SPOKANE FALLS COMMUNITY COLLEGE
CENTER for SERVICE-LEARNING
Gateway to Experiential Education
SPRING-SUMMER 2013 NEWSLETTER

sn-w’ey’-mn Bldg 24, Office 120, 122, 123

Contact Information:
Darlene Rickett, Faculty Director & Club Advisor,
darlene.rickett@spokanefalls.edu
Eunice Stime, Program Coordinator, eunice.stime@spokanefalls.edu
Kristi Elam, AmeriCorps VISTA, kristi.elam@spokanefalls.edu

The one-page Service-Learning Application for students is available online in the SFCC internet website. Click on Service-Learning from the SFCC internet home page.

NEIGHBORHOOD MODEL
SFCC Service-Learning has evolved into a Neighborhood Model.
Our chosen neighborhood is West Central in Spokane.
Our focus is Breaking the Barriers of Poverty through Education and Healthy Futures (Food Security).

In 2013-14, our VISTA will be working collaboratively with VISTAs at both Whitworth and Eastern State Universities on projects that can accommodate numbers of our students working together.

To a limited degree, we have been trying out double-oversite this year. In a few locations, a Service-Learning staff member or our VISTA has been on site in the community along with the Community Partner staff member. For us, the focus for our students is meeting the classroom instructor’s course goals. For the Community Partner, the focus for our students is fulfilling the agency’s mission to the community. Double-oversite acknowledges this duality so that undue responsibility is not put on the Community Partner to meet our classroom goals. Frequent on-site reflections are also possible with this model.

Even though our attention is now on West Central, we still maintain partnerships with non-profit agencies throughout the Greater Spokane area. For a more complete narrative of this Neighborhood Model, scroll to the end of this Newsletter.

AMERICORPS VISTA
We applied and received approval for a 2013-14 VISTA position through a Washington Campus Compact grant.

Thank you to Kristi Elam, our 2012-13 VISTA, for designing and constructing a tutoring manual for our students to use when working with learning disabled populations. This manual was also designed with our community’s refugee population in mind. Copies have been introduced at ARC of Spokane and Odyssey World International Education Services.
PARTICIPATION RATES
Our goal is to provide accurate data for each school Quarter. We will publish what we have compiled in our office. If you are providing Academic Service-Learning opportunities for students or Civic Engagement activities for students, faculty and staff please send us your data, student reflections (and photos) and we will update (even for previously reported Quarters). Newsletters are our photo and data archive.

SFCC STUDENT VOLUNTEER ACTIVITIES

CLASSROOM in the COMMUNITY (Academic Service-Learning)

WINTER QUARTER 2013
263 students volunteered 4,501 hours at 113 community sites

SPRING QUARTER 2013
224 students volunteered 5,607 hours at 103 community sites

Independent Classroom Activities
Instructors who have used a Service-Learning component in one or more of their courses include:

Polly McMahon, Elizabeth Tollefsbol, Sandy Ross, Judy Noel, Ping Ping, Kim Taylor, Lisa Freeman, Darlene Rickett, Allison Blizzard, Sheri Decker, Hadda Estrada, Lynda Johnson, Larry Massey, Eva Miller, Anastasia Poliakova, Kellie Fischer, Cathy Matresse and Dexter Amend.

International Peer Mentors hours are included here.
Non-paid practicum hours are also included here.

SERVICE-LEARNING ABROAD
Here is the latest from Vance Youmans: 10 Service Learning in England students from September 2012 – present: 35 hrs/week… Also, 6 Service Learning in England students from May/June 2013 – May/June 2014. Those are recent-arrivals, and so their hours are scheduled, not completed… (35hrs x 10students x 52wks = 18,200hrs or 4,550hrs per Quarter)

ALTERNATIVE SPRING BREAK Trip:
80hrs Three students helped with Hurricane Isaac clean-up in a Mississippi Delta community on the Louisiana Gulf Coast (Pointe Aux Chene). They also had a Cajun & Creole cultural immersion experience and canoed in the bayou with the alligators (with a LUMCON marine biologist). One day was spent walking New Orleans’ French Quarter and before leaving for home, they ate a crawfish boil. Prior to this trip the Service-Learning Club viewed Beasts of the Southern Wild to be familiar with the people of Isle De Jean Charles & the issues they are facing.

CLUBS – CAMPUS WIDE STUDENT-LED CLUBS
(Community Engagement)
Data is currently being collected for the entire 2012-13 school year and will be included in the next newsletter. (A glimpse of only 2 clubs during Winter Quarter reveals Community Engagement of 139 students volunteering 1,366 hours and collecting 300# of food for the food bank…pretty awesome…can hardly wait to see the aggregate totals!)
REFLECTIONS
Our ever-present goal is to provide students with opportunities to hone one of the most basic of survival skills: critical thinking. Gained critical thinking skills are transferable to future educational goals and work. Here are student reflections that demonstrate how experiential education, focused on real life issues, adds another dimension to traditional classroom/textbook teaching and learning. The instructor’s well-crafted questions are key to the reflections.

Interpersonal Communication Instructor’s course goal:
To initiate and maintain successful interpersonal relationships

Student’s Reflection: When I arrived at Holy Trinity I was very nervous, I did not know what to expect. I was scared that people would come high on drugs, drunk or carrying weapons. I was greeted by a wonderful man named Lenny; he gave me a hand carved heart. Lenny took me around and introduced me to all the other volunteers. Eunice arrived and took us into a room and did our orientation, she explained everything that was expected of us but most importantly what was expected from the people that were coming to dine with us. This relaxed me a bit but I was still scared about not knowing what to say or how to have a conversation with the people sitting at my table. They opened the doors and people started to come in and the tables filled up fast. I was amazed at how extremely friendly and very appreciative everyone was. My table filled up first; I had three wonderful couples that sat with me. Striking up a conversation with them was never a problem, I had a very talkative group. I went up to get food for my group and every time I put something on the table they would all thank me. I assumed I would get a bunch of ungrateful people just looking for a handout, instead had the most gracious group of people. When it was over, my table was the last to leave. I learned that I can overcome my fears, and that a lot of the homeless people are just like me. This could happen to me or any of us and if it does we are blessed to have a place like Holy Trinity to help us through hard times. I will continue serving the homeless and the hungry even after class is over. (Holy Trinity’s Soup Kitchen is served Family Style.)

Sociology Instructor’s course goals:
(1) be exposed to the poor or disadvantaged neighborhood;
(2) see that poverty exists right in front of them, to get a real understanding of the concept of “social class”, which means understanding that class influences almost every aspect of people’s life;
(3) see how poor or disadvantaged neighborhood as an agent of socialization impacts kids’ formation of value, social norm, behavior.
(4) think about how our students can be a positive force in the disadvantaged neighborhood kids’ lives, to let these kids see that they shall pursue a better life for themselves, which starts with a dream of a college education in their future.

Student’s Reflection: I really didn’t understand why they were in the situation they were in, or how they got there, so it was easy for me to judge them. Now I realize that so much has to do with their parents’ situation and often times they can’t do anything about it. Now that I have a better understanding of kids in poverty, I am not so quick to judge. (Student mentored in PennyDrop Economy at Holmes Elementary/MAPS.)
COMMUNITY NON-PROFIT PARTNERS
Service-Learning could never be accomplished without “community based learning sites” for our students. These sites are actually non-profit organizations/agencies within our community who have partnered with us to meet the goals of our courses and the goals of their missions.

SFCC-Community Partner EXPOS: Students, Faculty and Community Partners come together to talk informally at our Expos held quarterly in the SUB lounge. Upcoming EXPOs are scheduled for 9/30/13, 1/13/14 and 4/7/14.

INSLP and DOVIA
As a member of INSLP (Inland Service-Learning Partnership), SFCC is able to pool our resources with Whitworth, Gonzaga, Eastern and WSU to afford quality Faculty and Community Partner Training. Members of these schools along with members in DOVIA (Directors of Volunteers in Agencies) meet monthly to improve our overall Service-Learning excellence.

FACULTY TRAINING
In February, 2013, INSLP/DOVIA brought Dr. Christine Cress to Spokane for two days of Faculty and Community Partner training.

We are currently working on training for Winter-Spring 2014.

INSLP’s Community Partner of the Year Award went to West Central’s Holmes Elementary. This award recognizes a partnership between community members and institutions of higher education that builds upon the strengths of all partners to effect positive change in our local community. The award, accepted by Holmes Principal Steve Barnes, was presented by SFCC’s Darlene Rickett and Whitworth’s Keith Kelley during the Annual DOVIA training held at Salvation Army.

Other INSLP award recipients were:
Award for Excellence in Service-Learning
This award recognizes an individual (or group of individuals) that provides guidance, support and mentoring to college students serving within their organization.
This year’s recipient: Kathy McFaul
Service-Learning Impact Award
This award recognizes innovative service-learning projects that seek to address community issues through creative problem solving and collaborative partnerships.
This year’s recipient: Whitworth American Politics Course and the USDA Risk Management Agency – A Collective Response to the Sequester

VOLUNTEERING ON CAMPUS
Veterans helping veterans The Veterans Resource Center is open to all student veterans and their dependents needing help with a wide array of issues stemming from their service to our great nation, or just the vigor’s of adjusting to everyday civilian life. Located in Building 2 Room 001 (Library Basement), hours are 9:00AM – 1:00PM, Monday thru Thursday. These services are also available to non-student veterans. Summer contact person is Rodrigo Diaz.
**Food Bank in the SUB**  Started several years ago by an SFCC AmeriCorps VISTA, our Food Bank is part of the 2nd Harvest Food Bank network.

**Head Start**  Some of our students (especially in education disciplines) do Academic Service-Learning at this SFCC location.

**Student Government**  SFCC students who voluntarily become part of the student government are participating in civics training.
SOME HI-LITES

Double-oversited project: For 3 Quarters, many of Ping Ping’s Sociology students have been involved in a Goodwill/MAPS (Mentoring After-School Programs for Success) leadership project at Holmes Elementary. Using our own written lesson plans, SFCC students mentored 10 K-5th graders. Fall Quarter focus was Photo Voice. Winter was PennyDrop Economy, and Spring was HomeSpun Choices. This project involved collaboration not only with Holmes Elementary and Goodwill but also with Spokane Regional Health District, Holy Trinity Episcopal Neighborhood Dinners, Spokane Police Department and Spokane Fire Department. A special thank you goes to SFCC Economics instructor, Roshan Khattry, for his help on the PennyDrop Economy. For a complete write-up, contact Eunice at eunice.stime@spokanefalls.edu. We are planning to extend the knowledge gained during Photo Voice into this next year by our partnership with West Central Project Hope and their teen job corps.

Double-oversited project: On any given Wednesday evening, you might find faculty from several local colleges working side-by-side with SFCC psychology and communication students at West Central’s Holy Trinity Episcopal Church Neighborhood Dinners. Thanks partly to our students’ food-raising efforts, breakfast is also available on Saturdays. What makes this site so unusual is it doesn’t follow the “normal” soup kitchen model. Rather, everyone sits family-style round tables. Our students host a table (like a mother or father would do in a family) by engaging everyone in conversation and being sure everyone is well-fed. In essence, the having and the have-nots among us all sit down together to share the home-cooked meal. Doors open at 5:30 and dinner is precisely at 6. Better be there on time or you will miss out. Holy Trinity has a vegetable garden & sells baked goods and veggies at the West Central Farmer’s Market on Tuesday afternoons near the West Central Community Center.

During Winter Quarter, some of our Sociology students worked with several North Central and Rogers graduating students on their Senior Projects related to Marshallese heritage.

As in years past, many SFCC Human Service, Psychology and Sociology students volunteered at the yearly Point In Time Homeless Count. This was accomplished at many county-wide locations. For the past two years we have also been involved in the Homeless Connect Event during that same week in January.

SERVICE-LEARNING CLUB PROJECTS/VOLUNTEERING

The Club planned and implemented projects throughout the year. These will be included in the Student Clubs section of the next newsletter.

Inland Northwest Blood Center: On February 12th, SFCC students, faculty and staff donated enough blood to help save 96 lives!!!

Inland Northwest Blood Center’s Mobile Blood Coach will be here
October 29th  10:00am – 3:00pm
Sponsored by the Service-Learning Club
2013 Alternative Spring Break Service-Learning and Cultural Immersion Trip to Pointe Aux Chenes, Louisiana (the rest of the photo journey)

NEW ORLEANS
Garden District
WWII Museum
French Quarter

LUMCON
Louisiana University Marine Consortium

Isle De Jean Charles

Plantation Museum in Houma

Cajun Dinner and Dancing
NEIGHBORHOOD MODEL FOR SERVICE-LEARNING
(MORE COMPLETE NARRATIVE FROM PAGE 1)
SFCC Service-Learning has evolved into a Neighborhood Model. Our chosen neighborhood is West Central in Spokane. Our focus is Breaking the Barriers of Poverty through Education and Healthy Futures (Food Security).

Studies Show:

Low Reading Achievement
- Low grades and test scores
- Lowered chance for higher education
- Limited job opportunities to bring out of poverty

Intentional Tutoring
- Improved grades and test scores
- Improved chance for college
- Improved job opportunities
- Improved ability to move out of poverty

Eating Nutrient Dense Foods
- Improved nutritional health
- Stabilizes community and family building
- Improves educational success
- Reduces risk of depression and obesity

Healthy Futures

Food Security
- Process of ensuring all people have access to safe food

Food Sovereignty
- The political movement based on the right of people to define their own food and agricultural systems

SFCC Service-Learning’s Goal has elements of both
- Nutrient Dense Foods
- Locally Available
- Empowering and Knowledgeable
- Simple and Easy
- Community Voice
- Financially Accessible
- Builds Community and Individual Relationships
- Culturally Reinforcing
- Locally Grown and Preserved