students in the class providing 459 service hours. The class did a phenomenal job with Options for College Success. They completed a job analysis to create a job description, a new primary interview guide, an entire volunteer program (job description, privacy forms, onboarding, recruitment strategy and promotional flyer), and program evaluation strategy (graduates, parents, and exit surveys). The representative of their organization said this advanced her organization by about 2-3 years.

Significant Community Work – Chicago



Virtual Tutoring with Oakley Square Apartments

After two years of virtual events, Community Partnerships commenced the 2022 Fall semester with a bustling in-person Job & Volunteer Fair. The Fair was host to 30 community partners, 5 career partners, and 4 TCSP departments offering various volunteer, fellowship, federal work study, and college work study positions to students. Approximately 180 students from all departments attended the fair, and nearly 100 interviewed with our department to pursue community service opportunities. Approximately 70 of those students accepted positions, resulting in about 88 TCSP new and continuing student participants in Community Partnerships. Additionally, the department recently hosted the modest Spring Job & Volunteer Fair with 8 partner sites presenting volunteer positions to incoming students.

Since the Spring Job & Volunteer Fair, the department has distributed nearly \$15,000 in fellowships, hired 24 students for FWS positions, 6 students for CWS, and recruited approximately 40 student volunteers. Of those, Homework Help Room—and the sister social-emotional learning program, ExSEL have provided 12,000 in fellowships and approximately 13 Federal Work Study positions divided amongst 30 students. Homework Help Room and ExSEL constitute one of the department's crucial partnerships with The Community Builders at Oakley Square and the Sue Duncan Children's Center. Since January 2013, the department has adapted Homework Help Room to the needs of each community, resulting in the three years (2020-2023) of virtual tutoring through Homework Help Room.

During the 2022 Summer Semester, Applied Behavioral Analysis (ABA) Pre-Doctoral Fellow Brian Katz and Community Partnerships AmeriCorps member Michael Golden collaborated on the creation of a tutor training and management interface for the virtual 1st through 5th grade reading tutoring program, Homework Help Room. The interface includes two to three hours of self-guided onboarding and training modules to prepare tutors to implement the ABA reading curriculum and track student

progress. Since the start of Homework Help Room in early October, 25 tutors have utilized the interface to instruct 30 1st through 5th grade students. The current pilot of the interface revealed that regular interventions are still required, however, the interface and corresponding curriculum are comprehensible and accessible for the majority of tutors.

The Social Justice Leadership Academy (SJLA) brought on twelve new students in Chicago for this school year. We have ten students continuing from the previous year and five students who completed the SJLA program and will be recognized at upcoming graduations in 2023, 2024, and 2025. Mary Wickert, a School Psy.D. student, completed her leadership project with Erie Neighborhood House. Mary created a training for Erie House staff and 7th grade students on tips for how to prepare for the Chicago Public School's selective enrollment exam. Students from affluent communities often pay for these resources, leading to an advantage when taking this test to secure a spot in one of the eleven selective enrollment high schools in the CPS system. Mary recognized this as a social justice issue and used her skills and experience working with a for-profit company in this arena to offer support to students from a low SES community.

A swath of community inequities has been revealed in the wake of the declining COVID-19 pandemic. It is evident from the TCSP students that participate in the Community Partnerships Department, that they have a vested interest in advocating for the needs and rights of those in need. Our department is proud to provide partner sites with such competent and compassionate students.

Significant Community Work – Southern California

Homeless Kit Drive 2022-23 Southern California.

The Southern California Community Partnerships department was able to host the 3rd Homeless Kit Drive in October of 2021 for Service Month when we went back on campus during the Fall. This time the three SoCal campuses (Los Angeles, San Diego, and Anaheim) collaborated to have the assembly of the kits at the same time. Between the three campuses, TCSPP collected a total of 516 kits that were distributed among three shelters. This event allowed us to have a service-learning class in each campus (two in Los Angeles, two in San Diego, and one in Anaheim).



Thank you
so much!

*Community Partnerships
would not exist without you.
Thank you for making all this
possible!*

*We gathered 158 kits in AN,
41 kits in SD, and 398 in LA.
We delivered them at Skid
row and it was amazing.*



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Our Creative Student Fellows have been engaging in wonderful community projects and they are described below:

Lo Le Chien and mentor Dr. Jay Burke.

Her project "Uncomfortable Conversations" held 3 times on our campuses as a series of three 2-hour collaborative conversations that asks TCSPP LA and Anaheim students who identify as white or who benefit from white privilege to critically examine their racial identities provided them with a wonderful opportunity to self-reflect. This allowed her to win two fellowships.

Darrylann Lenoard and Fatima Maltez and mentor Dr. Nadia R. Jones.

Her project for the California African American Superintendents Association making workshops for students and parents on relationships and boundaries, trauma-informed parenting, and managing social media and cyberbullying was wonderful and well received by the 11 schools. This project allowed her to win a nice fellowship and to provide fellowship opportunities for other SJLA students by engaging in community service and innovation. Click [Here](#) to view pictures.

Helen Cisneros and mentor Dr. Christine Nazarian.

Her It's Me Time Project for Peace Over Violence on self-care, domestic violence and assault was just fascinating. The help she provided them with increasing their safety, self-esteem, and communication styles was very welcomed by the organization.


Six students from the SoCal campuses and four students from the online campus were recipients of the Creative Fellowships this year, and they are all engaging in their community projects currently. One of those students, Lo LeChien, created a project to dismantle White Supremacy through music and readings titled: "'An Invitation to an Uncomfortable Conversation.'" She continues this very important work now on the Anaheim campus after winning the GRANT IDEA through TCSPP. Another GRANT IDEA recipient for Community partnerships was Dr. Nadia R. Jones, who will be creating 4 workshops in Spanish for students and clinicians on topics such as: Understanding Latino Clients, The Clinical Interview, and ACES.

Our partnership with the Illinois Science and Technology Institute continues to go strong and among all our campuses we have placed a total of 19 mentors for that program.

Dr. Benjamin Toubia prepared 4 workshops for The Magnolia Charter School Educators with 3 of his students on Sexual and Gender Identity and Development for the teachers, students, and administrators. Samples can be seen below:

 [SGM ID Dev Intro NEW.pptx](#)

 [SGM TeacherRecs NEW - Copy.pptx](#)

 [SGM AdminRecs - New.pptx](#)

SoCal Campuses organized the Walk to Feed the Children in OC as September is [hashtag#HungerActionMonth](#). Special thanks to the 25+ students, faculty, and staff who joined together with Orange County's Walk to Feed event and raised over \$1,500 to aid in their efforts within communities close to our Southern California Campuses. Click [HERE](#) for pictures.

Dr. Nadia Rojas Jones was a panelist for the LeaLA 2022 “Somos lo que sentimos” and to attend the signature ceremony between our school and La Universidad de Guadalajara. Click [HERE](#) for details.

Dr. John Shustitzky was joined by six student volunteers for the party for unhoused families hosted by the Little Tokyo Business Association. It was a nice event, attended by 200+ guests and volunteers. The organizers appreciated The Chicago School participation and support.

The National Women’s History Alliance has named this year’s National Women’s History them as “Providing Healing, Promoting Hope.” This theme is a tribute to the work of frontline workers during this ongoing pandemic and a recognition of the thousands of ways that women of all cultures have provided healing and hope throughout history. To honor this theme, the Chicago School Student Association is hosting a self-care supplies drive on the Southern California campuses. Leadership asked for donations of the following items to donate to our frontline workers: nail polish, candles, lotion, blankets, fuzzy socks, tea, facial masks, and more.

Dr. Dr. Melody Bacon (TCSPP) and Drasko Djurovic (Learn in the Classroom and Paris School of Business) conducted a workshop on Stigma and Mental Health in European Culture. A conversation about the public stigma and negative attitudes surrounding mental illness resulting in social exclusion and reduces the likelihood of becoming employed or accessing health care services. Come learn about how the EU struggles to find the most appropriate way to fight against the stigma of mental illness.

ABOUT THE COMMUNITY PARTNERSHIPS

Mission Statement

The Community Partnerships Department creates a bridge between TCSPP, as well as local and global communities in which it resides. This bridge supports students, faculty, staff, and community partners in their quest to create reciprocal learning, inspiration, engagement, and service; the result is a transformational experience for all.

Community Partnerships Team

The Community Partnerships Department acts as the “community engagement hub” and initial point of contact for our faculty, staff, and students and majority of partner community organizations. The Community Partnerships team includes Jill Glenn, LCSW (Senior Director), Dr. Nadia Rojas-Jones (Associate Director), an AmeriCorps VISTA, and three Graduate Assistants. The team supports faculty in the following ways: develops service-learning opportunities, places students in mutually beneficial community-based volunteer, College Work Study (CWS), Federal Work Study (FWS), and Fellowship positions, oversees community-based participatory research projects; designs novel, sustainable, impactful, and meaningful community-based experiences.

2022-2023 PARTNER SURVEY

In order evaluate partner sites experiences with our students, the Community Partnerships Department administered a survey to collect data on partner’s views regarding students learning outcomes focused on diversity and professional behavior. This is the third year that this survey was administered.

Participants

The survey was completed by the TCSPP partner sites. The survey was administered online and an email with the survey link was sent to all partner sites that were accepting students for volunteering, College Work Study (CWS), Federal Work Study (FWS), and Fellowship positions. A total of 23 partner sites completed the survey.

Table 1. Sites that Participated in the Survey

Names of the Sites
Become Center
Breakthrough
Chicago HOPES
CIMH
Community Builders Inc. - Homework Help Room & ExSEL
Cook County DOC
Cool Classics
Erie Neighborhood House
Gilda’s Club
Illinois Psychological Association
ISTC Mentor Matching Engine
Kids Rank
Lawndale Christian Legal Center
Lincoln Park Community Services
Magnolia Schools
NAMI Cook County North Suburban
Oak Park OWL
Options for College Success
Peace Over Violence
Sue Duncan Children’s Center
White Crane Center
Young Center

Partner sites were asked questions regarding the students’ performance while at their site. The questions were based on professional behavior and diversity. The results of the survey are summarized in Figures 1, 2 and 3.

Figure Q2 (1 & 2) Distribution of scores based on level of agreement for questions on diversity

Q2. Thinking about definition of diversity you just read, please provide the response that best indicates your level of agreement for each statement below.

Field	n	mean	SD	Top Box
Student showed respect to staff and participants.	96	4.719	0.732	0.927
Student portrayed comfort working with people from different cultural backgrounds (e.g., age, disabilities, religion, ethnicity, socioeconomic status, nationality, gender, etc.).	90	4.700	0.504	0.978
Student strives to create a genuine connection with people from different cultural backgrounds.	88	4.648	0.640	0.932
Student asked questions to site supervisor and/or staff to gain a better understanding of the culture of the site and its participants.	89	4.494	0.888	0.888
Student acknowledged any cultural biases and how this may affect the behavior of others.	82	4.354	0.992	0.854
Student acknowledged any cultural biases and how this may affect their behavior.	82	4.280	1.085	0.817

Field	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
Student showed respect to staff and participants.	1.0%	2.1%	4.2%	9.4%	83.3%
Student asked questions to site supervisor and/or staff to gain a better understanding of the culture of the site and its participants.	0.0%	7.9%	3.4%	20.2%	68.5%
Student acknowledged any cultural biases and how this may affect their behavior.	3.7%	6.1%	8.5%	22.0%	59.8%
Student acknowledged any cultural biases and how this may affect the behavior of others.	3.7%	2.4%	8.5%	25.6%	59.8%
Student strives to create a genuine connection with people from different cultural backgrounds.	0.0%	1.1%	5.7%	20.5%	72.7%
Student portrayed comfort working with people from different cultural backgrounds (e.g., age, disabilities, religion, ethnicity, socioeconomic status, nationality, gender, etc.).	0.0%	0.0%	2.2%	25.6%	72.2%

Q2. Thinking about definition of diversity you just read, please provide the response that best indicates your level of agreement for each statement below.

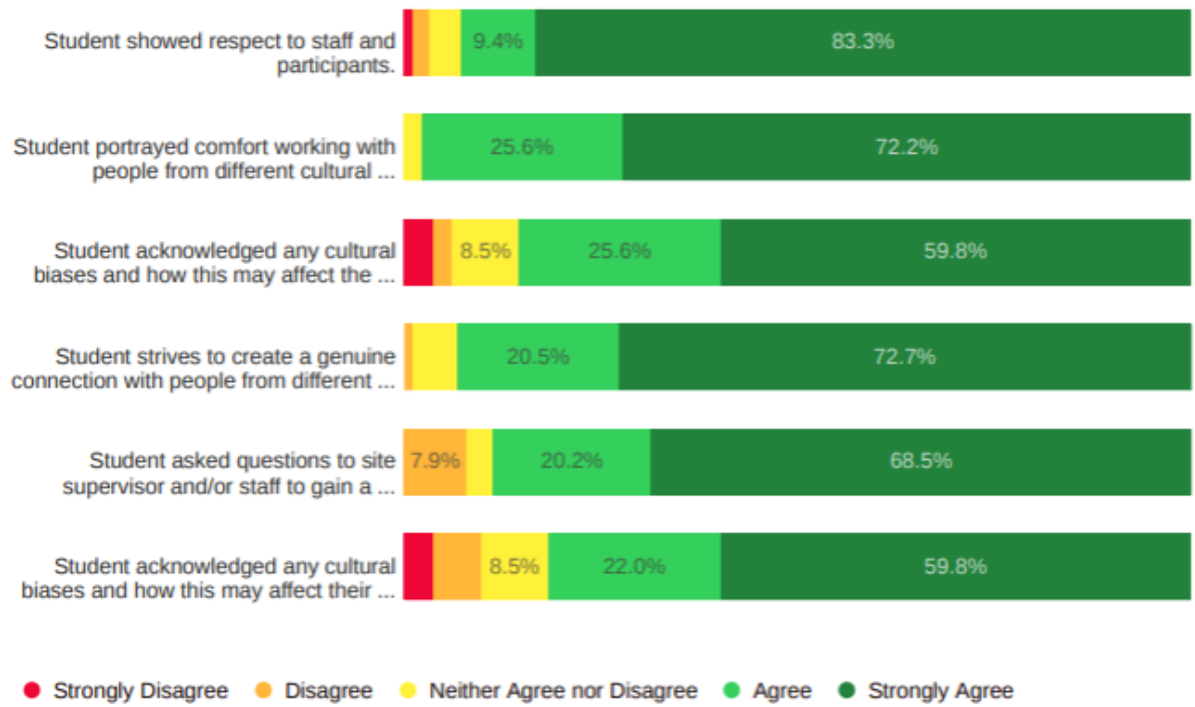
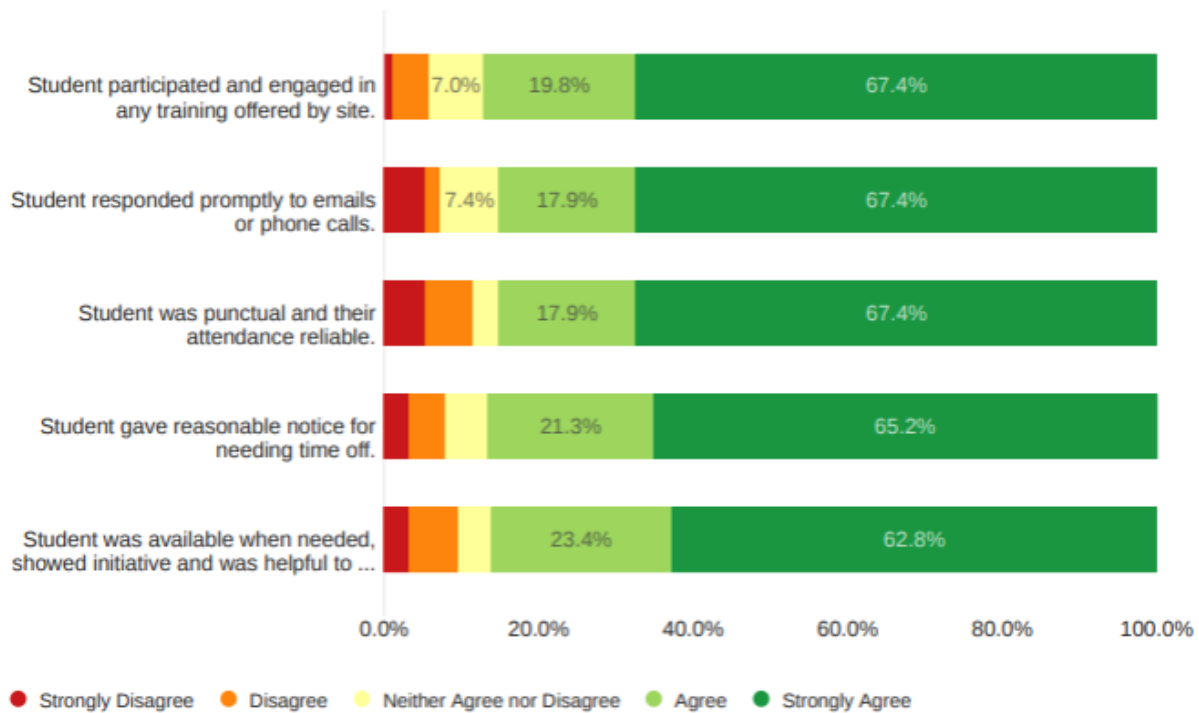


Figure Q4.1 & Q4.2 Distribution of scores based on level of agreement for questions on professional behavior.

Q4.1 Thinking about definition of professional behavior you just read, please provide the response that best indicates your level of agreement for each statement below.

Field	n	mean	SD	Top Box
Student participated and engaged in any training offered by site.	86	4.477	0.899	0.872
Student gave reasonable notice for needing time off.	89	4.404	1.014	0.865
Student responded promptly to emails or phone calls.	95	4.400	1.070	0.853
Student was available when needed, showed initiative and was helpful to the needs of the site.	94	4.362	1.040	0.862
Student was punctual and their attendance reliable.	95	4.358	1.142	0.853

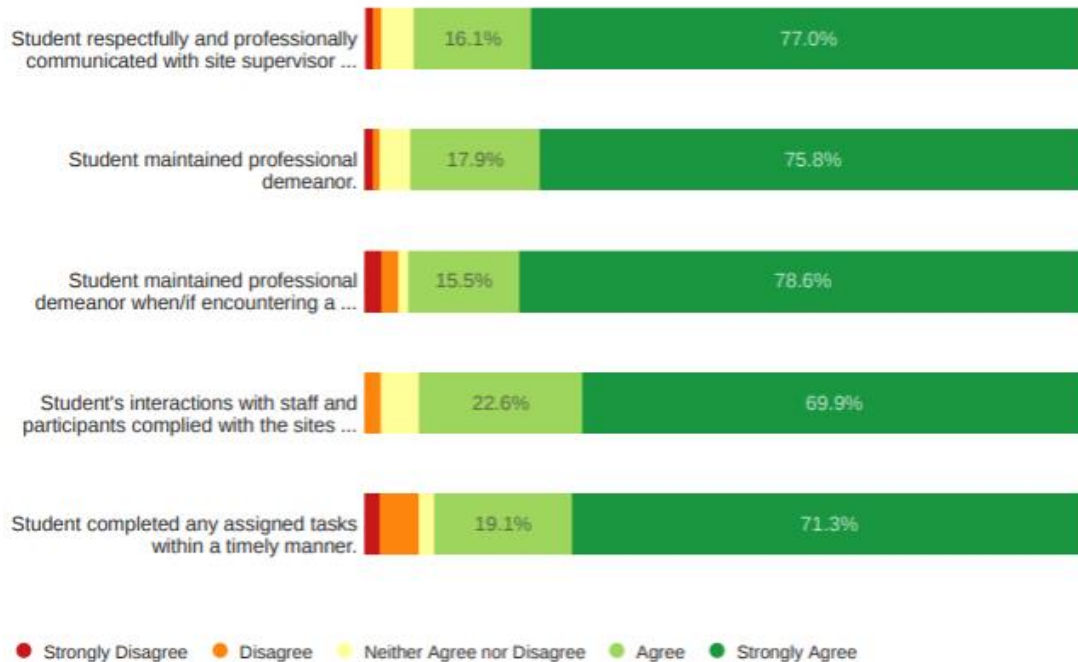
Field	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
Student responded promptly to emails or phone calls.	5.3%	2.1%	7.4%	17.9%	67.4%
Student was punctual and their attendance reliable.	5.3%	6.3%	3.2%	17.9%	67.4%
Student participated and engaged in any training offered by site.	1.2%	4.7%	7.0%	19.8%	67.4%
Student gave reasonable notice for needing time off.	3.4%	4.5%	5.6%	21.3%	65.2%
Student was available when needed, showed initiative and was helpful to the needs of the site.	3.2%	6.4%	4.3%	23.4%	62.8%



Q4.2 Thinking about definition of professional behavior you just read, please provide the response that best indicates your level of agreement for each statement below.

Field	n	mean	SD	Top Box
Student respectfully and professionally communicated with site supervisor if/when they had any concerns or questions about site participants or staff members.	87	4.667	0.722	0.931
Student maintained professional demeanor.	95	4.663	0.705	0.937
Student maintained professional demeanor when/if encountering a conflict with another staff member or participant.	84	4.655	0.824	0.940
Student's interactions with staff and participants complied with the sites mission.	93	4.602	0.690	0.925
Student completed any assigned tasks within a timely manner.	94	4.521	0.931	0.904

Field	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
Student's interactions with staff and participants complied with the sites mission.	0.0%	2.2%	5.4%	22.6%	69.9%
Student completed any assigned tasks within a timely manner.	2.1%	5.3%	2.1%	19.1%	71.3%
Student maintained professional demeanor.	1.1%	1.1%	4.2%	17.9%	75.8%
Student maintained professional demeanor when/if encountering a conflict with another staff member or participant.	2.4%	2.4%	1.2%	15.5%	78.6%
Student respectfully and professionally communicated with site supervisor if/when they had any concerns or questions about site participants or staff members.	1.1%	1.1%	4.6%	16.1%	77.0%



Q5.1 - Please use the space below to elaborate on your experience with our student including what we can do to better prepare our students.

107 Responses

Elaborate on your experience with our student

XXXX is in his fourth &, alas, last year with Cool Classics! During his tenure, he has become a Star member of our Teaching Team. XXXX is able to complete most tasks without direction, brings issues & problems up when appropriate, trains most of our newer Team members, is willing to try new things even when they are outside his comfort zone, brings ideas and suggestions to his work & works well both as a teacher & on administrative tasks.

XXXX'Ss only weakness is that he has trouble delegating work to other Team members. He ends up doing it himself. I am very sad to lose the exemplary XXXX because he has become such an important part of what we do but I know he will succeed in whatever path he takes.

XXXX really struggled with almost all aspects of Cool Classics! Her strength was in reading passionately to our children & connecting with them. XXXX' weaknesses were several. She was repeatedly late for pickups, which held up other Teaching Team members also being picked up. It took multiple conversations to solve this problem. XXXX was on time was when she was being taken to dinner.

She was given one administrative task to fill extra hours but made no progress after 2 months & a lengthy training. When asked about it, XXXX promised to get to it. Two months later, 4 months after the assignment, what she sent didn't come close to what she was asked to do. Her explanation was that she had forgotten the training. XXXX was equally challenged with simple tasks like sorting student art at year's end. She took more time off for personal reasons than any other Team member.

XXXX easily fit in with our Teaching Team. She was liked by our students and Team members and responsible about her work. By the end of the semester, she had gained some independence and shown some initiative.

XXXX struggles a bit more with administrative tasks but tries to get things right. A bit more care and perseverance would serve her well on the administrative work.

XXXX means well and is pleasant but she had trouble completing tasks in a timely fashion. Work was promised that never was finished. She would say she had tried but there was no evidence of that. Her style is to make excuses but since she is hard to reach that makes getting work done very difficult. On many occasions, other Team members' progress was held up by her inability to complete her tasks. She made it clear that she was overwhelmed but that is a fairly standard state for all of us. XXXX needs to be more responsible in her employment.

We loved having XXXX at our Cornerstone Community Outreach team. She was an exceptional community volunteer and the staff and students loved her.

At the beginning of the internship, XXXX did a good job of communicating and attending meetings. She completed tasks in a timely manner. However, as she was completing her spring semester, she began to miss meetings without communicating that she would not be able to attend. She also stopped updating her working hours on the BECOME calendar and wouldn't respond to emails in a timely manner. A few weeks before her internship ended, she stopped answering emails and did not complete tasks assigned to her.

XXXX was interested in working with BECOME as a volunteer. Unfortunately, it didn't work out because we were/are looking for volunteers who can be in a specific community/neighborhood and are knowledgeable about that neighborhood.

XXXX was a pleasant, talented, thoughtful, and engaging intern to have at our site. He showed interest in the work and in the organization and consistently communicated about his schedule and tasks.

~~XXXX~~ was well engaged with staff at LCLC and was a pleasure to work with by all. She always made herself available to the team and offered help and assistance where needed.

Despite ~~XXXX's~~ volunteer experience with LCLC being brief, he was great to work with. Jonah was always appeared to be very comfortable in this setting. Definitely, was helpful; offering support and assistance where needed. Assignments were slowly coming that possibly impacted his time with us. Wish we could have done more to keep him engaged.

Despite XXXX's volunteer time with LCLC being brief, she was great work with. She appeared to be very comfortable being onsite at LCLC engaging well with everyone she came in contact with. She was always extremely to this Director helping to organize closed records. Next assignment would have involved her assisting participants with resume writing however, her schedule did not permit.

~~XXXX~~ was incredibly devoted and passionate about the Counselor Advocate Training. She was respectful and easy to rely on. I saw her push through the training with ease and moved into the hotline with ease.

Methods

Partner sites received a survey in June requesting that they rate students on their performance related to professional behavior and cultural humility. The completed the survey for students who served at their site for a minimum of one full month. Students, on average, were at their sites for approximately seven months. Student placement ranged from one month to three years. This is the fifth Year that we conducted this survey with our partner sites.

Survey results are illustrated through bar graphs and percentages based on a 5 point likert scale from strongly disagree to strongly agree. We received 10-20 more responses to survey questions this year.

Results

This was our first year completely back in person. The year began with the in-person Job & Volunteer Fair in Chicago. Students fully engaged with partner sites and 85% of students attended sites in person, while a few remained virtual, based on the site request. The survey results for diversity showed a strong increase in strongly agree for the question: "Students portrayed comfort working with people from different cultural background." This went from a 68% in '21-'22 to 72% in '22-'23. We saw a .1 decrease in standard deviation for questions regarding students acknowledging cultural biases and this affecting them or others. Whereas we saw an increase in mean for students portraying comfort working with people from different cultural backgrounds from 4.52 to 4.7 in '22-'23. Some of these changes may have come about as a result of students working in person versus virtually, as well as more oversight by community leads.

In regards to responses about professional behavior, we observed significant improvement in the following two questions:

- 1) Student was punctual and their attendance reliable (strongly agree '21-'22 was 49.4% v 67.4% in '22-'23)
- 2) Student responded promptly to emails or phone calls (strongly agree '21-'22 was 49.4% v 67.5% in '22-'23)

Overall, we observed a benefit to students serving sites in person. They displayed greater commitment to their professional behavior and were provided with increased opportunities to work with partner sites in a manner that allowed them to gain exposure to different cultural backgrounds.



CAASA event – January 2023

Recommendations

Recommendations for the coming year include:

- Continue to look to add a site in Chicago that supports LGBTQAI+ populations.
- Identify consistent Service-Learning courses where we can add two additional questions for student course evaluations.
- Offer a session in collaboration with Career Services for students on how to include volunteering and service in their resume/curriculum vitae.