

Center for Community Engagement Community Partnerships

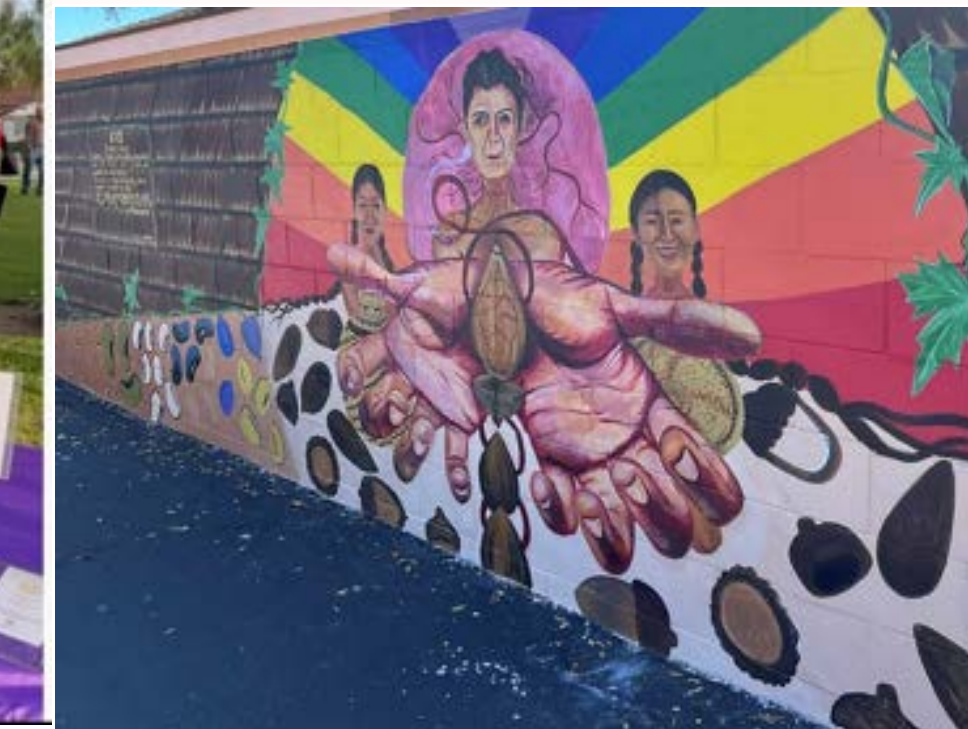
Community Partnerships

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

“This program is one of the best I have encountered in my many years of public service. It is to be commended & word needs to be spread all over the country about it. It is so beneficial for both the organizations & the students!” **Amy Reed, Buen Vecino**



Thank You To Our Community Partners/Co-Educators

The Center for Community Engagement partners with over 100 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.

A.I.M. Entrepreneurial Academy
ACTION VC
Agriculture Museum
AHA!
Alzheimer's Association of Ventura County
American Foundation for Suicide Prevention
American Red Cross
ÁNIMO Theatre Company
Art Through Action
Arts Mentorship Program, Inc.
Big Brothers Big Sisters of Ventura County
Boys and Girls Club of Camarillo
Brain Injury Center of Ventura County
BRITE: Building Resilience & Inclusion Through Engagement
Buen Vecino
Cabrillo Economic Development Corporation
Californians for Pesticide Reform
Camarillo Family YMCA
Camarillo Health Care District
Camarillo Heights STEM Academy
Camarillo Public Library
Camp Ronald McDonald for Good Times
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)
Central Coast Climate Justice Network
Channel Islands Restoration
City of Agoura Hills – Dpt of Community Services

Climate First: Replacing Oil & Gas (CFROG)
Coalition for Family Harmony
Communicare
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
Emily Shane Foundation
FirstSteps for Kids, Inc.
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
HealthCorps, Inc.
House Farm Workers!
Housing Opportunities Made Easier (HOME)
Humane Society of Ventura County
Independent Living Resource Center, Inc.
Interface Children & Family Services
Juneteenth Celebration of Ventura County
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
Mary's Mercy Center
Mixteco/Indigena Community Organizing Project (MICOP)
Museum of Ventura County
NAMI Ventura County
National Park Service Santa Monica Mountains Nat. Rec. Area
Native Monarchs
New West Symphony Harmony Project
Ocean View School District
Ojai Valley Land Conservancy
One Step a la Vez
Operation Gratitude
Oxnard Performing Arts Corporation (OPAC)
Oxnard Union High School District Farm to School Program
Pleasant Valley School District
Project Access
Rancho Campana High School
Reel Guppy Outdoors
Ride On Therapeutic Horsemanship
Rio Real Elementary School
Rodale Institute California Organic Center
Ronald McDonald Family Room – Ventura
Ronald McDonald House – Bakersfield/Los Angeles
Santa Barbara Museum of Natural History & Sea Center
Santa Barbara Zoo
Santa Monica Mountains Trails Council
Santa Paula Parks & Recreation
Saticoy Food Hub
Saving Lives Camarillo

School on Wheels
Search Dog Foundation
SEL4CA
Social Justice Fund for Ventura County
Somis Elementary
Special Olympics Southern California
Step Up Tutoring
Storyteller Children's Center
Students for Eco-Education & Agriculture (SEEAG)
Surfrider Foundation Ventura County Chapter
The Conflict Resolution Institute
The Human Nature Center
Thousand Oaks Library
Turning Point Foundation – Growing Works
UFW Foundation
United Way of Ventura County
Unity Theatre Collective
University Preparation Charter School
Ventura County Area Agency on Aging
Ventura County Continuum of Care
Ventura County Family Justice Center
Ventura County Farm to School
Ventura County Library System
Ventura County Office of Strategy Management
Ventura County Rescue Mission Alliance
Ventura Land Trust
Ventura Wild
Westminster Free Clinic
Women of Substance & Men of Honor
YAC Foundation (Young Athletes for Christ Inc.)
Youth Pride Association



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Center for Community Engagement Community Partner Events

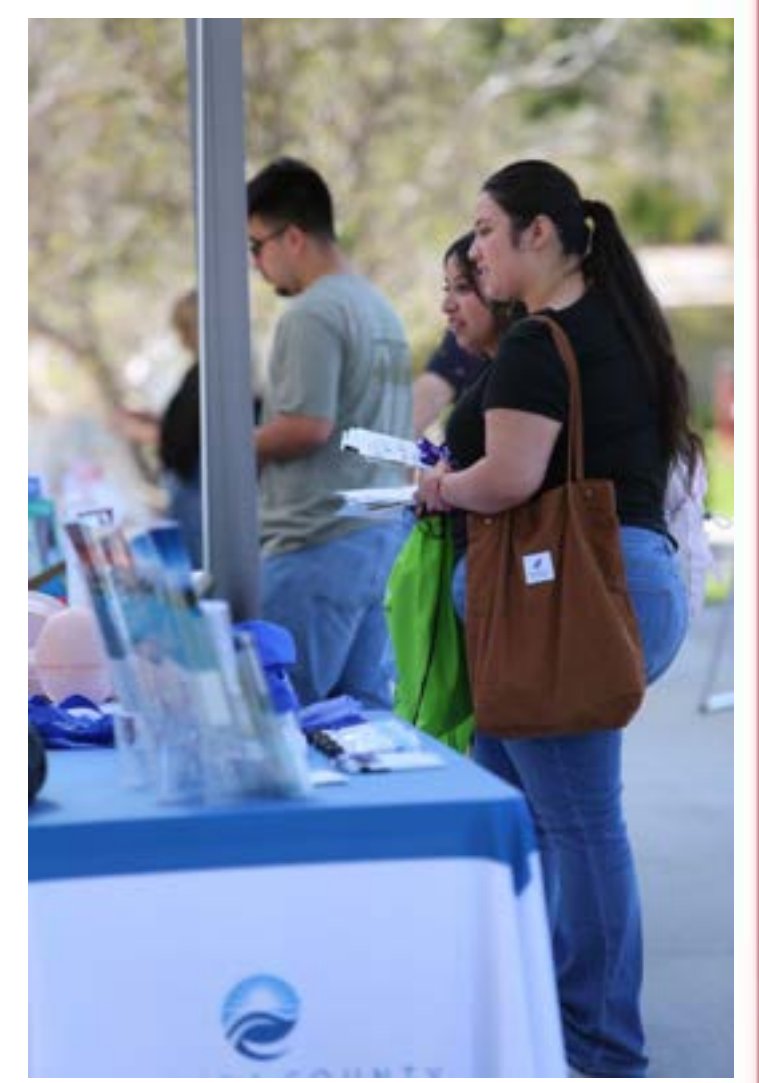
Workshop: Leading with Empathy

Nov 2023 – In collaboration with Cal Lutheran’s Center for Nonprofit Leadership, the CCE brought 74 community partners from 43 organizations across Ventura and Santa Barbara Counties to attend an in-person workshop on “*Leading with Empathy: Tips & Skills for Nonprofit Leaders & Their Teams*” with guest speaker, Beth Kanter.



Fall Engagement Fair

Sep 2023 - In collaboration with Student Organizations and Involvement, the CCE hosted over 40 of our community partners, while SOI hosted over 60 CSUCI clubs and organizations in Central Mall for the Fall semester Engagement Fair: *Get Involved, Get Engaged, Get Connected*. Our community partners were able to connect with students about their volunteer, internship, and employment opportunities, as well as raise awareness to their organization.



Spring Careers for the Common Good Fair

Apr 2024 - The CCE hosted over 30 community partners and campus departments to our Spring semester Careers for the Common Good Fair in the Broome Library Plaza. Students were able to connect and network with local nonprofits and government agencies that are seeking employees, interns, and volunteers. It was amazing to see such an energetic and inspiring event with our community partners and students all around!



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

Project Description

The Community Bus Tour guides faculty through a first-hand experience of service-learning community partnerships throughout Ventura County. On Friday, October 6, 2023, we started with an orientation & overview of the day at the Modoc Garden, behind El Dorado Hall. We heard about the biology research garden from Dr. Blake Gillespie, chemistry research from Dr. Rudolf von May, and from Chris Amendt, with Native Monarchs about the pollinator garden. Then, we went to Reel Guppies Outdoors and spoke with Kevin Brannon about the ocean and outdoor education for children. Next, we visited Oxnard Performing Arts Center and spoke with Carolyn Mullin and HyeSun Lee about what OPAC does for our community. We then viewed murals featuring Anderson .Paak, Carmen Ramirez, and Carmen Perez. After that, we spoke with Dr. Frank Barajas in Plaza Park in Downtown Oxnard about Oxnard Sugar Beet Workers and Oxnard heritage. We had lunch at Community Roots Garden and spoke with Zuleima Jimenez and Adriana Diego about their community garden. We heard from our community partners, Casa de Vida, Coalition for Family Harmony, and Buen Vecino, and Dr. Ron Berkowsky about service-learning projects. After that, we viewed the statue of The Farmworker, featuring Cesar Chavez and Dolores Huerta, at Clinicas del Camina Real RSJ Health Center.



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

- Allison Williams, Librarian
- José Luis Collazo, Sociology
- Kay Park, Early Childhood Studies
- HyeSun Lee, Psychology
- Blake Gillespie, Chemistry
- Rudolf von May, Biology
- Georgina Guzmán, English
- Frank Barajas, History
- Ron Berkowsky, Health Science



Faculty Reflections

“I really like the honor and opportunity to hear the stories and histories of Ventura County. Also, I appreciated the opportunity to be able to connect and chat with community organizers. I am already making plans to connect and work with an organizer I met in the bus tour.”

“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.”





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The Road to Restoring sat^hwiwa

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

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. 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." - **Dr. Raudel Bañuelos**

Restoration Phases

Since 2019, the community has come together for the *Road to Restoring sat^hwiwa* Service Days. The 1st 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 & root balls from the trail entrance & took the first step toward restoring this sacred trail.

In the following years, volunteers joined Chumash elders, the CSUCI Anthropology Club, Santa Monica Mountains Trails Council, the President's Office, & the Center for Community Engagement to restore **sat^hwiwa**. After an orientation from the Santa Monica Mountains Trails Council & a land acknowledgement & blessing from Chumash Elders, volunteers worked to provide erosion control measures & restore native plants. Participants also heard from the Chumash community about cultural history, the importance of the sacred land in which CSUCI rests, & view Chumash cultural artifacts.





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2023-2024 Serve It Up! Service Days

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

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.



Veterans Day of Service

Friday, November 3, 2023

To honor over 22 million veterans who have served in the United States Armed Forces, the Center for Community Engagement and the Veterans Affairs Program collaborated on a project to provide maintenance for the biology and chemistry research garden, Modoc Gardens. Students (& Doc!) weeded and put down mulch in one of our community partners, Native Monarchs, pollinator garden.

Community Partners



Spring Semester Day of Service

Friday, February 16, 2024

Ride On Therapeutic Horsemanship's mission is to promote the welfare of at-risk youth and people with any type of physical, intellectual, or cognitive disability by means of equine assisted activities and therapies; and by providing instruction and education for all in equestrian related social, vocational and recreational activities. In collaboration with Ride On and the Center for Community Engagement, we were able to provide Ride On with much needed maintenance and support after our recent storms, such as trimming the trees and help clearing out the hay that was affected by the rain.



César Chávez Day of Service

Friday, March 29, 2024

Food Forward is a nonprofit organization that brings fresh surplus fruits and vegetables to people experiencing food insecurity across 8 counties in Southern California and tribal lands in Arizona and New Mexico. Since 2009, this organization has distributed over 220,000,000 pounds of surplus foods to surrounding communities. In collaboration with Food Forward and the Center for Community Engagement, we gleaned over 1500 pounds of Meyer lemons to people all around Ventura County.



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Hailing Cesar: Eduardo Chavez's Film Screening and Conversations about Cesar Chavez's Legacy

CSUCI Center for Community Engagement



Eduardo Chavez

Grandson of Cesar Chavez, Filmmaker

As the grandson of both the legendary civil rights activist César Chávez and the Cuban revolutionary Max Lesnik, Eduardo Chavez is the son of two revolutionary families. Eduardo's political and activist background influenced his feature documentary, *Hailing Cesar*, released April 2018. Since its debut, Eduardo has screened *Hailing Cesar* and spoken at 80+ universities in 3 different countries. In addition to being a director, speaker & activist, Eduardo is the co-founder of Latindia Studios and a member of the Speakers' Board for the Chavez Institute for Law and Social Justice. Eduardo is also the host of the podcast *We Are Latinx*. Launched this year, he interviews Latinx individuals about their work and how their culture shapes it. It is now streaming on Spotify and Apple Podcasts.



Welcome to the Latinx Cultural Center

Special Film Screening: *Hailing César*
Tuesday March 5th
3:00pm - 4:30pm
Aliso Hall 150
w/ César Chavez's grandson Eduardo Chavez

Quote of the Day:
"Lo que esta para ti, Nadie te lo quita" ♡

This week (3/4-3/8)
• Chat w/ Eduardo Chavez @LCC
• Loteria Night Thursday March 5th
5:00pm - 9:00pm

The Center for Community Engagement, in partnership with ASI, Chicana/o Studies, Inclusive Student Services, the Center for Multicultural Engagement, Student Academic Success & Equity Initiatives, and the Success and Inclusion for Graduate & Undergraduate Academic Excellence

presents

HAILING CÉSAR

TUE, MAR. 5
3 to 4:30 p.m. • Aliso Hall 150

Join us for a film screening and discussion with director Eduardo Chavez, grandson of César Chávez.

Hailing César is a film about Eduardo Chávez and his journey to understanding the legacy and struggle of his grandfather. The film explores themes of immigration, social justice, and personal identity.



The Center for Community Engagement would like to thank our co-sponsors: Associated Students, Inc., Chicana/o Studies Dept., Inclusive Student Services, the Center for Multicultural Engagement, Student Academic Success & Equity Initiatives, and the Success and Inclusion for Graduate & Undergraduate Academic Excellence





Farmworker Immersion Project Established Spring 2012

Project Description

Since 2012, House Farm Workers!, Cabrillo Economic Development Corporation (CEDC), Reiter Affiliated Companies, the Center for Community Engagement has offered the Farmworker Immersion Project (FIP) to students each Spring 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.

Each year, students can expect the following:

- Visit a local raspberry ranch where they learn how to harvest & pack berries.
- Hear from the Ventura County Farmworker Resource Program about their role to facilitate prompt resolutions for workplace concerns.
- Visit Villa César Chávez Apartments, an affordable housing community created for farmworkers and operated by CEDC.
- Hear from local attorney, Barbara Macri-Ortiz, who has fought for farmworker housing rights for over 30 years.
- Hear from residents & their housing experiences – both before and after moving into the CEDC community.
- Reflect on the day's experience with House Farm Workers!

Unfortunately, due to weather, we had to cancel this year's event.



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.

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 over-crowded apartments or houses, and sometimes live in garages or sheds not intended for human habitation.



Farmworker Immersion Program Logo

This year, we partnered with an Art Capstone student, **Gabriel Burgos**, to design a logo that will brand the event & celebrate over a decade of immersing students in the lives of farmworkers. Although it was not ready in time for the printing of this poster, we hope to unveil it to the campus soon!

*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), • healthmattersinc.org, •California Housing Partnership Coalition (2020), •University of California's California Agriculture Journal, Vol.73 (2): 73-78 (May 2020)



WHOSE VOICES HAVE WE HEARD?

This semester we have had the opportunity to speak with a vast majority of students. These are the stories we've captured so far.



THIS IS WHAT LUIS HAD TO SAY



Luis Mendez, a Psychology and Chicano Studies major at CSU Channel Islands, enriches his education with deep community involvement. A Marine Corps Veteran, he leads initiatives like MEChA and Union de Hermanos, focusing on mental health and financial literacy. Despite a disabling accident, he continues supporting the homeless and envisions creating mental health clinics in veteran-populated areas.

Mentored by CSUCI's faculty, Luis promotes a service-driven culture, encouraging peers to engage and transform community support into widespread resilience. His journey highlights the profound impact of service on personal growth and societal change.

[Read more about Luis and other stories on the Voices of CI Webpage on CSUCI.edu](#)

THE VOICES OF CI WHAT IS IT?

Inspired by Brandon Stanton's "Humans of New York," CSUCI's CCE launched "Voices of CI" to showcase service, activism, and social responsibility in our community. Starting in 2015, the CCE interviewed service-oriented individuals, sharing their stories weekly on Facebook and later through Instagram, newsletters, and other publications. This initiative, which began as a small project, has grown over the years, highlighting the contributions of students, faculty, staff, and alumni to the local community.

Scan our QR Code to read more entries!

“ — **LIZ VENCES**
I work toward uniting individuals through acts of kindness and cooperation to build a stronger, more resilient society.

“ — **NOAH TYLER**
I define service as helping someone unknown, and hoping to foster happiness and bring smiles among individuals.

“ — **ANDREW FOX**
I strive to do something that benefits others without any underlying motive for reward or fear of punishment.





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2023-2024 CSUCI Corps Program Community Service Initiative

CSUCI Corps is a paid service internship initiative and collaboration between the Center for Community Engagement (CCE), the Federal Work Study program, Learning Aligned Employment Program (LAEP), grants from the Amgen Foundation and So Cal Edison, 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: Climate, Education, Food, Health, STEM, and Trail. 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 Student Success Workshops focusing on topics such as: Email Communication, Public Speaking, Resumes/Cover Letters, and Cultural Competency.



Alyssa Banaszkiwicz, Climate Corps. Alyssa is a senior, graduating in May 2024 with a degree in Communication. She is working on climate & food waste education with **CSUCI's Office of Sustainability**.



Cassandra Espinoza, FoodCorps. Cassandra is a senior, majoring in Sociology. She is providing garden education activities at Oxnard elementary schools with **VC Farm to School**.



Stephanie Banahene, STEM Corps. Stephanie is a grad student in the Biotechnology & Bioinformatics program. She is providing STEM activities to children at the **Boys & Girls Club of Camarillo**.



Sara Mascorro, Service-Learning Peer Leader Sara is a senior, majoring in English and minoring in Art History. She is serving with UNIV 150: First-Year Seminar with Prof Susan Lefevre.



Ashley Tomasetti, Edu Corps. Ashley is a senior, graduating in May 2024 with a major in Liberal Studies with a concentration in Bilingual Authorization. This is providing academic homework support to at **Somis Elementary**.



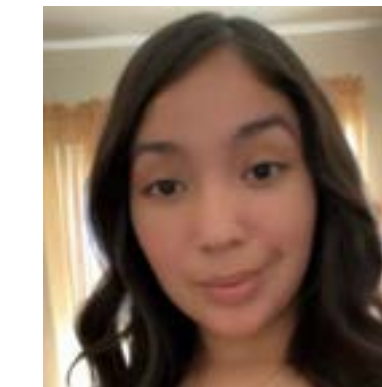
Jisell Camarena Ramires, Food Corps. Jisell is a senior, majoring in Political Science & Chicana/o Studies & minoring in Spanish. She is providing garden education activities at Oxnard elementary schools with **VC Farm to School**.



Chelsea Mendez, STEM Corps. Chelsea is a sophomore, majoring in Health Science & minoring in Chicana/o Studies. She is providing STEM support to children at **Students for Eco-Education & Agriculture (SEEAG)**.



Diana Bello, Edu Corps. Diana is a senior, graduating in May 2024 with a degree in Psychology and minor in English Creative Writing. She is providing academic homework support to children at CEDC's **Villa Cesar Chavez** in Oxnard.



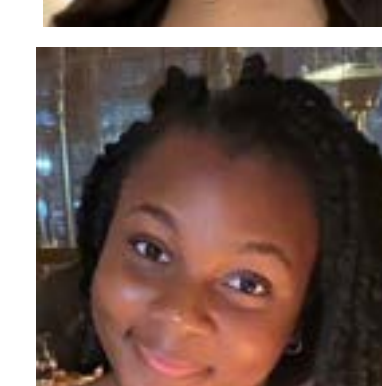
Julia Mendez, Health Corps. Julia is a senior, majoring in Biology. She is assisting with patient data at **Westminster Free Clinic** in Oxnard & Thousand Oaks.



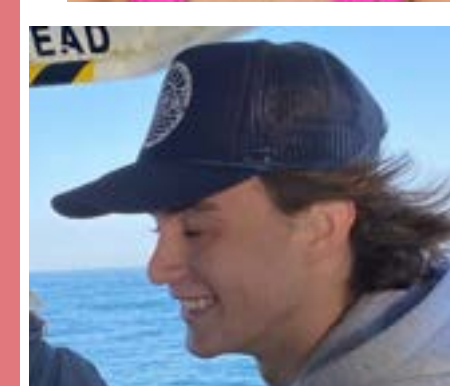
Karla Leonard, STEM Corps. Karla is a senior, graduating in May 2024 with a degree in Biology & minor in Chemistry. She is providing STEM activities for children at CEDC's **Villa Cesar Chavez**.



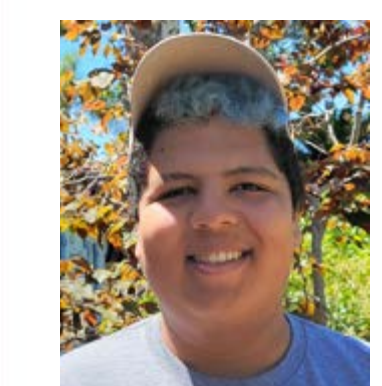
Sarahi Rivera, Edu Corps. Sarahi is a junior, majoring in Liberal Studies with a concentration in Bilingual Authorization. She is providing academic homework assistance at CEDC's **Meta St. Apartments** in Oxnard.



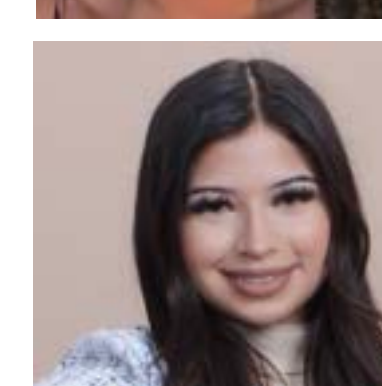
Simone Lacey, Health Corps. Simone is a sophomore, majoring in Health Science and minoring in Developmental Psychology. She is providing charting & community health services at **Growing Works/Turning Point Foundation** in Camarillo.



Solomon Adams, Trails Corps. Solomon is a sophomore, majoring in ESRM with an emphasis on Marine & Coastal Systems. He is serving with the **Santa Monica Mountains Trails Council** to restore the local public trail system.



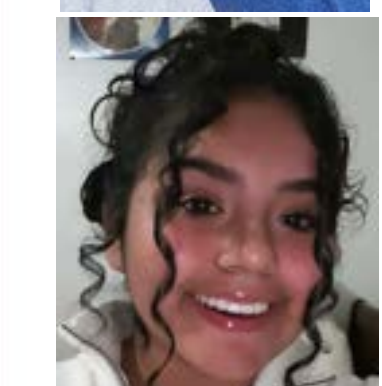
Giovanni Sebas Olivo, Edu Corps. Sebas is a senior, majoring in Studio Art and minoring in Computer Game Design & Development. He is providing academic homework support to children at the **Boys & Girls Club of Camarillo**.



Hailey Martinez, Health Corps. Hailey is a first year, majoring in Psychology. She is providing vaccination outreach support with **Oxnard Performing Arts Center** in Oxnard.



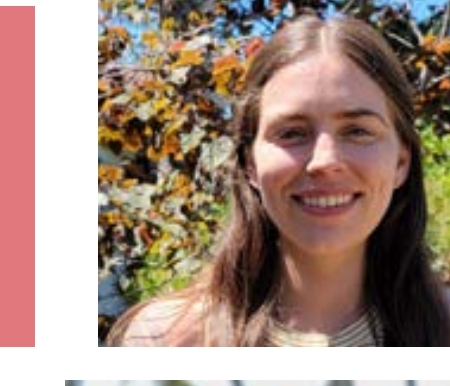
Christopher Ramirez, Trail Corps. Christopher is a senior, majoring in Sociology. He is serving with the **Santa Monica Mountains Trails Council** to restore the local public trail system.



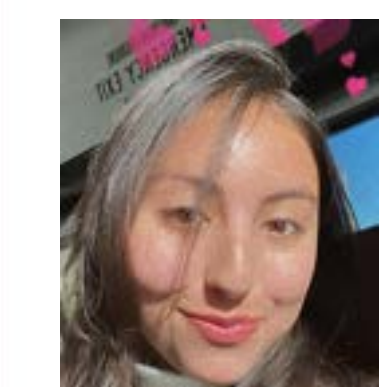
Elizabeth Flores, Edu Corps. Elizabeth is a sophomore, majoring in English and minoring in Chicana/o Studies. Elizabeth is providing academic homework support at **Somis Elementary**.



Chaitali Vadgama, STEM Corps. Chaitali is a grad student in the Biotechnology & Bioinformatics program. She is providing STEM activities to children at the **Boys & Girls Club of Camarillo**.



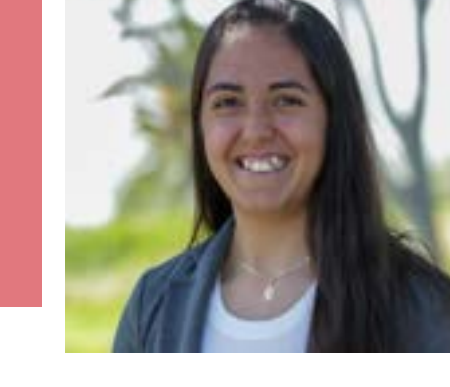
Krista Smith, Trail Corps. Krista is a senior, majoring in ESRM & minoring in Biology. She is serving with the **Santa Monica Mountains Trails Council** to restore the local public trail system.



Jacqueline Manriquez, Edu Corps. is a first year, majoring in Health Science and minoring in Spanish. Jacqueline is providing academic homework support at CEDC's **Camino Gonzalez Apartments**.



Pooja Darji, STEM Corps. Pooja is a grad student in the Biotechnology & Bioinformatics program. She is providing STEM activities to children at the **Boys & Girls Club of Camarillo**.



Natalie Leon, Service-Learning Peer Leader. Natalie is a sophomore, majoring in biochemistry. She is serving with CHS 353: Chicana/o Latina/o Literature with Prof Georgina Guzman.



Above: Holiday Gathering & Reflection



Left: Public Speaking Workshop w/ Prof. Jacob Jenkins



Bottom: President's Dinner Student Showcase



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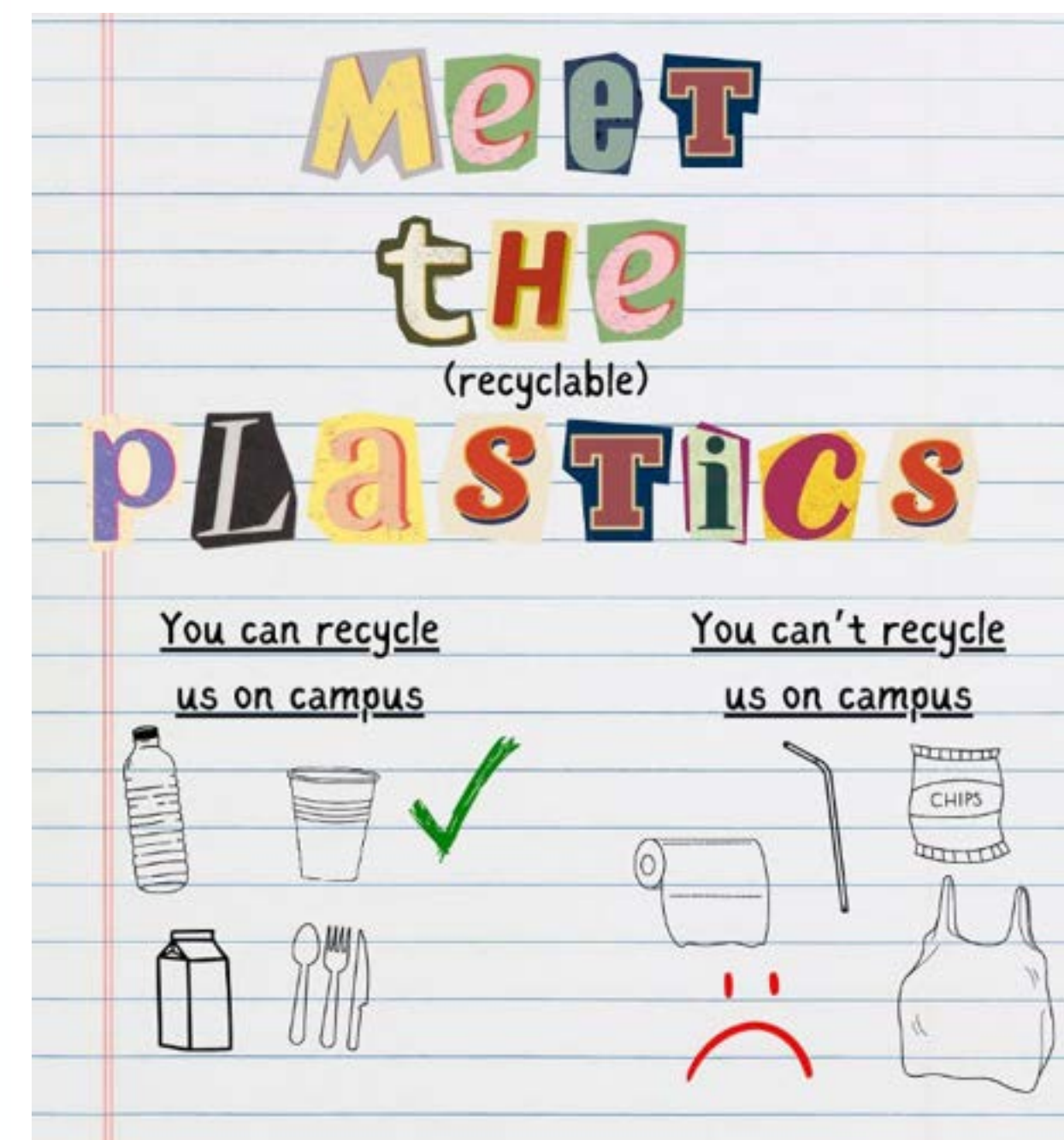
2023-2024 CSUCI Climate Corps Community Service Initiative

Climate Corps

The **Climate Corps** supports CSUCI's Office of Sustainability to advance sustainability programs on campus to reduce environmental impact and help curb climate change. The Climate Corps focuses on organizing the university's Earth Month activities and enhancing the campus waste programs by educating students and employees about how to properly sort waste.

Other activities may include:

- Design educational signage and social media content
- Recruit & lead volunteers
- Organize outreach & social media campaigns
- Coordinate interactive engagement activities with the campus community
- Host workshops & training sessions for key campus groups
- Collaborate with clubs, orgs, & departments
- Raise awareness about sustainability issues & solutions



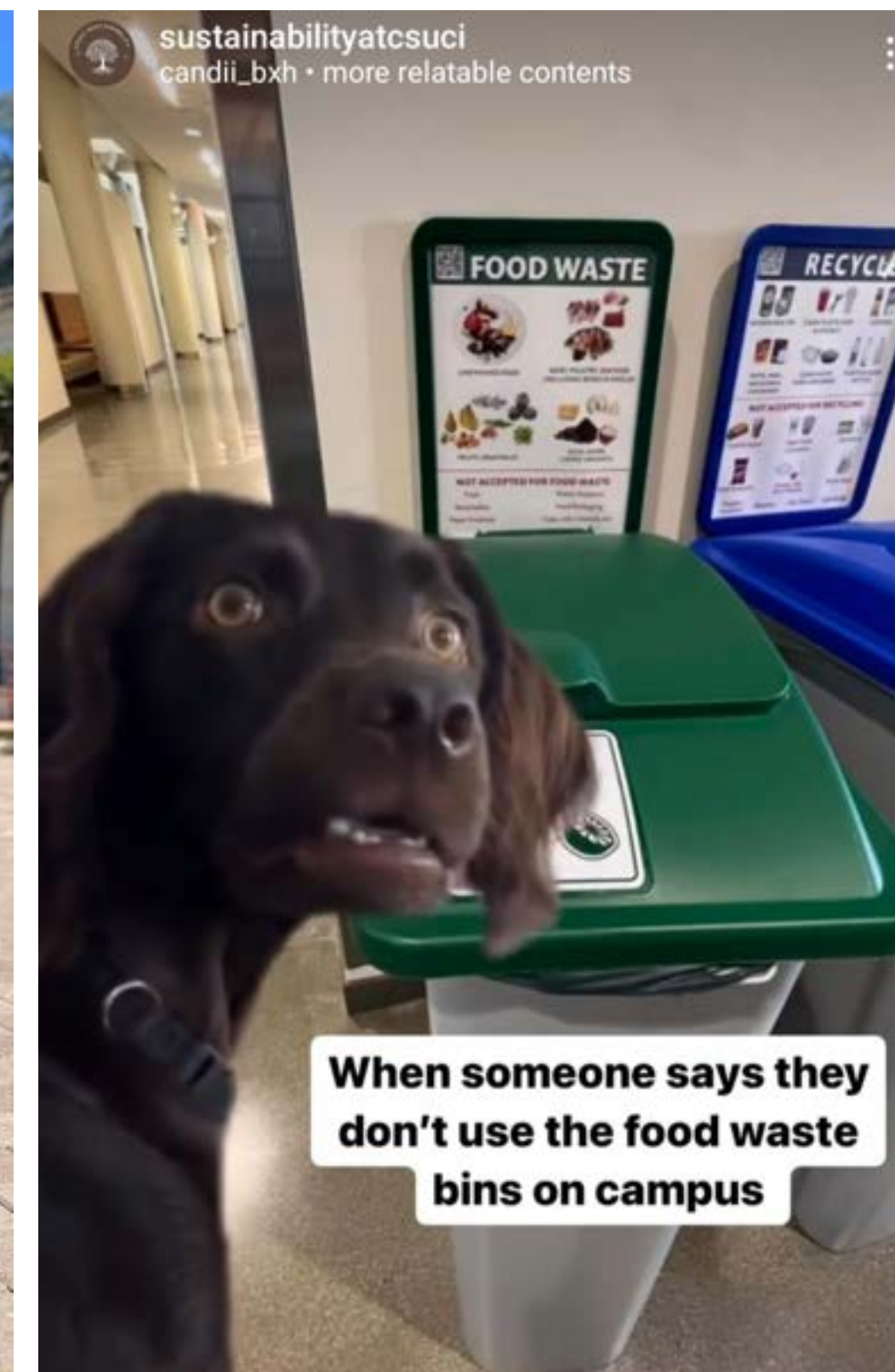
Sustainability Goals

CSUCI has several sustainability goals, including:

- Achieve zero net greenhouse gas emissions by 2040
- Reduce water consumption 10% below 2019 levels by 2030
- **Divert 80% of waste from the landfill by 2040**
- Improve energy efficiency 20% from 2019 by 2029

Alyssa Banasziewicz

Alyssa Banasziewicz is a senior, graduating in May 2024 with a degree in Communications, emphasis on Organizational Communications. She is interested in this position because it's important to learn about climate change and the ways we can help the environment. Alyssa will be serving with the Office of Sustainability to create social media content that promotes awareness, education, and outreach about food waste and waste confusion on campus. After graduation, Alyssa plans to work in the non-profit sector, in marketing and event planning.



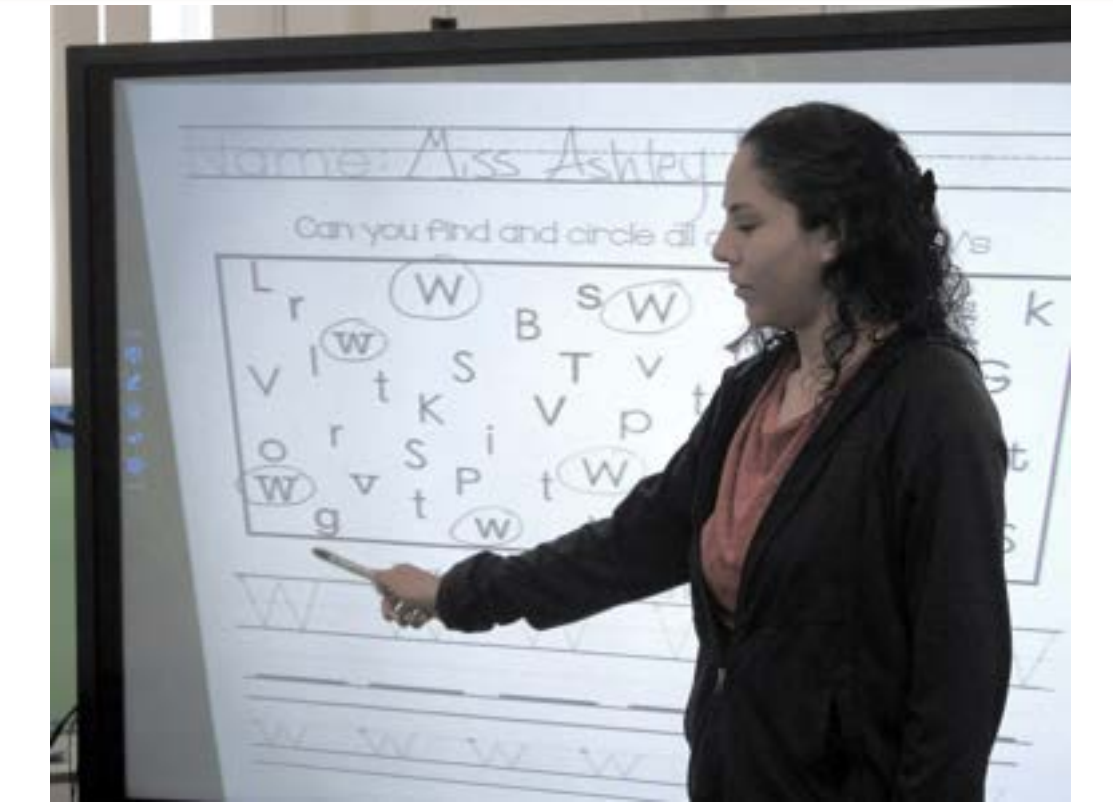


Channel Islands
CALIFORNIA STATE UNIVERSITY

2023-2024 CSUCI Edu Corps Community Service Initiative

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 School, and Cabrillo Economic Development Corporation farmworker housing properties: Meta Street, Villa Cesar Chavez, & Camino Gonzalez Farmworker Family Apartments.



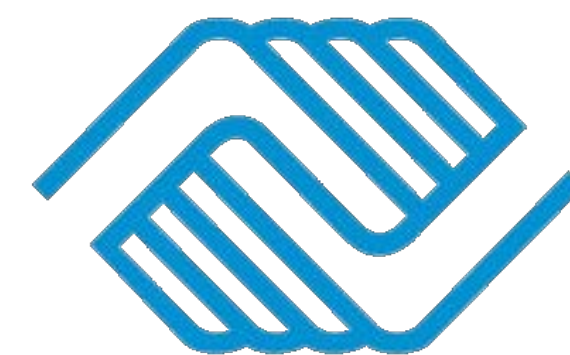
Ashley Tomasetti is a senior, majoring in Liberal Studies with a concentration in Bilingual Authorization. After graduation, Ashley plans to attend grad school at Cal Lutheran for their Masters & Teaching Credential program. She is providing academic homework support at **Somis Elementary School**.



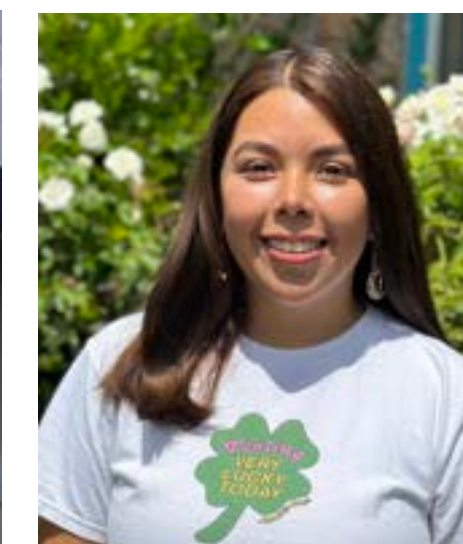
Elizabeth Flores is a sophomore, majoring in English & minoring in Spanish. She enjoys learning how to help those in need & having an impact on future generations. After graduation, Elizabeth plans to work as a paralegal & attend law school. She is providing academic homework support at **Somis Elementary School**.



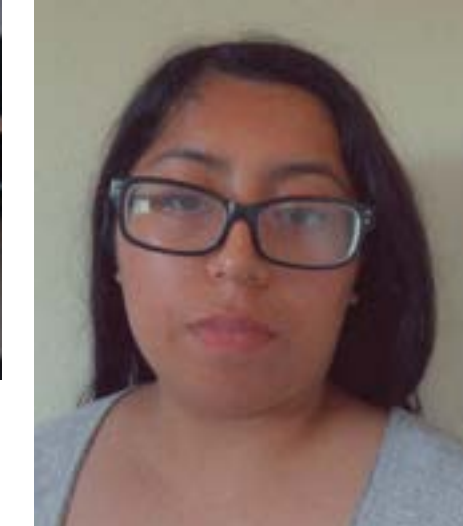
Giovanni Sebas Olivo is a senior, majoring in Studio Art & minoring in Computer Game Design & Development. After graduation, Sebas plans to begin his career as a game developer & work at an animation or game studio. He is providing academic homework support to children at the **Boys & Girls Club of Camarillo** in Camarillo.



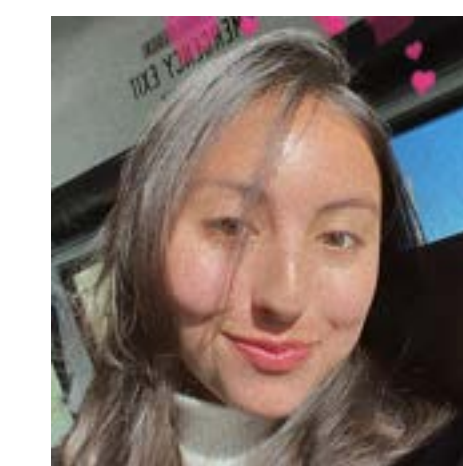
**BOYS & GIRLS CLUB
OF CAMARILLO**



Sarahi Rivera is a junior, majoring in Liberal Studies with a concentration in Bilingual Authorization. After graduation, Sarahi plans to teach at a local elementary school & wants to guide future students with creative & positive teachings. Sarahi will be providing academic homework support at **CEDC's Meta St. Farmworker Family Apartments** in Oxnard.



Diana Bello is a senior, graduating in May 2024 with a major in Psychology & minor in English Creative Writing. After graduation, she plans to work for 1-2 years & then apply to grad school to earn a master's in social work. Diana is providing academic homework support at **CEDC's Villa Cesar Chavez Farmworker Family Apartments** in Oxnard.



Jacqueline Manriquez is a first year, majoring in Health Science & minoring in Spanish. After graduation, Jacqueline would like to attend grad school & pursue a career in the health field working with children. She is providing academic homework support at **CEDC's Camino Gonzalez Farmworker Family Apartments** in Oxnard.



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2023-2024 CSUCI Food Corps Community Service Initiative

Food Corps

The Food Corps works closely with **Ventura County Farm to School** to implement various activities aimed at fostering a deeper connection between youth and their food sources. Through hands-on experiences and educational initiatives, Food Corps members play a vital role in promoting nutrition education, environmental sustainability, and community outreach.



Cassandra Espinoza

Cassandra Espinoza is a junior, majoring in Sociology. She is interested in this position because of the experience working with youth. She believes it's important to be involved in the community when you want to help people. After graduation, Cassandra plans to work in the field of social work.



Jisell Camarena Ramires

Jisell Camarena Ramires is a senior, double majoring in Political Science and Chicana/o Studies & minoring in Spanish. She was interested in this position because she always felt it was important to give back to her community, specifically the opportunity to get involved locally with youth through educational means. After graduation, Jisell intends to apply to the Peace Corps.



Ventura County
FARM TO SCHOOL

Ventura County Farm to School

Mission: We are dedicated to promoting environmental, agricultural, & nutritional education. We support school garden programs & connecting local farms to Ventura County schools.

Impact:

- Harvested over 2,000 lbs of school-grown fruits & vegetables
- In 2022, over 18,000 students participated in garden, nutrition, & cooking lessons
- 20% of cafeteria budgets go towards local foods
- In 2023, partnered with Carpinteria-based Farm Cart Organics to launch a School Food Hub



School Garden Directory

45 school gardens located in the

- Rio School District
- Oxnard School District
- Ocean View School District
- Food for Thought Ojai
- Pleasant Valley School District
- Ventura Unified School District
- Oak Park Unified School District
- Moorpark Unified School District
- Santa Paula Unified School District
- Oxnard Union High School District
- Hueneme Elementary School District

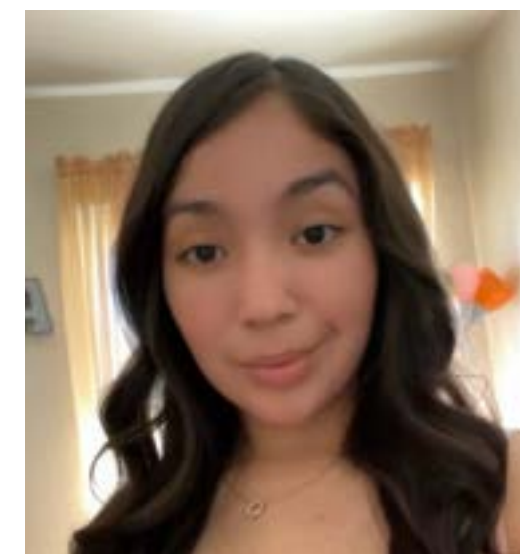
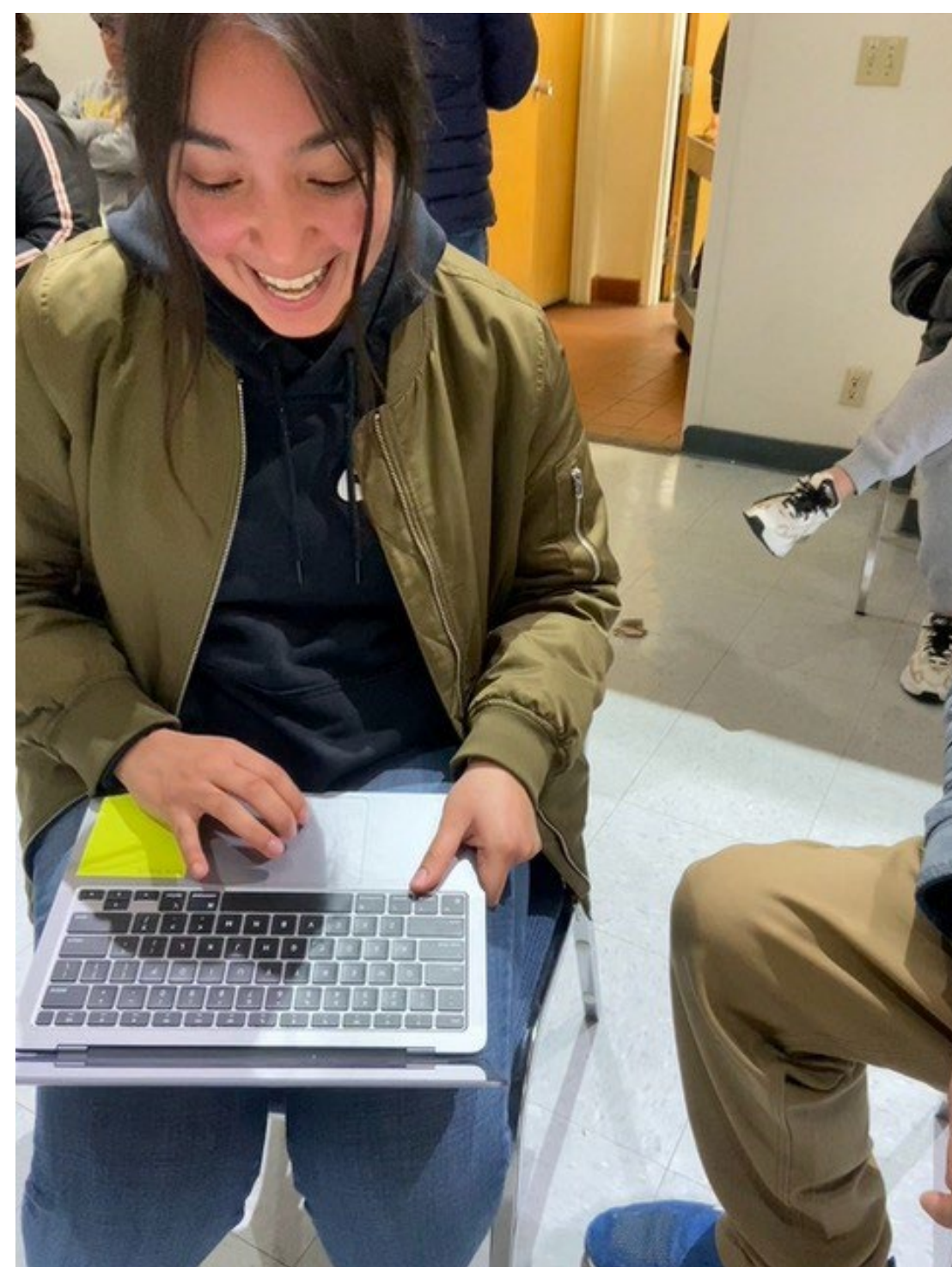


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2023-2024 CSUCI Health Corps Community Service Initiative

Health Corps

The **Health Corps** members will intern in the public health sector with a local non-profit in the areas of advocacy, research and/or community education and outreach. This year, students were serving with Westminster Free Clinic, Growing Works/Turning Point Foundation, & the Oxnard Performing Arts Center (OPAC).



Julia Mendez

Julia Mendez is a senior, majoring in Biology. She is assisting with patient data at **Westminster Free Clinic** in Oxnard and Thousand Oaks. After graduation, Julia plans to attend graduate school to become a pediatric nurse practitioner. Her role in the Health Corps will help her improve her skills to help the community.



Simone Lacey

Simone Lacey is a sophomore, majoring in Health Science & minoring in Development Psychology. She is interested in this position because of the direct involvement with the community, specifically that she would be working with people who need health care resources. After graduation, Simone plans to become a Nurse Practitioner and work in cardiology. She is providing charting and community health services for clients receiving horticulture therapy at **Growing Works/Turning Point Foundation** in Camarillo.



Hailey Martinez

Hailey Martinez is a first year, majoring in Psychology. She was attracted to this position because of the opportunity to engage in the community. She believes it's important to be involved in the community and support mutually beneficial relationships. After graduation, Hailey plans to become a social worker. She is providing vaccination outreach with the **Oxnard Performing Arts Center** in Oxnard.



Channel Islands
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2023-2024 CSUCI Trails Corps Community Service Initiative

Trails Corps

The Trails Corps actively works to engage CSUCI students in trail restoration and conservation 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, Trail 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. Trail 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.



**Santa Monica
Mountains
Trails Council**
Protect · Preserve · Maintain



Solomon Adams

Solomon Adams is a sophomore, majoring in ESRM with an emphasis on Marine & Coastal Systems. He is interested in the position because he wanted experience working in the environment & saw it contributing to the public good. After graduation, Solomon plans to attend grad school & work in marine biology or marine ecology.



Christopher Ramirez

Christopher Ramirez is a junior, majoring in Sociology. He is interested in this position because he loves the outdoors & wanted to be a part of a community that cares about outdoor recreation. He believes that being involved with the community reflects ourselves. After graduation, Christopher plans to attend grad school.



Krista Smith

Krista Smith is a senior, majoring in ESRM & minoring in Biology. She is interested in the position because it combines her love of nature & hiking with giving back to the community. It is also a great opportunity to gain hands-on experience in the environment. After graduation, Krista plans to pursue a career in conservation and/or restoration ecology.





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2023-2024 CSUCI STEM Corps

A Partnership with Amgen and Southern California Edison

STEM Corps

Led by the Center for Community Engagement & supported by the **Amgen Foundation** and **Southern California Edison**, the **STEM Corps** provides tutoring & enrichment activities focused on supporting K-12 student learning in math & sciences. CSUCI students with a strong STEM and/or Education background work up to 3 hours per week at a community partner site to support the development of STEM skills, learning & curiosity. The specific STEM activities will be developed in collaboration with the community partner & may include:

- engaging in STEM experiments
- engaging in STEM academic activities with selected students either one-on-one or with small groups
- developing specific STEM skills
- tutoring in STEM homework
- building creative STEM activities to do at home



CSUCI STEM Carnival

The STEM Corps hosted 2 tables at the **CSUCI STEM Carnival** on March 9, 2024. Approximately, 2,000 children & families attended the event where they could learn & participate in the following activities:

- How to Make Your Garden Grow with Stephanie & Pooja
- Fizzy Bath Salts with Karla & Chaitali



Science Fair Judges

The STEM Corps was also invited to be honorary Science Fair Judges for the **Richard Bard Elementary School Science Fair** on March 20, 2024.



STEM Corps Members & Sites

- Chelsea Mendez – SEEAG**
- Karla Leonard – CEDC, Villa Cesar Chavez**
- Chaitali Vadgama – Boys & Girls Club Camarillo**
- Pooja Darji – Boys & Girls Club Camarillo**
- Stephannie Banahene – Boys & Girls Club Camarillo**



Student Quotes

“CSUCI Corps has allowed me to step out of my comfort zone & help me build on my leadership skills. I now feel more comfortable in taking on a leadership role and taking on new responsibilities.” **Chelsea Mendez**

“The STEM Corps empowers communities through innovation, education, & collaboration.” **Pooja Darji**

“The STEM Corps has helped me gain more knowledge in terms of satisfying the curiosity of the young ones by also learning from them.” **Stephannie Banahene**



Channel Islands
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Community-Based Research (CBR) Faculty Fellows Program, 2023-24

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 HIP!**
- ❖ 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.

CBR Workshops

The CBR Faculty Fellows program is organized around a series of workshops. Each workshop focuses on both theory and practice, drawing on research as well as fellows' own experiences and plans. We invite guests with significant CBR experience to present and discuss. Guests this year have included community partners, students, as well as previous CBR Faculty Fellows (see below).



Guests who presented at the CBR Faculty Fellows workshops for 2023-24 include (in the order of photos at left): Karina Chavarria, Sociology faculty and previous CBR Faculty Fellow (2020-21); Carolyn Mullin, Executive Director of the Oxnard Performing Arts Center; Albert Lacson, History faculty at Grinnell College and previous CBR Faculty Fellow (2022-23).

Faculty Takeaways

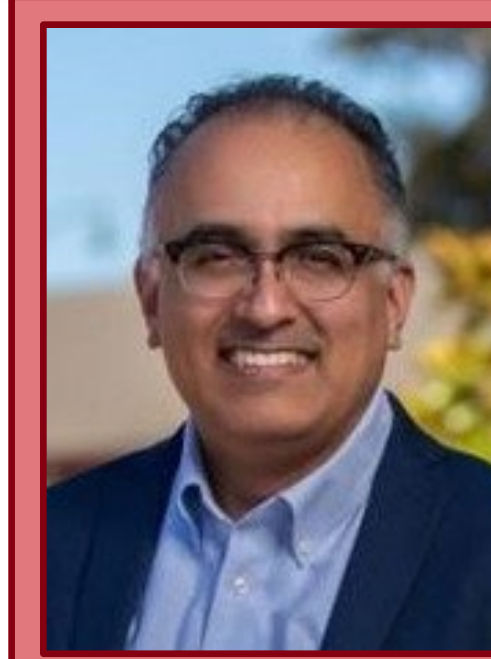
- ❖ “The CBR Fellowship has allowed me to explore the nexus between my work in the community and at CI to bring a richer experience to our students.” (Daniel Sandoval)
- ❖ “By joining the CBR Fellows Program it learned how to develop a CBR plan with find community partner, develop timeline management, limit methodological questions, and create manageable workgroups. These practical tools will help embark on my next CBR project.” (Jose Alamillo)
- ❖ “The Community-Based Research Faculty Fellows Program has been a transformative experience, enhancing my academic perspective and strengthening my commitment to community engagement. It has provided me with the tools and insights needed to integrate rigorous academic research with impactful community service.” (Danilo Bernal)

2023-24 CBR Faculty Fellows



José Alamillo, Chicana/o Studies

José has engaged in variations of CBR with multiple community partners since 2008. Some of those projects include the Bracero Oral History Project, Wagon Wheel Community, and Latino Baseball History Project. José is currently initiating a new CBR project titled “Untold Legacies” that seeks to uncover the rich cultural history of ethnic communities in Ventura County. He has identified a potential partner (Ethnic Studies Teachers Council at Oxnard Union School District), to provide more Ethnic Studies content, curriculum design, and a repository of primary sources.



Daniel Sandoval, Sociology

Daniel is a lecturer in sociology and was born and raised in Ventura County. His roots in the community run deep as a board member of the Santa Paula Unified School District and Santa Paula Art Museum, a member of the steering committee of the countywide Project Isabella Early Childhood Education Project, and co-principal investigator for the VC Family Justice Center. He hopes to bring these engagement efforts into the classroom to further the connection of CI to the broader community.

Danilo Bernal, Nursing

Danilo is new to CBR and looking forward to expanding his skills to enhance student learning and contribute meaningfully to community initiatives. This fellowship is a pivotal step toward that goal. Danilo plans to initiate a practical community-based participatory research (CBPR) project to advance social and health equity in our local community working with the Turning Point Foundation to enhance mental health rehabilitation services. His research will focus on evaluating program effectiveness or exploring the role of community and family support in patient outcomes.



Nicholas Centino, Chicana/o Studies

Nicholas's is a faculty member in Chicana/o Studies. His work examines popular cultural practices of Chicanas/os & Latinas/os as strategies of survival & negotiation, and highlights often ignored contemporary and historical narratives of struggle. His research focuses specifically on popular cultural practices including music, dance, food, art, and style. He is an avid supporter of community engagement and social justice, and has worked with a broad cross section of community-based organizations. He plans to engage in a CBR project with and for a local union.





Community Engagement and Social Justice Fellows Program

Program Description

The Community Engagement and Social Justice (CE&SJ) 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, the Center for Community Engagement (CCE) aims 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 2024-25
- Submit a syllabus to the CCE
- Apply for the service-learning designation for your anticipated course
- Attend the annual Celebration of Service
- Attend and present a poster of your course design at the 2025 Celebration of Service

Please contact Georgina Guzmán, Faculty Director for more information.

Meet the Fellows



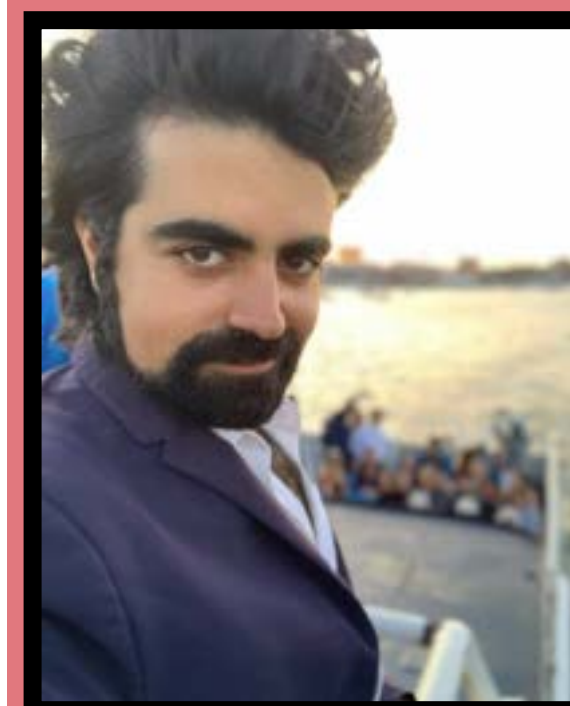
Maricela Becerra, Assistant Professor, Spanish

Maricela joined the CE&SJ Fellows because as a faculty member, she sees that it is her responsibility to connect to the community and establish relationships that will enrich her students' learning and careers. This program would serve as a way to enhance her knowledge of social justice practices while connecting her to community-based projects to further support students.



Kendall McClellan, Lecturer, English

Kendall was interested in the Fellows program because she sees CI's effort to offer a situated and interconnected experience for students is one of its great strengths, and she would like to gain new ideas and tools for integrating this component into her classes. She wants students to feel empowered within their communities and believes service-learning can achieve that goal.



Assadulah Sadiq, Assistant Professor, Early Childhood Studies

Assadulah applied to the CE&SJ program because community engagement and social justice are both causes that are very close to his heart. Reflecting on his own experience as a former refugee, he experienced many incidents that fueled his passion for social justice and hopes to learn strategies that will allow him to have more impact in the areas of community engagement and social justice.

Faculty Quotes

"The community around us is one of our biggest assets! This fellowship has taught me the importance of engaging with our community ethically and responsibly. The connections and collaborations we make with those around us are crucial for the growth of our campus community.

-Maricela Becerra

"I became a community engagement fellow to better understand service learning. I have gained that knowledge, but more significantly, I have become part of what is itself a vibrant community on campus, populated by faculty from varied disciplines who are constantly working to create innovative and impactful experiences for our students. I have been inspired by presentations on long-standing community partnerships and, in conversation with other fellows, I have reflected on my own academic path and values. Being in community creates growth, and this growth in turn positively impacts our campus and region. If you have the opportunity to participate in CCE work, take it.

-Kendall McClellan

"Joining the Community Engagement and Social Justice Faculty Fellows program has been both transformative and insightful. This is one of those programs that will leave an impact on me in the way that I approach and engage in service-learning. Dr. Georgina Guzmán and Pilar Pacheco have made our time together worthwhile where we were allowed to engage in sensitive and difficult conversations in a safe and comforting environment. I always look forward to our sessions and time together through this program and am excited in engaging in service-learning in the future.."

-Assadulah Sadiq



Channel Islands
CALIFORNIA STATE UNIVERSITY

Campus Compact Engaged Scholars Initiative (ESI)

Ronald W. Berkowsky
Assistant Professor in Health Sciences



ABOUT THE INITIATIVE

Throughout its history, Campus Compact has involved select faculty and other leaders in a variety of projects and activities intended to enhance and expand civic and community engagement at higher education institutions.

The Engaged Scholars Initiative (ESI) is a one-year leadership and professional development program designed to develop a diverse group of early-career faculty and staff.

Each scholar is chosen specifically for their ability to bring diverse communities, identities, and perspectives to bear on their work; their academic and administrative leadership of engagement efforts at a variety of types of higher education institutions across the country; and their commitment to sharing the results of their collaborative action and analysis and to expanding the dialogue to engage other colleagues, community partners, and students.

QUOTE FROM PRESIDENT RICHARD YAO

"While Dr. Berkowsky is an early-career faculty member at our institution, his work speaks volumes to his character and his experience in the field of Health Science, and his dedication to students. Dr. Berkowsky's community-based research interest directly benefits the needs of the aging population in Ventura County. With the rapid expansion of the older adult population and the anticipated impacts of this expansion on healthcare, both in Ventura County and nationwide, policymakers have engaged in robust discussion on how to best meet the caregiving needs of this group. I fully support and commend the work that Dr. Berkowsky has accomplished thus far. Community-based research is an important way to realize CSUCI's commitment to community engagement by providing valuable research to our community partners and research experience to our students."

RONALD W. BERKOWSKY BIOGRAPHY

Ronald W. Berkowsky is an Assistant Professor in the Health Sciences program. Ron earned his PhD in Medical Sociology (along with a Certificate in Gerontology) from the University of Alabama at Birmingham, and he previously worked at the University of Miami Miller School of Medicine Center on Aging before joining the faculty at CSUCI in 2018.

His research has primarily examined the health and social impacts of technology use among older adults as well the various macro- and micro-level barriers to successful use (i.e., the "digital divide"). More recently, Ron has engaged in community-based scholarship through collaborations with Ventura County-based nonprofits to identify and address local health- and healthcare-based elder issues, including investigating the benefits and challenges of volunteer caregiving and investigating issues surrounding transgender and non-binary healthcare through the life course.

He currently serves on the Advisory Council of the Ventura County Area Agency on Aging representing and advocating on behalf of LGBTQ+ older adults, and he also currently serves on the Steering Committee for the LGBTQ+ Aging Coalition of Ventura County.



Campus Compact

QUOTE FROM DR. BERKOWSKY ON THE ESI

"In my time as a faculty member at CSUCI, I have made conscious efforts to develop and enhance my knowledge and skills as it pertains to community-engaged scholarship and service, including participating in the CSUCI CBR Faculty Fellows program. To this end, the ESI offered by Campus Compact has been vital in my continued development. Through a combination of monthly meetings, guest presentations and seminars, and retreats, I feel better prepared to lead and engage in scholarship that may strengthen the capacity and work of Ventura County community members from diverse backgrounds and perspectives. I also feel better prepared to employ more inclusive practices in the classroom as a means of liberatory praxis. I feel more confident in developing projects which can help advocate for and transform the lives of diverse groups in the region, including older adults, LGBTQIA+, and the intersections therein; I also feel more confident in training my students as changemakers in their communities. The ESI has been vital in this regard, as well as in developing a professional network of similarly-engaged and enthusiastic scholars."



Engaged Department Initiative: Early Childhood Studies Program

ABOUT THE INITIATIVE

The Engaged Department Initiative is for academic departments interested in the department as a unit of engagement and social change. The purpose of this initiative is to encourage and support departments in the development of strategies to (1) include service-learning work in both their teaching, engaged scholarship and/or retention, tenure and promotion, (2) include service-learning courses as a standard expectation for majors, and (3) develop a level of unit coherence that will allow faculty to model successful civic engagement and progressive change on the departmental level. An Engaged Department was described by Battistoni et al. (2003) as one in which the emphasis shifts from individual faculty, courses, and curricular redesign to collective faculty culture – changing the culture from one of ‘my work’ to one of ‘our work’. The department not only shares a common commitment to civic/community engagement and public scholarship but supports each other in carrying out the best practices of these commitments. Through this program the CCE hopes to contribute to building departments who endeavor to form a common set of community engagement values and a shared commitment to a comprehensive and strategically-planned curriculum that integrates engagement throughout the academic program.

EARLY CHILDHOOD STUDIES TEAM

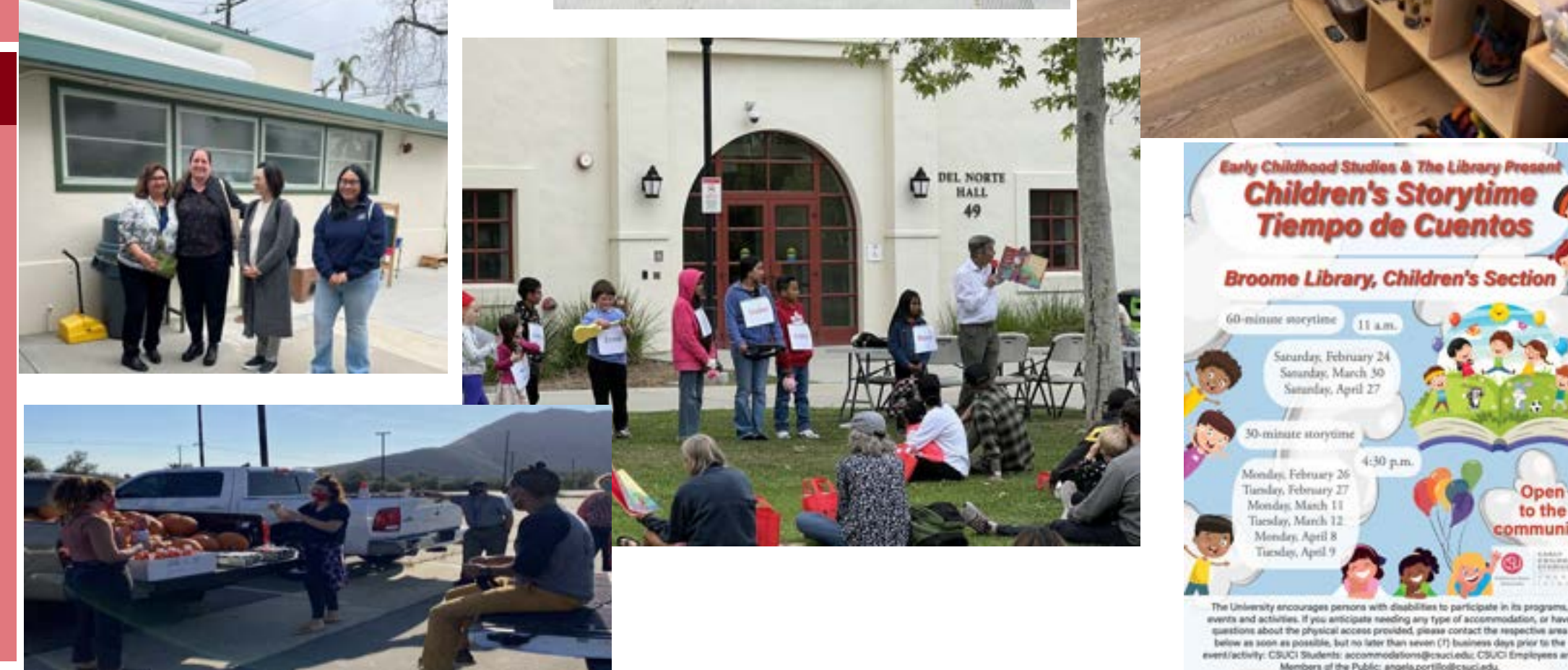
The faculty listed are committed to becoming an Engaged Department:

- Dr. Mari Riojas-Cortez, Professor & Department Chair
- Dr. Annie White, Associate Professor of Early Childhood Studies
- Dr. Aura Perez, Assistant Professor of Early Childhood Studies
- Dr. Assadullah Sadiq, Assistant Professor of Early Childhood Studies
- Dr. Kay Park, Assistant Professor of Early Childhood Studies
- Mrs. Regan Bynder, Lecturer, Early Childhood Studies
- Other faculty in the Early Childhood Studies program

Although most of the faculty have had some experience with service-learning, it was important to create a cohesive vision for the program as students will have the opportunity to engage in different projects. To create a cohesive vision, Early Childhood Studies (ECS) must include all faculty even those who are not teaching designed service-learning courses.

QUOTE FROM PROGRAM CHAIR, MARI RIOJAS-CORTEZ

“Being culturally sustaining educators means that preservice teachers understand the value of effective teaching practices and the program provides ample opportunities through field work for students to observe and practice as well as **service learning** to learn to give back to the community. As such, we believe that having the designation of “**engaged department**” would allow us to enhance our mission not only in a few courses but throughout our program and subsequently have a larger impact on our students.”



ENGAGED DEPARTMENT INITIATIVE OUTCOMES

As a result of the yearlong initiative within the Early Childhood Studies program the following outcomes were achieved:

- ECS faculty read *Service Learning as Pedagogy in Early Childhood Education*
- Met with various community partners to plan long-term service-learning projects
- Organized and conducted a service-learning research project
- Toured organizations in Santa Paula and Fillmore to better understand the community needs and how ECS could serve alongside them
- Designated the following courses as service-learning at the catalog level:
 1. ECS 221 Child, Families & Diverse Communities
 2. ECS 345 Latinx Children’s Literature
 3. ECS 355 Foundations of STEAM in Early Childhood
 4. ECS 465 Global Families and Diverse Communities





Channel Islands
CALIFORNIA STATE UNIVERSITY

Place Matters: Memory, Community and Displacement in Oxnard's Wagon Wheel Neighborhood

Faculty Supervisor: Jose Alamillo, Chicana/o Studies
Community Partner: Wagon Wheel Residents Committee
FALL 2014 & Spring 2015

EXECUTIVE SUMMARY

Most people are not aware that a working-class Latino community existed behind the Wagon Wheel Hotel and Restaurant known as the "Wagon Wheel Trailer Lodge." The trailer park consisted of 128 mobile homes and 43 RVs. When Martin V. Smith, the original owner died in 2001 a new land development company purchased the property and told residents they needed to move out, because they had plans to redevelop the entire area with new condos and apartments. In 2005, residents organized the Wagon Wheel Residents Committee and a lawyer, Barbara Macri-Ortiz, who resist eviction. After 10 years of court battles and city hearings, Wagon Wheel residents negotiated a settlement to receive a fair compensation for their mobile homes and priority for a new affordable housing apartment complex.

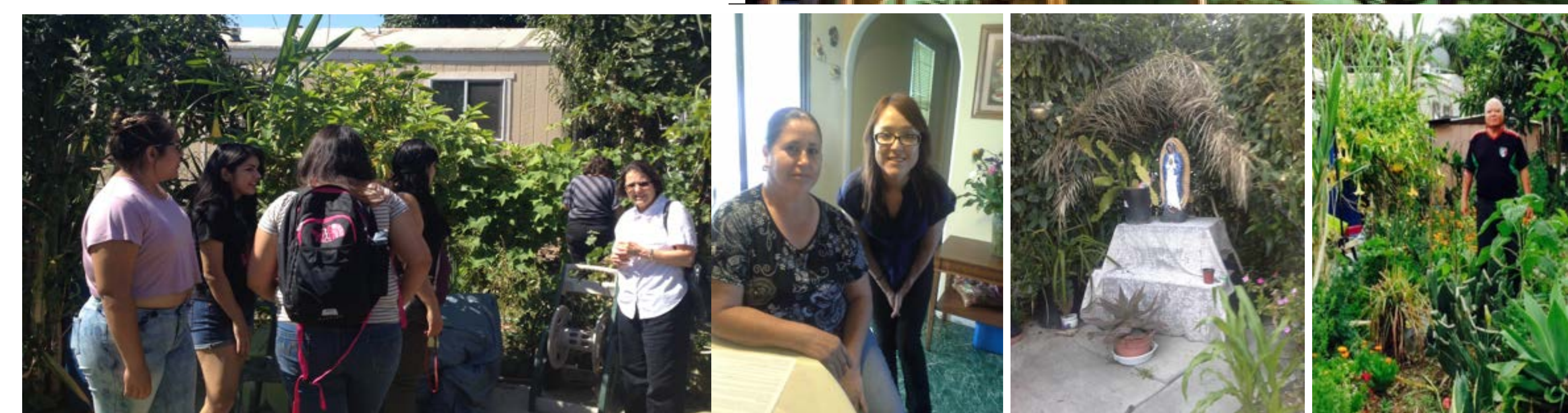
In summer 2014 the Wagon Wheel Residents Committee approached Dr. José Alamillo to help them document their stories and history of their community. In Fall 2014 and Spring 2015, students in Dr. Alamillo's courses conducted a community-based research project with Wagon Wheel residents. The first step was organizing a community potluck to meet each other and establish *confianza*. The second step was a participating in a walking tour led by Enequina Rivera who shared stories of important places and spaces in the community. The third step was creating a contact list of residents interested in being interviewed. Upon receiving IRB approval and consent, students began conducting oral history interviews with residents. Students also took photographs, scanned family archives and transcribed the interviews. The final step was to write up and share their findings from their interviews and collaborate to write the final report and deliver to the Wagon Wheel Residents Committee.

METHODS

- Oral history interviews (Spanish & English)
- Photo Documentation
- Video recording
- Legal research of court cases
- Newspaper Research
- Archival Research



WAGON WHEEL COMMUNITY



2024

KEY FINDINGS

The **first finding** was the **uncertainty of finding affordable housing**. Many Wagon Wheel residents expected to remain in the mobile home park for the rest of their lives. Because many residents earned low wages and the temporary nature of farm work creates great difficulty acquiring low-income housing.

A **second finding** was that many residents who had **previous experience in political organizing** helped to keep the Wagon Wheel Residents Committee united throughout the legal process. The developer tried to buy up the leadership of the Wagon Wheel Committee but failed, because many were former United Farm Workers (UFW) members. They used their organizing skills to lobby Oxnard city officials and mobilized residents to vote in future local elections.

A **third finding** was the **community cultural wealth** that Wagon Wheel residents possessed allow them to use their cultural knowledge, skills, and networks to maintain their solidarity to save their community

A **fourth finding** was a **strong emphasis on education** among Wagon Wheel residents. A majority viewed education in a positive light even though many adult residents struggled to continue their education in Mexico. Parents also revealed how they made demands on the local Oxnard School District to add a bus stop at Wagon Wheel for their children

SO WHAT?

- Every community deserves to have their history documented and persevered through a community archive, exhibition or StoryMap
- The Battle for Affordable Housing for low-income communities continues in Ventura County
- New community center needs to include the history of the Wagon Wheel Trailer Lodge.
- New land developer promised Wagon Wheel residents a community garden and park but have failed to deliver

STUDENT RESEARCHERS

Jacinta Garcia, Lorely Ruiz, Andrea Estrada, Sam Issa, Nayely Gonzalez, Ana Lopez, Claudia Lopez, Daniel Torres, Vicente Garcia, Kyara Salazar, Cinthia Camarena, Yaqueline Rodriguez, Alejandra Garcia, Jenny Bonilla

“Community Behind the C.R.E.W.: A Study of the Relevance and Impact with Stakeholders in Concerned Resource and Environmental Workers”

Faculty Supervisor: Dr. Daniel Armanino
Community Partner: C.R.E.W, Jennifer Berry



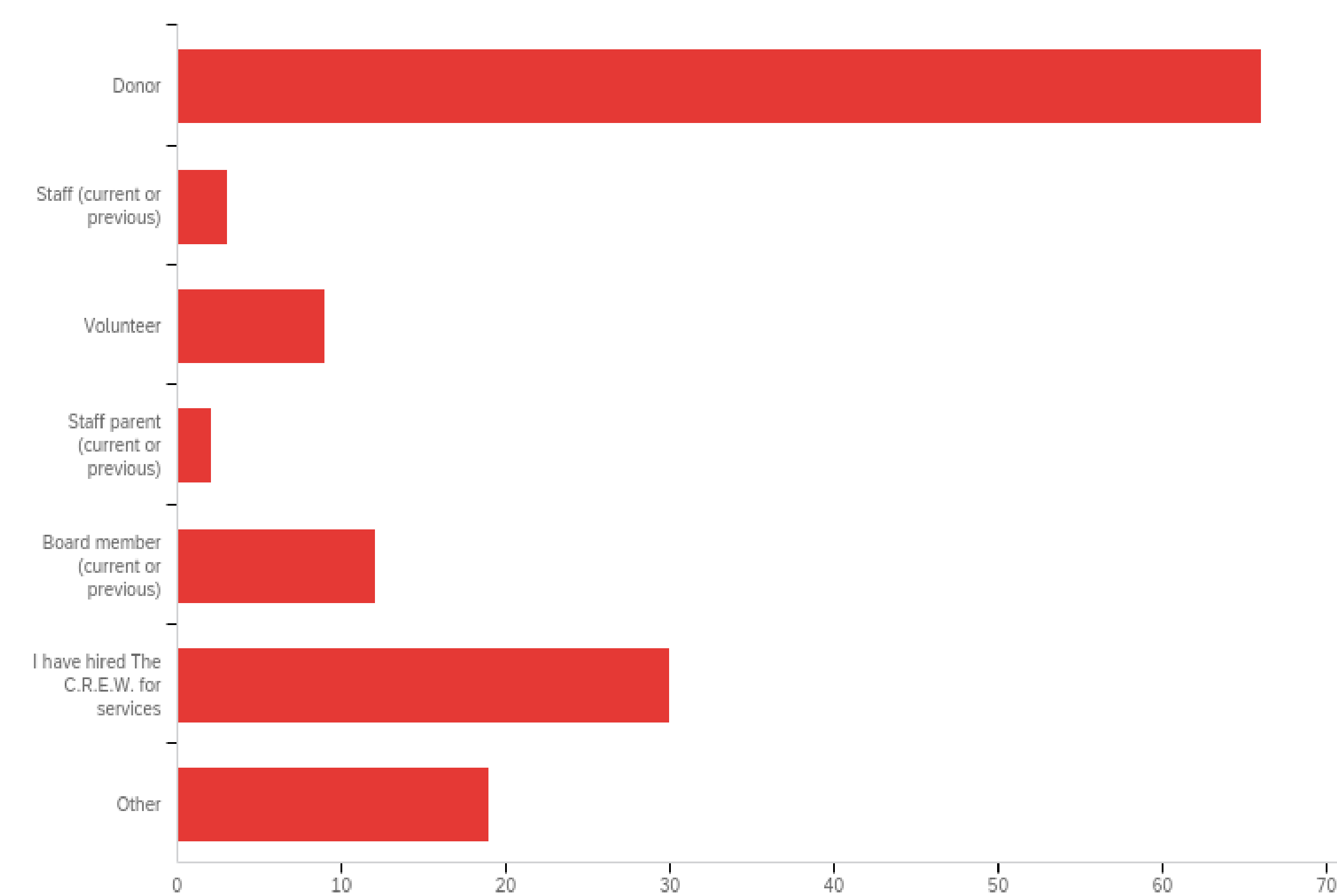
EXECUTIVE SUMMARY:

- This report is based on research conducted by Sociology students from California State University, Channel Islands. The research was administered through an online survey that was emailed to supporters/volunteers of The C.R.E.W. The survey was a mix of open and closed-ended questions with about 87 respondents.
- *Supporter Demographics:* Most of the respondents from The C.R.E.W come from the Ojai area (78%) which can explain why respondents are influenced by The C.R.E.W and their work within their communities, and are around the ages of 61-80 years old (56.81%). We also had a few supporters from the ages of 21-40 years old (4.60%).
- *Patterns of Satisfaction & Preference:* Most respondents have been supporting The C.R.E.W from one to five years (29.89%). In addition to most of them being 'very likely' to continue being a supporter of The C.R.E.W (74.71%). Furthermore, most respondents were 'satisfied' with The C.R.E.W's outreach and cultivation of community partnerships.
- *Patterns of Respondents:* Most of the respondents are affiliated with The C.R.E.W through being donors and viewing the organization as aiding in youth employment. Additionally, most respondents felt inclined to support both employment development, and conservation purposes.
- *Respondent awareness of The C.R.E.W:* Most respondents were familiar with specific projects involving The C.R.E.W (73.56%). As well as most respondents felt that The C.R.E.W upheld both its mission pillars: 'developing young leaders' and 'caring for the environment'.
- *Differences in Patterns of Respondents:* Besides supporters being aware of The C.R.E.W through direct contact/work, some respondents heard about them through word of mouth or news outlets. Furthermore, the impact of the environmental work that The C.R.E.W provides aids in community satisfaction and can increase the number of supporters.
- *Additional attractions and Broader Implications:* The C.R.E.W are mostly known for their environmental work involving restoration projects and clearing hiking trails. In the future supporters would like to see The C.R.E.W providing broader services that can include educating the public, and younger kids about the environment. Additionally, the continuance of collaborating with nonprofits and community enrichment as well as further training and skill development with fire preparedness.

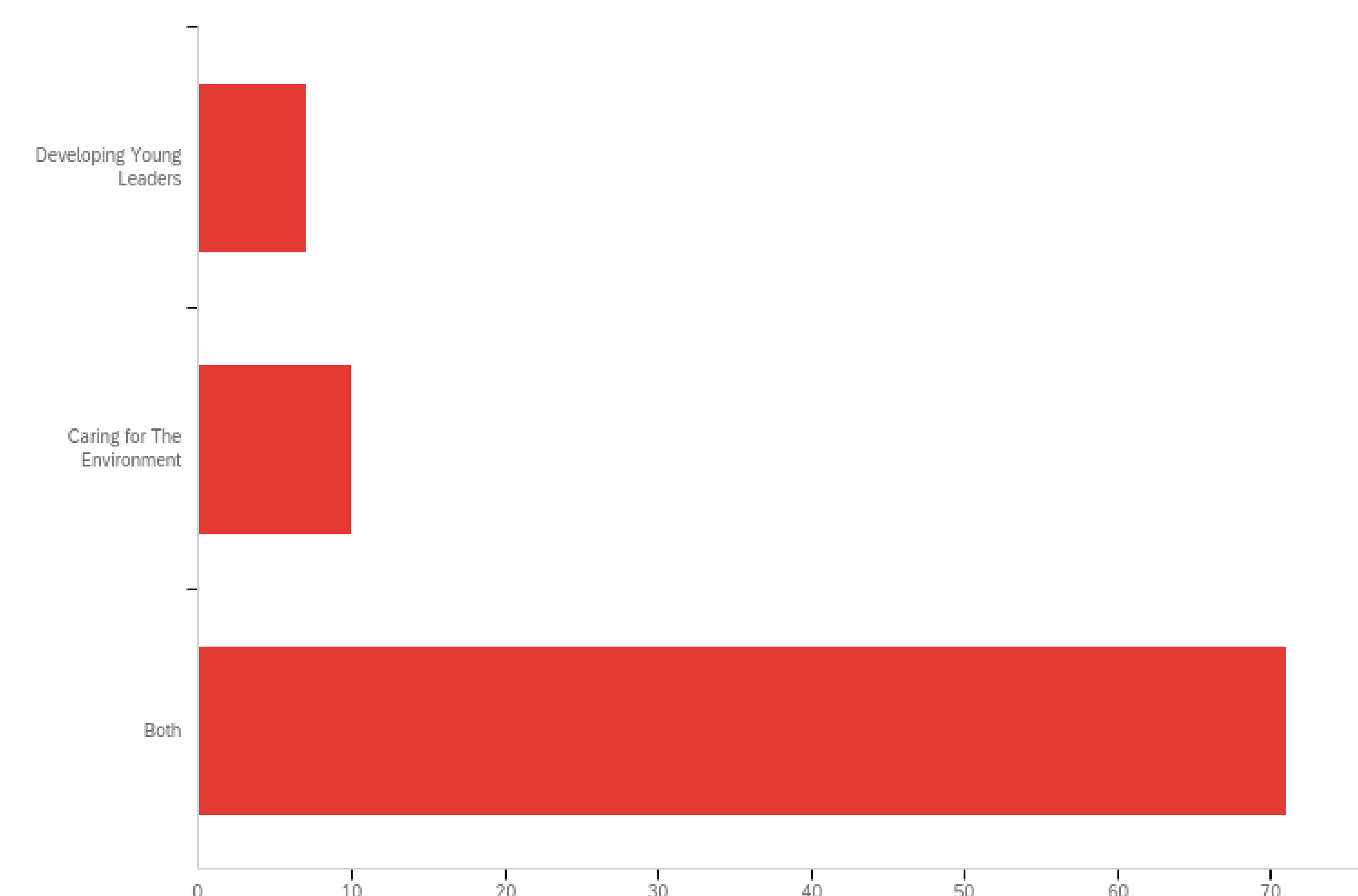


KEY FINDINGS:

How are you affiliated with The C.R.E.W.? Check all that apply.



Are you more inclined to support The C.R.E.W.'s conservation work or employment development



RESEARCHERS:

The CREW (Concerned Resources & Environmental Workers) is an Ojai based nonprofit that has been in operation for over 30 years. This project was a collaboration between the Sociology Capstone students at CI and the CREW's Executive Director Jennifer Berry. The following student researchers were part of Dr. Armanino's Capstone class. They designed the study, deployed the survey, analyzed results and presented their findings to the CREW's Advisory Board for review:

Jonathan Aguilar
Viviana Cortes
Aubrey De La Huerta
Marco Duran
Darlene Flores
Megan Gainey
Jasmine Gonzalez
Liliana Gonzalez
Omar Juarez
Nuria Melgar
Ana Rincon
Tiffany Rodriguez
Chaveli Sarmiento
Karli Toledo
Brenda Vazquez
James Vera



Towards an Age-Friendly Ventura County: Community-Engaged Capstone Projects Benefitting Elder-Serving Agencies and Nonprofits



Ronald W. Berkowsky, PhD

Background

With the rapid expansion of the older adult population in Ventura County (mirroring the expansion seen at the global level), **there is an increased need to highlight and bolster programs offered by county-based agencies and nonprofits which serve older adults and their caregivers in the region.**

Due to limitations in funding, appropriately-trained personnel, or time, **many organizations serving older adults and their caregivers may lack the capacity necessary to complete projects designed to evaluate, enhance, expand, or advocate for services without partnering with outside institutions.**

To enhance the capacity of elder-serving agencies and nonprofits in Ventura County in strengthening or advocating for their services, **students from a Spring 2024 Health Science Capstone class divided into five teams to complete a series of community-engaged projects addressing particular needs as outlined by four different elder-serving organizations.** Projects are ongoing and will be completed at the conclusion of the Spring 2024 semester.

Project Participants

Caregivers: a Ventura County-based volunteer caregiving nonprofit which matches volunteers with community-dwelling older adults to provide assistance in maintaining independence and promoting quality of life.

Student Team(s): Blake Adams*, Aliha Ashfaq†, Marisol Barreiro†, Sergio Bolanos†, Remel Mathew Legaspi†, Jenna Nunnally†, Reyna Palacios†, Karina Sosa†, Robyn Villa*

*indicates student was on "Master Plans" team

†indicates student was on "Building Bridges" team

Communicare: a newly established Ventura County nonprofit which provides professional development opportunities to enhance communication skills with older adults as well as technology training to enhance the digital literacy of local elders.

Student Team: Michelle Alvarez, Shayne Costello, Caitlen Gilpatrick, Ximena Gonzalez, Emely Meza, Lillian Nice, Arianna Rivera, Jacqueline Winter

Community Roots Garden: a volunteer program based in Oxnard which provides a space for all communities (including low-income, farm worker, BIPOC, and LGBTQIA+ communities) to engage in intergenerational growth, knowledge-sharing, and empowerment through gardening.

Student Team: Jessica Cendejas, Melina Heredia, Edith Hernandez, Veronica Hernandez, Daisy Navarrete, Isabella Nguyen, Jacqueline Reyes, Nicole Sevilla, Lauren Shepard, Savannah Weber

Ventura County Area Agency on Aging (VCAAA): a division of Ventura County's Human Services Agency which promotes the development and implementation of a comprehensive coordinated system of care that enables older adults and their caregivers to live in a community-based setting.

Student Team: Natalie Chaidez, Matthew Martin, Savanna Monson, Andy Rodriguez, Carlos Sanchez, Anastazja Swiderska, Maira Vergara

Project Descriptions

Projects were designed in consultation with representatives (e.g., directors, coordinators) from each community partner. Five projects were designed in total (with *Caregivers* requesting two projects). **Students were assigned to teams based on a survey administered at the beginning of Spring 2024** which allowed students to indicate their project preferences. While teams were unequal in size, all students were assigned to their first choice of project.



Two separate projects were assigned based on the needs of *Caregivers*. The first project (i.e., "Master Plans" project) entailed students reviewing publicly available Master Plans for Aging (i.e., policy priorities and plans for action to address aging needs) and **drafting an editorial discussing how volunteer caregiving services can better be incorporated into state and local Master Plans for Aging.**

For the second *Caregivers* project (i.e., "Building Bridges" project), students were given de-identified survey data collected from youth volunteers (2018-2023) participating in *Caregivers'* "Building Bridges" program and were tasked with **reviewing surveys, creating a dataset, analyzing the available data, and generating a summary report measuring the impacts of "Building Bridges" on youth volunteers.** Of note is that the team has already acknowledged their intention of revising the summary report (post-Spring 2024) into a manuscript for consideration in *CBR@CSUCI*.



As a new non-profit looking to expand its technology education services designed for older learners, *Communicare* recognized that there is a need for a "train-the-trainer" program to enhance volunteers' skills in communicating with older adults. To this end, Capstone students assigned to the *Communicare* team were tasked with **creating a virtual training program (using Canvas) designed to teach volunteers best practices in communicating with older adults,** particularly in the context of a technology-focused intervention.

Project Descriptions (cont.)



For *Community Roots Garden*, coordinators expressed interest in increasing its profile in the region (e.g., better marketing of its impacts on community members) and connecting with other community gardens in the county. To this end, Capstone students assigned to *Community Roots Garden* were tasked with **creating a set of educational and promotional videos highlighting the work of volunteers and the various impacts of the garden on community members** (e.g., development of intergenerational connections, reducing food insecurity, etc.). *Community Roots Garden* hopes to use these videos to advertise its services while also advocating for resources (e.g., grant funding).



As highlighted in the Ventura County Master Plan for Aging, a goal identified by the county is that the health and well-being of older residents would be enhanced such that Ventura County would eventually be categorized as a "Blue Zone" (i.e., a region characterized by an unusually large number of centenarians). While many programs and services offered by the VCAAA cater to the needs of older adults in the county, not all older adults and their caregivers know of or take advantage of these services. To this end, the team assigned to the VCAAA were tasked with **creating a set of educational brochures containing information on the Blue Zones found worldwide – these brochures would also provide information on VCAAA programs and services and discuss how these services can move Ventura County closer to becoming a Blue Zone.** Of note is that students on this team are also in the process of writing a short editorial for the VCAAA's *Live Well* magazine, however this editorial will not be published until the 2025 edition.

Reflections

Impacts on community partners are varied based on the particular needs of the applicable agency or nonprofit – however, **projects have generally underscored the value of the work Ventura County-based community organizations do in enhancing the lives of older adults and their caregivers.**

While projects are ongoing, **students have thus far expressed appreciation in the opportunity to further develop knowledge and skills that could benefit their health/healthcare-focused careers** (particularly through projects they were able to self-select into).

Students have also appreciated the opportunity in collaborating with a community partner on a project which could have a demonstratable, positive impact in the county – this has, in turn, contributed to increased feelings of purpose and empowerment.

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Best Practices in
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2024**

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.

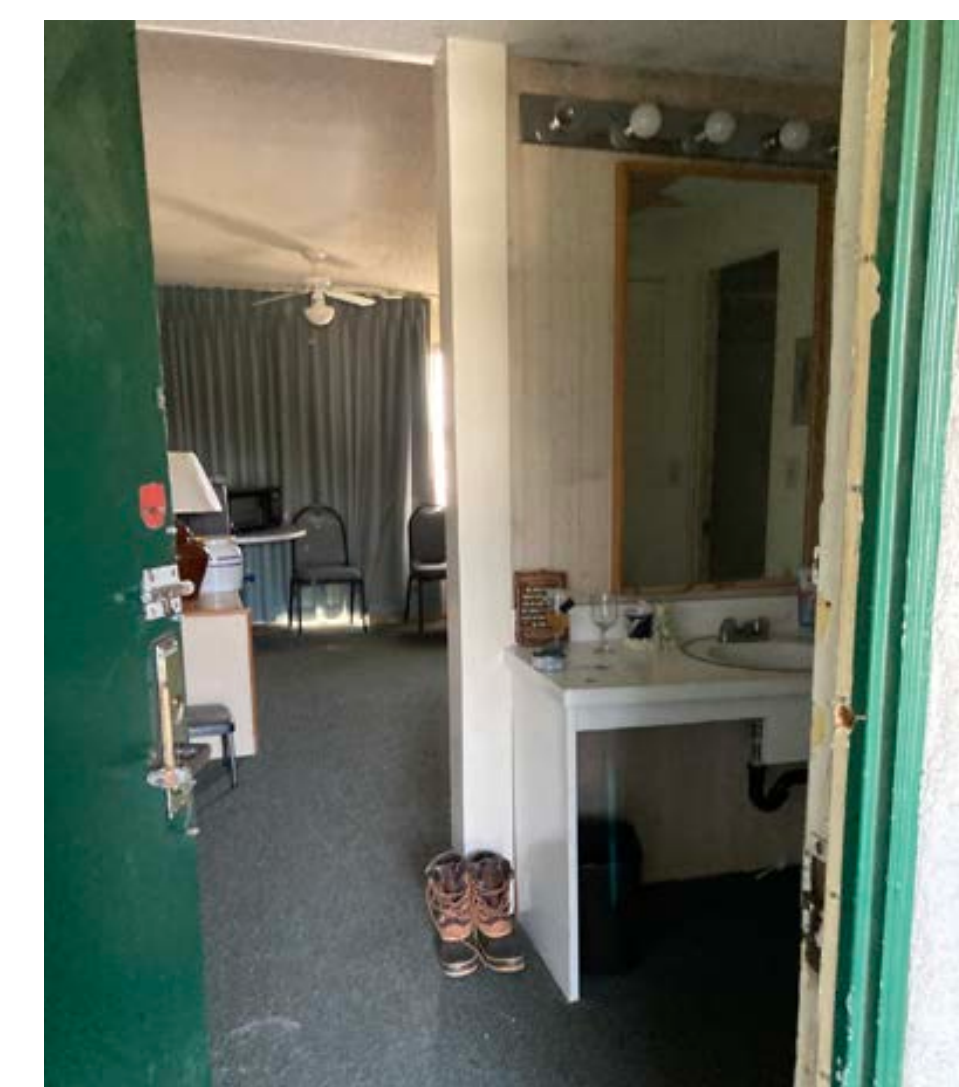
Project Participants

Community Partner: Backpack Medicine

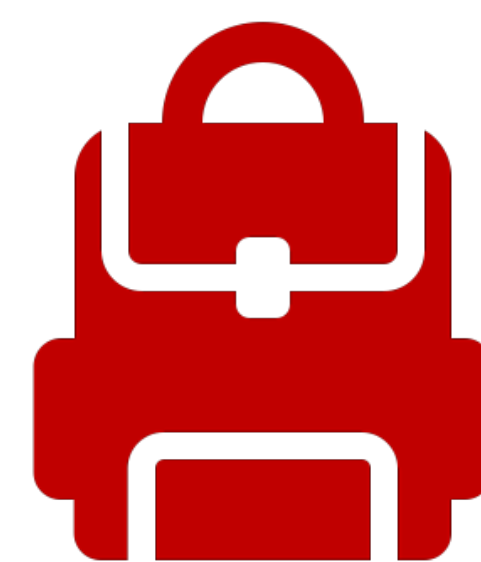
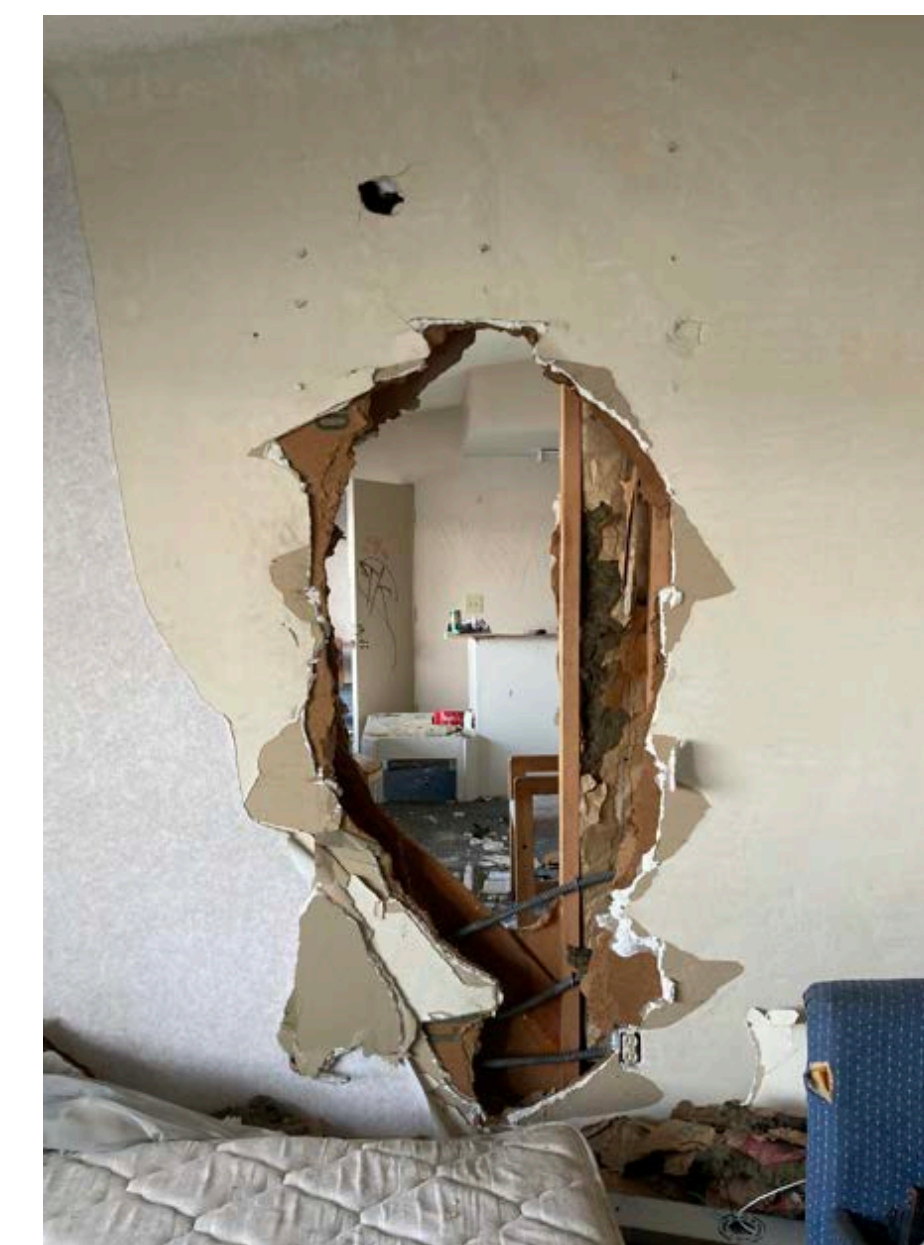
James Boyd & Dr. Tipu Khan

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



2024

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.

“Issues of Advocacy and Community Life for African Americans in Ventura County”

Faculty Supervisor: Dr. Dennis Downey, Sociology
Community Partner: Community Advocacy Coalition

SUMMARY OF KEY POINTS:

- ❖ The project was a partnership between the Community Advocacy Coalition of Ventura County and a Sociology Capstone class in the fall 2020 semester.
- ❖ Students analyzed survey data and conducted micro-interviews with community leaders in the county.
- ❖ For the survey research, key findings focused on relative priorities among respondents concerning social issues most relevant to the African American community.
- ❖ Interview findings focused on the frequency of negative interactions with law enforcement, and the common experience of microaggressions on the part of African Americans in the county – many of which were significant (i.e., not “micro”).
- ❖ Findings have helped the CAC to better understand priorities of community members, and to guide their advocacy.

COMMUNITY ADVOCACY COALITION

The Community Advocacy Coalition (C.A.C.) is a 501(c)(3) non-profit social advocacy organization. We exist to be a positive change agent with the primary purpose to unify the community, organizations, and individuals for the common good of the African Americans and African descended residents on the Central Coast. The work of committees educates, engages, and empowers, community stake-holders as stewards in affirmative efforts for their own self interests.



RESEARCH PROCESS & TEAM:

The research project was conducted as the focus of a Sociology Capstone course (SOC 499) in the Fall of 2020. That was at the height of the Black Lives Matter Movement which made the topics particularly relevant to students. It was also the first full semester of the pandemic, which meant that the class and the project had to be conducted completely online (including Zoom interviews).

The project began with analyses of CAC survey data; continued with the design of micro-interviews, conducting and analyzing the interviews; and concluded with the write up of a thorough report with all methodological documentation.

All research was conducted by the following students, as supervised by Dr. Downey as course instructor.

Jordan Alamillo	Niles Bay
Daniel Cancino	Jessica Chavez
Paola Fabian	Mayra Felix
Angel Garcia	Jesse Guzman
Dimitri Mendez	Jesse Mendez
Monica Mendoza	Elizabeth Reynoso
Edwin Rocha	Amber Ruiz
Sara Yanes	

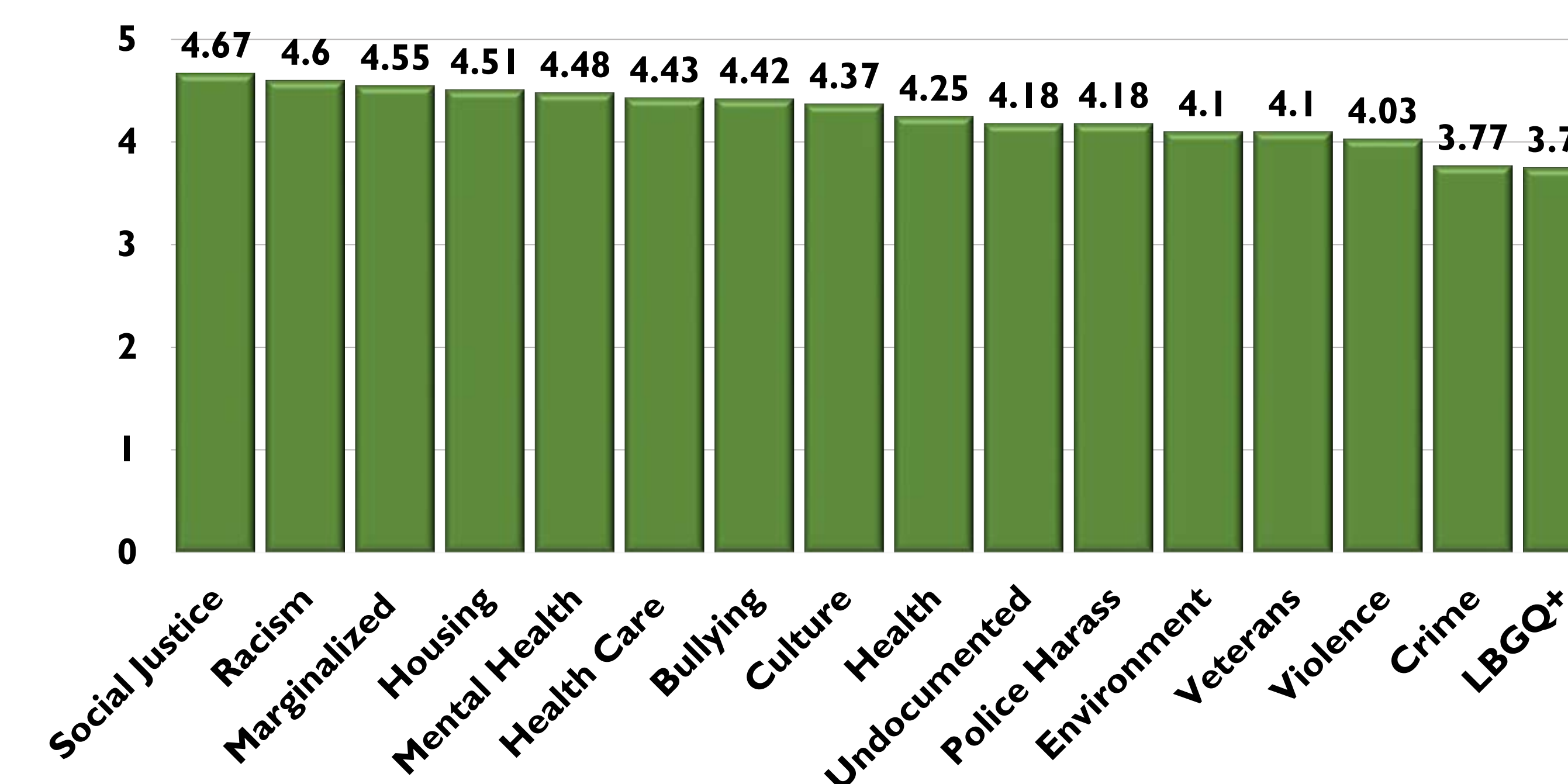


MOST RELEVANT COMMUNITY ISSUES:

Survey question: How do you rate the following issues in the Ventura County African American Community? Please tell us if you believe these concerns are yet relevant by rating each category from (strongly disagree) to 5 (Strongly Agree)?

	STRONGLY DISAGREE	DISAGREE	NEITHER	AGREE	STRONGLY AGREE
Need for more culture to enhance and promote a sense of community in Ventura County	4	0	3	16	37
Need for reduction in neighborhood crime	2	5	15	21	17
Need for affordable housing	2	1	4	10	42
Improve race relations in schools, judicial system and community at large	2	0	0	16	42
Improve healthy lifestyles	2	0	7	23	28
Need for enhanced mental health services for our community	2	0	3	17	38
Need to reduce school bullying/racism	2	2	3	15	38
Reduce domestic violence in our African American community	2	1	14	19	24
Need for improve access to healthcare services within marginalized communities	2	1	4	15	38
Initiate and advocate for environmental concerns	3	0	8	25	23
Reduce and eliminate police harassment in our community	2	0	6	29	23
Improve services for local US Veterans	2	0	13	19	25
Advocate for rights of undocumented populations	1	2	6	27	24
Improve relations with our LGBTQ+ community	5	1	13	26	15
Overall, what's your opinion about Social Justice Issues in Ventura County? Do you think it's important?	2	1	0	9	48
Improve collaboration and community relations with other marginalized communities	2	1	0	16	41

Average response:





Channel Islands
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Food Insecurity Among Farmworkers in Ventura County

Faculty Supervisor: Dr. Rachel Soper, Sociology
Community Partner: Community Roots Garden

EXECUTIVE SUMMARY:

In Fall 2023, Evelyn Cedillo worked with Prof. Soper to revise Fall 2022 Sociology capstone students' final paper into a journal article submission to CBR@CSUCI.

This project began in Spring 2022, when Evelyn Cedillo and nine of her classmates partnered with Community Roots Garden to design a survey on farmworker food insecurity. They collected 100 surveys from farmworkers in Oxnard and calculated univariate analysis.

In Fall 2022, five Sociology capstone students conducted bivariate analysis of the survey data to see how food insecurity varies by individual and household-level characteristics.

They found that indigenous farmworkers were significantly more food insecure than mestizo farmworkers, that food insecurity increases with age, that smaller households were more food insecure than larger households, and that food insecurity did not vary by gender.

Students concluded that efforts to subsidize indigenous farmworker access to food should be supported. We shared the empirical findings with Abundant Table, a non-profit organization that provides harvest boxes to indigenous farmworkers free of cost, in hopes they could use it to advocate for further funding. Unfortunately, the organization closed down in early 2023.

KEY FINDINGS:

Food Insecurity by Indigeneity (n=100)			
	Food Insecure	Not Food Insecure	Total
Indigenous	78%	22%	100%
Mestizo	48%	52%	100%
Total	62%	38%	100%

Food Insecurity by Age (n=100)			
	Food Insecure	Not Food Insecure	Total
18-29	43%	57%	100%
30-39	66%	34%	100%
40-49	70%	30%	100%
50+	75%	25%	100%
Total	62%	38%	100%

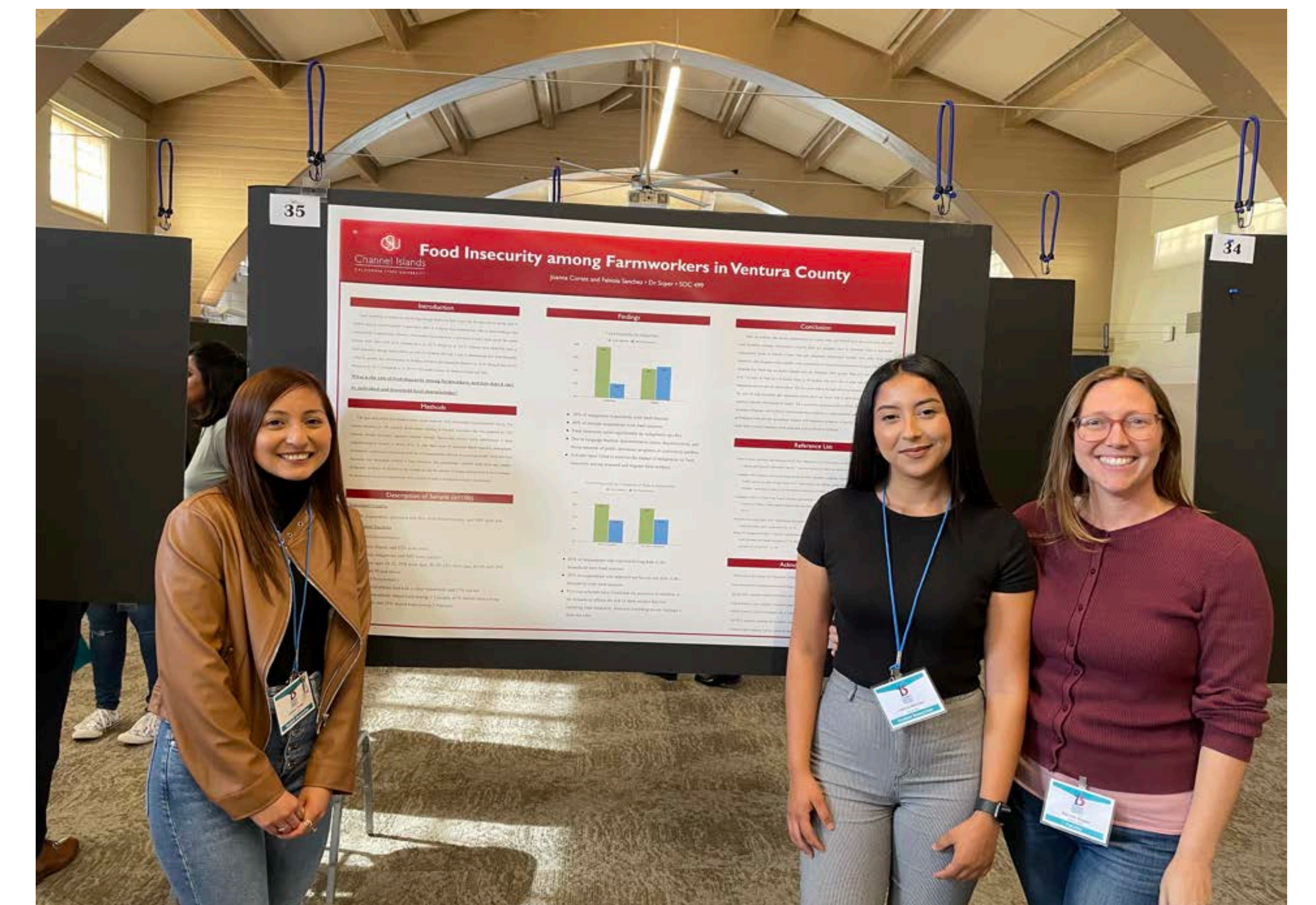
Food Insecurity by Household Size (n=100)			
	Food Insecure	Not Food Insecure	Total
1-3	71%	29%	100%
4-6	59%	41%	100%
7-9	64%	36%	100%
Total	62%	38%	100%

Food Insecurity by Gender (n=99)			
	Food Insecure	Not Food Insecure	Total
Female	60%	40%	100%
Male	63%	37%	100%
Total	62%	38%	100%

RESEARCHERS:

Sociology Capstone Students
Evelyn Cedillo, Joanna Cortez, Fabiola Sanchez, Giselle Ambriz, Jose Angeles, Melissa Castro Ibarra, Daniela Cortez, Erick Garcia, Jasmine Garcia, Janitta Gomez, Celeste Hernandez, Skye Loza, Ana Rivera, Alexis Rodarte, Molly Velazquez

Community Partners
Zuli Jimenez, Community Roots Garden
Adriana Diego, Community Roots Garden





Assessing Local Access to Affordable Healthy Food in Saticoy

Barbara Magana Dominguez & Sierra Doehr • Saticoy Food Hub
Dr. Nien-Tsu Nancy Chen • COMM/NRS 441 Health Communication, Fall 2023

Project Description, Community Needs, & Project Goals

The first goal of the service learning collaboration was to assess Saticoy residents' access to affordable healthy food locally. Saticoy, an unincorporated area in Ventura County, has been classified as a food desert for over 10 years. In order to create a more accessible and equitable food system in Saticoy, it is important to first understand the current state of the local food system while identifying challenges in creating a healthier local food ecology. To do so, Saticoy Food Hub collaborated with the COMM/NS 441 class on a community-based research project to (a) seek feedback from local residents on the cultural relevance the **USDA Community Food Security Assessment Toolkit** (2002), and (b) revise items in the toolkit based on residents' input. It is important to assess the cultural appropriateness of this toolkit because according to the 2020 census, 1,002 of Saticoy's 1,133 residents are Latino or Hispanic. However, it's unclear if the USDA toolkit covers common food staples in Latinx communities. The second goal of the collaboration was to use the revised USDA toolkit to survey all four corner stores in Saticoy to understand the ecology of healthy and unhealthy food in these stores, as well as the affordability of the different dietary options. It is worth noting that there is no grocery store or supermarket in Saticoy. The corner stores are the most accessible avenues for residents to shop for food without having to travel to the nearest grocers or supermarkets in the City of Ventura.

Project Participants

Community partner: Sierra Doehr (Founder & Executive Director) and Barbara Magana Dominguez (Community Health Coordinator), Saticoy Food Hub

COMM/NRS 441 students: Aimee Minshull, Andrew Pettingill, Angelica Gonzales, Mary Baun, Christine Chuidian, Annabella Rodriguez, Rhea Toedter, Christian Larson, Paytn Harris, Britney Molina, Emma Lucas-Zerbe, Julian Tovar, Amanda Rangel, Lizbeth Zaragoza, Gloria Luis, Erick Lemus, Andrew Zuniga & Lucia Sanchez



Project Activities

As a class, we made two group visits to Saticoy. During our first visit, we conducted two focus groups – one in English and one in Spanish - with local residents to gather their feedback on the cultural relevance of the USDA Community Food Security Assessment Toolkit. Based on community feedback, we replaced certain items in the USDA toolkit with more culturally relevant grocery items. The class then returned to Saticoy with this revised toolkit to survey four local corner stores in order to identify which items were missing, and to assess the affordability of items that were present.

RESEARCH METHOD

GETTING STARTED

- Professor Chen partnered with Saticoy Food Hub, gathering paperwork for the Institutional Review Board and planning.
- Filling out risk management form and setting up service learning project on CSUCI page
- Saticoy Food Hub spreading the word to get participants and Professor arranging dates and times

PREPERATION

- Meeting in class for lectures that helped with service learning project
- Learning to speak with confidence, collaborative model (input from both parties), teach-back method (teach something and ask person to repeat back)
- Using USDA food security Assessment Toolkit, which gives a guide to conduct research in food security
- Practicing in class for our focus groups, asking questions about food situation, culturally appropriate foods, and having roles, recorder, moderator, note takers, passing out consent forms

FIRST VISIT

- Meeting at Saticoy Food Hub
- Breaking off into Spanish and English focus groups
- Preparing, Handing out consent forms, greeting participants, making them feel welcome
- Conducting Focus groups, Asking questions about foods that are accessible in community, culturally relevant foods, foods that aren't relevant
- Had great conversation with focus group about foods that aren't available: Fruits, Veggies, Meat, if available not too fresh, food available: chips, candy, soda, alcohol, unhealthy food

DATA ANALYSIS

- After visit, we took time in class to go over results and used USDA food security assessment toolkit to continue project
- Listen to our recorded data and went over notes that were taken and gathered interesting info from focus groups
- Started preparing for second visit to Saticoy, practiced using USDA toolkit to gather info on different food prices and food availability

SECOND VISIT

- Split into smaller groups and went to different corner stores, 3 Amigos, Country Mart, and Yeto's
- Surveyed the different stores food and prices using USDA toolkit
- Spent about 3 hours in total gathering info
- Overall analyzed different corner stores to gather info for food security in Saticoy

DATA ANALYSIS #2

- Met up in class to compare data, see if any discrepancies, came to agreements if any discrepancies
- Created data sheets using USDA toolkit guide and wrote info into spreadsheet
- Calculated the averages of missing items, items available, went over average prices, and had conversation on foods available and foods that are not

Service-Learning Outcomes

Students developed a grounded understanding of concepts such as food sovereignty and food insecurity through their community-based research. They also critically reflected on a range of sociopolitical, cultural, and communication issues related to food insecurity in Saticoy. In addition, students acquired skills in data analysis and in developing data-informed recommendations to the Saticoy Food Hub, such as:

- Promoting and enhancing support for local agriculture, including community gardens and collaborations with local growers.
- Identifying avenues for economic support for store owners: Potential partnerships, subsidies, or incentives can be explored to make it financially viable for store owners to stock and sell a more extensive range of nutritious food.
- Advocating for policy change that address the challenges faced by Saticoy, such as limited local resources, zoning regulations, and economic disparities.
- Increasing awareness and assisting residents in enrollment of SNAP programs to help alleviate the financial burden on those striving to access healthier food options.

DATA ANALYSIS OF SURVEYS

The average number of missing items across all three stores was 44 items. Yeto's Market had a total of 57 missing items. 3 Amigos Market had a total of 39 missing items and Country Mart had a total of 37 missing items.

The food categories with highest missing percentage across all stores were:

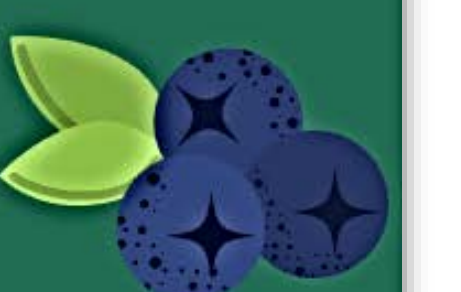
- Fresh Fruits/Vegetables (60.1% avg)
- Canned Fruits/Vegetables (46.6% avg)
- Frozen Fruits /Vegetables (86.6% avg)
- Breads/Cereal/Grain Products (85.8% avg)
- Meat (82.5% avg)

The food categories with the lowest missing percentage across all stores were:

- Chips (0% avg)
- Nuts (0% avg)
- Soft/Alcoholic Beverages (18.4% avg)

The average price for the 12 pack alcoholic beverages were:

- Corona \$18.64
- Budweiser \$13.65
- Modelo \$19.14
- Tecate \$13.52



Best Practices Elements

- An in-class trial run for all research activities, including focus group discussion, field observation, and grocery store survey, to help students develop self-efficacy in conducting community-based research.
- Close collaboration with the community partner in co-developing the research instruments and recruiting local residents to participate in the research activities.
- Tapping into students' proficiencies in English and Spanish and their cultural competence in conducting bilingual research.
- A community tour led by the ED and staff from the Saticoy Food Hub at the beginning of the project provided students with insights into the community.
- The amazing team from the Saticoy Food Hub was always there for the students. Some of them returned to the community outside of our class time to conduct further research, and the staff were generous with their time, support, and insights.

Award for
**Best Practices in
Service Learning
2024**





Channel Islands
CALIFORNIA STATE UNIVERSITY

Community Engaged Action with Homelessness and Healthcare in Ventura County

Dr. Lydia Dixon

Health 499: Senior Capstone Project

Spring 2024



Community Needs & Project Goals

People experiencing homelessness are at risk of physical and mental health issues that can lead to their unhoused status and be exacerbated by it. CSUCI Health Science students have been broadly trained in biological and social determinants of health and are able to use their skills and knowledge to analyze complex issues related to health and homelessness.

Project Description

Students learned about an array of topics related to homelessness and health: substance abuse, mental health, domestic violence, LGBTQ and Veterans' concerns, street medicine, housing first, harm reduction, and trauma. They heard from guest experts, toured an emergency shelter, an affordable housing site, and Food Share, and conducted 4 community engaged activities with county organizations addressing homelessness that gave them first-hand experience.

Student Participants

Anachristina Aguilar	Aurelia Nahue
Graham Callaghan	Marianna Parigian
Felicia Chandra	Kiara Perez
Erica Alexis Diaz	Emma Radcliff
Edgar Alan Dungo	Elle Reyes-Cano
Irene Lucia Galindo	Jack Roessell
Alexis Garcia	Giselle Roman
Celeste Gonzalez	Melissa Solis
Paulina Hensley	Natalie Stahl
Viviana Hummel	Emma Thomas
Ariana Mardi	Lander Tolentino
Alyssa Mendoza	Asia-Mere Wernke
Jonathan Mercer	Johniel Yamio
Madison Miller	

Community Partners

Backpack Medicine
Casa de Vida
Continuum of Care
Family to Family
Food Share
Many Mansions
Mercy House
One Stop
Oxnard City Council
Point in Time Count Ventura County
Project Hope and VC Sheriff's Office
Ventura County Behavioral Health

Project Outcomes

Students wrote reflection papers throughout the semester to discuss their experiences. They also conducted annotated bibliographies on a topic of their choice related to health and homelessness. Students' final projects allowed them to creatively explore a facet of health and homelessness through papers, podcasts, Ted Talks, zines, and even board games, to practice conveying complex information about homelessness and health to a broader audience.

Student Notes: Many Mansions

"After experiencing the tour of Central Terrace I realized that the general public may have a skewed view about a housing first intervention. Everything from what the building would look like to what services are needed to make a place like Central Terrace be successful. I will continue to advocate for such interventions, and I strongly suggest that people take a tour of a project like Central Terrace before passing any judgements. The people representing Many Mansions were so helpful and kind and eager to share information about the new apartment building. They are clearly passionate people who want to help their community." (Jonathan Mercer)

Student Notes: Overdose Prevention (Narcan) Training

"Collectively, this lecture not only expanded my understanding of the topic but also piqued my interest in how I could potentially contribute to this field in the future." (Felicia Chandra)

Student Notes: One Stop

"It was such an amazing experience because I was actually able to help the homeless through my own actions instead of just being an observer. It was interesting yet humbling to see the many different characters (people from different backgrounds, having different stories, and different ages)." (Madison Miller)

Student Notes: Continuum of Care

"Overall, the CoC Meeting provided me with a great amount of insight of the great organizations and resources for individuals unsheltered in Ventura County." (Emma Radcliff)

Student Notes: Food Share

"When packing the boxes I noticed that the items in the box would require having a stove. If someone wanted to make spaghetti then they would need a functioning stove in order to boil their pasta. In class, when talking about how the people who are unhoused do not have access to these things making it hard for them to have warm cooked meals... we need to consider the living conditions that the unhoused are in and the kind of solution that is tailored to them." (Aurelia Nahue)

"This volunteer experience was honestly so fulfilling and rewarding. I met so many new people and got to connect with so many fortunate souls that were so thankful for what they do.... I know once I graduate and have more free time, I am definitely going to be volunteering more." (Edgar Dungo)

"We served over 100 people. At this event. After the event was over it made me feel so good to give back to my community because I know I did good to help the families of Santa Paula and I know this is something I want to do again once the semester is finished." (Alyssa Mendoza)



Students took field trips to tour Many Mansions' affordable housing building, Central Terrace, in Oxnard, and to Food Share.



Students wrote bilingual "welcome home" cards for future affordable housing residents



Student Notes: Point in Time Count

"While the articles I've read for class regarding the housing crisis and homelessness epidemic in California have shaped my understanding of the complexity of this issue, seeing the reality of it with my own eyes and putting faces and their narratives to the statistics and policies I've learned about put a pit in my stomach." (Ariana Mardi)

"The point-in-time count was a very eye-opening experience for me. Having done it a week before class started really helped introduce and get me ready for this semester's topics. The count was a very hands-on, personal experience." (Marianna Parigian)

Student Notes: Family to Family

"I did observe unhoused individuals who were struggling with many of the difficulties we have learned about in class such as pregnancy, substance abuse, mental health issues, untreated wounds, and physical disabilities." (Erica Diaz)

"I found the entire experience to be extremely fulfilling and eye-opening. I felt like I left with a greater understanding of our community's unhoused population and the difficulties they face." (Anachristina Aguilar)

"I enjoyed being able to interact with many of the people who came to eat.... I found it interesting to see them and to learn about each of their stories. Everyone was so thankful to be served." (Emma Thomas)

Student Notes: Oxnard City Council

"Overall, I feel the Oxnard City Council was able to provide a great amount of ways to help people that are going through homelessness for the better. These ideas will help me with my future career path by being able to find more resources for people being unhoused for the better." (Emma Radcliff)

Student Notes: Backpack Medicine

"I fell in love with the opportunity to serve those who are looking for the resources our team was able to offer. I decided that this is something I want to be a part of, especially because the homeless community seems to be growing larger and these people are in need of health resources and human connection." (Madison Miller)

Student Notes: Casa de Vida

"I learned a lot, I never realized how much of those who become homeless really struggle with addiction. They make it known that it's possible to stay sober, it's hard, but it's possible." (Celeste Gonzalez)

CSUCI Center for Community Engagement
Celebration of Service



Entering the Teaching Profession: From Dream to Reality

CSUCI & University Preparation Charter School

Talya Drescher, Instructor

EDUC101: Introduction to Elementary School Teaching



University Preparation Charter School at CSU Channel Islands

Project Description, Community Needs, & Project Goals

Project Description: This service-learning course provides structured observation and tutoring experiences which reflect a rich array of student diversity in local schools. Emphasis is placed on gaining awareness of connections between discipline knowledge and teaching and learning. In addition to thirty hours of field experience in elementary schools, students meet weekly in a seminar course to discuss their observations, professional goals and topics related to the teaching profession

Project Goals: This course will help students decide if a career in the teaching profession is the right choice for them.

Alignment with Professional Standards:

In the preparation of professional educators, the CSUCI Education Program has given extensive consideration to the alignment of professional standards and assessments as articulated by professional associations, certification agencies and learned societies. In particular, this course aligns with standards established by the National Council for the Accreditation of Teacher Education (NCATE), the California Commission on Teacher Credentialing (CCTC), and the Interstate New Teacher Assessment and Support Consortium (INTASC).

Project Participants

EDUC 101, Spring 2024, was held at University Preparation Charter School (UPCS).

Enrolled students & UPCS Cooperating Teachers:

Johanna Vasquez, Diane Perez—Sra. Maldonado
 Jasmine Gomez, Christine Ventura---Ms. Jacques
 Diana Perez, Daisy Rubio---Sra. Lopez
 Jesell Gonzalez, Selene Garcia---Sra. Pereyra
 Belem Taxis, Angel Rendon—Sra. Johnston
 Adilene Arreola, Hope Reyes---Ms. Herrera
 Mia Ayala, Faith Hudson---Ms. Vara
 Delyar Khosroabad---Ms. Ventura/Ms. Hillendahl

Executive Director: Charmon Evans
 CSUCI Liaison: Rebecca Kruse

Project Activities

Students' favorite or most memorable moment from EDUC 101:

Daisy: My favorite part about being an apprentice with EDUC 101 has definitely been getting to know the students. Each and every one of them is different and they all have been so sweet. I will never forget the students who wanted to stay by my side, hold my hand or those who gave me huge. It makes me so happy that I can not only help them in their learning but also connect with them all at the same time.

Mia: My favorite moments in this course would definitely be getting to help out the students with their work and observing them during their science activities. They get super excited and work really hard, it makes me feel so happy!

Selene: My most memorable moment in EDUC 101 is when I was helping a student with her math and when she understood it, she gave me a huge bear hug, a baby bear hug.

Jisell: A memorable moment I have from this class is when I was playing basketball with some kids and one of them made me pinky promise I would make one in for his team. I missed all my shots but I hadn't "pinky promised" something in years.

Delyar: My favorite moment from EDUC 101 is when I taught a student in 6th grade a trick on how to visualize fractions in word problems and I overheard him teaching his peers the trick afterwards.

Hope: My most memorable moment would be when, during circle time we each shared our responses to the question, "What are you looking forward to?", and a student responded, "I am looking forward to our observers being in the classroom today".

Belem: My most memorable moment in EDUC 101 was in PE going against a student in basketball my first day. I let my competitive side get the best of me, luckily the student had good sportsmanship and we were just having fun as a class.

Johanna: One of my most memorable moments was when a student asked me to read their library book aloud. Ever since, I have been regularly reading books to many students on library days. I didn't realize that such a simple act of reading a story could bring so much joy to my life.

Christine: One of the most enjoyable moments of my school experience was during the 100 days of school celebration, where kids, teachers, and staff dressed up as elderly people. It was a lot of fun to see everyone's costumes and the activities that followed were equally enjoyable. I appreciate the fact that the school celebrates small moments like this, as it shows their dedication to making school a fun place for their students.

Jasmine: My most memorable moment from EDUC 101 was when I was helping group of kindergarteners play Math bingo during a math center and during the game one of the student said a joke and the whole group laughed including myself. Seeing them laugh while learning made me realize how much I truly enjoy teaching and learning with these students.

Service-Learning Outcomes

EDUC 101 is often the first time students are part of an elementary classroom fabric. The cooperating teachers rely on the observers; often the students in the classrooms become attached and look forward to the observers' regular time with them. By the end of the term, observers will have:

- 30 hours of observation
- Working knowledge of how an elementary school classroom operates
- Developed professional skills such as the value of timeliness, professional dress and communication skills.
- Begun to develop a professional resume and philosophy of teaching document
- Many will have developed a working relationship with UPCS (host school/partner) and will come back to substitute teach or student teach.
- The great hope for this experience is that by serving the community in this way, students will solidify their wish to become a teacher OR learn early on that teaching is not the path they wish to take. By providing this experience, whichever way students go after the course, our hope is that this experience has set them up for professional satisfaction and success.

Best Practices Elements

With School Site: Ongoing communication with UPCS was imperative in terms of creating supportive placements. We opted to place students in groups of two rather than individually. The thought behind this practice was that in light of potentially heightened absences due to COVID and other health concerns, we wanted to provide continuous support to our cooperating teachers. Concurrently, we wanted to have built in peer support for the students; having an "observation buddy" has been helpful in the past for academic, emotional and professional success.

During the course of the term, communication between the instructor and cooperating teachers was ongoing. This was in the form of syllabus sharing, discussing student celebrations and concerns, in classroom visits and providing an opportunity for the cooperating teachers to provide direct feedback to their EDUC101 observing students.

With Students: Prior to the start of the term, students were asked which grade levels they'd like to observe and if they are bilingual (bilingual students have the opportunity to observe a dual immersion class). While we were unable to accommodate all requests, most were honored.

Over the course of the term, professional skills such as timeliness, dress and expression of gratitude were modeled and discussed. This helped build a trusting relationship with our community partner.

Award for
**Best Practices in
 Service Learning
 2024**



Expanding Access to Nature and Scientific Literacy Through Translation

Channel Islands
CALIFORNIA STATE UNIVERSITY

Dr. Javier F. González, CMI Specialized Spanish Translation SPAN 420

Community Needs & Project Goals

Expanding Access to Nature and Scientific Literacy Through Translation is in its 4th year as an ongoing project in upper-level Spanish courses, having previously worked with both the *Santa Barbara Zoo* and *Santa Barbara Museum of Natural History*. The goal this semester is to continue expanding and facilitating access to nature-related activities and nature education by translating materials for the *Santa Barbara Zoo as a means of combating environmental inequality locally*. Texts were translated 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 class, working directly with the zoo's education department, translated a range of pages to **increase access for these populations** to the many educational activities, camps, and special events that the zoo offers.

Project Description

In the Spanish 420 course, students worked individually and 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 from different sources, compiled parallel texts in target language on different wildlife found at the zoo, zoo procedures, 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.

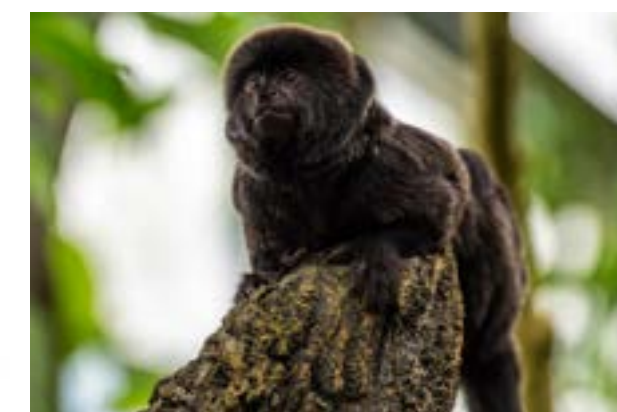
The class translated a variety of texts including the Standard Operating Guidelines for caring for animals, animal nutrition programs, and animal fact sheets that encourage children and parent participation and engagement with nature and scientific literacy, welcoming them into the environment of the Santa Barbara Zoo.

Project Participants

The *Santa Barbara Zoo's* mission "is "dedicated to the preservation, conservation, and enhancement of the natural world and its living treasures through education, research, and recreation." Later adding that "the heart of the zoo's mission" and includes "grade-appropriate lessons relating the California Science Standards are offered to school field trips. Multi-disciplinary, hands-on, and engaging programs are offered, ranging from the popular summer Zoo Camp to monthly programs for kids and adults." This semester, as in others previous semester, the class continued to translate materials to help the Zoo's mission and give our students hands-on experience in making an impact in the community with their translation skills, linguistic knowledge, cultural competence, and civic engagement.

SPANISH 420 Students, Spring 2024 Semester

Nicholle Azpera	Maribel Pantoja
Maurine Barboza	Andrew Touchette
Jordan Bullard	Claudia Vallejo
Arely Flores	Denise Vasquez-Higuera
Seydi Ortega Oros	



Project Outcomes

The project provides the *Santa Barbara Zoo* with translated materials for their use in a range of different functions 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 1,400 words in length from initial preparation to final formatting on select texts.

This project continues the ongoing collaboration between the *Zoo* and CSUCI, translation courses; a collaboration for the foreseeable future to continue to take the necessary steps to **expand access to nature and scientific literacy through translation and begin to reduce environmental inequality** that exists in part due to linguistic barriers.

Reflections

This project continues the collaboration between students and the zoo. Like the previous classes of translators that have worked on these projects since spring 2021, this group has invested themselves deeply in the translation work, the cause of equity in access to public resources, giving back to the community, and knowing they are contributing to making a direct impact. The theme of access, feeling welcomed, and opening opportunities for greater scientific literacy are evident throughout student reflections. A few of the many student comments that touch upon these themes are included here:

- "This service-learning experience has allowed me to recognize the enormous responsibilities translators have when translating. Especially when having to fulfill the goals or aims of engaging, incorporating, participating in, and representing inclusive outreach to new communities that might not be able to read, write, or speak the target language."
- "I've learned about the importance of expanding children's discovery of the wonders of the natural world, promoting scientific literacy, and understanding more about the world both near and far. Furthermore, the importance of expanding access to all resources, both educational and more, to the large Spanish-speaking communities in Santa Barbara and Ventura counties."
- "I would love to give the community an equal insight into whatever it is they are reading. For them to be able to go home without questioning what something means."
- "The major idea that this service learning opportunity has given me is a newfound awareness of the importance of access to services and resources that are considered common for English speaking people within the United States. Especially coming from a family with an immigrant background, having resources made available for people that cannot speak english well or at all is essential to offering a better quality of life towards them and treating them equally."



Channel Islands
CALIFORNIA STATE UNIVERSITY

Reading Central American Literature and Sharing Educational *Pláticas* with Mexican Farmworker Families



Dr. Georgina Guzmán • ENGL/CHST 353: Chicana/o-Latina/o Literature



Project Description, Community Needs, & Project Goals

In Fall 2023, the Ventura County Library Foundation, in partnership with CSUCI, organized the Ventura County Celebration of Books and Salvadoran writer Javier Zamora's book *Solito* was selected as the book of the year. VCLF gave free books to Ventura County residents to read; *Solito* introduced the community to Javier's immigration story, coming from El Salvador as an unaccompanied minor immigrant at the age of 9.

Our community partner and I believed the Celebration of Books would be a good opportunity to include the farmworker community in the VC Celebration of Books. Along with providing farmworkers access to reading and learning by leveraging county programs, we sought to improve literacy, engage in dialogue about immigration experiences in Ventura County, and unearth comparative histories of Mexican/Central American immigration and Mexican-Central American relations in Ventura County.

In Spring 2024, we continued leading conversations with farmworkers. Based on community partner feedback and where we left off in the fall, we focused on working with farm worker parents on strategies to help with their children's education, learning, social media usage, mental health, and college.

Project Participants

Community Partner: Cabrillo Economic Development Corporation: Villa Cesar Chavez Apartments in Oxnard, Supervisor: **Cristina Heredia**

Students in Fall 2023: Andrea Anaya, Adan Almaraz, Matthew Diaz, Milan McGary, Javier Cahue, Kristi Kawakami, Irene Ochoa, Carter Craig, Keila Ramirez, Lauren Salcedo, Kimberly Pacheco, Andres Molina, Kole Sanders, Jasmine Hinojosa Villa, Yaneli Silva-Vega, Dianne Pacheco Sanchez, Precilla Gomez, Marisol Martinez, Adilene Garcia, Alex Cannon, Pablo Gomez

Students in Spring 2024:

Joshua Blanco, Jacob Lucero, Katie Woodson, Lixbeth Ramirez, Baldo Bedolla, Javier Melgoza, Elizabeth Flores, Aurora Rugerio, Diego Salas, Crismalid Lopez, Val Holland, Valerie Zavala, Jessica Gomez, Nayeli Maldonado, Viviana Troncoso, Megan Shipton, Maria Barranco, Andrew Zuniga, Lizbeth Bello-Torres, Alyssa Salazar, Norma Vazquez, Kimberly Perez (Peer Mentor: Elizabeth Flores)

Project Activities

We read Javier Zamora's *Solito* in ENGL/CHST 353: Chicana/o-Latina/o Literature. My students then read and discussed the book with farmworkers living in Villa Cesar Chavez Apartments (who received books from the VCLF's Mobile Library). Students developed lesson plans with discussion questions for the chapters of the book they were assigned. All of the farmworkers were of Mexican origin, as were the majority of the students, so they got to learn about Central American migration stories, history, and culture. On the last day, we brought Salvadoran food to share (pupusas, plátanos fritos, and horchata de semilla de morro) to introduce everyone to the cuisine. Most farmworkers and students had never tried it!

In Spring 2024, my ENGL/CHST 353: Chicana/o-Latina/o Literature students developed lesson plans in order to lead educational *pláticas* (conversations) and informational workshops with farmworker parents living in Villa Cesar Chavez Apartments. The topics they led workshops on were "Parent-Child Relationships: How to Support Your Child as a Learner"; "Culture as Assets: Helping Build Your Child's Strong Identity and Self-Esteem"; "Social Media and Mental Health"; and "First-Generation Students: How to Support Your Child to Go to College." Project is ongoing.

Service-Learning Outcomes

RECIPROCITY: Students shared that they had a very reciprocal learning experience with the farmworkers. They expected to come in and teach the workers and realized that they actually learned just as much from them, especially about their unique and difficult immigration and educational experiences. Farmworkers told us that they felt validated by being listened to by college students. **EMPATHY:** They shared that they are glad that students are reading books about migration so that they can develop the capacity to empathize with migrants' experiences and perhaps think twice before seeing them as inferior or look down on them. **SOCIAL CONSCIOUSNESS:** In public society, farmworkers say that most people in positions of power treat them with haughtiness and arrogance. They told students that as they become educated and go on to be teachers, doctors, police officers, or Homeland Security officers, they hope "that they will know better and be better."

UNCOVERING CENTRAL AMERICAN HISTORIES IN VENTURA COUNTY: Through dialogue with farmworkers, students discovered the long presence of Central American immigrants working in the agricultural fields of Ventura County. As they discussed "Solito," farmworkers told us that there have been Salvadorans and Guatemalans working in "the strawberries" every season since the 1980s. "Every year, out of a group of 30, there are 3-5 Central Americans, but they tend to assimilate into Mexican culture and speak like Mexicans so it's hard to distinguish them." This information helped us uncover lost histories and inspired us to research more about Central Americans in Ventura County, since very little is known.

MUTUAL EDUCATIONAL EMPOWERMENT: Students that gave workshops (in Spring 2024) on educational topics were able to share some of their experiences, knowledge, and resources with farmworker parents. They shared with them tools to help their children reach their full potential as learners by drawing from their cultural wealth. Parents shared that they felt empowered to help their children with their homework and be able to motivate them to go to college. Students in turn felt empowered being able to teach and draw from what they learned in the classroom.



Bilingual Reading Circles/ Círculos de lectura bilingües

California State University Channel Islands / Universidad Estatal de California en Channel Islands

Solito
Javier Zamora

9.21.23-10.26.23
Thursdays/jueves
6pm

CSUCI students will be hosting. We will also be meeting author on 9.30.23 at CSUCI! Los estudiantes de CSUCI serán los anfitriones. ¡También nos reuniremos con el autor el 9.30.23 en CSUCI!

Via Zoom: <https://csuci.zoom.us/j/9e09inaguzman>
meeting ID: 844 337 1092

Book will be provided! Se les dara el libro!
Sign up by/registrarse antes de 9.15.2023 to your manager or texting/calling 805.325.7326



Assisting and Observing in RCHS Math Classes

Dr. Chrissy Soderlund, Mathematics for Future Secondary Teachers (Math 318)

Project Description, Community Needs, & Project Goals

Math 318 is an elective course, designed for undergraduate **math majors who plan to become secondary teachers of mathematics**. The course covers an array of topics relevant to modern secondary school math curriculum including abstract thinking, problem solving, and selected topics from Euclidean and non-Euclidean geometry, and algebra.

This project was designed to **connect CSUCI's future teachers of secondary mathematics with local high school math classes**. Teachers at Rancho Camapana High School described a need, especially among their Math 1 classes, for assistance in answering student questions and nudging students in the right direction during class work time.

By the time they reach high school, many students' perceptions of mathematics are firmly established. Unfortunately, among high school students enrolled in lower level math courses, these perceptions tend to be wildly unfavorable. CSUCI students were invited into the high school classroom to help the students not only with the math itself, but also with their perceptions of math by engaging the students in mathematical conversations either one-on-one or in small groups.

The goals of the project were

- to **assist** in the teaching and learning of mathematics among local high school students,
- to **demonstrate** a culture of interest in mathematics beyond what is required of a student, and
- to **experience and reflect** upon the classroom experience for these future teachers.

Project Participants

Rancho Campana High School (RCHS) is an academy, project based academic institution in Camarillo, CA. It serves an average of 800 students in grades 9-12. RCHS has three academies: The Engineering Academy, the Academy of Medical sciences, and the Arts and Entertainment Academy. Each academy hosts multiple pathways, giving students access to experiences that prepare them for college and for a career in their discipline. Teachers at RCHS work tirelessly to remain up to date with pedagogy that engages students and encourages innovation.



Math 318 Students, Spring 2024 Semester:

Fatima Cabanas	Alejandra Marquez
Cristiann Castro	Carlos Morones
Eduardo Gonzalez	Jules Rodriguez
Spencer Mack	Krystal Sanchez

Project Activities

Each of the Math 318 students visited RCHS on multiple occasions to both **serve and observe** the high school's Math 1, 2 and 3 classes. The CSUCI students were warmly welcomed at the high school, and encouraged to come as often as their schedules would allow. During each hour-long visit, CSUCI students were assigned to a math teacher and a math classroom. Their responsibilities varied, depending on the teacher, the mathematical topic, and the specifics of the day's class.

CSUCI students **served** at the high school by making themselves available to the students and teachers during class. This often involved walking around the classroom as students worked, and answering questions or giving students a nudge in the right direction. Occasionally they participated in a full-class discussion. CSUCI students also encouraged the high school students on a social/emotional level by demonstrating a keen interest in the mathematics and in the students themselves.

CSUCI students **observed** teacher interactions with high school students in community building and in discussions of mathematics. They observed the classroom environment, including the culture for learning, respect and rapport among teacher and students, the physical environment, and the ways in which the teachers encouraged appropriate student behavior. They observed classroom organization and teaching strategies. They also observed an array of activities to encourage active engagement among the students.

Service-Learning Outcomes

Through this experience CSUCI students

- Observed a variety of inclusive teaching strategies and activities that encouraged active engagement.
- Developed relationships/rapport with high school math teachers and students.
- Assisted in the teaching and learning of mathematics.
- Reflected on their own strengths and areas in need of improvement as mathematicians and educators.

Through this experience the Rancho Campana High School population

- Received assistance in the teaching and learning of mathematics, especially in the lower-level math courses.
- Developed relationships/rapport with CSUCI students and with the greater university.



Photo credit: Jim Cooper for Pixabay

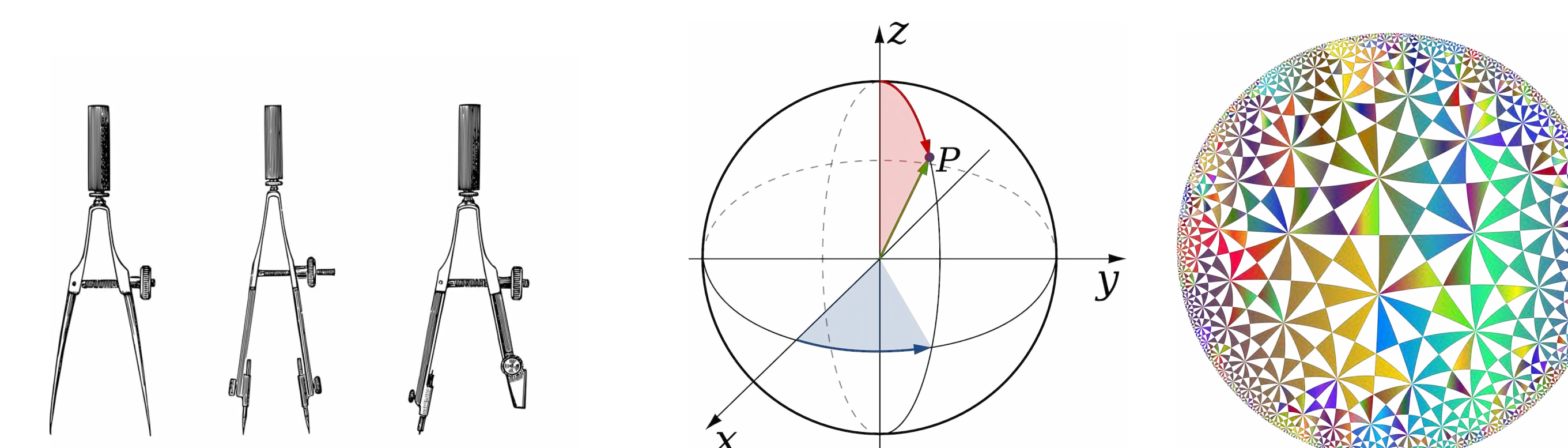
Best Practices Elements

This project has prepared the way for many **collaborative opportunities between CSUCI students and the various academic programs at Rancho Campana High School**. The faculty at RCHS were ever encouraging and welcoming. The high school students appeared responsive to the CSUCI students' presence and assistance. It was valuable for our future teachers to experience "the other side" of a classroom during their undergraduate career.

Through **reflective essays**, the CSUCI students evaluated their own strengths as mathematicians and educators. They reflected on how they might teach the topics presented at the high school and discovered new mathematical backgrounds and ideas pertaining to those topics. They also reflected on the ways in which their actions positively affected student learning.



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The Path to Language Justice

Nicholle Azpera

Capstone in Spanish SPAN 498 Prof. Jiménez Jiménez

Spring 2024



Project Description, Community Needs, & Project Goals

As an individual based project, I was able to partner and do my service-learning with the organization *MICOP (Mixteco Indígena Community Organizing Project)* in the Plaza Comunitaria building in Oxnard, California. **MICOP is an organization dedicated to support, organize and empower indigenous migrant communities in the Ventura County.**

The Indigenous Migrant Community that MICOP works with comes primarily from southern Mexico, including the states of Oaxaca, Guerrero, Michoacán, and Puebla. Twenty thousand indigenous migrants live and work in Ventura County. Another 25,000 live and work in Santa Barbara County.

MICOP helps the indigenous migrant community by **organizing and advocating, promoting and offering outreach and access, health and healing, immigration help, and research and evaluation** of the community to better equip them in fulfilling their needs and wants in life for both themselves and their families.

An Isolated Community

Mixtec's in Ventura County-and throughout the state are culturally and linguistically isolated. MICOP is working to aid Mixtec's to draw on their community strengths and overcome existing barriers along California's Central Coast.

Mission

To support, organize and empower the indigenous migrant communities in California's Central Coast.

Vision

We envision a strong indigenous immigrant community actively engaged to achieve just working and living conditions, equality, and full human rights in the broader community.



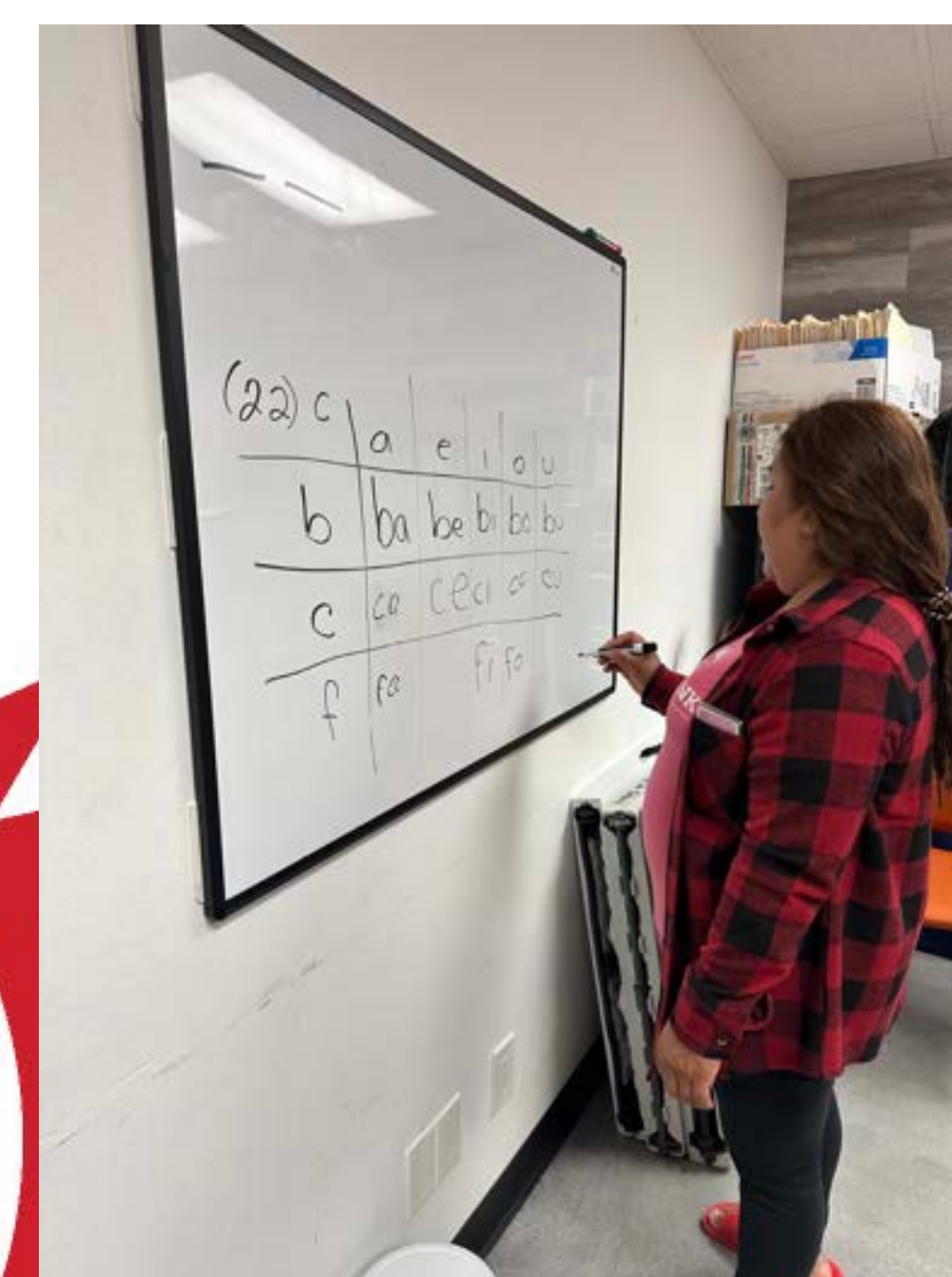
Project Participants

I worked individually both directly and indirectly with the MICOP organization located in Oxnard building named Plaza Comunitaria. I worked and served this non-profit organization and Mixtec community both on- and off-site in preparing lectures and lessons on how to better help them break down linguistic barriers, and to achieve their academic and linguistic goals of learning how to read, write and speak Spanish. This included partnering and observing the educators that work in this non-profit teach and what they teach (from syllables, vowels, alphabet and basic but helpful sentence framing and more). So, then I could later use my observations as steppingstones to preparing my own lectures to contribute the learning of the student's language of Spanish. This continues the organization's mission to empower, support, and organize the indigenous migrant community in the Ventura County.

Project Activities

In my service-learning opportunity, I was a student teacher assistant (tutor) to 10 to 15 Mixtec adult students wanting and needing to learn Spanish. I organized and prepared lesson plans, created lectures, taught and helped in any way I could better equip students with the capacity to read, write, and speak in Spanish. For many, if not all of them, this was a new language. This contribution on my behalf acted as a help not just for the students' ability to learn a new language to use to their benefit and their families' benefit in day-to-day basis activities; from their jobs they work, school activities, filling in and signing medical and governmental documents, and communicating with a new set or group of individuals (new communities) in the Ventura County.

I also served as a communicator within the organization to already existing educators in the non-profit organization communicating the observable needs this community has in better accessing resources for the large non-speaking English or Spanish community; therefore by doing this, organizing and preparing lessons and teaching I, alongside the organization, are little by little tearing down the linguistic barriers that isolate this indigenous Mixtec community in Ventura County.



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Service-Learning Outcomes

The project provides the MICOP (Mixteco Indígena Community Organizing Project) organization in Plaza Comunitaria with learning outreach on my behalf as a university Spanish majored assistant educator who has taught the Spanish students of MICOP fundamental materials or aspects of the Spanish language for personal, professional and academic growth and development; diminishing or breaking down linguistic barriers within the Ventura and Santa Barbara counties.

I have learned to work as a direct and indirect assistant Spanish tutor/educator by:

1. working to create lesson plans and lectures in Spanish that will better equip the Mixteco Spanish students to read, write, and speak Spanish as their second language using Word, Excel, crafts, and Powerpoint;
2. collectively working with the organization and its Spanish tutors/educators in assuring to organize, adapt, and teach our lessons and lectures that best suits the students' abilities to retain information or teachings taught to them;
3. working on directly with the students to converse with them in understanding, why it is that they hope to learn Spanish and what difficulties or challenges they have in learning the Spanish language, to organize and create indirectly my own lectures and lessons that will help solve or at least slowly diminish their difficulties in being able to read, speak or write in Spanish.

This project continues the collaboration with MICOP (Mixteco Indígena Community Organizing Project) in Plaza Comunitaria. CSUCI Spanish courses and department alongside its students such as myself will continue to take the necessary steps to help the Mixteco community in their goals of achieving language justice through the acts of serving this community with basic Spanish teachings of grammar, writing, literature, and more to **practice inclusion and dismantle traditional systems of oppression that have traditionally disenfranchised non-English speakers.**



Personal Reflection

This project has opened many possibilities between myself and the organization of MICOP and the Mixteco community in Ventura County. I've been able to not only practice but learn to organize, teach, and communicate in an educational setting; that has allowed me to practice a passion I hope to do for the rest of my life. Teach.

This experience has allowed me to understand my capabilities, abilities, and discover my inner and absolute passions to teach and help others accomplish their set goals and dreams of wanting and needing to become professional, academic and personal better versions of themselves. Equipped and ready to take on the world. I've also learned about the traditions, customs, difficulties, work ethic and more of the Mixteco community who has trusted me in not only being able to recognize me as their teacher (maestra), but as part of their community.

I have invested myself deeply in preparing lectures, lessons, and teaching my group of students (Mixteco adults) in hopes of helping them feel included and represented. I hope my work has helped advance language justice for the Mixteco. I hope that I can continue contributing a direct positive impact to this community.



Channel Islands
CALIFORNIA STATE UNIVERSITY

A Second Year of Serve it Up: Connecting Service to First-Year Writing

Emily Spitler-Lawson • English 105.02 - Composition and Rhetoric • Spring 2024

Learning Community Description and Goals

The 2023-2024 Academic year marks the second time that CSUCI has offered the Serve it Up learning community as an option to incoming first-year students.

It should be noted that 23-24 marked a significant expansion of the learning communities program on our campus. This cohort of students selected Serve it Up and its focus on service from a long list of possible learning communities at CI, speaking to the dedication and passion for serving their communities that these students brought to the class.

In Fall 2023, students who selected the community enrolled as a cohort in UNIV 150 with Susan Lefevre and English 102 with Emily Spitler-Lawson (the creator of this poster). The service-learning activities were integrated into both classes, and many coincided with campus-wide events organized through the Center for Community Engagement.

In Spring 2024, after receiving extensive preparation to learn through thoughtful and reflective service in UNIV 150, I, Emily Spitler-Lawson, took the lead on the service-learning component of the LC in my English 105 course as the original Serve it Up students, as well as a few newcomers, continued to explore opportunities to serve and learn from our community partners. It is our hope that the lessons learned this year will have contributed to furthering a culture of service on our campus.



Serve it Up LC students and faculty with horses from Ride On Therapeutic Horsemanship during the Fall 2023 Service Day.

Project Participants

Students who participated in service as members of the learning community in Fall 2023 or as of April 2024 are: Sierra Allison, Joselyn Arreola, Jacqueline Bojorquez, Monique Buan, Jonathon Chang, Galilea de la Torre, Madison Fernandez, Victoria Ferrer, Edilma Gomez Morataya, Rayne Lowry, Janessa Lucero, Sterling Maggard, Hailey Martinez, Cassiel Millan-Contreras, Susi Navarro, Jasmine Orca, Daniel Seo, MJ Stutzman, and Emily Torres.



Serve it Up Year 2: Project Activities

For Spring 2024, English 105 Serve it Up students were required to participate in two events organized by the Center for Community Engagement, as well as completing additional service hours with community partners chosen by the students.

First, our class participated in the CCE's MLK Day of Service in February 2024. We visited Ride On Therapeutic Horsemanship (see photo on left), where students were able to provide timely assistance to our community partner by removing water-damaged hay and digging out a blocked rain channel after one weekend of hard rain with another bad storm in the forecast. Students also got to interact with the horses and learn about the variety of therapeutic benefits horses and riding can provide.

Next, we participated in the CCE's César Chávez Day of Service in March 2024 with Food Forward, a community partner that coordinates teams of gleaners to gather food that would otherwise go to waste and distributes it to organizations and individuals in need. Students helped to gather 1500 pounds of Meyer lemons for distribution in Ventura County. They also learned about the ways that Food Forward is working to fight food waste and food insecurity locally.

After both events, students wrote thoughtful reflections as assignments in ENGL 105. These reflections revealed that many students valued the experience of accomplishing difficult tasks with many hands working together as a community. Some students also explored their capacity for leadership and tenacity, and all students had their eyes opened to the variety of service opportunities that are available locally.

In addition to their the service that we did together as a class, students were asked to complete four additional service hours with a community partner they chose. With the help of the CCE, students have chosen to complete their service with events such as the Autism Society Ventura County's Aut2Run race and Action VC's Community Dog Walk fundraiser.



Service-Learning Outcomes

For both class events, students were able to see the tangible good their service had done for a community partner whose direct impact on the community students understood. This prepared them to step up and choose community partners for their own individual service that aligned with their individual majors and/or areas of interest.



The photo above features students from the Serve it Up learning community as well as other students and folks from Food Forward.



Lessons Learned and Applied in Year 2 of Serve it Up

Instead of requiring one CCE Day of Service for the Spring ENGL 105 class, as I did last year, I required both, as well as individual service. Requiring two whole-class service events on Friday morning is a big ask for first year students!

Early, consistent communication about the timing of these events, flexibility when the weather demanded last minute changes, and in-class discussion of the importance of the service was key. Well-prepared students brought good attitudes, curiosity, and a willingness to learn and serve to the events.

My participation as faculty in class service events, whenever possible, allowed me to make connections between our service on the event, and to see students shining in ways they might not have in a classroom setting. I noticed students volunteering for difficult tasks, encouraging friends (even when there were bugs), etc.

If I am able to teach in this community again, I will **take advantage of the CCE's student assistant program!** The CCE was amazing at helping students complete their four "individual" service hours, but keeping track of who is working with which community partner was quite time consuming.

STEAM Carnival: Partnership with Camarillo Boys and Girls Club

Dr. Annie White, Early Childhood Studies 463: Creating and Supporting Reciprocal Family and Community Networks

Project Description, Community Needs, & Project Goals

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

The community need identified for this service-learning project was to support Camarillo Boys and Girls Club (CBGC) opportunities for Science, Technology, Engineering, Art and Math (STEAM) learning. The goal was to increase CBGC students STEAM learning experiences. The objective was to increase families' awareness of the importance of STEAM learning through providing hands-on activities used to increase parent-child interactions. The goal was to support children and families in our local community because:

- 1) Children and their families lack access to STEAM community resources.
- 2) The resources are often not available for families that they can replicate in their home setting.

Project Participants

Identify the participating class, and community partners. ...

Community Partners: Camarillo Boys and Girls Club, Roberto Martinez, CEO, Carlos Flores, Director of Programs. Students: Noah H., Madison M, Sofia P., Isabella R., Nicholas D., Tessa F., Aranela P., Teegan F., Kaela M., Flavio A., Analyssa A., Harley, and Makayla G.

CSUCI Faculty and Students: Dr. Annie White and twenty students from ECS 463 during Spring 2024: Mildred Alamillo-Pech, Yesenia Ambriz, Jacqueline Arevalo, Joslyne Constant, Hannah De Lara, Lorena Gamboa, Jacquelyn Lagunas, Maria Lorenzana, Sydney Markarian, Erin Mcnerney, Luz Mendoza Salado, Carolina Paredes Hernandez, Tabatha Phillips, Mariah Rabago, Paulina Rodriguez, Nicole Ruelas, Lauren Ruiz, Acsiris Silva Almanza, Linda Tran, and Savannah Young.

Volunteers: eleven students from ECS 470 during Spring 2024: Galilea Abrego, Stephanie Bello, Marissa Carrillo, Danielle Colburn, Irene Crespo, Adriana Gonzalez, Kenneth Katzman, Brenda Sanchez, Vivian Smith, Jessica Whitney and Lauren Wissusik.

Project Activities

What did your students actually do?

In partnership with CSU Channel Islands Arts and Science program, the Early Childhood Studies (ECS) and Camarillo Boys and Girls Club (CBGC) students lead early learning STEAM activities for young children and families at the STEAM Carnival held on campus, along the central mall. During Spring 2024, ECS students provided sixteen different STEAM activities at the STEAM Carnival in the Early Exploration area.

The ECS 463 students:

- Worked in small groups, including team lead and CBGC student
- Set up STEAM materials
- Implemented the STEAM activities
- Co facilitated STEAM learning with CBGC student, as co-lead and engaged child-parent interactions

The CBGC students:

- Worked with ECS students to co facilitate leading STEAM activity
- Engaged children and families in STEAM learning
- Developed leadership skills
- Practiced communication skills
- Used language to explain STEAM learning to community children

The STEAM Carnival provided rich learning opportunities and strengthened partnership between ECS and CBGC students through co facilitating early learning STEAM activities that fostered child-parent relationships and family and community engagement.

Service-Learning Outcomes

What are the outcomes (or expected outcomes, for ongoing projects) – in terms of both service and learning?

The main service-learning goal was to provide STEAM learning opportunities to diverse children and families in the community. There were several outcomes:

- 1) Parents reported the students helped them understand how to assist children's STEAM learning. Students facilitated active learning and asked children critical questions to further learning. Parents gained new understanding about how to support child-initiated STEAM discovery and learning.
- 2) Students encouraged parent-child interactions and family engagement during the STEAM Carnival event.
- 3) Parents observed children's STEAM learning and stated they were going to offer the activities at home.
- 4) There was an increase in child, family and community participation.

Best Practices Elements

What is/are the aspect(s) of your project that you think would be most useful for colleagues to focus on in trying to create their own great service-learning projects?

The ECS faculty and students strengthened the partnership with the CBGC through an asset-based approach by working collaboratively with children as leaders to better serve our community. Through teamwork, everyone was a learner and a leader. The ECS and CBGC students found a creative way to address the community need of increasing opportunities for STEAM learning. This unique service-learning opportunity deepened the partnership by increasing STEAM learning experiences through bringing the CBGC to the CSUCI campus, and together in collaboration, served each other and the community. Students participated in pre and post reflections as part of this service-learning project. Students participated in asynchronous discussions and active learning course work. They examined the lack of resources available and discussed strategies to address the identified community need.

Students wrote a self-reflection essay that showcased what they gained from the service-learning experience, including plans for future service to their communities.



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2024**