

# 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.

## 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	City of Agoura Hills – Dpt of Community Services	Many Mansions	Somis Elementary
Agriculture Museum	Climate First: Replacing Oil & Gas (CFROG)	Mary's Mercy Center	Special Olympics Southern California
AHA!	Coalition for Family Harmony	Mixteco/Indigena Community Organizing Project (MICOP)	Step Up Tutoring
Alzheimer's Association of Ventura County	Communicare	Moorpark College Student Health Center	Storyteller Children's Center
American Foundation for Suicide Prevention	Community Advocacy Coalition	Museum of Ventura County	Students for Eco-Education & Agriculture (SEEAG)
American Red Cross	Community Roots Garden	NAMI Ventura County	Surfrider Foundation Ventura County Chapter
ÁNIMO Theatre Company	Conflict Resolution Institute	National Park Service Santa Monica Mountains Nat. Rec. Area	Swap Meet Justice
Art Through Action	CSUCI – 16 departments	Native Monarchs	The Human Nature Center
Arts Mentorship Program, Inc.	Diversity Collective of Ventura County	Ojai Valley Land Conservancy	Thousand Oaks Library
Big Brothers Big Sisters of Ventura County	DRAGG	One Step a la Vez	Turning Point Foundation – Growing Works
Bike 4 a Cause	Emily Shane Foundation	Operation Gratitude	UFW Foundation
Boys and Girls Club of Camarillo	Femme Futures Foundation	Oxnard Performing Arts Corporation (OPAC)	United Way of Ventura County
Brain Injury Center of Ventura County	FirstSteps for Kids, Inc.	Oxnard Union High School District Farm to School Program	Unity Theatre Collective
BRITE: Building Resilience & Inclusion Through Engagement	Focus on the Masters Arts Archive & Library	Pleasant Valley School District	University Preparation Charter School
Buen Vecino	FOOD Share, Inc.	Project Access	VCMC Dept of Auxiliary Volunteer Services
Cabrillo Economic Development Corporation	Girl Scouts of California's Central Coast	Rancho Campana High School	Ventura County Area Agency on Aging
Californians for Pesticide Reform	Girls Inc. of Carpinteria	Reel Guppy Outdoors	Ventura County Community Foundation
Camarillo Family YMCA	Girls Inc. of Santa Barbara	Ride On Therapeutic Horsemanship	Ventura County Continuum of Care
Camarillo Health Care District	Habitat for Humanity of Ventura County	Rodale Institute California Organic Center	Ventura County Family Justice Center
Camarillo Heights STEM Academy	Healthcare for the Homeless/One Stop	Ronald McDonald Family Room – Ventura	Ventura County Farm to School
Camarillo Public Library	HealthCorps, Inc.	Ronald McDonald House – Bakersfield/Los Angeles	Ventura County Library System
Camp Ronald McDonald for Good Times	House Farm Workers!	Santa Barbara Museum of Natural History & Sea Center	Ventura County Office of Strategy Management
Cancer Support Community – Valley/Ventura/Santa Barbara	Housing Opportunities Made Easier (HOME)	Santa Barbara Zoo	Ventura County Rescue Mission Alliance
Canine Adoption & Rescue League (CARL)	Humane Society of Ventura County	Santa Monica Mountains Trails Council	Ventura Land Trust
CAREGIVERS: Volunteers Assisting the Elderly	Interface Children & Family Services	Santa Paula Parks & Recreation	Ventura Wild
Casa De Vida Inc.	Juneteenth Celebration of Ventura County	Saticoy Food Hub	Westminster Free Clinic
Central Coast Alliance United for a Sustainable Economy (CAUSE)	Justice for All Ventura County	Saving Lives Camarillo	Women of Substance & Men of Honor
Central Coast Climate Justice Network	kidSTREAM Children's Museum	School on Wheels	Women's Economic Venture
Channel Islands Park Foundation	Lighthouse for Women & Children	Search Dog Foundation	YAC Foundation (Young Athletes for Christ Inc.)
Channel Islands Restoration	Los Robles Children's Choir	SEL4CA	Youth Pride Association
Child Development Resources	Lulapin Chumash Foundation	Social Justice Fund for Ventura County	



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# Center for Community Engagement Community Partner Events

## Workshop: Making Sense of Fundraising

**Nov 2024** – In collaboration with Cal Lutheran’s Center for Nonprofit Leadership, the CCE brought 75 community partners from over 50 organizations across Ventura and Santa Barbara Counties to attend an in-person workshop called “*Making Sense of Fundraising: How to Thrive in '25*” with facilitator’s Lynne West and H. Clay Buck. Lynne and Clay also host the podcast, *Fundraising is Funny*, where they share their insights on fundraising strategies and donor relations.

**MAKING SENSE OF FUNDRAISING:  
How to Thrive in '25**

Wednesday, November 20  
8:30 a.m. – Noon  
Cal Lutheran Oxnard Center  
Free to Attend  
RSVP Required

Co-hosts of the #1 fundraising podcast, *Fundraising is Funny*

**Lynne Wester**  
Co-hosts of the #1 fundraising podcast, *Fundraising is Funny*

**T. Clay Buck**

Co-convener by

CENTER FOR NONPROFIT LEADERSHIP | California Lutheran University | CALIFORNIA STATE UNIVERSITY | CENTER FOR COMMUNITY ENGAGEMENT | CHANNEL ISLANDS



**STUDENT ORGANIZATIONS & INVOLVEMENT**  
CHANNEL ISLANDS

California Lutheran University  
CENTER FOR NONPROFIT LEADERSHIP



**LEADERSHIP & INVOLVEMENT FAIR**

Thursday, Sept 5 | Tuesday, Sept 10  
12-3 PM | 11:30 AM-2PM

Central Mall

Student Orgs & Involvement!



## Fall Engagement Fair

**Sep 2024** - In collaboration with Student Organizations and Involvement, the CCE hosted 45 of our community partners, while SOI hosted 74 CSUCI clubs and organizations in Central Mall for the Fall semester Leadership & Involvement 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 for their organization.



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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, November 15, 2024, 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. Ruben Alarcon, the pollinator garden from Chris Amendt, with Native Monarchs, & the new partnership with the Santa Barbara Zoo from Dr. Jenn Perry. Then, we went to Cabrillo Econ Dev Corp's Villa Cesar Chavez & spoke with Cristina Heredia about affordable housing for farmworkers. We drove past the statue of The Farmworker, featuring Cesar Chavez and Dolores Huerta, at Clinicas del Camina Real RSJ Health Center & murals featuring Anderson .Paak, Carmen Ramirez, and Carmen Perez. We had lunch at Community Roots Garden and spoke with Zuleima Jimenez and Adriana Diego about their community garden. We also heard from our community partners, the UFW, Saticoy Food Hub, & One Step a La Vez, & Dr. Rachel Soper & Dr. Antonio Jimenez Jimenez about their service-learning projects.

## 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.



## Faculty Participants

- Antonio Jimenez Jimenez, Spanish
- Candice McKinnon, Early Childhood
- Dennis Downey, Sociology
- Georgina Guzman, English
- Joshua Gold, Health Science
- Kathleen Klompfen, English
- Linda Jordan, Advancement
- Maricela Becerra, Spanish
- Rachel Soper, Sociology
- Vanina Machado, Spanish
- Yeawon Yoo, Business





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# Farmworker Immersion Program Established Spring 2012

## Project Description

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



## Goals of the FIP

- Act in solidarity to promote human dignity and the rights of workers, by connecting immersion 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 \$25,000

In Ventura County, the hourly wage necessary to rent a 2-bedroom home at fair market rent is \$49.31 with a cumulative yearly salary of \$102,565. 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.



## FIP Logo

Last 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.



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



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# Alumni Spotlight

## Erika Fernandez, '13 Psychology & Sociology

By Diana Alfaro, Volunteer Engagement Ambassador

**Erika Fernandez**, a first-generation college student and graduate of CSU Channel Islands in 2013, double majored in Psychology and Sociology with an Emphasis on Institutions. She embarked on her academic and professional journey with a deep commitment to helping others. Her desire to pursue higher education was largely influenced by her parents, who, as immigrants, emphasized the importance of attending college to avoid a life of limited opportunities. They wanted more for her than the hard manual labor they experienced. Her initial goal was to become a parole officer, driven by personal experiences growing up in a community where many of the people she loved and cared about struggled with substance abuse, with some losing their lives due to it. She wanted to help others steer clear of this path and make a positive impact in their lives.

### Academic Journey & Challenges

Her academic journey was not without its challenges. As a first-generation student, Erika's parents encouraged her to go to college but couldn't provide specific advice on how to navigate the application process or her path to a career. She found support in programs like TRIO Upward Bound at Pacifica High School, where she received guidance on higher education and helped her feel less isolated in her pursuit of higher education. One of the major obstacles she was struggling with was the SATs and failing three English courses in high school, which threatened to delay her graduation. However, TRIO helped her get back on track by recommending courses at Oxnard College, where she thrived in a different learning environment and found success. She credits this pivotal moment to Gabriela Torres, a key mentor from TRIO Upward Bound, who played a substantial role in helping her graduate high school and transfer to CSU Channel Islands.

### Influential Experiences

Once enrolled at California State University Channel Islands (CSUCI), Erika participated in a Liberal Studies service-learning class called, Juvenile Justice System Service (LS200-01), which combined community service with academic work. One experience that profoundly impacted her occurred during a visit to a juvenile detention center, where she tutored the young residents. She worked with a fifteen-year-old boy who was struggling to complete his essay. In talking with him, Erika learned that he had completely lost hope in his future and no longer saw the importance of learning to read or write. Despite being bright and well-mannered, the boy felt that his dream of becoming a teacher was far gone. He believed that once he was transferred out of the detention center to finish his sentence, he would be permanently labeled a felon, closing the door to his aspirations. His story deeply moved Erika and solidified her desire to pursue a career in community service. This experience, along with her studies in psychology and social institutions at CSUCI, helped her better understand the complexities of the individuals and communities she was determined to help.



### Skills & Mindset Gained

Her time at CSUCI was crucial in building the skills and mindset necessary for her current work in community service. The small class sizes and personalized attention at CSUCI were instrumental in her academic success. Additionally, her role as a peer advisor and the community service experiences she had, especially her work in the juvenile detention center and Casa Pacifica, played a key role in shaping her desire to work in community-based settings. Her experiences with youth reinforced her passion for helping individuals turn their lives around.

### Current Work and Future Aspirations

Today, Erika Fernandez works with Ventura County Behavioral Health (VCBH) in Substance Abuse Prevention. Through her role, she has expanded her outreach to the community. She also runs a podcast focused on substance abuse prevention called, "Platica con Cafe". Erika is passionate about the work she does, especially providing information to families and communities who need it most. Her work involves engaging with local communities to talk about substance abuse prevention and working to ensure that crucial conversations are happening, particularly in cultures where such topics can be taboo. Erika's work regarding community service has shaped her belief that success is connecting to people. She finds meaning in conversing with people and being a resource for them, even if it is just for a brief moment. She says it's about planting seeds of knowledge and awareness to create positive change in people's lives before substance abuse even begins.

### Reflection and Lessons Learned

Along the way, Erika has learned the importance of perseverance and adaptability. While her original career goal of becoming a parole officer was rejected by unforeseen circumstances, she found fulfillment in other areas of community service. Her belief that "things happen for a reason" has been central to her journey. She also continues to be motivated by the opportunity to help others and make a real difference in her community.

### Future Goals

Looking ahead, Erika is focused on expanding her work in substance abuse prevention and continuing to make a difference in Ventura County. She also aspires to further her education, with interests in pursuing a master's degree in public policy and administration or attending law school. She wants to make a lasting impact in her community by advocating for policy changes that can help people at risk, and she remains dedicated to working toward solutions that will benefit those struggling with substance abuse and related issues.

# Alumni Spotlight

## Jessica Rodriguez, '19 Chicano/a Studies

*By Jennifer Raymond, Community Partnership Lead*

**Jessica Rodriguez's** journey into the mental health field was shaped by her academic experiences, family values, and deep commitment to community service. Graduating in 2019 with a degree in Chicana/o Studies and a minor in Communication from CSUCI, she found profound guidance in professors like Jose Alamillo, Jennie Luna, and Nicholas Centino. Their mentorship and courses, particularly CHS 383 Chicana/o Latina/o Identity and Empowerment class with Professor Centino, instilled in her a strong sense of belonging and the understanding that genuine love for the community is essential to making a difference.

Initially, Jessica considered becoming a social worker, but her path led her to the field of mental health instead. Her upbringing played a crucial role in this decision—her family regularly served food to those in need, teaching her that service does not have to be grand; sometimes, even a small act like offering a smile can be meaningful.

Her path to Pacific Clinics, where she began working in October 2021, was not immediate. She first gained experience working at a school district, a dentist's office, and the Boys & Girls Club of Greater Oxnard and Port Hueneme, where she saw firsthand how much children struggled. The COVID-19 pandemic solidified her desire to enter the mental health field, as she recognized the growing need for support in her community.

At Pacific Clinics, Jessica provides peer-to-peer support, helps individuals navigate insurance, find doctors, and secures employment. Her work is fulfilling but also mentally draining. She has learned the importance of setting boundaries, ensuring she does not bring work home, and prioritizing self-care. She understands that her role is not to do everything for her clients but to empower them to take control of their own lives.

Her education at CSUCI deeply influenced her approach to service. The university's focus on community engagement, particularly through UNIV and COMM service-learning courses, where she served at Community Roots Garden, taught her patience, humility, and the value of giving back. Jessica believes that a sense of identity and belonging is crucial in mental health, and having professionals who understand a person's cultural background can make a significant impact on their well-being.

Looking ahead, Jessica is certain about her future in mental health. Regardless of where she lands, one thing remains clear—her commitment to helping others is unwavering. Inspired by the kindness and love demonstrated by her professors and family, she continues to embody the belief that true service stems from a genuine love for the community and oneself.



Do you have a story of service to share? Scan the QR code for our questionnaire.





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# Alumni Spotlight

## Kalie Wray, '19 Business

By Diana Alfaro, Volunteer Engagement Ambassador

**Kalie Wray** took an unexpected yet fulfilling journey into the world of service and nonprofit work. Initially uncertain about her career path, Kalie explored multiple fields before discovering her passion for purpose-driven work. With a degree in Business from CSU Channel Islands in 2019, she gained experience in the maritime industry before finding her place at the Search Dog Foundation (SDF). Now serving as the Administration & Volunteer Manager, Kalie plays a vital role in connecting volunteers with life-changing service work, demonstrating the profound impact of service in her career and community.

### Journey to Service

Kalie's journey into service was not a predetermined path but rather a result of exploration and self-discovery. While she always aspired to work in a meaningful field, she did not initially envision a career in nonprofit work. After graduating from CSUCI, she held various roles in the recreational maritime industry, where she developed essential skills in administration, customer service, and problem-solving. However, she felt a lingering desire to find her true purpose. This search led her to SDF, an organization dedicated to rescuing and training dogs for disaster response.

Starting as an Office Manager, Kalie supported multiple departments, including human resources, technology, and administration. This role introduced her to SDF's volunteer network, where she witnessed the dedication of individuals committed to a greater cause. After two years, she transitioned into the role of Administration & Volunteer Manager, where she now recruits, onboards, and manages volunteers nationwide, ensuring that their efforts align with SDF's mission.

### Influential Experiences & Community Impact

One of the most meaningful aspects of Kalie's work is seeing the direct impact of SDF's mission on both animals and people. The organization rescues dogs from shelters, training them to become search-and-rescue animals ready to deploy during disasters. Many of these dogs, deemed unadoptable due to their high energy and drive, find a renewed purpose in life-saving work. Knowing that these dogs, once at risk of euthanasia, now contribute to critical disaster relief efforts worldwide has reinforced Kalie's belief in the power of service.

Additionally, Kalie has taken steps to strengthen the connection between CSUCI and SDF by recruiting student interns. Kalie finds immense fulfillment in providing students with opportunities to gain experience in nonprofit work and discover their own passion for service.



### Challenges & Lessons Learned

Kalie's transition into nonprofit work was not without its challenges. Adjusting from a for-profit industry to a mission-driven organization required a shift in perspective. Unlike traditional business settings, success in the nonprofit sector is measured not just by financial growth but by the tangible impact on communities.

One of the biggest lessons Kalie has learned is the importance of adaptability. In her role, she juggles administrative responsibilities, volunteer coordination, and community outreach. Each day brings new challenges, whether it be managing logistics for volunteers or ensuring SDF's operations run smoothly. However, she has embraced this dynamic environment, finding motivation in the knowledge that every task contributes to a larger purpose.

### Mentorship & Inspiration

Kalie draws inspiration from Wilma Melville, the founder of SDF. Wilma, who started the organization in her 60s, recognized the urgent need for search dogs in disaster response and took action. Now, at 91 years old, she remains a powerful example of perseverance and dedication. Her story serves as a reminder to Kalie that it is never too late to make a difference and that one person's vision can create a lasting impact.

### Advice for Students Interested in Service

For CSUCI students considering a career in service or the nonprofit sector, Kalie emphasizes the value of hands-on experience. She encourages students to seek out volunteer opportunities and internships, as these roles provide a gateway to the industry. Many of SDF's current employees, including former interns and volunteers, were able to showcase their skills and dedication before being hired full-time. Kalie believes that taking initiative and getting involved in service work can open doors to fulfilling career paths.

### Finding Purpose in Service

As the Administration & Volunteer Manager, Kalie finds the greatest satisfaction in being the voice of gratitude for SDF's volunteers. She recognizes that the organization's success would not be possible without the dedication of those who give their time and energy to its mission. Whether coordinating volunteers, expressing appreciation, or fostering a culture of service, she takes pride in encouraging others to continue making a difference in their communities.

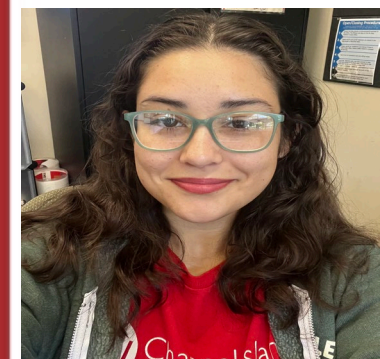
Through her work, Kalie has not only found her career path but also her purpose: to inspire and empower others to engage in service. Her journey serves as a testament to the unexpected ways in which one can find fulfillment and meaning by contributing to a cause greater than oneself.



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# 2024-2025 CSUCI Corps Program Community Service Initiative

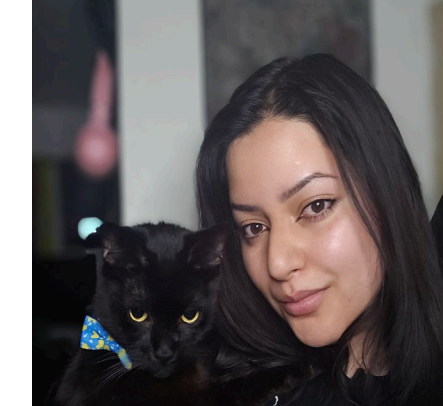
CSUCI Corps is a paid service internship initiative and collaboration between the Center for Community Engagement (CCE), the Federal Work Study program, and grants from the Amgen Foundation and Santa Monica Mountains Trails Council. The program places student leaders at area non-profits, schools or the 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.



**Jasmine Gomez, Edu Corps.** Jasmine is a junior, majoring in Liberal Studies. She is providing classroom support to 7th and 8th graders at **Somis Union School District**.



**Cassandra Espinoza, FoodCorps.** Cassandra is a senior, graduating in May 2025 with a degree in Sociology. She is providing garden education activities at Oxnard elementary schools with **VC Farm to School**.



**Diana Alfaro, STEM Corps.** Diana is a junior, majoring in Biology. She is providing STEM program support for the **Center for Community Engagement**. Diana is also the CCE's Volunteer Engagement Ambassador.



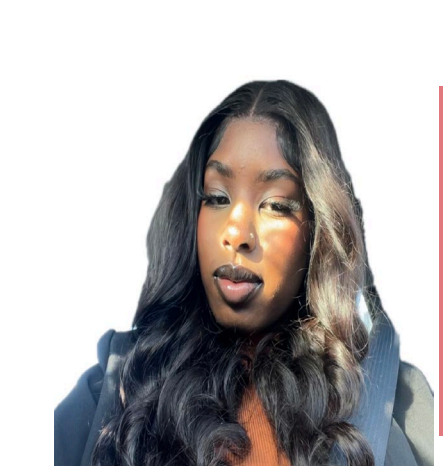
**Leannah Ortiz, STEM Corps.** Leannah is a senior, graduating in May 2025 with a degree in Health Science. She is facilitating STEM activities to children at providing STEM support to children at CEDC's **Meta St. Apartments** in Oxnard.



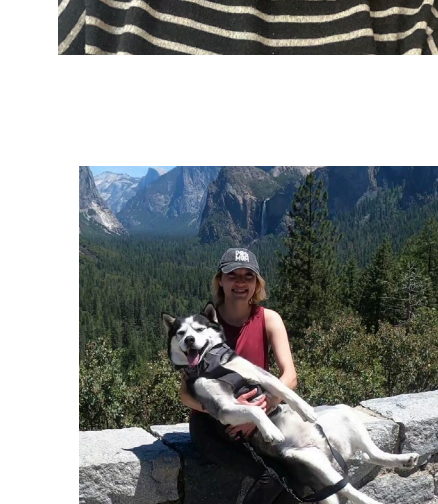
**Josselyn Rodriguez, Edu Corps.** Josselyn is a senior, graduating in May 2025 with a degree in Studio Art. She is providing classroom support to 1st and 2nd graders at **Somis Union School District**.



**Jisell Camarena Ramires, Food Corps.** Jisell is a senior, graduating in Dec 2024 with degrees in Political Science, & Chicana/o Studies, & Spanish. She is providing garden education activities at Oxnard elementary schools with **VC Farm to School**.



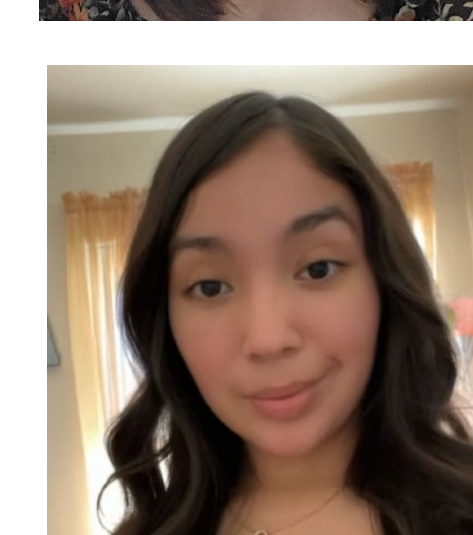
**Aliya Atkins, STEM Corps.** Aliya is a first-year, majoring in Mechatronics Engineering. She is facilitating STEM activities to children at the **Boys & Girls Club of Camarillo**.



**Liz Ayala, STEM Corps.** Liz is a senior, graduating in May 2025 with a degree in Biology. She is facilitating STEM activities to children at the **Boys & Girls Club of Camarillo**.



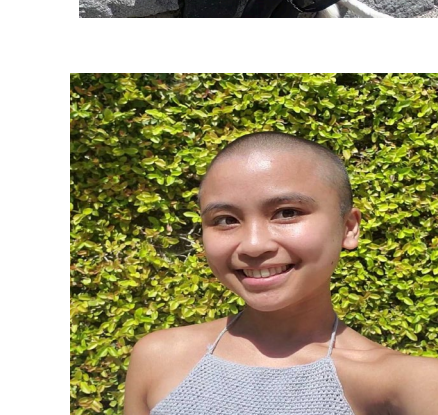
**Maricarmen Guillen, Edu Corps.** Maricarmen is a sophomore, majoring in Business. She is providing academic homework support to children at CEDC's **Camino Gonzalez Apartments** in Oxnard.



**Julia Mendez, Health Corps.** Julia is a senior, graduating in May 2025 with a degree in Biology. For the past 2 1/2 years, she has been assisting with patient data collection at **Westminster Free Clinic** in Oxnard & Thousand Oaks.



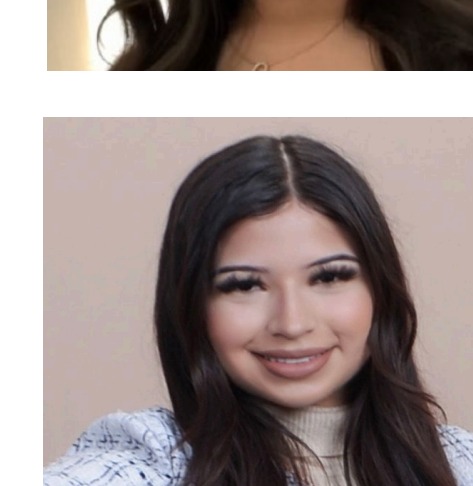
**Isabella Jackson, STEM Corps.** Isabella is a senior, graduating in May 2025 with a degree in ESRM. She is facilitating STEM activities to children at providing STEM support to children at CEDC's **Meta St. Apartments** in Oxnard.



**Angela Batoon, Trail Corps.** Angela is a junior, majoring in Studio Art. She is serving with the **Santa Monica Mountains Trails Council** to restore the local public trail system.



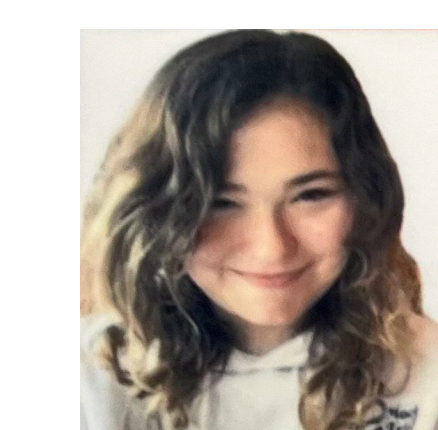
**Marcos Farias, Edu Corps.** Marcos is a junior, majoring in Psychology. He is providing academic homework assistance at CEDC's **Meta St. Apartments** in Oxnard.



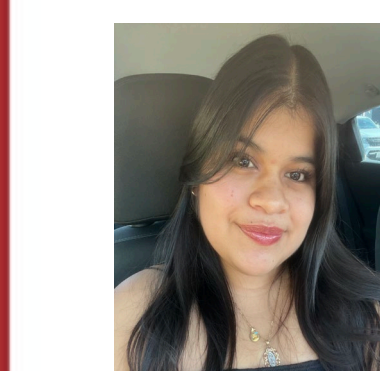
**Hailey Martinez, Health Corps.** Hailey is a sophomore, majoring in Psychology. She is providing mental health outreach support with **Oxnard Performing Arts Center** in Oxnard.



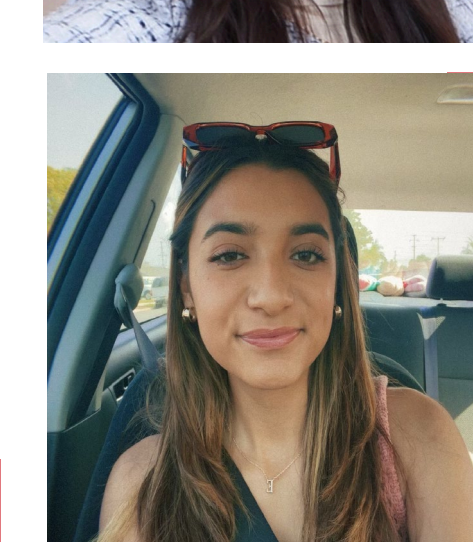
**Saisree Kalikota, STEM Corps.** Saisree is a graduate student in the Biotechnology & Bioinformatics program. She is facilitating STEM activities for children at the **Boys & Girls Club of Camarillo**.



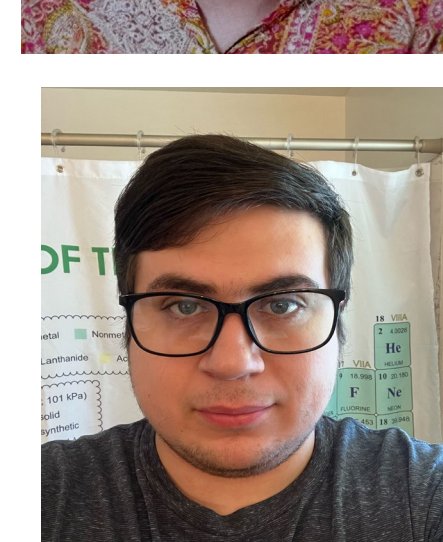
**Audrey Byrd, Trail Corps.** Audrey is a junior, majoring in Communication and minoring in Philosophy. She is serving with the **Santa Monica Mountains Trails Council** to restore the local public trail system.



**Maria Tellez Mendoza, Edu Corps.** Maria is a sophomore, majoring in Liberal Studies. She is providing classroom support to children at **Somis Union School District**.



**Alexa Palafox, Climate Corps.** Alexa is a junior, majoring in Communication and minoring in Chicana/o Studies. She is working with the **Office of Sustainability** on events such as Coastal Cleanup Day & rolling out a new Adopt-a-Spot program.



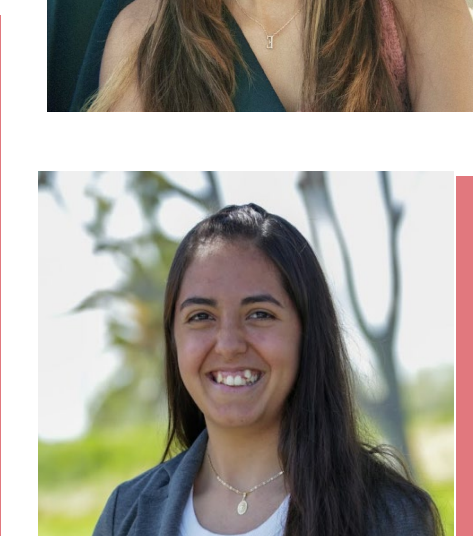
**Jacob Kritzer, STEM Corps.** Jacob is a senior, graduating in Summer 2025 with a degree in Chemistry. He is facilitating STEM activities for children at CEDC's **Paseo Del Rio/Paseo Santa Clara** in Oxnard.



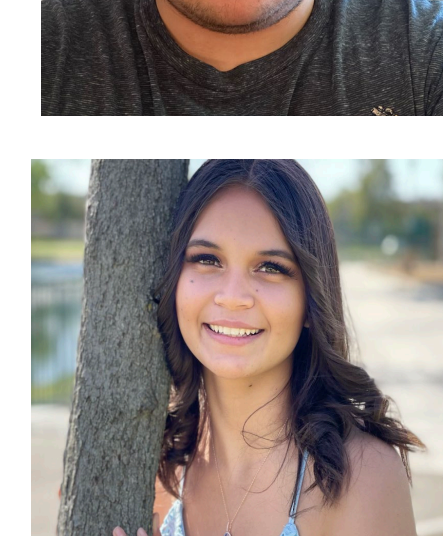
**Haley Langness, Trail Corps.** Haley is a senior, graduating in May 2025 with a degree in ESRM, with an Earth emphasis and minoring in Biology. She is serving with the **Santa Monica Mountains Trails Council** to restore the local public trail system.



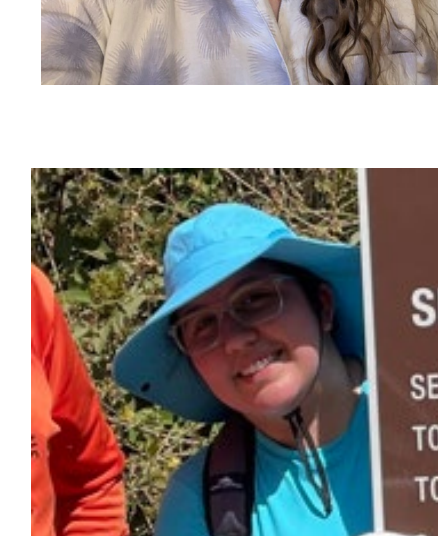
**Jacqueline Manriquez, Edu Corps & STEM Corps.** Jacqueline is a sophomore, majoring in Health Science and minoring in Spanish. Jacqueline is providing academic homework support & facilitating STEM activities to children at CEDC's **Camino Gonzalez Apartments**.



**Natalie Leon, STEM Corps.** Natalie is a senior, graduating in May 2025 with a degree in Chemistry & a Biochemistry option. She is providing STEM program support for the **Center for Community Engagement**.



**Haley Anglin, STEM Corps.** Haley is a junior, majoring in Mechatronics Engineering and minoring in Math. She is facilitating STEM activities at CEDC's **Villa Cesar Chavez** in Oxnard.



**Luna Huitron, Trail Corps.** Luna is a junior, majoring in Business with a Management focus. She is serving with the **Santa Monica Mountains Trails Council** to restore the local public trail system.



Channel Islands  
CALIFORNIA STATE UNIVERSITY

# 2024-2025 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 Sustainability Month and Earth Month activities as well as 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

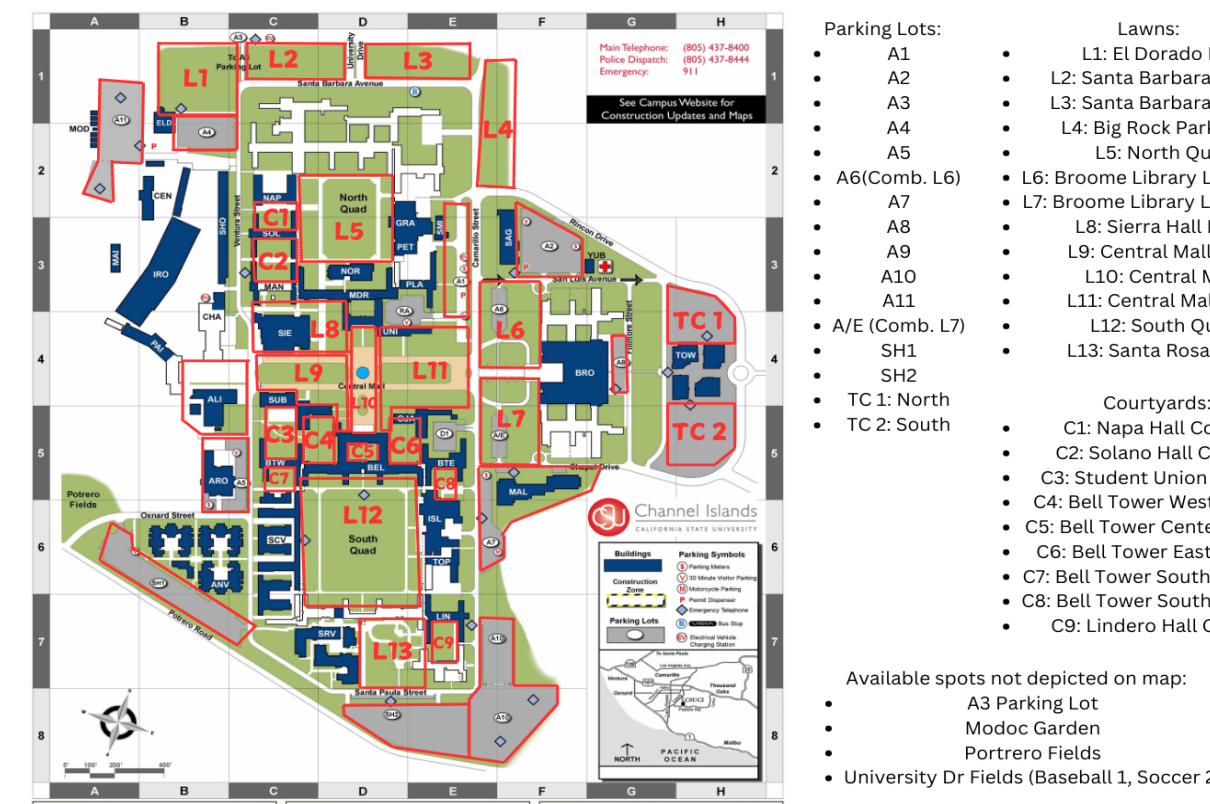


## 2024-25 Initiatives

This year, Alexa worked on Campus Cleanup Day, the Reusable Bag Collection Drive, & social media outreach. She has also been preparing an Adopt-a-Spot initiative, where campus departments, clubs/orgs, etc. can adopt an area on campus to keep clean and/or beautify. Stay tuned!

## CSUCI Sustainability Goals

- 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

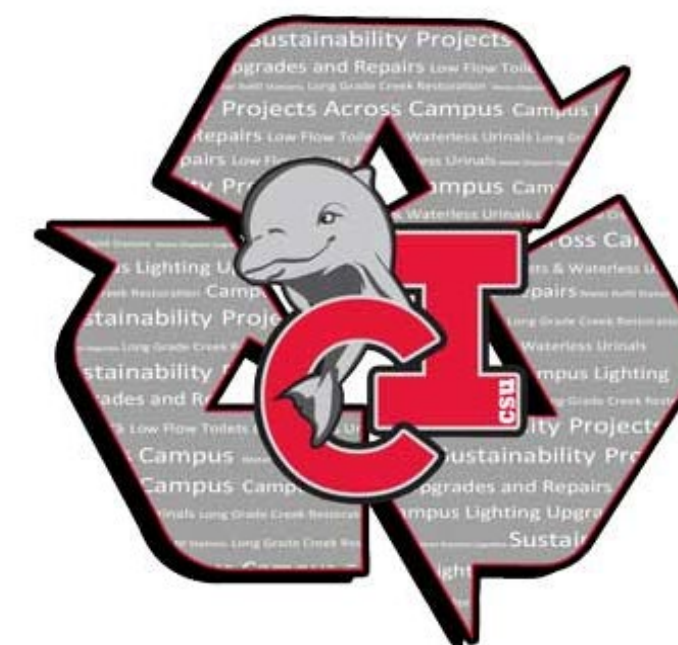


- |                      |                                    |
|----------------------|------------------------------------|
| <b>Parking Lots:</b> | <b>Lawns:</b>                      |
| • A1                 | • L1: El Dorado Park               |
| • A2                 | • L2: Santa Barbara Lawn 1         |
| • A3                 | • L3: Santa Barbara Lawn 2         |
| • A4                 | • L4: Big Rock Park Lawn           |
| • A5                 | • L5: North Quad                   |
| • A6(Comb. L6)       | • L6: Broome Library Lawn North    |
| • A7                 | • L7: Broome Library Lawn South    |
| • A8                 | • L8: Sierra Hall Lawn             |
| • A9                 | • L9: Central Mall West            |
| • A10                | • L10: Central Mall                |
| • A11                | • L11: Central Mall East           |
| • A/E (Comb. L7)     | • L12: South Quad                  |
| • SH1                | • L13: Santa Rosa Lawn             |
| • SH2                |                                    |
| • TC 1: North        | <b>Courtyards:</b>                 |
| • TC 2: South        | • C1: Napa Hall Courtyard          |
|                      | • C2: Solano Hall Courtyard        |
|                      | • C3: Student Union Courtyard      |
|                      | • C4: Bell Tower West Courtyard    |
|                      | • C5: Bell Tower Center Courtyard  |
|                      | • C6: Bell Tower East Courtyard    |
|                      | • C7: Bell Tower South Courtyard 1 |
|                      | • C8: Bell Tower South Courtyard 2 |
|                      | • C9: Lindero Hall Courtyard       |
- Available spots not depicted on map:  
• A3 Parking Lot  
• Modoc Garden  
• Portrero Fields  
• University Dr Fields (Baseball 1, Soccer 2)



Alexa Palafox

Alexa Palafox is a junior, majoring in Communication, with an emphasis on Environmental Communication and minoring in Chicano/a Studies. She believes it's important to be involved in the community because we take so much from it. By being involved in the community, our actions allow us to become closer in t community with each other.



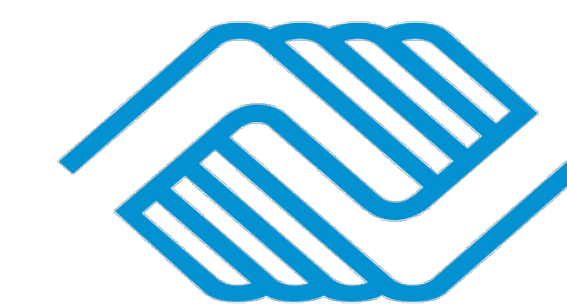
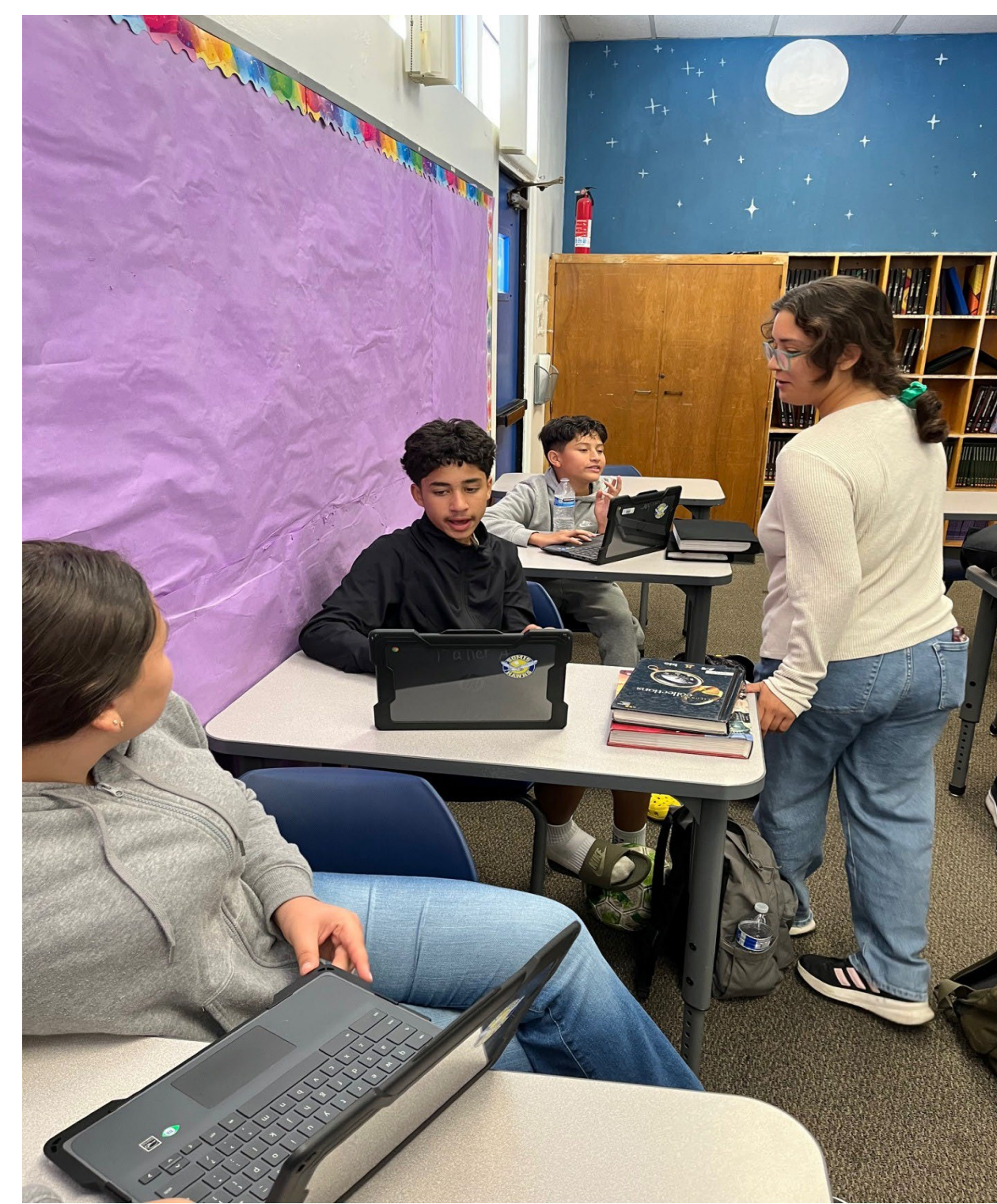


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# 2024-2025 CSUCI Edu Corps Community Service Initiative

## EduCorps

**Edu Corps** members provide homework, literacy, and mentoring activities and support to elementary-age school children at the Boys and Girls Club of Camarillo, Somis Union School District, and Cabrillo Economic Development Corporation farmworker housing properties: Meta Street & Camino Gonzalez Farmworker Family Apartments.



**BOYS & GIRLS CLUB  
OF CAMARILLO**



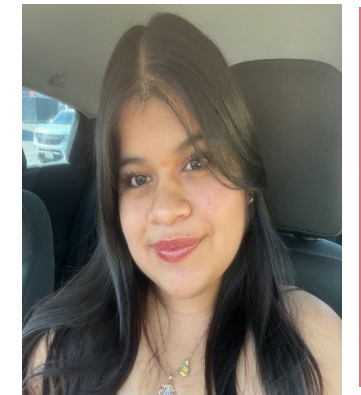
**Marcos Farias** is a junior, majoring in Psychology. He believes there are many benefits to being involved in the community, such as a sense of belonging & empathy. Marcos is providing academic homework assistance at CEDC's **Meta St. Apartments** in Oxnard.



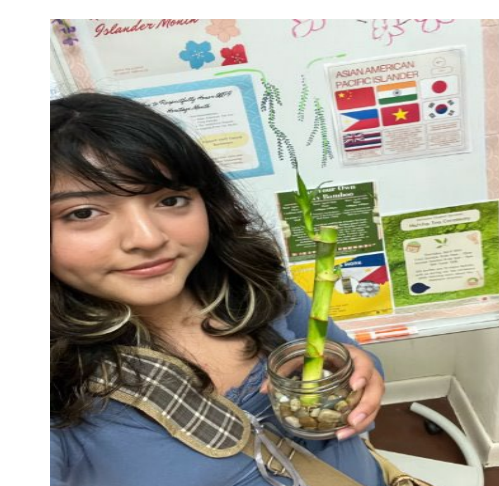
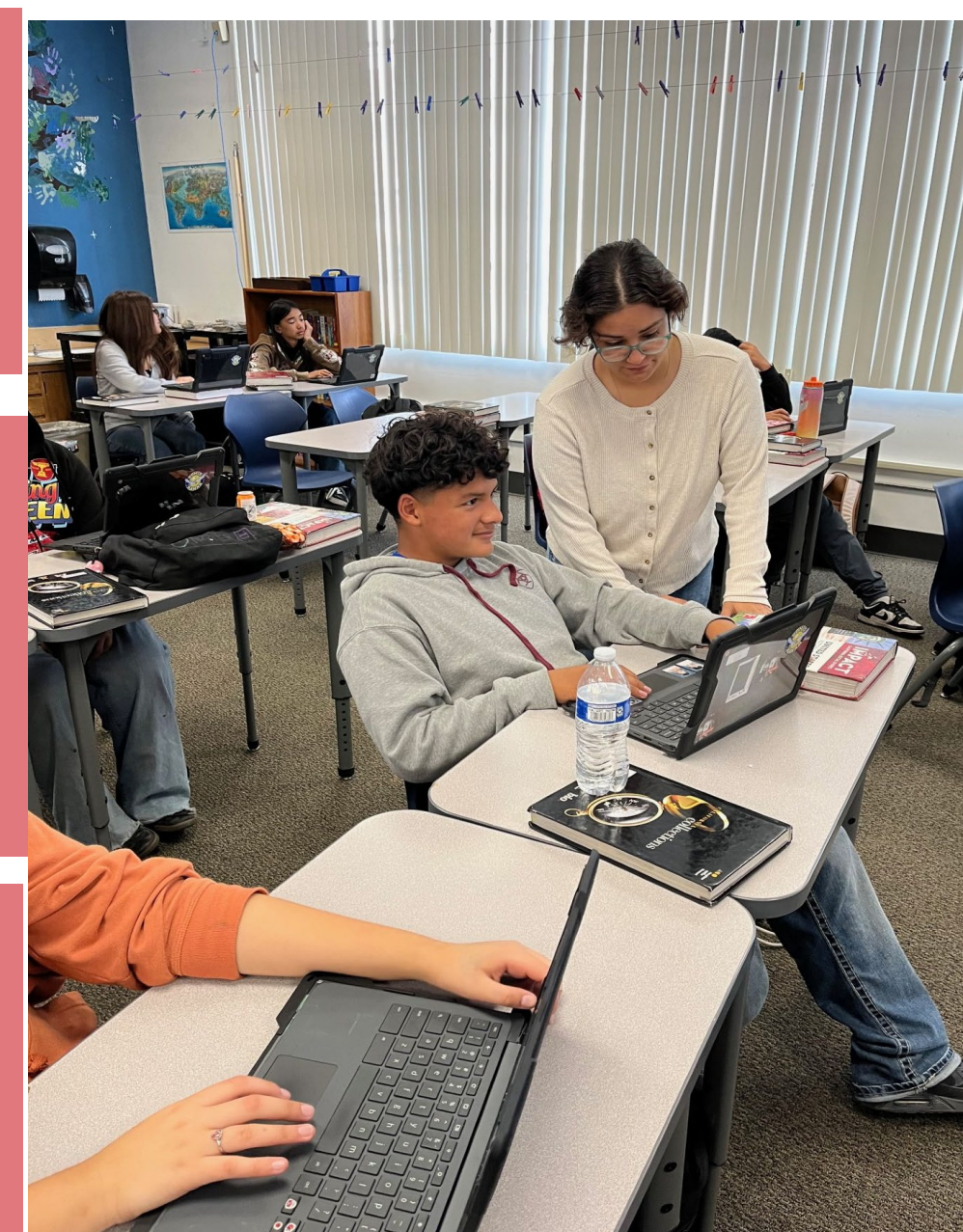
**Jasmine Gomez** is a junior, majoring in Liberal Studies. After graduation, she plans to earn a multiple subject credential & begin her career as a teacher. Jasmine is providing classroom support to 7<sup>th</sup> and 8<sup>th</sup> graders at **Somis Union School District**.



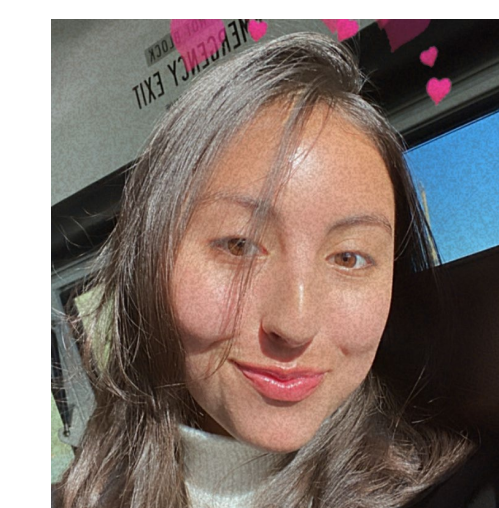
**Josselyn Rodriguez** is a senior, graduating in May 2025 with a degree in Studio Art. As an art major, she's constantly seeking fresh inspiration from the new generation of creative minds. Josselyn is providing classroom support to 1<sup>st</sup> and 2<sup>nd</sup> graders at **Somis Union School District**.



**Maria Tellez Mendoza** is a sophomore, majoring in Liberal Studies. After graduation, she plans to earn a teaching credential & eventually teach 3<sup>rd</sup> grade. Maria is providing classroom support to children at **Somis Union School District**.



**Maricarmen Guillen** is a sophomore, majoring in Business. After graduation, she plans to attend law school & pursue a career in Intellectual Property Law. Maricarmen is providing academic homework support to children at CEDC's **Camino Gonzalez Apartments** in Oxnard.



**Jacqueline Manriquez** is a sophomore, 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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# 2024-2025 CSUCI Food Corps Community Service Initiative

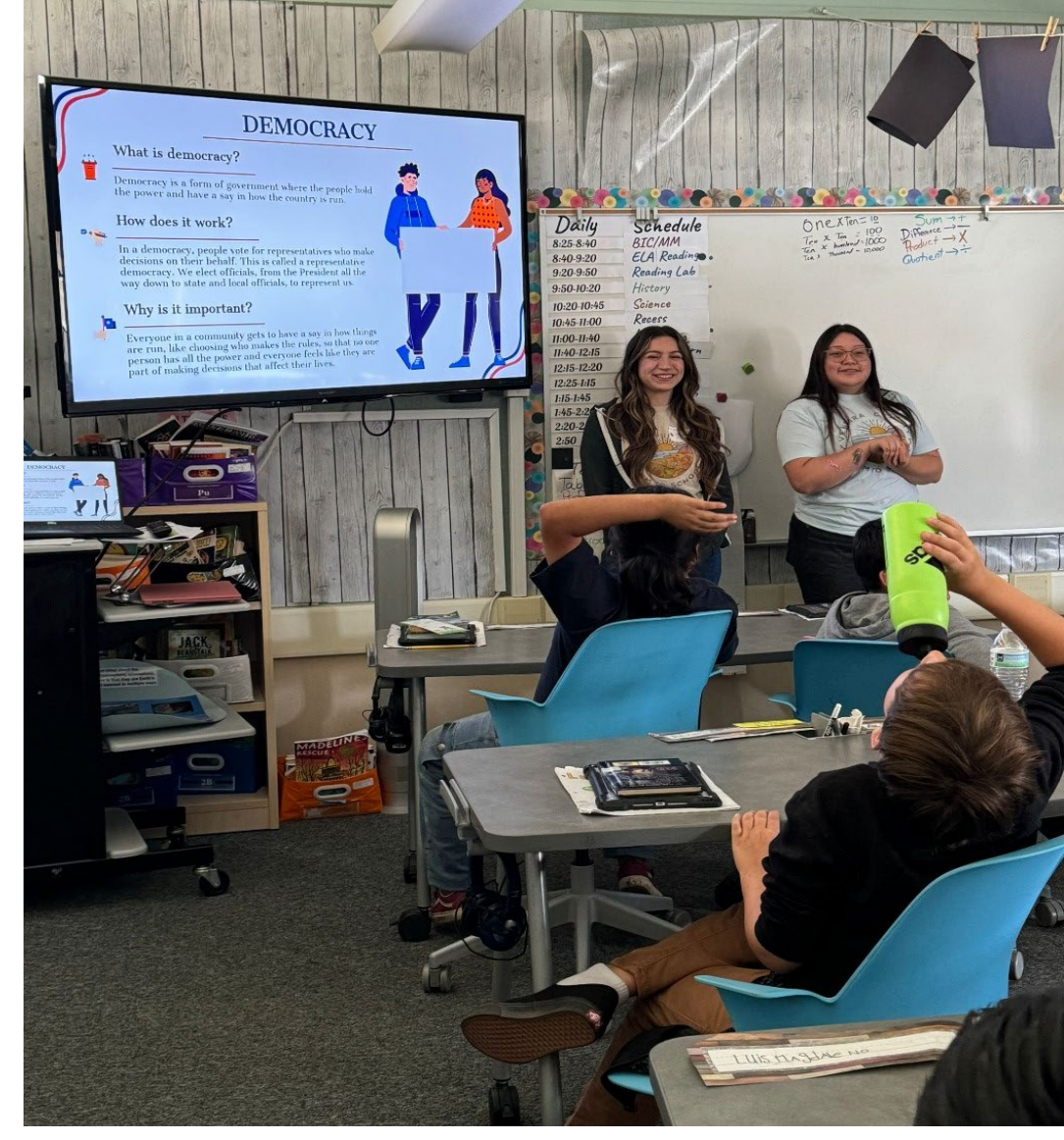
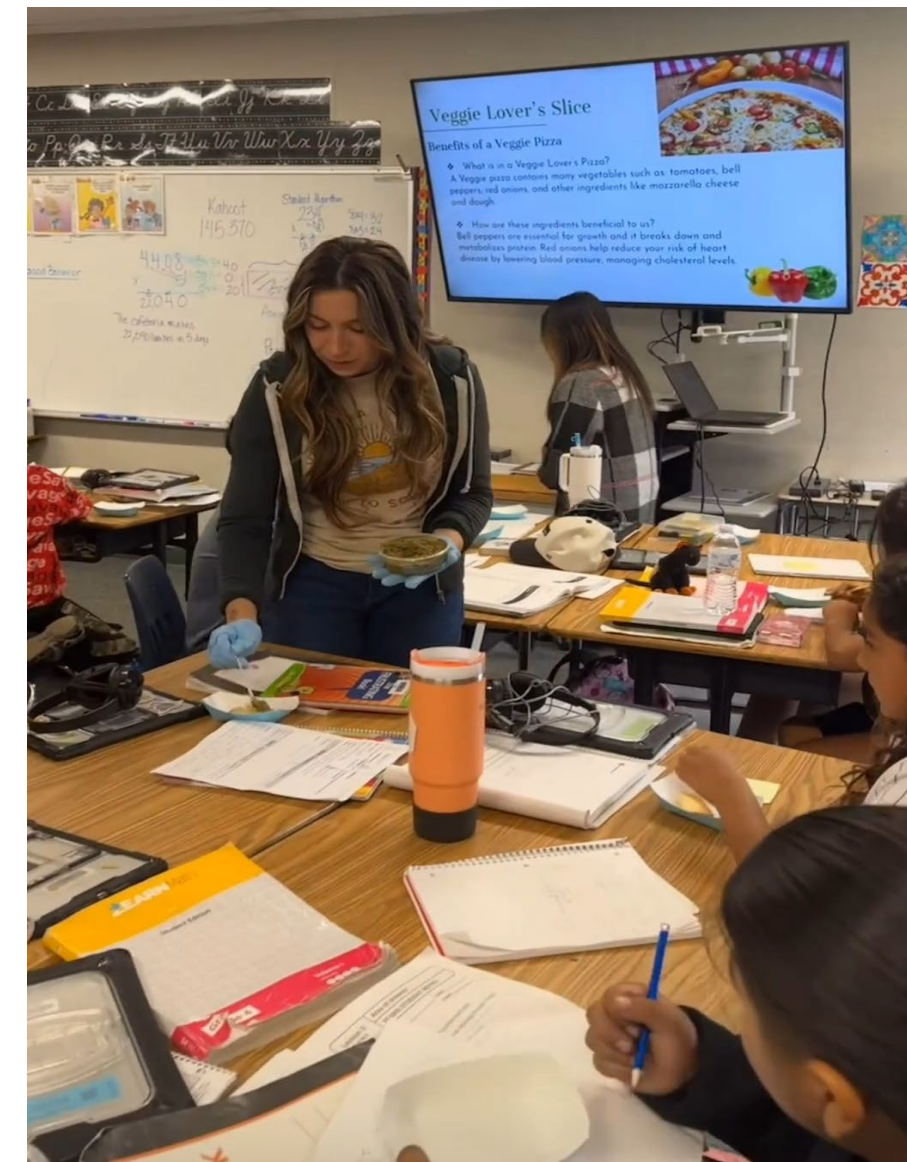
## Food Corps

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.



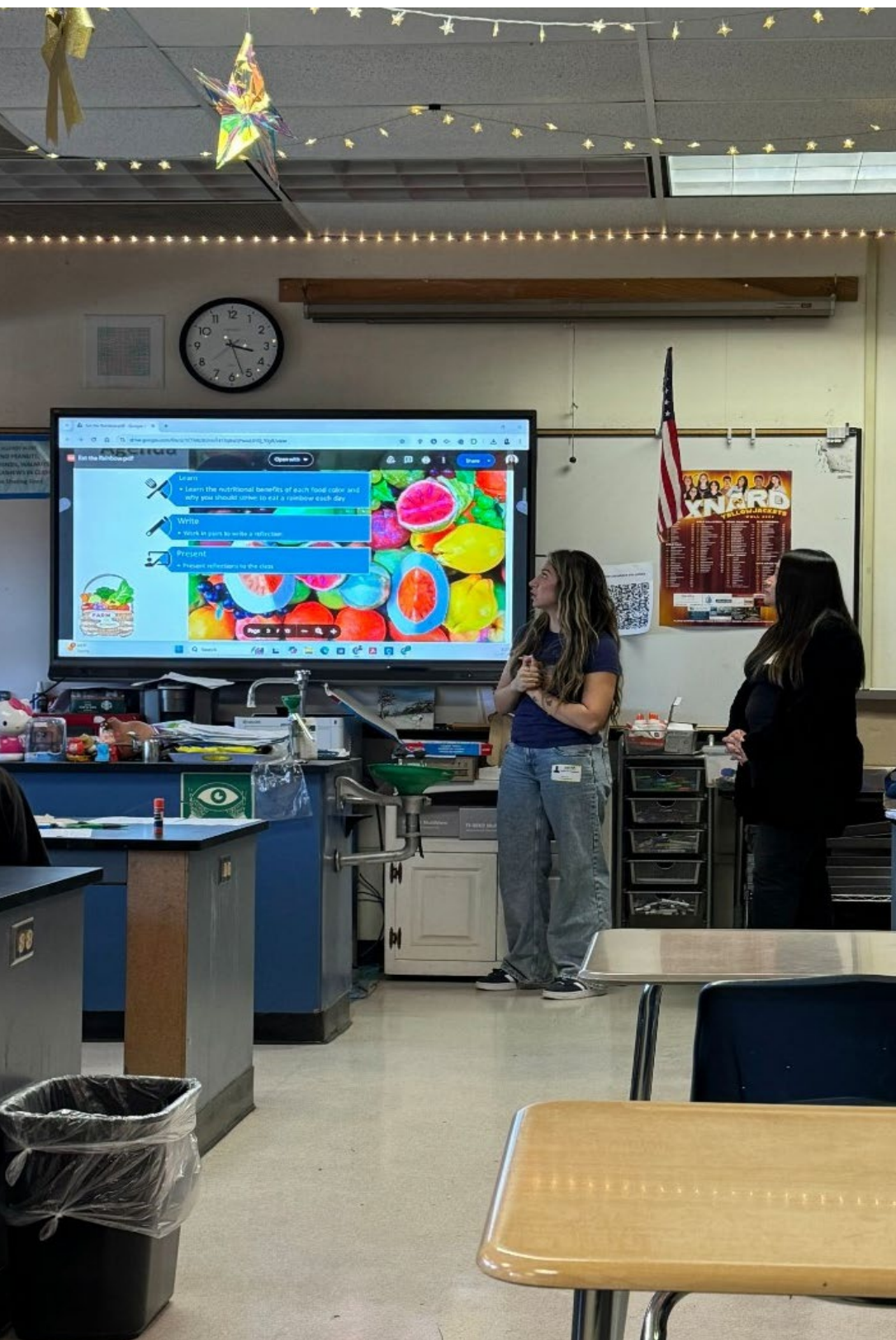
### Cassandra Espinoza

Cassandra Espinoza is a senior, graduating in May 2025 with a degree 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 graduated in Fall 2024 with a double major in Political Science and Chicana/o Studies & minor 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 Program Report 2023-24

- 30,500 students reached
- 75 schools
- 12 school districts
- 2,700 pounds harvested in gardens
- 270 teachers utilized F2S lessons
- 80 teachers trained



Ventura County  
FARM TO SCHOOL

### Ventura County Farm to School

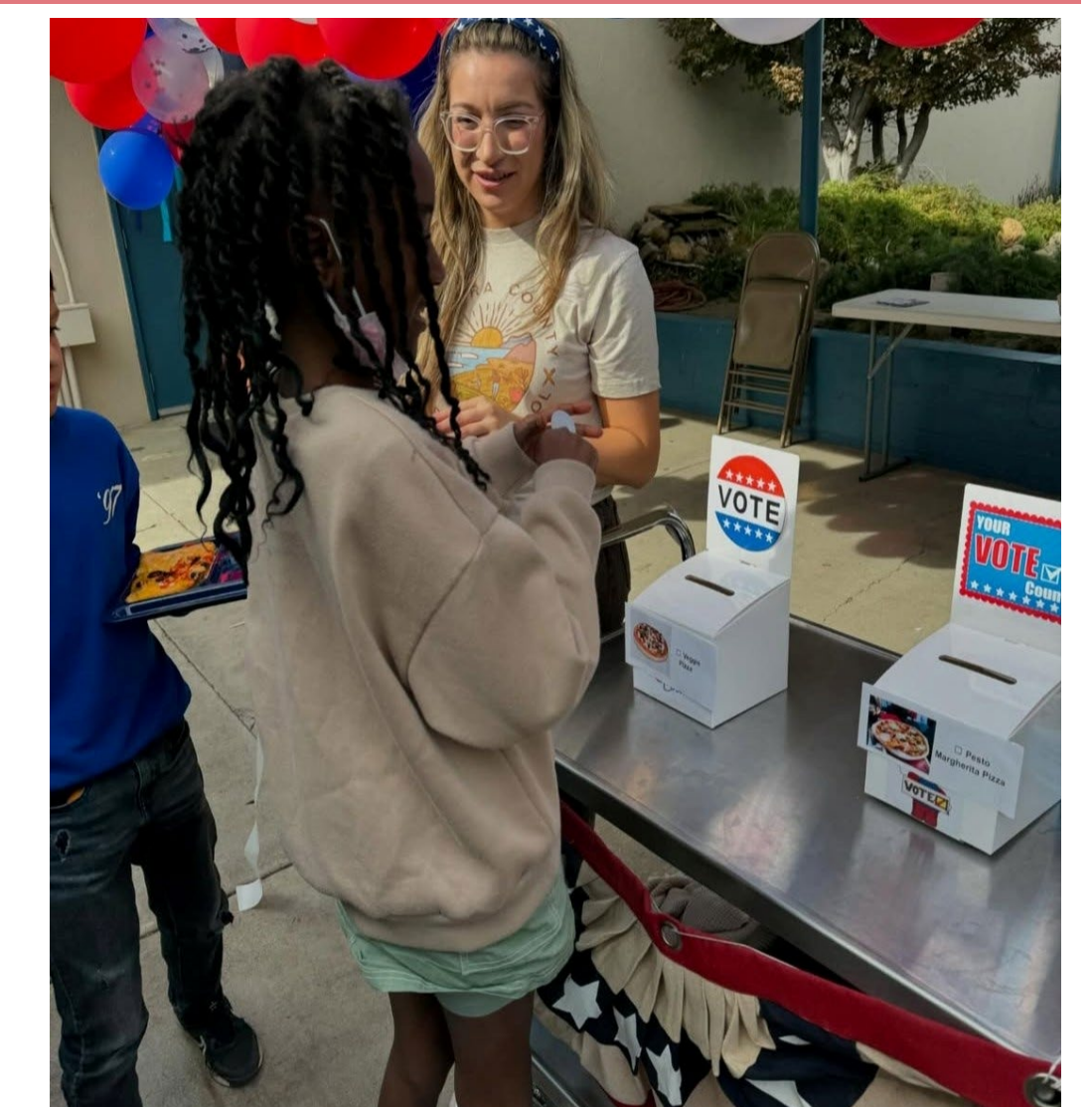
**Mission:** We are dedicated to promoting environmental, agricultural, & nutritional education. We support school garden programs & connecting local farms to Ventura County schools.

Gardens are outdoor classrooms where learning is hands-on, project-based, team-building, and improves students' social emotional health.

### School Garden Directory

58 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



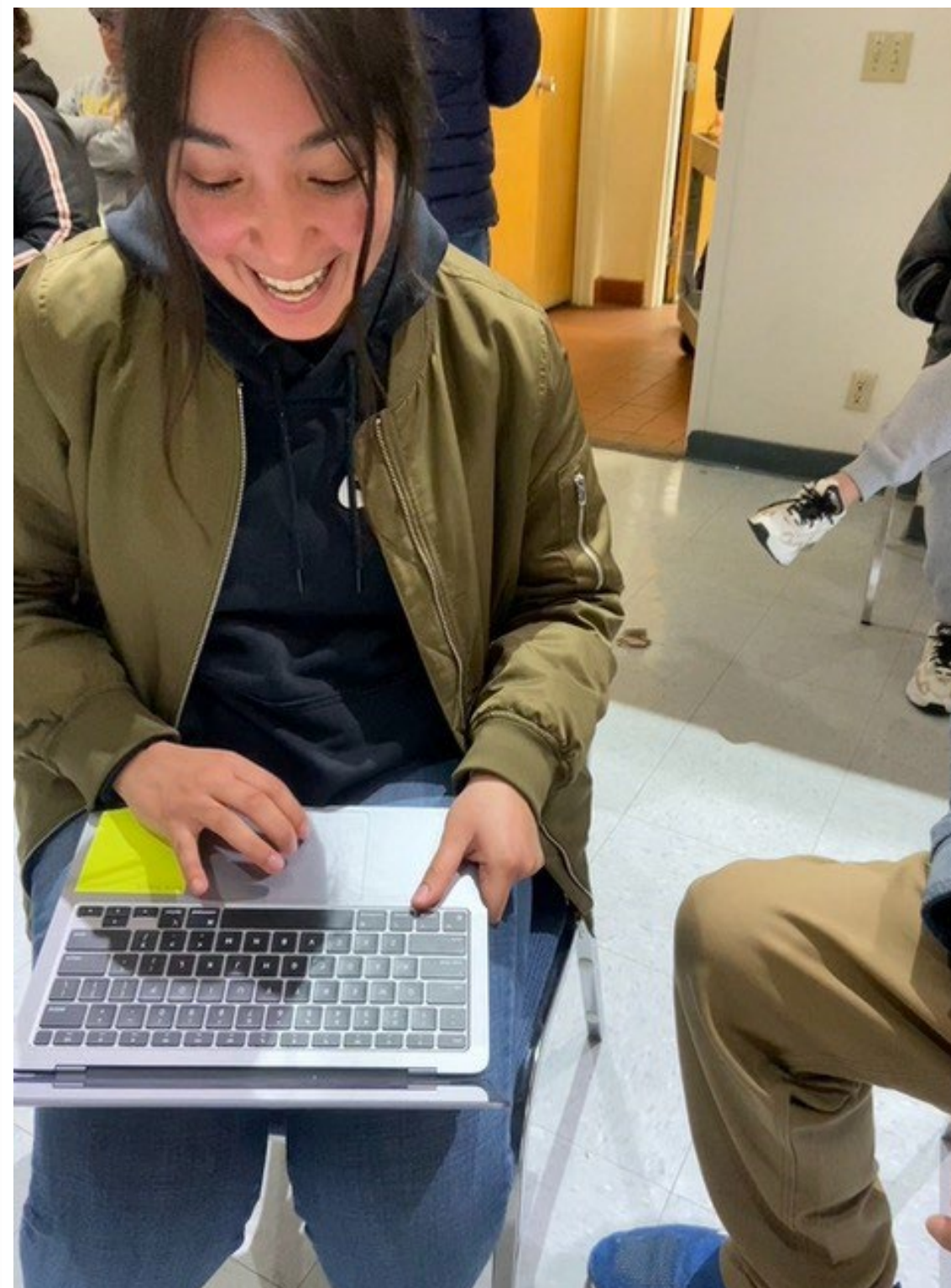


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# 2024-2025 CSUCI Health Corps Community Service Initiative

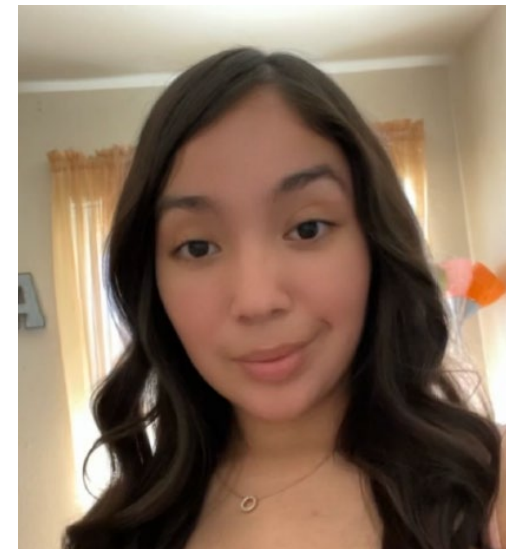
## Health Corps

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 and 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.



### Hailey Martinez

**Hailey Martinez** is a sophomore, 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 mental health outreach support with the **Oxnard Performing Arts Center** in Oxnard.



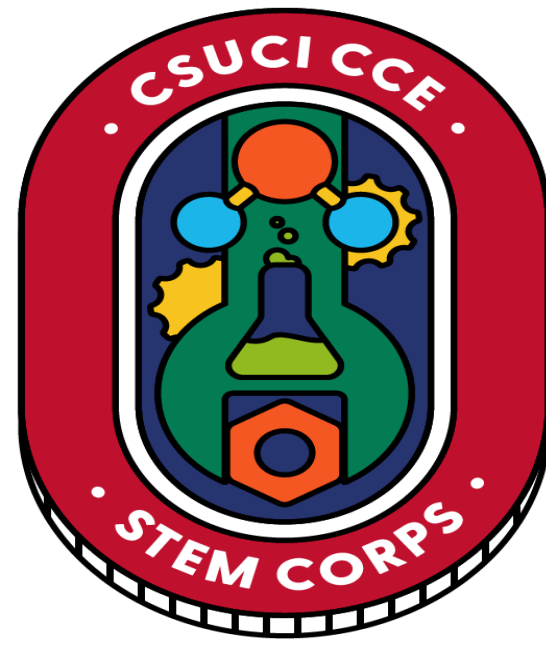


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# 2024-2025 CSUCI STEM Corps A Partnership with the Amgen Foundation

## STEM Corps

Led by the Center for Community Engagement & supported by the **Amgen Foundation**, 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 3 hours per week at a community partner site to support the development of STEM skills, learning & curiosity. This year, the STEM Corps facilitated STEM activities for children at their community partner site.



AMGEN Foundation



- ### STEM Activities
- CSI Fingerprints & Blood Spatter
  - Screaming Cup
  - How Does Your Garden Grow?
  - Simple Catapult
  - Art Bot
  - Fizzy Flask
  - Egg in a Bottle
  - UV Bracelets
  - Air Ball Bowling
  - Clay-ate the Cardiovascular System
  - Tie Dye & Spin Chromatography
  - Alka Seltzer Rockets
  - Paper Circuits
  - Alginate Snakes
  - DNA Extraction
  - Exploring Enzymes
  - Flubber
  - Paper Tower
  - Self-Inflating Balloons
  - Stacking Liquids
  - Lava Lamp
  - Build a Lung



BOYS & GIRLS CLUB  
OF CAMARILLO



### STEM Corps Members & Sites

- **Aliya Atkins** – Boys & Girls Club of Camarillo
- **Liz Ayala** – Boys & Girls Club of Camarillo
- **Diana Alfaro** – CSUCI Center for Community Engagement
- **Isabella Jackson** – CEDC, Meta St Apts
- **Haley Anglin** – CEDC, Villa Cesar Chavez Apts
- **Jacob Kritzer** – CEDC, Paseo Del Rio/Paseo Santa Clara Apts
- **Jacqueline Manriquez** – CEDC, Camino Gonzalez Apts
- **Leannah Ortiz** – CEDC, Meta St Apts
- **Natalie Leon** – CSUCI Center for Community Engagement
- **Saisree Kalikota** – Boys & Girls Club of Camarillo



### CSUCI STEAM Carnival

On March 8, 2025, the STEM Corps hosted 2 tables at the **CSUCI STEAM Carnival**. Approximately, 3,000 children & families attended the event. The STEM Corps facilitated **Air Ball Bowling** and **Oobleck**.



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# 2024-2025 CSUCI Trails Corps Community Service Initiative

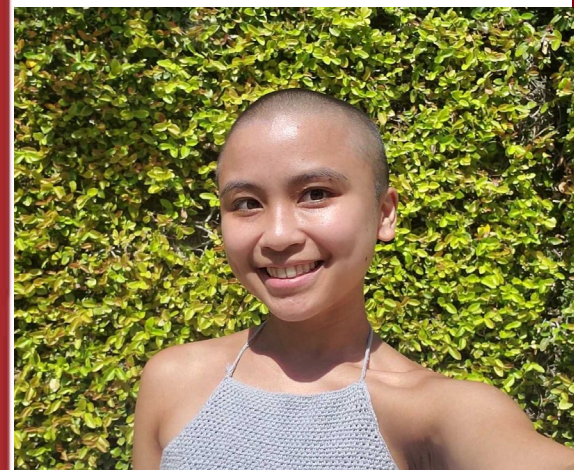
## Trails Corps

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.

This year, the Trail Corps also provided garden support to **CSUCI's Modoc Garden**.

### Angela Batoon



**Angela Batoon** is a junior, majoring in Studio Arts. She is interested in the position because her values of building connections with community & environment are central to the Trail Corps. Angela is also passionate about trail running, community engagement, and giving back to the environments that enrich her life.

### Audrey Byrd



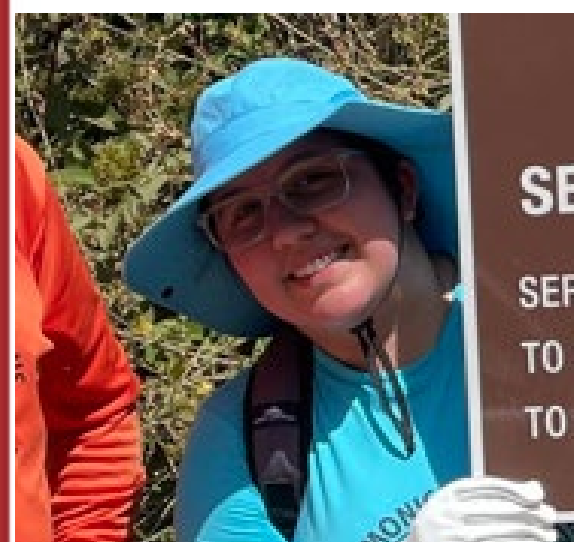
**Audrey Byrd** is a junior, majoring in Communication, with an emphasis on Environmental Communication, & a minor in Philosophy. She believes it's important to be involved with the community because it helps build connections & tackle local issues so that we can work towards improving shared spaces. After graduation, Audrey plans to work in public relations with an environmental conservation nonprofit.

### Haley Langness



**Haley Langness** is a senior, majoring in ESRM with an Earth emphasis & a minor in Biology. She chose CSUCI for the hands-on experience it offers, especially the opportunity to visit the Santa Rosa Island Research Station. After graduation, Haley aspires to become a National Park Ranger, where she can apply her knowledge & passion for preserving natural landscapes.

### Luna Huitron



**Luna Huitron** is a junior, majoring in Business with a focus on Management. She believes that service not only enhances her studies but also gives her a sense of belonging & fulfillment within the community & is invaluable for personal & professional growth. After graduation & experience in management, Luna hopes to eventually fulfill her dream of opening an affogato-based café.



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



CSUCI CENTER FOR COMMUNITY ENGAGEMENT, CELEBRATION OF SERVICE 2025

# Community Engagement Excellence Badge CSUCI Corps

## Community Engagement Excellence Badge

The **Community Engagement Excellence Badge Program** will recognize the development of student success and community and professional development – skills and knowledge (academic and community) – in CSUCI Corps members.

### Program Description

The **Community Engagement Excellence Badge** is an outcomes-based recognition program within the CSUCI Corps program. The Corps Program is a one-year community internship program designed to foster civic engagement and a commitment to the public good while supporting students' success and growing their professional development.

The goals of the Corps Program are to:

- build and support a network of community-committed students in their academic, civic, and professional development while increasing their community involvement in meaningful ways
- foster connections between the University, its students, and the community
- provide pathways for CSUCI students entering graduate school or the workforce.

The badge program will recognize the following outcomes students gain because of the Corps program: student agency, community efficacy, and professional development. As a student progresses through the program, they will participate in student success experiences and develop and cultivate their professional network while learning how to effectively articulate their CSUCI Corps experience—both through their resume and orally—in ways that resonate with graduate schools and employers.

Students will register in Canvas and their progress will be tracked within that system.

### Program Expectations

During one academic year, students will complete:

#### 1) Student Efficacy

- \* Attend at least 2 student success workshops
- \* Meet once a semester with a Program Advisor (if a junior or senior) or Advisor (if a freshman or sophomore). Submit write-up of questions asked and your experience, and goal set
- \* Attend one 1:1 meeting with Jennifer Raymond, Community Partnership Lead. Submit questions prior to the meeting

#### 2) Community Efficacy

- \* Complete 100 hours
- \* Attend at least one service day

#### 3) Professional Development

- \* Attend an Engagement Fair. Submit three names of organizations and contacts that you spoke with.
- \* Meet with a Career Counselor to develop a resume. Upload your resume.
- \* Complete a self-assessment


### Badges Issued

When "assignments" are completed in Canvas, a digital badge is issued to the student. The badge can be viewed in Canvas for as long as they are a student. Students can also share the badge to LinkedIn, where it will show under Licenses & Certifications.

The following students have successfully completed the Community Engagement Excellence Badge:

- Alyssa Banaszekwicz (2024)**
- Stefannie Banahene (2024)**
- Diana Bello (2024)**
- Angela Batoon (2025)**

### Licenses & certifications



Community Engagement Excellence  
Canvas Credentials (Badgr)  
Issued Jan 2024  
Credential ID 65aa5deb07795363cbf2c8da

Show credential



### Community Engagement Excellence

The Community Engagement Excellence Badge is an outcomes-based recognition program within the CSUCI Corps program. The Corps Program is a one-year community internship program designed to foster civic engagement and a commitment to the public good while supporting students' success and growing their professional development. The goals of the Corps Program are to: • build and support a network of community-committed students in their academic, civic, and professional development while increasing their community involvement in meaningful ways • foster connections between the University, its students, and the community • provide pathways for CSUCI students entering graduate school or the workforce. The badge program will recognize the following outcomes students gain as a result of the Corps program: student agency, community efficacy, and professional development. As students progress through the program, they will participate in student success experiences and develop and cultivate their professional network while learning how to effectively articulate their CSUCI Corps experience—both through their resume and orally—in ways that resonate with graduate schools and employers. Students will register in Canvas and their progress will be tracked within that system. [ less ]



#### EARNING CRITERIA

Recipients must complete the earning criteria to earn this badge

Students will complete:

1. Student Efficacy
  - \* Attend at least 2 student success workshops
  - \* Meet once a semester with an Academic Advisor (first-year or sophomores) or a Faculty Advisor (juniors or seniors). Submit write-up of questions asked and goals set.
  - \* Attend one 1:1 meeting with Jennifer Raymond, Community Partnership Lead. Submit questions prior to the meeting.
2. Community Efficacy
  - \* Complete 100 hours
  - \* Attend at least one service day
3. Professional Development
  - \* Attend the Careers for the Common Good Fair. Submit three name of organizations and contacts that you spoke with.
  - \* Meet with a Career Counselor to develop a resume. Upload your resume.
  - \* Complete a self-assessment



#### NARRATIVE

What the recipient did to earn this Badge

Awarded for completing requirements in group CSUCI Corps: Community Engagement Excellence



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# Engaged Department Logo Project

## CAPSTONE PROJECT, PROFESSOR CHRISTOPHE, EDITH TACEN

### Project Description

In partnership with CSUCI's Center for Community Engagement, I was given the opportunity to create a logo for the Engaged Department Initiative (EDI) —a program that empowers academic departments to lead civic engagement and social change. The initiative promotes integrating service-learning into teaching, scholarship, and faculty development, while fostering a unified departmental approach to community involvement. This process would not have been possible without the help of Pilar Pacheo, and Dr. Georgina Guzman.

### Project Expectations

- Visually represent EDI's mission and values such as:
  - empowerment
  - unity
  - reaching program chairs
  - teaching
  - social change

### Logo Mock-Ups



### Final Logo



**ENGAGED  
DEPARTMENT  
INITIATIVE**



# 2025 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 2025-26.
- 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 2026 Celebration of Service

Please contact Dr. Georgina Guzmán, CCE Faculty Director for more information.

## Meet the Fellows



**Timnit Kefela Araya, Assistant Professor, Environmental Science & Resource Management**

Dr. Timnit Kefela (ትምኒት ክፈለ) is an Assistant Professor in Environmental Science and Resource Management with a special focus on Environmental Justice. Her research primarily focuses on understanding the sources, pathways and fates of microplastics in urban soils and proximal marine environments and community-informed infrastructural interventions that mitigate their impact.



**Vanina Machado, Assistant Professor, Spanish Linguistics**

Dr. Machado was born in Toronto but grew up in Malvin, Montevideo, where she developed her passion for the Hispanic Culture. Her research is on bilingual speech perception and production in Heritage Speakers and Bilinguals from Shared Linguistic Spaces in the Spanish-speaking world.



**Candice McKinnon, Assistant Professor, Early Childhood Studies**

Dr. Candice McKinnon is an Assistant Professor of Early Childhood Studies at CSUCI. Her research focuses on educator and child wellness in early childhood, specifically on how educators use contemplative practices to support themselves and the well-being of children.

## Faculty Quotes

“Participating in this program connected me to an enriching community of faculty members who share a similar lens of social justice in their teaching and scholarship. This fellowship provided the opportunity to imagine new worlds in research and teaching through the interdependent learning process of my colleagues and the speakers invited to provide perspectives on impactful service-learning.”

–**Timnit Kefela Araya**

“I believe incorporating service-learning into my Spanish and Linguistics courses would be an incredibly enriching experience for students. I wanted to be part of this program to learn more about the community and how to engage with partners in the most effective way. This way, I will be able to truly support both students and the local community.”

–**Vanina Machado**

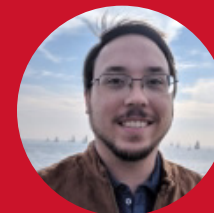
“The Social Justice Fellows program has given me the opportunity to enhance my knowledge of service learning through the lens of social justice. I now have foundational tools on how to provide my students with unique opportunities to engage in community well-being. It has been a pleasure to learn from previous fellows and to hear their approach on the intersection of research, teaching, and community engagement!”

–**Candice McKinnon**

# The Community-Based Research Faculty Fellows Program

The Community-Based Research (CBR) Faculty Fellows Program is a professional development opportunity for faculty interested in engaging in community-based research in the context of Capstone and Service-Learning classes. The program is designed to serve as a learning community for novice and experienced CBR practitioners working together to build individual and collective expertise. The program is also designed to build campus capacity to engage in CBR work in a variety of settings. The program is organized around a series of interactive workshops featuring invited speakers (including CBR practitioners and community partners), review of CBR literature and exemplar projects, and explorations and reflections on CBR practices in the context of classroom instruction. Emphasis will be placed on discussing designing and implementing CBR projects that have significant, positive impacts on community partners and on students.

Consider joining our growing community  
of CBR practitioners!



**STAY TUNED FOR AN ANNOUNCEMENT  
IN FALL INVITING APPLICATIONS FOR THE  
AY25/26 COHORT!**

# What is CBR?

Community-based research (CBR) is a collaborative research approach that actively involves both academic researchers (e.g., faculty, staff, students) and community partners in all phases of the research process including: identifying pertinent research questions addressing community needs, selecting appropriate research methodologies, collecting and analyzing data, and disseminating results among applicable stakeholders (including community members). CBR is rooted in principles of mutual respect, shared decision-making, and co-creation of knowledge to address community-identified needs.

The research is action-oriented with the intention to generate practical outcomes that benefit the community, advances scholarly knowledge, and enhances professional development among academic researchers.

# Is my work CBR?

To determine if your work can be considered CBR, use the following checklist!

- Collaboration: Does the research involve community partners in defining the research questions, methodology, data collection, data analysis, and/or interpretation of findings?
- Reciprocity: Does the research provide tangible benefits to the community, such as capacity building, policy recommendations, or direct interventions - and, is there a mutual benefit, such as providing research experience to students or furthering faculty professional development?
- Equity: Are community members regarded as equal contributors, with their knowledge, expertise, and lived experiences valued in the research process?
- Data-Informed and Action-Oriented: Does the research seek to generate knowledge that can lead to community improvement, social change, or policy advocacy?
- Commitment: Does the research foster ongoing relationships between the university and community organizations beyond a single project?
- Experiential Learning: Does the project provide opportunities for students to engage in applied learning, working directly with community stakeholders in a research capacity - or, if students are not involved in the research, does the project provide a basis for future community-based collaborations with the potential to involve students?
- Sensitivity: Is the research designed with sensitivity to the cultural, historical, and social contexts of the community, particularly in serving diverse and underrepresented populations?
- Dissemination: Are the research findings shared with community members in accessible formats, such as reports, community meetings, workshops, or policy briefs?

# CBR@CSUCI Vol. 2 now available!

## Vol. 2 Featured Reports

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

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

**Evaluation of Volunteer Care Recipient and Caregiver Experiences in Ventura County**

**Food Insecurity among Farmworkers in Ventura County**

**The C.R.E.W. (Concerned Resource & Environmental Workers): A Service Learning Research Project**

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

## Journal Description

*CBR@CSUCI* is an annual digital volume of community-based research (CBR) reports collaboratively produced by students and faculty members in partnership with community partners associated with CSUCI. All reports submitted for inclusion are reviewed by the Editorial Board to ensure that published reports represent rigorous research, are presented in a clear and accessible fashion, and make an identifiable contribution to the community. The volume is designed to collect and highlight the best CBR conducted in our community and to make it widely available to our campus, our community, and beyond.

We are accepting submissions for Vol. 3! Consider submitting your research for publication and to highlight the impacts of your community partners.



*An Annual Volume of  
Community-Based  
Research*

Check out Vol. 2 and consider submitting your work for future publication at <https://journals.calstate.edu/cbrci> or by scanning the QR code below!



# Service Needs among LGBTQIA+ Older Adults in Ventura County

Rosalinda Arias, Ashley Garcia, Gracie Lake, & Dr. Ronald W. Berkowsky  
In collaboration with the LGBTQ+ Aging Coalition of Ventura County



## Executive Summary

Research has shown that **only a fraction of agencies and nonprofits serving older adults report offering culturally-sensitive services targeted to LGBTQIA+ older adults.**

Conducting a needs assessment can better elucidate local needs of LGBTQIA+ older adults, but **organizations dedicated to enhancing the lives of LGBTQIA+ elders often lack the capacity to adequately identify the needs of LGBTQIA+ in their communities.**

**In recognition of a need for local data to support LGBTQIA+ older adults in Ventura County (CA), this study sought to identify community needs in partnership with the LGBTQ+ Aging Coalition of Ventura County** (a volunteer-based organization established in 2015 whose mission is to offer education and advocacy to create a more inclusive, age-friendly, and LGBTQIA+ friendly county).

This study **utilized a community-engaged approach** such that both the Coalition and the authors (i.e., students and faculty at CSUCI) discussed and collaborated in the inception, planning, and execution of the research.

As identified by the Coalition as important to its mission and work, **topics of interest for the research broadly covered three areas:**

- Ways in which the Coalition may improve its LGBTQIA+ friendly business training;
- What LGBTQIA+ friendly elder services should be added or improved in the community;
- What social events the Coalition can consider offering to enhance intergenerational socialization and community.



## Methods

To address the study goals, the authors **conducted one-on-one interviews with LGBTQ+ Aging Coalition members as well as a series of focus groups with LGBTQIA+ older adults** throughout the county.

**One-on-one interview participants were eligible if they were active members of the Coalition (N=8),** including LGBTQIA+ and allies.

- Interviews were conducted via Zoom and lasted 45-60 minutes.
- Interviews employed a semi-structured format using a question guide drafted by the authors.
- Interviews occurred between August and November 2024.

**Focus group participants were eligible if they were at least 55 years of age, lived in Ventura County, and identified as LGBTQIA+ (N=14),** with the final sample showing diversity in sexual orientation and gender identity.

- Three focus groups were conducted in-person in 3 cities (i.e., Ventura, Oxnard, and Thousand Oaks).
- Sessions began with an overview of the Coalition's LGBTQIA+ friendly business training before segueing into a semi-structured discussion of participants' views on the training – this was proceeded with additional questions focused on aging as LGBTQIA+ and on services needed in the county.
- Focus groups lasted 90-150 minutes.

Transcript data was reviewed and analyzed by all members of the research team using thematic content analysis.

***“...the intent of the Coalition was to educate people in facilities. That was how I got started, which is a huge need. But as I've been in the Coalition, I think the social needs are becoming more important.”***

**-LGBT+ Aging Coalition Member Interview**

## Key Findings

**While Coalition members lacked consensus** in proposing strategies for enhancing LGBTQIA+ programming, **focus group participants provided more concrete future directions** for the Coalition.

Coalition members were conflicted on priorities for the group given the low number of volunteers who felt overtaxed, with some emphasizing the expansion of educational programming while others emphasized offering large social events.

Some Coalition members admitted their lack of knowledge on LGBTQIA+ elder issues and a need for additional training.

Focus groups, meanwhile, were impressed with the business training and wished more businesses completed it.

While focus group participants highlighted the value of safe spaces for socialization (and indicated they'd like to see more of such spaces rather than large events), they emphasized that a central need for LGBTQIA+ older adults is increased awareness of services available and increased education for community members and themselves (both on LGBTQIA+ issues *and* on general aging issues, like financial literacy/retirement planning).

## Community Impact

**Study results were presented to the Coalition in February 2025** along with the following recommendations (for strategic planning) – since then, the Coalition has used these results to develop a short- and long-term strategy for service expansion:

• The Coalition should lead in disseminating service information to inform elder LGBTQIA+ of services or safe spaces available.

• The Coalition should consider offering additional educational programming on LGBTQIA+ issues *and* broad aging issues to both Coalition membership and to LGBTQIA+ residents.

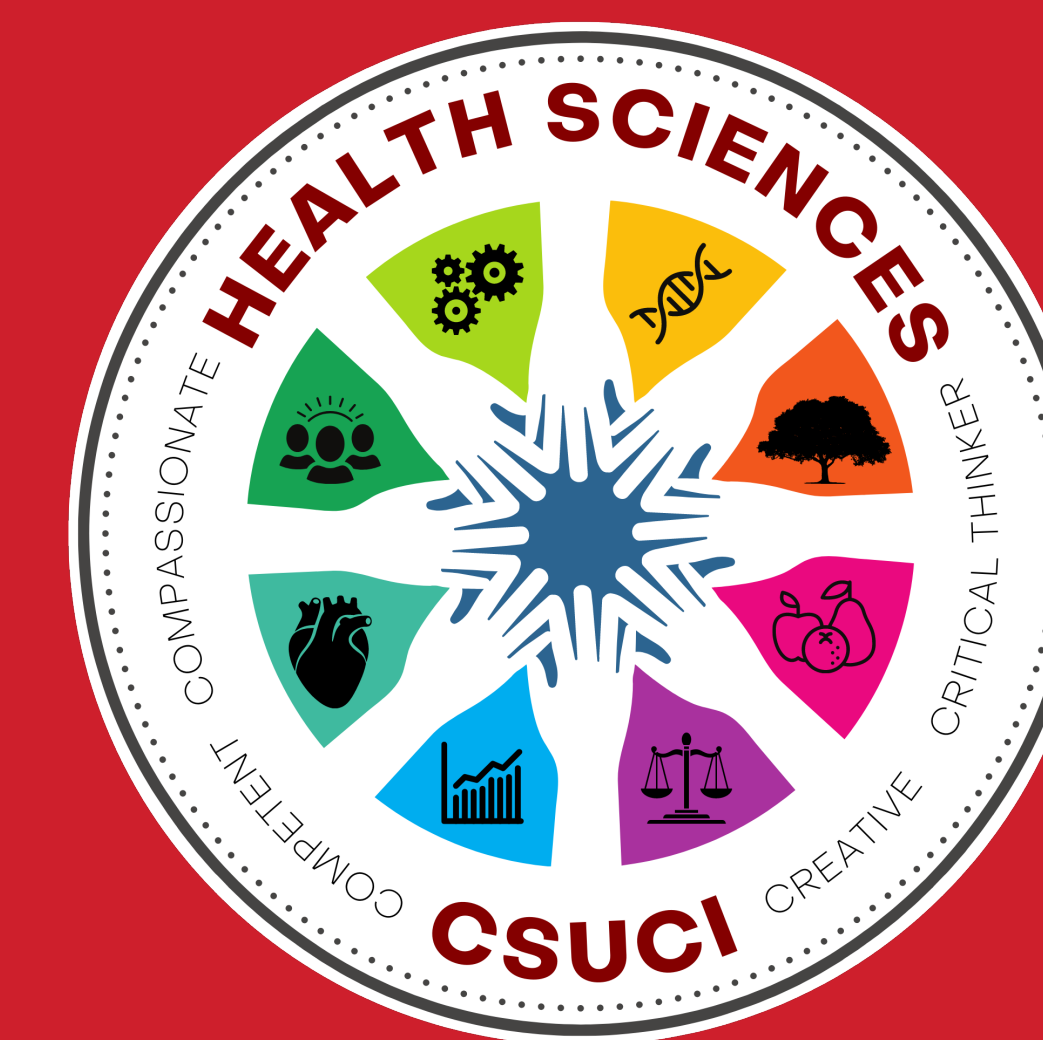
• The Coalition should consider partnering with other LGBTQIA+ groups in sponsoring and/or hosting events, prioritizing the creation of safe spaces for regular socialization and community-building among LGBTQIA+ elders.

## Acknowledgements

This study started as a research project as part of the 2024 Summer Undergraduate Research Fellows (SURF) program at CSUCI – the authors would like to thank all campus personnel responsible for the organization of SURF 2024, and the authors would also like to acknowledge and thank the membership of the LGBTQ+ Aging Coalition of Ventura County for their guidance and insight in the development and execution of this project.

**Spotlight on  
Community-  
Based  
Research  
2025**

# Impacts of Caregivers' Building Bridges Program among Youth Volunteers



Marisol Barreiro & Dr. Ronald W. Berkowsky  
*In collaboration with Caregivers: Volunteers Assisting the Elderly*

## Executive Summary

In Ventura County, CA, the nonprofit *Caregivers: Volunteers Assisting the Elderly* (heretofore referred to as *Caregivers*) provides and coordinates volunteer caregiving services to county residents.

Previous research on the impacts of Caregivers' work in the community has revealed significant benefits both to care recipients and to volunteers – however, little is known about the potential benefits and impacts of *Caregivers'* intergenerational volunteer caregiving programs.

Intergenerational community programming, where younger individuals interact with older adults, can significantly increase older adults' physical and social activities while also promoting health and well-being.

These programs have also shown benefits to youth volunteers, including development of communication and professional skills, more positive attitudes towards older adults and aging, and development of meaningful friendships with elders.

This project utilized a community-engaged approach in collaboration with *Caregivers* to assess the experiences of Ventura County youth who participated in the Building Bridges program (i.e., *Caregivers'* intergenerational volunteer caregiving program).



## Methods

Over the course of the Building Bridges program, youth volunteers were administered brief entry and exit surveys by *Caregivers* staff to assess impacts of the program – for this study, exit survey data collected between 2011-2023 containing quantitative and qualitative data were analyzed (N=60).

For the quantitative data, descriptive statistics were calculated (e.g., percentages and/or means).

For the qualitative data, thematic content analytic techniques were used to identify relevant themes across Building Bridges surveys.

## Quantitative Findings

Figure 1: Volunteer Responses to "What have you learned, or what skills or understandings about yourself or your community, have changed/improved since participation in our program?" (2011-2015, N=34)

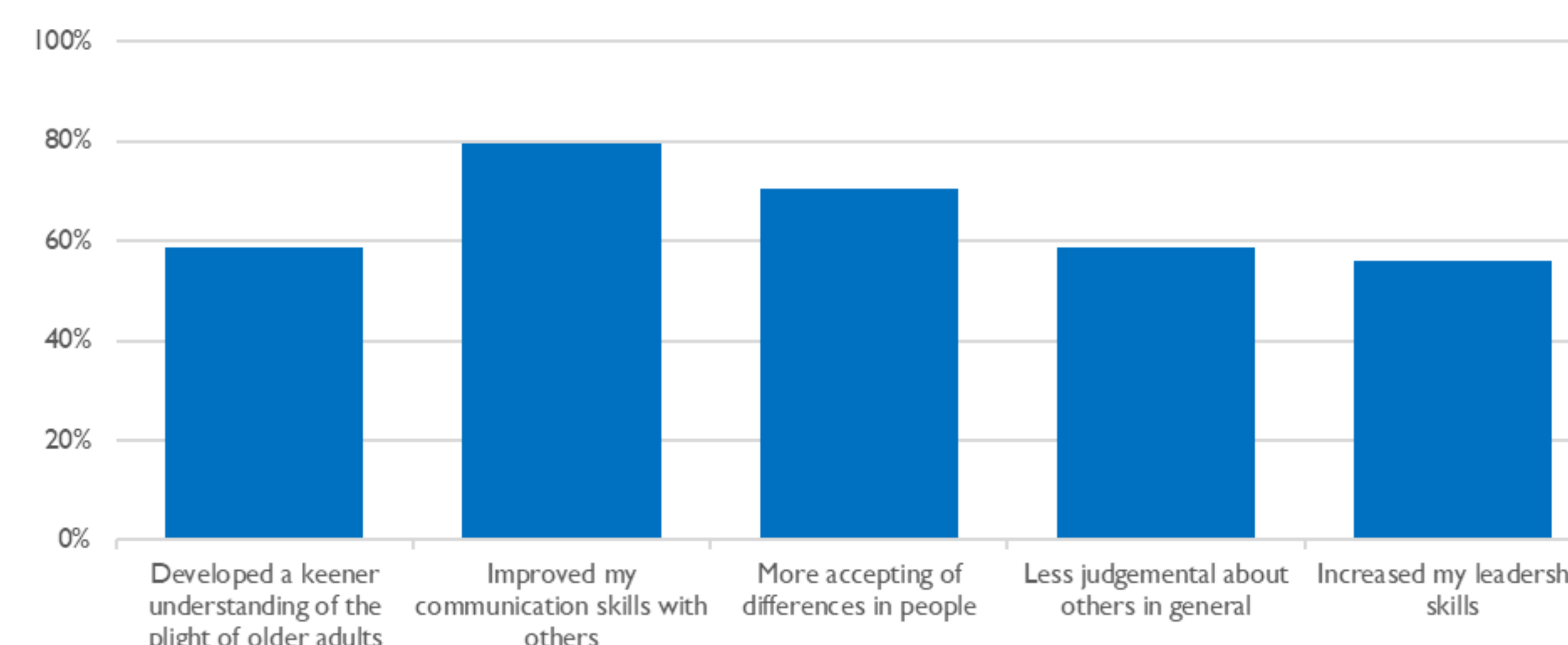


Figure 2: Volunteer Responses to "Please indicate which of the following traits have improved due to your volunteering experience with Caregivers." (2016-2023, N=26)

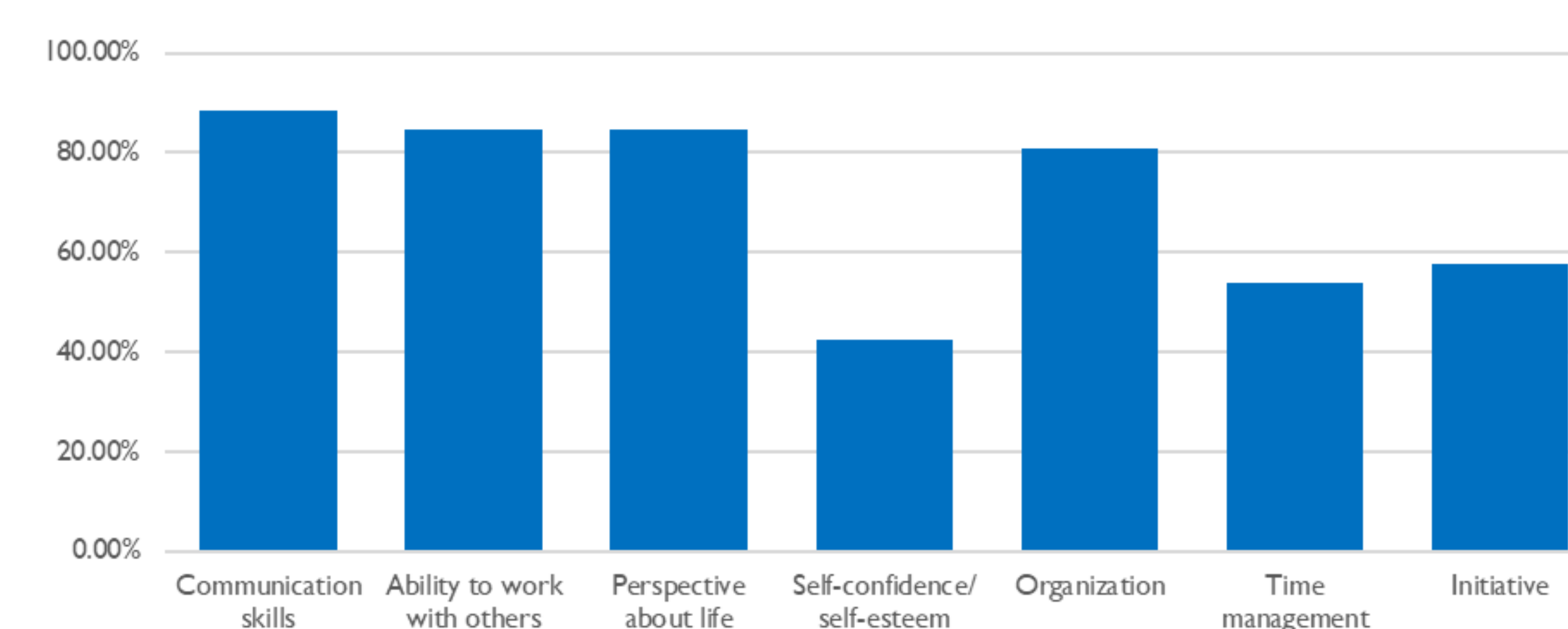


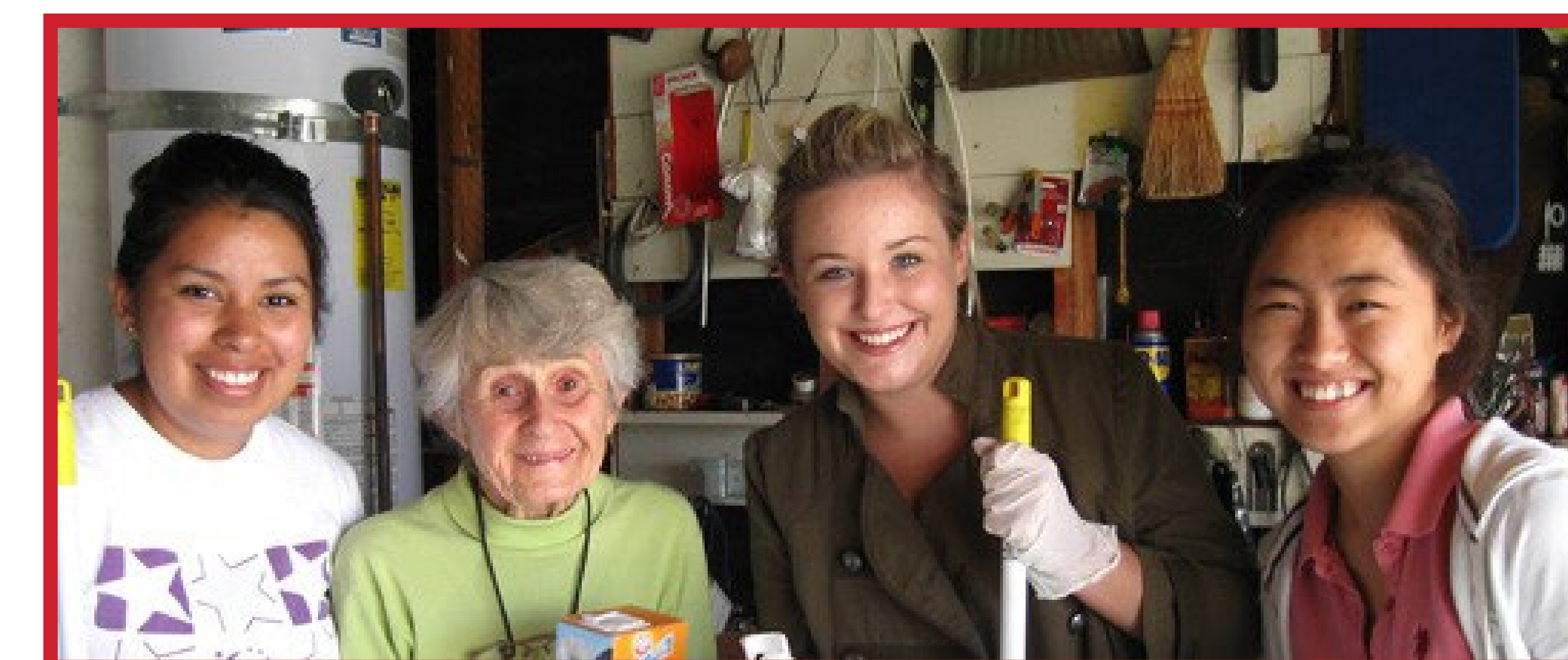
Figure 1 and Figure 2 show Building Bridges youth volunteer responses to survey questions (2011-2023) about traits respondents felt developed or improved over the program – the most cited trait youth indicated improved through volunteering was their communication skills.

Surveys collected 2016-2023 included additional quantitative items: Building Bridges participants overwhelmingly indicated they felt more accepting of older adults, felt volunteering encouraged personal growth and was beneficial in later life, and felt motivated to continue volunteering for *Caregivers* or a similar organization.

## Qualitative Findings

Four themes arose in the qualitative analysis:

- 1) Building Bridges youth felt the program helped them build their communication skills;
- 2) Building Bridges youth felt that volunteering helped them build a sense of altruism;
- 3) The program gave youth volunteers a better understanding and appreciation of older adults;
- 4) Building Bridges youth felt almost uniformly positive towards the program, with the only noticeable critique being that some expressed difficulty in scheduling time with their care recipients in the context of their other commitments (e.g., schoolwork, extracurriculars).



## Community Impact

*Caregivers* provides valuable assistance to community-dwelling older adults, and results from this study show that *Caregivers* also provides an avenue for meaningful civic engagement and service for youth.

To improve Building Bridges and other similar programs utilizing an intergenerational approach to service, organizations should consider collecting additional data on youth volunteers to enhance scheduling and to better match youth volunteers with care recipients based on time needed.

## Acknowledgements

This project was conducted in collaboration with the volunteer caregiving organization *Caregivers* based in Ventura County, CA. The authors would like to thank the Executive Director (Tammy Glenn) and staff for their input and guidance in completing this project. The authors would also like to thank Aliha Ashfaq, Sergio Bolanos, Remel Legaspi, Jenna Nunnally, Reyna Palacios, and Karina Sosa for their vital contributions towards the completion of this work.

**Spotlight on  
Community-  
Based  
Research  
2025**

# Connecting Families, Children & Community

ECS 221 Service Learning - Spring 2025

Dr. Mari Estrada

## Project Description, Community Needs, & Project Goal

As part of the ECS 221: Child, Family & Community course, students participated in service-learning experiences focused on supporting young children and families in our local community.

Our goals were to:

- Provide developmentally appropriate, engaging activities for young children
- Offer families access to child development information and community resources
- Apply course learning in real-world contexts that support equity, advocacy, and family engagement

These efforts addressed community needs for accessible early learning opportunities and family-friendly resources in an inclusive, culturally responsive environment.

## Project Activities

Students had the opportunity to choose how to complete their service-learning hours.

Activities included:

- Planning and designing interactive booths and activity stations for the Family Festival
- Hosting activities for children, including arts & crafts, sensory play, and story time
- Talking with families about child development and local resources
- Helping coordinate or participate in the Community Engagement Luncheon
- Supporting event set-up, outreach, and logistics

Through these hands-on roles, students connected theory to practice in meaningful ways.

## Service-Learning Outcomes

**Service Impact:**

Families who attended the festival were able to engage in fun, educational activities with their children and leave with take-home materials and information on child development and community programs.

**Student Learning:**

Students reported gains in communication, collaboration, and confidence in working with children and diverse families. They deepened their understanding of family systems, cultural responsiveness, and the importance of advocacy and accessible community resources.

This experience helped students see how early childhood professionals can support families beyond the classroom.

## Project Participants

Course: ECS 221 – Child, Family & Community

- 24 Students

Community Partners:

- Oxnard College Family Festival Planning Team
- Oxnard College “Little Condors” Child Development Center
- Families and children from the community

## Best Practices Elements

- Student choice in how to participate (and contribute) increased engagement and ownership
- Connecting course content directly to real-world applications made learning more meaningful
- Collaborating with real families and community partners helped students develop authentic communication, networking, and advocacy skills
- Hands-on, culturally inclusive activities were particularly effective for family engagement
- Opportunities for leadership and small group work



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# Service Learning in Health Sciences

Melissa GutierrezJimenez, MA • HLTH 492

## Course Description

HLTH 492: Service Learning in Health Sciences is a course that involves an individual or team-based service-learning project or internship within healthcare settings such as community health organizations, public health programs, and the healthcare industry. Students will gain hands-on experience and are required to submit a written report upon completion of the project.



## Project Activities & Community Needs

While serving at their community health organization, students help to address the needs of their community. Community needs that students help meet and provide support for are:

**VC Caregivers** : Assisting with home care, food distribution, and managing the call center.

**Camarillo Health District** : Supporting nutrition programs and adult day centers.

**CSUCI Basic Needs Program** : Helping students access food assistance, essential resources, and campus support services.

**Moorpark College Health Center** : Guiding students to health services, organizing health fairs, and promoting wellness campaigns.

**CSUCI Recreation Center** : Assisting in health promotion, developing fitness programs, and encouraging healthy campus lifestyles.

**CSUCI Boating Center** : Promoting water safety, organizing boating events, assisting with CPR and first aid programs.

## Service Learning Outcomes & Course Goals

Through the HLTH 492 course, students will be able to:

- Understand the mission, goals, and impact of a community organization and the issues they address.
- Gain insight into the community being served and how individuals access healthcare services.
- Document and reflect on a real-world healthcare work experience.
- Apply program knowledge and skills in a professional setting.

## Project Participants

### Current Students Placements

Students are actively engaged in various community organizations, including:

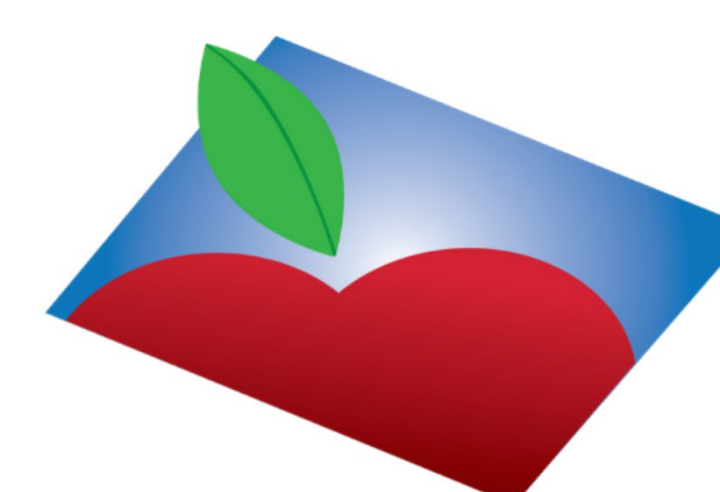
VC Caregivers



Camarillo Health District



Moorpark College Health Center



CSUCI Recreation Center



CSUCI Basic Needs Program



MOORPARK COLLEGE  
STUDENT HEALTH CENTER

CSUCI Boating Center



## Best Practices Elements

### The Value of Community Engagement in Health Science

Working with a diverse range of community organizations has been one of the most enriching and transformative aspects of our students' journey in the health sciences. These partnerships offer far more than service opportunities—they provide real-world, hands-on experience that helps shape our students into compassionate, capable, and culturally competent health professionals.

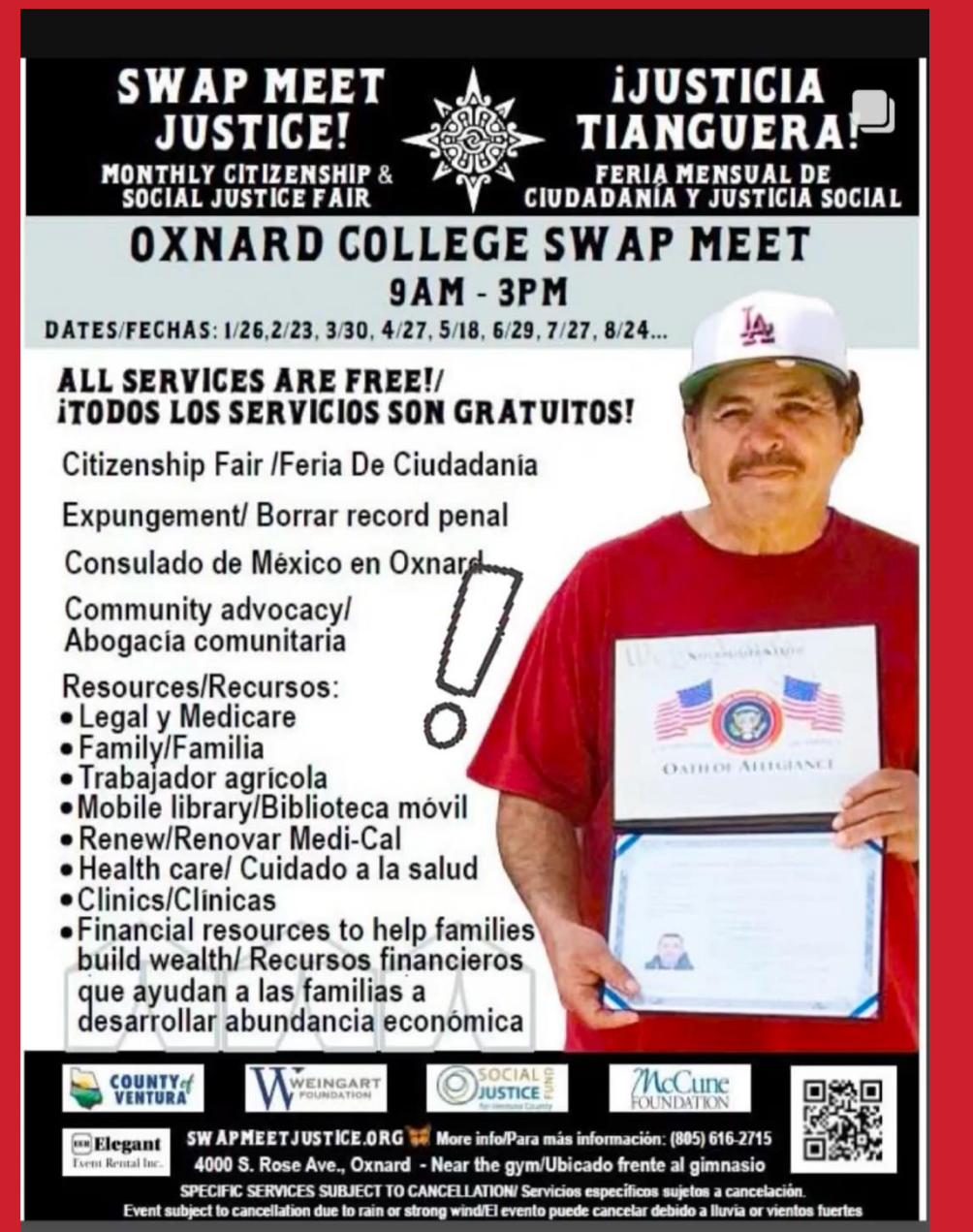
- At **VC CAREGIVERS**, students gain real-world elder care experience, developing communication skills and understanding the importance of dignity, trust, and continuity in community-based support.
- At the **Camarillo Health Care District**, students gain hands-on public health experience through nutrition and adult day programs. Comprehensive training in HIPAA, elder abuse, and client care builds their ethical awareness, confidence, and competence.
- The **CSUCI Basic Needs Program** offers firsthand experience with social determinants of health. By helping peers access food, hygiene, and emergency services, students build empathy, advocacy skills, and a commitment to health equity.
- At the **Moorpark College Health Center**, students gain clinical and educational experience by organizing health fairs, promoting wellness campaigns, and connecting peers to services. They learn how public health initiatives address the mental, physical, and emotional needs of young adults.
- At the **CSUCI Recreation Center**, students develop fitness programs that promote preventative care and holistic wellness within a diverse community.
- The **CSUCI Boating Center** blends health education with recreation by training peers in CPR, first aid, and water safety, showcasing health promotion beyond traditional settings.

Across all these placements, students are not only gaining critical hands-on experience but are also being exposed to the cultural and social diversity that defines modern healthcare. These roles prepare them to work effectively in a variety of professional settings—whether in clinics, public health, or wellness programs—while deepening their understanding of the communities they will one day serve. These partnerships are instrumental in developing future health professionals who are knowledgeable, compassionate, and ready to meet the complex needs of a diverse population.

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# Know Your Rights! Through Teatro Campesino

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



## Project Description, Community Needs, & Project Goals

Along with reading Chicana/o-Latina/o immigration memoirs, students in this class learned about the historical, literary, and aesthetic use of Chicana/o dramatic performance to address immigrant/laborer communities' conditions and pressing needs. Students learned about Teatro Campesino's craft and purpose and—as part of the service-learning component for the course— how they could use creative performance pieces to promote social justice for local communities today.

Teatro Campesino (Farm Worker Theater) was the creative branch of the UFW (United Farm Workers) which developed and performed improvisational plays during agricultural labor strikes of the 1960s. Founded in 1965 by Luis Valdez, Teatro Campesino started on the picket lines of the Delano Grape Strike. Actors performed short skits, called “actos,” on flatbed trucks and in union halls. The acting troupe took the “actos” on tour to shed light on farm workers' plight as well as educate them about their rights.

Given the looming threat of deportation that many people face today and the need for legal literacy and trusted advice, students' service-learning project sought to help inform those community members most at risk. With the partnership of Immigration Attorney Vanessa Frank, students received workshops on civil rights and constitutional law. Students then incorporated what they learned through the literature and the workshops into their own plays that they developed and performed at Swap Meet Justice— a community resource fair held at Oxnard College— with the goal of informing community members about their civil rights in the US.

## Project Participants

- Swap Meet Justice Resource Fair in Oxnard College
- Immigration Attorney Vanessa Frank
- Paralegal Michelle Carballo Agustin

ENG/CHS 353 Students: Viridiana Viveros, Javier Fregoso, Rosa Magaña, Wendy Gonzalez, Jessica Sanchez Reed, Priscilla Lemus, Chardaye Beltran, Jonathan Rodriguez Rangel, Mikenzie "Mik" Laird, Lehua Ann Diaz Delgado, Erica Esparza, Khyle Rafael Manuel, Robert Vega, Jalan Jaffe, Enjoly Garcia, Daniel Alfaro, Mitchell Gonzalez, Melia Martin, Shane Walden, Katie Dominguez, Evan Fonseca, Mark Mustybrook



## Project Activities

Students developed Teatro Campesino-inspired plays that addressed 3 themes:

- **Know Your Rights** (How to interact with ICE if they stop you)
- **Family Preparedness** (How to prepare your family in case ICE detains a family member)
- **Fraud Prevention** (Sharing trusted legal resources and knowing who to reach out to so you do not get defrauded by notaries and other agencies pretending to be able to dispense reliable legal advice)

Students then performed their plays on the last Sunday of each month at the Swap Meet Justice resource fair in Oxnard College. As community members waited to meet with lawyers at Swap Meet Justice, students performed their informative plays before them. Some students also recorded their plays and put them on a digital QR code.



## Service-Learning Outcomes

**Student Outcomes:** This experiential service-learning project moved students beyond the classroom to become active participants in their learning and develop civic knowledge and communication skills. Students worked with a local non-profit and public organization to deeply learn and practice course content by working on a real, community-identified need. Students learned the course material, got to work directly on an issue facing the community, and learned about their communities in the process.

In a course about literature, students also got to witness firsthand how literary and dramatic cultural productions can make a real impact in addressing Latinxs' legal, economic, and political struggles in the U.S. They were able to see how literature can challenge injustice and build coalitions between diverse peoples. They also learned firsthand about the history and tradition of performance activism in the Latinx community.

**Community Outcomes:** Community members:

- Learned about their 1<sup>st</sup>, 4<sup>th</sup>, and 5<sup>th</sup> amendment rights through watching the student performances
- Gained trustworthy legal resources and advice

Students:

- Helped raise consciousness about what to do in these frightening scenarios
- Helped put community members at ease and erase stigma
- Served as role models and advocates
- Listened to community members' experiences and validated and comforted them



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# Intro to Grant Writing: An Online Service-Learning Course

Rachael Jordan, Ph.D. • English 480

## Community Needs, & Project Goals

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

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

The course is an asynchronous online course where each student works with one community partner.

## Project Description & Activities

Step One (first half of the semester):

- Students individually write a grant proposal for the same community partner and funding opportunity

Step Two (second half of the semester):

- Students each choose a community partner
- Students work one-on-one with partners with support from CCE & instructor
- Students write a grant packet for the community partner based on a project
- Students gain experience with e-mails, researching funding opportunities, writing letters of intent, cover letters, grant proposals, and communicating with organizations and funders

Sample Projects:

- Art education programming
- Staff/Operational costs
- Social-emotional learning resources
- Animal shelter renovations

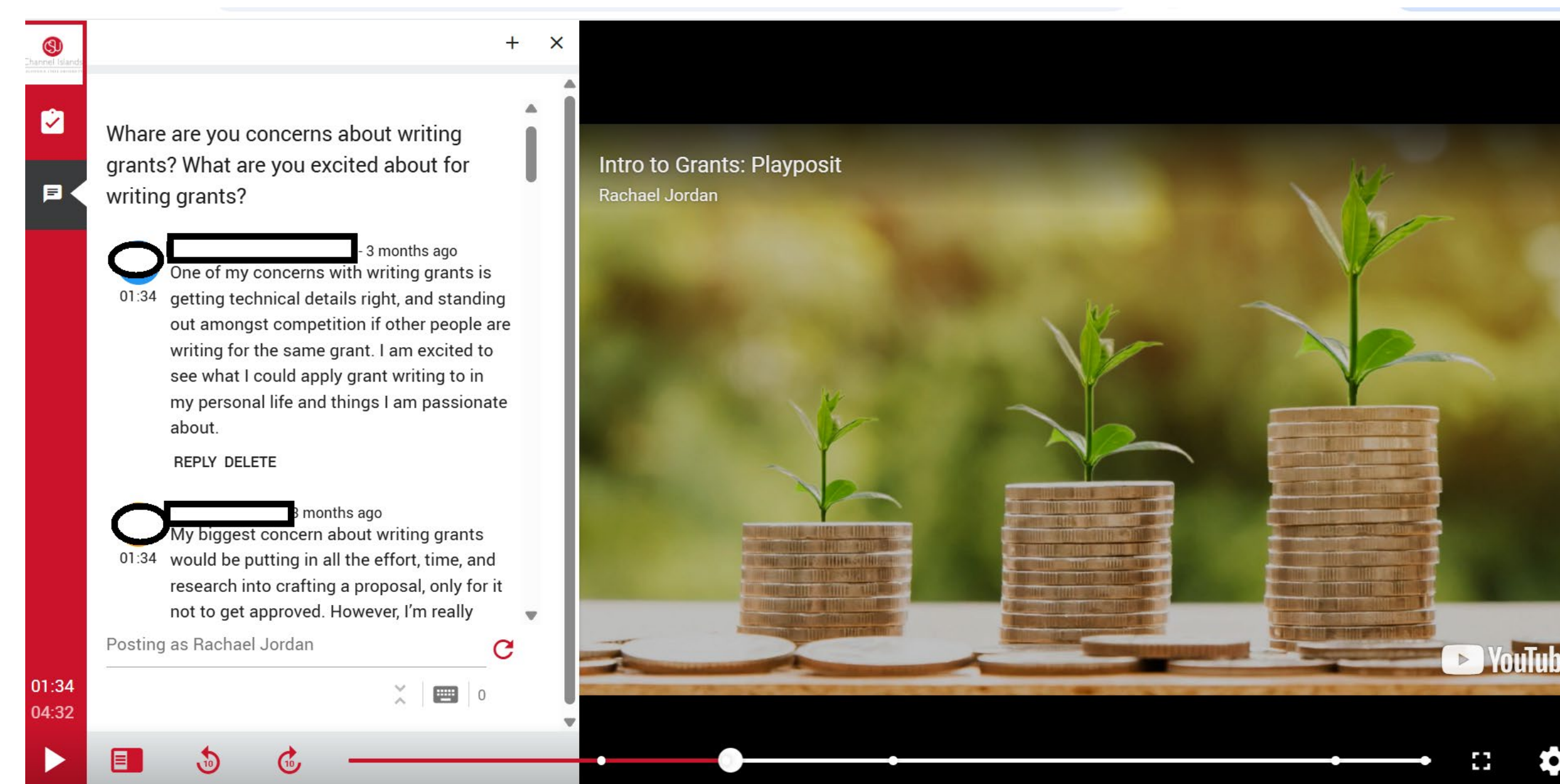
Combines, students are writing grant proposals totaling over \$50,000 in requested funds.

## Spring 2025 Project Participants

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

- The Emily Shane Foundation
- Communicare
- City Impact
- Channel Islands Restoration
- Buen Vecino
- Brain Injury Center
- Cancer Support Community Valley/Ventura
- Social Justice Fund for Ventura
- Focus on the Masters Arts Archive & Library
- Conflict Resolution Institute
- Los Robles Children's Choir
- Femme Futures

\*some students, due to circumstances, work on an alternate assignment that does not involve a community partner and/or choose a community partner not registered with the CCE.



Screenshot from a PlayPosit activity in the class. Student names blurred out for privacy.

## Service-Learning Outcomes

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

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

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

Based on a past course, you can read more about the asset-based and reciprocal service-learning philosophy and action as part of this course in my article in *Open Words: Access & English Studies* Volume 14, Issue 1, (2022) “Online Access: Grant Writing as Reciprocal Service-Learning at a Hispanic-Serving Institution.”

## Best Practices Elements

Asset-based model for students and community partners:

- Work in coalitions (not “saving”)
- Honor, acknowledge, and reflect both student and community partner experience and expertise, particularly lived experiences
- Allow students and community partners to wield their community cultural wealth (Yosso) and assets
- Working in *partnership* (not on behalf or in place of)

Reciprocal service-learning

- Both students and community partners benefit from the relationship
- Students gain professionalization and new skills; community partners get a much-needed grant proposal body written

Sustainability

- The grant packet can be submitted, but also used/reused to apply for other funding sources
- Students give community partners a list of possible funding sources for future grant opportunities
- “Repeat” community partners as part of the class (offered every Spring)

Acknowledge Multiple Literacies: students not only gained grant writing skills, but learned about *relationship-building* and online communication skills (e-mails, Zoom calls, virtual meetings).

Social connections

- Making sure students had the opportunity to reflect, ask questions, debrief, and brainstorm with both each other and the instructor aided in the social connections they made in class that also gave them more confidence in their work.

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Channel Islands  
CALIFORNIA STATE UNIVERSITY

# Education 101: Introduction to Elementary Schooling

Professor Loris Mullins – Students: Alex, Lupita, Valerie, Janelle, Carly, Clarissa and Lizeth  
University Preparation Charter School at CSUCI

## Project Description, Community Needs, & Project Goals

The students attend classroom at the University Preparation Charter School at CSUCI. The Education 101 course provides structured observation and tutoring experiences which reflect a rich array of student diversity in local schools. Students are placed in an Elementary classroom either English only or bilingual Spanish, to support the teacher and students, while learning the basic tenets of teaching. ...

## Service-Learning Outcomes

The most significant outcome is to expose our student teachers to the day-to-day life of teaching. This allows them to assess if this profession is truly what they envision. Secondly, observing behavior management systems in situ helps the student teacher develop their own philosophy for their future classroom. While the student teacher is acquiring this knowledge, they add their support and spirit to the students of the classroom, building relationships and providing the classroom students with another adult to help facilitate their learning.

## Best Practices Elements

Classroom volunteers are a necessary asset for classroom teachers. It is important that the volunteers are given a basic understanding of the guidelines they must follow. Timing, dress-code and appropriate language are foundational and then understanding that their primary goal is to provide whatever assistance they can to keep the teaching and learning at the forefront..

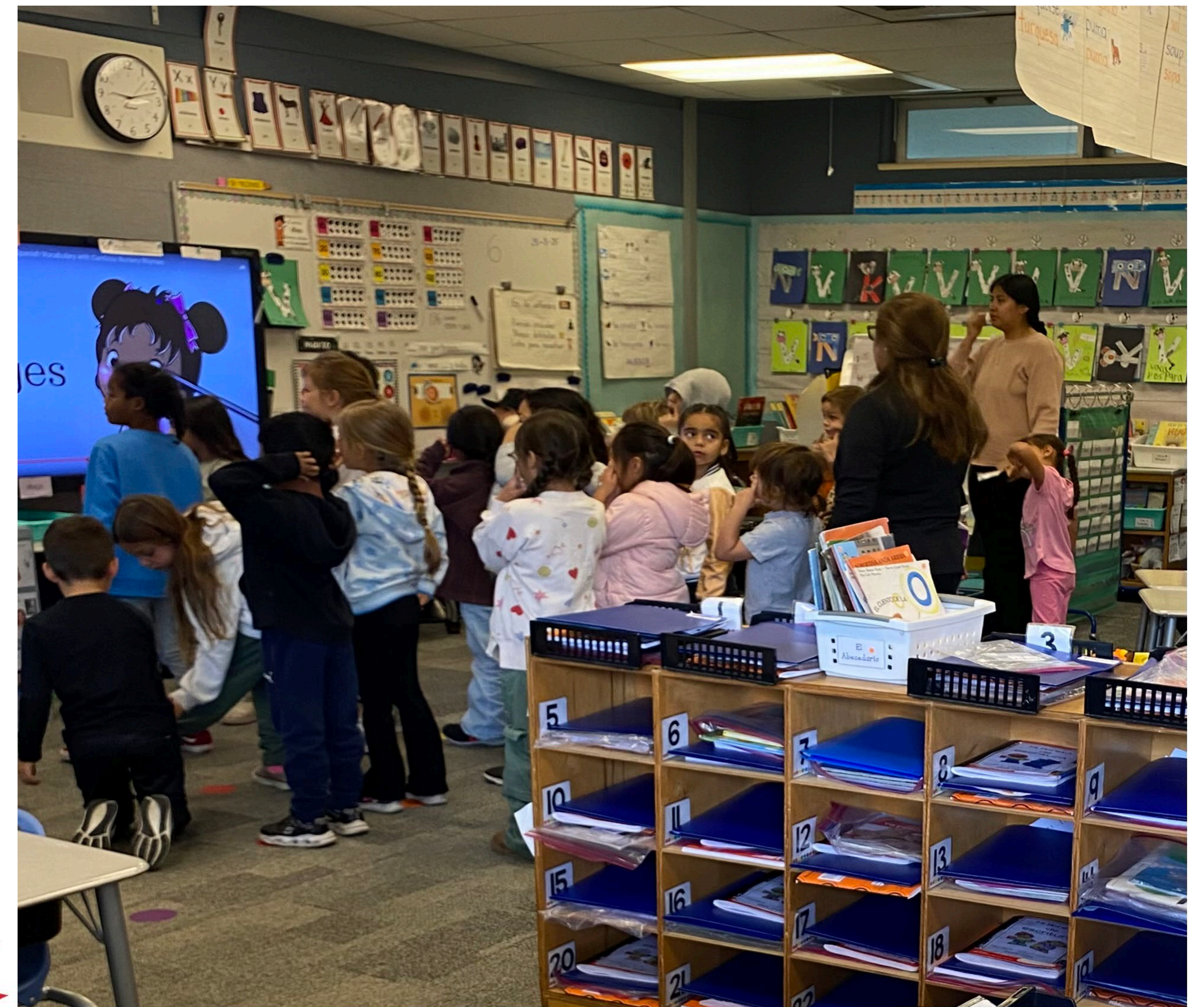
## Project Participants



Left to right Professor Mullins, Clarissa Lane, Janelle Greene, Lizeth Ramos, Carly Harm, Lupita Cintura, Alex Abarca and Valerie Flores,

## Project Activities

The students immersed themselves into the classroom and playground! They sang, danced, read and wore pajamas on Pajama Day. They provided support to students resolving playground disputes and tying shoes.



**Award for  
Best Practices in  
Service Learning  
2025**

# Latinx Children's Literature

Dr. Aura Pérez-González • ECS/CHS 345

## Project Description, Community Needs, & Project Goals

**ECS/CHS 345: Latinx Children's Literature** is a service-learning course at CSU Channel Islands (CSUCI) where students explored Latinx children's literature for children from birth to age eight. Throughout the semester, students critically analyzed authentic Latinx picture books that reflected the intersectional identities and lived experiences of Latinx children. The course emphasized the socio-cultural, socio-political, and historical influences that shape young children's learning and development.

In partnership with Child Development Resources (CDR), CSUCI students engaged with young children at local CDR Head Start preschools across Ventura County. Through these reciprocal learning experiences, students supported children's language, literacy, social-emotional, and history-social science development while implementing culturally sustaining pedagogies into practice. This collaboration helped young children affirm their identities, broaden their understanding of the world, and strengthen their foundational literacy skills.

Focusing on early literacy is particularly important in Ventura County, where data from the Ventura County Office of Education shows that only 10% of elementary students are reading at or above proficiency. One of the primary goals of this course was to support the literacy development of all young children in the region, especially those from low-income and Latinx communities. In these early education contexts, where access to resources may be limited, it is critical to nurture the language and literacy skills that lay the foundation for children to become confident speakers, readers, and writers.

## Project Participants



Child Development Resources (CDR) seeks to enrich and strengthen the lives of children and their families in Ventura County through high-quality children's programs. CDR actively seeks to develop, secure and promote a variety of programs and resources to serve the needs of children, families and the community of Ventura County.

### ECS/CHS 345 Students, Spring 2025 Semester

Melissa Avila	Gladys Bocanegra
Cristian Hart	Jazmin Lara
Trinity Martinez	Lesly Ortiz
Kimberly Perez	Alyssa Potvin
Mia Ruiz	Evelyn Soto
Laila Tejeda	

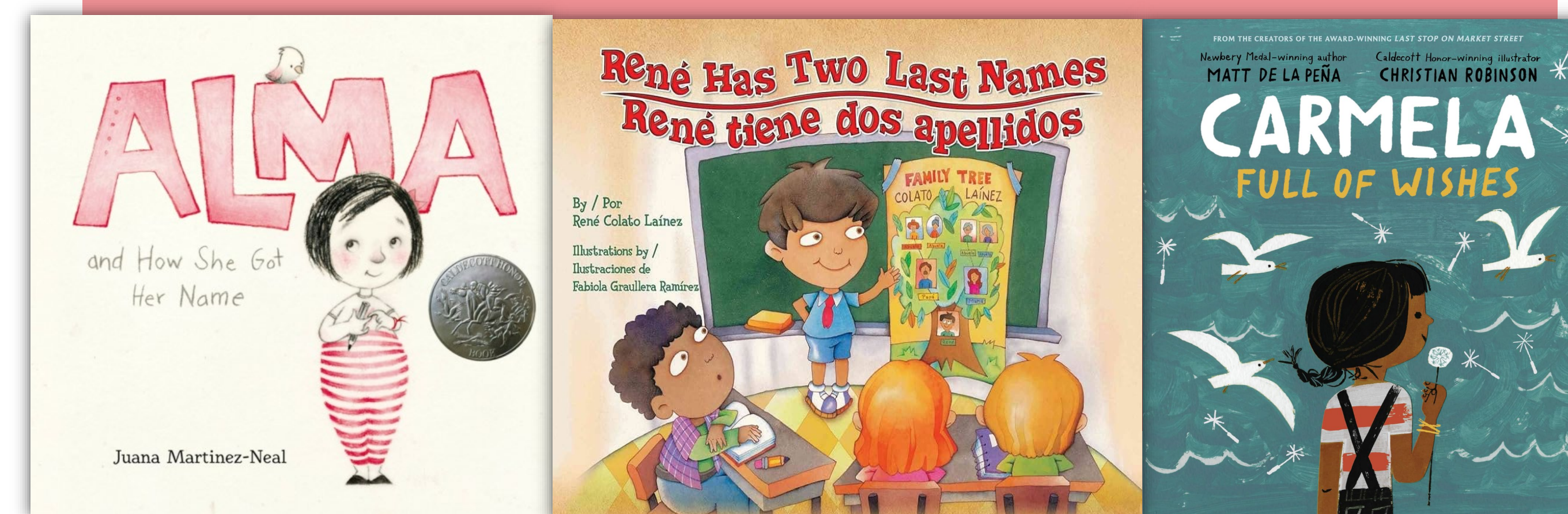
## Project Activities

In the ECS/CHS 345 course, students learned how to critically analyze and evaluate Latinx children's picture books for cultural authenticity. They also explored various pedagogical strategies to support young children's language and literacy development in preschool classrooms. After building this foundational knowledge, students began developing lesson plans for the children they worked with at their CDR service-learning sites.

During the first half of the semester, **CSUCI students observed and learned about the children and families at their service-learning sites.** They also conducted informal assessments of the children's language and literacy skills to inform their future lesson planning. Gathering demographic and assessment data was essential to creating meaningful and culturally relevant language and literacy lessons, particularly for their upcoming mini read-aloud assignment.

Midway through the semester, students **designed interactive mini read-aloud plans using evidence-based literacy practices appropriate for preschool-aged children.** These plans were grounded in California state standards for PK-3, such as the Preschool Learning Foundations and the California English Language Development Standards. Each plan was required to include clear learning goals targeting foundational language and literacy skills, along with instructional strategies tailored to support English Language Learners (ELLs). Furthermore, students were expected to select a Latinx children's picture book that was both culturally and linguistically affirming (based on prior knowledge gathered from the children, families, and lead teachers) and to promote active, playful engagement with the book's themes.

In the final weeks of the semester, **students reassessed the language and literacy skills of the children at their service-learning sites and reflected on their teaching practice.** This reflection aimed to help them identify areas for growth and recognize that effective teaching involves ongoing learning and adapting practices based on lived classroom experiences. Lastly, these reflections also highlighted what students learned from their service learning experiences and the children and families they worked with. The student reflections highlighted the impact that working with children at CDR sites had on their teaching practices and working with predominantly Latinx children and their families.



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## Service-Learning Outcomes

Through this service-learning partnership between CSUCI and CDR Head Start classrooms,

1. Young children gained greater access to high-quality, culturally relevant Latinx children's literature that affirmed their identities and supported their language, literacy, and social-emotional development
2. CSUCI students facilitated meaningful read-alouds, discussions, and creative, play-based extension activities that fostered children's love of reading and learning in contexts that reflected children's lived experiences.

At the same time, CSUCI students,

1. Deepened their understanding of culturally sustaining pedagogies and critically analyzed children's literature through an equity and justice lens.
2. Developed practical skills for engaging with young children in diverse, low-income communities
3. Reframed young learners as capable and competent
4. Identified early childhood education as a vital space for identity affirmation, inclusion, and transformative teaching



## Best Practices Elements

One of the most useful aspects of this project for other CSUCI colleagues, is to focus on is the **intentional integration of culturally sustaining pedagogy within the service-learning framework.** ECS/CHS 345 centered the cultural and linguistic identities of young Latinx children, ensuring that CSUCI students critically engage with children's literature and develop teaching strategies that affirm and reflect the lived experiences of the children they serve. This alignment between coursework, community need, and justice-oriented pedagogy makes the learning authentic and impactful for both university students and the children/families at CDR Head Start sites.

Additionally, **the course prioritizes reciprocity and relationship-building with community partners.** Rather than positioning students as "helpers," the project fosters mutual learning, with CSUCI students gaining deep insights from the children, families, and educators they work alongside. This shift in perspective helps students understand their role as future educators and community members in more thoughtful and collaborative ways.

Finally, the **scaffolded structure of the course,** from book analysis and observation to assessment, lesson planning, implementation, and reflection, gives students a clear framework for connecting theory to practice. This kind of intentional progression can be especially useful for colleagues designing service-learning projects that aim to develop both critical consciousness and practical teaching skills.

# Victims of Violence: Outreach and Research

Dr. Daniel Sandoval and Students, SOC 496 Capstone II, and VC Family Justice Center

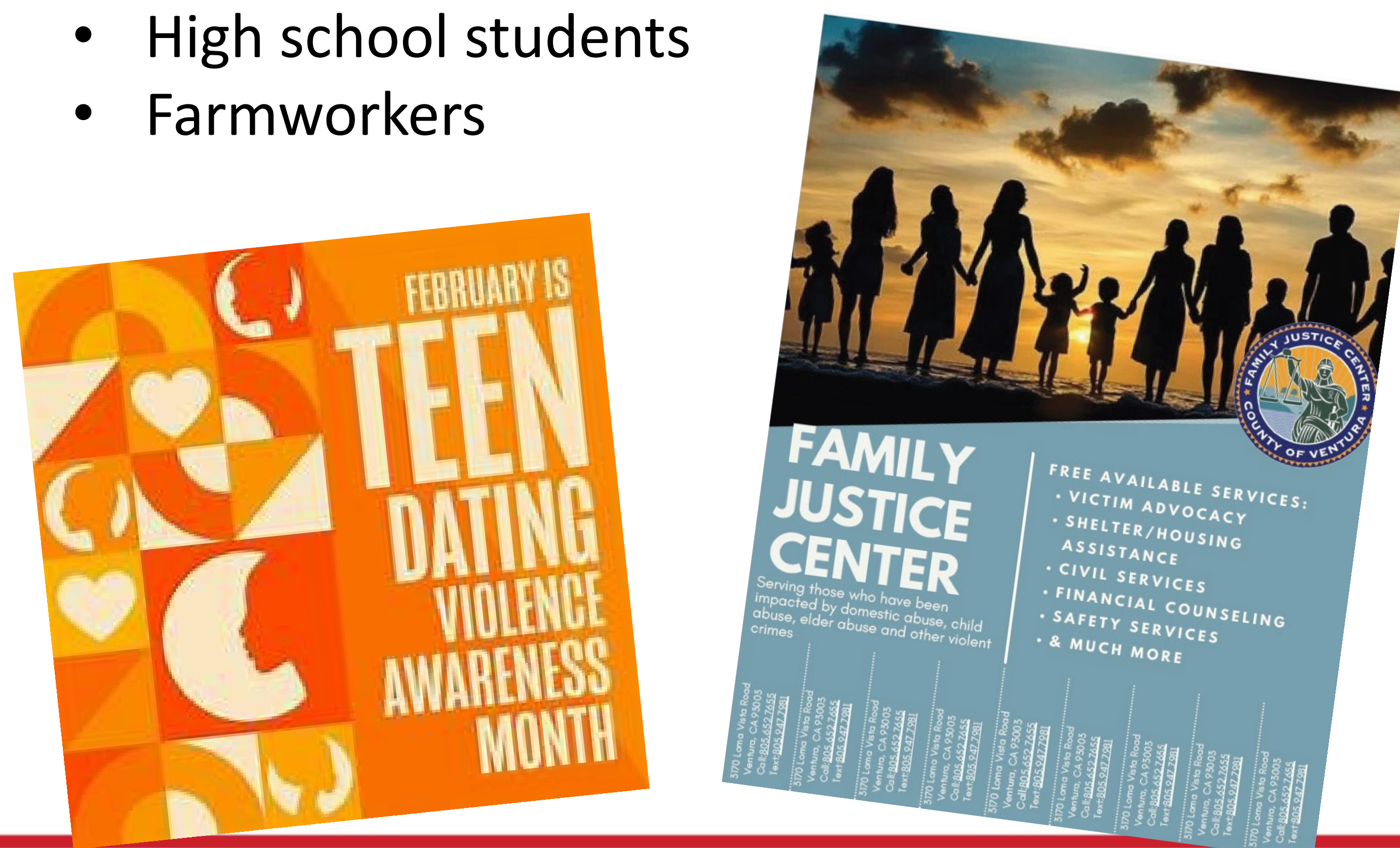


## Executive Summary

Sociology Capstone students have engaged in research and outreach with the Ventura County Family Justice Center (FJC), a program out of the VC District Attorney's Office that serves victims of domestic violence, child and elder abuse, and human trafficking.

This collective project gives students the ability to choose a research question OR to engage in service learning via outreach activities for the FJC

- A sample of research questions:
  - How does housing status affect the safety of domestic violence victims?
  - Is elder abuse among the disabled underreported?
  - How can gov't systems that address child abuse be improved?
- Some outreach groups served:
  - Low-income neighborhoods
  - High school students
  - Farmworkers



## Methods

- Research is mainly conducted using secondary, de-identified data and a variety of statistical methods.
- Outreach consists of creating materials and distributing info via warm drops, event tabling, social media posts and presentations.

## Key Findings

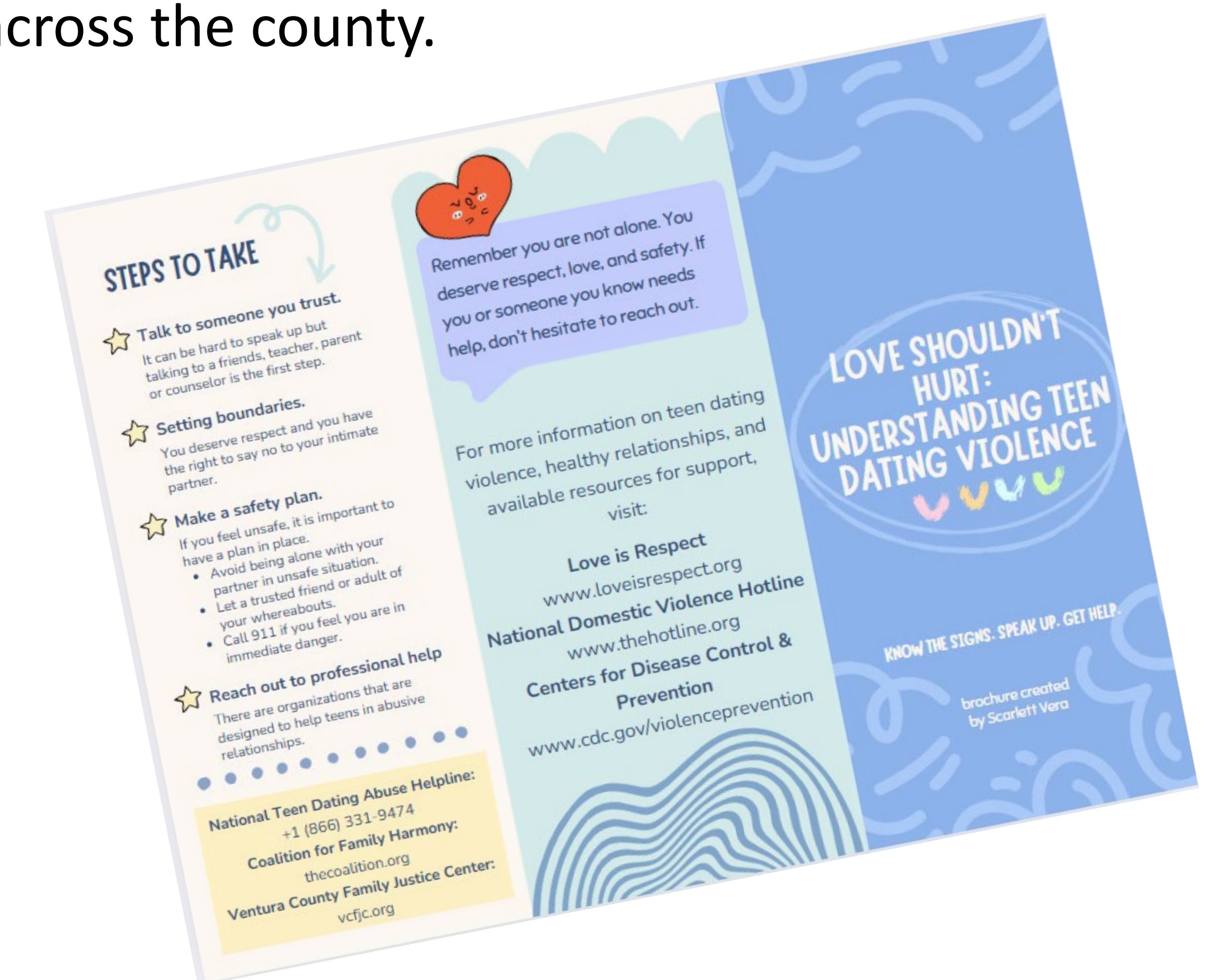
Key findings were presented in Fall, 2024 at the quarterly meeting of the California Family Justice Network at our CSUCI Boating Center (see below).



## Community Impact

The students' work has had an impressive impact on the VCFJC:

- By analyzing the secondary data, students are extending the ability of the VCFJC to ask questions that it has neither the time nor resources to conduct on its own.
- By engaging in outreach, students have created long lasting materials that the VCFJC can use as well as opened new channels of engagement across the county.



## Acknowledgements

I would like to thank the following for their continued commitment to student engagement and research:

- District Attorney Erik Nasarenko
- Chief Deputy Michael R. Jump
- Outreach Manager Rajima Danish-Engel

**Spotlight on  
Community-  
Based Research  
2025**

# Teaching Tomorrow: Serving High School and Middle School Math Students

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

F. Cabanas, C. Contreras, B. Garden, P. Goetz, C. Gonzalez-Troccoli, J. Manzano, M. Ramos Rodriguez, A. Reed, J. Wright, N. Zayyad

## Project Description, Community Needs, & Project Goals

Math 318 is an elective course 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.

This project was designed to **connect CSUCI's future teachers of secondary mathematics with local high school math classes & middle school students**.

Teachers at **Rancho Campana High School** described a need in their math classes for assistance in answering student questions and nudging students in the right direction during class. CSUCI students visited the high school classes to help students with math and with their *perceptions* of math.

Math 318 students also served middle schoolers! At a **Family STEM Night at R.J. Frank Academy**, the CI students facilitated games and activities for middle school students and their families. They also led STEM-focused campus tours for the **STEM Educational Summit**, an event that hosted 160 6<sup>th</sup> graders and their teachers at CSUCI.

The goals of the project were

- to **assist** in the teaching and learning of mathematics among local secondary 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.

"... my actions helped [the students] to solve math concepts but most importantly boosted their confidence in their math-solving skills."  
– P. Goetz

"I was able to interact with the students as a student, and hopefully motivate them to pursue higher education."  
– M. Ramos Rodriguez

## Project Activities

Each of the Math 318 students visited RCHS on multiple occasions to **serve and observe** the high school's math classes. During each hour-long visit, CSUCI students were assigned to a math teacher and a math classroom.

CSUCI students **served** at the high school by providing in-class support. They walked around to assist with questions, offer guidance, and encourage participation. 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** classroom dynamics, including teaching strategies, student-teacher interactions, classroom culture, and the learning environment.

At the middle school events, CI students facilitated interactive and fun math games designed to build confidence, joy, and a sense of belonging around math.



"I learned that approaching high school students at their level is key to a successful learning environment."  
– J. Wright

"Through this project, I learned how important it is to be patient when helping the students."  
– J. Manzano

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## Service-Learning Outcomes

Through this experience CSUCI students

- Observed a variety of teaching strategies and activities that encouraged active engagement.
- Developed relationships/rapport with math teachers and students.
- Assisted in the teaching and learning of mathematics.
- Reflected on their own strengths and challenges 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 introductory math courses.
- Developed relationships/rapport with CSUCI students and with the greater university.

Through this experience the R.J. Frank community

- Grew better acquainted with CSUCI
- Experienced STEM-focused activities that built confidence and mathematical identity.

"I got chances to actually interact with students in meaningful ways that have been lacking in my other educational courses."  
– B. Garden

"... [As a result of this experience, I will have] more patience with the students, asking them 'why' questions instead of giving them answers, and not assuming what they do and don't know about math."  
– F. Cabanas

"I learned that teaching math requires a delivery method that is approachable and in some instances entertaining to students."  
– N. Zayyad

"I saw how important it is to build relationships with students."  
– C. Contreras

## 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.



**R.J. Frank Academy** is a middle school in Oxnard specializing in Marine Science and Engineering.

### CSUCI Math 318 Students, Spring 2025 Semester:

Fatima Cabanas	Jennifer Manzano
Cassy Contreras	Matthew Ramos Rodriguez
Bennett Garden	Adam Reed
Priscilla Goetz	Jasmine Wright
Celestial Gonzalez-Troccoli	Nadine Zayyad

## Best Practices Elements

This project has prepared the way for many **collaborative opportunities between CSUCI students and 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.

# STEAM Carnival: Partnership with Camarillo Boys and Girls Club



Channel Islands  
CALIFORNIA STATE UNIVERSITY

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, Rebecca Culver, Youth Specialist, and Jamie Stone, Teen Specialist.  
**Students:** Aileen A., Analyssa A., Falvio A., Hailey A., Jacob A., Abraham D., Emma D., Markon D., Irene E., Penny F., Tessa F., Gianna D. G., Isabella D. G., Luca D. G., Noah H., Jaiden M., Sofia P., Allie S., Hunter S., Tovie S., and Zieck S.

**CSUCI Faculty and Students:** Spring 2025, Dr. Annie White and twenty ECS 463 students volunteered: Leticia Baroza, Esthela Cazares, Lilliana Contreras, Jasmine Cortez, Rosa Delacruz, Darlene Enciso, Rocio Fernandez, Jannelle Garcia, Mia Garcia, Alanis Gutierrez, Jazmin Jimenez, Haley Kolb, Zoe Landaverde, Paola Lopez, DJ Mammoth, Gabi Miramontes, Yaritza Santes, Sarah Tanner, Yannel Tapia, and Eileen Vargas Quezada. Twelve ECS 460 students: Rocio Aguirre, Kelsey Brock, Paola Caballero, Lorena Gamboa, Rebecca Gomez, Alondra Gonzalez, Karla Lopez, Danica Perzel, Anna Ratzlaff, Jannet Rios, Charlotte Robles, and Stefanie Sanchez. Eight UNIV 392 students: Alejandro "AJ" Antonio, Angelica Apelado, Jacob Girardot, Nycherie Hong, Alexia January, Angie Kays, Jade Narita, Diana Rivas and two community volunteers: Zoylafflor Hernandez and Jim White. Total 65 volunteers.

## 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 led early learning STEAM activities for young children and families at the STEAM Carnival held on campus, along the central mall. During Spring 2025, ECS students provided sixteen different STEAM activities at the STEAM Carnival in the Early Exploration area.

The ECS 463, 460, and UNIV 392 students:

- Worked in small groups, including a team lead and CBGC student
- Set up STEAM materials
- Implemented the STEAM activities
- Co-facilitated STEAM learning with CBGC students, as co-leads and engaged in 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 the 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 that the students helped them understand how to assist children's STEAM learning. Students facilitated active learning and asked children critical questions to further their 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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