



California State
University

Center for
**COMMUNITY
ENGAGEMENT**

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

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CSU Channel Islands
Center for Community Engagement

2016

Activities, Awards, & Recognitions
in Community Engagement





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LOOKING AHEAD ...

The CCE constantly seeks to develop and implement strategic initiatives to support and promote service-learning and community engagement. The following is a list of new initiatives that we plan to implement next year. If you have ideas about initiatives to support or promote community engagement, or would like to be involved in any of the following initiatives, we would love to hear from you.

Community-Based Research (CBR) Repository: CBR is a high impact practice with immense benefits for our students and community. The CCE, with the Broome Library and the California Institute for Social Business, will establish a peer reviewed repository to recognize and disseminate the best of CBR at CI.

CI Serves: The CSU system has developed a database to more effectively facilitate service-learning partnerships and projects in the community. CI piloted the program this past year, and will be rolling it out across campus in 2016-17.

Civil Discourse Initiative: Civil discourse refers to our collective capacity to talk to one another about contentious issues in productive ways. This initiative is designed to increase that capacity, to support a more just and democratic society.

Food Pantry: The CCE will participate in establishing a campus food pantry with the goal of providing nutritious food, as well as food program assistance support and referral services for students experiencing food insecurity.

Engaged Program Initiative: In partnership with Richard Cone, the CCE is planning to launch an initiative designed to support programs that make a collective commitment to integrating service-learning throughout the curriculum.

Honors in Community Engagement: The CCE, in partnership with Student Affairs, is developing plans to create a recognition program to honor students who exemplify our campus commitment to community engagement.



A TRADITION IS BORN: COMMUNITY BUS TOUR FOR NEW FACULTY

A CCE initiative this year has started a new tradition at CSUCI. On the day of new faculty orientation, the CCE welcomed 15 new hires by asking them to “get on the bus!” and travel to meet various campus-community partners. Faculty listened to

presentations from “seasoned” service-learning faculty and campus-community partners, learned about issues that impact Ventura County and discovered how they and their students can engage with and learn from the community through service-learning and community-based research.

INFORMATION AS A FREEDOM AND JUSTICE ISSUE

Colleen Harris-Keith
Freedom and Justice 340:
Exploring Freedom and Justice

Community Issue

Access to information is a social issue which affects people of all different backgrounds. However it most prominently affects impoverished people with language and financial barriers. Information is a source of power and privilege, and withholding information or not distributing knowledge appropriately can lead to furthering oppressive power dynamics. This project sought to explore information as a freedom and justice issue.

Project Description

These service projects focused on identifying an information access challenges at the partner sites and developing recommendations for more inclusive practices. Student groups worked with Cabrillo Economic Development Corporation (a housing provider for low and very low income families) to explore the information dynamics of different properties by engaging in narrative and qualitative research, collecting residents' stories and parsing out the information-related factors contributing to the success or failure of programming at each property. They identified information issues at play, and made recommendations for action based on their research at each property. At Camarillo Health Care District (which provides services to caregivers and the elderly) students explored the website, and gathered information from the primary site users, researched best practices in web design and information retrieval, and provided their Board of Directors with a list of recommendations for action and improvement on the website. For One Step A La Vez (a teen advocacy group serving low-income isolated minority populations in Fillmore and Piru), students identified factors contributing to lack of involvement by local high schoolers. Students interviewed teens in the area to identify factors related to joining the group (or not). After researching best practices in terms of teen centers and recruitment, the group presented the director with a report offering recommendations for action based on best practices.

Project Outcome

Students identified clear connections between the scholarly readings on information and the work done in each group with the community. Students developed clear and research/best-practice related recommendations were offered to community partners to solve an identified problem. Students were able to practice project management skills such as division of labor, planning, scheduling, and drafting.

CCE ACTIVITIES AND IMPACTS

The Center for Community Engagement (CCE) at CI is one of four “mission centers” on campus. The purpose of the CCE is to encourage all types of community engagement, with a particular focus on service-learning. Service-learning is an educational experience that combines organized service activities with academic study and critical reflection to support in-class learning and foster a sense of civic responsibility. These service activities, carried out in close collaboration with community partners, provide students with the knowledge and experience to transform themselves into future leaders and socially-conscious citizens, while serving the community in ways that can have deep impacts. The role of the CCE is to identify and promote service-learning practices that offer the greatest promise of the deepest impacts.

We promote service-learning in a variety of ways. We **host workshops and consultations** for faculty and partners interested in being involved in service-learning. We host networking events, such as our annual **Invitation to Service** and our occasional **Soup, Salad, and Service** lunch. We offer **Classroom Orientations** to help students understand better the logistics of service-learning. We provide funding to promote service-learning projects through our **Service-Learning Course Activity Fund**, and support deepening of service-learning skills through our **Conference Registration Grants**. You can read about other initiatives in the pages to come and in our other brochures.

Our most joyous event of the year is our annual **Celebration of Service** held each May, where we recognize honorees for all of our awards and recognitions. This third annual **Activities, Awards, and Recognitions** booklet presents those honorees, along with highlights of CCE activities for the year. Each of the honorees highlighted here is doing remarkable work to fulfill the mission of CI: to create a university that serves the community, and cultivate graduates committed to community engagement and service. We hope that they inspire you as much as they have inspired us.

Service-Learning Impacts, 2015-16:

- **983,307** dollars of economic benefit to the community
- **35,640** hours served by CI service-learning students
- **1,578** students engaged in academic service-learning
- **72** course sections offered a service-learning component
- **38** percent of programs offered at least one service-learning course
- **60** community partners involved in service-learning
- **35** faculty taught a service-learning course

SIGNATURE INITIATIVES



SERVE IT UP: BUILDING A CULTURE OF SERVICE

The CCE and Multi Access Programs in Student Life created a cross-divisional initiative that contributes to building a culture of service at CI. **Serve It Up** is a year-long program that provides the CSU Channel

Islands community with service opportunities throughout Ventura County.

The initiative involves four signature service days created and implemented by student leaders, along with a culminating experience on Santa Rosa Island for selected students.

All participants are given a Serve It Up t-shirt, lunch, bus transportation and an engaging day of service and learning within the local Ventura community. The following signature service days engaged more than 150 students, staff and faculty in the community.

Student Service Summit: The Summit serves as an opportunity for incoming first year and transfer students to be introduced to the community service initiative. Student volunteers worked on graffiti removal and continued restoration on the Long Grade Creek project.

United Way Day of Caring: This annual event brings community volunteers out to help nonprofit organizations across the county with a variety of tasks. The CI community served at Prototypes Women's Shelter planting flowers and making over the grounds. Residents joined in the renovation work and afterwards enjoyed lunch and a reflection activity with the students.

Dr. Martin Luther King Jr. Day of Service: Volunteers celebrated Dr. Martin Luther King (MLK) Jr. at the Boys and Girls Club of Camarillo, acting as "buddies for day." Students participated in art and science activities with children, while reflecting together on the impact of MLK's work and the legacy he left behind.

César Chávez Day of Service: Our final service day was held at FOOD Share, Ventura County's regional food bank. Volunteers sorted over 7000 lbs of food, and participated in a gleaning trip to source fresh vegetables, picking 480 lbs of beets and 95 lbs of kale. The day culminated with a CalFresh presentation and a reflection exercise on why food insecurity occurs in our county.

SPANISH TRANSLATION OF COMMUNITY PARTNER BROCHURES

Antonio Jiménez-Jiménez

Spanish 420:

Advanced Spanish Translation



Community Issue

Many local organizations who work to serve the community want to reach the Spanish-speaking community in the region. To accomplish that, community partners need to translate many of their brochures, information pamphlets, manuals, and other materials into Spanish. This service-learning project meets this need by having students translate these documents into Spanish. This provided a real-life working experience for students who have to work closely with our community partners just as professional translators who work with her/his clients. Also, this experience gave students a sense of purpose, since they know that their work will be used in the community.

Project Description

The service project involved the translation of written materials for several CI community partners from English into Spanish. The project is integrated in the complete design of the course and it corresponds to the final cumulative project. Students worked in pairs or small groups (depending on the length and difficulty of the translation assignments) to collaboratively work with different community partners. Students worked throughout the semester on their respective translations, so that they had time to ask questions and reflect about the purpose of the translation assignment and the difficulty in accomplishing the most challenging elements of the assignment. By the end of the semester, and after a series of revisions, students submit a final copy of the translations to be graded as the final project.

Project Outcome

Students greatly improved their Spanish proficiency and translation competency. Students were able to translate a wide variety of informational materials from English into Spanish for community partners, and communicate professionally with those partners about their translation projects. Students will improve their Spanish language and translation skills in the context of a meaningful and real translation assignment. Community partners were able to create a more inclusive community by providing important information, resources, and services in the Spanish language and improving access to multilingual spaces in which people can connect across differences of language, culture, race, ethnicity, and immigration status.



UNLEARNING CULTURAL DEFICIT AND DISCOVERING COMMUNITY WEALTH

Georgina Guzmán
English/Chicana/o Studies 353:
Latina/o Literature

Community Issue

Farmworkers labor so close to our university, yet university students rarely interact with them. By the same coin, farmworkers labor near the university but they have little access to a university education. Working with Cabrillo Economic Development Corporation (an organization which builds, supports, and promotes affordable housing), we identified the need to promote literacy, critical thinking and dialogue, English language skills, social awareness, and community leadership amongst adults and children at farmworker housing communities.

Project Description

For the second consecutive year, students have led bilingual reading circles in the community. Students made weekly visits to two farmworker housing sites (Villa Cesar Chavez in Oxnard and Casas de Sueños in Camarillo) and read bilingual works of fiction and non-fiction together. The intimate reading circles were made up of only women residents and children ranging from the ages of 5-12. Students reviewed the books in class and analyzed them before creating their own lesson plans and leading a discussion about the books at the site. Students read and discussed the books in class in English. However, the majority of the students are bilingual and choose to also read the books in Spanish. The residents speak and read some English, but they read the books in Spanish and discuss the books with students primarily in Spanish but also practice their English by discussing the books in English with the students. This shared reading of Latino/Chicano literature was used as a springboard to discuss issues such as labor conditions, immigration stories, language acquisition, gender politics, and parent-children relationships. We also mentor children and discuss college and issues of cultural identity, bilingualism, education, and future careers.

Project Outcome

Students helped residents learn how to assist their children with their homework and modeled how to ask critical questions and have critical discussions. Residents saw the value in literature and are now thirsty for more reading. Women residents liked reading and sharing viewpoints during a weekly “feminist hour.” The children looked up to the students and felt proud to know that they have a friend who attends the university. Farmworker residents’ lives were enriched by students’ service in their community and students’ education was enriched because they made a difference in adult and children’s lives.

CAREERS FOR THE PUBLIC GOOD

In collaboration with Career Development Services, the CCE hosted **Careers for the Public Good**, a fair that provides students the opportunity to gather information from a variety of local non-profits interested in working with the CI community. Over 40 local non-profits, local governmental agencies and schools spent the day recruiting for volunteers, interns, and employees.



TACKLING FOOD INSECURITY



A year-long study commissioned by Chancellor Tim White found that CSU students are food insecure. In response, the CCE hosted a workshop which invited representatives from Food Share, Ventura County's United Way, and Veterans Services

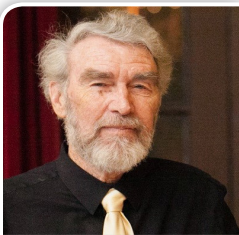
to provide information to students about the CalFresh (food assistance program), MediCal, and Covered California programs, as well as benefits available to veterans and military families.

FARMWORKER IMMERSION PROJECT

The CCE, in collaboration with the Chicana/o Studies program, House Farm Workers!, and Reiter Affiliated Companies, hosted the **Farmworker Immersion Project (FIP)**. FIP guides students through a first-hand experience of typical farm work life. Students worked in strawberry fields, participated in a Sembrando Salud health education seminar, and traveled to a farmworker housing community operated by Cabrillo Economic Development Corporation.



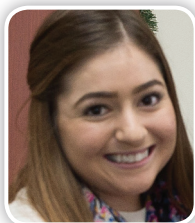
HELPING MASTER ABSTRACT IDEAS



Reflection is the cornerstone of service-learning, providing structured opportunities for students to critically think about their service experience and link it to their coursework. The faculty workshop, **“Helping Students Master Abstract Ideas Through Service-Learning,”** with Richard Cone, offered faculty ways to explore how a reflective process can be built into a course and why doing so must be done with careful intentionality.

CI CORPS PROGRAM

The CI Corps community service initiative is a collaboration between the CCE, Federal Work Study, and area non-profits. The program provides employment to student leaders who demonstrate a commitment to the community. In academic year 15-16 CI Corps members served over 3,100 hours in the areas of education, literacy, homelessness, and community engagement. Read on to meet our CI Corps members!



Coraima Alfaro is a first-generation student who graduated in May 2016 with a Psychology degree. She was a CI Corps member for four years and served at **El Centrito Family Learning Centers** tutoring in their afterschool program. In fall, Coraima will begin the Credential program at CSU Channel Islands.



Karen Castaneda is a first-generation student majoring in Psychology with a minor in Health Studies. For the past two years, she has been a Tutor Coordinator for **School on Wheels**, where she was in charge of facilitating the “Homework Club” for homeless children. In fall 2016 she will continue her studies abroad in Germany at Zeppelin University.



Betzraya Cervantes is a first-generation senior majoring in Political Science with plans to graduate in fall 2016 and then apply to Teach for America. She works as an America Reads Tutor at **El Centrito Family Learning Center** helping to promote literacy and writing skills that will allow the children to be successful as they continue their education.



Florencia Gadano is a junior majoring in English. She will graduate in May 2017 and plans to work as a high-school teacher. Her position as Academic Homework Support at the **Boys and Girls Club of Camarillo** has been a great opportunity for her and gives her a rich foundation of experience in teaching at different levels.

BUILDING HEALTHY COMMUNITIES TOGETHER

Nien-Tsu (Nancy) Chen
Communication 441:
Health Communication



Community Issue

Many community organizations seek to engage their clientele in health-facilitating behaviors. Effective communication is key to promoting these behaviors, as it helps raise awareness about existing services, enhances understanding of health risks, provides motivation for change, and creates supportive social norms. By applying their skills to working with health-oriented non-profits, Communication students can contribute to building healthier local communities while gaining hands-on experience in translating theory into practice.

Project Description

To prepare, students attended the Center for Community Engagement's service-learning presentation and a community partner orientation at the beginning of the semester. Once students were matched with a partner and finalized the scope of their projects, workshops were arranged to provide students with the necessary skills to execute their work. Students received training in storyboarding and video production from Sohui Lee, Ph.D (Director of CI's Multiliteracy & Writing Center) and Daniel O'Reilly, (Youth Media Educator). Utilizing the knowledge gained from these workshops and the lectures, students developed their products and reflected on their experience in stages. During this process, students engaged in constant communication with the partners to incorporate their feedback into product design.

Project Outcome

Students created a range of communication products tailored for specific audiences. For example, students created a brochure and a video for Ride On to educate parents and volunteers about hippotherapy, a therapy utilizing the rhythmic movements of horses to improve the functioning abilities of children with developmental disabilities. The team working with CEDC produced a video in Spanish to raise awareness about the health consequences of pesticide exposure among farmworkers and residents in Ventura County. Collaborating with the CCE and B.A. Huggins Ministry, six students planned, promoted and implemented a Street Store in Oxnard in November 2016 to provide free clothing to lower-income residents in a dignified way.



LATINOS IN BEISBOL IN SOUTHERN CALIFORNIA

José Alamillo

Chicana/o Studies 499:

Service Learning Capstone

Community Issue

Baseball and softball had important social and historical significance to Mexican immigrants and Mexican Americans during an era of segregation and discrimination. This capstone project focused on the historic roles these two sports played as social and cultural forces in Latina/o communities across the United States. The goal was to have students participate in collecting oral histories, photographs, artifacts and archival materials that tell the local, national and transnational story about how Latina/os have, and continue to make positive contributions to the sports of baseball and softball.

Project Description

Students documented the lives of former Latina/o baseball and softball players who struggled with multiple obstacles: overcoming economic and language barriers, challenging gender norms, and confronting racism. They participated in collecting oral histories, photographs, artifacts and archival materials that tell the local, national and transnational story about how Latina/os have made, and continue to make, positive contributions to the sports of baseball and softball. Students participated in a Community Collection Day at CSU San Bernardino, conducted oral history interviews and scanned photographs and archival materials. They wrote blog posts for La Plaza de Cultura y Artes and the SMNAH and reflections on course readings related to Latina/os and Baseball History from 1900 to the present. At the end of the semester students conducted tours at LA Plaza de Cultura y Artes exhibition Peloteros in Paradise: A Los Angeles Béisbol Story.

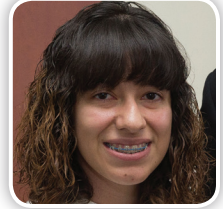
Project Outcome

As a result of this project, former players felt that their untold stories were finally valued and recognized by university students and museum curators. This project revealed that players developed multiple skills playing baseball and softball, which empowered them and their communities in their struggle for civil rights and social justice. Students expanded their knowledge and skills by conducting oral history interviews of former players, and learned how to write blogs for museum exhibitions. Students helped in reclaiming the untold stories of Latinos and Latinas in baseball that are an integral part of U.S. history. Finally, the materials collected during this project will be included in the SNMAH national traveling exhibition, *Latinos and Baseball: In the Barrios and the Big Leagues*.

Frances Klingenberger is a junior majoring in Anthropology. Frances chose CI because she wanted to go somewhere where she could get to know her professors and easily get involved. She serves with **Peace Corps** as a campus Peace Corps Ambassador and works as a liaison connecting students to the program. After she graduates in May 2017, Frances plans on joining the Peace Corps as well as applying for graduate programs in International Development.



Jessica Magana graduated in May 2016 with a degree in Early Childhood Studies. Jessica served as an America Reads Tutor for two years at the **Camarillo Public Library**. She chose CI because she heard the professors were amazing and the Early Childhood Studies program was great. She will pursue a career as an infant/toddler teacher, helping young children develop and grow in a preschool setting.



Neil Olipani is a junior majoring in Business and plans to graduate in May 2017. He specifically chose CI because the Business & Economics programs have a strong reputation. As a Community Engagement Ambassador for the **Center for Community Engagement**, Neil's role is to help build a culture of service at CI by coordinating signature service days and overseeing volunteer outreach.



Bridget Quintanilla is a junior majoring in Psychology with a minor in Spanish and is the first in her family to attend a university. Bridget chose CI because of all the different opportunities available to students. She plans to graduate in May 2017 and work as a bilingual teacher and/or an Avid counselor. Bridget currently serves at the **Boys & Girls Club of Camarillo** where her role is to help and support children with their homework.



Isabel Soriano is the first in her family to attend a four-year university. Isabel graduated in May 2016 with a major in Psychology. She will pursue a graduate education in either social work or child development. Isabelle served at the **Boys & Girls Club of Camarillo** for four years where she assisted elementary school children with their homework.



2016 COMMUNITY ENGAGEMENT AWARDS

Each year, the CCE proudly honors those individuals and projects that represent the best of service-learning and community engagement at CSUCI. Three awards recognize outstanding contributions on the part of a community partner, a student, and a faculty member. In 2014, we added an award for outstanding student reflective essay, and initiated recognitions for exemplary service-learning projects. All awards and recognitions are intended both to honor the recipients and to inspire others involved in service-learning. **We congratulate our 2016 CCE Community Engagement Awardees!**



COMMUNITY ENGAGED FACULTY AWARD

Nien-Tsu (Nancy) Chen
Communication Program

Nancy Chen (left) was presented her award by Dennis Downey. The following is excerpted from the nomination submitted by Communication faculty member, Jacob Jenkins.

Nancy's devotion to community engagement is evidenced through her level of impact, innovation, and collaboration and leadership. She exemplifies community engagement on both a micro and macro level. She has infused multiple classes with a service-learning pedagogy - most notably her Communication 441: Health Communication course. This course partners with numerous organization and gives students an opportunity to focus on conversations between health practitioners and patients as well as public health campaigns. Perhaps most significantly, She led an effort to reorganize the Communication program's approach to community engagement across the entire curriculum which has served to help synergize our individual efforts, while avoiding an overload of community hours for students in any one particular semester.

Research on Service-Learning Faculty

In the spring of 2016, a group of Sociology Capstone students led by faculty member **Leslie Abell**, conducted a series of interviews with service-learning faculty to identify what they see as best practices and needs for support. The resulting report provides invaluable information to the CCE that will inform future program development. Specifically, the research identified challenges associated with service-learning courses; underscored the utility of CCE workshops for faculty; and emphasized the importance of reflection exercises for students.

MY COMMUNITY AND I: A RELATIONSHIP TOWARDS HEALTH AND JUSTICE

Margarita López López

Spanish 302:

Advanced Spanish



Community Issue

There is an urgent need to bring social change to the community that will support the basic human rights of field workers, and Mixteco men and women. The community that CI serves has a vast population of field workers and Mixtecos -- and that community feeds CI in many ways. By raising awareness of those issues, CI can play an important role not only in helping to create a just society for these field workers, but also in restoring a healthy planet. CI's support for interdisciplinary projects advocating for environmental sustainability also contributes substantially to student development and community awareness about the necessary changes. This project's aim was to collect oral histories, as a means to raise awareness about the current issues associated with health risks sustained in the fields, as well as the ways that farmworkers and Mixteco people help to preserve the environment through their traditional methods of land cultivation.

Project Description

Students prepared for this service-learning project by researching community partners and participating in class activities and forums about cultural sensitivity. They also studied techniques for conducting interviews and collecting oral histories. Community partners made class presentations, and students selected a partner to work with. Students first met for orientation sessions with partners, and subsequently prepared, reviewed, and practiced mock interviews in VOICE Thread, in CI Learn forums, and in class. Pairs of students conducted one or more oral histories in the community. Then, based on their recorded interviews and notes, they initiated creative writing projects. The projects drew from creative writing techniques, and benefited from editing with partners, interviewees, the professor, and student peers. Once finalized, their creative work was submitted to *El Canto de los Delfines Creative Journal*.

Project Outcome

Students presented the oral histories through various forums. They created, published and disseminated the community's oral testimonies in CI's *El Canto de los Delfines Creative Journal*, Radio Indígena's "El prove y la poesía" radio program, the CI Dolphin Radio, and Noche Literaria. Students also performed their work at Café on A on March 30, 2016 during a community event to commemorate César Chávez and the United Farm Workers.

RECOGNITIONS FOR BEST PRACTICES IN SERVICE-LEARNING, 2016



ENGAGING YOUNG CHILDREN AND FAMILIES IN STEM LEARNING:

Annie White

Early Childhood Studies 462:

Supporting Dual Language Learners

Community Issue

The Ray D. Prueter Library, located in Port Hueneme, CA, was interested in reaching out to the Latino population because oftentimes dual language learners and their families lack access to community resources because they are often not available to families in their home language. The project sought to increase Latino families participation at the Port Hueneme library and increase families' awareness of the importance of STEM learning through providing hands-on activities and bilingual books to increase parent-child interactions.

Project Description

This project was an interdisciplinary collaboration between Early Childhood Studies (ECS), and the Art and Spanish programs. For three consecutive weeks, the ECS 462 students went to Ray D. Prueter Library to lead STEM activities for young children and families. ECS students worked in small groups to plan, to collect STEM materials and implement STEM activities, and to document STEM learning and child-parent interactions. Students organized six different STEM activities each week. Spanish 420 Translation students delivered translation services for the Children's Librarian, co-read bilingual books, offered Spanish translation for children and families and provided Spanish translation for the STEM activity booklet. Finally, an Art 420 student designed a tote bag logo used to carry the free bilingual book (purchased by the Ventura County Library) and STEM activity book given to each family.

Project Outcome

Parents reported that CI students helped them understand how to assist children's learning. Parents gained new understanding about how to allow child-initiated discovery. Parents observed children's STEM learning and stated they were going to offer the STEM activities at home. Finally, because of the outreach efforts and directed library activities, there was an increase in Latino family participation at the Ray Prueter Library. Overall, the outcomes illustrate that diverse families are enriched by CI students' service in their community and CI students' education is enhanced because they see how they can make a difference.



COMMUNITY ENGAGED STUDENT AWARD

Emily Hops, Liberal Studies
Briana Huizar, Communication

Emily Hops (left) and Briana Huizar (right) were nominated by LaSonya Davis-Smith. The following is a description of the project for which they received the award.

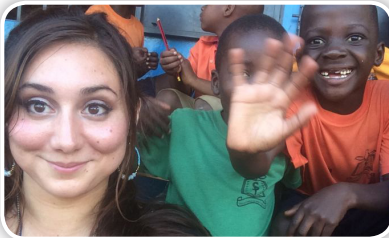
The **Second Annual Frances Huggins Community Health Fair and Street**

Store was three times as big and at least twice as colorful as the first one. The Community Health Fair was coordinated and implemented by CI students Emily Hops and Briana Huizar. Emily and Briana oversaw a team of CI students from multiple disciplines (e.g., Communication, Spanish) and various CI student organizations.

The theme of the fair was, “Healthy Kids, Healthy Families,” and its goals were to bring essential health and wellness services to the underserved community, connect community members to resources that will give them information to enhance their overall well-being, and encourage creative and affordable ways to increase physical, mental, and social health.

The Community Health Fair offered: 1) physical and mental health screenings, 2) Zumba classes, 3) over 25 local health and wellness vendors, 4) fresh produce from FoodShare (local regional food bank), 5) a panel discussion on “Healthy Kids, Healthy Families”, 6) a bicycle raffle 7) and a Street Store, all free of charge.

The Street Store allowed customers to select, try on, and take donated clothes. The process offers clothing in a dignified manner to those in need. The fair was attended and enjoyed by over 300 community members who learned about kids eating healthy, living active lives, and improving the health outcomes of the entire community.



At the Celebration of Service, the CCE recognized **Ashley Medina**, who was awarded a prestigious **Newman Civic Fellow Award** from Campus Compact for 2016. The award honors inspiring college student leaders who have demonstrated

an investment in finding solutions for challenges facing communities. The CCE congratulates Ashley for earning this richly deserved honor.

A Tribute to President Richard R. Rush

Among the many formative contributions that President Rush has made to CSU Channel Islands is his guiding vision and leadership to make community engagement a centerpiece of our university. His commitment to the community is written into our mission and exemplified in the strong partnerships he has established with local education, business, community, government and industry leaders to further community and educational opportunities. To honor his legacy, the CCE's annual Community Partner Award has been renamed in his honor and will signal the high prestige of the award to recipients, and provide a source of ongoing inspiration to maintain and cultivate our commitments to and relationships with the community we serve.



DR. RICHARD R. RUSH COMMUNITY PARTNER AWARD

**Bishop Broderick Huggins
B.A. Huggins Ministries**

Bishop Huggins (left) receives his award from President Rush.

Bishop Broderick Huggins is the inaugural recipient of the Dr. Richard R. Rush Community Partner Award. Bishop Huggins has been recognized for his passion and dedication to his congregation, the community, and as a partner to CI.

In 2014, he purchased a building in central Oxnard located in a high-risk vulnerable area. One of his first actions as the new owner was to partner with CI Nursing Department to begin health education and wellness services to the needy surrounding community. Through this partnership, CI students have refurbished a dilapidated trailer, turning it into a clinic and making it a mecca of community engagement for over 100 students from CI from multiple disciplines.

Projects have included: Weekly Health and Wellness clinic with CI Nursing Faculty/Students and Spanish Students, Annual Mental Health Fair (Nursing, Psychology, & Spanish Students), Annual Health Fair (Nursing, Psychology, Health Communication, Liberal Studies, Spanish, Environmental Science and Resource Management), Community Garden (multiple majors).

We are grateful to Bishop Huggins for his commitment and dedication to the community and CI.



STUDENT REFLECTIVE ESSAY AWARD

Alejandra Arechiga-Flores,
Chicana/o Studies

Alejandra (left) was nominated by Georgina Guzmán, Assistant Professor, English. The following are excerpts from Alejandra's essay.

Gathered around a room at the farmworker housing site, **we saw generations of women from different backgrounds coming together to discuss novels** as part of our service-learning project for Chicana/o/Latina/o Literature. The topics of conversation would often change from specific themes in the book to a personal story from either one of the women or students - creating a complimentary learning atmosphere. **One woman I met through this project was Maricela, who explained that her undocumented status prevented her from pursuing her dream** of being a police officer. Hearing her story made me reflect on how hard it was for my own mother to obtain status and how terrifying it must have been to have that threat of deportation. Maricela's story is reminiscent of DREAMers' stories and their fight for an education. Their activism has given our generation of undocumented students the opportunity to achieve their goals. **The stories of DREAMers and women such as Maricela, have helped me understand that it's up to people with status and voting rights, like me, to be allied with those who have been silenced.**

The objective of service learning is to have students become engaged in their communities and focus on the issues or needs of that community. **Through my participation I now understand that it is not just about making the community better, but using these experiences to reflect on our own privilege.** There is a big difference between going to class and taking notes on the statistics for people trying to cross the border and actually hearing the voices of those statistics. Before starting service-learning **I was really excited about going out into my community** and being able to share some of the knowledge that we had learned in class. **What I did not anticipate, however, was how much these women were going to teach me.** These women, who are often looked down upon for their cultural and language differences, earned my admiration in ways that I did not expect. ...Reflecting on my overall experience, **I feel very blessed to have been given the opportunity to have participated in service-learning and will always treasure the stories of these women.**

To hear Alejandra's full essay, please visit the CCE's website. You will find a video of Alejandra reading her essay. You will also find videos of previous reflective essay winners reading their videos. We hope you enjoy their insights!