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Education in Action: Service-Learning Celebrating 10 Years

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Education in Action

SERVICE-LEARNING

Celebrating 10 Years



DOMINICAN
UNIVERSITY
of CALIFORNIA
1890

In 2003, Julie Absey, then Program Officer at Marin Community Foundation, invited Harlan Stelmach, then Chair of Dominican's Humanities Program, to submit a grant proposal to initiate a Service-Learning Program.

"The Service-Learning Program at Dominican arose out of a deep-seated belief that Dominican plays a unique role in bridging its academic resources, faculty and students, and the nonprofits and organizations addressing critical needs in Marin County. Dominican's core values, its commitment to students, and its belief in the value of scholarship as a road to social change mean that as an institution, it is positioned to support serving those in Marin who are struggling. This program has evolved beyond my hopes and expectations. Students are able experience the reality of life in Marin for those who are without resources, and nonprofits receive critical human resources to run their programs and services."

Julie Absey, PhD

Principal, Julie Absey Consulting

Former Marin Community Foundation Vice President for Research & Evaluation

"Congratulations on a ten-year journey that has taken a program from inception to one of Dominican's signature programs. A strong case has been made for community-engaged teaching and gained the trust and respect of a wide range of community partners. You have shown what can be accomplished when one takes initiative on values close to our institution's core values of study, reflection, community and service. Our students, in particular, have been the beneficiaries of this vision of justice."

Harlan Stelmach, PhD

Professor, Humanities

Dominican University of California

California Campus Compact (CACC) builds the collective commitment and capacity of colleges, universities and communities to advance civic and community engagement for a healthy, just and democratic society. Dominican joined CACC in 2004.

"Congratulations to Dominican's Service-Learning Program! California Campus Compact has been proud to support and engage with Dominican in your efforts to create a university-wide culture of community engagement for the past decade. We commend your faculty, students, staff and administration for fostering intentional, collaborative and authentic partnerships with your community partners."

Elaine K. Ikeda, PhD

Executive Director

California Campus Compact

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Dominican University of California educates and prepares students to be ethical leaders and socially responsible global citizens who incorporate the Dominican values of study, reflection, community and service into their lives. The University is committed to diversity, sustainability and the integration of the liberal arts, the sciences and professional programs.

Reflections from Service-Learning Staff



Julia van der Ryn
Service-Learning Program Director
Assistant Professor, Humanities

“Flourishing communities thrive best when all are able to contribute and participate.”

Over the past ten years, the Service-Learning Program at Dominican has developed sustainable community partnerships built on trust, dialogue, mutual interests, and a belief in the power of education. We know that the more we connect our educational goals with social justice and equity in the community, the more profound the learning experience for students and the more effectively we can contribute to community interests and learn from community wisdom. We have grown from one class and one faculty member to courses across the curriculum that thoughtfully integrate meaningful and sustained community experiences into the course content. We have a cadre of faculty who collaborate with community partners who share invaluable expertise and mentorship. I take special pride in our ever-expanding group of Service-Learning Student Leaders who serve as peer mentors to our students, and have become central to facilitating our core partnerships.

In our culture the language of “freedom” often implies that our personal liberties are independent of collective well-being. Service-Learning challenges this framing of freedom and instead emphasizes our interconnectedness by inviting all participants to ask: **“What?”**—what are the issues we seek to address? What is the larger context of these issues? **“So What?”**—what are the implications, root causes, and what is our role within these issues? And finally, **“Now What?”**—how do we act based on what we have learned and experienced? How can we collaborate to move forward towards systemic changes that are sustainable, democratic and just?

Towards the beginning of this journey, I knew I was doing my job as a teacher when a student asked, “Are we really making a difference?” It was a scary moment as my first impulse was to wipe away the doubt and confirm our positive impact. But that is the beauty of Service-Learning. It opens the door for students to ask hard questions, to challenge their own assumptions and to develop an understanding of systems and structures of inequality. Moreover, these questions emerge from first-hand experience and the vital relationships students develop with school and non-profit staff and community residents. Students develop transferable skills, explore personal and career goals while working with diverse communities and broadening their perspective.

The following pages give a glimpse into the many ways that Service-Learning engenders transformative and life-long learning as well as the commitments, connections and relationships that ground this educational endeavor and keep it dynamic, demanding, relevant and full of humanity.

In 2004, I enrolled at Dominican to further my education in Political Science. I have always been interested in how we can become more compassionate, tolerant of and cooperative with one another.

I enrolled in the first Service-Learning course offered at Dominican, taught by Julia, and found that instead of being paralyzed by the vast immensity of political and social issues, Service-Learning gave me a tangible way to connect deeply with faculty, community members and other students, pushing me to delve deeper into the humanness behind our conflicts and differences. I began to see that true education is not passive and comes with great responsibility. It takes courage to be aware, conscientious, vulnerable and open-minded, and to acknowledge our interconnectedness. A year after graduating, I was offered a job in the Service-Learning Program. In this capacity, I have had the honor of continuing to work with students, faculty and Community Partners, an ever-evolving community interested in social change. I have seen how service, when reflected upon and tied to coursework, can be a vehicle for students to deepen their understanding of other points of view and realities. I continue to be inspired by our students who take the time to form relationships, re-evaluate the meaning of education, and step out into the unknown.



Jenny Bray
Service-Learning Program Manager
Dominican '06

“I began to see that true education is not passive and comes with great responsibility.”

I discovered the Service-Learning Program as a Community Partner, and that shapes and enriches my work as the Community Partnership Coordinator.

It began with my search for resources to support the marginalized, at-risk students I was working with at Marin County Community School (MCCS). Julia and I built an academic tutor and mentor program in which Service-Learning students tutored, but more importantly, they showed up. Within three years that partnership became established at MCCS, and it has proved to be sustainable despite administration and staff changes. It became a model for partnership that we strive to replicate as we move forward, now with me on the other side of the partnership. The community connections with our Community Partners allow Dominican to serve the most marginalized people of Marin, greatly enriching student learning around specific academic content and larger social issues. I am impressed by the faculty's commitment to helping students manifest these educational goals. I am inspired by how far-reaching and integrated Dominican has become in our larger community.



Teresa Ashby-Burchard
Community Partnership Coordinator

“The community connections allow Dominican to serve the most marginalized people of Marin.”

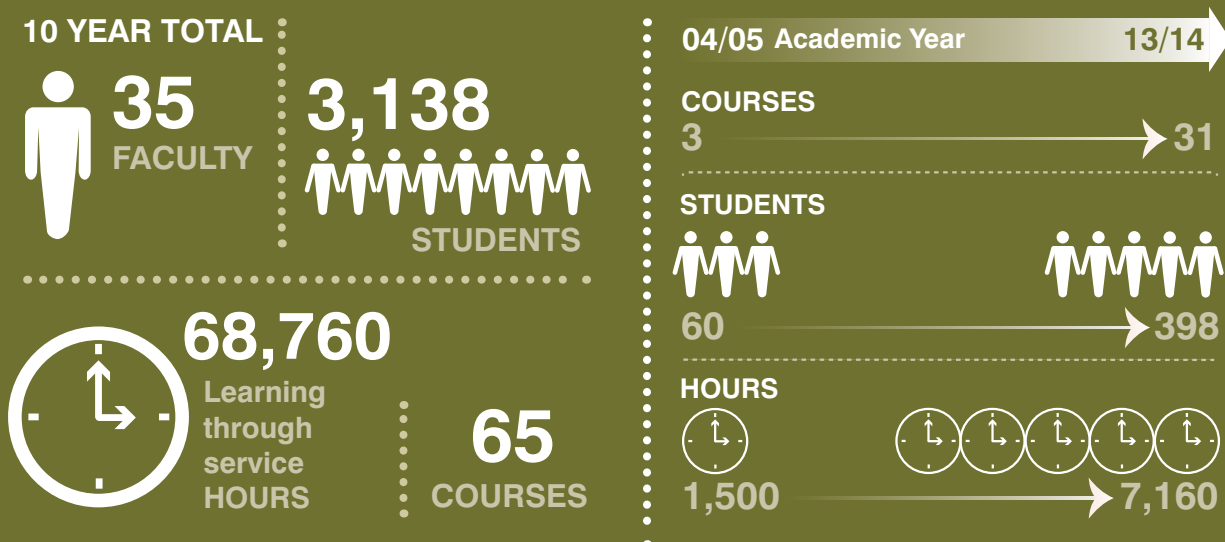
WHAT?

Service-Learning at Dominican

The mission of the Service-Learning (SL) Program is to centralize resources and support for faculty, students, partner organizations and the diverse communities they serve to advance education and social justice through shared learning and collaborative action. The SL Program seeks to manifest the Dominican ideals and mission to educate ethical leaders and socially responsible global citizens through the creation of intentional, collaborative, mutually beneficial partnerships and relevant teaching/learning practices.

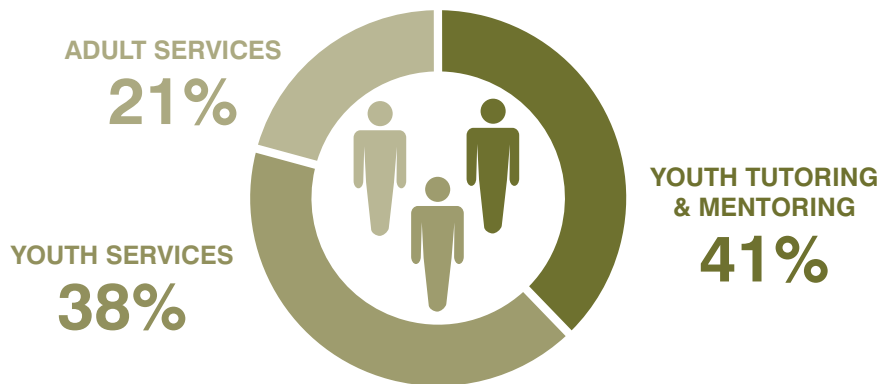
Service-Learning integrates meaningful community engagement with academic curriculum, enriching learning through experience and intentional reflection on the interface between theory and practice.

10 YEARS OF SERVICE-LEARNING At-a-Glance



WHAT COMMUNITY ISSUES ARE SERVICE-LEARNING STUDENTS ADDRESSING?

Total number of students 2013-14, **354**; total surveyed, 249



Partnerships Serving Adults:

Canal Alliance Adult ESL
COM – Adaptive PE/Yoga
LifeHouse
LIFT – Health Hub
Marin AIDS Project
Parent Services Project
Senior Access
Clinicals

Partnerships Serving Youth:

10,000 Degrees
MLK Academy, Conscious Kitchen
Davidson Boys & Girls Club
Homeward Bound
Young Moms Marin
Youth Court

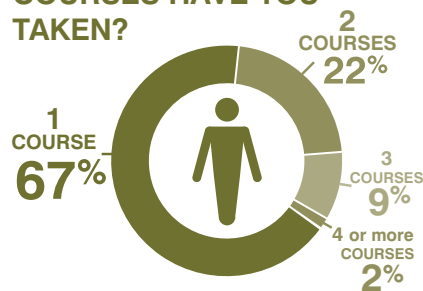
Partnerships Tutoring & Mentoring Youth:

AVID, San Rafael High School
Canal Alliance
CYO, Kids Club
Marin County
Community School
Next Generation Scholars
Youth on the Move

Service-Learning students work with people from diverse communities—the homeless at St. Vincent de Paul, immigrant youth at Canal Alliance, at-risk high school students at MCCS, or teen moms at Young Moms Marin. While responding to immediate needs, students also learn to identify root causes of problems and envision systemic changes required to build healthy communities.

Our Service-Learning Program has identified two broad and overarching thematic areas of focus, both of which are umbrellas for the social issues we aim to address and partnership opportunities that continue to evolve.

HOW MANY SERVICE-LEARNING COURSES HAVE YOU TAKEN?



DID YOU FEEL THE SERVICE ENHANCED YOUR LEARNING OF CLASS CONTENT/THEORIES?

92% YES

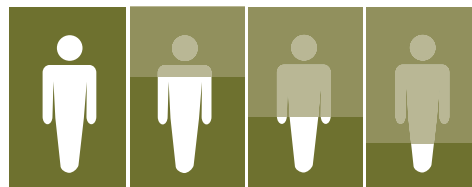


WHY DID YOU TAKE THIS SERVICE-LEARNING COURSE?

Desire to serve others/social concerns - **26%**
Experience/career exploration - **16%**
Apply classroom knowledge - **14%**
Personal development - **16%**
Taken previous SL courses and enjoyed - **9%**
Was not aware it was a SL course - **15%**
Other - **4%**



DID YOU TAKE A SERVICE-LEARNING COURSE AS A:



FRESHMAN 127 SOPHOMORE 95 JUNIOR 59 SENIOR 34



Nicola Pitchford
Vice President of Academic Affairs
Dean of the Faculty
Dominican University of California

SO WHAT?

Benefits of Service-Learning

Dominican's Service-Learning Program has my strongest possible support. It is a very thoughtful, intentional, well-designed and well-run program, grounded in a constantly updated awareness of national best practices and research on outcomes. It's one of the most important and successful things we do on campus, creating benefits and connections everywhere it touches:

- First and foremost, it benefits students. Both academic research and testimony show that SL is an effective method of teaching and learning. Students comprehend and retain knowledge better, and they value their learning because they see its relevance. For many first-generation students and students from underserved racial and ethnic groups—the coming majority population in US higher education—SL work can be effective in providing organic and intentional connections to a community that can help them to succeed in college. Faculty, too, are encouraged when they see that the extra work it takes to set up a SL course pays off in the form of increased student engagement.
- It benefits community partners and those they serve. SL provides focused resources to assist in the problem-solving work that they, as the experts on the ground, have identified as their priority. This is often much more fruitful than when students simply volunteer.
- It benefits the University. SL doesn't only help us prepare an effective pedagogy for the students of the future demographic. Building strong partnerships in the community is vital for us, both to demonstrate that universities can be good neighbors rather than insular “ivory towers,” and because it introduces us to new resources that can advance our research and help shape our current and future priorities.
- It benefits the liberal arts in particular. Amid talk of a “crisis of the Humanities” or of liberal arts education more broadly, and with increasingly insistent calls being made for college degrees to be practical, SL provides compelling evidence that the skills and approaches to problem-solving fostered by a humanistic education are immediately applicable to so-called “real-world” challenges. SL Students making visual art, learning languages, practicing college writing skills, studying philosophy, ethics and religion all find that these academic disciplines can contribute directly to improving others' lives. In doing so, they also develop the skills and capacities that employers value most highly: critical thinking, collaborative problem-solving, and the ability to reflect on and articulate persuasively the whats, whys, and what nexts of a given situation. SL connects liberal arts education to practical application.



NOW WHAT?

A Campus Community Partnership: Voces Del Canal

The Canal District is a geographically isolated pocket of poverty in San Rafael, just east of our campus. In a 1.75-square-mile area, 12,000 residents—primarily Latin American immigrants—live in a mixed residential, commercial and industrial zone. A 2012 Human Index Development Report revealed the vast disparities that exist in Marin County. At the bottom is the Canal neighborhood, with an index score of 3.18—below that of West Virginia, the lowest-ranked state on the American Human Development Index.

The Voces del Canal project was initiated in Fall 2012 when Julia van der Ryn and Jennifer Lucko, an assistant professor of education, received a Dominican Strategic Initiative Grant to examine how the University could contribute to community revitalization in the Canal neighborhood. Each year, over 150 Dominican Service-Learning students work with organizations serving the Canal. Our goal was to create better educational experiences for students and enhance SL's benefits to the Canal community. Through dialogue with our partners, Canal Alliance and Data Center, we identified the need for a more holistic approach to our work—one that is driven by residents, especially those whose voices are rarely heard. The final report, "Building Safe Communities through Strong Partnerships in the Canal," was released at an on-campus event on June 10th, 2014 with over 60 community stakeholders in attendance.

The project and the report illustrate the important role that Dominican can play in bringing disparate groups together, aligning agendas, and building social capital. We will continue to support Voces del Canal in fulfilling their vision of a safe and thriving community in which residents are seen as experts in their own lives and equal partners in the creation of sustainable solutions.

"Through our strategic partnership with the Service-Learning Program, we have been able to achieve tremendous success in providing low-income, immigrant students the opportunity to succeed in college and in the workforce. Julia van der Ryn and her team have been very helpful to us and have worked in a manner far beyond what I had imagined. We look forward to a continuation of this fruitful partnership and an even greater expansion of activities which will mutually benefit both organizations."

Tom Wilson
Executive Director
Canal Alliance



www.dominican.edu/dominicannews/students-participate-in-community-research-project

EDUCATIONAL EQUITY OVERVIEW

There are huge structural inequities that impact youth in our community, many of whom are stuck in a cycle of poverty which is extremely difficult to break, especially without access to a full and dynamic education. In Marin County, the achievement gap is still large and many children face huge challenges beyond their control or making. Issues of youth justice and school discipline are closely intertwined with academic success.

Charting a Partnership: Dominican and Marin County Community School

DO YOU FEEL YOUR SCHOOL WORK HAS IMPROVED BECAUSE OF DOMINICAN TUTORS?

75% of MCCS High School students responded
YES

DOMINICAN TUTORS
MADE THEM FEEL:

Supported

School is
easier

Confident

Capable

Smart

TOTAL # OF TUTORING HOURS
PROVIDED BY STUDENTS
FROM FALL '07 TO ACADEMIC YEAR 13/14

Started with **160** Hours

4,194 Total Hours

TOTAL # OF STUDENTS WHO HAVE
SERVED AT MCCS SINCE FALL '07
TO ACADEMIC YEAR 13/14

Started with **8** Students

215 Total Students

Marin County Community School

Marin County Community School (MCCS) serves youth in grades 7–12 who have been referred by their juvenile probation officer or a School Attendance Review Board and/or expelled from their district of residence.

Our flagship partnership with MCCS has, over the past 10 years, proved to be a strong and evolving relationship that creates dynamic learning opportunities for Service-Learning students and student leaders who have become an integral part of MCCS. MCCS students are able to build relationships with new people who continue to “show-up” and expand their sense of belonging and build self-esteem. The experience is mutual as semester after semester, Dominican students gain vital insights regarding structural barriers that marginalize youth and families, develop interpersonal skills, and also experience an expanded sense of community.

“The partnership between Dominican’s Service-Learning Program and the Marin County Office of Education’s Alternative Education program has been a long-standing, important part of our student success. Our students find so much value in working with Dominican students who reflect what can happen when students choose to continue with their education. We always receive high-quality mentors who have a true desire to work with our high-risk youth. Thank you for nurturing this partnership.”

Karen Allen
Program Manager/
Principal, MCCS



Mural painting with MCCS students



Caroline Hanssen, MA
Adjunct Asst Professor of English
Teacher of the Year 2014

Expository Writing: Literacy and Power

Integrating Service-Learning into required English composition courses at Dominican injects deeper meaning into the experience by asking students to reflect on their own educational history while they integrate themselves into efforts to educate and support underserved and at-risk teenagers who struggle to finish high school and who may never make it through college. As an instructor of Service-Learning, I've watched students transform from passive listeners to active participants, not just inside the classroom, but within our society. My role in this progression serves as an inspiring reminder of the power of teaching as a tool for social justice.

English 1004 SL and 3200 SL invite students to consider the myth of equal access to education as they read nonfiction texts such as Mark Salzman's *True Notebooks: A Writer's Year at Juvenile Hall*, as well as various articles on school reform, college for all, linguistic minorities and standardized education. This combination of theory and practice allows students to consider the perspective of marginalized youth in issues of education (in)equity, enriching their appreciation for their own opportunities and anchoring them in the local community. In the end, regardless of their major, students gain a fuller understanding of the social paralysis bred from inadequate secondary education and can envision themselves as agents for change as informed citizens and future parents.



“Dominican SL students made all the difference to the middle-school students in our Youth on the Move after-school program over the last academic year. Dominican SL students were responsible, enthusiastic and caring in lending their tutoring skills to young people with social and academic challenges. Their thoughtful insight and feedback gave us the opportunity to improve our program over the course of the year. The guidance of the Service-Learning Program leadership and the class professor was valuable and welcomed.

Rev. Jan Reynolds
Director of Youth on the Move
First Presbyterian Church of San Rafael

Student Reflections: Experiences at MCCS

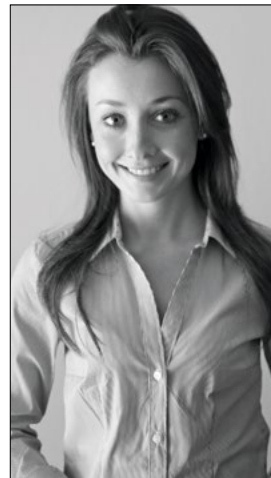


"Service-Learning has helped me make connections between the classroom, community and my future pursuit as an Occupational Therapist. Treating people through a holistic approach, looking at the big picture and working towards a better tomorrow are the key lessons I have been graciously taught through my Service-Learning work. I can confidently say that my college experience would have been much less significant without Dominican's Service-Learning Program."

**Jocelle Flores '15, Occupational Therapy Major
SL Student Leader at MCCS**

"Working with the students and teachers at MCCS has enhanced my college education dramatically. I can take concepts and theories about inequality, morality, social responsibility, economics and ethical practices from a textbook and see them being played out right in front of me. This not only makes me retain the material I am learning in class, but it also offers a first hand example for my classmates, my professor and myself into the theory being discussed."

**Meghan Nelson '15, Business Administration and
Political Science Major
SL Student Leader at MCCS**



"The students at MCCS were almost a different species from me. But in talking with this new species I was pioneering corners of myself I hadn't known existed. I was sailing across my personal inner Atlantic, discovering exotic sympathies in a brave new world. I was the conquistador of my prejudices."

Tasha Kahn, BS '11, Biology Major, SL Student Leader at MCCS



Service-Learning Program Honored

Dominican's Service-Learning Program was honored September '13, by the Marin County Board of Education for its work with students at the Marin County Community School.



[www.dominican.edu/
dominicannews/marin-
board-of-education-honors-
dominican](http://www.dominican.edu/dominicannews/marin-board-of-education-honors-dominican)

“The Peer Court program was mainly implemented by young offenders, a fact that I had a hard time believing could be functional and effective in the struggle for youth advocacy. It was not until the coordinators, Don Carney and Ally Fabian, explained the background of Peer Court that I began to realize how close minded I was.”

**Dominican student
Youth Advocacy and
Creative Expression**

Youth Justice

Youth justice is an important aspect of educational equity. Incarceration rates are directly linked to the fact that school suspensions for minor infractions disproportionately impact students of color in the US. A recent federal report concludes that racial discrimination in school discipline is a real problem. In prison, the average inmate has a 10th grade education, and about 70 percent have not completed high school. In order to decrease school “push out,” schools are increasingly using restorative rather than punitive practices. The Service-Learning Program is developing partnerships at both ends of the continuum of the juvenile justice system. We are partnering with YMCA Youth Court and their School Peer Court program where Dominican SL students learn about and participate in restorative practice interventions to prevent school push-out and interrupt the school-to-prison pipeline.

YMCA Youth Court and School Peer Court Restorative Justice Programs

YMCA Youth Court is designed to help at-risk teens and their families with the Restorative Justice approach. Youth Court educates youth about the juvenile justice system through direct participation, addresses each juvenile’s responsibility for his or her behavior, holding them accountable to their community and peers. Dominican SL students have the opportunity to become case workers to support individual youth in completing the restorative program determined by a jury of their peers.



“They work hard at San Jose Middle School and other schools with peer court to really build a community. They want the kids to enter into the classroom and know it is a safe place for them to share their deepest fears and their biggest dreams. That is what helps to make Youth Court so successful. It keeps the kids together despite the backgrounds they come from and the struggles they may face.”

Dominican student, Youth Advocacy and Creative Expression

Kid C.A.T.

Dominican also has a unique opportunity to partner with a group of San Quentin inmates who were incarcerated as teens, have grown up in prison, and founded Kid C.A.T. (Creating Awareness Together).

Kid C.A.T.'s mission to "inspire humanity through education, mentorship and restorative practices" resonates with the Service-Learning Program's focus on educational equity and youth justice and provide a compelling message for all stakeholders in social change education. Kid C.A.T. members identified homelessness as a common denominator in their young lives and initiated the Hygiene Drive for Bay Area Homeless Youth. The group started the drive inside San Quentin and working in collaboration with Dominican and other institutions, was able to donate over 400 hygiene kits this past year. Dominican will support the group's plan to continue to "scale up" the hygiene drive. This fall, Giulia Welch's leadership class will outreach to local high schools who wish to learn more about the issue of youth homelessness and implement the hygiene drive themselves. Lynn Sondag and Julia van der Ryn are also collaborating with Kid C.A.T. as part of their Beauty in the Struggle Colloquium to share perspectives on youth and educational issues.

The Colloquium class "Youth Advocacy and Creative Expression" partnered with YMCA Youth and Peer Court and Kid C.A.T. An important aspect of juvenile justice is raising awareness about the issues. Beyond working with youth in schools, Dominican SL students researched the issues and wrote "This I Believe" essays:

This I Believe: Children Can Teach Us Justice

Brittany Lyons

In my mind the justice system has been the center for all of the noble values that our country is based on: liberty, truth and justice. However, I have seen through my time as a peer court mentor that youth offenders are becoming the victims of the "take no prisoners" mentality that this system has adopted. The current form of punishment that has become popular in schools is suspension, which can be given for such minor offenses as refusing to do one's work. I experienced this action recently while serving at Sinoloa Middle School.

On this particular Wednesday we heard the case of a boy who had started a fight on the football field, which in itself was not unusual. He spoke with a voice that was low and words that were hindered by uhh's and ummm's, yet revealed that the fight started because he had been trying to defend his friend from a bully. The others jurors also reacted to his story with slight changes in their posture along with low murmurs. The verdict revealed that the jurors had given the boy the minimum amount for both community service and peer court hours. Despite their youth, these boys were able to see that standing up for another did not deserve extreme punishment, a fact which the school system had been unable to recognize.



San Quentin inmates of Kid C.A.T.



[www.dominican.edu/
academics/service/
hygiene.drive](http://www.dominican.edu/academics/service/hygiene.drive)



Lynn Sondag, MFA
Assistant Professor and Chair
Department of Art, Art History & Design

San Rafael Chamber of Commerce
Education Committee recognized
Professor Lynn Sondag as recipient
of Excellence in Education Award
2013–2014

“The kids told stories about how far they had to travel just so they could play. I really sympathized with these kids; their happiness shouldn’t be taken based on social class. These stories made me feel the prejudice these kids were subjected to on a daily basis. They considered it the norm. They couldn’t see the injustice being done to them.”

Devan Klein ’15
Biology Major

Community-Engaged Art

Beauty in the Struggle: Critical and Creative Engagement for a Living Democracy

Lynn Sondag and Julia van der Ryn conceived this colloquium (two combined interdisciplinary classes) with the idea of walking the talk of educational equity and seeing the University art studio as the service site. Instead of sending our students “out” into community, we invited community in to collaborate on a series of art advocacy projects that addressed issues and experiences of immigrant high school students.

The arts are vital to an education that fosters lifelong learning, expansive thinking and social consciousness. Engaging with the creative practice, students learn and apply innovation and flexibility, which heightens their inclination to be free from narrowed conclusions and open to multiple ways of seeing and understanding. Unfortunately, many of our educational systems provide little support for arts education despite evidence showing that youth who have high involvement with the arts do better in school and have a more positive sense of their place in society. Through Service-Learning, students reflect on what the arts teach and why they are a vital part of our individual and collective development.

Creative and intuitive components inherent to art making, such as hands-on approaches or collaborative dialogue and activity, provide an ideal framework for generating actions that address societal issues. It is important for arts programs in higher education to emphasize how artists can make an impact by creating a kind of collective art that affects the public in a meaningful way. Service-Learning and Socially Engaged Art (SEA) give student artists opportunities to engage with their communities and society in a professional capacity.

“Beauty” is a deliberately chosen word for our colloquium and other community-based art projects. Beauty is instrumental in amplifying and celebrating suppressed voices, bringing our attention to how certain environments and individuals are privileged over others. Aesthetics, technical ability, and collaborative thought and action worked in unison to achieve the large-scale photographs of the global participatory project, Inside Out/Facing the Gap: Educational Equity in Marin County. The original concept and format were predetermined by the visionary creator, JR. But the message, stories, faces, expressions, curating, installation, and location, were a collectively created statement highlighting issues of “boundaries” and “equal access” in our community. If we can invoke human enjoyment and engagement through art, we can also establish the relationship between finding beauty in and having respect for all life.



“Being a low income minority does not serve as an advantage, but in the class it did. It gave me hope to see students join together to see the beauty in the struggle.”

Marcia Mata
San Rafael High School
student

Facing the Gap

Through our partnerships with Canal Alliance Youth Scholarship Program and Young Moms Marin, we invited high school students and young mothers to be full participants in the course and project which included:

9 Dominican students, **7** high school students, **7** teen moms, **9** babies



www.dominican.edu/academics/ahss/undergraduate-programs-1/art/inside-out-facing-the-gap

“I examined the linkage between educational equality and a living democracy. I came up with my own philosophy; a strong democracy needs a whole community to prepare students for creative problem solving.”

Zehara Eckert '12
Biology Major



COMMUNITY WELL-BEING AND SUSTAINABILITY

A community is only as healthy as its most marginalized and vulnerable: senior citizens, people living with mental and physical challenges, families living in poverty, immigrants and homeless of all ages. We strive to educate our students to see the larger contexts in which we all play a role, healthcare professions and beyond, and to develop the capacities to analyze and act on the need to build sustainable, just structures that honor the diversity and values of the community.

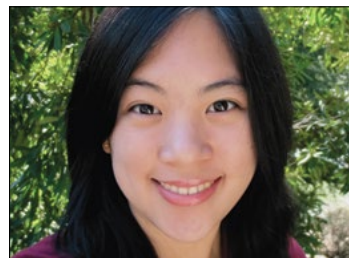


Ethics in Healthcare

What kind of community would we need to build—and to be—so that we all are as healthy as we can be? Who among us is willing to be with and care for those who suffer, and what does it mean to practice the moral art of medicine? Those are key questions in healthcare ethics. At Dominican, students preparing to enter healthcare professions discover that their willingness to be present for others in times of suffering is at the heart of their calling. They are challenged to take a caring-giving role in the community – and that cannot be programmed or learned from books and lectures. With Service-Learning, students have a kind of apprenticeship in which they can develop awareness of their own ethical core and take on the social roles and responsibilities of being a healthcare professional. It is a more holistic, embodied and socially grounded way of studying ethics.



Bonnie Howe, PhD
Adjunct Associate Professor,
Philosophy



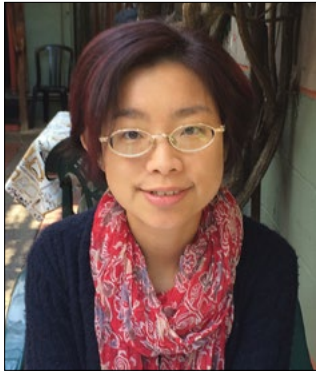
Photos, clockwise: OT students assisting patient; Jaclyn Fok; Salwa Yaser

“I really enjoyed working with the Dominican SL students in Ethics in Healthcare. It’s a constant reminder about the ethics that arise in the world of healthcare. It also challenges me to develop leadership skills since I have to initiate conversations with willing and hard-to-reach students, lead in-class discussions, and practice communication skills with the students as well as the professor. Everything that I have learned as a SL student leader has helped mold my professional behavior, which I will take with me into my post-Dominican career. I have been reminded to look at people holistically. I challenged myself to remember that my students have stories.”

Jaclyn Fok '04, Occupational Therapy Major, SL Student Leader

“Ethics in Healthcare has been able to shape theory and practice into a cohesive whole. As an occupational therapy major, I spend a lot of time studying theory, but it is a different situation putting those theories into practice. Changing my perspective from hypothetical to real world situations helped me understand the material better, and is a viewpoint I can carry on into my career.”

**Salwa Yaser '15
Occupational Therapy
Major
SL Student Leader**



Emily S. Wu, PhD
Instructor
Religion/Philosophy

“Service-Learning has taught me to appreciate and respect my own perspective as well as those of others. It has expanded my learning experience from my University, to the larger community, to the possibilities of the entire world. I hope someday people will know how to simply care for one another. Service-Learning is part of our transition to this ideal reality.”

Kendra Woodglass '14
Humanities/Psychology
Major



Whistlestop

Service-Learning: Religions and Philosophy of Asia, provides students with opportunities to enhance class learning of Asian religious traditions through serving in our community. Working with community partners such as Asian American Alliance of Marin and Whistlestop, the course has taken students to collect life stories of Vietnamese and Chinese American elders, teach English to new Asian immigrants, and learn traditional Korean dance and drumming alongside a multi-ethnic community of local senior citizens. In the next school year, we will participate in the planning of the annual Asian Pacific Heritage Festival in Marin, as well as offer cultural immersion trips to South Korea and India. As an inclusive and reflective learning community, we seek new ways to address issues that arise from our own local multi-ethnic society by referencing global Asian cultural, philosophical and religious wisdoms.



www.aarweb.org/node/1906

St. Vincent de Paul

I can't imagine how I would teach liberation theology, a theology that emphasizes liberation from unjust social structures that actually hurt real people and disrupts their lives, to young college students without the help and guidance of Service-Learning pedagogy. For several years, my community partner, Susan Bromann-Smith, the Volunteer Director of St. Vincent de Paul of San Rafael, and I have worked hand-in-hand to bring attention to the social injustice of homelessness right here in San Rafael. As one student wrote, "To me, liberation theology is not simply a movement about Christianity and Jesus, but it is about humans acting together to [break] the cycle of homelessness."



Cynthia Taylor
Assistant Professor, Religion/History



"Passion for Justice was my first SL class, but certainly not my last. I was given the opportunity to examine how my experiences serving with St. Vincent de Paul tied to the class theories and to my occupational therapy classes as well. The SL Program emphasizes reflection, which helps me realize how my experiences in the community served to prepare me to become an occupational therapist. I learned about compassion, perception, community, the importance of simply listening, and about caring for the whole person—all of which will help me in the future to be the best therapist I can be for my patients."

**Sophie Miller '17, Occupational Therapy Major
SL Student Leader at Venetia Valley School**

"Over the years that SVdP has partnered with Liberation Theology, I have witnessed incredible transitions with the students. Every semester, students come away understanding that everyone has a story."

**Susan Bromann-Smith
SVdP Dominican
Conference Supervisor
St. Vincent de Paul
Society of Marin
County**

AWARDS/ CLASSIFICATIONS:

Spring 2014 - SL Student Leader, Kendra Woodglass, received first Building Bridges Award

Spring 2013 - California Campus Compact awarded two student scholarships of \$500 to Jocelle Flores and Daniela Leyva in support of activities as California Campus Compact-Community Engagement Student Fellows (CESF)

2011 - SL added Community Engaged Work Study opportunities—over 20 students have participated

Since 2007 - SL Program has offered scholarships for students who continue to work with a community partner or on campus. Many of SL Student Leaders are students of color and/or first generation students

STUDENT OPPORTUNITIES



Resume Building Workshop
1x a year



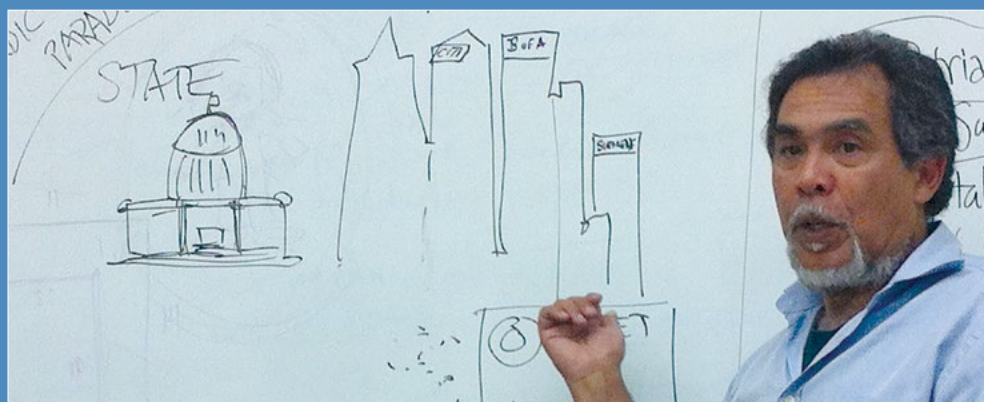
Tutor Tips
2x per semester



1,173
Attended Orientation



4 National Presentations



Education Dedicated to Justice and Equity (EDJE)

EDJE is a student learning community facilitated by critical educator for social change, Michael James. EDJE enables students to tell their own social biographies as well as the stories of those they work with in the community, identifying the larger structural issues that condition their lives. EDJE is currently in its fourth semester.

Service-Learning Symposia

At the end of each semester, students representing courses across the disciplines highlight the ways in which Service-Learning is a reciprocal endeavor between campus and the community. SL Students speak to the ways that their perceptions have expanded, how they have understood the integration of knowledge with practice, the passion and commitment that has been ignited to work with communities that are new to them or similar to their own backgrounds. Hundreds of students have presented at these events, as well as community partners.

Six Word Memoirs

(by students regarding a memorable learning experience)

SAW THE HUNGRY, LOST MY
APPETITE YOU'RE LUCKY,
YOU HAVE A CHOICE BLUE
SCRUBS, STERILE HOSPITAL,
VITAL SIGNS EXPECTATIONS,
REALITY, FRUSTRATION,
BREATHE, SURRENDER,
LAUGH KNOWLEDGE IS PAIN,
SERVICE CREATES LOVE I
LEARNED HOW TO LOVE
PEOPLE VICTIMS, KATRINA,
BUILDING, HUMBLING,
MEMORIES, WEEK-LONG
REFLECTION IS THE WAY TO
GROW DOING DIFFERENT
DANCES HELPED EXPRESS
MYSELF TREES MAKE AIR

"Service-Learning has opened my eyes to the area we live in. It has also given me a community that I can call my home."

Justin Tran '16
Nursing Major
SL Student Leader
at AVID



"EDJE is the continuous reminder we all need. Our meetings remind me to fast from self-concern and instead to feast more on compassion for others. SL has brought me self-awareness, humility and growth. We can only serve that which we are profoundly connected to."

Nicole Long '16
Nursing Major
SL Student Leader

Alumni



Texas State University, MA (Cultural Anthropology)
Currently: Ethnographer & Writer, Austin, Texas

Desaree Williams McKinney '07 Biology

Truthfully, when I attended my first SL course, Philosophy of Social Initiative, I was skeptical. I had never done anything like that before; it was outside my comfort zone. The SL courses I took allowed me to see the value in changing our communities and helping those who need guidance. Your courses helped me reevaluate how I thought of myself and how I saw myself in relation to others. Through them and you, I learned how to be a mentor—and I still am one today.

Because of the Service-Learning Program, I think about the philosophy of who I am and what I am doing and I apply this thinking to my career path. You have given me a greater appreciation for the world around me and started a fire within me to help others and change the world. I cannot thank you enough.



SL Student Leader at MCCC
Claremont Graduate University, MA '12 (History)
Currently: PhD student (History) University of New Mexico, and Assistant Editor at the New Mexico Historical Review

Maggie DePond '10 History

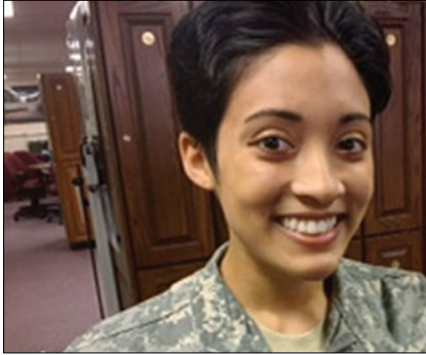
For me the long term purpose of Service-Learning is to show students that, regardless of degree or major, their education does not exist in a vacuum. Immersing students in communities, outside of the idyllic college experience, teaches students that there are cultural, social and economic forces that shape and push people in directions and that community engagement can only heighten their educational experiences. Working at Marin County Community School, and viewing firsthand the effects of educational inequalities, prepared me greatly for entering the classroom at the University of New Mexico, a place characterized by minority students with heavy cultural and economic baggage, and dealing with the myriad of life experiences that effect how students participate in a college classroom.



Outstanding Student Award '10,
SL Student Leader at Canal Alliance
Currently: High School Science Coach,
De Anza High School

Mirel Rivera '10 Biology

My experience with SL allowed me to discover my passion for equal access to education. Working at Canal Alliance's after school program with a predominantly Latino, low-income, ESL student population showed me the disadvantage these students have as they enter the public education system. I joined Teach For America after graduation and have been teaching in Richmond ever since, focusing on math and science because Latinos and women are underrepresented in these fields. I am now transitioning into a new position as a high school science coach, allowing me to mentor and coach high school science teachers to motivate youth to pursue careers in the sciences. My hope is to create a discovery and research based culture that will produce curious youth, particularly those of color.



SL Student Leader at MCCS.
Currently: Medical student and Second Lieutenant
in the US Army, Uniformed Services University,
Washington, D.C.



Currently: Activist, Poet, Hip-Hop Artist, Educator,
Founder, Versus Odds



SL Student Leader at MCCS 2009-2012
Currently: Director of Programs at LIFT-Levántate

Tasha Kahn '11

Biology with Molecular Emphasis

Service-Learning continues to be relevant to my work (and continuing education) today. It taught me to look at my context and how it relates to the people around me. This has proven invaluable when working with patients from various social, cultural and ethnic backgrounds. Within each positive patient rapport I develop are the core values I gained from Service-Learning.

Jean Torodoro '11

Humanities and Cultural Studies

Service-Learning encouraged me to challenge myself and the status quo regarding my role in environmental and human rights issues. I was given a lens that deeply expands my work as an educator, activist and overall problem solver. I just returned from a solidarity mission in the Philippines where we set groundwork for long-term solutions for mining and fishing communities that are experiencing workers' and environmental rights abuses from large scale mining corporations and local military units.

Jasmine Martinez '12

Psychology, Women & Gender Studies

Service-Learning fueled my passion for working in the social services field where I could work directly with the community. More importantly, SL has taught me that I am not providing help to those "in need," but instead I am being served by the community just as much as I am serving them. Service-Learning has shaped my work tremendously in my role as Director of Programs for LIFT-Levántate, a Service-Learning Community Partner. From looking beyond the surface to the root causes of local and global issues, to "seeing people again" and not limiting my views of others based on one perspective, Service-Learning has become a fundamental component in all aspects of my life.

Service-Learning Faculty & Courses

FACULTY: COURSE/NAME:

Lorin Bentley	BUS 4032: Taxation: Business Perspective
Thomas Burke	CLQ 3110: Narrative & Metaphor Local/Nat'l ENGL 3079/WS3079: Literary Topics: Gender Subcultures SCS 3034/WGS 3034: Alternative Lifestyles
Freedra Burnstad	HUM 3500: Cultural Implications for Environmental Sustainability
Elizabeth Capener	BUS 2000: Financial Accounting BUS 4032: Taxation: Business Perspective
Robert Carson	CLQ 3216: Watershed: The Flow of Water
Chase Clow	CLQ 4040: Radical Response: Moral Protest in a Changing World
Vania Coelho	ENST 2000/ENST 2005: Environmental Issues
Lindsey Dean	CLQ 3250: Roots of Health & Healing: Individual Well-being & Global Health CLQ 3391: Being Human: What Does It Mean to be Human?
Luz Di Benedetto (Luci)	SPAN 2201: Intermediate Spanish
Judy Halebsky	CLQ 3380: Youth Advocacy: Finding Voice & Empowerment ENGL 3450: Writing in the Community
Caroline Hanssen	ENGL 1004.2/3: Expository Writing: Literacy & Power ENGL 3200.3: Advanced Writing & Research: Literacy & Power II
Bonnie Howe	CLQ 3161: Ethics of Care & Compassion CLQ 3280: Poverty in the Bible PHIL 1109/3109: Ethics in Healthcare
Penny Jackson	CLQ 4018: Native American Literature
Dan Jordan	BUS 4032: Taxation: Business Perspective BUS 4033: Corporate & Entities Taxation
Sr. Carla Kovack	RLGN 1086/3186: Catholic Social Teaching
Lynne LoPresto	BIO 1550: Nutrition CLQ 3213: Eating Equitably: The New Nutrition Science for the 21st Century
Jennifer Lucko	LS 4000: Capstone Project
Denise Lucy	BUS 4075: Leadership: Theory and Application
Radica Ostojic-Portello	SPAN 2201: Intermediate Spanish SPAN 3201: Advanced Composition & Conversation
Mairi Pileggi	CLQ 3215: Feminism & Ecology: Water Warriors, Earth Stewards & Visionaries CQWG 4101: Gender & Mediated Narratives
Elizabeth Schneider	BUS 4032: Taxation: Business Perspective

Arthur Scott	CLQ 2312: Native American Studies CLQ 3713: The Changing Religious Character of Latin America LAS 2003: Perspectives of Latin America CLQ 3142: Native American Society
Lynn Sondag	ART 1030/3031: Watercolor ART 3119: Art Fundamentals for Educators ART 3230: Visual Response: Art Catalyst / Change ART 3810: Art & Community Engagement CLQ 3191: Environmental Community-based Art CLQ 3310: Art for Awareness, Action, Outreach CLQ 3342: Imagination For Change
Harlan Stelmach	CLQ 4030: Revolution & Cultural & Economic Transformation HONO 3501: Moral Philosophy
Laura Stivers	CLQ 3190: Environmental Preservation & Economic Justice CLQ 3281: Justice and A Common Good HONO 3501: Moral Philosophy
Lindsey Sullivan	BIO 3150: Invertebrate Biology HONO 3200: Aquatic Ecosystems
Cynthia Taylor	CLQ 3160: Evolution of Compassionate Communities HIST 3712: Religion in American History RLGN 1055/3155: Passion for Justice: Liberation Theologies and Social Justice
Julia van der Ryn	ART 3810: Art & Community Engagement CLQ 3111: Interconnection in Information Age CLQ 3214: Hunger for Meaning: Transformative Philosophies that Feed Our Humanity CLQ 3341: Thinking For Change CLQ 3381: Youth Advocacy: Advocacy Thru Education in Action CLQ 4040: Radical Response: Moral Protest in a Changing World HONO 3500: Self, Community & Service: Ethical Theory and Practice PHIL 1108/3108: Self, Community & Service: Thinking & Action for Ethical Being PHIL 3510: Self, Community & Service: Modern Identity & Moral Meaning PHIL 3520: Self, Community & Service
Christopher Vaughan	COMM 3604: Business & Professional Communication
Giulia Welch	BUS 1051/3051: Leadership in Individuals, Organizations & Society
Nancy Wiens	RLGN 1070/3170: Spirit of the Earth
Sr. Aaron Winkelman	ENGL 1004.2/3: Expository Writing: Literacy & Power
Emily Wu	CLQ 3251: Roots of Health & Healing: Cultural & Spiritual Dimensions of Health CLQ 3390: Being Human: Cultural & Spiritual Humanhood PHIL 1077/3177: Philosophy & Religions of Asia

Accomplishments

GRANTS:

MCF Service-Learning Grant: \$138,450 (2003-2007)

State Farm Grant: \$95,495

CACC - Two Faculty Development Subgrant: \$8,000

AAC&U - Bringing Theory to Practice: \$6,500

MCF Arts Education Grant: \$49,000

SIF Canal Grant (from Dominican): \$35,000

SL FACULTY DEVELOPMENT

Over the past 10 years, the SL Program has designed and implemented many faculty development opportunities that include community partners and students as participants and presenters

SL Faculty Development Workshops:
35 Faculty Attendees

SL Course Construction, 6-session workshops, F'06, S'07, S'08, S'09, S'10 (focus on best practices, collaboration with community partners, student centered, critical pedagogy)

All Campus Faculty Development—External Presenters

Developing Academic Skills, Increasing Civic Awareness, Expanding Perspectives 9.25.05 Dr. Seth Pollack, Director of the Service-Learning Institute CSU Monterey Bay

Fundamentals of Service-Learning Course Construction—11.16.05 Dr. Kerrisa Heffernan, Brown University, Co-Director of the Swearer Center for Public Service

Community-Engaged Research Workshop, 10.24.07, Tim Stanton, Stanford University

Making the Most of Democratic Dilemmas: Learning for Civic and Political Engagement 9.30.11 Dr. David Donahue, Mills College.

RESEARCH AND GRANT PROJECTS

Voces del Canal: Ongoing project and grassroots group that emerged from participatory action research project with canal residents. Jan 2011-present

Participatory-Action Research and Strategic Planning in the Canal: A University-Neighborhood Partnership for Education, Equity, and Empowerment. Dominican Strategic Initiative Grant Project, Oct 2011-Jan 2012. (Collaborated with Jennifer Lucko)

Urban Community as Canvas for Social Change. Dominican Strategic Initiative Grant to subsidize 14 students for a 3 week immersion course in New York City (Collaborated with Lynn Sondag).

Engaging Ethics: Integrating Clinical Praxis and Moral Theory via Service-Learning and Reflection. AAC&U Bringing Theory to Practice Research grant project Jan 2011-Jan 2012,

(Collaborated with Bonnie Howe and Lynne LoPresto)

Voices from the Inside Out, an oral history and video project completed in collaboration with Marin County Community School, Listening for a Change and Youth in Focus. Sponsored by a grant from the State Farm Youth Advisory Council. Jan 2008-May 2009. (Collaborated with Listening for a Change, The Marin Youth Center, Jenny Bray, Lindsey Dean)

Marin County Youth Focus Group Project: Youth Perception Regarding Access and Barriers to Equitable Education and Careers, 2007. Sponsored by the Workforce Investment Board of Marin County. (Collaborated with Dominican students)

RELEVANT CONFERENCE PRESENTATIONS

Oct 5, 2013 Co-Presenter. Imaging America, NYC. Beauty in the Struggle: Realizing Full Access to Higher Education. With Lynn Sondag

Sept 29, 2013, Co-Presenter. IARSLCE (International Assoc. of Research in Service-Learning and Community Engagement), Baltimore. There's No Participation in "Our" Participatory-Action Research Project: Overcoming Hierarchies in Service-Learning Partnerships focused on the experience and important findings from the ongoing research project with the canal community and was co-presented by two canal community residents and Omar Carrera, Associate Director of Canal Alliance and Jennifer Lucko.

Co-Presenter: Engaging Faculty in a Critical and Creative Process of Assessing Gen Ed Components Which Use Service-Learning Pedagogy. Feb 24th, 2012, AAC&U's General Education and Assessment Conference: New Contexts, New Cultures. With Thomas Burke.

Co-Presenter: Connecting to the Future Through Transformative Action: Co-creating Engaged Learning Environments Through Integrative, Interdisciplinary Inquiry. Jan 27th 2011. AAC&U Annual Meeting, Global Positioning: Essential Learning, Student Success, and the Currency of U.S. Degrees. With Mairi Pileggi.

EXTERNAL AWARDS AND RECOGNITION:

SL Student Leader, Kendra Woodglass receives first Building Bridges Award, Spring 2014

San Rafael Chamber of Commerce Education Committee recognized Professor Lynn Sondag as recipient of Excellence in Education Award 2013-2014

Dominican Service-Learning Program receives Certificate of Appreciation from Marin County Office of Education in recognition of long-standing partnership, Fall 2013

Participant in Imaging America Research Cohort, "Building the Architecture of Inclusion: Public

Engagement and Diversity," Sept 2012

California Campus Compact awards two student scholarships of \$500 each to Jocelle Flores and Daniela Leyva of Dominican in support of their activities as California Campus Compact-Community Engagement Student Fellows (CESF), Spring 2013 (on student page)

Dominican named to the President's Higher Education Community Service Honor Roll for four years running

Dominican earned the 2008 Community Engagement Classification designation by the Carnegie Foundation for the Advancement of Teaching

COLLABORATIVE PROJECTS AND ONGOING INITIATIVES

Facing the Gap: Educational Equity in Marin <http://www.dominican.edu/academics/ahss/undergraduate-programs-1/art/inside-out-facing-the-gap>

Voces Del Canal: The Invisible Reality of Safety and Inclusion in the Canal Community—A participatory action research project. Collaboration with DataCenter and Canal Alliance to support canal residents in designing, implantation, analysis and dissemination of community generated and owned research.

EDJE (Education Dedicated to Justice and Equity) Student Learning Community

Faculty Learning Community: Building Democratic Learning Communities and Fostering Engaged Learning

Other All Campus Events

Inauguration Event F'11: Engaged Learning Through Local and Global Actions. Keynotes: Dr. Alan Guskin, President Emeritus, Antioch University Dr. Elaine Ikeda, Ex. Dir., California Campus Compact. Panel presentation with students, faculty and community partners.

PRESENTATION/WORKSHOP CO-PRESENT WITH STUDENTS:

Making the Most of Dilemmas in Service-Learning, April 12, 2012, Annual Western Regional Campus Compacts' Continuums of Service Conference: Creating the New Vision for Higher Education. (Julia van der Ryn, David Donahue of Mills College and Dominican Students: Kendra Woodglass and Victoria Escalada)

Beauty in the Struggle: Embracing the Dynamic Tensions in Transformative Education, April 12, 2012, Annual Western Regional Campus Compacts' Continuums of Service Conference: Creating the New Vision for Higher Education (Julia van der Ryn, Lynn Sondag, Teresa Ashby and Dominican Students: Kendra Woodglass and Victoria Escalada)

Beyond "Bad": Challenging Labels & Building Community with Disenfranchised Youth, Jasmine Martinez | Kendra Woodglass – Service-Learning Student Leaders, Bay Area Leadership and Social Justice

Conference: Moving from Passion to Action, UC Berkeley, F'11.

NYLC Service-Learning Presentation, An Evolving Service-Learning Partnership: Empowering Youth, Expanding Education, Building Community (DUC students: Margaret DePond, Savier Madden)

SL STUDENT/FACULTY PAPERS PUBLISHED:

"Honors Program and Service-Learning: Case Studies Focusing on Engaged Learning, Civic Awareness, and Social Responsibility," In Setting the Table for Diversity, 2010 (115-134). Published by National Association for Collegiate Honor's Programs. (Julia van der Ryn, Jayati Ghosh, Rizza Alcaria, Asta Haman-Dicko, Alma Delia Martinez Torres and Peter Hoang)

Barbara Kessell, "More than Service-Learning: What I Learned About Me, and You, and Them. Relationships Matter." Undergraduate Journal of Service-Learning and Community Based Research, Volume 2, Fall 2013. (Mentored by Julia van der Ryn)

Sophia De Quattro, "Building Up a Community by Empowering Disadvantaged Youth." Undergraduate Journal of Service-Learning and Community Based Research, Volume 2, Fall 2013. (Mentored by Caroline Hanssen).

CP INFO:

CP Workshop, 14 Attendees (2007)

CP Luncheons – CP's, Students, Faculty (various over the years)

Community-Partnered Events

Love, Labor, Loss. Sept 2005. Hosted this national tour to raise awareness about women's health issues in Africa. Included two screenings of the documentary, a panel of doctors, and an evening concert by Zap Mama.

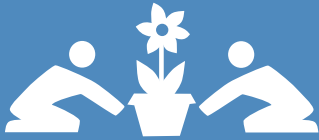
Viewing of AIDS Memorial Quilt with Guest Speaker on "Living with AIDS" and free HIV/AIDS testing (Dec 2006, 2007, 2008, 2009), in partnership with Marin AIDS Project.

The Healing Arts: Working with Children in Africa, Sept 25, 2006

Who Killed Sr. Dorothy? Oct 13, 2008. Film screening with Daniel Junge, film maker. Co-sponsored by Marin Film Festival, Active Cinema Series and the Marin Interfaith Taskforce for the Americas.

Mirrors of Privilege: Making Whiteness Visible, Nov 15, 2008. Film screening and community dialogue with Shakti Butler, filmmaker. Held in conjunction with the Marin county Race and Class Education Equity Initiative.

Voice from the Inside Out. Nov 17th, 2009. Screening of 18 minute about Marin County Community School produced by the Service-Learning Program



WITH GRATITUDE TO OUR COMMUNITY PARTNERS:

10,000 Degrees

AVID, San Rafael High School

LEAP (Learning Enrichment
Afterschool Program)
at Bahia Vista Elementary School

Canal Alliance

China Camp State Park

College of Marin - Adaptive PE

CYO/CC Kids Club/
Pickleweed Community Center

Data Center Research for Justice

Davidson Boys & Girls Club

Downtown Streets Team

Golden Gate National Parks
Conservancy

Homeward Bound

Health & Wellness Campus

Kid C.A.T.
(Creating Awareness Together)

Lifeshouse Marin -TRIP

Lift-Levantate!

Marin AIDS Project

Marin Asian Advocacy Project

Marin County Community School

Marin General Hospital

MLK Academy, Conscious Kitchen

MLK Academy, Reading Partners

Next Generation Scholars

Parent Services Project

SF National Estuarine
Research Reserve

Senior Access

St Vincent de Paul

Tax-Aid

Venetia Valley School

Voces del Canal

Whistlestop

Willow Creek Academy

YMCA Youth Court & Peer Programs

Young Moms Marin

Youth on the Move

CONTACT

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