

Instructionally Related Activities Report Form

SPONSOR: Please enter name
PROGRAM/DEPARTMENT: Please enter program
ACTIVITY TITLE: Please enter your activity title
DATE (S) OF ACTIVITY: Please enter date(s)

Please submit via email to the IRA Coordinator along with any supporting documentation at david.daniels@csuci.edu within 30 days after the activity.
Thank you for your commitment to engaging our students!

A. ADDRESS THE FOLLOWING QUESTIONS:

- (1) PROVIDE A DESCRIPTION OF THE ACTIVITY;
- (2) HOW DID THE ACTIVITY RELATE TO A COURSE(S) AND/OR LEARNING OBJECTIVES?
- (3) WHAT DO YOU SEE AS THE STRENGTHS OF THE ACTIVITY?
- (4) WHAT WOULD YOU SAY ARE/WERE THE ACTIVITY'S WEAKNESSES?
- (5) HOW WOULD YOU IMPROVE THIS ACTIVITY FOR NEXT TIME?
- (6) WHAT DID YOU LEARN FROM THE PROCESS?
- (7) WHAT ARE STUDENT RESPONSES TO THE ACTIVITY? ATTACH STUDENT EVALUATIONS OR ASSESSMENTS (IN ACCORDANCE WITH FERPA RESTRICTIONS YOU MUST REMOVE ALL PERSONALLY IDENTIFIABLE STUDENT INFORMATION)
- 8) GIVE A SUMMARY OF EXPENSES FOR THE ACTIVITY (DO NOT INCLUDE ACCOUNTING STRINGS)

B. ATTENDEE LIST- SUPPORTING DOCUMENT:

In addition to the report form, *in a separate document*, attach to your email a list of attendees complete with each student major and grade level. This for IRA Committee reference only and will not be published on the IRA website. Include your name and the title of your IRA activity on the document.

C.IMAGES FROM ACTIVITY:

Please embed 3-5 images in this document (or attach in .JPEG format) that demonstrate student participation with captions/titles.

Please see poster.

(1) PROVIDE A DESCRIPTION OF THE ACTIVITY

In collaboration with the Chicana/o Studies, Performing Arts and the Spanish programs, House Farm Workers!, Cabrillo Economic Development Corporation (CEDC) and Reiter Affiliated Companies, the Center for Community Engagement offered the Farmworker Immersion Project (FIP) to students during the Spring 2017 semester. FIP is a program that places students in the community to learn about farmworker rights and immigration and the direct link to the agricultural business in our county.

The FIP guides students through a first-hand experience of typical farm work life in Ventura County. Students visited a local berry farm where they worked in raspberry fields while the farm manager gave instructions on how to harvest berries. Students also participated in a *Sembrando Salud* health education seminar, usually provided to farmworkers during their half hour lunch break. In the afternoon, students traveled first to a health clinic for farm workers and then to Villa César Chávez Apartments, an affordable housing community created for farmworkers and operated by Cabrillo Economic Development Corporation (CEDC). Residents shared with students their housing experiences – both before and after moving into the CEDC community. Finally, students reflected on the day's experience, then returned to campus for a performance inspired by Teatro Campesino.

(2) HOW DID THE ACTIVITY RELATE TO A COURSE(S) AND/OR LEARNING OBJECTIVES?

FIP relates to the university-wide GE learning outcomes related to civic engagement and multicultural perspectives. These are centrally part of Chicana/o Studies and university GE courses. In addition, FIP relates to CHS program outcomes of: Distinguish variations within Chicana/o communities in respect to class, culture, ethnicity, gender, race, and sexuality.

(3) WHAT DO YOU SEE AS THE STRENGTHS OF THE ACTIVITY?

We had a Capstone student sit on our committee to provide input and help plan the day, including his theatrical performance. The student feedback received is that this is continues to be a powerful event. A majority of the students who participated, either have parents/relatives who are farmworkers or know families who are farmworkers, this experience has allowed them to connect to those experiences (this information gathered from student feedback forms).

Other activity strengths:

- Collaborating with outside organizations
- Opportunity to interact with farm workers and their families
- Having a bus to transport the students to the various locations
- Coming together to reflect at the end of the day
- Students!

(4) WHAT WOULD YOU SAY ARE/WERE THE ACTIVITY'S WEAKNESSES?

This is our fifth year creating and implementing this event. We seem to have the planning and implementation down and it works well. We have ideas to broaden our collaboration across campus and the community.

(5) HOW WOULD YOU IMPROVE THIS ACTIVITY FOR NEXT TIME?

Having the infrastructure to make this a week-long program!

(6) WHAT DID YOU LEARN FROM THE PROCESS?

Solid planning and attention to detail continues to make this event very easy to implement. From student feedback, this event is something students hear about from other, look forward to and want to participate in. It is a meaningful and powerful experience and an important piece of curricular/co-curricular programming.

(7) WHAT ARE STUDENT RESPONSES TO THE ACTIVITY? ATTACH STUDENT EVALUATIONS OR ASSESSMENTS (IN ACCORDANCE WITH FERPA RESTRICTIONS YOU MUST REMOVE ALL PERSONALLY IDENTIFIABLE STUDENT INFORMATION)

See attached

(8) GIVE A SUMMARY OF EXPENSES FOR THE ACTIVITY.

One 48 pax bus chartered from Roadrunner for 7 hours - \$840

B. ON SEPARATE DOCUMENT, PLEASE ATTACH ATTENDEE LIST (PERSONALLY IDENTIFIABLE INFO REMOVED)

C. PLEASE INCLUDE UP TO 6 IMAGES IN THIS DOCUMENT TO DEMONSTRATE STUDENT PARTICIPATION

Please see poster attached.

César E. Chávez Day of Service and Learning Farmworker Immersion Project

Project Description

In collaboration with the Chicana/o Studies program, House Farm Workers!, Cabrillo Economic Development Corporation (CEDC) and Reiter Affiliated Companies, the Center for Community Engagement offered the Farmworker Immersion Project (FIP) to students during the Spring 2017 semester. FIP is a program that places students in the community to learn about farmworker rights and immigration and the direct link to the agricultural business in our county.

The FIP guides students through a first-hand experience of typical farm work life in Ventura County. Students visited a local berry farm where they worked in raspberry fields while the farm manager gave instructions on how to harvest berries. Students also participated in a *Sembrando Salud* health education seminar, usually provided to farmworkers during their half hour lunch break. In the afternoon, students traveled first to a health clinic for farm workers and then to Villa César Chávez Apartments, an affordable housing community created for farmworkers and operated by Cabrillo Economic Development Corporation (CEDC). Residents shared with students their housing experiences – both before and after moving into the CEDC community. Finally, students reflected on the day's experience, then returned to campus for a performance inspired by Teatro Campesino.

Goals of the FIP

- Act in solidarity to promote human dignity and the rights of workers, by connecting immersions trip participants with farmworker community leaders
- Raise awareness of the living and working conditions of farmworkers and immigrants and the social issues that impact these communities, by participating in daily activities with migrants
- Explore the connections between service and justice, by reflecting on experiences during the immersion trip
- Highlight examples of successful grassroots leadership and community organizing efforts

Farmworker Issues

Farm workers face social issues such as lack of safe, affordable housing, low wages and wage theft, health issues (based on type of work and exposure to pesticides and outdoor elements), lack of affordable healthcare, as well as sexual harassment and abuse.



Student Reflections

“Before the FIP, I didn’t know that farmworkers are paid differently depending on the harvest. Sometimes they are paid hourly and other times they are paid for how much produce they pick.”

“What stood out to me the most was how happy and grateful the farmworkers are have a home in an affordable housing community like Villa César Chávez.”

“Even though they are active in their work, heart disease, obesity and other health problems are very real concerns for farmworkers.”

“I learned about the agricultural process and how each individual plays an important role throughout the course of production.”

“Everyone should see the struggles of farmworker with their own eyes.”

Need for Farm Worker Housing

Farming and farm-dependent businesses provide an estimated 36,000 jobs in Ventura County, more than any other sector of the economy except services.

- Agriculture and agriculture-related businesses generate \$2.2 billion in revenue and \$76 million in indirect business taxes annually.
- There are believed to be about 36,000 Ventura County farm workers.
- An estimated 70% of farm workers reside permanently in Ventura County.
- The median age of farmworkers is 32 years with 53% Spanish speaking only.
- The annual salary of a farmworker is between \$20,000-\$25,000

In Ventura County, the hourly wage necessary to rent a 2-bedroom home at fair market rent is \$30.81 with a cumulative yearly salary of \$64,080. As a result, farmworkers who pool their resources still live in over-crowded apartments or houses, and sometimes live in garages or sheds not intended for human habitation.

* Serna, A. (Program Coordinator) (2017, March 27). Agriculture and Farm workers in Ventura County. The Farmworker Immersion Experience. Lecture conducted from House Farmworkers! Ventura County, Camarillo



| Name | Last | Major |
|-------------|---------------|--------------------------------------|
| Alejandra | Aldana | Psychology minor Chicana studies |
| Joel | Quintero | Chicano Studies |
| Coraima | Saucedo | Psychology |
| lauren | fulladosa | psychology |
| Merari | Juarez | Psychology |
| Michelle | Pena | Communication |
| Robert | Felix | Psychology |
| Reymundo | Massie | Political science |
| Minatzi | Zuniga | Psychology |
| Miztli | Tinajero | Health Science |
| Raquel | Vallejo | Chicana/o Studies, minor in Business |
| Monica | Arana | Psychology |
| Ethan | Badger | Psychology |
| Josephine | Magdaleno | Liberal Arts |
| Alicia | Nichols | Health Sciences |
| sandra | escalera | Liberal Studies |
| Alexis | Marquez | Sociology |
| Diana | martinez | Sociology |
| Espitia | Mariana | Sociology |
| ilse | vazquez | communication |
| Araceli | Lopez | Psychology |
| Arminda | Sarmiento | Psychology and Chicana/o Studies |
| Genesis | Yupe | Psychology |
| Aaron | Ontiveros | Psychology |
| Alicia | Saldana | Chicano DStudies |
| phillip | sanders | Path |
| Cristobal | Rendon Acosta | English |
| Gavin | Benes | English |
| Kevin | Tamashiro | Sociology |
| Alicia | Nichols | Health Sciences |
| Alexis | Linares | Psychology |
| laura | morales | Health Sciences |