

Center for Community-Based Learning and Action

EVERGREEN

THE EVERGREEN STATE COLLEGE
OLYMPIA, WASHINGTON

2011 Winter/Spring Newsletter



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

Evergreen students host Komachin Middle School MLK day

PROGRAMS

- **Gateways for Incarcerated Youth** - Since 1996, Gateways has served to educate, empower and support young people with innovative cultural diversity and learning programs that build self-esteem, confidence and the ability to pursue dreams.
- **Students in Service** - Tuition awards for community work, an AmeriCorps program for students (WA Campus Compact).
- **Work-study positions at community organizations** - Building links between TESC and the community at large (HECB funded).
- **High Demand Math & Science** - classroom support positions at local high schools (HECB funded).
- **Tutor Project** - Tutors for high poverty elementary schools in Olympia (Youth in Service).
- **Action Days** - Providing community engagement opportunities for students.
- **Project Planning** - Supporting students and faculty looking for community connections.

As we chew on our mission and our limited capacity to do it all we come back to 'critical community needs'.

Through community knowledge we learn about what needs are critical. We listen to our community partners and put our resources to good work. The nonprofit sector has been hit hard by budget cuts and financial challenges. CCBLA and faculty advisors have explored strategies like the "Social Justice Downtown Walking Tour" to work with community to inform us about priorities and community-based strategies to respond to needs.

Fighting Poverty: We have heard from POWER (Parents Organizing for Welfare and Economic Rights) about survival struggles and legislative attacks. This spring work study students through CCBLA and interns have supported their work and dedicated time.

Homelessness: Through connections with Learn and Serve Sustainability and Service-Learning and Community Service Work Study students have worked with Camp Quixote and the Northwest Eco Build Guild to impact issues of housing and homelessness and green building.

Food Justice: Students have mobilized to support the Thurston County Food Bank Gleaning and School Gardens and GRUB to address food security and justice concerns.

Environmental Concerns: The Mount Rainer academic program

has launched students into community work around environmental issues with a range of organizations.

Education: The Masters In Teaching program has a big presence in our Students in Service program where students are serving the community and earning tuition awards to support local schools. Tutors have been working in secondary Math and Science classrooms and through Kokua's LEAD program supporting literacy needs for adults with disabilities.

Immigration: Pathways to legalization, family unity and immigration reform were examined on Cesar Chavez's birthday through a Farm worker's Justice panel and by interns working with volunteer organization Bridges not Walls.

Incarceration: In this issue you will see the results of MPA student research for the Gateways for Incarcerated Youth program. This year marks the 15th anniversary of the program. Many students presented workshops at the "Bridging the Gap" conference.

CCBLA & Gateways Staff

Director: Ellen Shortt Sanchez

VISTA Community Partnership Catalyst: Andrea Robbins

CYS AmeriCorps Tutor & Mentor Coordinator: Rosie Math

Sustainability & Service Learning Coordinator: Andreas Keodara

High Employer Demand (HED) Manager: Alondra Mendoza

SIS Coordinators: Kasey Rafter & Yoshi Nagata

CCBLA Newsletter Coordinator: Hilary Hacker

AmeriCorps Gateways College Support Coordinator: Oscar Overlund

AmeriCorps Gateways AMP Coordinator: Alvina Wong

Gateways Faculty: Chico Herbison



Social Justice Downtown Walking Tours

Andrea Robbins, VISTA, Community Partnership Catalyst

The Social Justice Downtown Walking Tour seeks to bridge Evergreen Students with the local social justice community. For over 10 years Lin Nelson has toured students through the real life work of local organizations. The CCBLA is organizing Social Justice Downtown Walking Tours with Student Originated Studies, Community Service Work-Study crew and the "For the Common Good" program. Three mini-tours begin at central locations downtown, then meet together to discuss sites visited and to share insights gained.

The Walking Tours are an opportunity to see where fellow classmates are interning and to get a glimpse of the amazing work happening within the 10 block radius of downtown Olympia. Interns at community-based organizations lead each stop for their classmates. The threads that hold community-based organizations in Olympia together become clear. Student impact on organizations as well as the learning and impact on students from internships was expressed and celebrated throughout.



The Olympia-Rafah Solidarity Mural Project is just on of the stops along the way, for more information about this project visit olympiarafahmural.org!

The tour allows participants to geographically connect with student internships and get an introduction with the overall history of each site. In total 60 students stopped at 22 organizations. Thanks to: Interfaith Works, Family Support Center, Thurston County Food bank, Timberland Regional Library, Olympia Film Society, Parents Organizing for Welfare & Economic Rights, Media Island, Camp Quixote, Community Youth Services-Rosie's Place, Capitol Club House, Northwest, Fertile Ground, Stonewall Youth, The Artesian Well, Olympia Free Skool, Madison Elementary School Garden, Bread & Roses, Olympia All-Ages-Northern, Planned Parenthood, Olympia Free Herbal Clinic and more!

"The walking tours allow me to experience a great sense of pride for students that end up at internships after coming through the CCBLA office. I get to hear about what happens for students, their transformations into advocates for organizations, and the immense contributions they are making to the community outside of Evergreen!"
~Andrea Robbins, CCBLA AmeriCorps VISTA

Math & Science Matters

Rosie Math, CYS AmeriCorps Tutor & Mentor Coordinator

I have been very fortunate to work with such wonderful CCBLA staff and such dedicated work-study students. I oversee the collaborative effort between the CCBLA and 6 Title 1 middle-high schools in Olympia, Lacy, and Shelton. Some students are on their journey to becoming a teacher and others are using this opportunity to enlighten their minds in the field of education.

I have had the privilege of working with 12 students. I'd like to share with you a few of their success stories. Olympia High School's work-study student Owen Prout works with physical science students on their labs. Owen is in awe of the transformation his students have made. He believes the AVID style cornel notes his students are taking in every class are really helping them to be engaged in their learning, ponder questions, and memorize steps.

Marena Shear at Timberline High School spoke about her feeling of fulfillment after she developed and taught a presentation on nuclear energy for the earth science students two weeks after the earth quakes in Japan. She said questions they asked during the presentation really demonstrated the students' learning. Her students seemed more engaged because they were able to see science in action and analyze it. Marena is happy she can contribute to her students learning.

Daniel Boe has worked with Komachin Middle School students in the school garden science program since mid February. Daniel continues to be impressed by his science students. He was inspired by one of the CCBLA trainings to use problem posing questions in his science class, so students can learn and teach one another through their own answers. Daniel asks his students "which way do you plant an acorn, and why do you plant it that way?" He was very impressed when his students answered correctly, an acorn is planted with the nut pointing down so the roots can grow down and soak up the nutrients in the soil.

Brianna Bowles at Komachin Middle school said work-study has given her an amazing opportunity to see what being a teacher is all about. From working one-on-one to teaching the whole class, she is able to see the ups and downs of being a teacher. Brianna recognized the lack of self-esteem in a student who was struggling in both of his classes. Brianna decided to dedicate more time helping this student understand his capacity. After working with him after school a couple of times, she realized he knew all of the material but he was not applying his knowledge. Brianna was able to boost his confidence and his grades quickly improved.

I feel very privileged to work with such amazing work-study students and be a part of their experience. I am constantly inspired by the work they do and the stories that they share.

L.E.A.D Graduation

Literacy and Education for Adults with Disabilities

6pm on Monday, June 6th!

SEM II E2105

Center for Community-Based Learning and Action

Gateways for Incarcerated Youth

Emily Sladek, Gateways MPA Fellow

Over the last 13 years at least 541 Evergreen Olympia undergraduate students have been identified as taking Gateways for college credit. This includes both students who were incarcerated during their participation in the class and students who had been formally admitted into Evergreen. As part of the Evergreen Masters of Public Administration program, a team of students created a survey to give these Gateways alumni. Here are some of the highlights:

23% response rate for the eligible and locatable sample. The survey was mostly representative of the population.

5 formally incarcerated youth took the survey. 60 formally incarcerated youth were eligible to take the survey for a response rate of 8%.

94% said "Yes", Gateways changed their lives.

Gateways was life changing for its learning environment that emphasizes peer learning with students from different backgrounds, applying theory into action in a real-world classroom setting, and using popular education to make deeper connections between one's personal experiences and knowledge to that of their classmates, local community and world.

78% of Gateways alumni are contributing to their communities through employment or volunteer service.

54% are employed in Social and Community Service Workers or Educators, two times the number of Evergreen students-at-large who work in these roles.

43% of Gateways alumni who have completed four-year degrees have gone on to graduate school.

Of the incarcerated youth, all have earned their High School Diploma/G.E.D., and 4 of the 5 have taken post-secondary classes.

Gateways is disproportionately attracting:

30% of alumni are students of color, compared to 17%. (Including the incarcerated youth the students of color are 37%, over twice the typical Evergreen class)

30% of alumni are from out-of-the-state of Washington, compared to 27%.

30% of survey respondents identify as gay, lesbian, bisexual, transgender, queer or questioning, compared to 23%.

What this means: Common to national and state trends, the Washington State Office of the Superintendent for Public Instruction, the kindergarten through 12 grade public education system, and the Department of Health and Social Services has set strategic goals and objectives to hire a more culturally competent and diverse workforce. Gateways is preparing its alumni to have a better appreciation for and ability to work with people from different backgrounds. The alumni are more diverse and highly likely to either work or volunteer in social services or education. Gateways and its alumni are fulfilling a recognized need and serving their communities.

The full report will be available at website: Gateways.evergreen.edu

Left Foot

Olivia Rae Guterson, Student in "For the Common Good,"
Interning at Left Foot Organics



They are
perennials
growing together
whispering
secrets aloud
does not
plant
flowers
but still reason
enough
to smile
it is a
pb and fluff day
not enough
to go around
clouds
dissipate
cars hiccup by
a honk
hello
gently pluck
just one sprout
and
plant it
our community
garden
is growing

Students in Service at Evergreen

Kasey Rafter, SIS Coordinator

SIS members are serving in 67 community organizations including 20 local K-12 schools. 18 Masters in teaching students serving at 16 different schools. The Mt. Rainier Program at the Evergreen has 6 members serving at Joint Base Lewis-McCord, The Nature Conservancy, The Nisqually Education Project, The Nisqually river Council, and Mt. Rainier. SIS members are serving at many local organizations such as; Bread and Roses, Camp Quixote, Gateways, Circle Hawk Farms, Left Foot Organics, POWER, Stand Up for Kids, Stonewall Youth, The Thurston County Food Bank, The Olympia CO-OP, South Sound Outreach, Terra Commons, and more!

We want to extend a special congratulations to the 11 members from the 2010-2011 school year who have completed their service; Adriana Caviedes Gullien, Colt Hansen, Anne Hudley, Dominic Kehoe, Tigranna Markina, Joshua O'Halloran, Andrew Olmsted, Nicholas Oneill, Joshua Simpson, Emily Wharton, and Jill Witherbee.

For more information about Students in Service (SIS)

Contact Kasey or Yoshi at 867.6866 or sis@evergreen.edu

www.studentsinservice.org

The Biomass Debate

Renewable Energy at The Evergreen State College
Dani Madrone, Learn & Serve Student Fellow

Evergreen has committed to carbon neutrality by 2020 and has been searching for ways to reduce its impact on the climate and find a renewable energy that could replace the combustion of natural gas for heat and hot water on campus. Biomass is defined as any organic material, and in most cases the practice of burning biomass uses resources from the forest. Because of the history of forest practices in Washington, it is reasonable to be concerned about how this practice will impact our local forests, the carbon cycle, and human health.

Through the Center for Community-Based Learning and Action, in partnership with the Office of Sustainability, I have been working as a **Learn and Serve** fellow on the community engagement for this controversial issue. As a student of the STEM sciences, I have focused my education on chemistry, climate, and systems. I coordinate the campus Clean Energy Committee. My approach to the biomass controversy has focused on a multi-stakeholder process, communication, and academic research.

Community engagement was addressed by providing information to concerned stakeholders. Two forums were held to review Evergreen's sustainability goals and explain the reasoning on biomass research as a renewable energy. The dialogues allowed the expression of diverse perspectives from all stakeholder groups to find our shared values as we move forward through collaboration in carbon neutrality and renewable energy research. Updates regarding community concerns were disseminated regularly.

The work has also focused on the inclusion of academic programs in the STEM fields, bringing local energy issues to the campus science community. To inform the discussion of the complexity of forest management practices and carbon neutrality Dr. Mark Harmon, a leading researcher on forest carbon systems from Oregon State University, was brought to campus. In addition, a comprehensive report on biomass in Western Washington was produced by 24 students in an applied research academic program and can be found online at <http://blogs.evergreen.edu/appliedresearch/>. The report highlights several topics including renewable energy alternatives as well as the social and political environments.

Through these efforts, community engagement has promoted collaborative action, identifying the major topics of study for the academic and institutional research, while long-term relationships of trust with the broader community have been developed. In spite of these successes, the community engagement process became tangled in a web of bureaucracy. It was not compatible due to a lack of transparency and a deadline for funding. Fortunately, the commitment to public service and the rights of stakeholders was maintained through ongoing information share.

Now that the biomass gasification project is currently not moving forward, the work of rebuilding relationships between the campus and local community will be continued. This spring quarter focuses on the Synergy Sustainable Living Conference, which includes facilitated conversations around issues of conflict and resource management.

CCBLA Recognition Event

Ellen Shortt Sanchez, Director of CCBLA



Alvina Wong and Oscar Overlund recognized the hard work of the Gateways for Incarcerated Youth Volunteers

We serve, we engage, we take action, we contribute, we volunteer, we make change, we protest—then we reflect. Part of reflection is to recognize our impact, voice our questions, see our transformation and celebrate success. On May 9th we celebrated students' contributions to the community. Community-based learning holds education to the higher ideal of making our communities stronger and fighting injustice.

Community-based learning shows that student learning can contribute to communities and that communities educate students by offering the chance to practice theory and to engage in meaningful learning. We believe that higher education has a mandate to serve our communities. We tell our story through the accomplishments of students, stories from community partners and faculty. Jenny Blumenstein from Mason County Literacy shared how Evergreen students learn about literacy and language learning with adult learners. Chantal Brouillard gave testimony to the community connections she has made and her drive to take it home. Chico Herbison, Gateways faculty led us through peer learning with incarcerated youth.

Many Thanks to Interim Provost

Ken Tabbutt

for his strong support of Community-Based Learning at Evergreen. We look forward to continued collaboration as he transitions to Budget Dean.



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