

Center for Community-Based Learning and Action

Local Youth: Come On Over to Evergreen!

Ellen Shortt Sanchez, Director

On the school bus back to Shelton, Educational Advocate Sascha Fischel Freeman (Evergreen '11) heard a youth share, "that was the best field trip ever." College access outreach to local youth through the Center for Community Based Learning and Action (CCBLA) is a commitment that supports local K-12 school partners and creates future Greeners.

The February gathering of 25 **Latino youth from Shelton High School** was supported by Evergreen Admissions and began with a welcome by the CCBLA where students could debunk the 'rumors' they hear about Evergreen. Gateways student intern Marcenia Milligan facilitated introduction activities and accompanied participants to a hands-on workshop at the 'Who's Got What' Core Program with Anthony Zaragoza and Savvina Chowdhury. Evergreen Community Service Work Study student Stephanie Gottschalk Huerta who works with youth in Shelton and joined them on campus. Miriam Alcantar and staff Trina Griffis closed the day with a participatory financial aid workshop that included personal challenges with financial aid information and processes to involve Latino parents.

In January the third annual **WaHeLut Indian School** Martin Luther King Jr. day campus visit was organized by Evergreen Native Student Alliance (NSA), Youth in Service AmeriCorps, WaHeLut teachers and CCBLA staff. Evergreen students Stefanie Weber and Jesse Drescher, NSA co-coordinators, and student group members from Asian Pacific Islanders Coalition and MeXa planned activities to engage 50 Native Youth attending from grades 5-8.

Micah McCarty, Special Assistant to the President for Tribal Government Relations, welcomed youth with an opening song; Evergreen student coordinators of Native Student Alliance, Jesse Drescher and Stefanie Weber shared their journey to college; and Celi Tamayo-Lee, CCBLA VISTA member, facilitated a Community Envisioning activity. Later Evergreen students hosted workshops including Coast Salish block printing, origami, Hula dancing, Qigong, slam poetry, clay, computer web coding and electro physics. After a recreation break at the CRC with donations mobilized by Youth In Service, youth had lunch at the Greenery, followed by presentations from workshops. The day closed with a Witness ceremony and a visit to A dorm.

Earlier in January students from **CHOICE Alternative High School in Shelton** came to visit Evergreen through the GEAR UP program and stopped at CCBLA for a warm welcome. Campus connections were brought to life by Donnalyn 'Diva' Roberts, a CHOICE graduate, who is a GEAR UP Graduation specialist and former Evergreen SOS/CCBLA intern.

Since October, 5 **Gateways** youth recently released from incarceration visited campus to meet faculty and admissions. Gateways Transitional Program Coordinator Miguel Rodriguez Evergreen '12) said "*sharing positive experiences I've had on campus*

creates the personal connection. They have a long standing relationship with me and the trust that exists reinforces what they have heard about Evergreen while being at the institution; they can see it for themselves and it becomes a reality".

This spring **Latino youth from Tacoma** will come to the Olympia campus hosted by the program 'Self-Determination in Latin America: Mexico'. Winter quarter the program traveled up the highway to TESC's Tacoma campus to hear from the Northwest Immigrant Rights Project and to Mt. Tahoma High School for a panel discussion about MoLE, a program at the Northwest Leadership Foundation whose "mission is to inspire, prepare and mobilize Latino youth as leaders in their communities while building upon the foundation of family and culture." Faculty Catalina Ocampo prepared a Community-Based writing activity at First Creek Middle School for Proyecto MoLE participants and Evergreen students.

Campus and program visits are strategies that bolster the foundational work of Academic programs like '**Education and Empowerment**' with Grace Huerta and Leslie Flemmer placing undergraduate interns at public schools. Close to 50 Evergreen students served weekly in local schools fall and winter quarter. Evergreen students interned at AVID college preparation classes at Olympia and North Thurston High Schools, where CCBLA Youth in Service AmeriCorps member Emily McKown tutors.



Thank you to Danielle Perkins and Schoolhouse Clothing for this beautiful t-shirt design (above) & generously donating t-shirts to WaHeLut students for their third annual MLK Jr. Day campus visit

CCBLA & Gateways Staff

Director: Ellen Shortt Sanchez

YIS AmeriCorps Tutor Mentor Coordinator: Emily McKown

VISTA Community Food Justice Catalyst: Celi Tamayo-Lee

Community Service Work Study Coordinator: Jamie Alwine

CCBLA & Career Development Intern: Lydia Drescher

Gateways Manager: Lee Thornhill

Gateways RWJF Grant PI: Chico Herbison

Gateways Academic Transition Specialist: Marcenia Milligan

Gateways Transition Program Coordinator: Miguel Rodriguez

Gateways Academic Mentor Coordinator: Naomi Tajchman-

Kaplan

Gateways Advocacy & Outreach: Antonio McClinton

Gateways Faculty: Elizabeth Williamson

Gateways Teaching Assistant: Amanda Stone



EVERGREEN
THE EVERGREEN STATE COLLEGE
OLYMPIA, WASHINGTON

Mollie Taylor: Continuing Experiential Learning

Emily McKown, YIS AmeriCorps Tutor & Mentor Coordinator

Mollie Taylor, TESC graduate '13, came to the CCBLA to discuss Evergreen's support for her program at the Washington State University Extension with Mason County 4-H. Mollie, a new AmeriCorps member, has many connections with the CCBLA. Last year Mollie was in 'Local Knowledge' a program with Grace Huerta and Anne Fischel. They collaborated with the CCBLA to give students opportunities for observation and volunteering in Shelton schools. Mollie observed in an elementary school, volunteered in a junior high, and received youth development trainings with the local 4-H program.

Some of Mollie's most meaningful experiences in the field came from a STEM Advisory Pilot Program at the junior high that wasn't what she expected. She thought she was volunteering to assist. In fact curriculum and implementation were left to Mollie and her classmate. She planned activities, but struggled without institutional support. Considering the students' behavior, she said, "it came down to playing cards with them, helping with their homework, and taking the time to build relationships."

Mollie saw students bring negativity from the school culture to her STEM class. Her students would find themselves in trouble again and again. They were enrolled with her to prevent suspension. Some of them were homeless, some of them had just gotten out of Juvie, and substance abuse was a huge issue in a majority of families. "It ended up being nothing like the original intention, but we did get a positive start to their day."

For her research project with Local Knowledge, Mollie explored different approaches for working with youth who have a history of trauma. She realized, she too would have been labeled at-risk if it hadn't been for the supportive community in her small town.

When the 4-H offered her an AmeriCorps position, she already had the experience, local contacts, and the empathy for a community that was familiar. She described Shelton as a town that *"faces a lot of challenges, but its also a community that has a lot of people that care, who want to make those differences."* She smiled. *"That's what inspired me to stay and continue my work."*

Her new title, after graduation, is the Stem Outreach Coordinator for the Mason County 4-H. Her experiential learning through Local Knowledge and other programs at Evergreen really inspires her to pursue that as a pedagogy. She's been developing curriculum for after school programs fueling her curiosity for everyday science- how to make levers, lava lamps, and soap, just to name a few. She's dreaming up collaboration with local businesses to take her students on field trips because she says, "science is in

everything."

Mollie also emphasized how critical it was for her to learn about reciprocity in Local Knowledge. It carries through her work in AmeriCorps. She believes that as an outsider to Shelton, she is not there to reform their already established community, but when she sets up her Wacky Science Series at the local library, her respect is shown in the invitation, *"This is an opportunity if you and your child would like to come, please be involved!"*

Save the Date!

L.E.A.D Graduation

Literacy and Education for Adults with Disabilities

6pm on Monday, June 9th!

Community Partner Highlight Family Support Center of South Sound

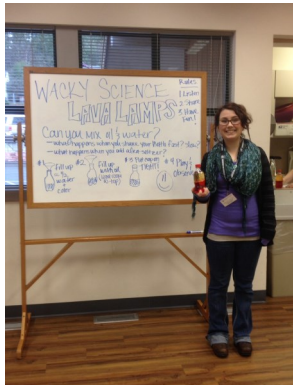
The Family Support Center is a community resource center that offers a variety of services and programs for children and families. This spring, their overnight shelter is in the midst of an exciting transition to a new building. Natalie Moran, Volunteer Coordinator, says this about their project:

"The Smith Building Project is going great. We continue to be in the construction phase and anticipate its completion by late spring. Our shelter continues to operate out of the basement of the First Christian Church offering 24-26 beds nightly for homeless families. Once the Smith Building opens, we will move out of First Christian. The Smith Building will allow for a capacity of 28 nightly, in addition to overflow spaces as necessary. The new facility will have 6 shelter units, including kitchenettes and full bathrooms. There will be bunk beds, hideaway beds, cribs- it'll be awesome for families.

In addition to our shelter units, we will have 7 permanent affordable housing units for families. This will be similar to section 8 style units, and is a new program for us. We are excited to continue reaching the needs of families and offer more long term housing options.

Volunteers will continue to staff the shelter from 5pm-7am nightly, with the possibility of more hours on the weekends. The Smith Building will be open 24/7 and have supportive services on site. Any students, interns, or individuals interested in volunteering are more than welcome to get in touch with me. It's an exciting time, and a great opportunity for anyone interested in working with children and families."

The CCBLA is happy to continue to support students through their roles as volunteers, interns & work study students at the Family Support Center. We currently have two work study students through our Community Service Work Study program helping to staff the overnight shelter. If you would like to get involved, contact Natalie Moran at nataliem@fscs.org for more information on how to get connected!



Mollie Taylor at Wacky Science Series

The Value of Internships for Non-Traditional Students

Lydia Drescher, CCBLA Intern

I am considered a non-traditional student. In my case, this term stems from the fact that I am an older returning student. I also have two children who attend Evergreen with me; my son Jesse, a senior, and my daughter Mia, a freshman. These circumstances would be considered unusual on most college campuses, but not here at Evergreen.

I returned to school at the age of fifty and was, at first, a little apprehensive about learning among students the same age as my own children. Soon that apprehension turned into a new-found confidence. I enjoy engaging with intelligent and inquisitive students who always teach me something new and who have always been respectful and appreciative of what I have to offer as well.

I decided to take advantage of my last quarters as an undergraduate student by completing an internship. I have been a student worker at the Career Development Center since fall quarter 2012 and I have learned that internships are one of the best ways to transition from strictly academics into a hands-on work environment.

Gaining work experience through internships is extremely important for people like me who have been unemployed for years. In my case, I have been a stay at home mom for over fifteen-years. Young students who lack work experience also benefit by adding internships to their resume in our competitive job market.

I contacted Ellen at the CCBLA and discussed my idea of doing a collaborative internship between Career Development and the CCBLA. Community based learning has become one of my most rewarding experiences as an undergraduate.

This internship has allowed me the freedom to apply the knowledge I have gained as a Career Development employee and from my classroom studies in social entrepreneurship into projects that benefit both the Evergreen and local community; like the Non-Profit Panel event I am coordinating for spring quarter. For this event, the CCBLA, Career Development Center and other departments and program co-sponsors have lent their support in helping to bring former Evergreen Alumni back to campus to discuss their creation, or participation in local non-profits.

I am not aware of other programs in higher education that provide students with true experiential learning such as what Evergreen offers. I can't overemphasize the advantages of internships and I hope more students include internships as part of their academic learning plans.

Save the Date!

Starting a Non-Profit Organization Panel

Wednesday, May 7th 5:30-7:30pm

SEM 2 D1107

Contact CCBLA at

867-6137

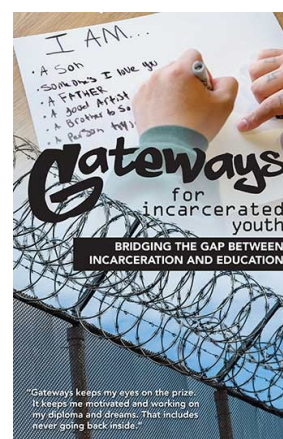
for more information

CCBLA'S work with fall 2013 & winter 2014 programs

SOS CCBLA
SOS Psychology
Turning Eastward
Power Play
Clinical Psychology
Education & Empowerment
Building Resilient Communities
Community Based Research
Creating Dangerously
Civic Intelligence Research & Action Lab
Self-Determination Latin America: Mexico
Gateways: Popular Education
Law & Outlaw
SOS: Seeds, Beads, Bees and Other Biodynamic Processes
Sense of Wonder
So You Want To Be a Teacher
TRiO Class

Gateways for Incarcerated Youth

unlocks the potential within incarcerated youth. In our college readiness and academic mentoring programs, we experience these youth as scholars, poets, artists, athletes, sons, brothers, fathers, friends, and neighbors. Since 1996, we have engaged over a thousand youth who explore ways to positively contribute to our communities. Gateways is committed to bridging these individual and societal gaps between education and incarceration. We are dreamers and schemers that will not throw away the key on this generation.

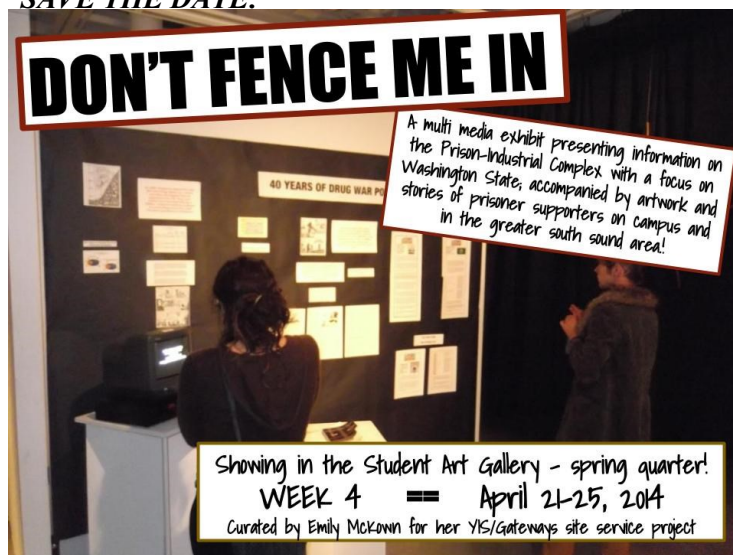


Thanks to Robert Wood Johnson Foundation for grant

Support for our new brochure! (pictured above)

Gateways is growing! <http://gateways.evergreen.edu>

SAVE THE DATE:



Center for Community-Based Learning and Action

Serving Up Food Justice: Campus Food Bank Satellite Volunteer

Evergreen student sophomore James Hibbs from the Yakima Valley has been on campus since 2011. He has focused his academics on Latin American studies, political economy, and education. His community engagement shines, both on and off campus, locally and globally.

James represented Thurston County during a quarter-long ILC to Nicaragua through the Thurston Santo Tomas Sister-County Association. Winter quarter in SOS: CCBLA James served as a full time intern at Sidewalk, a local advocacy organization that focuses on rapid housing for people who are homeless. James has a deep dedication to fighting homelessness, he has volunteered at every shelter in town supported by Interfaith Works including being an overnight host at the Women's Shelter at the First Christian Church and at the Men's Shelter at St. Michael's Parish.

Twice a week James volunteers for the Thurston County Food Bank. Tuesday afternoon he is a regular support for the on-campus Satellite Food Bank and the next day, on Wednesdays, he can be found at the Food Bank downtown. James is known to cook for every food-justice related potluck in the community and most recently contributed delicacies to the Farm Worker Justice gathering.

Reflecting on community work James asks "Is it worthwhile? Does it do anything? Rhetorically, politically, philosophically, I think a lot about collective liberation and it's not easy to put into praxis. So I help people get fed person by person, house people, make sure people have a warm place to stay – but is that enough?"

Campus activism is huge for James. He has consistently been involved in MEXA (El Movimiento Estudiantil Chican@ de Aztlan), the Evergreen Queer Alliance, the Campus Food Coalition, and the Womyn's Resource Center and as technical theatre support for the annual production of the Vagina Monologues. Celi Tamayo-Lee, CCBLA AmeriCorps VISTA member met James at a reproductive justice student group in 2012 where she "discovered someone with fight-to-the-death passion and dedication to social justice." James attends Evergreen Revival, a series of bi-monthly potlucks bringing together student leaders to address issues facing students on campus.

Celi Tamayo-Lee, CCBLA AmeriCorps VISTA through Washington Campus Compact says "*He demonstrates true responsibility and humility, while critically examining his upbringing and socialization as someone with privilege.*" James knows what it means to show up.

Evergreen
student James
Hibbs
volunteering at
the Thurston
County Food
Bank



Photo: Dani Winder

Campus Without Borders

Karen Gaul, Faculty
Sustainability and Justice Planning Unit

The work our students' do through community partnerships is a vital, centrally important part of the Evergreen curriculum. Each year, nearly a thousand internships take place supporting education at local schools; housing and homelessness; food systems, community gardens and urban ag; youth empowerment; farm workers and immigrant communities, and so much more. A recent examination of the overall curriculum at Evergreen reaffirmed the central importance of Community Based Learning at our experimental campus.

Periodically, the College takes stock of the curriculum and how it functions and considers possibilities for improvement. Over the last two years, the Long Range Curriculum DTF met to consider a multi-faceted charge crafted by the Provost of the college. (The charge and documentation of the DTF's work can be found at <http://blogs.evergreen.edu/lrcdtf2012/>). This wide-ranging charge included many aspect of students' experience at Evergreen, as well as a range of features of the faculty's work.

We focused on building and maintaining a vibrant, intentional and supportive learning environment for faculty and students. We recognized that critical student learning happens in programs, as well as in field and community settings such as through Independent Learning Contracts (ILCs) and Internships (INTs).

The work of this committee highlighted the fact that the boundaries of the college do not end at the edge of our beautiful forested campus. The "college" extends out into the community, where many community partners help guide student learning. The expertise of people doing important work for the community in a wide range of non-profits, city and state agencies, and other organizations is made available to our students. These experts in the field help train our students in hands-on situations, offering a level of applied learning that complements on-campus learning.

The LRCDTF recognized the value of community based learning and made a number of recommendations to help support this work. We recommended that students first take a program at Evergreen to grasp what an Evergreen education looks like, before undertaking independent learning. We proposed a deadline for application submission for ILCs and INTs as Friday of Week 10 of the prior quarter; this was aimed at avoiding those last-minute contracts or internships, and a more careful construction of the proposals. Further, we suggested training could be provided for students to develop well-crafted proposals; guidelines and support for both faculty and field sponsors could also be provided.

My work on this DTF renewed my appreciation for and awe of the amazing opportunities our students have for enriched learning opportunities in the community. We also saw ways that this work could use additional support. Beyond the policy changes, we made a range of recommendations to support internships and ILCs, which included increased support for CCBLA in terms of staffing, clear language in catalog descriptions about expectations for individual learning, strengthening support for field supervisors and faculty, and reframing student work in the community in order to raise its visibility and strengthen its efficacy.



Jamie Alwine, Community Service Work Study Coordinator

In February 2007, a homeless camp was established in a downtown Olympia parking lot to protest a city ordinance that criminalized the act of sitting or lying on a sidewalk. When police threatened to break up the camp, the Olympia Universalist Unitarian Church (OUUC) offered to host the tent community on their grounds. Since then, Camp Quixote's tent community has moved every three to six months from one church parking lot to another until December 24, 2013, when, after years of hard work, they moved into 30 tiny cottages in Quixote Village. Evergreen played a role in the movement from the start. Faculty and students hosted forums to analyze and respond to repressive legislation and others worked as advisors and supporters.

Camp Quixote has existed as a self-governed community for the last seven years. Residents have actively participated in every aspect of the Camp, attending weekly mandatory meetings where they share dinner and ideas. This structure will continue in Quixote Village, although now five elected residents (with two alternates) will serve on an Executive Council. The Executive Council will meet twice a week; in addition to the regular weekly meeting that all residents are still expected to attend. It is through this active participation in their community that they began to put their hard work and hearts into the creation of Quixote Village.

Miriam Lorch, Volunteer Coordinator for Quixote Village, says that the "residents have been involved in the creation of the village from the beginning." Miriam learned of Camp Quixote five years ago when Jill Severn, board member of Panza, Quixote's advisory board, spoke at the OUUC about homelessness issues in Olympia. Soon after, she began volunteering as a host at Camp Quixote, her role being to greet residents, sign-in visitors and spend time with residents. While she was nervous at first about this host position, she quickly got to know people and says it has "been a gift" to be a part of such "meaningful and enjoyable work." She now serves as the Volunteer Coordinator, supervising Evergreen student volunteers, interns and work study students and representing Quixote Village on the CCBLA's Advisory Committee.

Miriam went on to explain how local architect Garner Miller sat down with the residents to begin to plan and design Quixote Village. While they explored many options, Miller listened to their wishes about what was important to them for *their homes*. They went over every detail; from the eventual horseshoe shape arrangement of the cottages, allowing them to face inward toward each other, to making the decision to give up living space in order to accommodate a front porch. While looking at the finished design now, you can see that what was important to residents as they dreamed up this design was not only having their own personal space, but the accessibility of being able to connect with each other.

After visiting the Village at the end of February, two months after their move, it is apparent that the community is still settling in as local and national media coverage of the project continues. The Village consists of 30 tiny cottages and a community building that contains a shared kitchen, dining area, living room, showers, laundry room, office and meeting space. CCBLA Community Service Work Study student for Quixote Village, Heather Rackley, shared that, "I was curious and still am about how people would fair at sharing these common areas and creating rules and boundaries. So far I am truly amazed at what I've seen here at the Village. The way everyone manages chores, how they support each other through struggles; things are not always easy here. Like any family, people have their differences and disagreements but they are working on them."

They still have big plans for the Village. They're working on raising funds for a workshop building that they have envisioned will accommodate woodworking and electrical tools where residents can develop skills in these areas to put towards future employment or as a hobby that they are interested in learning. They also hope to have a gazebo built on the property; a covered area outside that can be used during all seasons in our rainy Pacific Northwest weather.

If you are interested in getting involved with Quixote Village, they will soon be ready to host volunteers who may have specific interests and ideas of how they would like to be involved. Heather stressed that "there are some wonderful things happening here and each person involved is smoothing the path for the next person who has an opportunity to live at the Village." Miriam would like to encourage community members to share skills with residents such as writing workshops, arts & crafts, music, dance, gardening and lobbying strategies. They would love to have social people volunteer as hosts, are continuously accepting food donations, and encourage people to come cook with the residents.

Get involved:

Volunteer Orientation

Tues April 1st at 2pm & 7pm
and Sat. April 5th 2pm.

Attendance required to volunteer !

(Contact Miriam if alternative times are needed)

For Info and to Donate visit their website

quixotevillage.com

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



Center for Community-Based Learning and Action

Reminder:
CCBLA Advisory Committee Meeting
Monday, April 21st
3pm–5pm Sem II E2105

Farmworkers and Their Families: Struggling for Health & Justice

On February 26th close to 200 participants came to the 8th Annual Farmworker Justice event at Evergreen Olympia. This year's focus was to create a day of learning and community solidarity around public health and the struggles of farmworkers in our region. Every year for the past 7 years at Evergreen, various folks on campus have organized an event. The tradition continued with a morning session in Library 4300. A panel and discussion: **FARMWORKERS AND THEIR FAMILIES: STRUGGLING FOR HEALTH AND JUSTICE** included speakers working hard on the front lines of these issues. Rosalinda Guillen and Edgar Franks joined from Community-to-Community Development, William Tamayo from the US Equal Employment Opportunity Commission, Ramon Torres and Angelica Villa spoke from Familias Unidas por la Justicia and Ramon Ramirez shared about PCUN (Pineros y Campesinos Unidos del Noroeste) in Woodburn, Oregon. Students from Anne Fischel and Ruth Hayes' program "Nonfiction Media" taped the event for future use.

Later in the afternoon Ricardo Ortega presented on **MEXICO'S PEOPLE'S PERMANENT TRIBUNAL** a project of LELO, The Legacy of Equality, Leadership & Organizing. He facilitated a discussion on human rights violations of Mexican immigrants & migrant workers in the US and the tribunal model of popular response. The evening session was a screening of the film **RAPE IN THE FIELDS** produced by PBS Frontline & Univision exposing the sexual assault many women face working in the fields; and their challenge to the authorities for protection. William Tamayo, US Equal Employment Opportunity Commission facilitated a discussion following the film.

Faculty Lori Blewett coordinated the taping student interviews of the days presenters. Event sponsors: President's Diversity

Save the Date!
Jog for Justice
5k Fun Run @ Marathon Park
Sunday, May 4th
Join the College Class for a family and pet friendly 5k walk/run to support Gateways for Incarcerated Youth!

Registration starts at 9am
Race starts at 10am
For more information & entry fees, call (510) 559-0969
visit <http://gateways.evergreen.edu/>



Join us!
Golden Geoduck Awards
Student Recognition Event
Please join us to honor Evergreen students' valuable work on & off campus.
CCBLA and Student Activities:
Tuesday, June 3rd, 2014
Longhouse at 6pm

Fund, Academic Deans, Center for Community-Based Learning & Action, Student Groups: Campus Food Coalition, MEXA, Evergreen Political Information Center, Flaming Eggplant Collective Academic Programs: Community-Based Research, Consuming Cultures, Ecological Agriculture, Science & Sociology of Human Health. Planners included Lin Nelson, Martha Rosemeyer, Zach Fleig and Celi Tamayo-Lee.

The following Monday, Evergreen students responded to the call from Farm Worker Justice panelist Rosalinda Guillen, of Community to Community in Bellingham, to support the indigenous peoples of Mexico who come to Washington state to work on local farms. The newly formed Farm Worker Solidarity Collective student group shared:

These peoples are driven from their native home because of loss of biodiversity, the effects of climate change on their land, and economic travesty brought on by colonialism and neoliberalism. They come to Washington state to work on local farms in order to survive in our current economic system. Agriculture is the heart of Washington's economy, and the workers who uphold the system are organizing for their health and autonomy, and asking for support. The farm workers of Sakuma Brother's berry farm in Burlington, WA are in the midst of a labor dispute we can do as students in the state capital to act in solidarity with the people who grow our food.

Get Involved : farmworkerjusticetesc@gmail.com

Photo: Zoltan Grossman

Farmworker Justice Day!



Rosalinda Guillen,
Community-to-Community

Ramon Ramirez,
PCUN (Pineros-Campesinos
Unidos NW)

Ramon Torres
Familias Unidas por la Justicia

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



Center for Community-Based Learning and Action