

# 2014-2015 COMMUNITY PARTNERSHIPS REPORT



6/30/2014

*Be passionate. Be purposeful.*

Community Partnerships Department

# 2014-2015 Community Partnerships Report

*BE PASSIONATE. BE PURPOSEFUL.*

## Table of Contents

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Community Partnerships Highlights	2
Service-Learning Highlights	3
2014-2015 Student Survey	4
2014-2015 Community Partner Survey	10
Recommendations	17

## Community Partnerships Team

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## Acknowledgement

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# Community Partnerships Highlights

## 2014-2015 Accomplishments at-a-Glance

- A total of **444 TCSPP Chicago students** participated in long-term community service projects through the Community Partnerships Department (CPD).
- A total of **64 TCSPP Chicago students** participated in a one-day service project.
- TCSPP Chicago students provided a total of **53,362 hours of services** in our community (not including clinical practicum hours).
- The monetary value of TCSPP Chicago students' community services is **\$1,284,957<sup>1</sup>**.
- Approximately **42 % of the entire TCSPP Chicago students** served our community.
- **Five faculty members** including two from the Chicago campus, two from the LA campus, and one from the Online campus received Faculty Service Learning Awards to **implement new and innovative service learning projects**.

## Findings from the Student Survey

- Students reported **increased understanding of the community needs** after participating in long-term community assistantship ( $p < .05$ ).
- Students reported **increased knowledge about the needs and barriers of the population** they work with after participating in long-term community assistantship ( $p < .05$ ).
- Students indicated **increased knowledge about the strengths of the population** they work with after participating in long-term community assistantship ( $p = .05$ ).
- Students became **more comfortable working with people from different cultural backgrounds** than themselves after participating in long-term community assistantship ( $p < .05$ ).
- Students reported feeling **more prepared for their practicum and internship** after participating in long-term community assistantship ( $p < .05$ ).

## Findings from the Partner Survey

- Approximately 97% of community partners reported they are satisfied with the **overall quality of TCSPP students' work**.
- Community partners reported that their partnership with TCSPP made a positive impact on their organizations in that **it increased their effectiveness in reaching program objectives** (78% and it helped them save money because of the additional manpower (72%).
- Most common challenges that community partners have encountered in working with the Chicago School students were **students' academic calendar** that is different from their timeline (47%).
- Nearly all community partners listed **communication as the key ingredient** of a successful community-university partnership.

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<sup>1</sup> 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 (2014) 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 \$24.08 per hour. See [https://www.independentsector.org/volunteer\\_time](https://www.independentsector.org/volunteer_time)

# About the Community Partnerships

## Mission Statement

The Community Partnerships Department creates a bridge between The Chicago School and the 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, resulting in 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, students, and the majority of partner community organizations. The Community Partnerships team includes Jill Glenn, LCSW (Director), Sayaka Machizawa, Psy.D. (Associate Director), and Nicole Lind (Community Engaged Scholarship Coordinator/Americorps VISTA). The team supports faculty in developing service-learning opportunities, place students in mutually beneficial community-based volunteer and Federal Work-Study positions, oversees community-based participatory research projects, and design novel, sustainable, impactful, and meaningful community-based experiences.

*We love working with Community Partnerships staff and have had a 100% positive experience! We love your grad students and keep in touch with most of them after they leave us. We are proud to be supporting the development of the next generation of counselors and human service professionals.*

*Anita Jenke (Executive Director, Career Transition Center)*



## Service Learning Highlights



**Eleazar Cruz Eusebio, Psy.D., NCSP, Assistant Professor, School Psychology**

**Course: SP 416 Professional Development**

**Partner Site: Chicago Public Schools**

Dr. Eleazar Cruz Eusebio implemented a Mentorship Program at Chicago Public Schools as part of a service learning project for the Professional Development course in the School Psychology Department. This project provided a mentor to a school-aged student in need based out of a broad variety of issues including social, academic, family, or specific learning disability or other educational challenge. Furthermore, this service-learning project created an opportunity for TCSPP students to participate in one-on-one mentoring with a school-aged child. This opportunity prepared them for their second year practicum and applied courses of their training.

The impact on the graduate students was overall positive. Some positive highlights were that 87.5% of the mentors reported they gained personally from the program and that between 50-87.5% rated the program and the quality of their experience as Very Good to Excellent. None of the graduate students rated the program as Poor and a majority 75% reported that the time they spent with their mentee was helpful for the student. The impact on the partner sites at Chicago Public Schools has been obtained as informal feedback through messages and correspondence through emails. The overwhelming response has been positive with all participants contacted reporting a positive and inviting experience to which they were willing to continue.



**Sandra Siegel, RN, LCPC, Psy.D., Associate Professor, Masters in Counseling Psychology**

**Course: CC652 Historical & Legal Development**

**Partner Site: Breakthrough**

Dr. Sandra Siegel completed her first course utilizing the service learning pedagogy. Dr. Siegel taught Historical and Legal Aspects of Addiction for the addictions concentration in the MACP program during the summer of 2015. Dr. Siegel's students partnered with Breakthrough Urban Ministries. She met with Breakthrough's Volunteer Coordinator, Jen Kost. They were able to identify multiple experiences for the students at Breakthrough to provide additional support to guests who visit Breakthrough, as well as allow students a closer look into the issues surrounding homelessness and addiction. Dr. Siegel's students paired up and visited Breakthrough approximately 4-6 times over the course of the semester. Students utilized journaling as a means to explore their experiences and a final paper to apply the knowledge gained over the semester in collaboration with their time at Breakthrough. During the final class, Dr. Siegel assisted students in reflecting on their experiences through asking questions regarding their perceptions about what they saw and did, as well as asked them to look at how diversity played a role. Students shared wonderful insights and voiced truly enjoying the opportunity to learn in this manner.

# 2014-2015 Student Survey

In order to assess the impact of community engagement on students' civic responsibility and competency, we administered pre-/post-service surveys.

## Participants

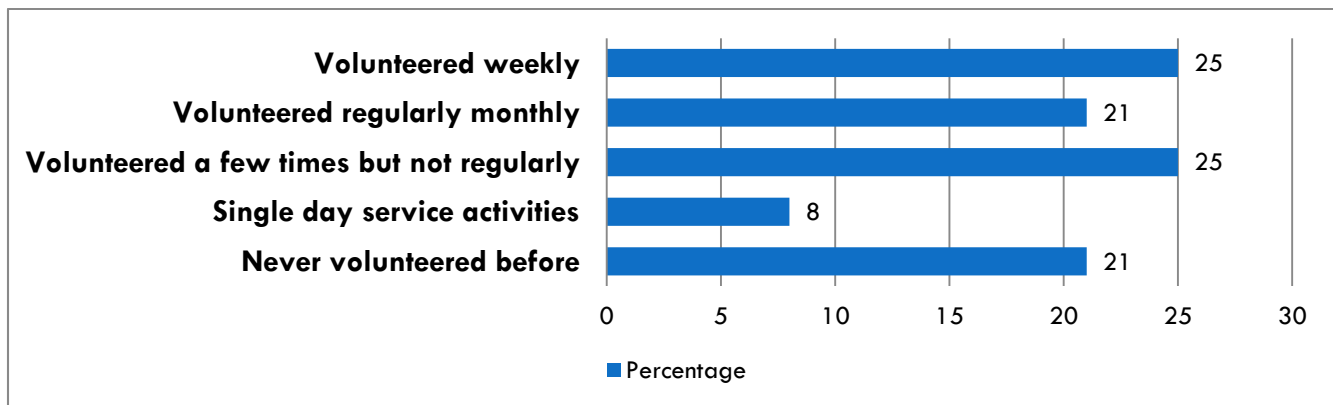
The pre-service survey was completed by 39 TCSP Chicago students who were about to start their community assistantship or off-campus Federal Work Study positions through CPD. The survey was administered online in October 2014, and an email with the survey link was sent out to all students who signed up for community assistantship or off-campus Federal Work Study positions. Among those 39 students who completed the pre-service survey, 24 completed the post-service survey. The post-service survey was sent out via email in May 2015 only to students who completed the pre-service survey. The 24 students who participated in both pre-service and post-service surveys were included in the data analysis. Participant demographics are summarized in the Table 1.

**Table 1. Demographic Summary**

Demographic Variables (n = 24)	Percentage (number)
<b>Program</b>	
PsyD: Clinical Psychology	54% (13)
MA: Counseling Psychology	29% (7)
PsyD: Clinical Forensic Psychology	13% (3)
MA: Forensic Psychology	0% (0)
MA I/O	4% (1)
PsyD: Business	0% (0)
MA: ABA	0% (0)
PsyD: ABA	0% (0)
EdS: School Psychology	0% (0)
PhD International Psychology	0% (0)
<b>Year in the Program</b>	
1 <sup>st</sup>	50% (12)
2 <sup>nd</sup>	33% (8)
3 <sup>rd</sup>	17% (4)
4 <sup>th</sup>	0% (0)
<b>Gender</b>	
Female	83% (20)
Male	13% (3)
Prefer not to answer	4% (1)
<b>Type of Position</b>	
FWS	42% (10)
Volunteer	58% (14)
<b>Service hours</b>	
Average hours/week	5.31 (SD = 3.54)
Minimum	1
Maximum	12

Participating students were asked about their previous volunteer experience prior to their community assistantship. Their responses are summarized in Figure 1.

**Figure 1. Which answer best describes your volunteer experience prior to your community assistantship? (n = 24)**



## Methods

Students' sense of competency and civic responsibility were measured early in the placement process in October 2014, and then again in May 2015, after spending about 7 months working or volunteering with their community sites.

The Student Survey was created based on a literature review of various surveys that aim to measure impacts of community engagement on students' sense of competency and civic responsibility. The present survey is comprised of 6 demographic questions and 30 seven-point Likert scale questions (1 = Strongly Disagree to 7 = Strongly Agree). The survey contains the following six subscales:

- **Knowledge:** Knowledge on one's community, social issues, and the population one works with.
- **Skills:** Skills to work effectively with diverse individuals, resolve interpersonal conflicts, take a leadership, and examine one's own biases.
- **Commitment:** Intention to continue volunteering, work in a career in the nonprofit sector, develop a long-term relationship with one's community site, and work toward social justice.
- **Application:** Ability to apply one's academic knowledge in one's community work and see the connection between one's community experience and career goals.
- **Efficacy:** Sense of efficacy to make a difference in our society and solve large-scale systemic issues.
- **Values:** Sense of responsibility to serve one's community, be a good citizen, and help those who have been treated unjustly.

*I enjoy the experience of working with an undeserved population. It's affirmed my belief that anyone has the capacity for intelligence. I enjoy the challenge of trying to manifest this trait in others. It's also been a rewarding experience for me because it's helped me realize that I don't have all the answers, and I still have much to learn.*

*Austin Hall (Clinical Psy.D. Student,  
Volunteer at The Community Builder)*

## Results

Due to errors in data collection, 7 of 30 questions were dropped. Consequently, subscales were not used in the current analysis. Instead, Wilcoxon Signed-Rank Test was conducted to evaluate whether students' responses on each question item have changed after the seven months of community assistantship experience (see Table 2).

There was statistically significant changes in student' knowledge and understanding of the community and the population they work with. More specifically, after their community assistantship, students rated themselves significantly higher in terms of their **understanding of the needs and problems facing the community in which they live**,  $Z(24) = -2.04, p < .05$ ; **knowledge about the needs and barriers of the population they work with**,  $Z(24) = -2.14, p < .05$ ; **knowledge about the strengths of the population they work with**,  $Z(24) = -1.93, p = .05$ .



*I have learned that I enjoy working with students and being in a leadership role. To be able to serve as a role model to students is very rewarding!*

*Shlok Kharod (Clinical Psy.D. Student, Volunteer at GCE)*

Furthermore, after their Community Assistantship experience, students became **more comfortable with working with people from different backgrounds than themselves**,  $Z(24) = -3.57, p = .00$ . Students also reported that after their Community Assistantship experience, they became **more well-prepared for their practicum and internship**,  $Z(24) = -2.86, p < .01$ .

Overall, findings of the student survey indicates that participation in a long-term volunteer and community work are likely to increase students' knowledge on the community, diversity competency, and preparedness for clinical practicum.

*What I have learned includes how much work I can handle effectively, how to work with a new population, and how I can contribute to a program that has been around for years. I am also learning about how to make myself marketable and how to promote myself in the business world, which is naturally not something that a class at the Chicago School would be teaching.*

*Shalin Shah (Clinical Psy.D. Student, FWS at CTC)*



Table 2. Student Survey Responses

Question	Pre	Post	Z(23)	p
	M(SD)	M(SD)		
1. I have a good understanding of the needs and problems facing the community in which I live.	5.25(.99)	5.75(.89)	-2.04	<b>.041</b>
2. I have a good understanding of how I can become more involved in my community.	5.71(.86)	5.79(.83)	-.369	.712
3. I have extensive knowledge about the needs and barriers of the population I work with through my Community Assistantship.	4.95(1.46)	5.71(.99)	-2.14	<b>.032</b>
4. I have extensive knowledge about the strengths of the population I work with through my Community Assistantship.	5.25(1.07)	5.75(.79)	-1.93	<b>.050</b>
5. I often feel nervous when working with people from different backgrounds than myself.	4.87(1.69)	3.00(1.62)	-3.57	<b>0.00</b>
6. I think critically about the stereotypes or biases I have about different groups and how they impact my work.	5.92(1.32)	6.25(.73)	-.852	.394
7. I probably will not continue volunteering after my Community Assistantship.	2.25(1.85)	3.70(2.27)	-1.68	.092
8. I will develop a long-term relationship with my Community Assistantship site.	5.13(1.54)	5.50(1.50)	-1.37	.170
9. I feel well-prepared for my practicum/internship.	4.92(1.18)	5.54(1.14)	-2.86	<b>.004</b>
10. I can apply what I learned in academic courses while working in the community.	5.50(.98)	5.79(.98)	-1.34	.166
11. Working in the community will make me a better student.	6.04(.86)	6.25(.61)	-1.12	.260
12. My Community Assistantship is unrelated to my future career goals.	2.63(1.91)	3.04(1.75)	-1.09	.273
13. My Community Assistantship will make me a more competitive candidate for practicum/internship.	5.67(1.17)	5.88(.99)	-.685	.494
14. I feel that I have little control over problems happening in our society and the world.	4.04(1.30)	3.75(1.59)	-.645	.519

15. I tend to accept unjust conditions as they are.	2.79(1.06)	1.83(1.40)	-.064	.949
16. I feel that I can make a difference in our society.	5.50(.932)	5.75(.99)	-1.18	.238
17. There is little I can do to change large-scale systemic issues.	3.63(1.31)	3.08(1.41)	-1.65	.108
18. I feel that I can play a vital role in solving the world's problems.	4.67(1.05)	5.29(.99)	-2.49	.013
19. I am actively working toward improving my community.	5.04(1.16)	5.42(1.05)	-1.32	.187
20. I have a responsibility to serve my community.	5.67(1.04)	5.96(.69)	-1.42	.154
21. I have a strong desire to help those who have been treated unjustly.	6.21(.83)	6.29(.62)	-.587	.557
22. It is important to me to be a good citizen.	6.33(.76)	6.29(.69)	-.420	.675
23. I am personally invested in working toward equal opportunity for all people.	6.29(.91)	6.41(.77)	-.511	.609

\* 7-point Likert scale was used (1 = strongly disagree; 2 = disagree; 3 = slightly disagree; 4 = neither agree nor disagree; 5 = slightly agree; 6 = agree; 7 = strongly agree)



# 2014-2015 Community Partner Survey

In order to understand community partners' perspectives on their partnership with the Chicago School and the impact of the partnership, we administered a survey to our community partners.

## Participants

Participants included 32 community partner contacts from 31 different community partner organizations.

## Methods

An email invitation was sent to supervisors/liasons of all community partner sites requesting them to complete an online survey containing five multiple choice questions and five open-ended questions. The survey focused on the impact of our partnership on their organization and programs as well as overall satisfaction with our students and the partnership with the TCSP.

## Results

Partners were asked to rate how much agree with statements related to their partnership with the Chicago School (See figure 1-4). **As high as 84% of the partners reported that they are satisfied with the overall quality of their partnership with TCSP.** In addition, **88% of the partners reported that the partnership with TCSP strengthened their organization's capacity to meet identified community needs. Overwhelming 97% of the partners reported that they receive adequate support from TCSP's Community Partnerships Department staff.** Lastly, **97% of the community partners indicated that they are satisfied with the overall quality of TCSP students' work.**

*I would like to say that all the executives, employees and volunteers, who work at Become are dedicated people and they truly believe in what they are doing and have good reasons for this. What was important to me and what I really liked about Become is that it acts upon its principles and values and gradually makes important contributions to the lives of Chicago communities and individuals.*

*Karina Kuzemkina (I/O Student, Volunteer at Become)*



Figure 1

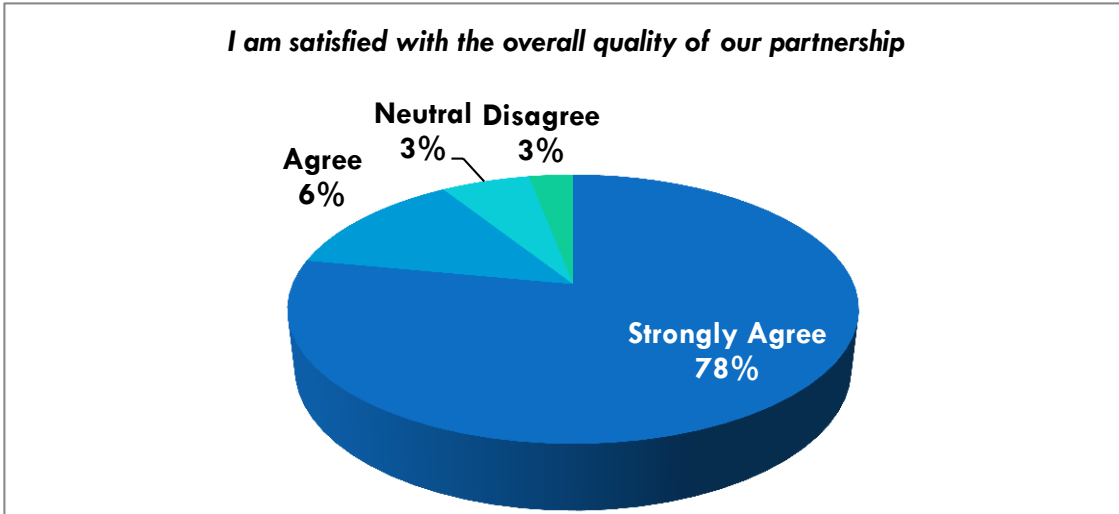


Figure 2

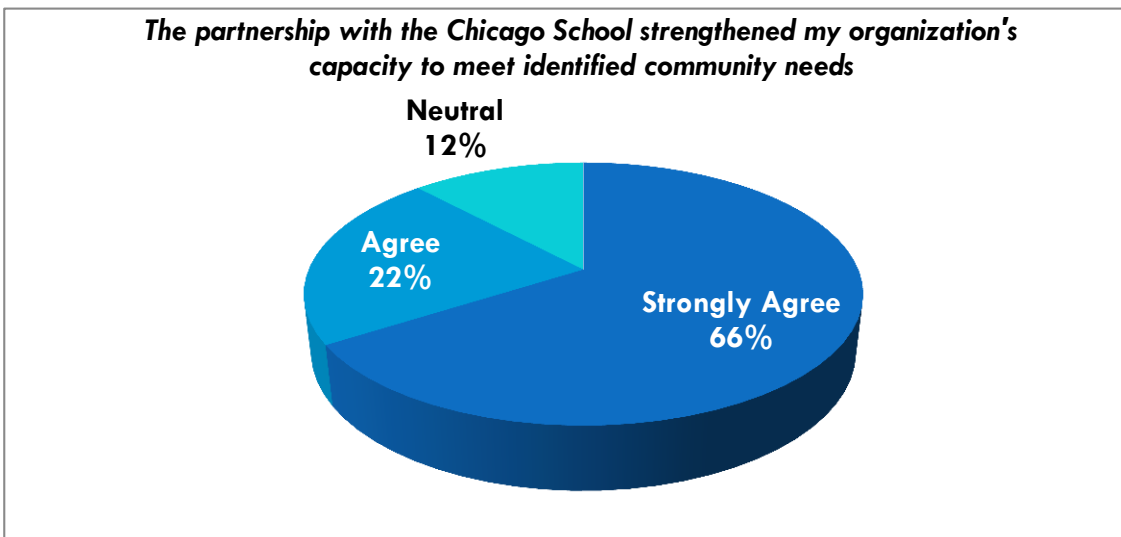


Figure 3

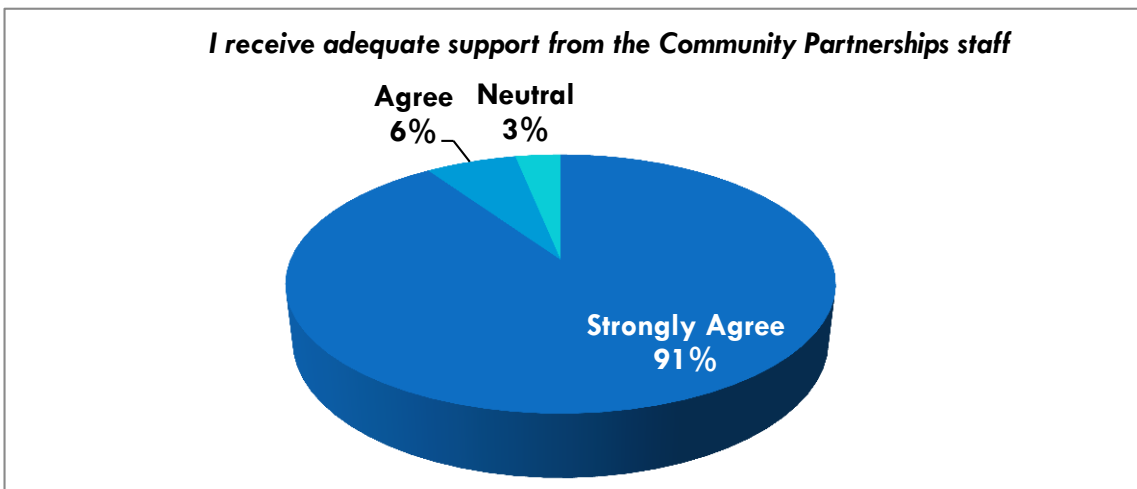
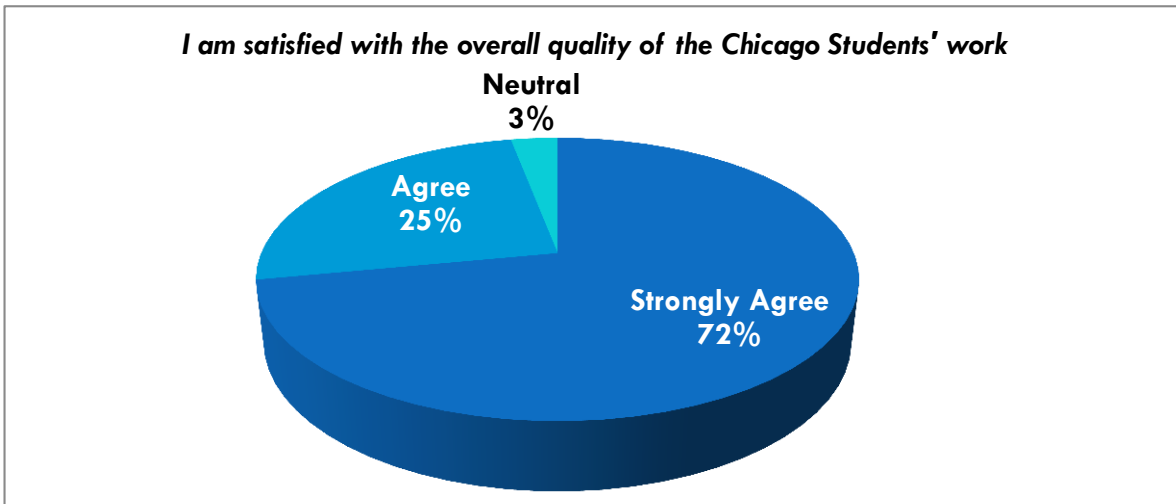


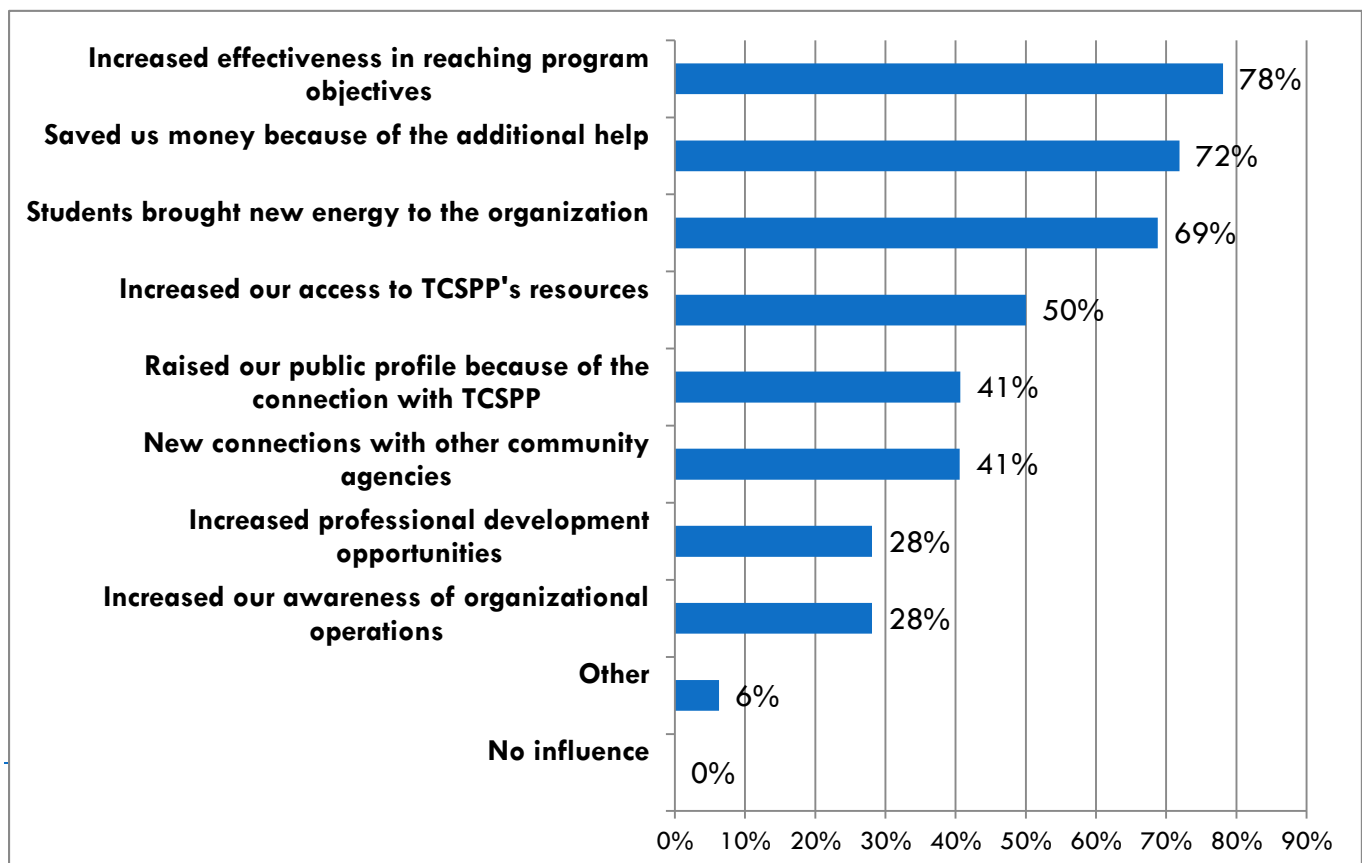
Figure 4



**Impacts and Rewards**

Partners were asked about the way in which the partnership with the Chicago School has impacted their organization (see Figure 5). As you can see in the bar chart, the majority of the partners reported that the partnership increased their effectiveness in reaching program objectives (78%) and helped them save money (72%). Furthermore, many partners value TCSPP students because students bring new energy to their organization (69%). “Other” responses included the following: “Receive needed donations” and, “Perform services professionally.”

**Figure 5. In what ways has the partnership with The Chicago School impacted your organization? (Please indicate all responses that apply)**



Additionally, community partners were asked to describe what they find most rewarding in working with TCSPP students. The most common theme was new energy, perspectives, and skills that students bring to their organization. The following is examples of partners' responses.

*Students bring new energy, ideas and commitment to the youth in our community.*

*The students' energy and enthusiasm about the organization and the work has been hugely rewarding. They jumped right in and started working and have made very impactful commitments to us and the communities we work with.*

*The Chicago School students bring great energy, new ideas, and a great love for our children.*

*As most of them desire to work in the criminal justice system in some capacity, they bring a level of enthusiasm for learning about our work that interns from other schools did not*



*They bring such energy, enthusiasm for learning and a willingness to share their talents and to help us improve our processes. They are always willing to learn new things and help with projects*

*Another common theme was an opportunity to see students' growth and transformation.*

*I enjoy seeing the students grow in their competency and confidence to conduct intake assessments with adolescents and adults from a broad array of cultural identities.*

*I really like to be able to see the transformation of the students as they are able to work in a community that they have never worked before.*

*We are proud to be supporting the development of the next generation of counselors and human service professionals*

*Several partners reported that working with highly competent students is rewarding.*

*Chicago School students are aware of diversity, they show their respect, and most importantly they have a strong cultural competency.*

*Working with the fine, dedicated students and faculty of the school has enriched our organization and my professional development*

*The Chicago School students I have worked with thus far have been competent and reliable.*

*The thing I like most about my site is the ability to develop an ongoing relationship with my mentee. Through our relationship I have seen her grow and develop as a young woman and high school student and I feel like I've had the chance to help her develop confidence and a positive view of herself, which is quite the privilege.*

*Leslie Gardner (Clinical Psy.D. Student, Volunteer at Erie House TEAM)*

## Challenges

Partners were then asked about challenges they have encountered in working with the Chicago School students (see Figure 6). Nearly half of the partners indicated that students' academic calendar and breaks create challenges. More specifically, because of students' academic calendar, some partners have difficulty securing volunteers during academic breaks. About a quarter of the partners reported that students' level of commitment and the burden of training and orienting students are challenging. "Other" responses included, "Ability to support students," "Students do not work enough hours," and, "Limited volunteer opportunities on our end."

Partners were also asked to share a story that demonstrates a challenge of their partnership with TCSPP. In line with the above result, the most common theme was difficulty working with students' academic calendar and course schedule. The following are examples of stories that the partners shared:

*University breaks and CPS breaks don't line up, so I have big holes in my tutoring schedule when my students are without tutors. Especially challenging at the end of the year.*

*Sometimes the students' schedules do not work with the times that we have our programming.*

*Student schedules throughout the school year make it difficult to establish a consistent availability throughout our timeline.*

*Even though we told students that we expected them to commit to the full CPS year, we struggled with their vacations and calendars*

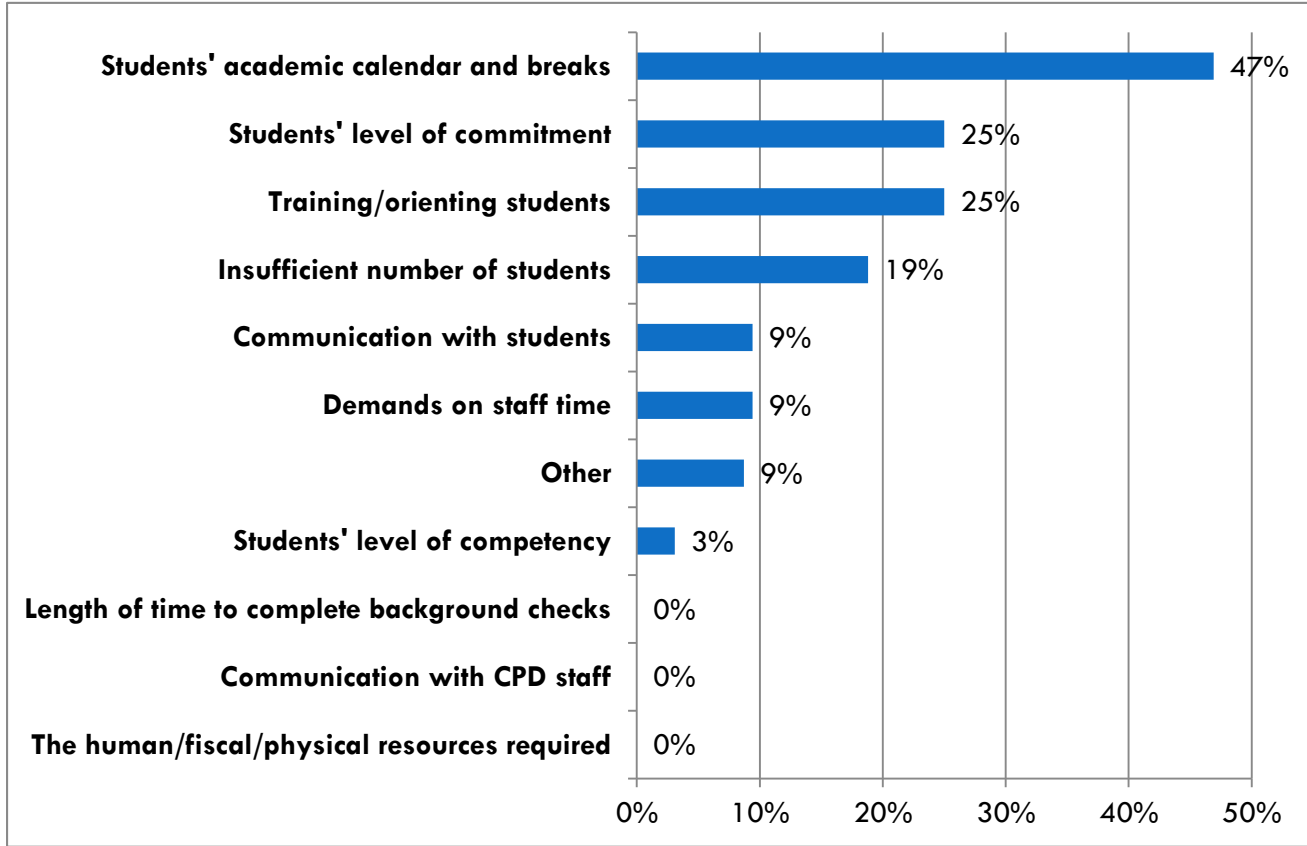
Other themes include insufficient number of students; long time to recruit and hire students; insufficient number of bilingual students; lack of students' initiative/leadership; and time to coordinate training and work schedule for students.

*The Chicago School students were fabulous to work with. They were energetic, smart, open to feedback, easily trained and patient. I can't rave enough about the students we were fortunate enough to have as our volunteers.*

*Dr. Carole Berk (Director, A Giving Heart Foundation)*



**Figure 6. What are challenges/concerns you have encountered in working with the Chicago School students? (choose all that apply)**



**Key Ingredients for a Successful Partnership**

Partners were asked to list what they think as key ingredients for maintaining a successful partnership between a community organization and an academic institution.

**Table 2. What do you think are the key ingredients for creating and maintaining a successful partnership between a community organization and an academic institution?**

Theme	Number of Responses
Communication	23
Mutual understanding of mission, goals, and expectations	3
Reciprocity	2
Professionalism and reliability	2



Nearly all the partners reported that communication is the key ingredient for a successful partnership. Their responses included as follows:

*A key ingredient is clear communication as to organizational capability and what is expected from both sides.*

*Adequate communication so both parties are aware of schedules, lesson plans, and resources.*

*Clean communication about our needs and the interests/needs of the grad student.*

The second most common theme was mutual understanding of mission, goals, objectives, and expectations, one partner reported the following:

*Understanding one another's mission, capacity and short/long term objectives is the key.*

### Strategies to Improve the Partnership

Lastly, the community partners were asked what they and the Chicago School would do differently in the future partnership activities. The majority of partners reported that they are happy with the current partnership and they would not make any changes. For example, partners made the following comments.

*The Community Partnerships department is a fantastic partner!*

*It's hard to imagine other ways of improving our collaboration.*

*We have been involved with this partnership for years and have been incredibly satisfied.*

There were no common themes regarding strategies to improve the partnership. However, partners made the following suggestions:

Have the team become more familiar with our work specifically before the project begins so that they have an understanding of what we do and the unique impact.

We could work together to try to find a way to develop a structure that will last throughout the summer and a way to bring in more students during slow times.

I feel that if we were able to interview students on site at the job and volunteer fair it might streamline the process for the Chicago School and the community partner.

Investigate how theater companies around town evaluate their impact and use these examples as inspiration.

I think the students who sign up in the future need to understand they are taking on more of a commitment.

*From year 1 of working at the Night Ministry, I learned that I wanted to focus my clinical practice with underserved populations, and, along the way I learned about/experienced the impacts of being a member of a "majority culture" and how that can sometimes serve as a barrier to working with those of a minority culture.*

*Carter Fisher-Jump (Clinical Psy.D. Student, FWS at Night Ministry)*

# Recommendations

## Students

- The student survey found that community engaged learning is a powerful tool to foster students' civic responsibility and enhance their knowledge on different communities and populations. Furthermore, it enriches students' diversity competency and prepares them for practicum and internship in the field of psychology. To further encourage students to participate in community engaged learning, we have the following recommendations:
  - Increase the number of Off-Campus FWS positions. This will allow students with a greater financial need to find hands-on opportunities in the community.
  - Obtain faculty's buy-in so that they can promote community engagement opportunities to their students. They should bring civic engagement into the classroom.
  - Increase the visibility of the Community Partnerships Department by posting announcements and updates on flat screens and TCSPS social media pages.
  - Collaborate with other centers (e.g., CMDS, NRCI) to organize events that aim to enhance students commitment to service, social justice, and civic responsibility.

## Faculty

- Although the number of applications for Faculty Service-Learning Award has increased from 2014 to 2015, it is still relatively small. In order to enhance institutionalization for service-learning programs, the Community Partnerships Department should promote service-learning to faculty across campuses.
  - More specifically, Community Partnerships staff should present on service-learning in faculty council at each campus and offer resources, consultation, and webinars, especially to new faculty members who are not familiar with this pedagogy.
  - The Community Partnerships should collaborate with the National Center for Teaching and Learning in their effort to promote the service-learning pedagogy as an active, effective learning strategy.
- It is imperative to create the infrastructure for faculty reward systems. Use of a service-learning pedagogy should be included in the criteria for faculty promotion.

## Partners

- The partner survey found that the most common challenge in working with TCSPS student volunteers is their academic calendar and breaks. To address this issue, it is recommended that the Community Partnerships Department send out students' academic calendar to representatives of the community partner sites in advance.
- Another challenge reported by partners is students' lack of commitment. While students sign a contract before they start their community assistantship positions, we should communicate students clearly about professional behavior and the level of commitment that is expected.
- Enhance the mechanism for assessing and incorporating partners' feedback on a regular basis.