



Proposal # _____

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:

For the sixth year in a row, the Center for Community Engagement, in collaboration with the Chicana/o Studies and Sociology programs, Cabrillo Economic Development Corporation (CEDC), House Farm Workers!, and Reiter Affiliated Companies offered the Farmworker Immersion Project (FIP) to students during the Spring 2018 semester. FIP is a program that places students in the community to learn about farmworker rights, housing 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.

(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. FIP also relates to Sociology's outcome: provide opportunities that are linked with the University's Mission Pillars to stress multiculturalism, community engagement, international experience, and interdisciplinary studies



(3) WHAT DO YOU SEE AS THE STRENGTHS OF THE ACTIVITY? The student feedback received is that FIP 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:

- This was our sixth year – we are very familiar with the programming
- Collaborating with outside organizations and sustaining these partnerships
- Using community knowledge to build a university program that give students an opportunity to learn about community issues outside of the classroom
- Interdisciplinary collaboration
- 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 sixth year creating, collaborating and implementing this event. Our team seems to have the planning and implementation process down and it continues to work well. We have ideas to broaden our collaboration across campus and the community.

(5) HOW WOULD YOU IMPROVE THIS ACTIVITY FOR NEXT TIME?
We would like to build 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. Collaboration contributes to a strong team, generates ideas and builds cross campus and community partnerships that are integral to a successful program. From student feedback, this event is something students hear about from others, look forward to and want to participate in. It is a meaningful and powerful experience and an important piece of CI’s 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 = \$1269

B. ATTENDEE LIST- SUPPORTING DOCUMENT: SEE RSVP FILE



California State
University

**INSTRUCTIONALLY
RELATED
ACTIVITIES**

C H A N N E L
I S L A N D S

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: SEE POSTER ATTACHED.

Finally, attach to your email up to 6 images demonstrating student participation (under 2 MB total) with captions/titles. Please attach these photos in .JPEG format directly to email. Thank you!

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

Links to University Strategic Initiative: Educational Excellence

Project Description

In collaboration with the Chicana/o Studies and Sociology program, House Farm Workers!, Cabrillo Economic Development Corporation (CEDC), Mixteco Indigenous Community Organizing Project (MICOP), and Reiter Affiliated Companies, the Center for Community Engagement offered the Farmworker Immersion Project (FIP) to students during the Spring 2018 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 strawberry 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 to MICOP to hear about the indigenous farmworker community and the unique challenges which affect this group of people. After, students traveled 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. After reflecting on the day's experience, students returned to campus.

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

“The FIP covered aspects of environmental justice such as farm labor and housing development, while also discussing the power of grassroots community organizing.”

“What I thought about was the reproductive health of farmworkers and the injustice of being affected by pesticides in the field.”

“From this experience, I wonder about the health of farmworkers related to their work in the fields and their lifestyle at home.”

“I was able to apply environmental sociological concepts from my class to the FIP, seeing first-hand the agricultural process and how the system impacts the lives of farmworkers.”

“The experience was eye-opening and very informative - powerful especially for those not from Ventura County.”

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



Student Evaluation of Instructional Related Activity

Title of Activity: Farmworker Immersion Project

Sponsor: Center for Community Engagement

Which course(s) that you are currently taking did this activity relate to:

CHS 352 - Danza

How:

It relates because I saw a hands on/reality check on how farm workers struggle everyday. In our class we talked about those that came pre-Cuachtemoc and struggle to have food on the table.

Suggestions or comments:

Student Evaluation of Instructional Related Activity

Title of Activity: Farmworker Immersion Project

Sponsor: Center for Community Engagement

Which course(s) that you are currently taking did this activity relate to: CHS 342

How: Pesticides affect women during pregnancy.

Suggestions or comments: "More personal stories from children of farm workers and their experience

Student Evaluation of Instructional Related Activity

Title of Activity: Farmworker Immersion Project

Sponsor: Center for Community Engagement

Which course(s) that you are currently taking did this activity relate to:

CHS 342 Repro. Justice

How: The issues that can affect the workers. How they can prevent them.

Suggestions or comments: Maybe have a woman's perspective about it. Have more time with MICOP. I really appreciated Roberto's story and how open he was about it.

Student Evaluation of Instructional Related Activity

Title of Activity: Farmworker Immersion Project

Sponsor: Center for Community Engagement

Which course(s) that you are currently taking did this activity relate to:

Chicano Studies

How:

for chicano studies this counts as a community engagement.

Suggestions or comments:

Loved having the experience of picking straw berry's.

Student Evaluation of Instructional Related Activity

Title of Activity: Farmworker Immersion Project

Sponsor: Center for Community Engagement

Which course(s) that you are currently taking did this activity relate to:

Transborder Perspective

How: In this class we examine borders, such as economic, housing, language borders in this experience. I am currently examining street vendors of Los Angeles and their

Suggestions or comments:

immigrant experience and I definitely found some overlap in the economic obstacles of each group.

Overall, the event was very rewarding and I enjoyed hands on work.

Student Evaluation of Instructional Related Activity

Title of Activity: Farmworker Immersion Project

Sponsor: Center for Community Engagement

Which course(s) that you are currently taking did this activity relate to:

Environmental Sociology

How:

Shows the environmental injustices
through farm work by
language barrier in our community

Suggestions or comments:

very nice experience

Student Evaluation of Instructional Related Activity

Title of Activity: Farmworker Immersion Project

Sponsor: Center for Community Engagement

Which course(s) that you are currently taking did this activity relate to:

- Reproductive Health & Justice
- History of Southern California

How:

- health of farmworkers relating to their lifestyle or work demanded on the farm
- The history of So Cal consists of a lot of agriculture

Suggestions or comments:

- This Project is amazing! Should get more students to do it

Student Evaluation of Instructional Related Activity

Title of Activity: Farmworker Immersion Project

Sponsor: Center for Community Engagement

Which course(s) that you are currently taking did this activity relate to:

How: *Not for class. I was interested in the project since last year.*

Suggestions or comments:

Be able to talk to more farmworkers and how they feel about the topics we discuss in this project.

Student Evaluation of Instructional Related Activity

Title of Activity: Farmworker Immersion Project

Sponsor: Center for Community Engagement

Which course(s) that you are currently taking did this activity relate to:

None, I came voluntarily

How:

Suggestions or comments:

- maybe more time w/ one-on-one w/residents
- very organized w/ time
- information was very useful and important.

Student Evaluation of Instructional Related Activity

Title of Activity: Farmworker Immersion Project

Sponsor: Center for Community Engagement

Which course(s) that you are currently taking did this activity relate to:

Chicano Studies
How: learning about the exploitation and working conditions of Latino/a and other people

Suggestions or comments:

Student Evaluation of Instructional Related Activity

Title of Activity: Farmworker Immersion Project

Sponsor: Center for Community Engagement

Which course(s) that you are currently taking did this activity relate to:

This field-trip/event was for extra credit for my Chicano Studies class.

How:

participating helps me out a whole letter grade

Suggestions or comments:

Student Evaluation of Instructional Related Activity

Title of Activity: Farmworker Immersion Project

Sponsor: Center for Community Engagement

Which course(s) that you are currently taking did this activity relate to:

environmental Sociology, Capstone, Urban Sociology

How: ~~How~~ reviewed aspects such as environmental justice farm labor, housing development, information on ~~an~~ grassroots organizing.

Suggestions or comments: send confirmation emails when you sign up for the project.

Student Evaluation of Instructional Related Activity

Title of Activity: Farmworker Immersion Project

Sponsor: Center for Community Engagement

Which course(s) that you are currently taking did this activity relate to:

None, this is voluntary

How:

N/A

Suggestions or comments:

Maybe talk to the farmers on the farm and spend more time talking to the people at CEDC

Student Evaluation of Instructional Related Activity

Title of Activity: Farmworker Immersion Project

Sponsor: Center for Community Engagement

~~Which course(s) that you are currently taking did this activity relate to:~~

• Chicano 200

How:

• this class offered extra credit

Suggestions or comments:

• If we can hear more stories of residents

Student Evaluation of Instructional Related Activity

Title of Activity: Farmworker Immersion Project

Sponsor: Center for Community Engagement

Which course(s) that you are currently taking did this activity relate to:

CH5PSY - 383

How:

It relates because we are learning about Chicano/a mental health + culture and this activity showed us actual programs that ~~we~~ use what we are learning

Suggestions or comments:

Student Evaluation of Instructional Related Activity

Title of Activity: Farmworker Immersion Project

Sponsor: Center for Community Engagement

Which course(s) that you are currently taking did this activity relate to: Soc-355
Environmental sociology

How: I was able to apply environmental sociological concepts to agricultural aspects ~~involved in~~ that are at play for farm workers

Suggestions or comments:

Student Evaluation of Instructional Related Activity

Title of Activity: Farmworker Immersion Project

Sponsor: Center for Community Engagement

Which course(s) that you are currently taking did this activity relate to: Environmental
Sociology

How: Credit, Research Project.

Suggestions or comments: Incredible experience. Would
definitely recommend & attend it
again.

Student Evaluation of Instructional Related Activity

Title of Activity: Farmworker Immersion Project

Sponsor: Center for Community Engagement

Which course(s) that you are currently taking did this activity relate to:

Chicano Studies 100.

Chicano Studies 200.

How:

for chicano studies 100 it is a community engagement and

for chicano studies 200 it is extra credit, and boost up our grade.

Suggestions or comments:

overall the experience was eye-opening and very informative from others who are not from the area.

Student Evaluation of Instructional Related Activity

Title of Activity: Farmworker Immersion Project

Sponsor: Center for Community Engagement

Which course(s) that you are currently taking did this activity relate to:

CHS 200

How: Receiving extra credit. The experience is related b/c the farm working industry is mainly Latin American people which have also struggled to fight oppression.

Suggestions or comments:

Student Evaluation of Instructional Related Activity

Title of Activity: Farmworker Immersion Project

Sponsor: Center for Community Engagement

Which course(s) that you are currently taking did this activity relate to:

Environmental Sociology

How:

Extra credit was offered, would have come anyway

It was good to experience farmwork for myself rather than just reading about it

Suggestions or comments:

It would be fun to shadow a farmworker and see their skills firsthand, maybe talk to some harvesters

Student Evaluation of Instructional Related Activity

Title of Activity: Farmworker Immersion Project

Sponsor: Center for Community Engagement

Which course(s) that you are currently taking did this activity relate to:

~~CHS 200~~ ~~CHS 201~~ ~~Health~~ ~~in~~
~~CHS 200~~ ~~the Latino community~~
2) Repro. Justice ~~Planter~~

How:

For repro. justice: pesticides affecting expecting birthers/mothers such as having birth defects on their children.

Suggestions or comments:

I really love this program!
I am so inspired — thank you ♡

Chicana X
Studies

Student Evaluation of Instructional Related Activity

Title of Activity: Farmworker Immersion Project

Sponsor: Center for Community Engagement

Which course(s) that you are currently taking did this activity relate to:

CHS 342

How: Reproductive health and justice that are affected by pesticides used in the fields on the health of farm workers

Suggestions or comments: Energizers between activities/locations