

Instructionally Related Activities Report Form

SPONSOR	DEPARTMENT
Center for Community Engagement	Centers for Community and Multicultural Engagement, Chicana/o Studies, Communication, and History programs and Project Islas

ACTIVITY TITLE	DATE (S) OF ACTIVITY
Cesar Chavez Week of Service and Learning: Social Justice Through the Arts -Paul Flores	March 26 and 28, 2013

SUPPORTING DOCUMENTATION

Attach:

- 1) Student evaluations or assessments
- 2) Please list the number of students participating for each segment of the activity. For overnight activities please include the names, majors, and graduation dates of students on a separate sheet. (Student names are for internal IRA use only and will not be published)
- 3) Images demonstrating student participation (up to 6 images)
- 4) A summary of expenses

E-mail to the IRA Coordinator at lisa.ayre-smith@csuci.edu within 30 days after the activity.
It is recommended that sponsors also retain copies of reports for your records.

Thank you for your commitment to engaging our students!!

PLEASE ANSWER THE FOLLOWING QUESTIONS:

(1) PROVIDE A DESCRIPTION OF THE ACTIVITY

Paul S. Flores is a nationally known spoken word artist, published poet, playwright, and award-winning novelist. Throughout his three-day visit, Mr. Flores served as a panelist, at the Cesar Chavez Photo and Art Exhibition, speaking about his experiences using art as a tool for community voice and civil-rights activism to move communities to action. He also held poetry workshops here at CI and in the community, at Café on A, on spoken word and public speaking and Chicano performance in poetry as a means for social justice. These workshops culminated with a performance by Mr. Flores at a Social Justice Poetry Slam, at CI and Café on A, which he acted as MC.

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

Students from Chicana/o Studies as well as other programs attended the workshop and Slam both on campus and at Café on A. This workshop gave students an opportunity to participate in a cultural event that allows them to explore/express themselves and learn how to use this form of expression as a tool for community activism.

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

The students had not attended a poetry workshop before so this was a great opportunity for them to be able to learn and express themselves in such a way. The students were able to work one on one with a nationally recognized poet and leave with a poem they performed at the Poetry Slam.

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

Few students attended the poetry workshop, despite heavy promotion. However, those that attended the workshop and Poetry Slam. The small group was also strength because students were able to work one-on-one with Paul. The small group also made it "safe" for students to get up and share their poetry. Feedback from the workshop and Slam were very positive.

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

The workshop and Slam itself were successful. Promoting events always seems to be a challenge despite the various methods used.

(6) WHAT DID YOU LEARN FROM THE PROCESS?

The logistics for a week-long celebration is a huge undertaking, the logistics, working with multiple departments, including off-campus. However, with that being said, the feedback from students was that they want more cultural events such as these. We found that it is extremely important and necessary part of curricular/co-curricular programming.

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Center for Community Engagement	Centers for Community and Multicultural Engagement, Chicana/o Studies, Communication, and History programs and Project Islas

ACTIVITY TITLE	DATE (S) OF ACTIVITY
Cesar Chavez Week of Service and Learning: Language Justice Workshop	March 27, 2013

SUPPORTING DOCUMENTATION

Attach:

- 1) Student evaluations or assessments
- 2) Please list the number of students participating for each segment of the activity. For overnight activities please include the names, majors, and graduation dates of students on a separate sheet. (Student names are for internal IRA use only and will not be published)
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PLEASE ANSWER THE FOLLOWING QUESTIONS:

(1) PROVIDE A DESCRIPTION OF THE ACTIVITY

As students entered the Petit Salon they were informed that this would be a bilingual event, and offered the use of headsets for translation. Most students assumed that the presentation would be in English, so they declined the use of the headsets. When the presentation started out in Spanish, a line formed at the back to get headsets. Shortly thereafter, the presentation switched to English, and the presenters asked students for their reactions to not understanding the presentation. That set the stage for ensuing discussions about what Language Justice is, how it impacts people who are not native English speakers, and how it ties in with concepts of stereotypes, discrimination, prejudice, and privilege. Students were divided into small groups to examine specific vignettes where some injustice had occurred directly due to language difficulties.

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

Students were primarily attending from Communication courses (including Interpersonal Communication, Intro to Communication Theory, and Multicultural Conversations). In each course, there is a component that addresses the elements of language use, particularly in intercultural situations. Syllabi were designed to take advantage of this activity, and the timing was perfect for learning objectives that included: differentiation of communication skills in different contexts; development of an appreciation for social and cultural diversity; and identifying barriers such as racism or systems of privilege that arise from histories of colonization, exploitation, and discrimination, and learning ways to creatively address these inequities.

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

In addition to directly addressing the learning outcomes listed above, students had the opportunity to interact with a group of skilled facilitators with a variety of personal backgrounds and stories. The workshop was highly experiential, and offered a simple and effective model called “The Table of Oppression” that addresses how each person, whether we are “privileged” or “targeted,” has a responsibility to identify and counteract possible incidents of language injustice. I would say that about 95% of the students were very engaged and learned some valuable insights. Here are some of their observations, taken from a post-workshop assignment:

“This workshop opened my eyes to the ways that people who have come from different countries may have difficulties succeeding in America.”

“I truly enjoyed this experience from the beginning until the end. It caused me to think, question, and be more open-minded. I am glad that we had the opportunity to participate in this presentation. I think it is important that we are all aware that oppression is going on around us, and I know that this experience has opened my eyes.”

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

The presentation style was a little too “in your face” for some students, as expressed by the comments below. Also, the acoustics of the Petit Salon were not ideal for this size of group and type of activity.

“While I can respect the message that this organization is trying to put out I have to disagree with the way that it was presented. I felt as if the organization giving the presentation attacked society as a whole for wanting to have a core channel of communication for everyone in our country; in this case, English.”

“I was torn between how much I appreciated the session and how much I wish they had taken a different approach in their discourse. Rather than attain empathy, compassion, and possibly action towards eliminating this injustice, I felt that the group presenting should have known that while some in the university hold open minds about the world,

there are others who, if rubbed the wrong way, will immediately become unreceptive to the message that so desperately needs to be raised. Overall it was wonderful to see people of both Hispanic backgrounds and white backgrounds stand up for what has been silenced for so many years.”

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

I would either look for another room (preferably one with carpet, that is not so “live”), or provide lavalier microphones for the presenters who prefer to move around, and not be tied to a stand or hand-held microphone. I would also (and already have) suggest that the presenters adjust their introduction and framing of the topics. (On the other hand, I am aware that there will probably always be some students who resist any suggestion that they take responsibility in counteracting injustice and/or oppression.)

(6) WHAT DID YOU LEARN FROM THE PROCESS?

I learned some very good ways of presenting these concepts, and I learned that there are both quite a few students at CI that have experienced issues of Language Justice (either personally or with family members), and students who are absolutely convinced that when people come to America they should learn English immediately. This is a dialogue that needs to be ongoing.

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Instructionally Related Activities Report Form

SPONSOR	DEPARTMENT
Center for Community Engagement	Center for Community Engagement

ACTIVITY TITLE	DATE (S) OF ACTIVITY
César E. Chávez: A Legacy of Service: Photo Exhibit Opening & Reception	Wednesday, March 27, 2013

SUPPORTING DOCUMENTATION

Attach:

- 1) Student evaluations or assessments
- 2) Please list the number of students participating for each segment of the activity. For overnight activities please include the names, majors, and graduation dates of students on a separate sheet. (Student names are for internal IRA use only and will not be published)
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PLEASE ANSWER THE FOLLOWING QUESTIONS:

(1) PROVIDE A DESCRIPTION OF THE ACTIVITY:

The activity debuted two exhibits paying tribute to the memory of César Chávez. One aspect of the exhibit featured the photojournalism of Jess Gutierrez who captured the spirit of Chávez and Ventura County farmworker communities for over four decades. The other showed the work of Artist Xico González who honors labor leaders of the United Farm Workers movement by way of poster art. The event included a 6pm panel discussion, moderated by Dolores Huerta, co-founder of the [United Farm Workers](#) (UFW) union with [César Chávez](#). The panel consisted of an adjunct faculty member, a community activists, and performance artists, Xico Gonazalez and Paul Flores. They discussed the intersections of Chávez's core values of service and learning. A reception followed the panel. Approximately, 100 students attended the exhibit opening. Another two hundred people attended from within and outside of the university.

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

The courses listed below examine labor and civil rights movements of the past and present. [César Chávez](#) and the United Farm workers has a storied history in Ventura County. As a result, the event linked local traditions with national trends of historical and contemporary import.

Related Courses:

Transborder Perspectives in Chicano/a Studies (CHS 331)
Theoretical Foundations (CHS 491)
California History and Culture (HIST 369)
Southern California Chicana/o History and Culture (CHS/HIST 402)
United States History Since 1877 (HIST 271)

The activity informed the following learning objectives of the above courses:

CHS 331

1. Define the main concepts and paradigms in Transborder Studies as they apply to Chicana/o Studies.
2. Apply Transborder Perspectives to the different research areas in Chicana/o studies such as migration, history, and cultural production.
3. Develop skills to integrate a gender analysis to Transborder Perspectives as an integral component of Chicana/o Studies.
4. Articulate the relationship to regional, national, and international components of Chicana/o Studies in various areas of research such as history, cultural production, and labor migrations.

CHS 491

1. Understand and discuss the relationship between the knowledge & power;
2. Analyze the production of knowledge from a positivist and anti-positivist perspectives;
3. Examine and critically analyze the nature of post-modern theory with respect to contemporary intellectual frameworks.
4. Survey the major social theories that have informed the making of knowledge with respect to the Chicana/Chicano community and the development of Chicana/o studies as a discipline;
5. Explore the major social theories and critically analyze the impact on the Chicana/Chicano community;
6. Describe the major social theories as they pertain to a diverse society stratified by race, class, language, nationality, gender & sexuality.
7. Investigate the nature of culture as domination and resistance within! The context of mainstream American and Chicana/Chicano cultural contexts!

CHS 402

Compare and contrast the experiences of Mexican agricultural communities.
Consider the role of farmer workers movements in Southern California society.
Analyze the significance of cultural expression in the region.

HIST 271

Evaluate corporate and technological growth in the United States.
Consider the co-relation between economic growth and the rise of immigration.
Explain the social and political complexities of ethnic urban communities.
Compare and contrast labor unions.

HIST 369

Evaluate California's policies toward racialized minority groups.

Examine California's political growth in the 20th century.

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

The strength of the activity was in the community attendance of people from throughout Ventura County that were involved in one way or another or connected to the farmworker movement of the 1960s onward.

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

The space within the Broome library's 1320 exhibition hall and seating available was insufficient to accommodate the influx of students, faculty, staff, and community members.

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

For a future exhibit opening, the planning group might consider having the reception in a larger venue on campus.

(5) WHAT DID YOU LEARN FROM THE PROCESS?

That there is a thirst in the community for programming related to the history and culture of people of Mexican origin.

E-mail to the IRA Coordinator at lisa.ayre-smith@csuci.edu within 30 days after the activity.

Instructionally Related Activities Report Form

SPONSOR	DEPARTMENT
Center for Community Engagement	Centers for Community and Multicultural Engagement, Chicana/o Studies, Communication, and History programs and Project Islas
ACTIVITY TITLE	DATE (S) OF ACTIVITY
César Chávez Week of Service and Learning cinÉngage documentary film series	3/28/2013

SUPPORTING DOCUMENTATION

Attach:

- 1) Student evaluations or assessments
- 2) Please list the number of students participating for each segment of the activity. For overnight activities please include the names, majors, and graduation dates of students on a separate sheet. (Student names are for internal IRA use only and will not be published)
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PLEASE ANSWER THE FOLLOWING QUESTIONS:

(1) DESCRIPTION OF THE ACTIVITY

The Centers for Community Engagement and Multicultural Engagement created a documentary film and lecture series, for spring 2012-spring 2013, hosting 2 + film screenings a semester that included a Q & A with the filmmaker/producer or panel presentation. This extra film was planned specifically in conjunction with the week of César Chávez events.

Children in No Man's Land – March 28, 2013, filmmaker attended

Films screened emphasize diversity, multiculturalism, and social justice, themes that align with the mission and vision of CI and both Centers.

Description of the film is attached.

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

This film in particular relates to the university's mission elements of offering multicultural and international perspectives and encouraging civic engagement. As such, it relates to the many GE and upper division courses that help students develop in these areas. Most particularly the University Experience 100, 150, 250 & 300 courses, but also students from a wide range of programs from English to Political Science as well as those interested in the development of documentary films. The opportunity to discuss the film's history and development with the filmmaker is priceless.

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

Providing talented documentarians doing important investigative work with an audience is important to the larger community and access to such work. Providing students with an enriching experience allowing them to interact with a documentary filmmaker is a rich and important opportunity for our students. In addition, the film is added to a growing film library for future students' use.

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

The room we were able to get would not hold everyone who wanted to attend. This was partially due to being stuck in a much smaller venue, but it also was due to coupling the event with others of the same theme with a dedicated constituency and classes attached.

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

Get a larger room.

(6) WHAT DID YOU LEARN FROM THE PROCESS?

Get a larger room farther in advance. We really do need a decent sized film screening room.

E-mail to the IRA Coordinator at lisa.ayre-smith@csuci.edu within 30 days after the activity.

Instructionally Related Activities Report Form

SPONSOR	DEPARTMENT
Jose Alamillo	Chicana/o Studies Program

ACTIVITY TITLE	DATE (S) OF ACTIVITY
Xico González Lecture: "Corridos y La cruzada: Documenting the Stories of the Undocumented" (part of Cesar Chavez Week of Events)	March 28, 2013

SUPPORTING DOCUMENTATION

Attachments:

- 1) Student evaluations
- 2) Attendance sheet for 33 students.

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PLEASE ANSWER THE FOLLOWING QUESTIONS:

(1) PROVIDE A DESCRIPTION OF THE ACTIVITY

Xico González was a guest speaker in my CHS 331 course and March 28th, 2013 from 12noon to 1:15pm. He lectured on role of *corridos* (song ballads) in telling the stories of immigrants. He played corridor music to the class and asked students to sing and/or read the song lyrics. He then asked students to analyze the *corridos* in relation to immigration. Each song told a different story about immigration, such as the journey crossing the border, the role of the coyote, the immigrant search for work and the alienation living in a foreign land. Since the course focuses on indigenous migrants in Mexico and the Unites States, he played several corridos with indigenous themes. Students were presented with different photos of immigrants who told their stories through the *corridos*. There were a total of 33 students in my class and they enjoyed the dynamic nature of Xico's presentation. They loved hearing the *corridos* and then discussing them.

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

OBJECTIVES?

CHS 331: Transborder Perspectives in Chicana/o Studies

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

The major strength was using music to engage students and to stimulate discussion. Xico was very engaging with students using his own personal story to make connections with students. Students had many questions about the topic and the presenter. Xico provided students with an enriching experience allowing them to interact with him and the music.

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

The major weakness was the small class size and there was little time for more questions and discussion.

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

Reserve a larger class and invite other classes to join.

(6) WHAT DID YOU LEARN FROM THE PROCESS?

Overall, Xico's presentation followed closely the CI mission on international and multicultural perspectives. He presented several diverse perspectives on the issue of immigration and challenged students to view immigration from the perspective of those migrants that lived it. His presentation also emphasized the international and transnational nature of corridos, discussing how culture and music cross multiple borders. He made the lecture very interacting by inviting questions and asking students to share their stories about their migration journeys and asked them if any of the corridos related closely to their family's experiences.

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Center for Community Engagement	Centers for Community and Multicultural Engagement, Chicana/o Studies, Communication, and History programs and Project Islas

ACTIVITY TITLE	DATE (S) OF ACTIVITY
César Chávez Week of Service and Learning : Silkscreen Workshop with Xico Gonzalez	3/29/2013

SUPPORTING DOCUMENTATION

Attach:

- 1) Student evaluations or assessments
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(1) DESCRIPTION OF THE ACTIVITY

As part of his 2-day visit to foster a dialogue on art, activism and the legacy of César Chávez, Xico Gonzalez facilitated community art workshops that included a hands-on silk screening component for participants and a reflection component. While sharing his art pieces, Mr. Gonzalez spoke about his experience using art as a tool for community voice and civil-rights activism to move communities to action. Prior to his visit, he had created a silkscreen image of Cesar Chavez, which he used in the workshop portion of this event. Students learned how to silkscreen, using this image, on various mediums, including t-shirts they had brought. This image was also used to create a poster for the Cesar Chavez National Blood Drive Challenge held on April 11, 2013, on campus.

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

Overall, this was an educational event that connected with the CI mission statement by

placing the students that attended, at the center of the educational experience and allowed for multicultural enhanced knowledge on social justice issue to be discussed. Not only was the CI mission statement followed, but the CI leadership definition was used because the workshop build community amongst the students, and taught them that it is very important for them to personally flourish and act in a positive and socially responsible manner.

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

Being able to bring a Chicana/o artist to campus to speak about using tool as a form of activism, holding a cultural event, and tying this into celebrating Cesar Chavez week.

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

The workshop was held on a Friday. Although there were 23 students who attended, more might have participated had it been held on another day and time.

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

Hold this event on a day when more students are on campus.

(6) WHAT DID YOU LEARN FROM THE PROCESS?

Scheduling student events is always tricky, no matter how much promotion is done.

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Instructionally Related Activities Report Form

SPONSOR	DEPARTMENT
Center for Community Engagement	Centers for Community and Multicultural Engagement, Chicana/o Studies, Communication, and History programs and Project Islas

ACTIVITY TITLE	DATE (S) OF ACTIVITY
Cesar Chavez Day of Service and Learning: Farmworker Immersion	March 30, 2013

SUPPORTING DOCUMENTATION

Attach:

- 1) Student evaluations or assessments
- 2) Please list the number of students participating for each segment of the activity. For overnight activities please include the names, majors, and graduation dates of students on a separate sheet. (Student names are for internal IRA use only and will not be published)
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PLEASE ANSWER THE FOLLOWING QUESTIONS:

(1) PROVIDE A DESCRIPTION OF THE ACTIVITY:

Farmworker Immersion Project: Saturday, March 30, 2013

The Center for Community Engagement, in collaboration with the community organization, Ventura County Clergy and Laity United for Economic Justice, hosted the Farmworker Immersion Project, a program that places students in the community engaging in real world learning in honor of Chavez' great legacy. Twenty-eight students participated in a day-long service project, learning about farm worker housing and work issues. The Farm Worker Housing Immersion Project guides students through a first-hand experience of typical farm work life in Ventura County. Students visited a local berry farm to learn about the agricultural business in our county. The farm manager instructed students on how to harvest the berries. Students worked in the field, then traveled to Villa Cesar Chavez, a housing community managed by Cabrillo Economic Development. At the end of the day students gathered to together reflect and brainstorm about next steps or how they could stay involved around farmworker issues. Here are some of the ideas students came up with:

1. Fundraise for Villa Cesar Chavez – your club/organization could do this.
2. Mentoring/tutoring at Villa Cesar Chavez- if you are interested in doing this, please contact Priscila Cisneros at 805.672.2569 or send an email to pcisneros@cabrilloedc.org
3. University 110 presentation – I heard from Dr. Soule that this was done, woo-hoo!
4. College Outreach to parents (especially fathers)
5. LEAP/College for a Day – if you are interested in finding out more information about the campus program, please contact Vanessa Mendoza at Vanessa.mendoza@csuci.edu
6. Juana's contact information – if you are interested in learning more about or volunteering at CLUE VC please contact Juana Tapia at organizer@cluevc.org

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

This activity in particular relates to the university's mission elements of offering multicultural and international perspectives and encouraging civic engagement. As such, it relates to the many GE and upper division courses that help students develop in these areas. Most particularly the University Experience 100,150, 250 & 300 courses, but also students from a wide range of programs from Chicana/o Studies to Political Science. The opportunity to experience, for a brief moment, farmworker housing and worker issues is invaluable.

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

This was the second year in a row the CCE has held this event. The student feedback received is that this is a powerful event. A majority of the students who participated, either have parents/relatives who are farmworkers or know families who are farmworkers, this experience has allowed them to connect to those experiences (this information gathered from student feedback forms).

Other activity strengths:

- Collaborating with an outside organization
- Having a bus to transport the students
- Coming together to reflect at the end of the day
- Creating an email list to follow-up with students about possible ways to stay connected to farmworker issues

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

Not necessarily a weakness but feedback from a majority of the students, they wanted to make the day longer. They would have preferred to work alongside farmworkers all day to get an intense experience of what their day was like. Some suggested having this event during spring break and making it a weeklong activity.

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

Expand this event to possibly two days.

(6) WHAT DID YOU LEARN FROM THE PROCESS?

Good planning and organization makes this event very easy to implement. From student feedback, this event is something students want to participate in, it is a meaningful and powerful experience and an important piece of curricular/co-curricular programming.

Assessment- Screening of Children in No Man's Land

I attended the film because	I would encourage others to see this documentary
I was curious about the film my professor asked our class to attend I was curious about the film I was curious about the film I was curious about the film	Agree Strongly Agree Strongly Agree Strongly Agree
How did you hear about the film?	I would like to see more programming like this on campus
poster faculty member poster wavelength friend	Agree Strongly Agree Strongly Agree Strongly Agree
The topic was engaging	The time of the event worked well with my schedule
Agree Strongly Agree Agree Strongly Agree	Disagree Strongly Agree Agree Strongly Agree
The information was presented in a clear and understandable way	The venue was a good setting
Agree Strongly Agree Agree Agree	Strongly Disagree Disagree Strongly Disagree Agree
The topic related to the themes of diversity, multiculturalism, and/or social justice	I enjoyed the Q&A with the film's director/producer
Agree Strongly Agree Strongly Agree Strongly Agree	Disagree Agree Strongly Agree

The event was good but would have been better if...

If the room # had been advertised. The wrong room # was advertised. We sat in chairs in the wrong room, WITH a staff person setting up something, for 1/2 hour. We missed 1/2 hour of the presentation. I told my students the room # that was advertised. Now I am going to tell them to see "Bully" on the 11th. Wish us luck!

i DID NOT LIKE THE ROOM THAT WAS GIVEN TO US. In this area there was a pillar that was blocking people's view. There was not enough seating for everyone.

I thought that the film was absolutely amazing. It was able to open the eyes of many students and they were able to see how people risk their lives on a daily basis in order to be reunited with their families, fins work, and to have better lives. It would have been better if the venue was a bit larger, maybe in Aliso Hall, because at Broome, there were so many students and not enough seating.

Cesar Chavez Day of Service and Learning - IRA proposal 505

Expenditures

Paul Flores	\$ 3,600.00
Xico Gonzalez	\$ 3,600.00
Jess Gutierrez	\$ 1,000.00
Just Communities	\$ 600.00
Anayansi Prado	\$ 550.00
Roadrunner Bus	\$ 959.00
OPC	\$ 179.31
Big Shots printing	\$ 100.00
Total Expenditures	\$ 10,588.31

Total IRA Award	\$11,422
Remaining	\$ 833.69