Missouri Campus Compact
Mini-Grant Report
2018-2019
Executive Summary

For the academic year, 2018-2019 Missouri Campus Compact awarded mini-grants totaling $7,986 to members that fostered mutually beneficial higher education–community engagement. Each awardee successfully accomplished the planned goals and reported student, institutional and community impact.

A $2,000 inter-institution mini-grant to Washington University supported collaborative efforts with other members in St. Louis to host the highly interactive and well-attended Building Vibrant Partnerships Community & University Engagement Summit for area higher education institutions and a plethora of community partners.

Five institutional mini-grants (up to $1,000 each) supported community engagement as a legitimate and rigorous form of scholarly work; promoted the use of service-learning and community-based learning as a teaching pedagogy; and created or built upon community engagement initiatives on campus.

- University of Missouri-St. Louis: A visiting scholar’s presentation catalyzed engagement of faculty as part of capacity building to energize university/community partnerships.
- St. Louis Community College-Meramec: Students planned and conducted building of squirrel houses for the Wildlife Rescue Center during Earth Day and community needs, grant-writing, and service engagement with Gateway180 that provides temporary housing and skills education.
- Cottey College: Students, faculty and staff interacted with the community and signed up for community volunteer activities during the Community Picnic and Partner Fair.
- Rockhurst University: The STEAM STUDIO Innovation Fest brought together Kansas City Troost youth leaders to build the future of the community.
- Jefferson College: The Community Collaborations provided professional development for partners with faculty, focusing on how to form, grow, assess and sustain collaborative civic engagement processes.

Three faculty mini-grants (up to $500 each) allowed faculty from member schools to foster addition and transformation of engagement experiences for students through curricular and co-curricular programming. Funding resulted in new development or redesigning an existing course or project to include community engagement as a teaching and learning strategy; conduct of research involving undergraduate students on the impact of service-learning/community engagement/public scholarship on students or community agencies; or research conducted by a faculty or staff member with a community agency for the benefit of the community agency.

- Dr. Jerry Dunn and Dr. Dana Klar piloted a new University of Missouri-St. Louis service learning course on culture and child advocacy, which included a service learning trip to the Cheyenne River Lakota Reservation in Eagle Butte, South Dakota.
- Dr. Joan Ziegler Delahunt, Rockhurst University, and her students strengthened a collaborative partnership with urban schools along the Troost Corridor through research focused on 8-12-year-olds from vulnerable populations about their physical activity levels, readiness for healthy lifestyle changes and sensory processing patterns.
- Dr. Andrew Hurley, University of Missouri-St. Louis, and graduate students assisted senior citizens in the creation of photo-narratives about historically significant places in and around the Wells Goodfellow neighborhood.
In collaboration with consortium partners St. Louis University and University of Missouri-St. Louis, Washington University built on the success of prior collaboration that hosted a 2017 summit. The focus for the 2019 summit was created by asking colleagues, partners, and community members directly what information they needed from summit. Their responses unanimously indicated the focus should include equity and inclusion, communicating outcomes of community/university partnerships, and education reform. The planning committee assembled the program to reflect these three areas and featured Dr. Vetta Sanders-Thompson to deliver the keynote address.

In a post-summit survey, 90% of the respondents were satisfied with the summit's three components. They highly ranked to the keynote speaker, noting that Dr. Sanders-Thompson hit the right tone in highlighting best community engagement practices, developing models for civic engagement across the university, and building frameworks for universities to go beyond the classroom. Participants noted that her years of experience in the St. Louis Region gave voice to different levels of partnerships and added credibility to her guidance on what partnerships should include to ensure success for all stakeholders.

The Summit resulted in increased and strengthened dialogue among campuses and community partners. A majority of participants indicated they were “very satisfied” with the roundtable conversations. These round tables provided an opportunity to learn more about each other’s perspectives and explored ways to create deeper partnerships between universities and community partners.
One respondent remarked, “I have a better understanding of the barriers a university faces.” Another indicator of success was the overwhelmingly positive response to the panel on Tracking Equity for Systems Change. This panel addressed how the university and community can continue to move towards outcomes that are more equitable for all community members. Over half of participants were “satisfied” or “very satisfied” with this panel. The panel addressed access to resources and educated both community and university partners on the nuances of working with an equity lens in creating and sustaining partnerships.

Certainly, the intended outcomes for the summit were met. However, the bringing together of community engaged partners (students, faculty, staff, institutions, and community members) for dialogue and increased connection resulted in an unintended outcome. They want more of these opportunities! As a result, the Consortium is working on a 2020 summit, moving to an annual event as opposed to a biennial event. The partnering universities have learned a great deal in their collaborations to meet the needs of community partners and local universities in creating partnerships that achieve collective impact. The continued regional collaboration is growing even stronger as seven of the eight participating universities were Campus Compact members.

The strength of this collaboration has resulted in the hosting of the 2021 Midwest Regional Campus Compact in St. Louis, MO.
Catalyst for Engagement: Visiting Scholar Presentation to Energize University/Community Partnerships
Led by Patricia Zahn
University of Missouri - Saint Louis

The 2019 University of Missouri-St. Louis Spring Forum “Fine Tuning Your Teaching Practice” focused on experiential and community engaged learning. Instead of holding a separate event, the campus leveraged the annual activity that was already on people’s calendars to reach an audience interested in improving their teaching. The forum helped to invigorate interest specifically in engaged scholarship and provided practical tools for implementing engagement into the pedagogy for the 88 participants in the one-day event. In addition to increasing participation in community engaged scholarship-focused professional development, relationships were built and strengthened across campus and in the broader community long-term.

Dr. Chris Lavan, Assistant Provost for Experiential Learning & Teaching Innovation at the University of Tennessee, Knoxville, served as the keynote speaker. He invigorated interest and inspired faculty to develop experiential and community-engagement courses and programming for students. Three workshop tracks followed that focused on active and experiential learning, innovation using Canvas, and service-learning. Dr. Lavan presented two of the workshops (service-learning and risk management in experiential learning contexts). Faculty, staff and students presented other workshops that shared direct experience and work being done in the St. Louis area and served to connect faculty to resources as well as people on and off campus. (https://www.umsl.edu/services/ctl/conferences/springforum/index.html)

Comments collected in the forum evaluation pointed to the preliminary outcomes. A number of the participants noted the value of learning how to incorporate experimental learning in their classes, reconstruct current assignments to accentuate experiential learning, the helpful tips and tools they received to create community-engaged courses, the guidelines on how to engage with community partners in service-learning projects, and how a student research project can be service-learning while also teaching the students about the history of the community in which they currently live. They liked the concept of taking students out of the classroom to be more participative in the community. They found it informative to learn about Generation Z and the needs/learning styles of these students. Participants grasped that preparation and reflection, creating clear learning outcomes, knowing the community partners needs and establishing a mutual beneficial project are essential to establishing successful service learning opportunities for students. Several participants noted making a connection with experienced faculty with whom they can network for creating a service-learning project in their courses. Participants found the risk management resources and policies from UT-Knoxville very helpful and useful for planning study abroad and service learning courses.

Since the forum, the Director of Community Outreach & Engagement has responded to new inquiries on incorporating service-learning into courses, and the Center for Teaching & Learning put together an Engaged Scholars–Faculty Learning Community for the 2019-2020 academic year. This renewed focus on better tracking the number of faculty using engaged practices in their classes and research is informing program development and participation in the 2020 forum and longer-term outcomes and results.
Awakening to Advocacy
Led by Debra Corson
St. Louis Community College - Meramec

Since 2011, the STLCC-Meramec Student Philanthropy Grant Program has been funded by Missouri Campus Compact mini-grants for a total of 15 service projects with a wide range of community partners. In the 2018-19 academic year, the Service Learning and Civic Engagement Advisory Committee granted funds for two proposals.

The *Gateway 180 Project* drew nine students from four English classes under the advisement of Dr. Pam Garvey. Students gained practice researching community needs and writing a grant proposal, and they experienced and observed firsthand how their efforts could help a population in their community. The students were empowered to make a difference in their community, influenced two of the student participants to become officers in the Service Works Club on campus.

Students worked together in the true sense of the service learning model. They conceived the idea, conducted research on the topic, wrote a persuasive proposal, volunteered and reflected on their service. Their selection, Gateway 180, is a community center that provides temporary housing and skills education as a means to empower adults and families to become independent and permanently housed. The nine students invested approximately 72 hours total in planning, shopping, preparing, serving and cleaning up from the project. Their grant of $375 allowed them to buy nutritious food including chicken breasts and fresh vegetables, obtain donations for drinks from one student’s place of employment and purchase an extra $50 of food with another student’s employee discount.
Dr. Garvey noted, “This project enabled [students] to practice the two most essential goals of English 102: persuasive writing and research. Writing the grant is a way for the students to discover the power and impact of well written persuasive prose to secure funds so they can make a difference in their community. Additionally, the research they have done on Gateway 180 coupled with the firsthand experience and observation they will have through the preparing and serving of the meal will enable them to discover the benefits of community-based research. Finally, such a project challenges them to reflect upon and think critically about their service experience and how it challenges preconceptions about hunger and homelessness. Such critical thinking is a key component of English 102 as well as a general education. This project also deepened student involvement, which has proven benefits for retention and success. It enabled students to deepen their bond with their classmates and instructor and with students from other sections of the course. Perhaps most valuable is that through an experiential learning opportunity focused on civic engagement, they will be more likely to remain active participants in their community after graduation, fulfilling the original purpose of education as established by our founding fathers: to prepare people for democratic citizenship.”

The Wildlife Rescue Center benefitted from the second funded project, which was designed to add a campus service project to the STLCC - Meramec Earth Day celebration. The Center received 23 new squirrel boxes. Including a campus service project at the Earth Day event was an effective way to make the campus community aware of the value of service and added depth to the Earth Day celebration. The project also promoted the Office of Service Learning & Civic Engagement and its motto, “If everyone does just a little, we can make a difference for a community organization.”

The Environmental & Sustainability Committee at STLCC - Meramec hosted the Earth Day event on campus Monday, April 22, 2019. Committee members adopted the idea of having a service project at this event to benefit the Wildlife Rescue Center, which rehabilitates injured, sick and orphaned native wildlife and releases healthy animals to their natural habitat. The Center also provides environmental awareness,
promotes a harmonious relationship with native wildlife, and encourages the community to protect our delicate ecosystems. The Center was chosen on the basis of the 2019 Earth Day theme of protecting our species, its existing status as an official service learning partner, and the ease of constructing squirrel boxes at this type of event (The Center goes through 400 squirrel boxes, an integral part of baby squirrel rehabilitation, each year). The WRC was thrilled to hear that we planned to do this project.

The committee was granted $125 from the MOCC funds and $125 from Campus Life to purchase wood to make the squirrel boxes. Ten students from the Theatre and Service Works Clubs helped prepare the wood for the event. The project was very popular on the day of the event. People walking by were encouraged to stop and add a screw. Several stayed to complete the box. By the end of Earth Day, about half of the boxes were completed and sent home with the WRC representative. More boxes were completed during the final Service Works Club meeting of the semester and the boxes were delivered to Wildlife Rescue Center.

Community Picnic and Partner Fair
Led by Renee Hampton
Cottey College

Nevada, MO, pop. 8,600, is home to Cottey College. The College’s impact on the rural community and its surrounding area is economic, social and cultural. The service provided by students, staff and faculty plays an important role in the success of vital community programs. Consequently, the Community Picnic and Partner Fair kicks off the fall semester at Cottey College in Nevada, Missouri. The 2018 theme was “Partners in Incredible Futures.”

The Nevada Daily Mail, KNEM/KNMO Radio, and the Chamber of Commerce provided promotion for the fair and picnic.

Businesses, organizations and local churches welcomed new and returning students and their parents. The community celebrated with Cottey College. Booth displays included informational and promotional items from community partners and businesses. Students signed up for volunteer and internship opportunities, and registered for opportunities to win door prizes from the community. Returning students led line dancing for new students.
Students provided face painting and a photo booth, and members of Cottey’s International Friendship Circle taught drum rhythms to children attending the Community Picnic and Partner Fair.

Approximately half of the community partner booths recruited student volunteers. Each of the 21 agencies or not-for-profit organizations recruiting volunteers reported an average of 22 student sign-ups. Additionally, most of the churches attending the event recruited students for volunteer activities as well. Seven agencies recruited students for volunteer internships. During the Engagement Learning Fair, all 12 agencies recruited seven to ten student volunteers. The student population for Cottey College during the 2018-19 school year was 281.

One example of critical interactions fostered and maintained by the picnic and fair is STOMP (Students That Open Minds to Possibilities), now in its twelfth year. STOMP is a sustainable after school program coordinated by Cottey students with the Nevada Housing Authority. Income eligible children participating in STOMP are offered tutoring, snacks, educational programs, and cultural awareness activities.

**STEAM STUDIO Innovation Fest: Bringing KC Troost Youth Leaders Together to Build Our Future Community**

Led by Dr. Mandi Sonnenberg
Rockhurst University

In October 2018, Rockhurst University and STEAM Studio hosted “Innovation Fest: Bringing KC Troost Youth Leaders Together to Build Our Future Community.” The day was designed to engage high school students in a project to learn about water quality issues. Rockhurst faculty and students from biology, chemistry, math, and education led projects to engage in scientific method and design thinking. Participating high school students worked together to determine how to share their knowledge about water quality with others through art, writing and advocacy.

Three high schools participated in the Innovation Fest, bringing 38 total students. Two schools, Hogan Preparatory Academy and De LaSalle High School, are located in the Troost Avenue Corridor. F. L. Schlagle High School in Kansas City, Kansas also attended. Along
with the students, five high school teachers participated in the day. Six Rockhurst faculty members and 11 Rockhurst students facilitated the activities. The Rockhurst students acted as coaches to the high school students during the science experiments and artistic presentations.

The Innovation Fest was the first multi-disciplinary outreach program to partner with the STEAM Studio Pop-Up Space on the Rockhurst University campus.

Grade 6-12 Student Outcomes: The students from the three area schools experienced the design thinking model and gained a deeper understanding of their community and ways in which their actions can have a positive impact. After the scientific experiments and lessons about water quality, the students were challenged to consider ways in which they can help spread the word at their own school. Students had the opportunity to choose an artistic method to present information to their peers. Stations included poetry writing, poster-designing, business writing, and public service announcement production. One of the lessons learned was to improve the way to capture the students’ artifacts. For example, one student composed a moving poem about her experience. The facilitators do not have a copy of the poem, just a moving line “When I think of superheroes, I think of scientists.”

Teachers / Faculty Outcomes: Professional educators from different disciplines engaged with junior high and high school students, and their teachers were introduced to the design thinking model and engaged teaching methods. The teachers who accompanied the high school students were happy with the day. They stated their appreciation for the opportunity to study in the biology and chemistry labs. They also appreciated the interaction between the high school students and the Rockhurst faculty and students.

Rockhurst University Outcome: Having undergraduate and graduate students engage 6-12th grade youth in their role as “coaches” is imperative to our Rockhurst University mission, “where leaders learn.” Rockhurst University students supported engaged learning experiences for the youth as coaches by facilitating the design thinking model. They engaged the youth in all activities.
Community Outcome: Students and teachers from partner schools in our Troost community corridor felt welcome, inspired and engaged on the Rockhurst University campus. The students and teachers from the partnering high schools commented on the day. The students appreciated the opportunity to express themselves in a way that appealed to them personally. One of the benefits of reaching out to neighborhood schools was that the issue being explored (water quality) affects each person.

The planning team was thoughtful about giving the participating high school students an opportunity to be creative and innovative and share THEIR own voice and thoughts (Appendix D). Students were engaged in a respectful partnership experience with Rockhurst as they were given a real-world problem in the area in which they live and visit to find a solution and/or way to make a difference. The event demonstrated that preparing students for lives of engaged citizenship impacts our entire society.

As a result, other schools have contacted Rockhurst requesting an opportunity to participate in Innovation Fests for the 2019-2020 school year, and Rockhurst is planning to do so.

There were also lessons learned to improve the delivery of programs like this in the future. One lesson was to provide survey to high school students and high school teachers to capture program satisfaction and observations on their learning. Another was that coordinating the university and high school schedule is very challenging. Therefore, future events will start with the high schools’ schedule first, then make a request for Rockhurst faculty, staff and students to participate.

Community Collaborations
Led by Dr. Amy Kauser and Susan Welch
Jefferson College

Jefferson College’s Community Collaborations event successfully fostered students’ connection to community volunteer opportunities and increased community partners’ interest in student volunteer and service learning opportunities. The professional development workshop built capacity for partnering with specific training on how to form, grow, assess, and sustain collaborative civic engagement processes. The event also strengthened relationships among local partners as well as with faculty, staff and students representing Jefferson
College. It also laid a solid foundation for sustaining civic engagement as part of the College’s Civic Action Plan.

Before the event, data was gathered from a survey of participants to assist with planning. At the event, AmeriCorps volunteers from the Jefferson County area (partners with Disability Resource Association) presented to community members about additional student opportunities. Another presentation focused on the unique Jefferson College Library as a center resource for civic engagement efforts and information. Formation, growth, assessment and sustenance of partnerships with community agencies and the college were discussed in large and small groups after presentations of tools by Jefferson College faculty.

Community partners and college planners were able to evaluate, customize and adapt Jefferson College’s networking tools. An assessment at the end of the event revealed several themes of interest, including: more frequent interaction among community partners, offers for the College to partner with other community organizations, discussion of a Community Connections Fair (during which the campus community could receive information about multiple opportunities to serve across the community), and potential next steps.

The results from the event ultimately impact Jefferson College’s growing and successful annual community service day.
Dr. Jerry Dunn and Dr. Dana Klar piloted a new UM-St. Louis service learning course on culture and child advocacy. The course included a service learning trip to the Cheyenne River Lakota Reservation in Eagle Butte, South Dakota where UM-St. Louis students learned from, volunteered alongside and honored members of this tribal nation. Preparation for this 10-day trip began with a seminar style classroom orientation to the unique sovereignty, culture and history of the Cheyenne River Lakota nation and their lived experiences as a population impacted by historical trauma.

Five students enrolled in the course and completed the trip that included visiting sites relevant to the Lakota nation including Wind Cave National Park, the site of the Lakota origin story; Crazy Horse memorial, the tribute to the legendary Lakota warrior; and Big Foot Pass in Badlands National Park, the path taken by Lakota seeking refuge prior to the Wounded Knee Massacre. Upon arrival at the Cheyenne River Reservation, students and faculty worked with staff and volunteers of the Cheyenne River Youth Project to host the 5th Annual Red Can Graffiti Jam, an award-winning gathering of indigenous artists who beautify the community through murals and work with the children and youth of the community to express themselves artistically.

Throughout the five-and-a-half days on the reservation, students completed 299 service learning hours through interacting with the community, serving as artist assistants, conducting community-based activities for Lakota children and youth, and preparing and serving a community honor dinner for child serving professionals and first responders on the reservation. In addition to these activities, the students
had the opportunity to meet with and hear presentations from a variety of professionals and agencies who work in child serving capacities such as the Oglala Tribal College, Indian Health Services Hospital, Eagle Butte Head Start, Cheyenne River Tribal Police and Prosecuting Attorney, Indian Child Welfare Act (ICWA) Agency.

The class concluded with a seminar focused on proposals for culturally appropriate legislative or policy enhancements and universally applicable lessons learned.

In addition, the results of the community partner survey indicated a very high degree of achievement of the planned objectives. The survey of two of the community partners yielded an average rating of 9.5 on a 10-point scale for partnership building, honoring of local customs, accomplishing critical community tasks, and reciprocity. The following comments illustrate the ratings.

“The team worked will with both CRYP and the community of Eagle Butte. The children had a great time with the activities and it was an added benefit to the Red Can Graffiti Jam 2019. Team members became a vital part of Red can through their initiative in the children’s activities, and the Honor Dinner for First Responders, those in Social Work, Behavioral Health and Charitable Organizations meeting the needs of children and families on Cheyenne River.”

“This group was beyond helpful. They put 110% into everything they did. They all communicated well, asked questions, had great attitudes, had excited energy and we all miss them.”

The immersion, respect, and reciprocity shared with this diverse community resulted in students’ increased capacity to better understand, act, and lead in the pursuit of a just society. As a result, relationships were formed that will allow internship placements on the reservation and a future visit to UMSL by reservation youth.
Promote Health! Supporting Healthy Occupations for Urban Children with Obesity  
Dr. Joan Ziegler Delahunt  
Rockhurst University

This project contributed to the health and strength of the Kansas City community through the initiation of a collaborative partnership with urban schools along the Troost Corridor serving children and youth from vulnerable populations. Purchase of research materials provided the necessary tools to measure validly the body mass index (BMI) and sensory processing patterns of the urban youth participants in order to assess the relationship between physical activity level, readiness for healthy lifestyle changes, sensory processing patterns and BMI for 8-12-year-olds.

An initial partnership was developed in 2018 with the Guadalupe Center’s Elementary School and Rockhurst High School’s community outreach program’s Hurtado Scholars. This resulted in a partnership in 2019 with the Guadalupe Center’s Youth Recreation Center. Dr. Delahunt’s research capstone class met with each of the two participant groups at their respective locations to explain the study, gain parental consent and child assent and assist the participants in completing the required study activities.

Fifteen participants, age 8-12 years, participated in the 2018 study, with nine participants (six boys and three girls) meeting the description of being overweight and/or obese. Results from the study of nine overweight or obese youth, almost 90% of which identified themselves as Hispanic or multi-racial included the following:

- Six of the nine reported charging their cell phone by their bed, which research informs affects sleep quality.
- As their physical activity level increased, so did their physical health, weight and participation in sports
- As screen time increased, their physical activity level decreased.
- Six of the nine said they wanted to change their weight. Five of the nine wanted to eat healthy, eat less junk food, and decrease screen time. Four of the nine wanted to decrease the amount of sweets eaten and increase participation in sports.

The relationships found in the results highlight knowledge of the importance of living an active healthy lifestyle and suggest that children from urban communities have the desire to make healthy behavioral changes. The findings from the study indicated that there are types of physical activity which children with a sensory avoiding pattern can enjoy without overwhelming their low neurological threshold and support their active behavioral response to sensory input, such as walking and playing basketball in a small group. It is hoped that this research will lead to more occupational therapy-led interventions based upon unique sensory processing patterns and readiness for change to promote physical activity participation and healthy habits for children with obesity who live in urban communities.
The 2019 research aimed to discover the possible relationships between behavioral variables with the outcome of a future intervention study promoting healthier activities or occupations based on individual characteristics of each child. Data collection took place at the end of April, 2019 from the 25 participating 11-14-year-olds. Following data collection, the students promoted healthy occupations through the dissemination of education using evidence-based handouts originally developed by 1-2-3-4-5 Fitastic (https://fittastic.org/). These handouts, in English and Spanish, provided valuable information about increasing physical activity, decreasing sedentary activity, and encouraging healthy eating choices. The research group offered to provide an information night to families about promoting health through increasing physical activity.

Dr. Delahunt and her 2019 capstone research group presented at the Missouri Occupational Therapy Association state conference in October, 2019, submitted a proposal to the American Occupational Therapy Association annual conference for April, 2020. Participation in this research project also benefitted master of occupational therapy students as they witnessed firsthand the importance of relationship building with community partners in order to drive positive healthy outcomes.
The Wells Goodfellow Memory Workshop, a collaboration between the University of Missouri-St. Louis Department of History and the Hamilton Heights Neighborhood Organization, engaged 16 senior citizens who live in the 22nd Ward of the City of St. Louis in two memory workshops. At each workshop, Dr. Hurley and two graduate students assisted in the creation of photo-narratives about historically significant places in and around the Wells Goodfellow neighborhood, also located within the 22nd Ward. The workshops resulted in participants submitting 11 “memory forms” and four video recordings which resulted in the booklet, “Wells Goodfellow: Stories from a St. Louis Neighborhood.” These booklets (100 copies) were distributed free-of-charge to local residents during community events.

Although brief and informal, the Wells Goodfellow Memory Workshop follow-up survey completed by 10 participants, provided a number of valuable insights. Overall, participants were pleased with the subject matter, discussion, and content of the workshop. The majority of participants self-reported that they learned more about the history of the neighborhood, indicating that the PowerPoint presentation contained novel and relevant topics about the history of the neighborhood. Participants also indicated the value of the fellowship with one another, they enjoyed discussing personal memories with one another, and they even brought up topics that could be addressed in subsequent workshops or oral history projects (e.g., sink holes in the neighborhood). A common theme among responses was participants’ discussion about racism, as well as a desire to learn more about its influence on African American Wells-Goodfellow residents. Participants desired to learn more about neighborhood institutions (e.g., shops, restaurants, and churches) and have access to more talks, lectures, and literature. The only negative comments related to people talking over one another, and one comment about a participant not receiving information on how to become a member of Hamilton Heights Neighborhood Association.

Overall, there was a great deal of interest in the subject matter, and workshop participants enjoyed a lively and fruitful discussion, which ultimately brought to mind memories that had previously been forgotten. Recommendations for subsequent workshops may include dissemination of the Wells-Goodfellow booklet, a gentle reminder at the beginning of the workshop for questions/comments at the end of the presentation, and more information on the impact of racism on neighborhood history.