Walking the Paths of Progress

Center for Community Engagement

Advancing the CSU’s commitment to serving the economic, public policy and social needs of California

2008-2009
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I am proud of the outstanding service our students provide to their communities on a daily basis. Our faculty and staff are equally engaged, providing leadership and innovative teaching practices. Together, our students, faculty and staff “walk the paths of progress,” serving others with their time and talent. The challenge is to continue this journey, continue to work with the public schools and our community and business partners, and tie in our efforts to the national service movement.

The CSU is well-positioned to take these steps. Despite the nation and state’s budgetary problems, we look to the future with a resolute commitment and determination that service and engagement will play a significant role in the lives of all at the California State University.

Dr. Charles B. Reed
Chancellor

A Message From Chancellor Reed

Since the first California State University campus opened its doors to students, the CSU has prided itself on providing not only an exceptional academic environment for its now nearly 450,000 students, but also valuable opportunities for our students to be of service to their universities, communities and the country. The recent election and its focus on change and national service resonate with the CSU’s already strong commitment to service learning and community engagement. Our 23 campuses are nationally respected and recognized: sixteen have just been named to the 2008 national President’s Higher Education Community Service Honor Roll. Further, long-established, student-led programs such as Chico’s Community Action Volunteers in Education (CAVE), Humboldt’s Youth Education Services (YES), and Los Angeles’ Education Participation in Communities (EPIC) demonstrate what the CSU has and will continue to do for California.

The CSU Center for Community Engagement, formerly the Office of Community Service Learning, is entering its 11th year with a new strategic plan that will set its direction for the next five years. The CSU was the first higher education system in the country to establish a system office supporting service learning and community engagement. Nearly 50 percent of our students now participate in service, up from 40 percent 10 years ago. That annually equates to 32 million hours of service, for an economic impact of $624 million. This is a tremendous accomplishment, given our students’ overloaded schedules of school, work and family obligations. Many times it is the neediest students who give the most to their communities.
Mission and Scope

The California State University (CSU) is the nation’s largest university system, with 23 campuses and seven off-campus centers, nearly 450,000 students, and 47,000 faculty and staff. The CSU, stretching from Humboldt in the north to San Diego in the south, is renowned for the quality of its teaching and for the job-ready graduates it produces. With its commitment to excellence, diversity and innovation, the CSU contributes significantly to California communities.

While part of the CSU system, each campus has its own unique identity. CSU campuses range from those in urban settings with student populations of more than 25,000 to those in rural areas with much smaller student populations. All CSU campuses have distinct features and programs but share the same mission—to provide high-quality, affordable higher education to meet the ever-changing needs of California.

The CSU offers more than 1,800 bachelor’s and master’s degree programs in some 357 subject areas, as well as teaching credential programs. In 2007, the CSU commenced its own independent education doctorate program and jointly offers a select number of doctoral degrees with the University of California or with private universities. Since the CSU system began in 1961, it has awarded more than 2 million degrees. The CSU drives California’s economy in information technology, life sciences, agriculture, business, education, international trade, public administration, entertainment and multimedia industries.
Gathering Leaves

New Name. New Mission.

Ignited by the 2008 presidential election campaign and the eruption of social media networks, the 2007-08 academic year marked a period in American history in which national service garnered significant media attention and began what has become a record-level of civic and community engagement participation by young and older adults.

In August 2007, *Time* magazine issued a special report, “Looking at Public Service,” that featured personal accounts and varied perspectives on how volunteers are helping to address society’s most pressing challenges. The question was asked and the case was made for “Why the U.S. and the next President should make a new commitment to national service.”

At the systemwide CSU Office of Community Service Learning, similar questions and conversations were taking place as a result of a year-long strategic-planning initiative. In March 2008, as the Office celebrated its 10-year anniversary, it also ushered in a new name, the Center for Community Engagement, and adopted a broader vision and mission that serves as the driving force to advance the CSU’s commitment to serving the economic, public policy and social needs of our state.

— Robert Frost, 1923

“I may load and unload again and again
Till I fill the whole shed...”
From the freshman year experience to senior capstones, opportunities for students to be engaged with their communities locally and globally are plentiful at all 23 CSU campuses. Students volunteer with community service organizations and clubs; enroll in and enthusiastically participate in service-learning courses; do research with nonprofit organizations on community-identified needs; and participate in alternative winter and spring break programs both domestically and internationally.

Students gather “leaves” of experience over and over again to fill their “sheds”: their subject knowledge; their senses of responsibility and efficacy; their understanding of community and our democracy; and their relationship to one another.

CSU faculty, administrators and community partners have journeyed with them—before them, alongside them and behind them—to create varied, impactful and remarkable paths to progress throughout California communities. This report highlights those journeys.
With both strategic advantages and challenges in mind, the CSU has set forth three priorities:

1. Increase student access and success;
2. Meet state needs for economic and civic development, through continued investment in applied research and addressing workforce and other societal needs; and
3. Sustain institutional excellence through investments in faculty and staff, innovation in teaching, and increased involvement of undergraduates in research and in their communities.

The community engagement efforts celebrated in the following pages directly respond to these priorities.

“As we keep moving forward, opening new doors, and doing new things, because we’re curious and curiosity keeps leading us down new paths.”
— Walt Disney
CSU students participated in all types of service activities in more than 3,560 community sites last year to help meet societal needs. Students worked to “green” their communities; they tutored both young children and older adults who are learning English as a second language; they worked in hospitals and community health clinics; they taught computer literacy and provided tax preparation assistance to low-income people; they cleaned up rivers and beaches; they served meals to homeless people; they built houses; and they informed legislators of public policy issues.

Providing Service During Spring Breaks

Students from throughout the CSU system participated in alternative spring break activities across the country. Rather than relax or party, these students chose to spend their time helping people and communities in need. These activities elevated students’ awareness of community needs and provided an opportunity for them to develop their skills as leaders and community participants.

Students from Chico, Long Beach, Northridge, San Diego and San José helped Habitat for Humanity rebuild homes destroyed in 2005 by Hurricane Katrina. Students from Fullerton worked with hundreds of school children who were “gleaning” at the Second Harvest Food Bank’s Field Gleaning on Cesar Chavez Day of Service and Learning, a state holiday. Humboldt students learned about sustainable agriculture by visiting and working on two organic farms, visiting a cattle ranch, and planting trees to encourage wildlife to return to the area.

Students from Sacramento spent their spring break locally, helping numerous community-based organizations by digging ditches, pouring foundations, and lifting and removing invasive plant life from the American River Parkway.

The Path of Engagement:
Meeting Societal Needs

Students in the CSU are participating in record numbers in community service. Research has shown that involvement in community service increases retention, enhances learning and builds skills. Participation in service contributes to student success.

- A 2007 CSU student survey revealed more than 194,000 students performed community service totaling 32 million hours of service.*

Students from all academic majors had opportunities to connect service to their studies in more than 2,575 service-learning courses, a record number of course offerings.

The Path of Achievement:
Student Success

GSU students participated in all types of service activities in more than 3,560 community sites last year to help meet societal needs. Students worked to “green” their communities; they tutored both young children and older adults who are learning English as a second language; they worked in hospitals and community health clinics; they taught computer literacy and provided tax preparation assistance to low-income people; they cleaned up rivers and beaches; they served meals to homeless people; they built houses; and they informed legislators of public policy issues.

*Source is from SNAPS (Student Needs and Priorities Survey) and Serpe Survey.

- Students from all academic majors had opportunities to connect service to their studies in more than 2,575 service-learning courses, a record number of course offerings.
San Luis Obispo students worked on an international organic permaculture demonstration garden, which is used to teach the community about farming without the use of pesticides. They rebuilt a wattle hut by weaving wood, planted various crops and organized a community event for local children.

CREATING AN EDUCATED AND ACTIVE CITIZENRY

The historical 2008 presidential election brought forth an opportunity to engage CSU students in our democratic practices in an educated and thoughtful way. CSU campuses held forums, debates and brown-bag seminars, hosted voter-registration drives, and offered classes on the election and civic participation. The California State Student Association (CSSA) registered 17,207 students before the November 2008 election.

San Francisco State University’s “Presidential Election” Class

The 330 students enrolled in this course during fall 2008 critically examined the presidential electoral process and the 2008 campaign issues in light of their historical, social, economic, political and cultural context with the help of distinguished San Francisco State faculty from a variety of disciplines through panels, roundtables and group discussions.

CSU Dominguez Hills’ iVote Campaign

CSU Dominguez Hills implemented the iVote Campaign, a Campus Compact initiative encouraging higher education institutions to help educate and empower students to vote and to make the process of staying engaged easier throughout the sometimes confusing election season.

CSU San Marcos’ Pizza, Politics, Debates and Concerts

The American Democracy Project at CSU San Marcos partnered with a number of campus organizations to provide a plethora of opportunities to learn about the issues of the election, stimulate respectful dialogue and increase civic participation on campus and within the larger community.

“CSU students not only participate in their communities, they also care about their communities, which is why they vote.” — Susana Gonzalez, Executive Director of the California State Student Association
GREENING OUR COMMUNITY
Sustainability is an important issue to CSU campuses. In addition to the CSU’s systemwide commitment to sustainability, students are doing their part to “green” their communities through community service, service-learning courses and research.

CSU Chico’s “Take Back the Tap” Campaign
Students in CSU Chico’s Environmental Thought and Action class wrote and campaigned for two environmental measures during the Associated Students 2008 general elections. The first measure, titled “Take Back the Tap,” proposed installing free purified water systems on the campus that would replace the sale of water bottles. It passed with 85 percent approval. The second measure was an advisory for a Social and Environmental Purchasing Policy, which passed with 87 percent approval. This service-learning experience enabled students not only to gain an invaluable sense of the power of effective advocacy and politics, but also to expand their knowledge course content.

CSU Channel Islands and Ventura College Partner to Investigate Local Air Quality
The rapid urbanization of Ventura County resulted in new communities being constructed adjacent to agricultural areas. Phil Hampton, professor of chemistry at CSU Channel Islands, and Joy Kobayashi, who teaches chemistry at Ventura College, utilized their respective chemistry classes to investigate whether communities adjacent to agricultural areas utilizing chemicals to control weeds and pests experience the problem of pesticide drift. This faculty team purchased an air “sniffer” to analyze air in and around the Ventura College and CSU Channel Islands campuses to determine whether and what kinds of chemicals can be detected in the air. Students were able to interact in person and remotely through CSU Channel Islands visualization software. They presented their findings to their community partners: Pesticide Action Network of North America (PANNA) and Community & Children’s Advocates Against Pesticide Poisoning (CCAAPP), and prepared information about the dangers of methyl iodide to share with citizens and the California EPA.

Undergraduate Research Course Conducts Carbon Accounting at CSU East Bay
CSU East Bay students enrolled in an undergraduate research course conducted an assessment of carbon monoxide emissions to better understand source origins, establish an emissions baseline and identify key opportunities to reduce emissions.

“The annual economic impact of the 32 million hours of service that CSU students provide equates to $624 million.”
Ten CSU campuses have now received the “Community Engagement Classification” from the Carnegie Foundation for the Advancement of Teaching: Chico, Fresno, Fullerton, Long Beach, Monterey Bay, San Bernardino, San Francisco, San José, San Marcos and Stanislaus.

Sixteen CSU campuses received national recognition for exemplary contributions to service in their communities in the third annual 2008 President’s Higher Education Community Service Honor Roll (Chico, Fullerton, Humboldt, Long Beach, Los Angeles, Monterey Bay, Northridge, Pomona, Sacramento, San Bernardino, San Francisco, San José, San Luis Obispo, San Marcos and Stanislaus). Fresno received top honors and was recognized as one of three institutions in the general community service category, which considers the breadth and quality of an institution’s community service, service-learning and civic engagement programs.

CSU Dominguez Hills’ Model United Nations class won top honors at the 2008 April meeting. Dominguez Hills students won two of the five Best Delegates awards.

CSU Fullerton’s Project SHINE, which has helped thousands of local immigrants learn English, was honored in January 2008 with the U.S. President’s Volunteer Service Award.

The Path of Distinction: INVESTMENT IN INSTITUTIONAL EXCELLENCE

The CSU has achieved institutional excellence and distinction as a system, and as individual campuses. These outstanding investments and innovations are made possible by the contributions of faculty, administrators, students, alumni and partners of the CSU.

- Grants and awards received by campuses and the Chancellor’s Office for community engagement activities totaled $4.3 million, a return on investment of nearly $4 for every dollar invested by the state.

- In an extraordinary collective decision-making process, Academic Affairs and Risk Management partnered to establish a general liability program, the Student Academic Field Experience for Credit Liability Insurance Fee (SAFECLIP), that protects students, community agencies, and university and faculty members involved in service learning and other fieldwork experiences.
• **CSU Fresno** established a $3.5 million endowed service center. The Jan and Bud Richter Center for Community Engagement and Service-Learning, the first CSU endowed center in support of service learning and community engagement, will help the university meet the needs of the region and achieve its goal of one million hours of annual service by the end of its centennial in 2011.

• **CSU Monterey Bay**'s service-learning program has been recognized by *U.S. News & World Report* in the magazine's 2008 edition of America's Best Colleges.

• **CSU San Marcos**' Tutor Connection program, aimed at preparing future teachers to address the special needs of foster children, was honored as one of three finalists for excellence in academic campus-community collaboration. The Program was awarded a $10,000 check by former President Jimmy Carter and his wife, Rosalynn Carter, in June 2008. Later in the year, Mayor Jim Desmond named September 9 as “Community Service Learning Day” in the city of San Marcos.

• In May 2008, **San Diego State University** received the American Red Cross Purpose Award, the highest regional honor presented by that organization, for the campus's efforts to collect 458 units of blood.
BAKERSFIELD

GSU Bakersfield students in the Community Service class partnered with the local Special Olympics program to coach clients, adults and children with intellectual disabilities in various sports including hockey, swimming, softball, basketball and bowling. They were responsible for practices during the week and competitions held on the weekends. Students were also given the opportunity to volunteer at special events such as the annual Buddy Walk Fundraiser.

CHANNEL ISLANDS

The Centers for Community Engagement and Multicultural Engagement collaborated with the Smithsonian Institution on The Bracero Oral History: Legacy of a Community. The project is a grassroots effort to collect, document, exhibit and share the complex and sometimes controversial history of the bracero program from 1942-1964. In the coming semesters, CSU Channel Islands students will conduct in-depth interviews with braceros who wish to share their stories and experiences with the program, as well as share objects including hand tools, clothing, photographs and documents used during the time. The oral histories will become part of the Smithsonian’s collection and will be featured in a traveling exhibit, Bittersweet Harvest: The Bracero Program 1942-1964. The exhibit will be featured at the new CSUCI John Spoor Broome Library in the future. In addition, the stories, objects and memorabilia collected will be used to create a university museum and local archive.

CHICO

GSU Chico students partnered with the Four Winds Indian Education Center to plan, develop, conduct and evaluate the Center’s “REALGirls” health education program. REALGirls was targeted for evaluation in an effort to determine if it was meeting the health needs and concerns of adolescent girls who attend the Center. It also provided GSU Chico students with an opportunity to gain experience and practice in all of the main skills associated with providing effective health education.
**DOMINGUEZ HILLS**

In support of the Dominguez Rancho Adobe Museum—the homestead adobe of the first land grant in California, which encompassed 75,000 acres including the entire Los Angeles Harbor—CSU Dominguez Hills students and faculty across the disciplines have been assisting the museum in a variety of innovative ways. Biology students are researching archives to help with restoring the historical gardens. Anthropology students are organizing, identifying and systematizing collections and records. The History Department developed new service-learning courses to assist with researching the objects in the adobe, the working ranchos and the historical interactions with the local Native American population. Future plans include the development of third and fourth grade curriculum on local California history.

**EAST BAY**

As a service-learning project, public policy students at East Bay organized a campus-community dialogue to learn about the future of public higher education. More than 100 participants from the campus and community attended. Together with their professor, the class developed the content of the program; conducted media outreach, publicity and fundraising; and organized the logistics. Guest speakers included local State Senator Ellen Corbett and local State Assembly Member Alberto Torricio.

**FRESNO**

Students enrolled in “Public Relations Campaigns” conceived, planned and implemented the “What Impact Will You Make” campaign, with the goal of fostering greater involvement in community service. Campaign components included pre-campaign data collection and surveys, a “Capture Your Kindness” photo contest, extensive publicity for various campaign components, two information fairs, and a day-long free concert for students. The campaign was a tremendous success and helped raise student, faculty and staff awareness about the Richter Center and the importance of community service at Fresno State.

**FULLERTON**

Jumpstart held its inaugural Jumpstart for a Day Literacy Carnival on the Fullerton campus, serving more than 400 adults and children. Participants received free transportation, lunch and activities centered on an “Around the World” carnival theme. Children were taken on a worldwide adventure, hearing stories and participating in activities from each of the seven continents. Each child received a passport for their trip, and at the end of the experience they took their stamped passports to the souvenir shop where they received a book of their own, donated by the local bookstore and other literacy organizations in the area.

**HUMBOLDT**

On April 9, 2008, the Service Learning Center hosted the “Cesar Chavez Youth Symposium” on the Humboldt campus, bringing 45 high school youth and 25 AmeriCorps members together with 10 community partners to draft service action plans for community projects. Part of the California Campus Compact grant-funded Youth to College initiative to increase college readiness among disadvantaged youth, the event was an opportunity for youth to share their views on the most pressing community needs as well as to identify ways to make a difference in their own communities. Humboldt State serves as one of four regional leaders for this program.
LONG BEACH
In its second year of collaboration, the Cal State Long Beach Center for Community Engagement partnered with JusticeCorps to recruit interns to work at self-help legal access centers throughout Southern California. Interns are trained to provide legal information to self-represented litigants to assist them with resolving legal matters, which include family law and housing law. Currently, 17 students are participating in the internship program and will receive AmeriCorps educational stipends with the completion of 300 hours.

LOS ANGELES
Cal State L.A. students worked with arts agencies across the city to assist artists, organize events and conduct arts education workshops for youth. Highlights of students’ work include organizing the Eagle Rock Music Festival, working with artists at the Plaza de la Raza (East Los Angeles), conducting workshops on altar-making at the Dia de los Muertos/Day of the Dead celebration, and assisting with gallery openings at the Pasadena Armory Center for the Arts.

MARITIME ACADEMY
Introduction to Service Learning students participated in a feral cat project at California Maritime Academy. The goal of the project is to identify, track and care for the feral cat population on campus, performing duties such as catching, having the cats spayed or neutered by the Vallejo Humane Society, and photographing as many of the cats as possible for identification.

MONTEREY BAY
CSU Monterey Bay service-learning students have made a significant contribution to the revitalization of the blighted “Chinatown” neighborhood in downtown Salinas. Students in the Environmental Policy and Justice service-learning class helped create the Chinatown Neighborhood Unity Garden, providing employment and a new sense of belonging and direction to formerly homeless men and women in the neighborhood. In addition, business students in the Community Economic Development service-learning class helped develop a marketing plan for the garden and a business plan for the newly started silk-screened T-shirt cooperative.
SA\N BER\NARDINO
More than 60 athletes of all ages with a variety of disabilities participated in the university's inaugural Di\s\Ability Sports Festival. More than 150 service-learning students assisted with the festival, raising awareness of disability sports and the importance of physical activity for everyone. In addition to athletic competitions, a variety of sports demonstrations for people with disabilities were available, along with Paralympian speakers, exhibits and vendors. The festival will be an annual event, incorporating a new service-learning class in kinesiology in which students will learn how to help enhance the quality of life for people with disabilities.

SA\N DI\E\GO
San Diego State University collaborated with the University of San Diego in a joint effort to create innovative outreach strategies to increase community engagement opportunities. Together the two campuses hosted “Making Youth a Priority: A Conversation about Youth Based Initiatives in San Diego.” The conference focused on how to promote and involve low-income youth and families in community engagement and shared best practices on how to connect community engagement and student learning.

SA\N FR\ANCI\SC\FO\N
Dr. Albirda Rose of San Francisco State University’s School of Music and Dance has been engaged for the past 11 years in developing innovative dance education and performance for low-income children in Visitacion Valley and Bay View Hunters Point, two disenfranchised communities in San Francisco. Through the Village Dancers program, Dr. Rose has created strategies to help children work through their challenges.

NO\RTH\RIDGE
CSU Northridge MOSAIC mentors are increasing the self-efficacy of “unprotected” youth—teens on probation and those involved in gangs, drugs and tagging—by working on projects such as the “veggie” conversion of a donated diesel school bus. Concerns over the health impact of diesel led to the idea of fueling the bus with 100 percent used cooking oil. MOSAIC youth wrote a grant for Youth Venture to earn the $1,000 needed for the conversion and entered a contest called “Tu Voz, My Venture,” sponsored by MTV TR3x. The BioMotors project was the grand prize winner, earning $5,000 in college scholarship money for the youth who have been accepted to Northridge and Long Beach.

PO\MOM\NA
A new homework assistance center, located in the Pomona Public Library’s storytelling area, is dedicated to empowering local schoolchildren by providing free services to those in third through sixth grade. The homework center is led by a full-time Americorps Promise Fellow and staffed by 34 student volunteers who dedicate several hours each week at the center. The homework center was created by the university’s Center for Community Service-Learning, the Pomona Public Library and Partners in Education to motivate children’s interest in homework and learning. Volunteers also serve as role models to the children, mentoring and encouraging them to succeed.

SA\C\RA\M\EN\TO
Seventy-eight students participated in the campus’ second alternative break program during winter and spring 2008. The service projects were based locally in partnership with Hands on Sacramento, Habitat for Humanity, Sacramento Food Bank and Family Services, the Washington Neighborhood Center, and American River Parkway Foundation. Students in this program represented 41 different majors consisting of both undergraduate and graduate students. Alternative Break is a collaborative project among the Sacramento State Community Engagement Center, Student Activities and the Student Health Center.
and harness their power through movement, singing and dance performance. Her project has also brought future teachers into an unfamiliar community, exposing them to the political, socioeconomic and human effects of racism and neglect. Approximately 600 SFSU students have participated in this community-based service-learning program, and more than 1,100 children have benefited from the performance training sessions. At the annual Community Service Learning Award ceremony in April 2008, Dr. Rose was recognized for her efforts as the Jefferson Awards for Public Service Award Winner.

San José

The Gulf Coast Civic Works Project is a national effort to pass HR 4048: The Gulf Coast Civic Works Act, to create 100,000 jobs for Gulf Coast residents and evacuees to rebuild their communities. What began as a Social Actions class has integrated student civic engagement and given students the inspiration to do more than simply provide community service to the region. San José State University students traveled to New Orleans and surrounding areas, met with community members, mobilized other college students, and pressed legislators to promote legislation for long-term multilevel partnerships and true community building.

San Luis Obispo

Forty-nine students enrolled in European Thought & Culture partnered with San Luis Obispo’s Prado Day Center for the homeless during the 2007-08 fall and winter quarters. This upper-level, writing-intensive course emphasized the importance of political engagement in modern society. Students assisted in running the breakfast program at Prado Day Center. Readings on issues such as social, political and cultural theory were connected with their service experiences at the Center through class discussion, journals and two essays.

San Marcos

During academic year 2007-08, the university’s Office of Community Service Learning continued the grant-funded “Hands Across Our Border” project. This project links San Marcos students with students from Mexican universities through service activities. Two trips to Tijuana, Mexico, involved 53 CSUSM participants and approximately 60 participants from the Universidad Autonoma de Baja California.
Working together, this international group completed the painting and refurbishing of an elementary school in an impoverished and neglected Tijuana neighborhood.

SONOMA
In response to an increase in requests for help from parents of children with autism, Sonoma State University launched “The Autism Project” through the Office for Psychology Internships. Students enrolled in Autism Theory and Practice completed 20 hours of observation, followed by 60 hours of direct experience working with an autistic child, their family and support teams. The internship experience connected Sonoma State students to community agencies serving autistic children and their families while also providing additional support to the children and families.

STANISLAUS
Service-learning mini-grant funds allowed faculty at Stanislaus to implement a longitudinal geography project in an urban geography course. During the course, students worked with Airport Neighbors United, Inc. and Habitat for Humanity in Modesto to learn asset mapping. After meeting with community leaders, interviewing local businesses, taking bus trips through the area and conducting archival research, students created an asset map using Geographic Information Systems (GIS) mapping technology. The asset map diagrams the strengths and challenges faced by the diverse and forgotten airport community of Modesto. Students presented the asset map to airport community members to use as a resource when requesting improvements for their neighborhood.
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