



# Center for Community Based Learning & Action

Volunteer Opportunities • Internships • Action Days • Work Study

CCBLA Volunteer Emily Monahan cleans gleaned beets for the Thurston County Food Bank. Photo by Zachary Fleig

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

2013

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Gateways Academic Mentoring & Retention Project Americorps: Naomi Tajchman-Kaplan



EVERGREEN

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## Advancement Via Individual Determination

Jamie Alwine, CCBLA Tutor Mentor  
Coordinator and Youth in Service  
AmeriCorps member

Since Fall quarter, I have been volunteering in North Thurston High School's first freshman AVID class. AVID, Advancement Via Individual Determination, is a program that focuses on college readiness through developing critical thinking skills in students beginning earlier in their education. I join them twice a week for their tutorial sessions, where the class is split into small groups facilitated by a tutor. Students bring in "points of confusion" from any of their homework in any of their classes to share with their peers within the small groups.

It is an important distinction to make that the goal of the AVID model is not to simply find an answer to a question on their homework. Peers within the small groups will ask questions about the student's point of confusion, a process that requires them to work collaboratively with one another to encourage higher-level thinking and questioning. Together, they explore various ways of analyzing the question that their peer has brought until the student posing the question feels as though they have the tools and knowledge that they were looking to gain from working with their peers.

*The focus of my role is to facilitate the questioning process, not to be an "expert" on any subject.*

As an AVID tutor, I have the opportunity to interact with students in a non-traditional tutoring atmosphere. The focus of my role is to facilitate the questioning process, not to be an "expert" on any subject. This allows me to cultivate important relationships with students, approaching this model of tutoring in a non-hierarchical and supportive style.

In addition to Tutorials, the AVID program incorporates activities, guest speakers and college tours into their curriculum, exposing students to a variety of post-high school opportunities. The skills and experiences that they develop together in this positive and nurturing environment will prepare them to see themselves in college or on other pathways that may have previously felt unattainable or hardly imaginable. This is done by providing resources on how to begin their college search and tools to tackle the daunting process of applying to college and life after high school. Many of the students in this AVID class will be the first in their families to attend college.

The students were able to experience what was, for many of them, their first college campus when they visited Evergreen



early in Winter quarter. I joined them on a campus tour, after which they were invited to participate in a workshop with the CCBLA staff. We discussed with the students the barriers they saw on their pathway to college, as well as the important and inspiring reasons why they want to attend college, if they do. It was an exciting day for the students, as well as the CCBLA staff!

During the last six months that I have spent with these students, I have seen many of them grow and thrive within the AVID model. I have noticed a shift in their perceptions of themselves, from learners to teachers, as they build confidence and take control of their education. Not only is this model building critical thinking skills in students; it is also cultivating important self-awareness that will aid them in seeing their own potential during and after their high school education.

## Gateways for Incarcerated Youth

This winter Naomi Tajchman-Kaplan completed her first term of AmeriCorps service at Gateways for Incarcerated Youth. After serving as a dedicated Evergreen student intern at Gateways for a year she gracefully stepped into the role when Alvina Wong moved to become an organizer in the bay area last April. Naomi coordinates the Academic Mentoring Program (AMP) at Gateways, recruiting college volunteers to work with incarcerated youth at Green Hill School. She contributed to creating a committed team of mentors and build important rapport with youth. Under her guidance program she has developed workshops bringing in guests to talk with youth about career and college exploration, financial literacy and many other issues. The program earned support from the Washington Mentors through a JRA Mentoring grant this year. This spring Naomi will be a part time employee at the CCBLA with Gateways under the Washington Campus Compact College Access Success grant. She will continue coordinating AMP and plans to begin a second AmeriCorps term with the program in August. Many Thanks!





## YouthBuild

Laurel Smith, CCBLA Community Partnership Catalyst and Americorps VISTA

Evergreen student Chris Vanderveer (pictured above, at right) was hired by Thurston County YouthBuild recently after excelling as an intern through Gillies Malnarich and Emily Lardner's program Making A Difference. Chris worked as a tutor for low-income 17-20 year olds with significant barriers to educational opportunities. Many have been in the juvenile courts, aged out of foster care and/or are parents themselves. With Chris' support, YouthBuild students have had significant gains—some advancing multiple grade levels. Case Manager Jason Lucarelli writes, *"With the rigorous demands of our program, staff have not been able to provide the one-on-one mentoring in which Chris excels. Without his expertise and passion for teaching, we would be far behind our program academic goals."*

We asked Chris to share some of his secrets with other Evergreen student mentors and tutors:

*"Communication is key. I've seen tutors who had higher math than I do but who weren't able to relay the information in a way students can connect to. In high school I didn't have a very good math experience. Neither had most of the YouthBuild students. So we'd start by just talking. You've got to connect in a very short time. Once we had enough of a bond I would ask 'How do you feel about fractions?' and they'd reply 'Oh I hate them!' A lot of times, no teacher had ever worked with them on their troubled area. So I would simply show them. That was enough—they were ready. I wasn't putting on a show, I was just being me. Also, I know when somebody is telling me that they understand it but they're really lying or blowing it off. I tell the students, 'Just be honest with me. I'll help you understand it and then we can move on.' When you respect the students for everything that they've gone through, you get the same respect. Most of the time they think they're stupid, so I help build their confidence and then explain that math is just about knowing the rules. Tutors can help youth who've been labeled 'at-risk' build self-respect. From there they can construct their own expectations."*

# Literacy & Education for Adults with Developmental Disabilities

Randi Miller, Volunteer and Internship Coordinator - Kokua Services

Kokua is a nonprofit organization dedicated to providing supportive services to citizens with disabilities. We believe that literacy and education are fundamental elements of a full and meaningful life. Our passion for supporting adults with disabilities to lead independent lives inspired us to develop a new program in collaboration with the CCBLA: Literacy and Education for Adults with Disabilities (LEAD).

LEAD is a learner-driven tutoring and mentoring program. We provide the opportunity for adults with developmental disabilities to choose what goals they would like to pursue in one-on-one sessions with a volunteer tutor from Evergreen. Goals range from, but are not limited to, academic subjects such as reading and math, to life and career skills such as counting money and using a keyboard. The ultimate goal of the program is not solely tangible and quantifiable progress towards the chosen goal; instead, we provide an opportunity for learners to exercise independence in choosing a goal and dedication in working alongside a partner in achieving this goal.

As with all meaningful learning, the tutor's relationship with the learner is the most critical component. Knowing that their tutor has confidence in their abilities and is rooting for their success really energizes the learner. This relationship also has significant benefits for the tutor. The experience provides TESC tutors with new insights, and has helped several tutors to clarify their career aspirations.

LEAD tutor Izi LeMay (Pictured with their learning partner, below) reports: *"I came to Evergreen with an unfocused view of what I wanted to do with my life. While I don't have all of the pieces put together, my involvement with LEAD was a key component in my decision to go into occupational therapy. To my knowledge, there are not many programs which specifically serve adults with disabilities, much less programs that further their education. Yet LEAD is more than teaching, it is about providing a space to promote an individual's independence and progress. Being a part of LEAD for the past three years strengthened this belief in me, so I feel more passionate about pursuing my career goals. As an occupational therapist, I hope to be a tool for clients to reach their own personal goals, much like I have been a resource to my learning partner to reach her educational goals."*

So, what comes next? Our dream is to grow the LEAD program here at Evergreen and it is our intention to open the program to other individuals with disabilities outside of Kokua. We believe that it is important for all adults to have options for continuing their education after high school. We hope to create partnerships with faculty and programs at Evergreen that will afford more students the opportunity to gain the valuable educational and interpersonal benefits of the LEAD tutor experience.





# Evergreen hosts tours of grassroots organizations— 15+ years and going strong!



2012 First Peoples Scholars & Peer Mentors Photo by Dana Joud

Over the years, many Evergreen faculty members have taken their students on tours of organizations in Olympia and Shelton—including Russ Fox, Lin Nelson, Carol Minugh, Anthony Zaragoza, Zoltán Grossman, and Anne Fischel. VIS-TAs Andrea Robbins and Laurel Smith have put on Downtown Social Justice Tours via the CCBLA. (Most recently as part of First Peoples Advising Services' Pre-Orientation week for Undergraduate Scholars, pictured above with Therese Saliba at the Olympia-Rafah Solidarity Mural.) This winter, student Adam Selon used the tour model in a new way for his program Civic Intelligence Research and Action Laboratory. He writes—

*"CIRAL's first ever 'Activist Road Trip' (ART) took place on a beautiful sunny day*

*this past February. ART was a daylong walking tour of civically intelligent organizations, projects, community resources, and efforts in downtown Olympia. The tour was organized with much help from the CCBLA (Big thank you to Laurel and Ellen!) and was inspired by the downtown walking tour model. I created a custom Google Map (<http://goo.gl/maps/ZDtO7>) that served as the program for ART (and will have a second life as a guide to resources in the downtown area) and could be accessed via smartphones.*

*The tour visited eight sites, pointing out many others along the way, and at each I arranged for site representatives to speak with the class. The tour concluded with a panel of community members: local non-profit managers, the city's housing manager, a county commissioner, and long-time activists. I facilitated the discussion, which touched on a range of topics from the big-picture to the local and the personal to the professional. We explored what motivates them, how they collaborate despite barriers, their understanding of what drives certain community issues such as homelessness, and the specifics of their roles and projects and how they think students can and have contributed. The tour and panel generated a great deal of substantive discussion on how communities problem solve and even some new creative solutions to current challenges. The Activist Road Trip's primary objective was to show how our local community is civically intelligent and to do so in a civically intelligent way, encouraging students to get involved and take a hands-on approach to learning through community work."*



Winter 2013 members of CIRAL, Civic Intelligence Research and Action Laboratory. This ongoing program initiated by faculty Douglas Schuler provides a home for academy-community collaborative problem-solving. At right, students learn about the Downtown Ambassador Program, managed through Capitol Recovery Center. Photos by Hannah Quaintance.





Wa he lut student Logan Elias Nos-Chay-Wen-He-Goh Stamos reflects on the day's events with support from Evergreen student and Native Student Alliance co-coordinator Stefanie Mail-Weber. *Photo by Meskerem Johnson*

Below, CCBLA Mentor-Tutor coordinator Jamie Alwine (A Youth in Service Americorps member) visits with Wa He Lut students as they bead bracelets—an activity hosted by the Longhouse's Assistant Director Laura Grabhorn. *Photo by Meskerem Johnson*



Evergreen student Victor Ortiz works (through play) with Wa He Lut student Isaiah Gaylen Frank Shlottmann on the concepts of centripetal force and momentum. *Photo by Meskerem Johnson*



Thank you Danielle Perkins and everyone at SchoolHouse Clothing for generating this year's Tshirt logo (below) and generously donating tshirts for every Wa He Lut student to wear and take home!



THE EVERGREEN STATE COLLEGE  
2013  
Wa He Lut INDIAN SCHOOL

Above, Dawn Rose Mills and Mekayla Mills with Evergreen's geoduck mascot in the College Recreation Center. *Photo by Meskerem Johnson*



For the second year in a row, 5th through 8th graders from Wa He Lut Indian School visited Evergreen for a day. Volunteer hosts (many are pictured at left) were members of Evergreen's Native Student Alliance, the Longhouse, Americorps members from the CCBLA, Resident Assistants, and more.



## 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 [ccbla@evergreen.edu](mailto:ccbla@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



For an Action Day this April, 10 CCBLA volunteers worked with students in Komachin Middle School's hoop house and vegetable garden. Photo by Zachary Fleig.

# Digging into Food Sovereignty

The CCBLA's Americorps VISTA volunteer (currently Laurel Smith) now has a full-time focus in food sovereignty—working to increase access to healthy affordable food grown by farmers who have control over their lands, health, water, seeds and livelihoods. We provide resources to facilitate strong relationships between students and community gardens, non-profit farms, food system research groups, cooperatives, school gardens, the Thurston County Food Bank, and other projects working to ameliorate hunger and make our area more food-secure. In 2012-13 we forged partnerships with the Evergreen Campus Food Coalition and Young Roots—an off-shoot of Garden Raised Bounty. Once again, we're collaborating to put on the annual Farmworker Justice Dialogue. Stay tuned for more! We'll be welcoming a new VISTA to do this work in fall 2013.



We visited Left Foot Organics for Community to Community Day in September and again for an Action Day in October as they finished their final growing season. We bid farewell to this outstanding Olympia organization and thank them for their long-time support of Evergreen student learning!



Paul Elliott Williams and Hannah Strauss glean beets at Let Us Farm in Oakville with 11 other CCBLA volunteers at a winter Action Day which yielded 800 lbs of produce for the Thurston County Food Bank. Photo by Zachary Fleig.

## Campus Food Coalition

If you see food as an essential, universal and delicious focal point for the intersecting issues of social justice and ecological health, so do we! We

invite you to add your voice to the conversation. We

meet every Wednesday from 3-5pm in the CCBLA Lobby (Sem II E2115). Bring a dish to share!



## Growing Campus Partnerships

### Young Roots

GRuB and Evergreen have cross pollinated and new hybrid childhood education program is growing! Our mission is to inspire the next generation to fall in love with their food, connect with their community, and with nature. Young Roots wants to create a safe place for nature-based activities that are educational, engaging, and fun. We want to increase community engagement by creating a structure that supports their growth—both as gardeners and as leaders within their families and communities.



The Madison-Avanti Giving Garden (which donates its harvest to the Thurston County Food Bank) continues to host Evergreen interns! (Photo by Brylie Oxley.)



# Community-Based Internship: One Student's Journey

*Thomas H. Solenberger, Evergreen Student*

In the winter of 2012, I signed up for a Student Originated Studies (SOS) program through the Center for Community Based Learning and Action (CCBLA) with the hopes of finding a better way to spend my time at Evergreen. After struggling through the Fall quarter, I was doubting that Evergreen was the right institution for me. I originally came to Evergreen looking for a way to integrate myself into Olympia's community. On January 10th I met with Laurel Smith, Community Partnership Catalyst at the CCBLA, and found the means to accomplish this goal.

I went there in hopes of finding an existing project that I could work on during the quarter that would follow the contract that I had written. After reading my proposal, Laurel immediately referred me to the Fertile Ground Guest House and Community Center. It was at this time that I realized how powerful a tool the CCBLA was for my personal and academic goals. The CCBLA led me to the internship that helped shape me as an individual while lining up career opportunities for my life after Evergreen.

During my internship I participated in weekly Conversation Café meetings with carefully selected individuals from Thurston County, where we discussed the common spaces that we share and how we can preserve and protect them. I also had the opportunity to get my hands dirty working in the teaching garden located on the plot between the Fertile Ground Guesthouse and the NW Eco-Building Guild. It was there that I learned how

to become a site docent for the Commons project. Site docents are volunteers on site who are responsible for explaining to visitors how we intend to use the common space and how others can make use of that space. Another task that I took on was the recording of the "Table Scraps", or personal notes, left behind after each of our weekly meetings. After copying, scanning, and converting all of these hand written notes in to pdf files, the finished product was a 34 page document that I plan to use as a model for other community building endeavors. During our eighth and final meeting I presented all of my recordings to the 20 or so other group members attending, receiving a great deal of praise and approval. Working on this community building group project provided me with the experience I needed to feel ready, willing, and capable to create my own community building ventures later in life.

During spring quarter I took on another contract at the Commons at Fertile Ground. I was actively engaging in the creation of a greener space on the Commons property through the participation in

various work parties and teaching workshops focused on building trellises, flagstone pathways, rainwater run-off gardens, and other urban sustainability projects. This experience gave me the skills to be able to enhance not just the Commons, but any community project that might benefit from sustainable actions. I plan to use this "commons project" as a model for future career objectives.

In addition to these experiences, I succeeded in obtaining employment during the summer season, working at the Commons at Fertile Ground as a bunkroom manager and event program coordinator for non-profit fundraisers. During the Summer, I was able to live and work at the Commons at Fertile Ground, doing work trade to pay for the majority of my living costs. My first meeting at the CCBLA facilitated these great experiences and enriched my education at Evergreen while integrating me into Olympia's vivacious community.



## Local Knowledge

*Laura Metcalf, Evergreen Student*

Local Knowledge: Creating Just and Sustainable Communities is a two quarter program designed to provide students with tools for the theory and practice of community development and collaboration. In this program, students completed readings and attended seminars and lectures that discussed many of the overlapping cultures and issues that are present in the nearby community of Shelton. Some of the topics explored include immigration, education, labor struggles, socioeconomic disparity, segregation and environmental injustice. In addition to learning

about these topics in the classroom, students were given the opportunity to deal with these issues hands-on by spending one day a week in Shelton. This gave students the chance to apply what they were learning while also gaining an appreciation for the unique funds of knowledge that exist in Shelton.

The Local Knowledge program, which is team taught by faculty members Anne Fischel and Grace Huerta, has been around for many years and has constantly evolved, while always maintaining a focus on community relations.

"This program grew out of our belief that colleges have an ethical responsibility to develop relationships with their neighbors," explained Fischel. "It also comes from our

belief that students benefit tremendously from community work."

Students were offered significant flexibility when it came to their time in Shelton, which led to a wide variety of projects. During the first quarter of the program, each student volunteered once a week in the K-12 public schools in Shelton. This allowed them the chance to learn about challenges young people face, including learning in various program models, such as dual language, ESL and alternative high school settings. Many of the students chose to continue to volunteer in the schools during the winter quarter to build on the relationships they had established. According to Fischel, the initial idea of partnering with the school system came at a meeting of the Consortium for Student Success in Shelton.

"They talked about the need for mentors and role models for their students in order to raise high school graduation rates and give disenfranchised students a way to imagine a better future for themselves," Fischel said. "We also talked about the Evergreen Elementary School in Shelton and its dual language model, a truly groundbreaking educational experiment. I was impressed by the creativity and determination of people I met in Shelton. I thought we had a great deal to learn from them and a great deal to offer in return. I wanted to collaborate with them and support their efforts."

In addition to tutoring in the schools, in the winter quarter students also took on a variety of other projects in Shelton including working with high school students to establish a Latino/a culture club at Shelton High School, working in-depth with a hearing impaired ELL student at Shelton High School, helping to create an alternative program at Oakland Bay Junior High focused on students who were not thriving in the traditional classroom setting, working with the homeless community and working with high school students to run a clothing bank in Shelton, just to name a few. While students were involved in a wide variety of projects throughout the quarter, they continued to discuss and support each other's work.

"The one uniting feature of these activities is looking at Shelton as a community, and us, as college students from other towns, being able to effectively engage their problems in a holistic way," said Clel Howard, a student who joined the program in the winter quarter. "Placing ourselves within the community, as fellow actors, but being aware of our privileges and outsider abilities to enable change."

Throughout the quarters students also took part in one of two workshops that focused

on either documentary filmmaking or qualitative research. Students worked in groups in these workshops and sometimes across the two workshops to create final projects, either a film or a participatory research paper and policy brief, that were reflective of the work they were doing in Shelton. Through this project work, students were able to gain in-depth practice in one of these areas while being guided by a faculty member with experience in that field. They were also able to use their developing skills to create projects that will be given back to community members in Shelton.

Throughout the quarter, weekly readings, lectures and seminars helped to form a shared knowledge. Lectures, presented weekly by a program faculty or guest speaker, covered topics relevant to the work students were doing in Shelton and served to expand the understanding of the many forces that are at work in that community. Students also took part in weekly student-led seminars concerning the same topics as the week's lecture. These were open discussions that served as a forum for students to dive deeper into the material.

"We have become a community, almost like a family but without the dysfunction," said Angie Duncan, a student in the program. "I love being able to say something or question a comment and with respect, get an alternative side of the matter presented to me, it gets me thinking about the problem and if there are numerous solutions to an issue I begin to think about the matter in a different way."

These discussions helped lay the ground work for students to be successful in the hands-on work they took part in during their time in Shelton. Mixing the elements of in-class learning with active community based learning helped bring the themes of the class full circle.

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-Student Clel Howard

"Overall this class has managed to take us all through the experiences of various community engagement along with the rigorous learning that takes place in the classroom," Howard said. "Thoroughly investigating the problems of one rural town through the ideas of relevant social critiques, we come out the other end, with the actual people, the actual lives and the very real oppression that they face."

Students were also given flexibility in designing a four credit piece that was part of the class. Students used this opportunity to do a variety of things including other classes, internships and in-depth grant writing. An in class option was also offered for the four credit piece, which involved discussion and exploration of documentary film techniques.

While the program is not continuing through the spring quarter, many students have decided to continue their work in Shelton through other classes or independent study contracts, or by simply volunteering. Fischel said she is excited about the connections this program and the students who took part in it have been able to forge with community members in Shelton, and she hopes it will be the beginning of a closer relationship between The Evergreen State College and Shelton.

"Grace and I share a common hope that our program will build a stronger and ongoing relationship between the Shelton and Evergreen communities," Fischel said. "We hope to continue our work on this, but we also invite participation from faculty, staff and students from every area of the college."

Local Knowledge  
Spanish Speaking World  
Turning Eastward  
Desire and Difference  
Mind Body Medicine  
Clinical Psychology  
Religion, Society and Change  
Political Economy and Social Movements  
Gateways  
Making Effective Change  
Green Nature Human Nature  
Minds at Work  
Undergraduate Research  
in Civic Intelligence

## CCBLA's work with Fall 2012 & Winter 2013 Programs

Evergreen's multi-quarter, team taught, interdisciplinary academic programs reflect a model that lends itself to community engagement. We wanted to highlight the work that students and faculty have done in the community to date. CCBLA has worked with the programs at left to do workshops in the classroom, consult with individual students and project groups, research community sites and create resource lists, highlight organizational partnerships and community need and guide students in Action Days.