ANNUAL REPORT

Center for Community Engaged Learning
Bethel Frogtown Summit-University Community Partnership
2022-2023
# Table of Contents

- Values ............................................. 4
- Quick Facts ..................................... 5-6
- Overview ........................................ 7
- Evaluation of Community Engaged Learning Resources ........................................ 8
  - Community Work-Study Resource Evaluation .............................................. 9-14
  - Z-Tag Courses Resource Evaluation .............................................. 15-22
- CCEL New Initiatives .......................... 23
  - Exciting Funding Development News .............................................. 24
  - Ukrainian Youth, Community Collaboration ........................................... 25
  - New Community Engaged Learning Resource Guide .................................... 26
  - We Welcomed the Addition of 2 New CEL/Community Work-Study Employee Initiatives .............................................. 27
  - New Logo ............................................ 28
- Community Partner Supervisor Testimonies .............................................. 29-35
- Student Community Work-Study Testimonies ........................................... 36
  - Summer 2022 ...................................... 37
  - Academic Year 2022-2023 ...................................... 38
  - Roots in Rondo .................................... 39
- Presidents’ Campus Compact Award .............................................. 40
- Teaching and Student Reflections .............................................. 41-42
- Bethel Article on 2023-2024 Newman Civic Fellow .................................... 43
- Moving Forward ...................................... 44
- New Faculty-Led Initiative ...................................... 45
- Thank You! ............................................. 46
- Contact Page ........................................... 47
- Links .................................................... 48
Values

- Trust, Accountability, and Reciprocity
- Goal to Build & Nurture Long-Term Relationships
- Partnership
- Mutuality
- Co-Initiating Systemic Changes
- Cultivating Place-Based Learning Practices & Connections
Quick Facts

- Total Student Participants: 556
- CEL Students: 554
- Work-Study Students: 12
- Internships: 4
- Total Community Partners: 36
Quick Facts

- Total Hours: 17,373.50
- CEL Hours: 13,850
- Work-Study / Internship Hours: 3,523.50
- Dollar Value of Hours: 552,477.30

Based on Data from Independent Sector
Overview
Bethel University
Frogtown and Summit-University

Frogtown and Summit-University (FSU) neighborhoods in St. Paul and members of the Bethel community have joined hands in a unique partnership of learning — a partnership based on trust, accountability, and reciprocity. Designed to be long-term, this partnership is building unity among a diverse community.
Evaluation of Community Engaged Learning Resources
Community Work-Study Resource Evaluation
CWS Hours and Dollars Earned by Students Each Month 2022-2023

Aggregate Totals for 2022-2023:
CWS Hours: 3,523.50
CWS Dollar Value: $53,765.50
Total CWS Hours by Students per Month for 2022-2023

Aggregate Totals for 2022-2023:
CWS Hours: **3,523.50**
Total CWS Dollars Earned by Students Each Month
($15 / hr for 2022 and $16 / hr for 2023

Aggregate Totals for 2022-2023:
CWS Dollar Value: $53,765.50
Total CWS Hours Worked by Students Each Semester for 2022-2023

Aggregate Total for 2022-2023:
CWS Hours: **3,523.50**

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The chart above illustrates the total CWS hours worked by students each semester from 2022 to 2023. The aggregate total for the entire period is **3,523.50** hours.
Total CWS Dollars Earned by Students Each Semester
($15 / hr for 2022 and $16 / hr for 2023)

Aggregate Totals for 2022-2023:
CWS Dollar Value: $53,765.50
Z-Tag Courses
Resource Evaluation
Total Z-Tag Hours and Dollar Value for 2022-2023
(Dollars Calculated at $15 / hr for 2022 and $16 / hr for 2023)

$215,150.00

13850

2022-23
CEL Hours Earned and Dollar Value by Z-Tag Course Each Semester 2022-2023
(Dollars Calculated at $15 / hr for 2022 and $16 / hr for 2023)

Aggregate Total for 2022-2023:
CEL Hours: 13,850
CEL Dollar Value: $215,150.00
Dollar Value of CEL Hours at $15 / hr for 2022 and $16 / hr for 2023

- Summer '22: $4,500.00
- Fall '22: $92,250.00
- Interim '23: $67,200.00
- Spring '23: $51,200.00

Aggregate Total for 2022-2023: CEL Dollar Value: $215,150.00
CEL Hours Earned by Z-Tag Classes for 2022-2023

Aggregate Total for 2022-2023: CEL Hours: 13,850
Dollar Value of CEL Hours Earned by Each Course
(Calculated at $15 / hr for 2022 and $16 / hr 2023)

Aggregate Total for 2022-2023:
CEL Dollar Value: $215,150.00
CCEL New Initiatives
Exciting Funding Development News

Bethel University and the Center for Community Engaged Learning (CCEL) are grateful to Good Helps Inc. for their generous donor contribution towards the funding of a CCEL program coordinator position.
Ukrainian Youth, Community Collaboration, and the Power of Story (Fall 2022)

Hosted by:
- The Bethel FSU Partnership
- Center for Community Engaged Learning
- Friends of BU Library
- Academic Affairs (Bethel University)
- The Reconciliation Studies Program (Bethel University)
New Community Engaged Learning Resource Guide: Bethel University Library

Book Suggestions and Community Engaged Learning Pedagogical Strategies/Methods are Located in the Community Engaged Learning Resource Guide Site.

Bethel faculty, staff, and students can access the following CCEL faculty resources page by logging into this portal with their regular Bethel username and password.
Addition of Two New Community Engaged Learning Community Work-Study Employee Initiatives

Vietnamese Social Services

City of St. Paul
Equity and Inclusion
Human Resources Division
Check Out Our New Center for Community Engaged Learning Logo
Community Partnership
Supervisor Testimonials
"Every Bethel student volunteer who set foot inside VSS this semester contributed something unique, exceptional, and on occasion, profound. This was demonstrated through presentations on topics ranging from Karen history, to banking fraud, to ordering a hamburger at Culvers and receiving correct change. Almost every presentation was imbued with excellence. The classroom volunteers took the time to get to know each of our students individually, and put in the effort to insert kindness, empathy, and openness into every interaction.

"The interns completed such a broad range of work, carried out with such a high level of competency and motivation, that those of us who had the privilege of working with them in the main office regularly forgot that they weren't permanent staff, and both their energy and willingness to work wherever the need arose will be irreplaceable.

"The Bethel students transformed the VSS campus with their productivity, readiness to jump in and learn, and openness to new experiences. They served as a reminder of the readiness for something new, along with the strong work ethic and pride in self-sufficiency that I strive to bring to my own performance at VSS every day. Their work speaks to the high quality of education that they are receiving from Bethel University, and it has been VSS's honor to contribute to it."

Jordan Stein
Teacher Co-Coordinator / Volunteer Supervisor
"Participating in Bethel's Center for Community Engaged Learning community work-study program has been a transformative journey for our organization. The invaluable contributions from our committed student interns—including program assistance, system development, outreach, and data collection, have tremendously boosted our efficiency. Embraced as family in our small, tightly-knit team, their involvement has expedited our client service, effectively helping individuals overcome conflictual challenges swiftly through the use of restorative and mediation practices. The relief provided by this program and the enrichment it has brought to our community-centered endeavors has made this partnership absolutely essential."

Roslyn Harmon
Executive Director of the Dispute Resolution Center
"Our Bethel student worker gives our adult immigrant and refugee students at the Hubbs Center an opportunity to practice speaking English with a native English speaker in a non-threatening environment. Here's what a teacher said about her recently: 'She has been wonderful, and the students love her. She's a natural teacher—she's got good instincts and can do anything: small groups, one-on-one, conversation, grammar. She is so relaxed and easy-going, and since Day 1 has jumped 'right in with the students.'"
"Urban Homeworks is so grateful for our Bethel students! It is common to feel overextended in nonprofit work as we try to accomplish big goals with such a small staff. Their help has lifted some of that burden and allowed Urban Homeworks to tackle projects that otherwise would not have been prioritized. They have truly become part of our team with their consistent, reliable weekly support. They have given us time and capacity to focus our efforts where they belong, with the community. They have helped create new and innovative ideas to meet the needs of our residents and organization."
"Reading Partners is extremely grateful for the volunteer support provided by Bethel students both through community engaged learning classes and through work-study positions. The great number of volunteers has allowed us to serve more students across our community but especially at our two schools in the Frogtown and Midway neighborhoods. Our Bethel work study student has gone above and beyond to support her school, Maxfield Elementary, by forming strong relationships with several students and supporting our Program Coordinator with larger efforts such as testing and volunteer coaching. We look forward to continuing our partnership with Bethel University."
Bethel University
2022-23 IMPACT REPORT

Community partners are at the heart of our program. Thanks to the contributions of your team our students have made tremendous gains in reading during an unprecedented year. Here's a look at the impact you've made.

65 VOLUNTEERS
1,116 TUTORING SESSIONS
167 STUDENTS
6 SCHOOLS

A Year Marked by Progress
It's been inspiring to see volunteers returning to our reading centers to provide in-person tutoring. Through the partnership with the Education and Work Study Departments we were able to serve more students at all of our schools but especially at Maxfield Elementary. Bethel students' dedication and support truly contributes to students' social-emotional and academic gains. Thank you for being a dedicated partner in this critical, social justice work. Partners like you make Reading Partners' day-to-day work all the more impactful and rewarding.

Reading Partners works because of you

Reading Partners is effective in empowering students to succeed in school and beyond thanks to the individualized tutoring support they receive from community volunteers like you.

Evidence from several studies implemented by third party research firms, including MDRC, Child Trends, and APA, has found that Reading Partners volunteers are effective in helping students advance their literacy development.

Beyond literacy skill development, initial results from a 2018 study show that 85 percent of participating students improved their social-emotional learning skills by the end of the year.

communitypartner spotlight

Reading Partners
Student Community Work-Study Testimonies Videos
Academic Year 2022-2023
Roots in Rondo: Summer 2022 Community Work-Study Presentation (Fall 2023)
Presidents' Campus Compact IAMNCC Awardees

Aleia Durston
Presidents’ Student Leadership Award
(Bethel University Student)

Dr. Elisabeth (Beth) Lefebvre
Presidents’ Civic Engagement Leadership Award
(Bethel University Assistant Professor)

Roslyn Harmon
Presidents’ Community Partner Award
(Executive Director: Dispute Resolution Center)

Linked Here for More Details
"Educational Equity (EDU317GZ) explores the root causes and historical origins of current disparities of opportunity in U.S. schools. The course takes a thematic approach to consider how social identities such as ability, gender, race, socioeconomic status, immigration status, among others, overlap and intersect to effects students’ experiences within and beyond the educational system. Additionally, in an effort to connect content with real-life experiences and self-knowledge, EDU317GZ requires that students engage in carefully planned, meaningful service that provides direct benefit to the broader Twin Cities community. Each student spends a minimum of 25 hours working with one of three primary learning partners throughout the semester: Reading Partners, Centennial Square, and/or Calvary Afterschool Kids. Across both semesters, a total of 109 students enrolled in Educational Equity 1, nearly all of whom completed the 25-hour requirement, totaling over 2700 hours. Some went well beyond this requirement; one student enrolled in Spring 2023 volunteered over 70 hours with Reading Partners."
"By and large, students are able to meaningfully engage and to learn from their service-learning placements. Perhaps one of the most common reflection from students is a variation of the following, 'I really didn’t want to do service-learning because it took so much time, but it was incredibly valuable and I’m really glad I did it. I’ve learned a lot about myself and the community I served.' While this generalized comment certainly does not reflect the experiences of all students, many see the Z-tag requirement as an extra ‘check-box’ at the outset of the course. By the end of the semester, however, many students shift their thinking in notable ways.

"Others develop more critical self-awareness and experience engaging across real or perceived differences. Students noted other themes as well, including developing greater awareness of their biases, a commitment to seeking out opportunities to serve others, a more holistic understanding of the experiences of community members, improved cross-cultural knowledge, and a passion for engaging with diverse communities. Together their comments suggest that they are able to grow in meaningful ways through their service-learning experiences."
Bethel Article on 2023-2024 Newman Civic Fellow, Respect Djunga

Article Linked HERE
Moving Forward

- Focus on more in-depth student engagement with community organizations
- Create more direct communication between faculty & community partners
- By shifting towards internships and work-study.
- By developing more faculty-led projects with the support of the Bethel FSU office.
New Faculty-Led CEL Initiative

Provide comprehensive assistance in developing CEL initiatives for two nursing courses made up of 100 nursing students.
THANK YOU!

With deep gratitude we thank all our generous collaborators of the Center for Community Engaged Learning (CCEL) — the Bethel Frogtown Summit-University partnership (BFSU), Bethel faculty, staff, students, and community members (young and old and everything in between) who teach and encourage us all how to:

- Cherish those whom we encounter
- Care for the environment
- Co-foster meaningful connections with others
- Learn from those with whom we work alongside
- Redress inequities and social injustices
- Co-build a world where beautiful collaborations for the common good of all can be realized
Contact us

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Executive Director of the Center for Community Engaged Learning
Professor and Program Director of Reconciliation Studies

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Learn More

Click HERE for more Information or Scan our QR Code