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Role Model Stories That Unite Children of Oaxacan Immigrants

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Role Model Stories That Unite Children of Oaxacan Immigrants



Photograph by [David Bacon](#), Riverside Art Museum

Erica Juarez Lopez

Senior Capstone

Writing and Rhetoric Concentration

Internship Project

Professor Debian Marty

Division of Humanities and Communication

Spring 2017

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Senior Project Proposal

1. Provide your name and identify your area of concentration

Erica Juarez Lopez. My concentration is Writing and Rhetoric.

2. Internship Description: Provide a 50-75 word description of your proposed internship. Be sure to include a concise description of your tentative duties at the selected site. Briefly explain why you chose this internship for fulfillment of your Capstone project requirement.

In my internship, I will be involved in helping Oaxaqueño children with homework. The interaction with them would help me to have a good and trusted communication. Then by knowing them and talking I could get to know their successes and struggles in education. Children of Oaxacan who are successful have a greater chance to be leaders in their Oaxacan community. Those children who have struggle need a greater support to do so. My duties at this site would be to help them with their homework in the language they feel comfortable with. I would also observe the ways in which this program helps the children of Oaxacan immigrants to be successful. I will interact in all the duties I can, even interacting with the parents of these children because it would help me write my reflections. Overall, I will see if this site helps these children have a positive impact in their lives. I chose this internship for a fulfillment for my capstone project requirement because I want people to know that children from Oaxaca could be leaders. I want people to hear our voice of who we are, where we come from, and what we are doing to be leaders in the Oaxacan community.

3. Alignment with Common Theme: Provide a *concise overview* of the *direct alignment* between your internship and this semester's shared theme of inquiry.

The direct alignment between my internship and the theme of leadership is that children of Oaxacan immigrants help their families by translating their indigenous language to Spanish and English. Their help reach out and expand to help others because they the Oaxacan community needs it. When they do so, they discover their importance of helping their people. They take a role of leadership in their Oaxacan community until it expands everywhere. Their importance in their community is a positive impact in their lives. They are becoming young leaders when they see that they can belong somewhere where they could matter and endure their power. Advocating for the children of Oaxacan immigrants, gives me the opportunity to practice leadership.

4. Selection of Site: Describe your internship site and why you chose to work with them.

My internship is a Service Learning internship. The site where I am going to work at is in Castroville, CA. The place is a public library name is Monterey County Free Libraries Castroville Library Homework Center. The reason why I chose to work with them is because in this library there are many children of Oaxacan immigrants and this gives me a greater chance to interact with them. There is a boy who helps his community in Castroville as well as in the Oaxacan community. He is taking a role of leadership to help those who need it and for him to find a sense of matter and continue through his education. There are also other Oaxacan children who get help for their homework and get help to practice with their reading. This place gives me a hands-on opportunity to see what other children of Oaxacan immigrants do and how the help of the library homework center impacts their lives.

5. Goals: List 3-5 goals you hope to accomplish through your internship.

My goals that I hope to accomplish through my internship is to note many interesting reflections. Find children of different ages and what ways they take a lead in their Oaxacan community and in Castroville. My other goal is to make this internship interesting for others to read and an amazing experience for me. My last goal is to give voice for my Oaxacan community and make their children succeed in their future and be successful in their education.

6. Internship Site Supervisor: Provide the name, title and contact information for your supervisor at the internship site.

The Homework Center Coordinator is Sally Childs her contact information at the internship site is mands@redshift.com. Her phone number is (831)769-8724. The general phone number at the library is (831)755-5115.

7. Capstone Title: What is your internship project's working title?

Promoting children of Oaxacan community through education

Or

What promotes educational success in children of Oaxacan immigrants?

8. Working Summary: Provide a one-paragraph working summary of your internship project.

My internship project will be involving in the library observing what the children of Oaxacan immigrants do to become successful in school. I also want to see what helps them take a role of leadership in their people and in their Castroville community. Observing their activities on what ways they help others is a way that I will reflect on and I will note their leadership

image and importance. I will also write down the ways that Oaxacan children benefit with this homework program. I would like to see if me, being their role model, could help them to continue to pursue their education. The questions that I would answer is What is it to be a role model? What is it to be a homework advisor? Does Keltner's theory about power help me decide how to best to relate with these children? Does Ramen theory of service help me decide how best to relate to the children?

9. Expectations: Prepare a detailed account of the *specific expectations* associated with completion of your project. Be sure to *align the project expectations with the appropriate assessment criteria*. Be sure to *include your understanding of all documentation requirements associated with your project*.

It is expected for me to file the indicated documentations and to get the documents signed and process for me to start with my hours. It is also expected for me to be at my site on time and respect the rules and policies they have in the library. For me to be able to complete my internship project I need to complete at least 40 hours. My project expectation is to also write down my reflection of at least 250 word of what I observe and what were my experiences that day. The reflections would be about my topic and the theme of class which is leadership.

10. Next Steps: Provide an overview of steps required to move your internship forward. Be as specific as possible.

For my internship to move forward I need to still get my documents I should wait for the paperwork to go though so that I could start with my internship. I still must find what questions I could arise for my reflection to be more specific. I want the reflection to include the Oaxaqueño

children education success and struggles and the theme of the class which is leadership. I already signed my volunteer paper in the library because it is required for me to be part of the program to do my hours. I should wait for the paperwork to go through so that I could start with my internship. I need to have Oaxacan children to work with me to make this project successful and important for me to be a role model figure for them.

Reflective Weekly Journals

Castroville Homework Center

February 16, 2017

Reflection #1

The first student who I helped with homework was Jose. He did not have any homework, but he had three books. The challenging part was that Jose was shy at first so I tried to find another way to get him to talk. I started off by bringing up a different conversation that did not have nothing to do with homework or reading. I asked Jose if he has ever been to Monterey Bay Aquarium and then he opened to the conversation. We started to talk about the different marine animals that are there in the aquarium. After this I asked him if he wanted to play a game that I came up in that moment. He did not think about it and said yes. The game was to translate the name of animals to English to Spanish and to Mixtec, who ever answer the most correct won. We both tied because there were some that we could not figure how to translate to Mixtec. After we both finish playing Jose wanted to start reading the three books he had in the beginning title "The Bearstein Bears." He is good at reading in English, after he finished reading the three books he continues to read two other books. It was important for Jose to practice reading in Spanish so I read with him in Spanish. Jose wanted my help to find the books that interest him like lizards and dinosaurs. He wanted also to search for the books on his own but needed someone to guide him through it.

Javier is a 14-year-old child don of Oaxacan immigrants. He is taking a lead by helping other in the library with the Citizenship Program that they have. He is with one volunteer helper and other two women who are practicing the questions for the citizenship exam. The volunteer

and Javier are helping the people practice the name of places from the exam. There are two groups in the library where you can practice the exam one in English and the other in Spanish. A woman who just passed her citizenship exam is helping another woman who came in to ask for help was a non reader. She is helping her narrow the answers down for the exam to help her memorize the answers for each question. The woman who passed her exam is teaching the woman who came in the simplest way possible.

Castroville Homework Center

February 23, 2017

Reflection #2

She is currently in 6th grade, but she came from San Martin Peras, Juxtlahuaca, Oaxaca, Mexico when she was in 4th grade. She talked about her experience from going to school in Oaxaca and how different it is from here. She was one of the best students and she even taught her own to write in Mixteco. The indigenous language of Oaxaca, Mexico is Mixteco. There are no written words for it. The only way of communication is orally. Then I asked her, how was everything in school when you got here for the first time? She said that she thought that she will never talk in English. She was made fun of because of how dark she was. There were times where her few friends would vanish from her. The reason why was because their mothers said that Maria did not know English. So, they could not hang out with Maria. One of the other questions I asked Maria was: what is your opinion of children talking and not talking in Mixtec? She said that many of the Oaxaqueño (Mixteco) children don't talk in Mixtec because they are afraid. Maria is full of energy of wanting to do a presentation of how to teach other about the language Mixteco. She wants a guide for her presentation and I am willing to help her with starting with a powerpoint presentation. It is good to see that I am advocating for these children and they want to do something about it, especially Maria.

Castroville Homework Center

February 28, 2017

Reflection #3

The first student that came in today at the homework center was Maria Luz came in and I helped her with her math homework. After I finished helping her, she wanted to reserve a room in the library so that we could work on the powerpoint presentation. While Maria and I were working on the power point presentation, she would bring up questions to add. The whole purpose of this powerpoint is to educate the students of the library what it means to be a child of Oaxacan immigrants. For a while, we worked on the presentation. Then I continued to ask questions to Maria of where she spoke her native language the most, Mixtec. She said that she always spoke it at home with her parents. She speaks English and Spanish commonly at school. Maria's uncle came in to get help from me to interpret some immigration papers. He was not sure what the paper said. I read the paper and translated it to him as accurate as possible. I suggested him to contact the person who is working in his case and then he could further continue. At the end, I interacted with two sisters one name Esmeralda and Cynthia there also was their friend Kevin. They did not need help so I talked to them about what they wanted to do. They just wanted to talk about their school and friends. Samantha was reading and pause because she got in the conversation. She is a great reader and enjoy reading.

Castroville Homework Center Reflection

March 7, 2017

Reflection #4

In the beginning once I got to my internship site there was no one. The library was empty there were no students who needed help with their homework. I waited for a time and then came Maria. She came to research something for her social studies project. Her research project was about finding an Egyptian god. She had to find one and learned about the god to further continue with her project. After she printed the image of the Egyptian god she left to her house and continue. Maria's dad came in and asked for help in filling some papers. Javier, Maria's cousin helped in this. They brought in Sally to do the filling and Javier to translate to his uncle and obtain the information needed. The papers that Sally helped fill out was to register Maria's youngest brother to Kindergarten. Maria's dad wanted to make sure that the papers are filled in correctly before they turn them in. They knew that Sally would do an excellent job in doing this. Samantha came in and asked for help in searching for Sutter's Mill images in Google. She needed an image that she can sketch for her to do her actual project. This would help her do the construction of the project. Her sister Cristina was also doing the same project and she needed to get an image that was simple for both to construct. At the end of the search she printed out the images and then left to start the Sutter's Mill project.

Castroville Homework Center

March 14, 2017

Reflection #5

Jose is practicing his reading skills with another college student from CSUMB who is also doing his community hours for his upper division service learning. Simran is a 5th grader who I have worked with last year for my upper division service learning course. I know her since then. Finally, after not seeing her for a long time she came in. I helped her first with her math homework and then with an essay she had to do for her language arts class. The topic of her essay was to write about hurricanes. Marlene is in first grade and she is practicing her reading skills and I am also helping her memorize words in English. Jesus is Marlene's brother and I am helping do his syllable patterns CVVC and CVV homework. Richard and Fernando is their cousin. Richard is reading a comic book of dragon ball Z. Fernando is also reading a comic book, but of goosebumps. Another girl comes in for help. Bridget is a 4-year-old girl who I was helping out to practice her alphabet in Spanish. She is amazing in learning and I help her for a while because her mom was leaving. Samantha asked me if I could time her in her reading. I timed her for 30 minutes the required time for reading daily. Cristina, Samantha's sister was waiting for her. Maria had brought her Egyptian God project but she told me it was wrong. Her teacher told her that she used the wrong material. She used play dough to do her project so she has to buy clay to continue to finish her project. I told her the various places where she could go buy them. She said her dad not have time to go to the store because he worked. At last I was helping Uriel and Luis do their homework at the same time because they were in the same class and had the same homework assignment. It was a challenge to help them out because they were distracted by other friends, they were making fun of each other and did not concentrate. Luis was

defensive and they both thought that I was mean because I was guiding to their homework and reminding them to continue doing their homework.

Castroville Homework Center

March 31, 2017

Reflection #6

Silvia is Maria's youngest sister and she is 10 years old. The other times I interact with Maria, Silvia spends most of her time in the library watching videos on YouTube. This was the first time I had a wonderful time if interaction with her. She also came to America without knowing English, but now she knows how to speak it well that it is understandable what she is trying to communicate. Maria Luz is watching the place where she lived in San Martin Peras, Juxtlahuaca, Oaxaca through Google Maps. She is trying to show me where she lived, but google maps does not let her zoom in. While helping Maria I proceeded in asking Silvia some questions. I asked when she spoke Mixtec the most and she said that she speaks in Mixtec at home the most. She talks in English and Spanish at school because it is required. Later came in Jesus who needed help in his math homework. I then left the computer to help him because the girls finished with their homework and were spending free time. Along with him came Marlene to get help with practicing with words and with her language arts homework. After I finished helping Marlene and Jesus I then proceed to help Simran. I helped her with math homework that was about converting units of length problems. I did not interact with Javier much because he has been busy in helping the citizenship group member write a promise letter that they agree on.

Castroville Homework Center

April 5, 2017

Reflection #7

When I came in today the place was empty, but this usually happens when it is around 3pm. The first person that came to my table to ask for help was Perla who is currently in 1st grade. I was helping her out with her math homework. She is more of a visual learner so to help her out I used my fingers and paper that I ripped in pieces then wad the paper in small balls. For a while she got hungry and left home, but she said she would be back after dinner. Then Janet came in, she is currently in 5th grade. Her homework for today is about answering questions relating to the book she is reading *Esperanza Rising*. I am guiding her with this writing assignment. Next to Janet is Saul, her brother who is in 2nd grade. I offered to help him with his math homework, but he said he knew what he was doing. Later came in Brayon which is in Kindergarten. He needed help with his language arts homework to guide him and explain what he had to do. He is a great learner he is a Oaxacan child, but his parents speak Zapotec which is another dialect in Oaxaca. She talked about how her kid does not want to learn her dialect because he wants her mom to speak to him in Spanish and English. I recommended her to teach him anyways that he can't lose that opportunity to learn a wonderful language that is part of his roots. Jesus came in to get help for his language arts homework where he had to find the opposite of the word and something similar to the word. Luis was told to sit at my table for help but he refused to do so because he had the idea that I was mean for telling him what he had to do for his homework. This was the second encountered together. I wanted to make things right so I asked him what he needed to do for his homework so he told me that he just needed to do language arts. I told him that I trusted him and that once he was done to let me know. I did not want to

give that authority figure like his grandma did. I saw that he felt more comfortable than last time I saw him. Perla eventually came back and we only got to finish with her math homework packet.

Castroville Homework Center

April 11, 2017

Reflection #8

I got to my internship site and when I was about to enter the library when I saw the two sisters Maria and Silvia. They were headed home they did not plan to stay for today. I enter the library then I saw Ana Maria who is 14 years old. She speaks fluent Mixtec, Spanish, and English. I asked her what she would like to be when she grows up and she said that she would like to be a chiropractor because she likes massaging. She learned how to massage by her dad. Jesus the boy that was with her is her brother. He is 11 years old and he also knows the three languages. He would like to be a professional soccer player. After that he hopes to retire and be a soccer coach. His favorite soccer player is Cristiano Ronaldo. They both asked me if I could help them look for books because they were on spring break and they did not have any homework to do. I helped Jesus look for soccer books and of his favorite soccer player. Ana wanted to look for Spanish books that were about scary stories and legends. They both started to read and then came in Simran. She also had to read her chapter book. After they all finished reading we were talking about magic and many other topics. I had fun with all of them because they are all full of energy. There was nobody else that came in to get help for their homework. Some just came to gather around with their friends.

Analytical Essay

Introduction

Leadership skills help people stand up for what they believe in amidst the constant struggles of life. This fact inspired me to do an internship at Castroville Library Homework Center in order to develop my own leadership ability as a role model for the children of Oaxacan immigrants. My motivation came from my roots, I am a Oaxacan student who continues to strive for education in order to be successful and help my family. I observed how children developed their own leadership skills within their communities and for their own educational success. These children face a constant struggle of understanding what is being taught because their primary language is indigenous, in school they learn Spanish and the most challenging language for them is English. It is a language barrier not being able to understand the teacher. This also makes it difficult to create friends and have an acceptance of them, but they sometimes are excluded because they are “different.” They try so hard to get their assignments done in school and then go home to help in their family needs. A common thread in their leadership development and mine is the “power of telling stories that unite.” I draw on Dacher Keltner’s theory, principle #12, to analyze our shared experiences.

Purpose

Leaders have constant struggles and through experience they learn to obtain better skills to become great leaders. The Oaxacan people originate from Oaxaca, Mexico. Though geographically specific, their ethnic and cultural heritage is quite diverse. Within the Oaxacan state there are eight different regions, sixteen distinct indigenous groups and a number of

different dialects. Communication is different within the regions. According to Miguel E. Berumen Barbosa, “6 out of 10 Oaxacans belong to some ethnic group” (Barbosa, p).

Oaxacan educational needs

Oaxaca is one of the five states in Mexico that has extreme poverty and that has a higher need for educational needs. Barbosa says, “According to information from the state government and the Institute of Statistics, Geography and Informatics (INEGI), less than 2% of the population of the entity has access to education, decent housing, sufficient economic income and live in cities with basic services” (Barbosa). They live not knowing how to read or write. Many children of Oaxaca don’t finish school because they feel the need to help their family economically. Having an education gives them a greater chance for their survival in a state of marginalization of education and poverty. Oaxacan immigrants cross the border to give their child the opportunity to get an education. We need more support and advocates for the children of Oaxacan immigrants. A good way, is to unite them and give them a role model who influences them to do good and to give back to their community so that they could see that there is a purpose of continuing with their education.

There has been a higher need for children of Oaxacan immigrants to have role models that have the same background in order to strive in their education. These children are shy because of the language barrier that they have. The children who migrate from Oaxaca have a more demanding need for help because of the lack of resources. They have to adapt to a new environment. Seeing this in my family made me realize that I wanted to do more. For my capstone project I wanted to do a hands-on experience with my people of Oaxaca. While doing my hours I realized that half of the children spoke Mixtec. Many who came in did not quite understand English. I spent most of my time specifically with those children because I identified

with them. Interacting with them, gave me more experience to work with children of diverse needs. In this library, there is a 14-year-old boy name Javier who is a leader in the community. He helps with the Citizenship Program by translating and covering the needs of the library. His role as a leader is a splendid example of the opportunities that the Castroville library gives to these children to experience success in their education.

By being a role model it showed the Oaxacan children the possibilities to be successful in their education in order to help other members of the Oaxacan community. I learned that children of Oaxacan immigrants struggle with their education because they are seen differently in their new environment. Children who migrate from Oaxaca to America take a longer time to finish their education because of their language barrier. The problem is that there isn't enough help or staff who understand their dialect or take time to help them out. The Castroville library has great resources like: tutors, school supplies for projects, and staff that helps and understands them. I learned that Castroville is a united community where their priority is to help children with their homework, especially children who come from Mexico like children of Oaxacan immigrants.

Expectations and Experience

I knew I wanted to do my internship at the library because this was the place I will work with my people. They caught my attention, so I decided to contact the supervisor, Sally Childs, for my capstone project. I talked to her about my plans and she agreed to let me do my capstone at the homework center. She talked to me about specific children who are Oaxacan and are doing important tasks to get experience and help others. I was glad that I would have a chance to work with my Oaxacan community. These children need help and I wanted to help them, even if it is talking to them and helping them with their homework. I was excited to observe the ways these children were becoming successful.

I wanted them to trust me when we communicated. This is important to me because these children don't often trust others from a different background. The second goal that I had was to have fun at my internship, but also learn and gain more experience through it. The last goal I had was to give a voice to my Oaxacan community and make their children succeed in their future and education. I met all my goals because I knew what I wanted to get out of this internship and with time I accomplished it.

The role that I had in my internship site was to help children with their homework. For my internship, I applied a principle from Keltner's theory that talks about how individuals could endure power by being compassionate and understanding. I applied this principle to the children of Oaxacan immigrants by telling stories that related individuals. This principle helped me build a trust with the Oaxacan children. Observing their activities of the ways they help others in taking a lead was what I reflected on each time I went to my internship. This homework center gave these children a greater opportunity to have experiences to be leaders. Leadership is a significant role and these children hope to do remarkable things in their future by the impact they leave to the center. The principle worked by setting myself as a role model, these children saw me as a possibility for them to pursue a higher education. The image of role model serves them to be successful and become greater leaders.

Children came to the center with the purpose of getting help with their homework. In the beginning of introducing myself to each child, I made sure to have a positive image and that I was there to help them. This strategy worked every time because I would give them their time to respond. Once they gained trust on me it created a unity between the child and I because we had conversations that they wouldn't normally have with their classmates or parents. I noticed this because when they came in and saw the other service learners they would go directly to my table.

This made me excited about the success that I accomplished with the children and specifically children of Oaxacan immigrants. One of them was that no matter how hard their homework was they would stay focused while I taught them. The children were satisfied with their homework after I helped them. This internship allowed me to grow as a role model and leader in order to help more children through my future career.

Oaxacan activist in education

Sally Childs has worked for many years for the library and she sees that children of Oaxacan immigrants tend to come to the homework center the most. She is more involved in the library, community, and has a great connection with the children. She is seen as a great mentor and helper for this center because she has helped many people. Sally knows a little bit of Spanish so it is difficult to communicate. No matter the language barrier Sally figures out how to help them. People know about the Castroville homework center by word of mouth. Most of the Castroville community are Mixtec. Schools in Child's' opinion don't look for help for these children and that is where she intervenes by contacting her friends who know more of the educational system when there are issues like the story of Jose, who is an 8-year-old boy. He is Javier's younger brother. He has a challenging time in school learning what the school teaches him in class and does not concentrate. To be a great leader for the youth there must be good communication.

Leadership

My internship experience has a great alignment in the theme of my capstone class. Leadership is an important aspect for these children to obtain help for their Oaxacan community and the Castroville community. There is a higher need for these children to help their family to

translate their indigenous language to Spanish or English. Communication is a source to move around, but Oaxacan immigrants rely in the help of their child. They become leaders in their family to survive in a place where English is demanding all the time. When families see this in a child of Oaxacan immigrant they seek for their help either if it is to translate, read papers, and sign papers. The leadership they take is an experience for them to have a positive impact in their family's lives. They are becoming young leaders when they see that they can give a hand to their community and their family. Advocating for the children of Oaxacan immigrants gives me the opportunity to practice my leadership and help more children to become leaders through opportunities in the Castroville Library Homework Center.

In his book, *The Power Paradox: How We Gain and Lose Influence*, Keltner explained the different ways of how power is used in people. I focus on the way of enduring power which had four several ways. I used Principle 12: Enduring power comes from telling stories that unite. Enduring power does not work by just telling a random story it must be a good story that is real, compelling, and with emotion.. According to Keltner, "A first source of enduring power is to focus on what others feel, give to others, practice gratitude, and tell stories that unite others in common cause" (p.72-73). To endure power, we should have a wiliness of making a good impact in the world within individuals. Keltner says that, "In every interaction we have the opportunity to practice empathy, to give, to express gratitude, and to tell unifying stories" (Keltner, p. 73). I agree with Keltner because these are the successful ways to make an impact in an individual's life. In my role, I applied this to the children who I help with homework in my internship site. Practicing these aspects of enduring power helps the individual to experience the good power of people. According to Keltner, "Good storytelling is a basis of power in young children as well" (p. 93). This worked because it helped in a positive way of having a communication

with each child I worked with. There were some challenges with some children by not having a direct communication, but I worked my way to tell a story that interest them and that they felt connected with. As Keltner says, “In stories, we come to understand the difference we are to make in the world. Our identity and purpose in life are nothing more than the story we tell over the course of our lives” (p. 95). This principle has worked for me successfully in the past.

Conclusion

I learned that each child needed a different type of help in education such as learning how to speak, talk, identify colors, the ABC's, math, reading, and language arts. I learned many important points of the children of Oaxacan immigrants. I was able to fulfill my professional goal and a trusted connection with these children. I obtain the experience of working and interacting with them. I had the opportunity to get the experience of working with children of different age group from ages 2-15 years old. This hands-on experience would help me with my future career in the criminal justice field, because I focused on interacting with the youth. Each child in my internship site had a different way to communicate with whether it was by their native language, Spanish, or English. There were others who needed more time and space to have a trusted communication with me. There were challenges of not getting a good response when I tried to interact with a child. I set myself to be seen as a role model for these children and not like an authority figure. This internship experience gave me a better opportunity to learn about the different communication that I can have with children. The insight ideas and thoughts that I have about how to work with children in the future is to try to get as much experience possible because each child has a different comfort of language. They feel better connected with people who understand, care, and help them out in their needs. Children sense the willingness of the person helping them out. The insights that I gained in my internship site gave me an

opportunity to grow as a leader and obtain ideas to continue helping the youth. The children of Oaxacan immigrants were successful in school when they were helped correctly. Their struggles came when the school would not try to understand their educational needs to better serve all the students of the school equally. Keltner's theory/ Principle #12 worked successfully because telling my story served as an example for them to become better leaders. My story had to be good and understandable in order for them to feel comfortable. This strategy helped me have a unity with the community of Castroville. My story served as a role model for children of Oaxacan immigrants to be inspired to continue their education. I am learning more about the class topic of leadership and I had the opportunity to practice it in a place where the children and people have a great unity. Through this internship, I was able to teach the children of Oaxacan immigrants how to gain skills to be leaders and it helped me become a better one. Oaxacan children face constant struggles and this does not stop them from becoming a role model for their people.

Internship Site Supervisor Evaluation

HCOM Senior Capstone Experience

Internship Supervisor Evaluation

Intern's Name: ____Erica Juarez_____

Site Supervisor: __Sally Childs_____

Thank you for supporting the Division of Humanities and Communication senior capstone experience through an internship with your organization. Please evaluate the intern's performance by responding to both sections (Parts One and Two) below. Please either submit your evaluation to the intern or mail your responses to INSERT CAPSTONE PROFESSOR NAME, The Division of Humanities and Communication, California State University Monterey Bay, 100 Campus Center, Seaside CA 93955 no later than [DATE NEEDED]

PART ONE: Check the appropriate level of achievement in each of the assessment categories below:

Taking initiative when appropriate	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement
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Worked well with others in the organization	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement
Was professional in demeanor	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement
Was an effective team player	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement
Acted responsibly with clients and or stakeholders of the organization	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement
Responded effectively to critiques and/or suggestions from supervisor(s)	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement
Work produced for internship was of high quality	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Satisfactory

	<input type="checkbox"/> Needs Improvement
Work produced for internship met the needs of the organization	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement
Comments: I am pleased that Erica chose to examine and promote leadership skills with our Oaxacan students. These students often have to deal with cultural, racial and educational issues that make achieving their goals that much harder.	

PART TWO: Please provide a brief summary of your *overall assessment* of the intern’s performance and related knowledge and skills. What recommendations, if any, do you have for further development in preparation for related assignments?

Within the parameters of her required research, Erica Juarez chose a subject about which she felt strongly and contacted me about working on her project at our Castroville Branch library.

Erica Juarez

CSUMB Service Learner Activity & Time Log

This form is provided to assist you in tracking the activities and number of hours you serve at your placement site. Check with your instructor and site supervisor to find out if they require you to turn in completed time sheets mid-semester and at the end of your service partnership.

Date	Activity	Time In:	Time Out:	Site Supervisor Initials:	Total Time:
2/16/17	Helping with HW/capstone	3:05pm	7:00pm	SC	4hrs
2/23/17	Helping with HW/capstone	3:23pm	7:00pm	SC	3:30min
2/28/17	Helping with HW/capstone	3:00pm	7:00pm	SC	4hrs
3/7/17	Helping with HW/capstone	3:00pm	6:50pm	SC	3:50min hrs
3/14/17	Helping with HW/capstone	3:00pm	6:50pm	SC	3hrs 50min
3/28/17	Helping with HW/capstone	3:00pm	7:00pm	SC	4hrs
4/4/17	Helping with HW/capstone	3:00pm	7:00pm	SC	4hrs
4/11/17	Helping with HW/capstone	3:00pm	7:00pm	SC	4hrs
4/18/17	Helping with HW/capstone	3:00pm	7:00pm	SC	4hrs
4/19/17	Helping with HW/capstone	3:00pm	3:40pm	SC	1hrs
TOTAL HOURS SERVED:					36

Course #/Name: HCOM 475 - Senior Capstone Section # 3 CSUMB Instructor's Name: Marty DeBian
 Placement Site Name: Castroville Homework Center City: Castroville

Service Learner (Print Name): Erica Juarez
 Service Learner's Signature: Erica Juarez Date: 2/28/17
 Supervisor Name: Sally Childs (Please Print) Signature: Sally Childs Date: 5/5/17

Work Cited

- Bacon, David. "Trabajamos/We Work: In the Fields of the North." *RAM :: Trabajamos / We Work: Photographs by David Bacon*. N.p., n.d. Web. 10 May 2017.
- Berumen Barbosa, Miguel E. "Geograf." Google Books. N.p., n.d. Web. 26 Apr. 2017.
- Casas, Jesus Armando. "Las Lenguas Que Se Hablan En Oaxaca Son." Scribd. Scribd, n.d. Web. 21 Apr. 2017.
- History.com Staff. "Oaxaca." History.com. A&E Television Networks, 2009. Web. 21 Apr. 2017.
- "Indigenous Languages." Indigenous Languages. N.p., n.d. Web. 27 Apr. 2017.
- JPreedacción. "LENGUAS Y DIALECTOS DE OAXACA." Elemental Oaxaca. N.p., 26 Aug. 2015. Web. 23 Apr. 2017.
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