

Center for Community-Based Learning and Action

Crafting Intentional Partnerships: Reminder from Campus Community Partnership for Health

Partnerships between communities and academic institutions as a strategy for social change are gaining recognition and momentum. Despite being formed with the best of intentions, however, authentic, equitable and transformative partnerships are very difficult to achieve.

While academic partners have extensively documented their experiences and lessons learned, the voices of community partners are often absent. We believe that if true partnerships are to be achieved, community partners must harness their experiences, lessons learned, and collective wisdom into a national, organized effort.

[The goal is] partnerships that balance power, share resources, and work towards systems change. In their truest form, these partnerships require time and commitment and have the power to transform the individuals and institutions involved.

(Excerpts from <https://ccph.memberclicks.net/principles-of-partnership>)

...CCBLA thanks Evergreen students, faculty and staff who are committed to deep collaborations with community partners and to the members of the CCBLA Advisory Committee who grapple with how we can walk this talk!

Evergreen's CCBLA promotes student learning that responds to our communities' critical needs by connecting academic programs, students, and faculty with community organizations.

SAVE THE DATE



Mazatl: Just Seeds Collective

José Gómez Farmworker Justice Day **APRIL 15th 10am—12pm in LIB 4300**

Join CCBLA, TESC Farmworker Solidarity Collective and many academic programs to honor faculty member José Gómez's lifetime commitment by supporting local farm worker efforts. Highlights include a morning panel with Familias Unidas, Community to Community Development, NW Detention Center Resistance and others, followed by interactive afternoon Workshops.

Look for posters and more details on campus.

CCBLA & Gateways Staff

Director: Ellen Shortt Sanchez

SOS CCBLA Faculty: Savvina Chowdhury

Gateways Manager: Lee Thornhill

Gateways Faculty & Gateways RWJF Grant PI:

Chico Herbison

Gateways Academic Transition Specialist:

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College Access Corps AmeriCorps, Gateways College Class

Liaison: Talib Williams

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College Access Corps AmeriCorps, Gateways AMP

Coordinator: Carlos Chavez

Community Service Work Study Program Coordinator:

Jamie Alwine

YIS AmeriCorps Tutor Mentor Coordinator: Brad Collins

VISTA Community Food Justice Catalyst: James Hibbs



EVERGREEN

THE EVERGREEN STATE COLLEGE
OLYMPIA, WASHINGTON

Community Exchanges: Evergreen Program Practices Ethical Forms of Cross-Cultural Engagement

During winter quarter the *Spanish Speaking World: Cultural Crossings* academic program spent a day in Shelton visiting Latino Community education programs in the Latino community. Evergreen students, led by faculty Alice Nelson and Catalina Ocampo, visited Evergreen Elementary's dual language school, met with the principal, and sat in on classrooms. In the afternoon a panel of people working in the community shared their work in Spanish and then gathered in small groups for discussion. Later in the evening the group visited Sound Learning English Language Learners program and participated in language exchange activities.

The program visited Shelton and later Tacoma, using the following 'ground rules and goals

To challenge us to reflect personally on the possibilities and challenges of community work and on ethical forms of cross-cultural engagement. A goal is to foster trust, open inquiry, respect and collaboration in our interactions with each other and the community members with whom we interact



After their visit, a program reflection activity asked students: **How did our activities change your notions about what community is and how one builds community? Here are a few of their responses:**

"Having the language to communicate builds community. The mutual effort of learning a language was a point of bonding."

"That community is found on common ground and respect more than just with people you are comfortable with."

"The importance of network building between different community members."

"I kinda had an idea about what community was but Shelton has something more than a community they have a family. It is great to see that there are people who want to help each other."

"The Shelton ESL/Dual Language community was inspiring. I got a sense, especially talking to Julie, of the hard and sometimes daunting work that has to be done over long periods to create and maintain community projects."

"The activities performed made me feel comfortable speaking

my language to the Spanish speakers. Hearing them talk about their families and their cultures were really amazing."

"It was interesting to think of community as being actively built rather than organically formed. I've often thought of community as being a gift to be received, not so much as a thing to manufacture."

"Our work with Sound Learning showed me the value of learning a language to find common ground with people from different cultures and backgrounds."

"The activities made me think about intentions and that it's important for me to set an intention. I think it could help me connect and more if I set an intention; their intention helps me think of questions."

MLK with WaHeLut

Many thanks to the 2015 WaHeLut Native College Access MLK Day Campus Visit planners, volunteers and supporters. Special thanks to the Native Student Alliance, Stefanie Weber, AmeriCorps members and Evergreen Grads Roxana Bell, Brad Collins, Finian Adamson, and Carlos Chavez as well as Evergreen student KaLehua KaApana and Evergreen staff members Mimi Alcantar and Meski Johnson. Extra shout outs to the CRC and Evergreen Men's basketball team, the Olympia Food Co-op and Evergreen Admissions!

North Thurston High School and CCBLA Collaborate in AVID College Access Classrooms

Brad Collins, Tutor & Mentor Coordinator

The Advancement Via Individual Determination (AVID) College Readiness program at North Thurston HS prepares students for success in their future academic and career goals, especially students underrepresented in higher education. Using Socratic methodologies, Evergreen alumni Brad Collins, CCBLA Youth in Service AmeriCorps member, and Becca Echeverria, AVID Tutor, engage students in tutorials designed to develop their critical thinking, literacy, and math skills across all disciplines. The AVID approach to education is remarkably similar to Evergreen's commitment to critical pedagogy. AVID students bring questions to address their confusion concerning their schoolwork and seminar in collaborative groups for academic support. The AVID program teaches students effective academic skills and behaviors, and thus increases their academic confidence in school. Most importantly, because the same students remain together for years they are able to develop a positive group culture where they can support each other, inside and outside of the classroom. In addition to tutorials, Becca and Brad have been facilitating a series of workshops that address critical thinking skills, social skills, personal narratives, college life, and the meaning of education itself. The partnership between North Thurston HS and the Evergreen State College has deepened this year and will continue to grow in the following years."

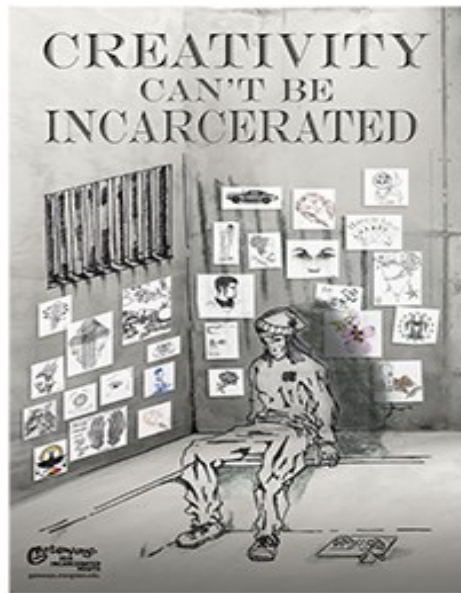


Creativity Can't be Incarcerated

Lee Thornhill, Gateways Program Manager

Resources from the Robert Wood Johnson Foundation have allowed Gateways to evaluate our program and engage in deeper learning about how to improve education and employment outcomes with incarcerated young men of color. We started this work in July 2013 – around the time George Zimmerman was found not guilty of murder in Trayvon Martin's death. We write this reflection in the aftermath of the November 2014 Ferguson, Missouri grand jury decision to not indict police officer Darren Wilson in the fatal shooting of Michael Brown.

While our final evaluation work will present a more nuanced understanding of how we may improve outcomes, the need to engage in deeper dialogue and action about race, racism, and white privilege remains painfully clear on our campus and throughout the country. Over the next 10 months, we will be increasing elevating efforts to provide opportunities for incarcerated young men of color to share their own stories and strategies through art, music, and autobiographical writing. Some of this new work can be seen in the forthcoming Youth Expression corner of the Gateways website.



Thanks to WA Campus Compact College Access Corps whose resources help Gateways engage incarcerated youth.

SAVE THE DATE July GATEWAYS conference:

The Gateways for Incarcerated Youth program at The Evergreen State College in Olympia, Washington, will be hosting a one-day conference—"Educating Incarcerated Youth of Color: Behind and Beyond Bars" on Friday, July 10, 2015. This conference is designed for staff, students, faculty, and others committed to the education of juveniles both inside prison walls and in their post-release worlds. For more information or to submit a proposal, please contact: gateways@evergreen.edu

Hospitality

James Hibbs, Community Food Justice Catalyst

"If it digests, we're golden!" This is the sound of a happy customer running out the door at the food bank hosted by the CCBLA, a "satellite" of the Thurston County Food Bank downtown. The food bank is meant to be a comfortable place, a safe place. There is a lot of shame associated with asking for help, being poor and being hungry. But everyone has to eat, and has a right to eat food not only to feed their body but their soul as well. Food should taste good and make the eater feel good about themselves, to honor where they come from and to flourish in the future.

These are lofty goals for emergency food, but food eaten when you're starving shouldn't be worse than the food eaten when you have enough. The goal is to eat food you want to eat, not food you are willing to eat. This difference cannot be underestimated. Most emergency food programs have historically been designed to feed the masses as a group, with an expectation of gratitude from the recipients without considering their individual tastes. Since our satellite's founding we have always tried to make sure our clientele could get what they wanted from our inventory, and we respect client autonomy by using what is known as a "shopping model" to make it feel more like going to the store and less like a degrading handout.

Many of the people who use the food bank in the CCBLA leave behind food they don't like. This is the remnant of a system where everyone traded out items they didn't like from a basic bag assembled downtown. If someone didn't want canned green beans, she could leave them on the counter and get something she did want, like boxed mac'n'cheese. This was our way of letting the customers take what they wanted.

We are shifting towards a more complete shopping model, where everything is arranged on a table or shelf for people to choose from. It's still a work in progress and harder to explain to newcomers, but people pass through faster than before. Now that there are signs indicating how many of each item (or category) a customer can take, it's even more convenient.

Convenience is our chief advantage over the downtown food bank, where the lines go around the block and it's not open after class or work. On the other hand, some people have dietary needs we can't serve adequately -- e.g., vegans. In these and other cases we may recommend that patrons go downtown, but we'll still feed whoever shows up on campus.

Everyone who has ever worked for our satellite at the CCBLA has also been a beneficiary of the food bank. This is as it should be. The people who use the services should also be the ones to control it, and keep those who work at the food bank humble. We're not so special, not distributing the food because we're better than others, but rather we serve as a conduit for redistributing community resources. Anyone can do it, and everyone has a stake because everyone has to eat.

Rethinking Community Service

Brad Collins, Tutor & Mentor Coordinator

The 2008 financial crisis and the resulting economic slump have continued the trend of budget cuts breaking the backs of marginalized communities dependent on social programs. The growing absence of welfare and social programs designed to alleviate the symptoms of poverty has led to the rise of “community service” as a solution to our social problems. With less state funding, public agencies, school districts, and non-profits all benefit from the unpaid labor provided by students through volunteering. These volunteering needs are high because there continues to be a lack of state funding in these areas. Is addressing social inequality a priority for our representatives, who continue to slash budgets for schools and welfare programs? Politicians and business leaders love to praise “community service”, but are they willing to act themselves by investing in community-based solutions? The United States spends significantly more taxpayer money on military expenses and the criminal justice system than on addressing problems non-profits are attempting to solve such as low literacy rates, poverty, homelessness, and food insecurity. The federal budget makes it clear that the U.S. government has not made solving these problems a priority.

Unfortunately, the idea that solving our social problems requires economic investment isn’t connected to our notions of community service. “Community service” conjures up images of youth picking up litter on the beach, helping schoolchildren with their homework, and volunteering in soup kitchens. While these activities are vital for members of our community, they are inadequate to the task of addressing deep-seated social problems of environmental destruction, high school dropout rates, and homelessness. The current model of community service ultimately fails to address the origins of our social problems such as the lack of jobs paying a living wage, which is an inherent characteristic of our economic system.

An effective strategy that gets to the root of these problems requires a social movement approach that is not dictated by the narrow confines of state agencies and corporate non-profits. What is the point of cleaning up our beaches when multi-national oil corporations can pollute them with impunity? Why volunteer in schools when the entire system is based on the regurgitation of facts and standardized testing? Why not address the issue of homelessness by using the thousands of houses sitting vacant in the United States? All of these questions can’t be answered by our state agencies and non-profits dependent on corporate funds that come with political strings attached. Instead, our community will need to generate creative solutions to address these social problems while avoiding the potential pitfalls of corporate funding. Non-profits can still be effective for some goals, but we must acknowledge their limitations when the goal is to systematically solve these problems. While we know transformative solutions to these problems don’t happen overnight, history teaches us that social movements provide the primary impetus for social change – think, for example, of the gains won by feminists, labor unions, and the black freedom movement. We must encourage students to expand their notions of community service and get involved in social movements seeking to create a more just and egalitarian world.



Morningside painting project at the Dee House with ESCEI Students for Community to Community Day

Spring SOS: Working in Community (CCBLA) with Savvina Chowdhury

Working in conjunction with schools, advocacy groups and other non-profit organizations, students will examine what it means to work with and support community-based institutions in our region. What strategies do advocates of women’s rights, immigrant rights, workers’ rights, indigenous rights, queer rights, prisoners’ rights, environmental rights and others use to counter the exclusionary and exploitative effects of capitalism?

Community projects are to be carried out through internships, mentoring situations or apprenticeships that support students’ interest in community development. We will come together as a class to attend workshops/presentations/film screenings. We will seminar on common readings and collaborate on group projects and written assignments. All students are asked to participate in an orientation session that will ask us to think about how to work respectfully with communities and organizations.

Participation in this program means practicing accountability to other communities, interacting as a respectful guest with other cultures, and engaging in constant communication with your own learning community of faculty and fellow students.

Community Connection-Community Service: Work Study, Internships and Organizing

Sierra Brown, CCBLA Work Study Student

During my time at Evergreen I have taken advantage of many opportunities to step outside the classroom and ground my academic work in service to the community. Whether I wrote an independent internship contract and had faculty support, or worked in the community through an in-program internship of my design, I have found avenues for gaining experience in community building work while earning credit through school. The CCBLA is connected with many of the local service organizations, and other nonprofit agencies that are doing great work in Thurston County, and are always looking for student involvement and support. Having a work study award is a new opportunity for me, which has allowed me to provide extra support to the recently opened InterFaith Works Emergency Overnight Shelter.

In 2013 I interned with the manager of Out of the Woods, a small family transitional housing shelter. After two quarters of full time internship, I was able to stay on as part time staff for the remainder of the year with the organization. While at the shelter I was introduced to most of the social services available to people experiencing homelessness. I also learned so much about cooperative living and how to build community in close quarters during times of stress.

While working at the shelter, I formed a relationship to POWER, Parents Organizing for Welfare and Economic Rights. I wrote a contract through Evergreen to be the legislative liaison for POWER during the 2014 legislative session. In addition to attending lobbyist meetings, I organized a march to the capitol for Martin Luther King JR day, and also made a zine for new POWER volunteers. This experience was very valuable to my political education. Last spring, POWER performed rural outreach and wrote a report assessing the social services in rural Thurston County. This report enabled POWER to share the experiences and feedback of the low income community with a large funding body who can improve and expand existing social services.

The InterFaith Works shelter is a co-ed, low barrier shelter that accommodates single adults, couples, and even a few companion dogs. The shelter prioritizes beds for women, couples, and trans people who are underserved by other shelters in the area. I find myself useful at the front desk greeting guests, grabbing items from the donation room to give to guests, and hanging out, making conversation. I enjoy building relationships with shelter guests, and have also met a diverse group of volunteers from the Olympia and greater Thurston County area. Without opportunities for work study students to be placed in the community through the CCBLA, I would not be able to support staff two nights a week. I really value this opportunity to work with shelter staff to facilitate a safer space for our vulnerable neighbors in the community

Get Connected!

For more information on the organizations that Sierra mentioned, check out the information listed below:

Out Of The Woods: www.outofthewoods.org

POWER: www.mamapower.org

Member meetings: Thurs 3-5

Women's Economic Collaborative Meetings Tuesday: 3-5

InterFaith Works shelter: www.iwshelter.org

www.walkthurston.org

Community Service Work Study Program

Since 2012, the CCBLA has been coordinating the Community Service Work Study Program. This program connects students who have been awarded work study positions through financial aid to eleven of our community partner organizations.

Through ten hours of paid employment per week, students gain valuable skills at a variety of non-profits in the Olympia and Shelton areas. For the students, they are truly reclaiming the "study" aspect of work study, as they develop and gain skills directly linked to the fields in which many of them hope to pursue post-college.

Chadawin Srey, Work Study student at Sound Learning in Shelton says of the work study program:

"Since the cost of higher education has skyrocketed over the years, the work study program is a great way to supplement your income as a student first and foremost. The CCBLA takes theory that you've learned and has allowed me to put that theory into practice in a way where you can enrich and contribute to the communities you are involved in."

"My work at Sound Learning is a great foundation for me to learn about creating curriculum. As a scholar and a potential teacher, I cannot emphasize enough the importance of my position at Sound Learning to contribute to my future career as a teacher."

For more information on the Community Service Work Study Program, please contact Jamie Alwine, Work Study Program Coordinator at alwinej@evergreen.edu or 360-867-6137.

Reminder:

CCBLA Advisory Committee Meeting
Monday, April 20th
3pm—5pm



Center for Community Based Learning and Action
Seminar II E 2125, Olympia Campus
2700 Evergreen Parkway NW Olympia, WA 98505

Washington
Campus Compact



Center for Community-Based Learning and Action



Literacy and Education for Adults with Disabilities (LEAD)

The LEAD Program, a partnership between Kokua and The Evergreen State College, is in its fifth year and continues to attract new learners. This year, 13 learners were paired with volunteer tutors who are students attending The Evergreen State College. They have recently expanded to St. Martins with one tutor and two learners on that campus.

This year, LEAD has expanded to include five learners who do not receive residential support services from Kokua. From its beginning in 2011, it has been a goal to open LEAD to interested community members. The feedback we have received this year from our new learners has been extremely positive. LEAD really opens a door into the world of learning and personal growth.



Save the date:
LEAD Graduation
Monday, June 8th
6:30pm—8:30pm

Gateways Kickball Tournament Saturday, May 16th 9am—4pm TESC Soccer Fields

To sign up:

Teams of ten members must email Brad Collins
at collinsb@evergreen.edu to register.

Registration fee is \$10 per player or \$100 per team.

Jacinta's Dream: A place for the community to engage...

Thank you to CCBLA supporters who honored Jacinta McKoy by donating to our new Jacinta McKoy Community Based Learning and Action Scholarship at the Foundation at Evergreen.

You have made it possible in 2015-16 for the first scholarship will be awarded to an Evergreen student deeply engaged in community based learning!

To make a donation:

<https://commerce.cashnet.com/cashnetc/selfserve/EditItem.aspx?PC=ALUMNI-JMCKO&ItemCount=1>



Thurston County Food Bank Satellite
Now Open at Evergreen

Tuesdays 4-6PM
At the CCBLA: Sem II E2115

for more information call 360.867.6137
or email hibbsj@evergreen.edu

Brought to you by Student Affairs, the Campus Food Coalition, the Center for Community Based Learning and Action and the Thurston County Food Bank



Center for Community-Based Learning and Action