

Center for Community Engagement Community Partnerships

Community Partnerships

Community partners are **co-educators** who work directly with faculty to provide high-quality service-learning projects for groups of students on a semester basis. This entails providing training, orientation, guided reflection and supervision for students.

They are integral to the success of our service-learning students as they facilitate onsite learning and reflection resulting in an integrative teaching approach that provides a foundation for student learning.

Community Partner Quote

“The service-learning students provided by CSUCI have been incredibly impactful and instrumental to the continued success of our programs. I hope we can continue this partnership for years to come.”

Daniel Escobar, Program Development Manager, DRAGG



Thank You To Our Community Partners/Co-Educators

The Center for Community Engagement partners with **over 90 non-profit organizations, governmental agencies, libraries and area schools.** These service-learning partnerships address community needs such as: **homelessness, housing, food insecurity, environment, immigration, youth development, literacy, senior issues, health, education, and community economic development.** We appreciate their involvement in our program and their commitment to our students.

ACTION VC
Agriculture Museum
Alzheimer's Association of Ventura County
Art Through Action
Big Brothers Big Sisters of Ventura County
Boys and Girls Club of Camarillo
BRITE: Building Resilience & Inclusion Through Engagement
Buen Vecino
Cabrillo Economic Development Corporation
Caffrodite Community Collective
Camarillo Family YMCA
Camarillo Health Care District
Camarillo Public Library
Cancer Support Community – Valley/Ventura/Santa Barbara
Canine Adoption & Rescue League (CARL)
CAREGIVERS: Volunteers Assisting the Elderly
Casa De Vida Inc.
Casa Pacifica Center for Children & Families
Central Coast Alliance United for a Sustainable Economy (CAUSE)
Channel Islands Restoration
Child Hope Services
City of Agoura Hills – Department of Community Services

Coalition for Family Harmony
Community Action of Ventura County
Community Advocacy Coalition
Community Roots Garden
Concerned Resource & Environmental Workers (The C.R.E.W.)
Diversity Collective of Ventura County
DRAGG
Focus on the Masters Arts Archive & Library
Food Forward
FOOD Share, Inc.
Girl Scouts of California's Central Coast
Girls Inc. of Carpinteria
Habitat for Humanity of Ventura County
Healthcare for the Homeless/One Stop
Health Corps, Inc.
Housing Trust Fund Ventura County
Independent Living Resource
Just Communities
Justice for All Ventura County
Justice in the Classroom
Kids & Families Together

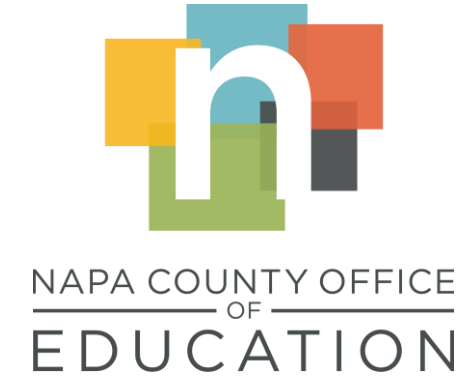
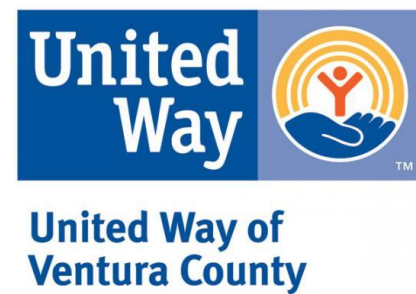
kidSTREAM Children's Museum
Lighthouse for Women & Children
Lulapin Chumash Foundation
Many Mansions
Mercy House Living Centers
Meta St. Apartments
Mixteco/Indigena Community Organizing Project (MICOP)
Museum of Ventura County
NAMI Ventura County
National Park Service Santa Monica Mountains Nat. Rec. Area
New West Symphony
Ojai Valley Land Conservancy
One Step a la Vez
Oxnard Performing Arts Corporation (OPAC)
Oxnard Union High School District Farm to School Program
Paseo Santa Clara/Del Rio Apartments
Reiter Affiliated Companies
Rio Real Elementary School
Santa Barbara Museum of Natural History Sea Center
Santa Monica Mountains Trails Council
Saving Lives Camarillo
School on Wheels
Search Dog Foundation

SEL4CA
Snapdragon Apartments
Social Justice Fund for Ventura County
Somis Elementary
Special Olympics Southern California
Step Up Tutoring
Step Up Ventura
Surfrider Foundation Ventura County Chapter
The Human Nature Center
Thousand Oaks Library
Turning Point Foundation – Growing Works
United Way of Ventura County
Unity Theatre Collective
University of CA Agriculture & Natural Resources
University Preparation Charter School
Ventura County Library System
Ventura County Rescue Mission Alliance
Ventura Land Trust
Villa Cesar Chavez Apartments
Villa Victoria Apartments
Westminster Free Clinic
Women of Substance & Men of Honor
Youth Pride Association

2021-2022 AmeriCorps Volunteer Infrastructure Project (VIP) In Partnership with CSUCI, United Way VC, and Napa COE AmeriCorps VIP Fellow: Laurie Geier

VIP Program Description

The Volunteer Infrastructure Project (VIP) is designed to create a sustainable, effective system of volunteer engagement at AmeriCorps Partner Sites. The VIP Member's primary goal during the term of service is to assist the assigned Partner Site in this process of volunteer program development by 1) building sustainable systems to track, support, manage, and train virtual or in person volunteers; 2) recruiting one-time and skills-based volunteers; and 3) raising funds to support the development of the volunteer program. Partner Sites change annually based on community and agency need, and have included organizations such as Food Banks, Boys & Girls Clubs, Community Health Centers, Environmental organizations and more! This position is a valuable opportunity to develop and apply leadership and community organizing skills to make a lasting difference. **Commitment: 1700 hours of voluntary service / 11 months full-time**



2021-2022 Accomplishments

- Coordinated one-day CSUCI volunteer events: Holiday Street Store, Dr. Martin Luther King Day of Service, César Chávez Day of Service, 36-Days of Hunger Food Drive and Food Sorting Event
- Co-coordinated multiple service events: Road to Restoring satwiwa Phase II & III, the Farmworker Immersion Project, and the Celebration of Service
- Pioneered a week-long hybrid Volunteer Fair with 37 local non-profits
- Promoted Volunteer Income Tax Assistants (VITA) Program
- Volunteered at multiple non-profits and race fundraisers including Pleasant Valley Parks & Recreation Halloween in the Park, Oxnard Santa to the Sea Half-Marathon, Nurses for Newborns Holiday Gift Wrapping, Aut2Run, and more
- Organized Student Academic Success and Equity Initiatives (SASEI) departmental service days with Food Share and Food Forward
- Partnered with ASI Student Government Civic Engagement Fair
- Attended Cal Poly's *Be the Change!* Social Justice and Allyship Conference
- Independently designed and published five monthly editions of the CCE's premier newsletter: *The CI Scoop*
- Wrote and published 2 Voices of CI interview articles
- Shared weekly self-care resources to CSUCI Corps members
- Presented Center for Community Engagement information to campus clubs, classes, and organizations
- Fundraised over \$4,100 of in-kind donations.
- Earned OneOC Volunteer Management Certificate
- Recognized in March 2022 AmeriCorps Member Spotlight (see right panel)

AmeriCorps Mission

“To improve lives, strengthen communities, and foster civic engagement through service and volunteering.”



VIP Skill Development

AmeriCorps allows members to gain professional experience in the non-profit, government, and educational sectors in order to explore career options and benefit communities around the United States. The AmeriCorps VIP Program encourages responsibility and civic engagement while expanding members' professional skillset in 1) **Strategic Thinking** 2) **Planning**, 3) **People Management**, 4) **Innovations**, and 5) **Interpersonal and Intercultural Communication**.

During her service term, Laurie has expanded her skillset in event coordination, professional communication, people management, marketing and recruitment, and adaptability. “This was not an easy year. It was full of unexpected changes and experimentation. Regardless, I am glad that I decided to serve and learn more about projects and communities around southern California.”



AmeriCorps Member Spotlight

Laurie found AmeriCorps after the pandemic shut down her Peace Corps service. “I was student teaching when the pandemic hit, and I was set to leave for Rwanda that September. They kept delaying, and delaying,” She remembered, “So, I looked for something I could do that was like Peace Corps. AmeriCorps gave me another way to serve and chase new experiences. [...] Day-to-day, a lot of my role is social media promotion, event planning for one-time volunteer service events, and building the framework for a culture of service at CSUCI.”

Even though it's not where she expected to end up, Laurie found that she was able to come up with projects in her service that called on skills and interests she didn't think she'd use here. “When I was both teaching French and Autism education, I've always focused on social-emotional learning. Even though I'm not teaching here, I'm still finding a way to incorporate it in some of our student workshops,” She went on, “We do workshops with students every two weeks. It's mostly a supporting side role, but whenever we do the workshops, they let me do a self-care segment at the beginning where we can talk about mental health or make social connections. I get to tie in things that I learned in my teaching background that I never really pictured coming into this.”

Along with skills from her background, Laurie has learned so much since starting with her service site and moving to California. Being from St. Louis, Missouri originally, Laurie noticed, “We talk about a lot of very different social issues in the Midwest than we do here. The themes are the same, but the populations and cultures differ.” This new perspective has helped her move towards her future goals. “This position and everything I've done this year, the populations I've served, and learning about California fits into the Peace, Justice, & Law dual degree program that I want to attend in the future.”

“The lessons that I've learned here and the new scopes of diversity that I've encountered here are only going to make me a better person and ally,” Laurie has followed her passions to get to her current role and plans to continue this trend. “I just keep chasing what I care about, and it keeps working out in my benefit.”



Community-Based Research (CBR) Faculty Fellows Program, 2021-22

Program Description, Expectations, & Outcomes

This is the **second cohort** of the CCE's newest faculty development initiative: the **CBR Faculty Fellows Program**.

- ❖ CBR is research conducted **in collaboration with and on behalf of community partners**. At CSUCI, it is conducted mostly as faculty-mentored **student research** – harnessing the benefits of community engagement and of undergraduate research. It is a **double high impact practice!**
- ❖ Fellows meet for three workshops each semester, learning about best practices in CBR, while sharing their experiences and planning processes.
- ❖ Fellows are expected to design and implement a CBR project with students in a class during the academic year following the fellowship.

Faculty Takeaways

- ❖ “The Community-based Research Faculty Fellowship has offered me the opportunity to further reflect on community-based research as a transformative pedagogical option to empower students and communities.” (Jose Castro-Sotomayor)
- ❖ “The CBR Faculty Fellows program was an eye-opening opportunity for me to think more about how psychometric advancements can be utilized for community-based projects.” (HyeSun Lee)
- ❖ “As part of the CBR Faculty Fellows program, I have been inspired to dedicate more time in Capstone to discuss solutions to social problems, not just how to collect and analyze data about them.” (Rachel Soper)

CBPR Workshop w/ Ethel Nicdao

One of the exciting opportunities for 2022 CBR Fellows was a focused workshop on Community-Based *Participatory* Research (CBPR) with nationally-recognized practitioner Dr. Ethel Nicdao (Chair of Sociology, CSU San Bernardino). The workshop focused on the deep participatory practices of CBPR, highlighting insights about how our biographies impact our work in communities.



2021-22 CBR Faculty Fellows



Rachel Soper, Sociology

Prior to CSUCI, Rachel worked as an evaluation research assistant for a community-based project in Southeastern San Diego. Since Spring 2018, she has taught the Sociology Capstone course, guiding student research projects in collaboration with community partners. She has partnered with Surfrider Foundation, Reiter Affiliated Companies, the Ventura Housing Authority, Food Forward, Community Roots Garden, and the Juneteenth Celebration of Ventura County.



Jose Castro-Sotomayor, Communication

José's teaching, research, and practice are guided by his commitments to environmental and social justice. The notion of community is at the center of his work. Working with Indigenous populations in Ecuador and Colombia developing community-based decision and policy making processes taught him the value of working with communities on sustainable participatory models for community building and conflict resolution. The CBR Faculty Fellows program will help him to apply those lessons to local contexts.

HyeSun Lee, Psychology

As a quantitative methodologist, HyeSun's research aims to 1) identify threats to fairness in educational/psychological measurement, 2) facilitate fairness evaluations for the valid use of scores, and 3) alleviate unintended consequences in high-stakes decisions. She looks forward to applying her skills to community-based needs in the future – and, as an advocate of student research, to providing student research opportunities at the same time.



Ron Berkowsky, Health Sciences

Ron has conducted research in community settings but has not worked closely with community partners to develop and implement projects. The CBR Fellows Program has built confidence in his own ability to engage with partners to serve community needs while providing valuable research experiences to students. He looks forward to using his new skills to develop projects with healthcare-related organizations in the county to serve older adults and LGBTQ+ residents.



Community Engagement and Social Justice Fellows

Links to University Strategic Initiative: Educational Excellence

Program Description

The Community Engagement and Social Justice Fellows Program is a development opportunity designed for faculty who seek to deepen their service-learning teaching and practice by pushing their thinking about social justice and, at the same time, create or refine a course that will allow students to engage with community issues through a social justice orientation (i.e. examining systems of power, privilege and oppression, questioning biases and assumptions, and working to dismantle the tools that perpetuate social and economic oppression and entrenched racial hierarchies), so they begin to see themselves as social change leaders and community advocates.

Through this program, we hope to shape campus and community culture, to further develop students as agents of change, and to engage students in critical consciousness while actively processing issues of equity and justice in the community.

Program Expectations

- Attend monthly 2-hour workshops (October -May) offered over the course of the academic year.
- Propose a new service-learning course or revise an existing service-learning course integrating best practices across the range of course components (planning, partnering, reflection, etc.) to be offered in academic year 2022-2023
- Submit a syllabus to the CCE integrating critical service-learning
- Apply for the service-learning designation for your anticipated course
- Attend the annual Celebration of Service in May 2023 (date TBD)
- Attend and present a poster of your course design at the 2024 Celebration of Service

Please contact Georgina Guzmán, Faculty Director or Pilar Pacheco, Director for more information.

Meet the Fellows



Aura Perez, Early Childhood Studies

Aura joined the Fellows program to learn how to better prepare students to become informed and take action on social justice issues pertinent to the early childhood education students of Ventura county that they will be responsible for serving in future education classrooms.



Anna Winget, English

Anna wanted to learn from and collaborate with like-minded service engaged academics. She is interested in building community collaborations, mentoring queer student leaders, and bolstering the queer studies program. And learn how to better manage a sustainable practice of teaching, research, publication, and service.



Brittnee Veldeman, Chemistry

Brittnee has slowly been developing a social justice focused curriculum for her courses and wanted to learn how to incorporate service-learning into her Chemistry courses. However, she wanted the help of a community of practice to assist in the creation of a coherent course.



Safa Khan, Chemistry

Safa was looking to deepen her service-learning teaching and practice and make long lasting connections between the Chemistry department and the local schools. She envisions a future where CSUCI students are actively engaged with the K-12th grade teachers and students to help create science programs that intertwine issues of social equity, justice and science.

Faculty Quotes

As a Fellow I have been fully supported in envisioning a Latinx Children's Literature course which will engage early childhood studies students in learning about critical literacy alongside children from the surrounding farmworker community in Ventura County. Through the program, I have gained clarity on how a Latinx Children's Literature course can foster social justice through the formation of reciprocal and respectful community-university relationships, authentic exchanges of funds of knowledge, and disruption of racist and biased children's literature.

Aura Perez

I am so grateful for the opportunity to have been a CESJ fellow this year! The vibrant community of other educators passionate about service-learning and social justice has inspired me and broadened my pedagogy in productive and exciting ways. Being exposed to experts in different areas of community engagement was incredibly valuable and I took away practical tools I have implemented in my classroom. As a result of what I've learned in the program, my students have collaborated with Queer Student Alliance to organize the first CI Pride Fest toward a more inclusive campus and stronger community for LGBTQI+ students.

Anna Winget

The CESJ workshops this year have been humbling and inspiring. Reimagining what service-learning can do for communities and our students with such supportive mentors was a powerful experience. I am looking forward to forging long lasting relationships with community partners and working with the team to craft a course that can be of true service to our community and students.

Brittnee Veldeman

My perspective on teaching has been transformed after taking the Fellows Program. This professional development opportunity has broadened my perspective about the community and most importantly my teaching practices. The program has made a lasting impact on my teaching practices and my own views of social justice and service learning. I hope to help empower my students to become community leaders who can make meaningful and lasting impacts on the community.

Safa Khan



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Campus Compact 2022-2023 Newman Civic Fellow Cameron Bartosiewicz

ABOUT THE FELLOWSHIP

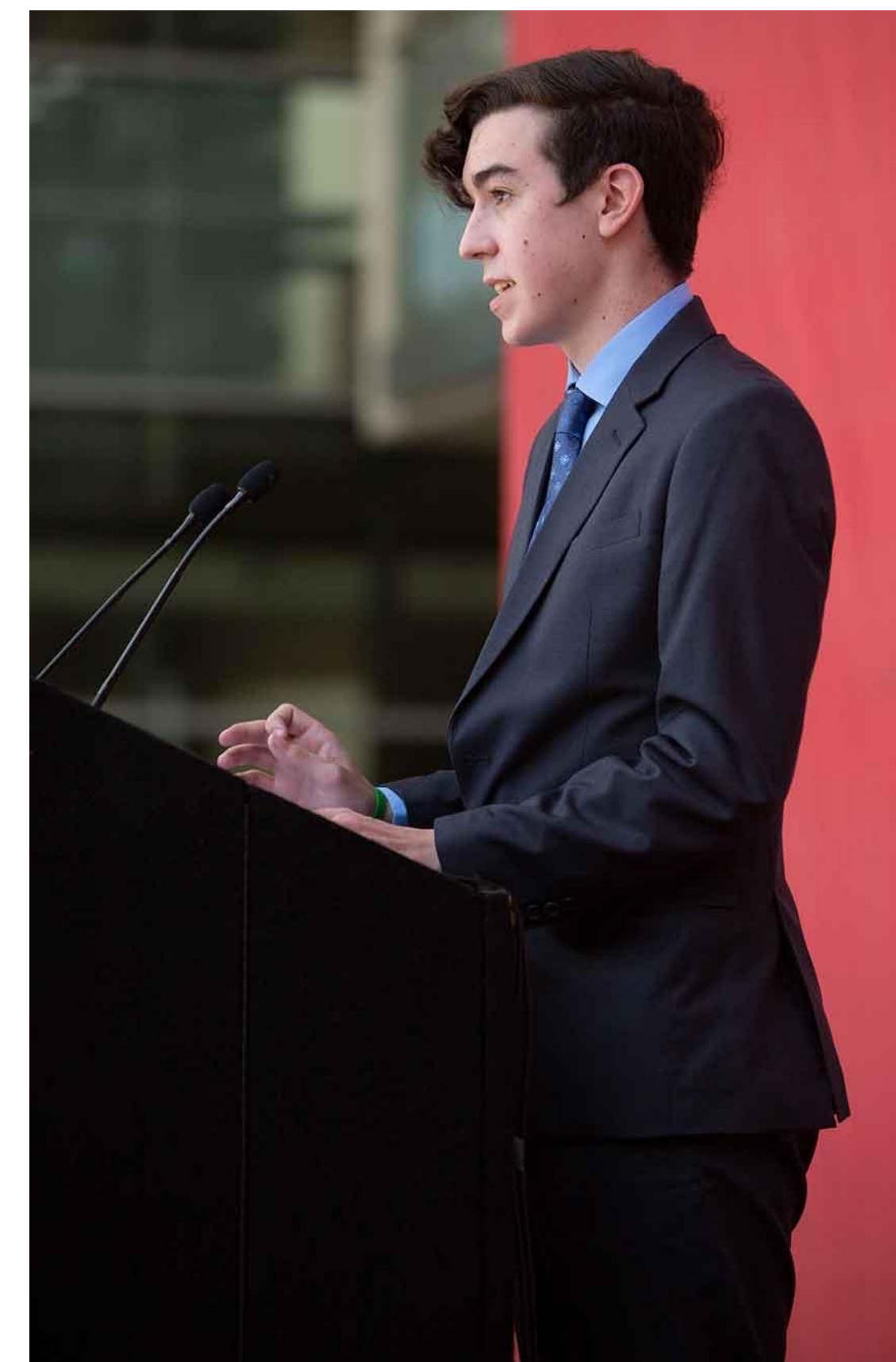
The Newman Civic Fellowship recognizes and supports community-committed students who are changemakers and public problem-solvers at Campus Compact member institutions. Fellows are nominated by their president or chancellor on the basis of their potential for public leadership.

Through the fellowship, Campus Compact provides students with training and resources that nurture their assets and passions and help them develop strategies for social change. The yearlong program, named for Campus Compact founder Frank Newman, includes virtual learning opportunities and networking as part of a national network of engaged student leaders and an optional in-person convening.

The Newman Civic Fellowship builds a national network of engaged student leaders who can support one another in building transformational partnerships between campuses and communities.

QUOTE FROM PRESIDENT RICHARD YAO

Cameron Bartosiewicz, a third-year student and a recipient of the 2021 President's Award for Student Innovation for his work on behalf of the LGBTQ+ community. Cameron has emerged as one of CSUCI's rising leaders in community engagement. He saw a need in his community and took active steps to address it -- beginning a new nonprofit 501c3 organization to support LGBTQ students called The Youth Pride Association (YPA). YPA works to promote and foster the acceptance of LGBTQ+ people through education, support and advocacy. Cameron hopes to use his leadership and organization to create community engagement and learning opportunities for his peers to decrease misinformation and hate faced by the LGBTQ community. As he continues in this role, I am confident he will do much to promote and foster the acceptance of LGBTQ+ people on our campus and in our communities.



CAMERON'S PERSONAL MISSION STATEMENT

For much of my life, I have seen the disparities LGBTQ individuals face in life. I have experienced much of this malice firsthand. Two years ago, I came across alarming studies, that showed me the problem was bigger than I had initially thought. I knew something had to change, and this is where my work began. I founded Youth Pride Association, a non-profit organization, to promote and foster the acceptance of LGBTQ people in educational institutions. I believe through education, support, and advocacy, the alarming and substantial adversities LGBTQ students face in schools can be mitigated.

CAMERON'S STORY

Cameron Bartosiewicz is a Junior majoring in Chemistry/Biochemistry. Cameron is informed about societal issues and dedicated to being a socially responsible individual by serving his community. He seeks a variety of opportunities to serve marginalized populations on campus and in his community.

Cameron saw a need in his community and took active steps to address it -- beginning a new nonprofit 501c3 organization to support LGBTQ+ students called The Youth Pride Association (YPA). YPA promotes an environment in educational institutions that accepts and supports LGBTQ+ students. This organization was created to ensure the longevity of various support programs, such as the Acceptance Week program that addresses the disproportionate disparities LGBTQ students face while at school. Through engagement and collaboration with the local community and fellow undergraduates at CSUCI, Cameron has created a program that is unique, relevant, critical to helping support systemic change and aligns with the values of our campus.

Most recently, Cameron has looked for ways to improve inclusivity at CSUCI for our students, particularly for our transgender student population. One of the ways in which this partnership has created tangible progress is the impending roll-out of several multi-stall all-gender restrooms in high-traffic areas on campus. Work began just a few months ago with an assessment of current all-gender restrooms, identification of where the needs were the greatest, review of the complexity of the changes, financial considerations, and the final steps, implementation, and communication. These changes are scheduled to happen this spring and are a direct result of Cameron's partnership, advocacy, and expertise..

Cameron has demonstrated his commitment to service, social justice, and creating lasting high-impact programs to support LGBTQ youth and college students by his leadership. Cameron is an outstanding role model on our campus. CSUCI is a better place for his presence.



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2021-2022 CSUCI Corps Program Community Service Initiative

Links to University Strategic Initiative: Student Success and Educational Excellence

CSUCI Corps is a paid service internship initiative and collaboration between the Center for Community Engagement (CCE), the Federal Work Study program and non-profit organizations. The program places student leaders at area non-profits, schools or the CCE to meet community needs in the areas of: education, literacy, mentoring and volunteer recruitment. The primary goals of the program are to: 1) build and support a network of community-committed students from CI in their academic, civic, and professional development while increasing their community involvement in meaningful ways; 2) foster connections between the University, its students, and the community; and, 3) provide pathways for CI students entering graduate school or the workforce. To advance these goals, the CCE provides biweekly Student Success Seminars focusing on topics such as: civic and interpersonal development, graduate school, undergraduate research, and professionalism and public-speaking, as well as networking opportunities.



Elizabeth Ceja, STEM Corps. Elizabeth is a senior, graduating in May 2022 with a degree in Mathematics, emphasis in Education. She is providing STEM academic homework support to children at CEDC's **Meta Street Farmworker Family Apartments** in Oxnard.



Steven Jimenez, EduCorps. Steven is a freshman, majoring in Early Childhood Studies. He is interested in EduCorps because it will provide him experience on the path towards becoming an elementary school teacher. Steven is providing academic homework support at **Somis Elementary**.



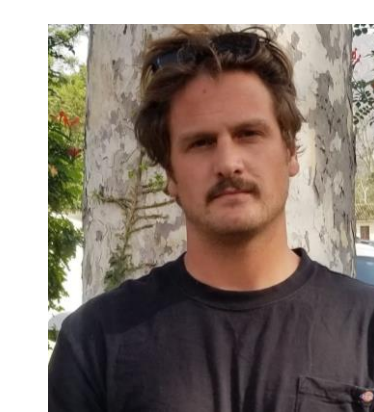
Katie Eikenberry, Trails Corps. Katie is a junior, majoring in ESRM. She is serving with **Santa Monica Mountains Trails Council** to restore the local public trail system. Katie is an avid hiker and understands the need for trail restoration in the local parks. She also hopes to expand her knowledge and experience of conservation on public lands.



Ashley Tomasetti, EduCorps. Ashley is a junior, majoring in Liberal Studies with a concentration in Bilingual Authorization. She is providing academic homework support to at **Somis Elementary**. Ashley believes this position will be a great starting point to a lifelong career in education.



Tyffani Hamlin, EduCorps. Tyffani is a senior, graduating in May 2022 with a degree in Psychology. She believes it is important to be involved with your community and act as a role model for the youth so they can grow on the right path. Tyffani is providing academic homework support at the **Boys and Girls Club of Camarillo**.



Riley Evans, Trails Corps. Riley is a junior, majoring in Studio Art with a minor in ESRM. He is serving with **Santa Monica Mountains Trails Council** to restore the local public trail system. He enjoys outdoor activities and believes it is important for people to get involved in the community.



Britney Maciel-Servin, EduCorps. Britney is a junior, majoring in English. She hopes to use this experience to prepare her for a career as a high school English teacher. She is providing academic homework support to children at CEDC's **Villa Cesar Chavez Farmworker Family Apartments** in Oxnard.



Wendy Villafuerte, EduCorps. Wendy is a junior, majoring in Liberal Studies. As an aspiring elementary school teacher, working with students outside of the classroom will help her to better support students' needs. Wendy is providing academic homework support at CEDC's **Villa Victoria Apartments** in Oxnard.



Julia Shapiro, Climate Corps. Julia is a sophomore, majoring in Business with an option in Finance. She is serving with **CSUCI's Office of Sustainability** to launch a food waste recycle program to reduce environmental impact and help curb climate change. Julia enjoys teaching others about the effects of climate change.



Gianina Pontrelli, EduCorps. Gianina is a junior, majoring in Biology. She aspires to go to medical school and eventually work with an organization such as Doctors without Borders. She is providing academic homework assistance at CEDC's **Snapdragon Place Apartments** in Ventura.



Bryan Loya Acevedo, Trails Corps. Bryan is a senior, graduating in May 2022 with a degree in ESRM and a minor in Biology. He is serving with **Santa Monica Mountains Trails Council** to restore the local public trail system. Bryan is passionate about the conservation and restoration of degraded ecosystems.



Karissa Smathers, Climate Corps. Karissa is a junior, majoring in Anthropology and Psychology. She is serving with **CSUCI's Office of Sustainability** to launch a food waste recycle program to reduce environmental impact and help curb climate change. Karissa is passionate about the environment and educating others.



Joanna Hernandez, EduCorps. Joanna is a senior, graduating in May 2022 with a degree in Political Science and History. She plans to have a career in Library Science, Social Work, or both. Joanna is providing academic homework support to children at CEDC's **Paseo Santa Clara/Del Rio Apartments** in Oxnard.



Charles Knowles, Trails Corps. Charles is a junior, majoring in Organizational Communication. He is serving with **Santa Monica Mountains Trails Council** to restore the local public trail system. Charles is eager to advocate for the environment and network with individuals who fight for the same cause.



Karen Tejada, Health Corps. Karen is a senior, graduating in May 2022, with a degree in Political Science and minors in Sociology and Chicano/a Studies. After graduation, she plans to study for the LSAT and attend law school. Karen is working with the **Oxnard Performing Arts Center Corporation** on local vaccination awareness and outreach efforts.



Monique Rivera, EduCorps. Monique is a freshman, majoring in Early Childhood Studies. She believes community engagement is important because it helps both the community and the individual grow. Monique is providing academic homework support at **Somis Elementary**.



Dorian Curtin, Trails Corps. Dorian is a senior, graduating in May 2022 with a degree in ESRM. She is serving with **Santa Monica Mountains Trails Council** to restore the local public trail system. Dorian believes community is the backbone of society and teaching the community about the environment will improve society.



Thalia Salcedo, Health Corps. Thalia is a junior, majoring in Chicano/a Studies with a minor in Sociology. She is interested in the Health Corps because of the high impact of COVID-19 in the Latinx community. Thalia is working with the **Oxnard Performing Arts Center Corporation** on local vaccination awareness and outreach efforts.



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2021-2022 CSUCI EduCorps & STEM Corps Community Service Initiative

Links to University Strategic Initiative: Student Success and Educational Excellence

STEM Corps

STEM Corps aims to add extra support STEM support to elementary school children and youth by having university students act as math/science mentors to students. CSUCI STEM Corps members provide virtual math/science support and enrichment activities focused on supporting K-high school student learning at a Cabrillo Economic Development Corporation (CEDC) housing communities.

EduCorps

The **EduCorps** members provide homework, literacy, and mentoring activities and support to elementary-age school children at the Boys and Girls Club of Camarillo, Somis Elementary, and Cabrillo Economic Development Corporation farmworker housing properties: Meta Street, Paseo Del Rio, Villa Cesar Chavez, Villa Victoria, and Snapdragon Place.

Student Quotes

“The Corps program gave me the experience that I yearned for as an aspiring elementary school teacher. I learned that I am capable of being successful in this career and that I can solve problems when I’m faced with difficult situations.”- **Ashley Tomasetti**



**BOYS & GIRLS CLUB
OF CAMARILLO**



Elizabeth Ceja, STEM Corps. Elizabeth is a senior, graduating in May 2022 with a degree in Mathematics, emphasis in Education. She is providing STEM academic homework support to children at CEDC’s **Meta Street Farmworker Family Apartments** in Oxnard. Elizabeth will be enrolling in the Credential program in the Fall.



Gianina Pontrelli, EduCorps. Gianina is a junior, majoring in Biology. She aspires to go to medical school and eventually work with an organization such as Doctors without Borders. She is providing academic homework assistance at CEDC’s **Snapdragon Place Apartments** in Ventura.



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2021-2022 CSUCI Climate & Health Corps Community Service Initiative

Links to University Strategic Initiative: Student Success and Educational Excellence

Climate Corps

The **Climate Corps** members support the Center for Community Engagement and the Office of Sustainability by launching a food waste recycling program on campus to reduce environmental impact and help curb climate change.



Health Corps

The **Health Corps** members work with the local vaccination awareness and outreach efforts. This off-campus project is a collaboration between the County of Ventura, Ventura County Community Foundation, and twenty community-based organizations. Its objective is to promote safety for self and communities through an educational and outreach program that provides information, testing and clinic schedules, and personal protective equipment (PPE). Health Corps members work directly with the Oxnard Performing Arts Center Corporation (OPAC).



Student Quotes

“The Corps program helped me evolve into a more confident leader and student, who feels that their work is leading towards something bigger than them.”

- **Julia Shapiro**

“The Corps program made me realize I want to do more community work and outreach to people for vaccinations. I learned that I am not shy and that I feel comfortable going out on my own to outreach.”

- **Thalia Salcedo**



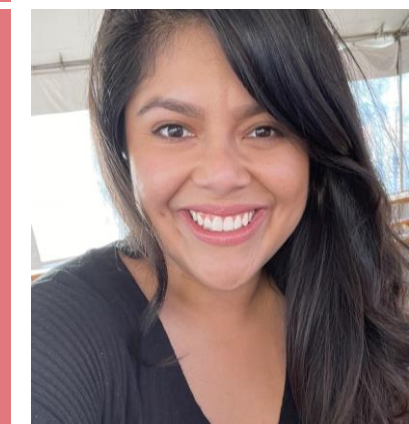
Julia Shapiro, Climate Corps. Julia is a sophomore, majoring in Business with an option in Finance. She is serving with **CSUCI's Office of Sustainability** to launch a food waste recycle program to reduce environmental impact and help curb climate change. Julia enjoys teaching others about the effects of climate change.



Karissa Smathers, Climate Corps. Karissa is a junior, majoring in Anthropology and Psychology. She is serving with **CSUCI's Office of Sustainability** to launch a food waste recycle program to reduce environmental impact and help curb climate change. Karissa is passionate about the environment and educating others.



Karen Tejada, Health Corps. Karen is a senior, graduating in May 2022 with a degree in Political Science and minors in Sociology and Chicano/a Studies. After graduation, she plans to study for the LSAT and attend law school. Karen is working with the **Oxnard Performing Arts Center Corporation** on local vaccination awareness and outreach efforts.



Thalia Salcedo, Health Corps. Thalia is a junior, majoring in Chicano/a Studies with a minor in Sociology. She is interested in the Health Corps because of the high impact of COVID-19 in the Latinx community. Thalia is working with the **Oxnard Performing Arts Center Corporation** on local vaccination awareness and outreach efforts.



Channel Islands
CALIFORNIA STATE UNIVERSITY

2021-2022 CSUCI Trails Corps Community Service Initiative

Links to University Strategic Initiative: Student Success and Educational Excellence

Trails Corps

The Trails Corps actively works to engage CSUCI students in trail restoration and conversation through education, volunteer opportunities, and promotion and marketing with the goal of connecting students to nature, developing future volunteers, and helping students build civic and professional skills.

Based on the rich tradition of wilderness trail workers, Corps members serve for one year alongside **Santa Monica Mountains Trails Council** to construct, repair, maintain, and restore the public trail system throughout the Santa Monica Mountains and adjacent areas. Corps members participate in analyzing, planning, and completing various trail projects including maintenance and clearing, construction of erosion prevention structures, and construction of steps, walkways, and bridges in timber or rock and outreach events conducted by Santa Monica Mountains Trails Council members.



Bryan Loya Acevedo, Trails Corps. Bryan is a senior, graduating in May 2022 with a degree in ESRM and a minor in Biology. He is serving with **Santa Monica Mountains Trails Council** to restore the local public trail system. Bryan is passionate about the conservation and restoration of degraded ecosystems.



Charles Knowles, Trails Corps. Charles is a junior, majoring in Organizational Communication. He is serving with **Santa Monica Mountains Trails Council** to restore the local public trail system. Charles is eager to advocate for the environment and network with individuals who fight for the same cause.



Dorian Curtin, Trails Corps. Dorian is a senior, graduating in May 2022 with a degree in ESRM. She is serving with **Santa Monica Mountains Trails Council** to restore the local public trail system. Dorian believes community is the backbone of society and teaching the community about the environment will improve society.



Katie Eikenberry, Trails Corps. Katie is a junior, majoring in ESRM. She is serving with **Santa Monica Mountains Trails Council** to restore the local public trail system. Katie is an avid hiker and understands the need for trail restoration in the local parks. She also hopes to expand her knowledge and experience of conservation on public lands.



Riley Evans, Trails Corps. Riley is a junior, majoring in Studio Art with a minor in ESRM. He is serving with **Santa Monica Mountains Trails Council** to restore the local public trail system. He enjoys outdoor activities and believes it is important for people to get involved in the community.

Student Quotes

“This program not only helps give back to the community, but it also provides you with a connection with the mountains & trails all around you. When you work on a trail, you feel a sense of ownership of the work.” - **Bryan Loya Acevedo**

“I am so glad I am able to be part of a program where I have met so many people & mentors that have made my passion for nature & teamwork so much more valuable.” - **Charles Knowles**

“I met a lot of friendly & dedicated individuals who give their time, energy, & labor to maintain the public trails system. I’ve come to appreciate how much effort goes into keeping the trails safe for future use.” - **Katie Eikenberry**

Community Bus Tour: How Might Working with the Community Enhance Teaching and Learning

Links to University Strategic Initiative: Educational Excellence

Project Description

The Community Bus Tour guides faculty through a first-hand experience of service-learning community partnerships throughout Ventura County. Starting with an orientation and overview of the day, faculty board the bus and travel first to sat^hwiwa, a sacred mountain to the Chumash people, located on the edge of campus. Matthew Vestuto, founder of Lulapin Chumash Foundation, discussed the cultural significance of sat^hwiwa. Next, we traveled down the road to Mugu Rock, or muwu Rock, where Matthew took us on a visual tour of the Channel Islands and the Chumash journey to the mainland. Then we went to Villa Cesar Chavez, an affordable housing community for farmworkers. Faculty heard from the property manager, Cabrillo Economic Development Corporation, about the service-learning projects that have taken place there, including reading circles and tutoring.

Next, the group visited Ventura County Rescue Mission, where we learned about services available for adult men experiencing homelessness. For lunch, we stopped by Community Roots Garden where Vern and Adiel provided a tour of the garden. Faculty also heard from Community Advocacy Coalition, a social justice advocacy organization with a focus on the African American community, and their service-learning project with Sociology.

Following lunch, we stopped at Diversity Collective Ventura County and were given a tour of the community center as well as an overview of services provided to the LGBTQ+ community. Lastly, we visited CAREGIVERS: Volunteers Assisting the Elderly where Tammy Glenn discussed several past and current service-learning projects with CSUCI Faculty and students.

Purpose

The purpose of the Community Bus Tour is to introduce new and “not-so-new” faculty to CSUCI’s service-learning program, to the surrounding community and the CCE’s community partners. Faculty have the opportunity to meet various campus-community partners, learn about issues that impact our community and discover how they and their students can engage with and learn from the community through service-learning and community-based research. The tour is a fun, interactive, and informative experience that brings together the university and community.



Participants

- Taryn Hakala, English
- Rachel Soper, Sociology
- Susan Lefevre, University and Communications
- Jose Alamillo, Chicana/o Studies
- Raquel Baker, English
- Jacqueline Reynoso, History
- Lydia Collins, Library
- Georgina Guzman, English
- Hanni Jalil, History



Faculty Reflections

“It is important for professors, as we try to give service opportunities that both introduce students to different cultural groups and provide them with options in groups they self-identify with.”

“The fact that we were in the community that we serve was the best part. It's very easy to sit in my office all day, every day and not really see or connect with the community.”

“I was born and raised in Ventura County and spent a lot of my life in the Oxnard area, and yet this tour introduced to me so many parts or aspects of the community of which I was mostly unaware.”

“I was particularly moved by the speakers at the housing development, partly because it was not academic and partly because this was the one place where we saw the product of CSUCI in terms of the students who'd recently graduated.”

The Road to Restoring sat^hwiwa

A Cross-Divisional Initiative to Build a Culture of Service at CI

Links to University Initiative: Student Success and Educational Excellence

sat^hwiwa Historical Significance

Rising above the west side of campus **sat^hwiwa**, sometimes referred to as Round Mountain, stands as a striking feature in the CSU Channel Islands landscape. From the top, it offers panoramic views of the campus, Oxnard plains, Camarillo, Point Mugu, and surrounding mountains and agricultural fields. **sat^hwiwa**, meaning "the bluffs", is sacred to the Chumash people. This was once the gathering place for the winter solstice where the Chumash set up shrines to celebrate harmony, healing, forgiveness, and compassion. The centuries-old tradition died out nearly 200 years ago.

The continuing work to restore this place of cultural significance includes trail restoration work to provide erosion control measures, restore native plants, and aid in trail identification and educational signage. Through the continued efforts of the Chumash elders, CSUCI, and the Santa Monica Mountains Trails Council, these ceremonies will be held once again.



"It's an honor to be able to contribute to the campus in this way and involve young minds who will carry on this tradition," Bañuelos said. "We want to bring back the shrine as a sacred site and celebrate winter solstice with all of the community as a yearly event. These celebrations are so needed in this time of disconnect and separation in our world." - **Raudel Bañuelos**



Restoration Phases

Phase I – Sept 21, 2019 – In 2019, the community came together to launch the *Road to Restoring sat^hwiwa* Service Days. The first step to restoring this place of cultural significance was to create a trail to the top. The existing route, a former road, was in poor condition and covered with brush. Participants cleared brush and root balls from the trail entrance and took the first step toward restoring this sacred trail.

Phase II – September 18, 2021 – The *hukisunupahani lo'ka'aliyaš 'isat^hwiwa* (we restore the path to sat^hwiwa) event on Sept. 18th was a huge success thanks to the support and participation of the campus community. Volunteers joined Chumash elders, the CSUCI Anthropology Club, Santa Monica Mountains Trails Council, and the Center for Community Engagement. Participants had the chance to hear from Chumash elders about cultural history, the importance of the sacred land in which CSUCI rests, and view Chumash cultural artifacts.

Phase III – October 9, 2021 – Volunteers rolled up their sleeves to help continue the restoration of this sacred spot. After an orientation from the Santa Monica Mountains Trails Council and a land acknowledgement and blessing from Chumash Elders, volunteers worked to provide erosion control measures and restore native plants.





Channel Islands
CALIFORNIA STATE UNIVERSITY

Farmworker Immersion Project

Friday, April 8, 2022 (8:30 am – 3:00 pm)

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), and Reiter Affiliated Companies, the Center for Community Engagement offered the Farmworker Immersion Project (FIP) to students during the Spring 2022 semester. FIP is a program that places students in the community to learn about farmworker rights, resources, and the direct link to the agricultural business in our county. The FIP guides students through a first-hand experience of farm work life in Ventura County. Students visited a local raspberry ranch where they learned how to harvest and pack berries. Students also heard from Ventura County Farmworker Resource Program representatives about the impact of COVID-19 on farm working communities and the county's multilingual health and vaccine educational initiatives. Throughout the pandemic, this information has been provided to farmworkers during their half hour lunch break. In the afternoon, 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 with House Farm Workers!, students returned to campus.



Need for Farm Worker Housing*

Farming and farm-dependent businesses provide an estimated 41,600 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.
- 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 berry farmworker is between \$24,500-\$33,300

In Ventura County, the hourly wage necessary to rent a 2-bedroom home at fair market rent is \$37.00 with a cumulative yearly salary of \$77,720. As a result, farmworkers who pool their resources still live in overcrowded apartments or houses, and sometimes live in garages or sheds not intended for human habitation.

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.



Participant Reflections

“This was a profound and emotional experience; my heart is still full. Experiencing the connections between global industry, local communities, and individual neighbors' goals and lives left me thinking about where I can participate in that network and contribute to that community.”

“The Farmworker Immersion Project highlighted how service to others in the community truly changes lives.”

*Ventura County Agricultural Commissioner, Ventura County's Crop and Livestock Report (2019), •National Agricultural Workers Survey (2004), •Work Force Investment Board, The Future of Ventura County Agriculture: Issues and Opportunities for Workers and Growers, (2006), •Out of Reach (2020) National Low Income Housing Coalition, •Employment Development Department, •California Regional Economics Employment (2017 1st quarter), •UC Agricultural and Resource Economics Update (2015), •healthmattersincv.org, •California Housing Partnership Coalition (2020), •University of California's California Agriculture Journal, Vol.73 (2): 73-78 (May 2020)

2021-2022 Serve It Up Service Days

A Cross-Divisional Initiative to Build a Culture of Service at CI

Links to University Initiative: Student Success and Educational Excellence

Serve It Up

The Center for Community Engagement, Multicultural Dream Center, and the Veterans Affairs Programs have collaborated on a cross-divisional initiative to contribute to building a culture of service at CI. Serve It Up is a year-long program that provides the CSU Channel Islands community with service opportunities throughout Ventura County. The initiative involves signature service days created and implemented by student leaders. Events take place off-campus at various community organization sites. All participants engage in a day of service and learning within the local Ventura community.



Street Store & Dr. Martin Luther King Jr. Service Event

Holiday Street Store: Tuesday, December 21, 2022

After collecting donations from the CSUCI campus community for nearly 2 months, Center for Community Engagement staff distributed toys, books, and coats to the Westminster Free Clinic (WFC) of Oxnard's clients for WFC's annual holiday event.

Martin Luther King Jr. Day Street Store: Tuesday, February 15, 2022

In honor of Dr. Martin Luther King Jr. National Day of Service, CSUCI partnered with Westminster Free Clinic of Oxnard for a Street Store. The Street store is a donation-based, pop-up store to benefit the community where all items are free. The CSUCI community donated over \$4,100 worth of clothing, books, toys, and household items to be distributed to the Westminster Free Clinic's clients. Volunteers organized donations in a store-like set up, then assisted "shoppers" by handing out bags and organizing items.



César Chávez Service Events

César Chávez 36-Days of Hunger Food Drive: Wednesday, February 23 – Wednesday, March 30, 2022

As tribute to César Chávez's longest hunger strike in 1988, lasting 36 days, the Center for Community Engagement and Basic Needs teamed up for the 36-Days of Hunger Food Drive. All donations collected were redistributed to students and local community members through CSUCI's free food pantry, Dolphin Pantry.

César Chávez Day of Service: Friday, March 25, 2022

In collaboration with Food Forward of Ventura County, the Center for Community Engagement planned a morning of "gleaning" Meyer lemons at a local ranch to reduce food waste and fight local food insecurity. Volunteers learned about local and national food insecurity before hearing from Ruben Castro Charities representative, Alejandro Castro, about how the gleaned produce would support local food distribution services.

36-Days of Hunger Donation Sorting: Wednesday, March 30, 2022

In partnership with CSUCI Basic Needs Program, staff and students sorted, organized, and shelved donations collected during the 36-Days of Hunger Food Drive. Student volunteers, Student Nurses' Association members, and CSUCI Human Resources staff spent an hour supporting, Dolphin Pantry in honor of César Chávez's commitment to service.



ruben castro charities



2021-2022 CSUCI Departmental Service A Cross-Divisional Initiative to Build a Culture of Service at CI Links to University Initiative: Student Success and Educational Excellence



Enrollment Management Department

Holiday Street Store Clothing Sorting, Monday, December 6, 2022: After collecting donations from the CSUCI campus community for nearly 2 months, the CSUCI Enrollment Management department took an hour out of their day to sort, organize, and fold clothing donations. Donations were then distributed to Westminster Free Clinic's clients at our Holiday and Dr. Martin Luther King Jr. Day Street Stores.

Enrollment Management staff member Edwin Mancilla went above and beyond to sort donations in December and participate in the Dr. Martin Luther King Jr. Day Street Store, serving as an invaluable volunteer, role model, and leader.



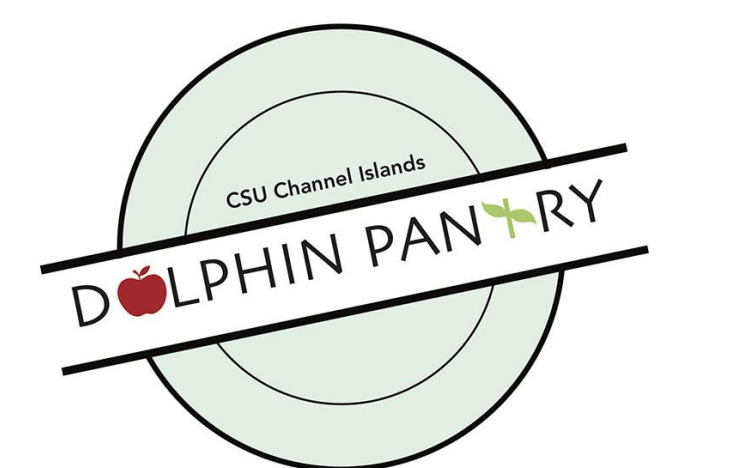
Student Academic Success & Equity Initiatives Department

SASEI Serves, Friday, December 3, 2021: Student Academic Success & Equity Initiatives (SASEI) volunteered their time at Food Share to pack disaster kits. The SASEI team participated in this service event to build community amongst their staff members, cultivate a deeper connection between CSUCI and the community, and be models for students. The SASEI department will continue to participate in departmental service days, continuing in July 2022 when SASEI will spend a morning combatting food insecurity with Food Forward by gleaning at a local lemon ranch.



Human Resources Department

36-Days of Hunger Donation Sorting: Wednesday, March 30, 2022: In partnership with CSUCI Basic Needs Program, staff and students sorted, organized, and shelved donations collected during the 36-Days of Hunger Food Drive. The CSUCI Human Resources staff volunteered alongside students and spent an hour at Dolphin Pantry in honor of César Chávez Day.





Coalition And Community Bridge-Building In Oxnard

Leslie Abell and Dennis Downey • Soc 499 – Sociology Capstone • Spring 2022

Course Background

Service-learning takes many different shapes across classes. Sociology Capstone incorporates service learning in the form of community-based research (CBR), a research project designed around community partners' needs. This approach treats the research project as the service.

Students are tasked with conducting a research project from "design to delivery" – working with community partners to identify a research question, planning how to collect and analyze data and then executing that plan, and finally presenting the results in both written and oral formats.

Project Participants & Project Goals

Community Partners:

Oxnard Coalition - a collective of several organizations and non-profits focused on improving the lives of Oxnard residents (a partial list of coalition members: CAUSE, CAC, Buen Vecino, Future Leaders of America, GOOD Club, MICOR, Lideres Campesinas, SEIU 2015, and UFCW 770).

Community Advocacy Coalition (CAC) - a social justice organization dedicated to improving the economic, educational, legal, health, and social well-being of the African American community in Ventura County.

Students:

Kimberly Aguilar, Rachel Allred, Jason Bauer, Samantha Castaneda, Vanessa Gonzalez, Brittany Gould, Nadia Hernandez, Riaz Karim, Briana Padilla, Sydney Parker, Odalis Perez, Jayden Puntmek, Victoria Rodriguez, Nancy Uribe, Ally Ward, Aricka Wedlaw

Goals:

The goal of this research project is to understand how the Oxnard Coalition operates and how those operations reflect the desires and goals of the coalition's members. We especially wanted to understand what coalition members expect from the coalition, how they want the coalition to function, and how the coalition can best achieve their goals.

Additionally, this project explores how the Oxnard Coalition might foster inter-ethnic community bridging, particularly between African American and Latinx communities – a main concern and desire for the Community Advocacy Coalition which is also a member of the larger Oxnard Coalition.

These insights are particularly important given that much of the collaboration within the Oxnard Coalition has been hindered by the COVID-19 pandemic. Now that the pandemic is waning, the Oxnard Coalition has the opportunity to clearly define what its mission is and leverage the relationships between its members for collective action.

Project Activities

Students began this project by meeting with key community partner representatives, Maria Navarro and Angela Timmons. These meetings provided foundational knowledge for the students about each coalition and acted as a springboard for solidifying the research project goals.

Once the project and guiding research question was solidified, students explored the related literature on the topic in order to develop an in-depth interview questionnaire. Students then recruited and conducted interviews with members from the Oxnard Coalition over Zoom.

These interviews were transcribed and coded using an inductive analysis approach. (Data is still being collected and analyzed at this time.)

Once the analysis is complete, students will present their findings to our community partners and submit a written report of the project to *CBR@CSUCI*, an open-access repository for community-based research projects conducted at CSUCI.

Throughout this process, students learned that research is not a linear process and navigated a variety of logistical issues.

Service-Learning Outcomes

The findings of this research will be presented to the Oxnard Coalition with the hope that they will help inform and support some "next steps" for the coalition, including developing a mission and outlining processes to ensure effective collaborations among its members. The research findings may also suggest ways to develop or build stronger relationships between the African American and Latinx communities within Oxnard.

Engaging in community-based research provides students the opportunity to build a variety of soft and hard skills which can be utilized in their careers, graduate school, and everyday life. Students further develop their:

- critical thinking,
- writing and argumentation skills,
- oral presentation skills,
- ability to consume, synthesize, and present complex information,
- ability to relate and communicate with different people and audiences.

Students are also empowered to see themselves not only as knowledge consumers, but also as knowledge creators.

Finally, for this project, students gained an insider's perspective on how social justice work is accomplished and the power that coalitions have in addressing social issues by working together. This work also exposed them to various non-profits and organizations they may wish to join or support as well.

Best Practices Elements

Provide students opportunities to showcase their individual work as well as group contributions.

Build in time for students to reflect on the process of research.

Use class time to model or work on aspects of the project. Since many students are new to research, these activities make the research process more transparent and demonstrate the variety of decisions researchers must make. These activities also provide a space for students to develop the justification for these decisions.

Embrace the messy reality of research. Plan for setbacks and consider how to address them (proactively and reactively). Communicate these strategies and changes with students.

Build norms for communication within the class, within student teams, and with the community partner(s).

Encourage and provide opportunities for students and/or community partners to lead aspects of the project. Although faculty may have more experience with research, it does not mean that we are always the experts or that our ideas are always the best.





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The C.R.E.W: A Longitudinal Review of Constituent Support and Action

Sociology 499 – Section 005 –Capstone

Dr. Daniel Armanino, Jonathan Aguilar, Viviana Cortes, Aubrey De La Huerta, Marco Duran, Darlene Flores, Megan Gainey Ahl, Jasmine Gonzalez, Lilana Gonzalez, Omar Juarez, Nuria Melgar, Ana Rincon, Tiffany Rodriguez, Chaveli Sariento Carrasco, Karli Toledo, Brenda Vazquez, James Vera

Project Description, Community Needs, & Project Goals

The C.R.E.W. (Concerned Resource & Environmental Workers): Established in 1991, The C.R.E.W. has been dedicated to providing employment opportunities and development for youth and young adults through its work in environmental sustainability and protection. The C.R.E.W. derives its operational budget through earned revenue and individual donors.

The C.R.E.W expressed to our class the need to better understand its constituent base demographics, their patterns of support, and overall general satisfaction with its mission and activities. Our research agenda was to provide data that addressed these unknowns. Our goal was to assist the C.R.E.W in recalibrating their priorities and messaging in ways that would effectively grow their impact, in part by using supporter expectations to inform current and future priorities.

Project Participants

The C.R.E.W. (Concerned Resource & Environmental Workers)

Primary Informant: Jennifer Berry, Executive Director of The C.R.E.W.

Research Team:

Dr. Daniel Armanino, Research Supervisor
Jonathan Aguilar
Viviana Cortes
Aubrey De La Huerta
Marco Duran, Darlene Flores
Megan Gainey Ahl
Jasmine Gonzalez
Lilana Gonzalez
Omar Juarez
Nuria Melgar
Ana Rincon
Tiffany Rodriguez
Chaveli Sariento Carrasco
Karli Toledo
Brenda Vazquez
James Vera

Project Activities

The research team created and operationalized the following agenda:

- Multiple interviews with The C.R.E.W.s' Executive Director Jennifer Berry in order to evaluate community partner needs and design project goals;
- An in-depth literature review with a focus on similar organizations composed of comparable constituent groups and funding paradigms;
- The creation and deployment of an online survey designed to measure constituent demographics, patterns of support, and satisfaction relative to the C.R.E.W.s' current operational agenda.
- An analysis of the survey was conducted and presented to The C.R.E.W.s' Board of Directors.

Service-Learning Outcomes

The intended objective of this service-learning project was to provide The C.R.E.W with an up-to-date analysis of their constituent base. Executive Director Jennifer Berry described to our research team that an intentional and thorough analysis of the organization's constituent base did not exist in institutional history.

Our expected outcomes consisted of the following:

- To deploy a survey designed to best serve the needs of our community partner;
- To provide to our community partner with a historical review of donor behavior and feedback that would assist them in alignment and relevancy with their constituent base;
- To create an opportunity for CSUCI students to design and deploy a research design that promotes the understanding of applied sociology and its benefits to the broader and local communities to which they are part;
- To solidify a long-term community partner for CSUCI by providing them with relevant and useful information.

Best Practices Elements

For our project, I recruited the community partner prior to the start of course. I think it would have been time-intensive to reach consensus on a community partner with all members of the research team, versus focusing that time on research design. In the preliminary recruitment phase, I conducted a micro interview of the key informant in order to agree on parameters regarding what the research team would be able to accomplish in a 15-week period.

Performing this pre-semester research also granted myself and the key informant enough time for thoughtful engagement of the core question: "What can we study that is academically rigorous and also of the greatest value to your work in the community?"

Community partners are not necessarily aware of what type of research can be accomplished and made deliverable in this type of timeframe. During that discussion with the partner, we decided that there were two options for this research team: either a survey-based or interview-based project. The partner and I decided upon a survey-based project in part due to the challenges of Covid, but more importantly we felt the survey data could provide a foundation for a qualitative interview project that a future research team may wish to engage.

Among the lessons learned is to start students right away, at the start of the semester, on project design and an implementation plan, as well as allocating time for analysis and the final write up/partner presentation. Even with the pre-semester partner consultation, we encountered critical time constraints. I once made the analogy to my CBR Faculty Fellows that it felt like my team was a 747, and we were halfway through the semester before it felt like we were picking up speed down the runway.

Finally, and most importantly: have fun! For my students, this was the culmination of their time at CSU. If all goes well, this is a celebration of knowledge and skills they have acquired while with us. I believe that community-based projects are particularly able to bridge the knowledge acquired in University with "real life" applicable purpose, no matter what the subject.



**Award for
Best Practices in
Service Learning
2022**



Uninsured in Ventura County: How Free Clinics Address Local Healthcare Gaps

Channel Islands
CALIFORNIA STATE UNIVERSITY

Dr. Lydia Dixon • Health Science 490 Capstone • Spring 2022

Project Description, Community Needs, & Project Goals

The **Westminster Free Clinic** has addressed a range of health and social support needs for uninsured populations in Ventura County for more than 25 years. They provide completely free medical services, including primary care, medications, health information, mental health counseling, vision care, and immunizations. Through local partnerships they are also able to offer their clients free healthy foods and exercise programs. In addition, the clinic runs a 2-year Teen Healthcare Training and Internship Program to get local high school students involved in direct patient care.

Assessment of patient experiences and needs has been an important practice that Westminster Free Clinic conducts regularly to improve their services. However, after opening their new Oxnard clinic location in early 2020, just as the pandemic began, the clinic was unable to conduct assessments there to learn about their new and growing patient population. The clinic's executive director worked with Dr. Dixon and her capstone class to develop an updated interview guide to conduct surveys of the Oxnard clinic clients.

The **goals of the project** were to conduct interviews, analyze the data, and present a written and verbal report to the Westminster Free Clinic that they could use for their own needs. Additional goals included giving CSUCI Health Science students hands on, real-world practice designing and carrying out an applied research project.

Project Participants

Community Partner: Westminster Free Clinic

Executive Director Lisa Safaeinili, M.P.H.

Operations Manager: Cynthia Soto

Student Co-PI Team from Health Science 490:

Katherine Back

Yvonne Carranza

Rosa Celis-Aguirre

Janely Escobar

Jeffrey Flores

Jennifer Garcia

Xochitl Garcia

Sofia Hernandez

Alec Johnson

Susana Monchez Arevalo

Diana Santiago

Cristela Torres

Project Activities

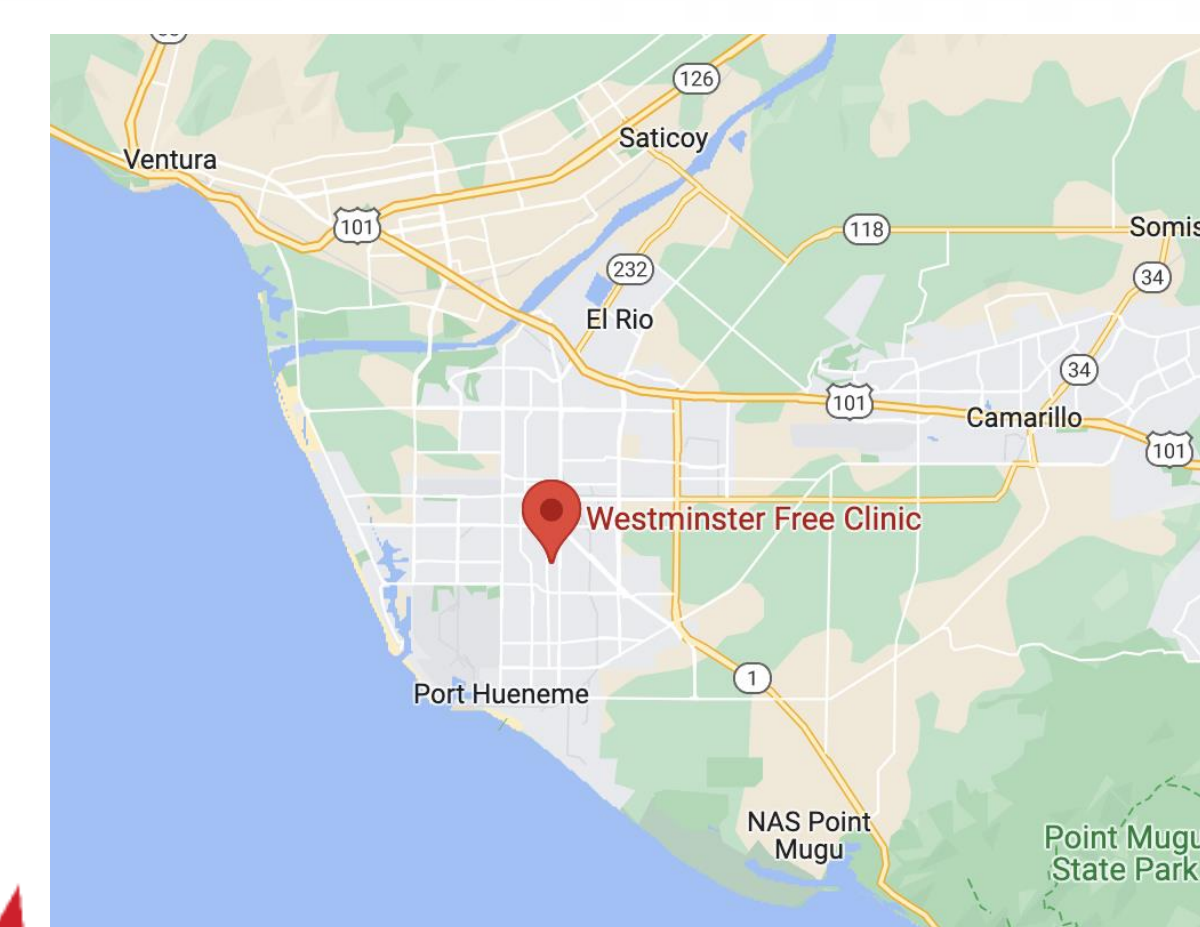
Student engagement entailed the following steps for this project:

First, students completed the CITI training and were included in the IRB application for this project. Then they met with representatives from Westminster Free Clinic to learn about the location and the goals for this collaboration. Next, they conducted literature reviews to learn more about what kind of scholarship has been written on topics related to free clinics, the needs of uninsured populations, and the local healthcare needs here in Ventura County. These reviews helped them to then collaboratively write open-ended questions to add to Westminster's existing interview guide. We translated the guide into Spanish and wrote a second interview guide for non-Spanish speaking students to use to interview clinic staff and volunteers about their perspective.

Once the interview guides were approved by the clinic, students went to the Oxnard clinic location over the course of a month and **conducted 47 in-depth interviews with patients and 10 with clinic staff and volunteers**. They were also able to observe normal clinic procedures and learn more about the kinds of services offered there.



Volunteers wait to greet patients arriving at the Westminster Free Clinic in Oxnard. Photo by Lydia Dixon 2022



**Award for
Best Practices in
Service Learning
2022**

Service-Learning Outcomes

The expected outcomes for the **Westminster Free Clinic** are a data set that they can use to evaluate their patient needs and experiences, as well as an analysis of that data as presented in written and verbal form. This can be of use for the clinic for their internal assessment needs as well as for any external funding applications, press releases, etc.

The expected outcomes for the **Health Science Students** are many. Students get real, hands-on experience designing and conducting research, as well as with data analysis, writing and presentation. They will have a better understanding of the research process and of the value of applied research in the healthcare field. Additionally, they will learn throughout the process about the health and social needs of the Ventura County community, and about the impacts of interventions like the Westminster Free Clinic.

Best Practices Elements

Suggestions learned from this course:

It is helpful to meet with the IRB office early and to get an IRB application submitted in the first week or two of class – Co-PI names and any other changes can be made later! Additionally, getting students to complete CITI certification before the semester began worked well.

It is important to meet with the community partner and make sure that everyone understands the goals, timeline, resources available for and expected outcomes of the project.

Students should take ownership of the project while feeling comfortable asking for help from teammates and their professor. Most of them had never done anything like this before and were learning as they went!

It is helpful to remind students that research can be messy and uncomfortable, especially when you are in the middle of it! Once they got through to the other side, they felt proud of the work they had done, but they all discussed anxieties throughout the process. Incorporating short, written reflection assignments throughout the semester gives them a chance to express their concerns and feelings and to remind them of how far they have come.

Serving the Underserved: Medical Residents' Experiences Working with Ventura County's Backpack Medicine Program

Dr. Lydia Dixon • Health Science 490 Capstone • Spring 2022

Project Description, Community Needs, & Project Goals

Backpack Medicine is a program that works with Ventura County to bring healthcare to the homeless. They work with many other local organizations and service providers to bring resources to unhoused communities, from immunizations to housing information to addiction support services. Through a collaboration with the Ventura County Family Medicine Residency Program, medical residents rotate into Backpack Medicine and bring healthcare directly to homeless individuals by literally carrying around what they need in backpacks. Backpack Medicine has established itself across the county as a trusted service provider and has been able to help many individuals get the care they need.

For this project, our class developed an interview guide to learn more about the experience of working with Backpack Medicine from the perspective of the staff and medical residents. The goal was to understand the primary health and social needs they observe in the communities they serve, as well as to better understand their own motivations for doing this work and the needs they continue to see in the community.

Project Activities

Student engagement entailed the following steps for this project:

First, students completed the CITI training and were included in the IRB application for this project. Then they met with a representative from Backpack Medicine to learn about the history of the organization, who they are and what they do. Next, they conducted literature reviews to learn more about what kind of scholarship has been written on topics related to healthcare for the homeless, the needs of unhoused populations, and the local health and social needs here in Ventura County that can exacerbate the issues faced by Backpack Medicine's clients. These literature reviews helped them to then collaboratively write open-ended questions to use as an interview guide.

Students worked with Backpack Medicine to gather a list of staff and physicians able to participate. They scheduled interviews and conducted them in small groups on zoom, taking turns asking questions and taking notes. They had to learn how to schedule, record and retrieve transcripts for Zoom meetings.

Once done with the interviews, students analyzed the data, wrote a report and created a verbal slide presentation to give to Backpack Medicine.

Service-Learning Outcomes

The expected outcome we will present to **Backpack Medicine** is an analysis of the interview data we collected as presented in written and verbal form. This can be of use for their internal assessment needs as well as for any external funding applications, presentations or press releases.

The expected outcomes for the **Health Science Students** are many. Students get real, hands-on experience designing and conducting research, as well as experience with data analysis, technical report writing and presentation skills. They will have a better understanding of the research process and of the value of applied research in the healthcare field. Additionally, they will learn throughout the process about the health and social needs of the Ventura County community, and about the impacts of interventions like Backpack Medicine.

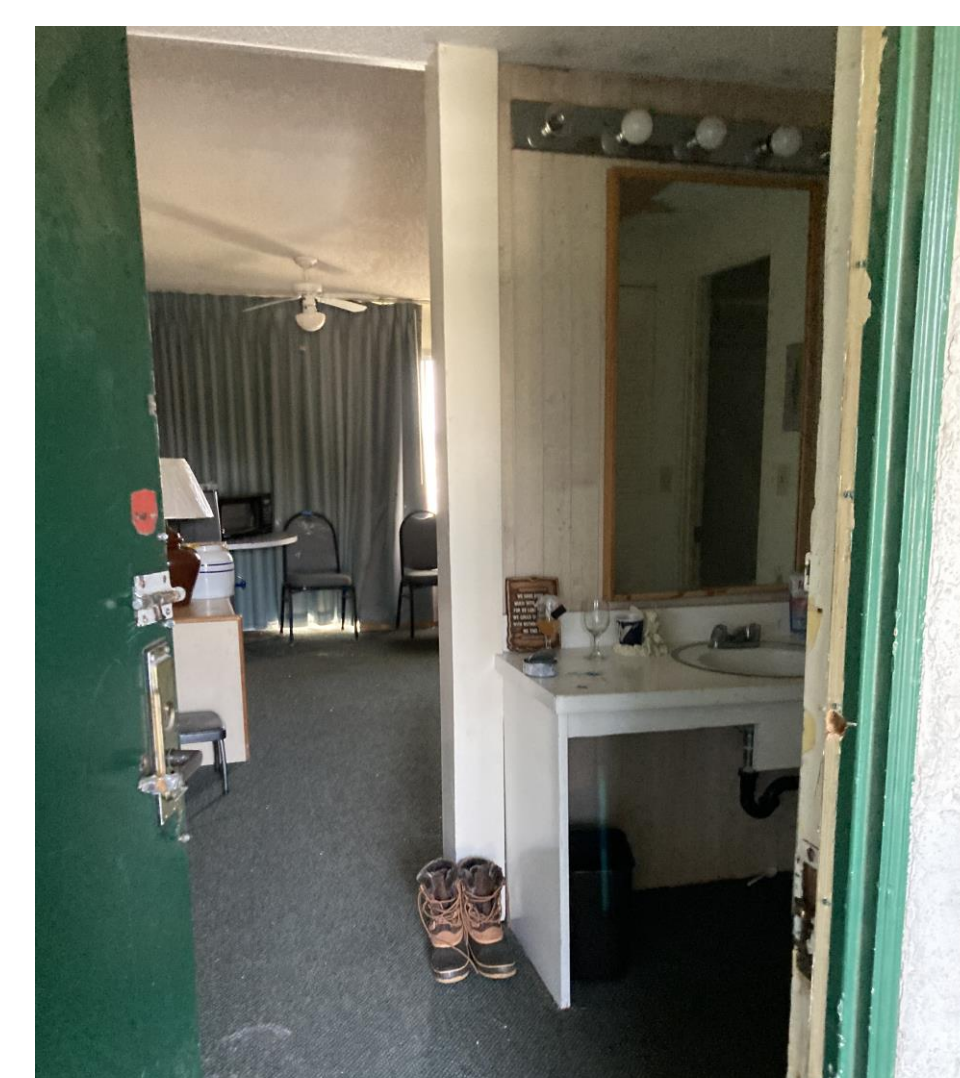
Project Participants

Community Partner: Backpack Medicine

James Boyd & Dr. Tipu Khan

Student Co-PI Team from Health Science 490:

Nicole Charpentier
Faith Damato
Jacob Dawson
Cade Enochs
Paulina Friedl
Lena Meade
Fatima Mendoza
Alison Ninh
Erik Nunez
Paige Panico
Ashley Prado
Jerico Rojas
Jesscia Roso



Oxnard condemned hotel rooms where Backpack Medicine visited potential patients. Photos by Lydia Dixon 2021



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Best Practices Elements

Suggestions learned from this course:

It is helpful to meet with the IRB office early and to get an IRB application submitted in the first week or two of class – Co-PI names and any other changes can be made later! Additionally, getting students to complete CITI certification before the semester began worked well.

It is important to meet with the community partner and make sure that everyone understands the goals, timeline, resources available for and expected outcomes of the project.

Students should take ownership of the project while feeling comfortable asking for help from teammates and their professor. Most of them had never done anything like this before and were learning as they went!

It is helpful to remind students that research can be messy and uncomfortable, especially when you are in the middle of it! Once they got through to the other side, they felt proud of the work they had done, but they all discussed anxieties throughout the process. Incorporating short, written reflection assignments throughout the semester gives them a chance to express their concerns and feelings and to remind them of how far they have come.

Expanding Access to Nature Through Translation

Specialized Spanish Translation SPAN 420

Dr. Javier F. González, CMI

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Community Needs & Project Goals

Expanding Access to Nature Through Translation is a class-wide project that is an important first step in expanding access to nature and nature education by translating materials for the *Santa Barbara Museum of Natural History* as a means of combating environmental inequality locally. The class translated a range of pages focused on outdoor activities for kids from the museum's website with our specific target audience in mind, the Spanish-speaking communities in Ventura and Santa Barbara counties. According to a 2019 estimate found on *census.gov*, Latinos account for 43% of the population in Ventura County and 46% in Santa Barbara County, many of which are primarily Spanish-speaking households.

The project is the beginning of the Museum's effort to **increase access for these populations** to the *Museum* and the *Sea Center* located in Stearns Wharf, Santa Barbara, and the many nature education activities offered through these institutions.

Project Description

In the Spanish 420 course, students worked in teams translating the different texts for the project after completing a preliminary reflection, reading studies on environmental inequality and demographics, and connecting those activities with their experience as members of the community we are translating for, identifying further gaps that later projects can address. Following the guidelines and practices and using the techniques laid out in the Spanish 320 textbook written by a CI faculty member, Dr. Antonio Jiménez, the class compiled a glossary on entomology from different sources, compiled parallel texts in target language on local insects, and worked collectively in class to edit the texts to be as idiomatic as possible in our target language while assuring consistent use of terminology. This was done while always keeping in mind who our target audience is: our local community. With the vast majority of students in the class being members of the community we are translating for, as a class we had the necessary expertise to discuss and make the important choices regarding vocabulary, register, tone, and cultural competence to make our texts as accessible and effective as possible.

The class translated a variety of texts including the lengthy text titled "A Guide to Santa Barbara Bugs" that covers many different local insects, and "An Educator's Guide to Raising Woolly Bear Caterpillars," and "Feeding the Caterpillar," that encourage children and parent participation and engagement with nature.

Project Participants

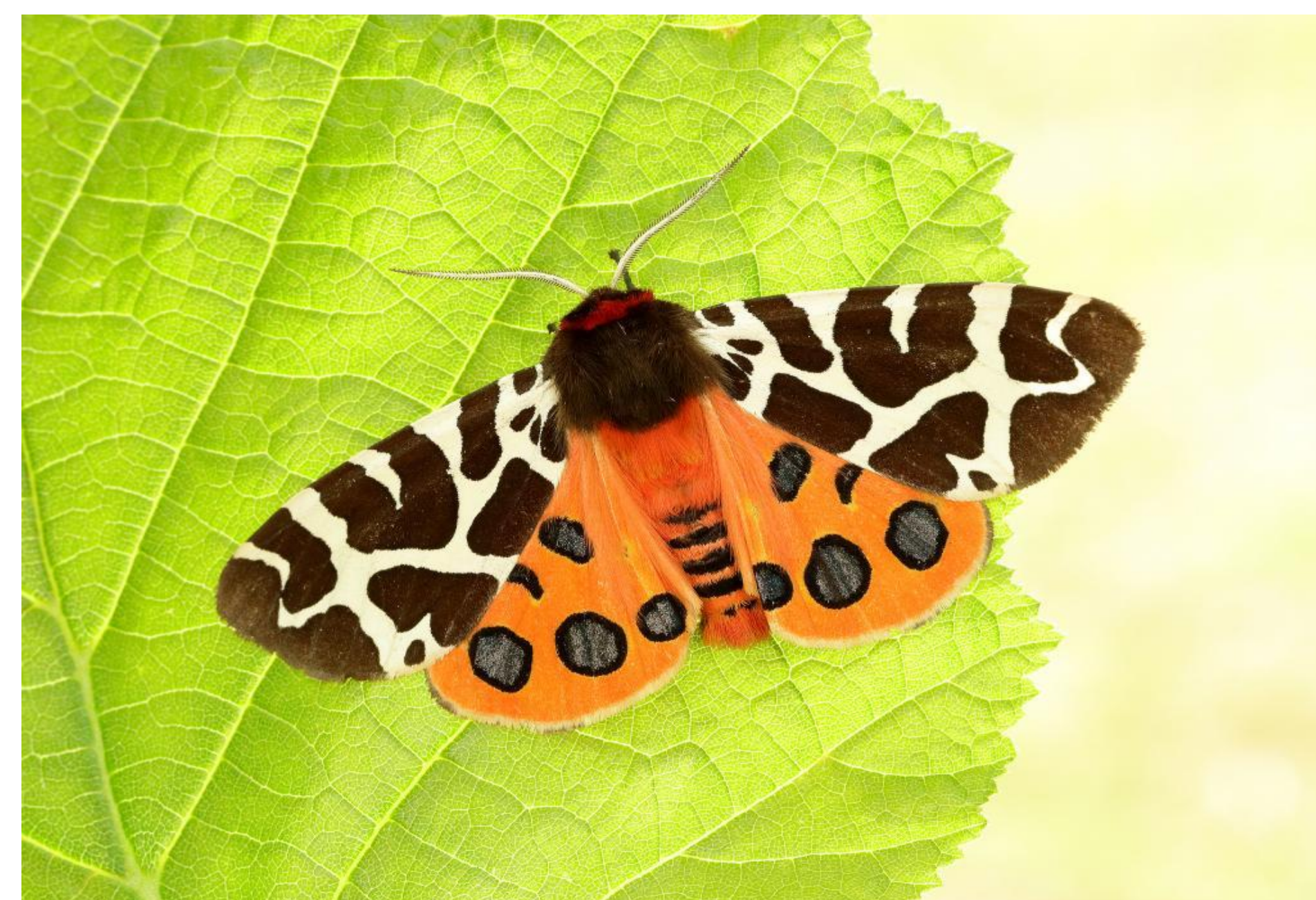


The *Santa Barbara Museum of Natural History's* mission is "to inspire a thirst for discovery and a passion for the natural world." Guests learn about the region's unique natural history and can have firsthand access through the Museum Backyard. Their education programs "serve all ages to promote scientific literacy and instill a passion for nature and learning." The institution is looking to expand access to their resources for the large Spanish-speaking communities in Santa Barbara and Ventura counties. They offer many exhibits and programs both in the museum and at the *Sea Center* at Stearn's Wharf.

SPANISH 420 Students, Spring 2022 Semester

Sheryl Aguilar-Astorga
Sonia Alejo
Lety Arreguín
Evelyn Avalos Domínguez
Tracey Canales
Cristina Cardona
Gabriela Chávez
Gladys Cervantes
Melisa Espinoza

Vanessa González
Jessica Guerrero
Emily Hernández
Alysa Martin
Isabel Pánfilo
Forrest Rous
Lucía Sánchez
Jocelyn Soriano
Mónica Vargas



Project Outcomes

The project provides the *Santa Barbara Museum of Natural History* with translated materials for their webpage *SBNature.org* for use as they receive the final edited versions.

The class learned to work as a translation team by

- 1) working to build a repository of resources for all class members to access parallel texts in target language and create a collective glossary for class use;
- 2) collectively editing the translations as a class assuring consistency in usage of terms, register, and cultural competency;
- 3) working as a team on different translation assignments up to 2,000 words in length from initial preparation to final formatting.

This project has also opened the door for continued collaboration between the *Museum*, *Sea Center*, and CSUCI translation courses for the foreseeable future to continue to take the necessary steps to **expand access to nature through translation and begin to reduce environmental inequality** that exists in part due to linguistic barriers.

Reflections

This project has opened many possibilities for collaboration between students and the museum. Like the first class of translators that worked with the museum in spring 2021, this group has invested themselves deeply in the translation work, the cause of reducing environmental inequality, giving back to the community, and knowing they are contributing to making a direct impact. The theme of access, feeling welcomed, and opening opportunities were found throughout student reflections. Here are a few quotes that are examples:

"I believe the population we will be serving would be interested in learning about nature, and they would like to provide their children with enriching opportunities. My mother expressed that she would've loved to expose us to more outdoor and physical activities. She didn't have access to learning about resources within our community. I'm sure that many families are currently having similar experiences."

"My commitment to service is influenced by the needs I saw as a child and the desire to serve my local communities."

"Translating these documents will open doors for people who only speak Spanish because there aren't enough documents translated into Spanish. This is a problem that affects a big percentage of the Spanish-speaking visitors who visit the museum because they can feel out of place and not feel included as part of the community."

"A big problem within the community is the lack of resources or access for the ones who are at a disadvantage. Going to museums is a privilege for people in better neighborhoods, who know English and have access to transportation. Also, the community needs to be able to learn about the experiences near them."

Let's Play! ¡Vamos a Jugar!

Dr. Mari Riojas-Cortez
ECS 221 Child, Family & Community in CA

Project Description, Community Needs, & Project Goals

Ventura County Library was seeking students for service-learning projects that focused on delivering fun and meaningful **virtual** learning experiences for Ventura County families.

The goal of each opportunity was to foster community connections, gain experience in early childhood literacy, and contribute to projects that build and reinforce lifelong learning skills as future early childhood educators.

Project Activities

Two Groups of Students:

Group 1: Students developed videos to show families different activities they could engage with their children using materials provided by the library.

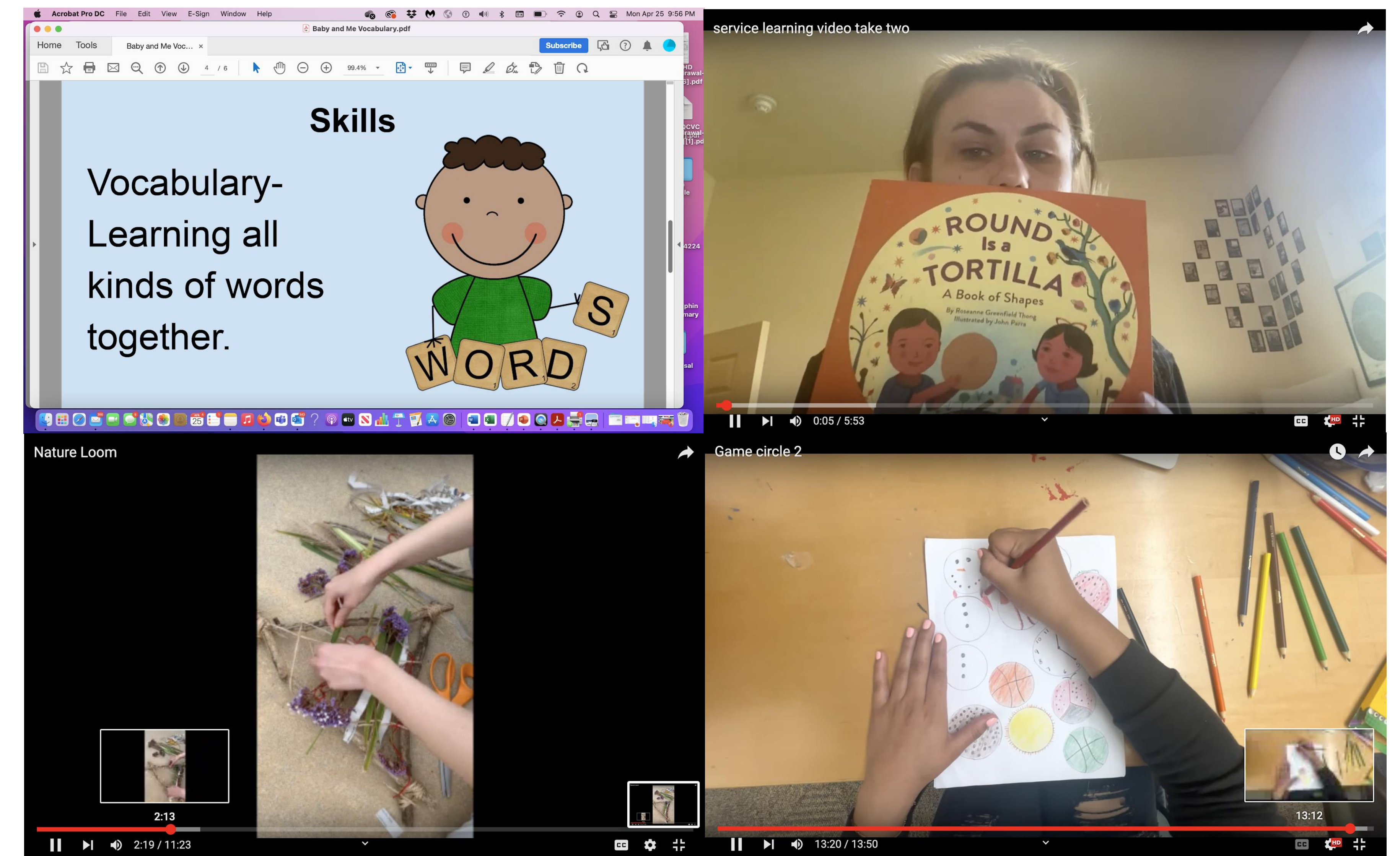
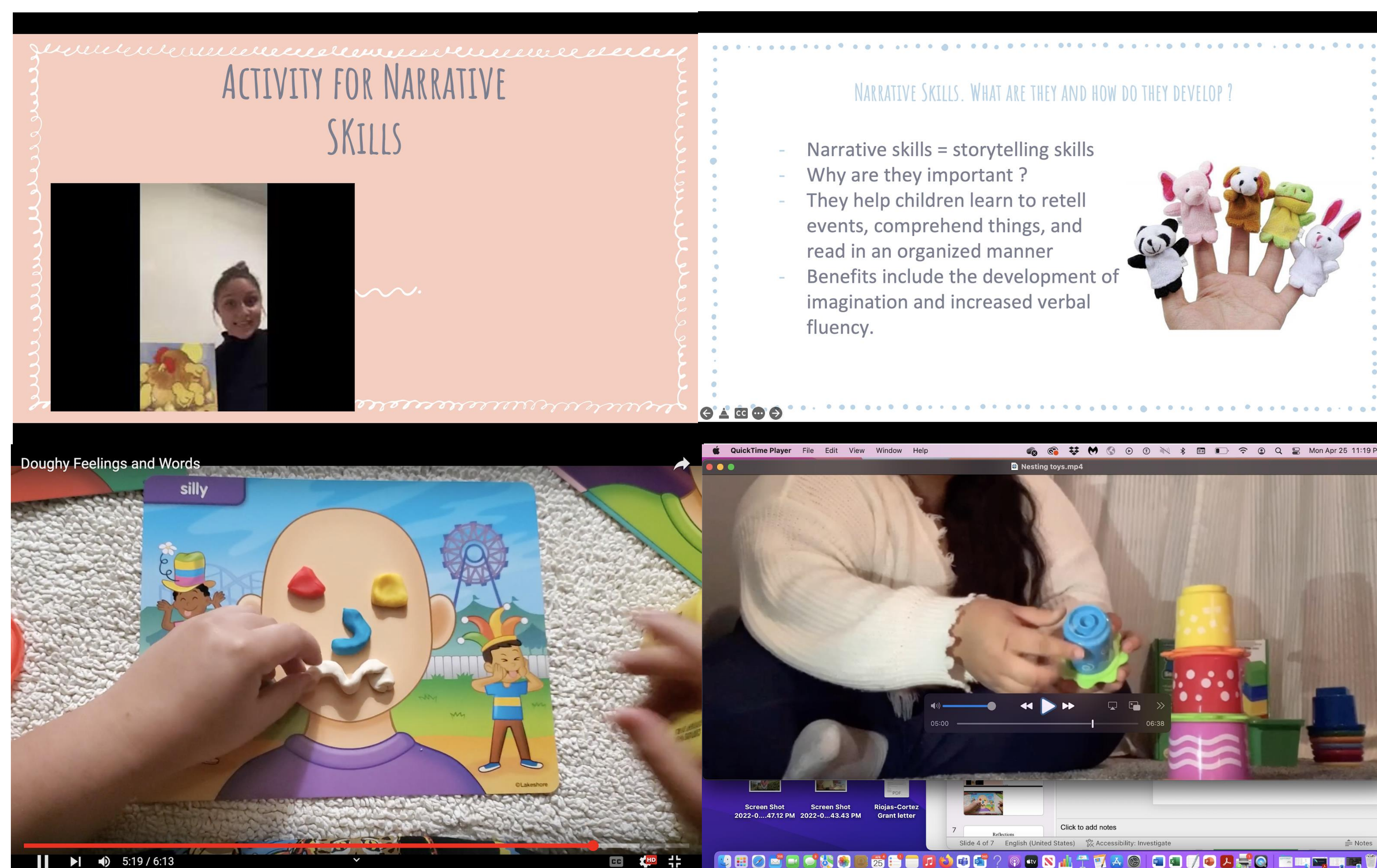
Group 2: Students developed videos to showcase activities based on an existing family literacy curriculum provided by the library.

- Both groups added children's books to the activities to enhance the early literacy experience.
- All video links were sent to the Ventura County Libraries (can't wait to hear feedback from the families).

- Ready to partner with the library on family literacy initiative.

Reflections

- Students positive disposition towards developing virtual learning experiences for families helped them develop simple yet meaningful activities.
- Students incorporated children's books to enhance activities and to increase families understanding of the resources provided by the library.
- Students engaged their own families as they "tried" the activities.
- Videos are difficult to develop but students did an excellent job in modeling activities and reading for families.
- Encourage more students to develop videos in Spanish.



Project Participants

The following students served with Ventura County Library:

- Emily Holguin– “Baby and Me Vocabulary”
- Areli Alvarez and Monique Rivera “ Building Blocks”
- Zoe Beloy – “Doughy Feelings and Words”
- Danielle Colburn – “Narrative Skill Building”
- Carla Rodriguez Valadez and Brandon Mach “Nesting Toys”

Project Participants

- Sydney Markarian and Isabella Orue– “Shaping Our Alphabet”
- Paige Wilson– “Backyard items”
- Tabatha Phillips
- Jacqueline Arevalo
- Jane Zahringer



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Proyecto de encuentro: Mentorship collective for graduate study in higher education

Dr. Nancy-Jean Pément with our graduate students: Karly Ibrahim, José Delgado, Tiffany Carrillo, Breanna Garcia & Michael Iglesias
Professional Development in Higher Education EDPL 632



Project Description, Community Needs, & Project Goals

For many first-generation, working class and poor college students, pathways to graduate school may be even murkier than those that lead to a four-year institution in the first place. This structural problem is often intensified among first-generation students who, for example, at CSU Channel Islands, comprise 62% of all students. Building on the notion of social capital (Bourdieu, 1993) & aspirational & navigational capital (Yosso, 2005) the aim of the project is to inform the transition from undergraduate to graduate studies. Indeed, the ability to consider, and apply to, graduate school may be exacerbated by a lack of information and access to mentors who understand first-hand the experiences of under-represented students (Martinez, 2018). This mentorship collective, known as un proyecto de encuentro or un projet de rapprochement—pairs graduate students (mentors) with undergraduates across shared identities to discuss and explore their mutual interests related to attending graduate school in higher education. Mentors may help potential graduate applicants to understand the demands of graduate study and to offer advice about how to balance a variety of responsibilities throughout the process. Through these formal and informal networks, mentors and undergraduates alike build on their social capital by sharing their knowledge and experiences to support one another as they step into new academic spaces.

Service-Learning Outcomes: Transforming the Academy

- To disrupt notions of neutrality and of meritocracy in access to higher education.
- To recognize the paradoxical role of the university, on the one hand, that reproduces structural dimensions that affirm the unequal distribution of power and, on the other, that serve to elevate and emancipate historically-othered people.
- To recognize that access to university programs including and, especially, graduate school, “is the accumulation of many inequitable contests” (Armstrong & Hamilton, 2016, p. 238).
- To build bridges between first-generation undergraduates and first-generation post-graduates recognizing that the university is a community of communities--not all of which possess the same navigational and social capital as those for whom the university was created historically.
- To educate about, and to demystify graduate school in the study of higher education.
- To encourage culturally-relevant leadership and mentorship practices in the promotion of social justice in, and through greater representation of first-generation students with an interest in the study of higher education.

Project Activities

- Inspired by the idea of the Human Library where individuals informally meet to connect and learn from one another, as graduate students & professionals in HE, we explore and illuminate the structural inequities inherent in tertiary education that inform access to certain programs, disciplines & degrees. To inform interest in, and facilitate access to graduate school in HE, we turn to mentors who hold various identities that inform their graduate experience & to share knowledge about what its like to attend graduate school in a discipline that interrogates colleges & university as paradoxical sites for both the reproduction of structural inequities, and for emancipation.
- In collaboration with our embedded digital curation & scholarship librarian, Beth Blackwood, we created an open-access repository page on the Library’s website to advertise the mentorship project & to act as a clearinghouse for various resources for first-generation graduate applicants in HE. The page is under construction, but can be found@ https://scholarworks.calstate.edu/concern/educational_resources/ks65hj41m
- Additionally, several outreach materials to undergraduates have been created to advertise the program on social media. See below.
- CI News Center picked up the story of our program here: <https://www.csuci.edu/news/releases/grad-mentorship-collective-sp22.htm>
- On social media check out Instagram@ ci_proyecto_de_encuentro.
- We invite undergraduates with an interest in the study of higher education to visit our pages or contact Dr. Pément @ nancy-jean.pement@csuci.edu to schedule a meeting with one of our mentors.
- Future activities include further outreach across campus via social media & collaboration with the Graduate Studies Center, for example, as well as a multi-method assessment of the program.

Graduate Student Program Co-creators

Top row L2R: Tiffany Carrillo, Karly Ibrahim;
Bottom row L2R: Breanna Garcia, José Delgado. Missing: Michael Iglesias



Humanizing the Transition to Graduate School in Higher Education for First-generation Students

EDPL 632 PROFESSIONAL DEVELOPMENT PRESENTS:
UN PROYECTO DE ENCUENTRO

INTERESTED IN GRAD SCHOOL?

Undergraduates interested in mentorship & talking with current graduate students, check out our educational repository page on the library’s website!

[CLICK HERE!](#)

GRADUATE STUDIES IN EDUCATION MENTORSHIP COLLECTIVE: UN PROYECTO DE ENCUENTRO

FIRST GEN. LGBTQ+ MENTORSHIP LATINX OLDER STUDENT WHITE PASSING GOOD DAUGHTER CULTURAL GREEK LIFE

THIS MENTORSHIP COLLECTIVE PAIRS GRADUATE STUDENTS (MENTORS) & UNDERGRADUATE (SEARCHERS) TO DISCUSS & EXPLORE THEIR MUTUAL INTEREST RELATED TO ATTENDING GRADUATE SCHOOL IN EDUCATION.

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Grantwriting as Reciprocal Service Learning Rachael Jordan, English 480

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Community Needs & Project Goals

Applying for grants has become even more imperative for nonprofit organizations. Securing a stable funding stream in addition to donations and volunteer hours has become a necessity for many organizations as federal and state funding continues to be cut. Knowing this current situation for many organizations means that I wanted to use my Introduction to Grantwriting course to create grant proposals for CSUCI's community partners. I thought, "if students are going to write grants why not have them write grants for actual nonprofit organizations in our community?"

The goal of this project was for the students to locate a funder, funding opportunity, and create a grant packet for their community partner to submit a grant proposal to support a specific project within that organization.

Project Participants

Since students each worked with an individual community partner to write a grant the class, as a whole, worked with 12 unique community partners:

- **Art Through Action**
- **Buen Vecino**
- **Cancer Support Community**
- **Canine Adoption And Rescue League (C.A.R.L.)**
- **Community Roots Garden**
- **Justice in the Classroom**
- **Ojai Valley Land Conservancy**
- **One Step a la Vez**
- **Step Up Ventura**
- **Ventura Land Trust**
- **Women of Substance & Men of Honor**
- **Youth Pride Association**

Project Outcomes

Combined, students wrote grants asking for over \$50,000 dollars in requested funds. If awarded, these grants will help to support projects and initiatives for each of their community partners.

Even if projects do not get funded in the initial grant process, the students have written grant packets that offer the community partner a solid foundation for working on other funding opportunities with the research, writing, and organization that the students completed as part of the course.

The students get valuable grantwriting practice and skills while the community partner gets free grantwriting services.

Also, I've had an article proposal, "Online Access: Grant Writing as Reciprocal Service-Learning at a Hispanic-Serving Institution," accepted for the special issue of Open Words on grant writing entitled "Grant Writing, Access, and Empowerment" based on this class.

Project Description

After writing individual grant proposals for the same community partner for their first grant project, students then choose an individual community partner to work with for the second grant project. Each student works one-on-one with an organization through our Center for Community Engagement to write a grant packet fulfilling a community partner's project need. Students are working on various projects, from trail maintenance, to art education programming, to voter registration initiatives, and animal shelter renovations. Combined, students are writing grant proposals totaling over \$50,000 in requested funds.

Photos



Reflections

This was a reciprocal project where students gained "real world" experience writing grants that they could then include on their resumes or CV's and our community partners received a packet with a possible funding opportunity and draft of a grant. Here is what a few students had to say:

"During the grant writing process for CARL, I feel like what helped first and foremost was that it was a cause that I was fired up about. I genuinely was passionate to do my very best and the cause motivated me to produce the best work that I could."

"I do think each grant and organization can be specific and vary to a high degree, at times, in what will be needed to research and address to acquire funding. It would also help a lot to meet with the organization we are writing the proposal for."



Farmworker Food Insecurity

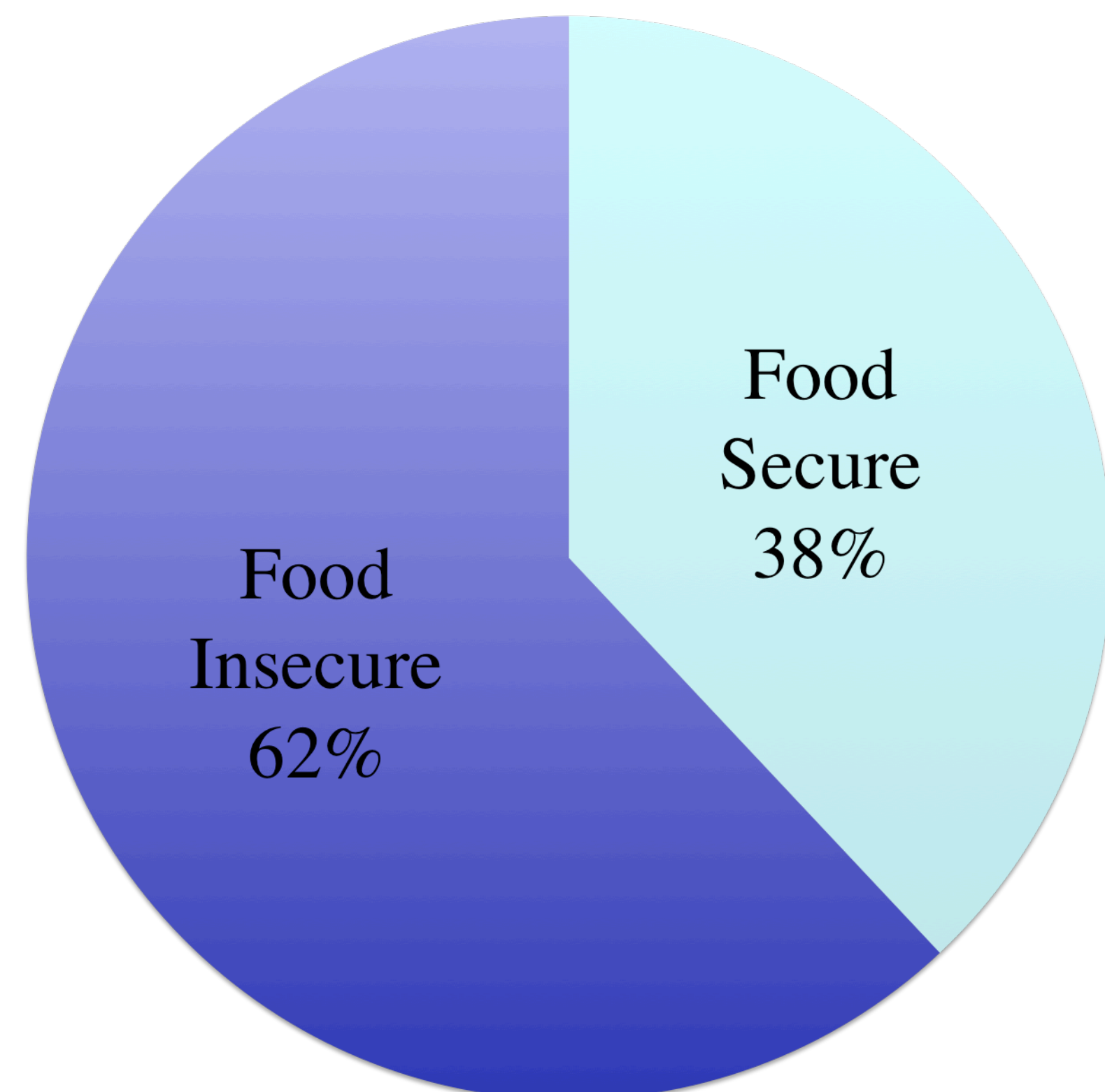
Dr. Rachel Soper

Sociology 499 Capstone

Project Description

Ten Sociology students enrolled in Capstone received IRB approval to survey farmworkers about their food insecurity, desire to eat healthier, barriers to accessing fruits and vegetables, experience growing food for self-consumption, and interest in community gardening. The student researchers collected 100 surveys from farmworkers in Oxnard. After receiving informed consent, they orally administered a twenty-question survey. In return, farmworkers received a bag of non-perishable groceries.

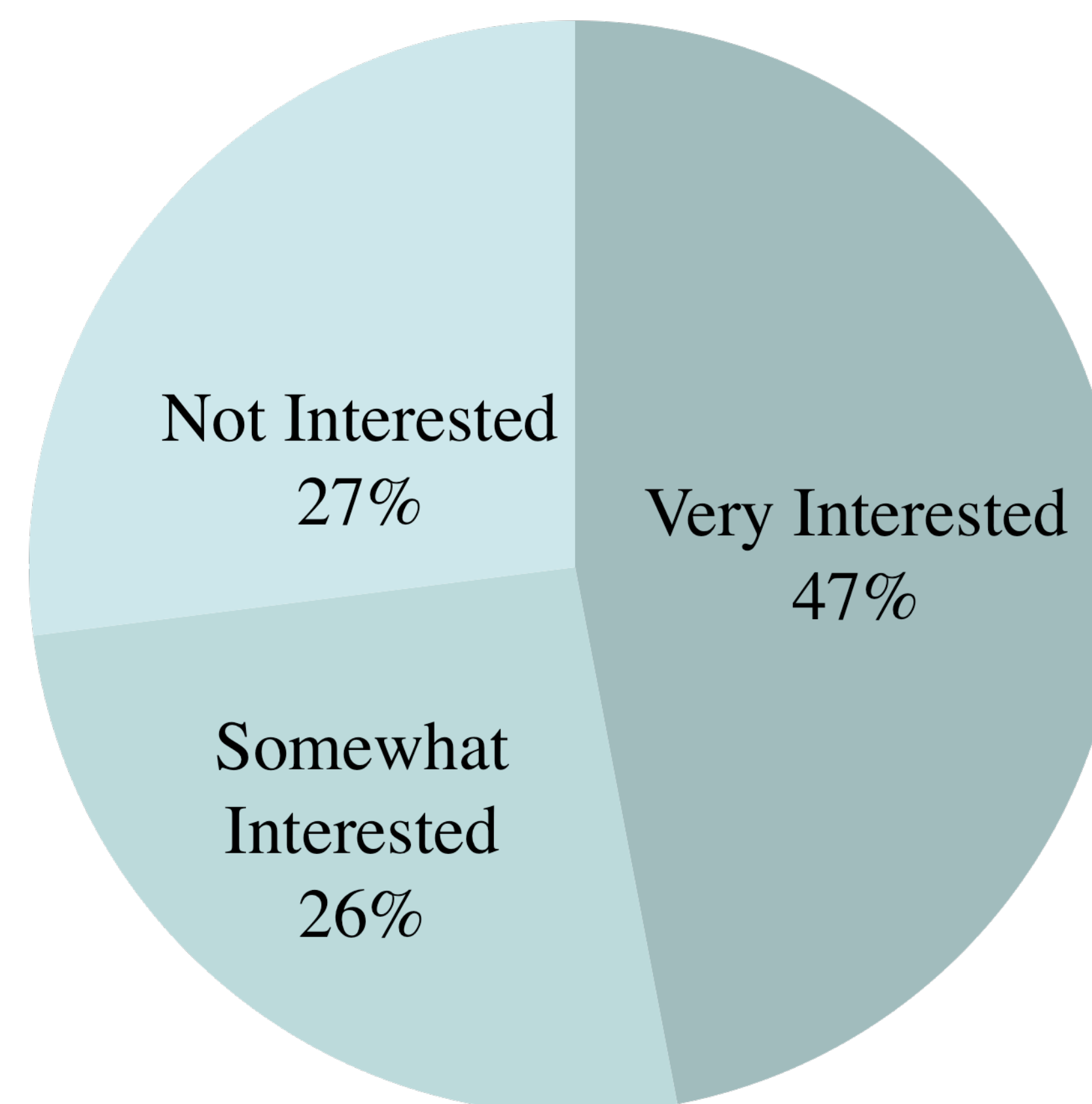
Food Insecurity



Project Activities

As a group, the students helped design survey questions; they collected 100 surveys; they entered the survey responses onto a shared google spreadsheet; they analyzed the results of the survey by computing descriptive statistics; they wrote up results; and they are currently preparing a slideshow presentation for our community partner. In addition, they each individually found and read ten peer-reviewed scholarly sources on farmworker food insecurity; and they each individually wrote a literature review, introduction, and conclusion to frame their empirical study.

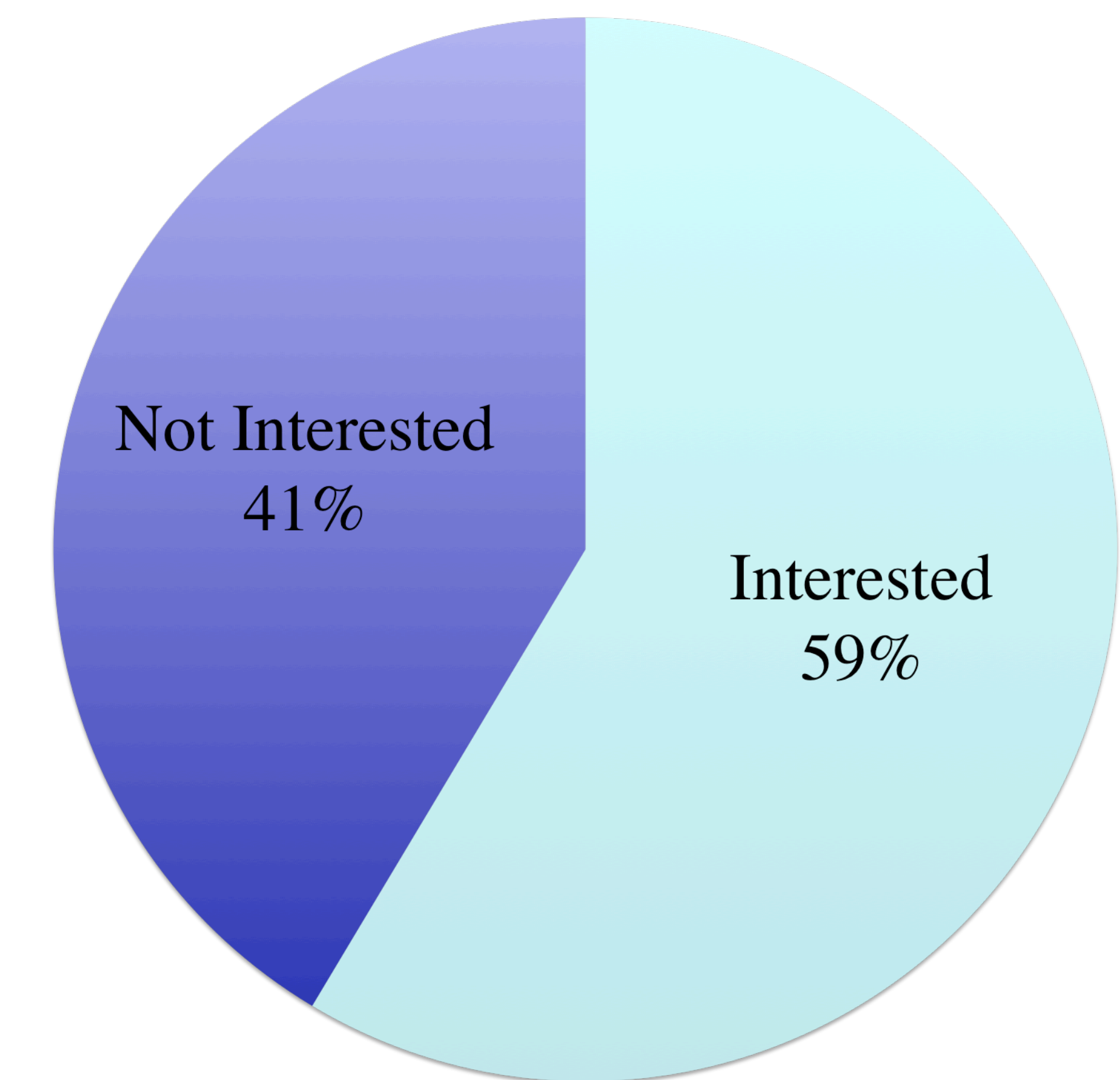
Interest in Community Gardening



Service-Learning Outcomes

For service, the students provided a bag of groceries to 100 farmworkers. They went out into the community of Oxnard and interacted face-to-face with farmworker respondents. In addition, they collected data that is useful to our community partner. The learning outcomes of the course are how to find and cite scholarly sources; synthesize them together in a literature review; design, collect, and analyze data; and present results in written and oral form.

Interest in Growing Fruits and Vegetables to Sell



Project Participants

The ten Sociology majors who participated in this project are: Giselle Ambriz, Jose Angeles, Melissa Castro Ibarra, Evelyn Cedillo, Dani Cortez, Erick Garcia, Janitta Gomez, Celeste Hernandez, Skye Loza, and Ana Rivera. We partnered with Zuli and Adriana from Community Roots Garden by soliciting their feedback on the survey questions, and presenting the results to them. Community Roots Garden has long attempted to increase the participation of farmworkers at their garden. The results of our study inform our community partner how many farmworker respondents have experience growing their own food and growing organically. In addition, it informs them how many are interested in community gardening and growing fruits and vegetables to sell.

Would like to eat more fruits and vegetables	99%
Would like to eat more local	99%
Would like to eat more organic	97%

Best Practices Elements

The most rewarding part of this service-learning project is that students from farmworker families get to design, collect, and analyze data about the community they come from. In addition, I think it is important that students feel valued for being bilingual, and realize what an asset it is in many aspects of life, but especially in being able to carry out a research project. Lastly, I believe it is important for students to be aware of the fact that many of the farmworkers in our county are indigenous and speak Mixteco.

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Channel Islands
CALIFORNIA STATE UNIVERSITY

SPAN 498: Service-Learning Capstone in Spanish

Andrea Franco, Jandary López, Héctor Magaña, Valeria Miranda, Bryan Orozco, Jairo Ríos, Julissa Romero, Paola Valdovinos

Prof. Stephen Clark, Fall 2021

Project Description, Community Needs, & Project Goals

Describe the projects, along with the community needs and project goals. ...

Demographic Data (2020 Census)

- 37.9% of families in V.C. speak a language other than English at home
- 43.2% of VC residents identify as Hispanic

Project Goal

- Help CI community partners better serve the needs of the Spanish-speaking public

Community Needs Served by Students

- Mental Health Promotion
- Teen Wellbeing and Empowerment
- One-on-one mentorship of Youth
- Affordable Housing
- Environmental Justice
- COVID Vaccination Registration
- Workers' Rights
- Food Security



Project Participants

Project Activities

What did your students actually do?

- Surveyed Hispanic residents regarding issues affecting their lives
- Created resource fair in Simi Valley on housing
- Lobbied for rent control in Oxnard
- Collected data on air quality in Port Hueneme
- Distributed food to those in need
- Mentored at-risk youth
- Translated materials on mental health from English to Spanish



Service-Learning Outcomes

By the end of the semester, students will be able to demonstrate...

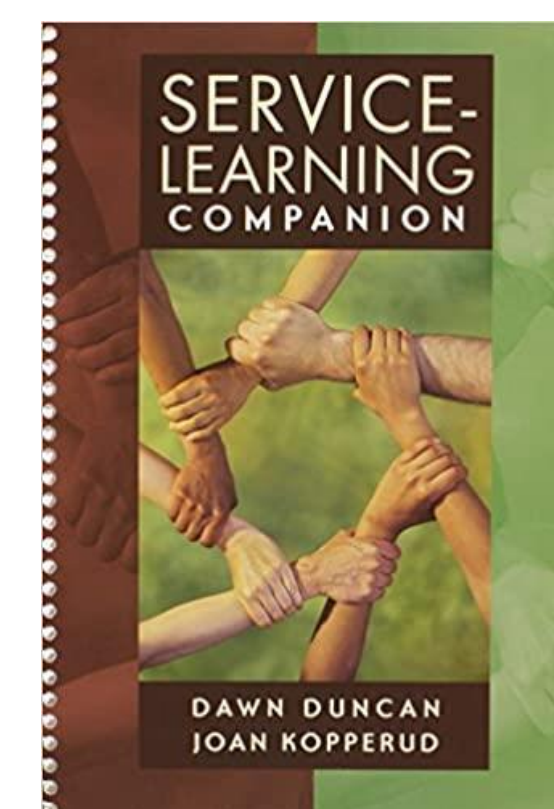
1. a commitment to be an involved and responsible citizen
2. how their actions can impact a larger societal context
3. improvement in speaking, listening, reading, and writing in Spanish

Topics for class discussion and reading

- What is service-learning?
- Tension between community and individuality in US society
- Differences between philanthropy and charity
- How service-learning prepares one for career success
- John Dewey's philosophy of education
- Noramay Cadena: Founder of Latinas in Stem
- Alfredo Quiñones Hinojosa: Brain surgeon at Mayo Clinic

Best Practices Elements

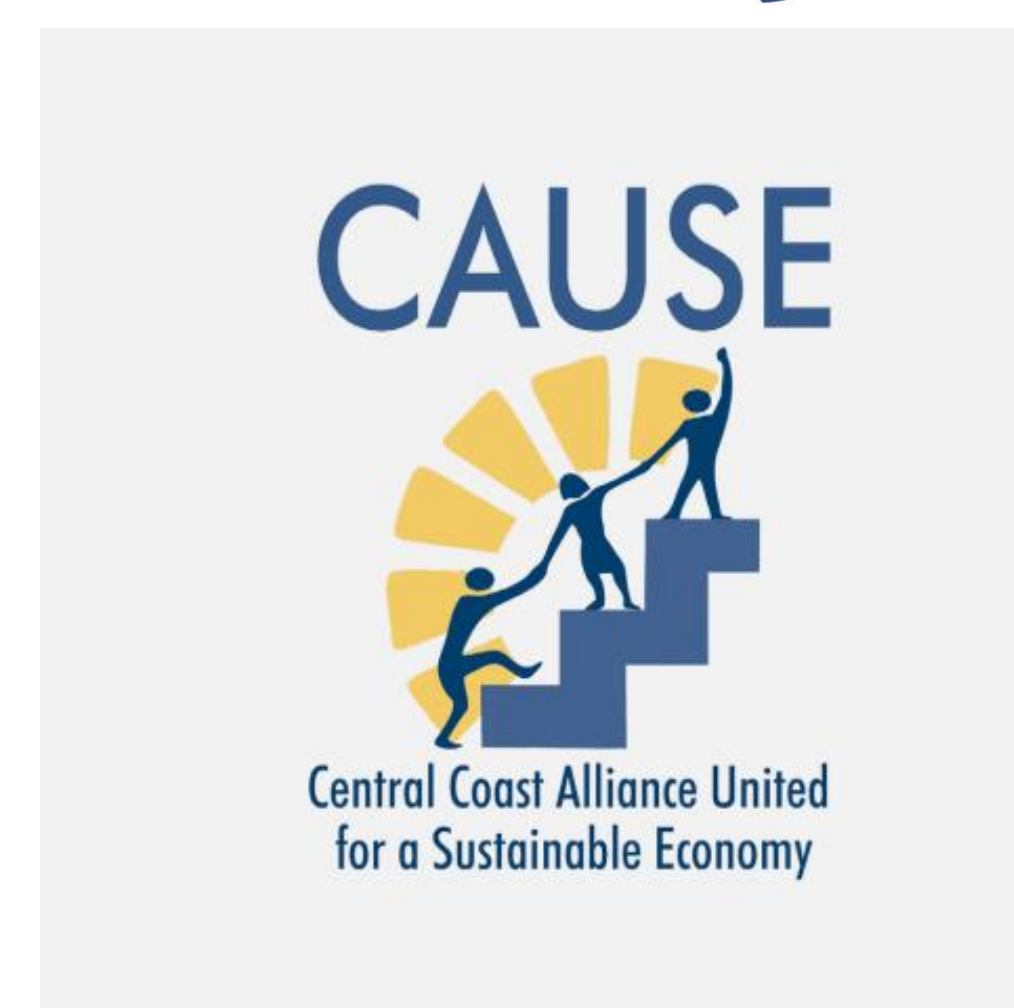
- *Service-Learning Companion* by Dawn Duncan and Joan Kopperud
- Meet with students individually before course registration
- Establish clear expectations for students
- Assign lots of writing to reflect on service
- Collaborate with community partners on evaluation of students



Julissa y Valeria-Buen Vecino



Jairo Ríos y Jandary López-CAUSE



Jandary López-CAUSE



Héctor Magaña-One Step a La Vez



Food Insecurity on Campus and in Our Community

Channel Islands
CALIFORNIA STATE UNIVERSITY

Dr. Soule, Kylee Felix, Christian-Joshua Ganzon, Savanna Weber, Jazmin Guajardo, Leilani Martinez

UNIV 250-02 Students in the Public Interest; Water and Sustainability

Project Description, Community Needs, & Project Goals

Food prices are rising fast, estimated to increase by 5% this year.

Globally, food shortages are expected.

Many community members are on fixed incomes, and most students at CI qualify for financial aid.

According to FOOD Share, 1 in 6 residents of Ventura County suffer from Food Insecurity, which means they have to budget by skipping medical care. If we grow healthy food and deliver it to our community members through Food Share and the Dolphin Pantry, then budgets will be less strained, good food is consumed, and health will improve.

We studied food deserts, and it is ironic that we are in the middle of excellent farmland, yet many residents may lack the funds to buy organic or fresh produce at some time during the month.

We are building healthy soil, growing organic food, and delivering it to our community.

Project Activities

Students at the FOOD Share Inc. tended to a senior nutrition garden by planting vegetables, creating mulch, and caring for plants and animals to create a sustainable garden fighting food insecurity for seniors in Ventura County. Students help create healthy soil by cycling crops, tilling soil, and creating mulch with unused goods from stores, such as stale and expired bread.

Student at CSUCI's Basic Needs Program attended the first annual food fair at our campus. This event provided fruits and groceries, served hot meals, and to go kits with rice, chicken, or beans to make at home.

Service-Learning Outcomes

- Take individual and collective actions which can address issues of public concern
- Convey how issues relevant to sustainability, water, justice, social, cultural, political, contemporary/historical, economic, educational, or psychological realities interact.
- Contribute and gain new knowledge and practical skills through service learning
- Develop a sense of self-efficacy.
- Better understand interests, personality, and major.
- Examine how your place in society affect experiences, values, and choices identifying how one's one life story promotes and constrains major and career decisions.
- Articulate and apply responsible work habits in academic and field projects.

Project Participants

UNIV 250 Water and Sustainability at CSUCI, Basic Needs Dolphin Pantry, and FOOD Share, Inc.

Kylee Felix
Christian-Joshua Ganzon
Savannah Weber
Jazmin Guajardo
Leilani Martinez



Best Practices Elements

- Invite someone from the organization to come in person (which we missed with online class at the start). This is easier in person, and best if the a spokesperson comes to class.
- Choosing sites that relate directly to class material. For instance we discuss how approximately 70% of water used in CA is used in agriculture. We also visited the Camrosa treatment plant which recycles Water at CI and sells it to local farmers, and CI.
- Encouraging students to go to the site together.
- Collect visuals and create a reflection video on the problem addressed, what students learn about themselves, how contribution to the community feels.
- Check in throughout the semester on hours.
- Incorporate service activities into students' resumes at the end of the semester.

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Channel Islands
CALIFORNIA STATE UNIVERSITY

Art Through Action

Summer Kessler, Erandi Plaza, Fernando Aguilar, Layla Ruiz

Dr. Youn COMM 329 Collaboration and Teamwork

Community Needs & Project Goals

We have been working with Art Through action in efforts to organize an event where other local artists can display their pieces as well as raise money for our non profit organization. We would like to not only help Art Through Action, but inspire other artists along the way as well. The major project that we have been working with Art Through Action has been the search for a permanent location for the Borderline Memorial, although we have yet to find a location we have contacted many city officials who have helped direct us to the correct path and have made progress along the way.



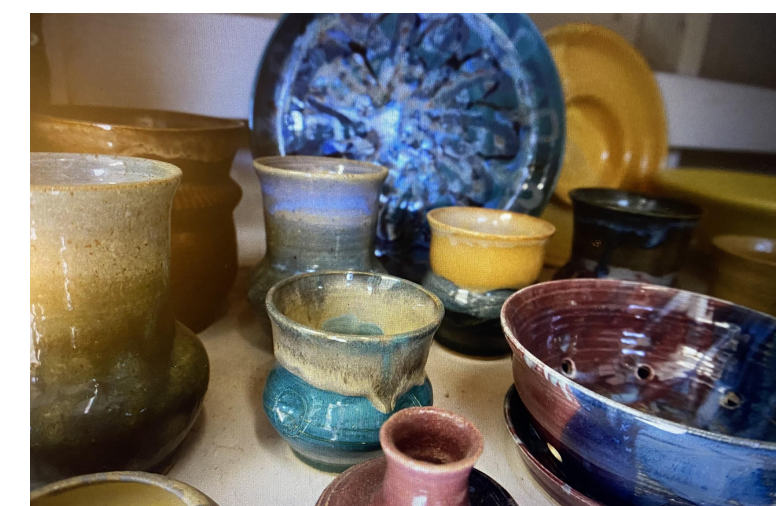
Project Description

Our team has been actively working with not only city officials, but local businesses as well, in order to network and contact people that can help us find a permanent location for the Borderline Memorial. We found it very important to fully understand who and what Art Through Action is. A great experience was exploring the studio and watching classes in order to fully understand what the program is all about. We were able to create a deeper connection which we believed helped us going forward with our project.

Project Participants

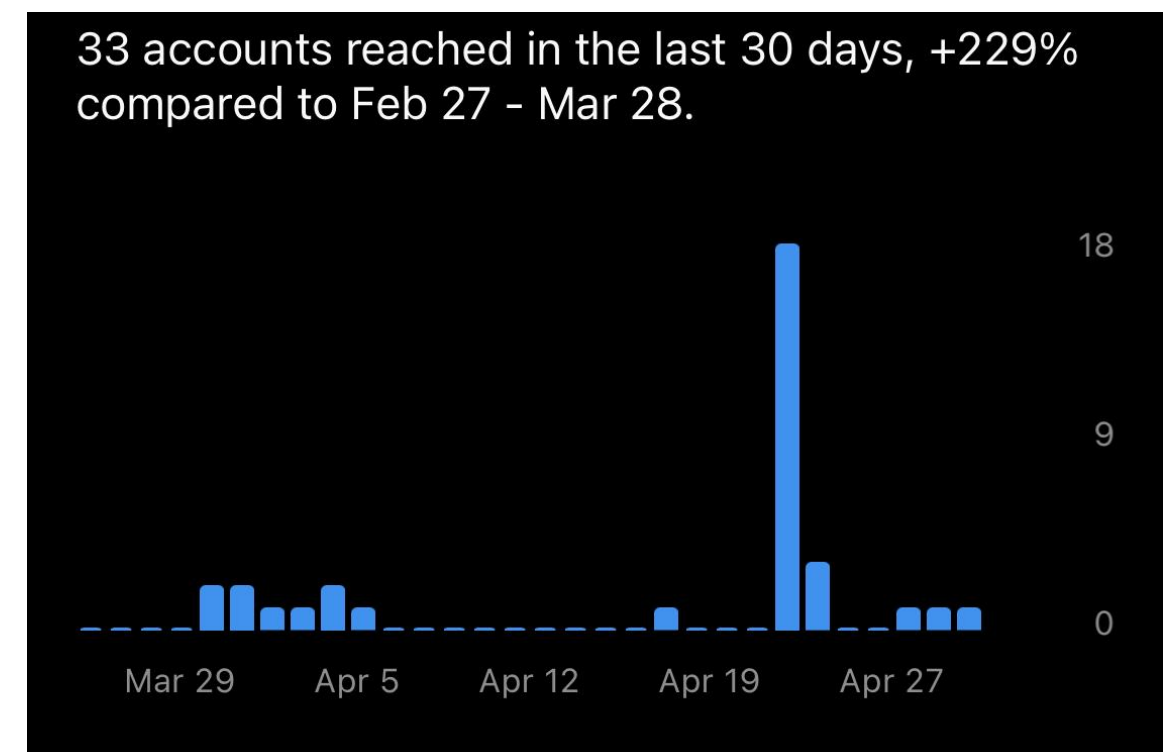
Art Through Action is a non-profit organization founded by Ali and Esther created to provide art classes for individuals of all ages, on the spectrum, and underserved communities. By creating a welcoming, stress free environment, Art Through Actions serves individuals in their community get in tune with their creative side. They provide biweekly classes with all materials necessary for your creativity to flourish. The artists have deep roots in the community and following the horrific Borderline 12 shooting in 2018 at a local Bar & Grill in Thousand Oaks, Ali created twelve personalized memorial totems to commemorate the lives lost. Through his art, the memorial totems serve as celebrations of their life and are a visible reminder of the beautiful lives they lived.

Photos



Project Outcomes

Our team's semester-long project addressed the community's need of healing and remembrance. The Borderline Bar Shooting that occurred on November 7th 2018 resulted in the death of several innocent civilians, many of them college students, and rocked the Thousand Oaks Community. Our goal with placing this sculpture is to create a place where people can go to heal and remember the victims of this terrible attack. We hope that the placement of this sculpture will bring peace and reassurance to those close to the victims, as well as spread awareness about the consequences of mass shootings.



Reflections

Working with the community has definitely been a learning lesson for our group. We quickly realized the importance of resilience and consistency, it's not as easy as a request followed by an answer. We learned that successfully accomplishing projects is not a simple task by any means and takes a lot of failure and rejection before we see any success. We believe that we have created a great platform full of resources for anyone that may carry on this project beyond our time. Although we have not been able to find a permanent location for our sculpture we have not given up, and strongly believe that anybody who would like to carry on this project will be provided with many resources that will vastly improve their efforts.



Buen Vecino

Dr. Hyunsook Youn, COMM 329 - Collaboration, Innovation, and Teamwork

Community Needs & Project Goals

- Only 60% of Ventura County's population are registered to vote.
- Buen Vecino doesn't have a lot of online presence.
- Our goals are:
 - To increase the number of registered voters
 - Bring awareness to the importance of voting in our community.
 - Create more online posts to bring attention to Buen Vecino's efforts.

Project Participants

Buen Vecino: Buen Vecino is a non-profit community organization in Ventura County, California. Our vision is to cultivate an environment where the human dignity of every person is respected and where all people have equal rights.

Michael Netka
Sergio Lopez
Liliana Delgado

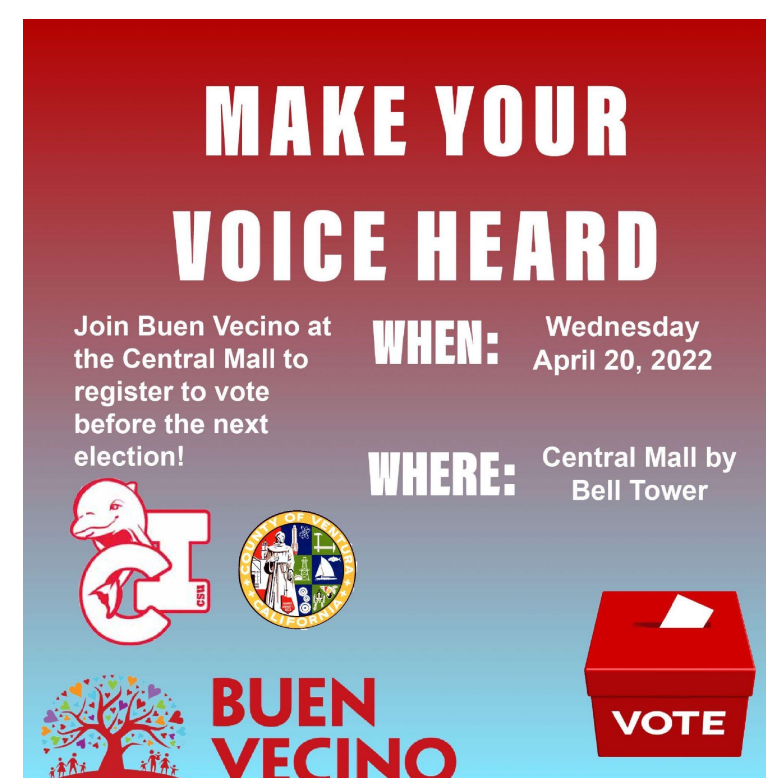
Project Outcomes

- Registered new voters in the Ventura County
- Increased Buen Vecino's social media presence by creating engaging Instagram posts to promote our voter registration events.
- Updated the Buen Vecino website to be more user friendly.



BUEN VECINO

Photos



Project Description

- 3 voter registration events.
 - Moorpark College - 4/12
 - CSU Channel Islands - 4/20
 - Simi Valley Street Fair - 4/30
- Created Instagram posts for Buen Vecino to promote voter registration.
- Created an Instagram post for CSUCI event.
- Sent over website renovation suggestions.

Reflections

Some key takeaways from this project were that

- we learned how to set up events in a team
- we learned how to use social media as a tool to generate attention

This project helped enhance our learning by

- being hands-on and allowing us to work directly with our local community.

The program will be carried on beyond our time by having more registered voters in Ventura County.



Project Participants

Social Justice fund for Ventura County is a local non-profit organization whose mission is to promote fairness, equity and human rights for all. They strengthen social justice by empowering community members to create lasting change.

Since being founded in 2004, the Social Justice Fund for Ventura County has been fortunate to work with thousands of donors, community stakeholders, and organizations working on the front lines for social justice. They have learned that in order to truly create systemic change we must support efforts focused on the following (no particular order):

Educating and building awareness about the prevailing issues in social justice and training on best practices to overcome them.

Convening stakeholders and providing a platform to magnify the impact of those leading the charge in the social change movement

Grant making initially to grassroots organizations and now to individual emerging leaders from marginalized communities through the Social Justice Fund Fellowship program.

Community Needs & Project Goals

Social Justice for Ventura County has done amazing work and has positively impacted the community by giving young leaders the opportunity to strengthen their voice and bring attention to social justice issues. Our group wanted to help showcase this work and help increase followers, funders and social media presence by setting the goals mentioned below.

Goals:

1. To make the community more aware of what SJFVC is and how they work
2. To increase social media presence and attract followers, funders, and young leaders
3. To establish a consistent timeline for posting on social media

Accomplishments:

1. Created engaging posts that reflects the organizations goals and mission
2. Developed a sustainable social media plan that meets the organizations needs and encourages consistent content posting
3. Curated 6-10 posts weekly so SJFVC can have a vault of already curated content

Project Success Strategy

Social Media Plan:

- Providing 6-10 post a week, plus backup content.
- Implement more engaging and interactive content
- Update Instagram to a non-profit
- Establish set days for posting (Monday, Wednesday, and Fridays)
- Introduce pre schedule posting
- Include KPI's to track and establish performance
- Learn and understand the type of demographics among social media follower to better target, communicate, and reach the type of followers SJFVC has.

Content Examples:



Project Outcomes

Throughout this project our team was able to provide Social Justice Fund for Ventura County with engaging content for their social media platforms that reflect who they are and what they do. Our content was curated with the intention of attracting a younger crowd, as they will be our futures leaders, voices, and change makers. By our team creating a social media plan, our community partner will be able to become more consistent with posting engaging and informative content across their social media platform, which will allow followers to recognize what type of posts will be published and how often. Social Justice Fund for Ventura County has already been sharing their narrative using social media platforms, but now we have equipped them with the tools to remain relevant and consistent on social media platforms for years to come.

Reflections

Working with Social Justice Fund for Ventura County gave us the chance to hone our civic involvement abilities. We helped contribute to an organization who is passionate about helping emerging young leaders find their voice and use their power to make positive change within their communities. As a group we were able to improve our organizational, and interpersonal skills by collaborating with our community partner on a frequent basis. We received valuable experience and knowledge working with such a diverse group of individuals that make up the Social Justice Fund for Ventura County team. We also got that chance to work cohesively as a team under a common goal and got to share our own unique ideas and thoughts to help our community partner continue to thrive and grow across social media. We hope to see social Justice Fund for Ventura County develop their social media platforms by implementing our social media plan and using our vault of curated original content for their organization. As the semester comes to an end we will be providing a breakdown of how we curated content, directions on how to analyze social media analytics, and how to stay consistent with posting by using a pre-schedule posting website for more time efficient process.



City of Agoura Hills: Recreation and Event Center

Holly Parker, Jake Jared, Josette Kreeger, Travis Harrison
Comm-329
Dr. Hyunsook Youn

Community Partner Needs & Our Project Goals

Community Partner Needs:

- A simple way to increase awareness about the various programs/recreations the department offers.

Our Project Goals:

- Utilizing Canva to develop flyers for their summer camps, as well as producing quality promotional videos.

Project Description

Our team conducted several interviews with various city officials and visited the six parks of Agoura Hills to film content and take pictures for our videos. Using the photos we took of the parks in Agoura Hills we also designed posters advertising summer camps. Both the videos can be viewed with the QR codes below.

Parks Video



Enrichment Video



Project Participants

“To be a leader in the communities by providing recreation, wellness, athletic and social experiences. Supporting the value of personal growth, our programs strive to offer the best opportunities for you.” (AHCCC.org)

Agoura Hills Rec and Event Center serves the Agoura Hills community. They offer a variety of programs and events to better the community.



Old Agoura Park

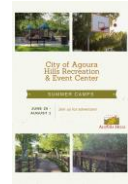


Sumac Park



Project Outcomes

- We created our two videos and have provided our community partner with content they can use to raise awareness about their After School Enrichment Program, as well as highlighting the various parks of Agoura Hills.
- Our team has designed various posters advertising our community partners summer camps. These posters give parents everything they need to sign up their kids for summer camp.



Reflections

Working with the Agoura Hills Rec and Event Center has been a very insightful experience. We got first hand experience learning how city government works. Collaborating with Agoura Hills allowed us to get a practical understanding of what it was like to serve the community and work side by side with our community partner. Agoura Hills is a wonderful city and it was an honor to work with our community partner.

Community Needs & Project Goals

Ventura County's Children Museum, kidSTREAM, is an upcoming museum that serves children and families in the community. The continual outreach is needed to help draw in a greater audience within the county as well as Southern California.





The goals for our project focused on bridging this gap, to spread recognition of kidSTREAM through multiple avenues.

- Create a promotional video to highlight the museum and the organization's events.
- Expand their social media platform by creating a Tik Tok account and posting fun, educational short clips.
- Generate a Hashtag challenge that encourages families to interact with kidSTREAM's social media.
- Invite local school districts to plan field trips and activities with kidSTREAM.

Project Description

Through weekly meetings with kidSTREAM, we determined that social media will be the best outlet to spread the word about how amazing this organization is. We created promotional and educational videos on Tik Tok to bring awareness. We also created a hashtag (#kidstreamcreative) where content from the community can be seen, in support of the organization's mission statement.

Social Media

-  @kidSTREAM805
-  @kidstreamchildrensmuseum
-  KidStream
-  @kidstreamchildrensmuseum

Project Participants

The community partner that we teamed up with is kidSTREAM Children's Museum.

- kidSTREAM's mission statement: "kidSTREAM will provide an engaging environment where kids explore, play, and discover."
- kidSTREAM is a nonprofit children's museum based in Camarillo, CA.
- A family friendly and fun learning environment for kids.
- kidSTREAM participates/hosts multiple different events that consist of golf tournaments, summer camps, week of the young child festivities, field trips and much more!
- Serves the Ventura county area but also welcome people from all over the state to come in and check out their museum.

Photos



Snapshot from a kidSTREAM video created for kidSTREAM event



pictured left to right: Adil Affan, Abigail Westenskow, Charles Heaney, Nicholas Fiori, Michael Levis



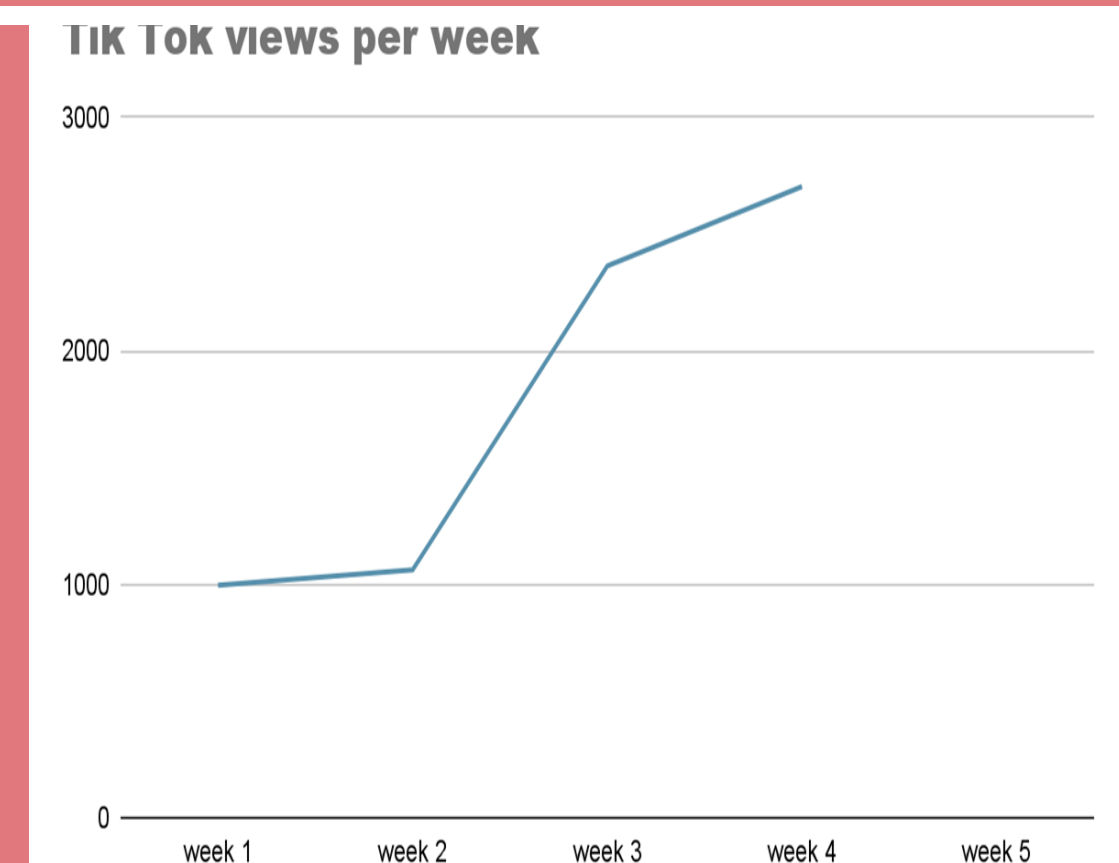
Poster for hashtag promotion

Project Outcomes

Our project addressed community informational and educational needs concerning awareness, participation, and accessibility to the kidSTREAM Children Museum within Ventura County and the greater US through social media outreach.

Our project benefited kidSTREAM through the expansion of their social media presence as well as improving community awareness and participation accessibility through the creation of promotional and interactive media paired with outreach objectives.

- Created a TikTok account for the organization.
- Posted 4 follow-along TikTok videos with more currently in production.
- Created 3 Promotional videos for events and social media.
- Started an interactive Hashtag for the organization's social media.
- Contacted county educational staff and informed them of the organization's upcoming grand opening.



Reflections

As a team, we are grateful for the opportunity to work with kidSTREAM to further develop our course outcomes.

- Embraced challenges that enabled us to have a more in-depth understanding of the team process.
- Collaborate more effectively within our team as well as our community partner.
- Implemented skills such as project scoping, calculate project desirability, and applying and changing timelines.
- Diversified our team management skills which enabled us to work more unified.

Social media links





Community Needs & Project Goals

Community Needs

- Photo and video content collection
- Perform student interviews to highlight the students voices
- Create branded content that represents the organizations core beliefs and values
- Help with the design aspect of a monthly newsletter

Project Goals

- Attend Garden Volunteer day once a month to better understand F2S
- Create a social media package every month
- Create a monthly newsletter that can be edited
- Create a summer social media package

Project Description

Garden Work Days

- Attended garden work days at multiple OUHSD schools each month
- Collected photo/ video data for future use with social media postings and newsletters
- Conducted interviews to highlight the students unique perspectives on gardening and wellness

Social Media Packages

- Utilized the collected video content to create 2 branded reels a month
- Created 2 infographics a month that highlighted health and wellness
- Created 9 branded infographics for the organization to use over summer

Newsletter

- Created a custom newsletter that highlighted activities from the month of March
- Created a custom newsletter that highlighted the activities from the month of April
- Provided F2S with a newsletter template that is easy to follow along and edit each month.

Project Outcomes

- Highlighted students voices as they shared insight about the impact F2S has had on their lives and what nutrition means to them
- Created eye catching infographics that shared what kind of fruits and vegetables are grown within the local High Schools
- Assisted Farm to School in the creation of a personal brand that represents what Farm to School truly is at its core
- Helped F2S bring many of their projects to life in a way that was both visually pleasing and fun



Project Participants

Community Partner

- Farm to School

Mission Statement

- “Our mission statement is to advance student academic achievement through food”

Main Person of Contact

- Anna Litz

Target Audience

- The program was founded in 2016 and serves roughly 8,000 high school students from various campuses within the Oxnard Unified High School District.

List of Team Members

- Angelica Solis, Aaron Gutierrez, and Juleah Tello.

Reflections

Aaron

“Being a part of this community partnership, *Farm To School*, was the best experience I’ve had with an organization. We had worked with many students, as well as staff members from the local high school communities and they were able to share with us about their wonderful experiences with *Farm To School*. I am very grateful to work with Angelica, Juleah, and Anna, as well as other community partners in these past few months with successful projects that we have completed and that were beneficial to the organization.”

Angelica

“Working with Farm to School was an unforgettable experience, that allowed me to learn so much about gardening, nutrition and health. I was able to learn what it means to make conscious choices about what I put in my body, and how it’s better to support local farmers in the process. Having had the opportunity to help the Farm to School team with their digital footprint, as well as getting involved with my community, was a complete joy. I’m so glad that I had the opportunity to share my knowledge about nonprofit communication, as well as visual communication, with the F2S team. It has been an honor to work with such an amazing group of people, and I especially want to thank Miss. Litz for her help and patience with us as we navigated this new experience.”

Juleah

“Working with the *Farm To School* program over the last few months has been an absolute pleasure! Being able to see first-hand how their Garden Volunteer days make a positive impact on the students it serves, while simultaneously learning many valuable skills that I’ll be able to apply to my future career has been such a rewarding experience. I am extremely thankful for my team members, Angelica and Aaron, and to our community partner Anna, they’ve all played crucial roles in our successful partnership. Hopefully, the projects we have completed throughout the last few months will serve as building blocks for the next group that partners with this wonderful organization. Thank you OUHSD *Farm To School*, it’s been an honor!”

Community Needs & Project Goals

- Two clear goals: Promote their upcoming event, NAMIWalks Your Way and reach a new younger audience.
- The best way to go about accomplishing the community partners needs was to increase their social media presence.
- Working with NAMI they taught us how to operate Constant Contact which lets us post to their socials through their
- Create a text messaging service they can use in their organization

Project Description

- Create daily posts for NAMI by using Canva
- Setting up a text messaging subscription system.
- Learn how to effectively work with our community partners and each other from lectures in the class.
- Visited local High School to promote NAMIWalks Your Way.



Reflections

- Determination completes a successful turnout with a community partner.
- Gained marketing skills for the workfield.
- Insight on how to develop our ideas
- A strong base, knowledge of who we want to connect with, and building professional relationships.
- A well built goal will help NAMI raise awareness for mental health.

Project Participants

NAMI's Mission Statement: The mission of NAMI Ventura County is to provide emotional support, education and resources for families affected by mental illness. Through community collaboration and education, we advocate for a life of quality and dignity—one without discrimination—for all people affected by this illness.

NAMI Ventura Faculty: Roberta Griego, Kimberly Quinn, & Chris Novak
Group Members: Mirilee Tiger, Selena Paredes, Roger Rodriguez, & Janelle Rodriguez

Project Outcomes

- Brought back an audience to the NAMI social media account, posting daily inspirational content on the page and stories.
- Gathered subscribers to sign up for the text messaging system which we set up.
- Advertised the NAMI walk and programs to local high school and on the CI campus.
- Created social media content for all their social media platforms.