

**School of Interdisciplinary and Graduate Studies**  
**2017-2018 Community Engagement Academy**  
**Project Abstracts**

**Tips to Improve the ESL Program at Doors to Hope**

*Kendre Barnes*

This project summarizes the conversations I had with the Program Coordinator and the Program Services Assistant at Doors to Hope regarding their ESL Program. Doors to Hope recently celebrated their 5th year in operation serving the Louisville community, particularly the immigrant women, children and families that utilize the organization's services. As a weekly volunteer at Doors to Hope, I combed through my lesson plans, observed a few classes and informally evaluated the ESL resources and materials employed in the classroom. The ultimate step (which will take place at the end of this semester) is to prepare a set of assessments that can be used to accurately place students in an appropriate ESL course/level that meets their linguistic and communication needs.

**The Community Engagement Academy: "Una Mano Amiga" Program at La Casita Center (evaluative assessment)**

*Patricia Bautista-Cervera*

This project is intended to determine the effectiveness of the program: "Una Mano Amiga" at La Casita Center, in helping to access services available in the community to Latino families who have children with special health care needs. The program will be assisted in developing a survey, in creating a written intervention plan and a survey for evaluation. Recommendations for improvements of data intake forms will be provided.

**Research Proposal: Implementing Mindful Teaching and Providing Self-Awareness Strategies (next steps plan)**

*Abigail Day*

This plan originates from a new and growing relationship with the Backside Learning Center community. The purpose of this plan is to offer strategies for volunteers to nurture a mindful BLC environment, taking into account trauma-informed care and self-care practices, which will in turn be communicated to the youth participants of the BLC. These strategies include mindful breathing and other yoga-influenced self-awareness practices. These strategies would be monitored for effectiveness through questionnaires regarding child participation and attention during tutoring sessions as well as group activities.

**Organizing and Funding an On-Site Raptor Diagnostic Clinic**

*Brett Janis*

This project involved reorganizing and developing protocols for the diagnostic clinic after it was outfitted with an animal x-ray imaging device. Equipment stored when moving in the imaging device were unpacked, sorted, and recorded for inventory. Protocols for sterilizing medical equipment were developed to reduce costs previously incurred by purchasing disposable tools. Instructions and protocols detailing use and care for each device were developed and printed. Grants were written and submitted for food and medicine for the raptor hospital.

**Gift of Guitar: Arts Education to Enhance Life in Portland and West Louisville**

*Michael Jones*

This project is a personal story about garnering assistance and experiential information in order to start an after school guitar program in West Louisville. The project is an account of the preliminary planning and resource gathering that goes into starting a new program. This includes: organizational talks, interviews, communicating with prospective partners, grant writing, and reflections.

### **“Media Ethnography, Painting and Performance”**

*Amira Karaoud*

This project includes creating a full year program with Backside Learning center to offer for teenagers of the community they are serving. It is media ethnography research where my data is collected through participative observation and civic engagement research method. The method is inspired by past activist form of expression I created during my years of Advocacy combined with research method created by Dr. Vidali S. Debra, Emroy University.

Ref: Vidali S. Debra. “A language for Re-Generation, Boundary Crossing and reformation at the Intersection of Media Ethnography and Theatre.

### **Youth Violence Prevention Research Center**

*Nefertia Mason*

The Louisville Youth Voices Against Violence fellowship is a CDC funded fellowship program facilitated by U of L’s Youth Violence Prevention Research Center. The fellowship is offered for youth ages 16-24. The goals of the fellowship are to support local youth to be social agents of change for their communities, build their capacity to address systemic social issues, and develop and implement the YVPRC’s social norming campaign. As the graduate research assistant at the YVPRC, I have had the opportunity to design curriculum for the LYVV fellowship program. I have also had the opportunity to work with community agencies to develop the campaign, participate in several research projects, and contribute my expertise as an educator and aspiring counselor. I have especially redesigning a group counseling series for the LYVV youth. With this program, I hope to give the young people an arena where they can have honest discourse about their feelings associated with social justice, equity, and their daily experiences. Ideally, this would be a step towards dispelling the stigma associated with African American people seeking professional mental health counseling. My work with the Youth Violence Prevention Research Center is going to last through May 2019.

### **Developing Scientists Program (Community Outreach Program)**

*Catherine McDermott and Nonah Olesen*

The Developing Scientists Program makes science fun, accessible, and educational! During middle school, some students lose interest in STEM subjects, including a disproportionate number of female students and members of other groups that are under-represented in the sciences. We created this program to make science accessible to students from all backgrounds through face to face meetings with graduate students. This program provides information about psychology, scientific research, and how to pursue a future in the sciences through interactive presentations in research labs and at community events.



### **Moving from Conceptual Awareness to Contextual Understanding: A Curriculum for Managing Expectations in International Service Learning**

*Adam Stieglitz*

This project includes a course curriculum for the newly designed ISLP Peru program, which will be implemented through the Speed School of Engineering. The curriculum will be implemented during the summer semester and is designed to prepare students for an impending service learning experience in Peru. The three phases of this course - understanding relevant content, adding context, and building technical understanding - are all outlined in the curriculum. Also included is a description of the program that students will participate in while in Peru.

### **Elevating Voices: A Parent Advisory Council for English Language Learners' Families**

*Emily Zuccaro*

Jefferson County Public Schools (JCPS) currently welcomes more than 7,000 English Language Learners (ELLs) and 136 languages. However, current ELL parent attendance is less than 1% in PTA meetings and initiatives. This project began efforts at within the ESL office and the University of Louisville to conduct a needs assessment and proposed principal interviews to create a parent advisory council for ELL parents in the school district. The council would bring together community stakeholders and utilize formal and informal school and community resources to elevate the voices of the ELL families in the district and support students in the schools.