California State University East Bay
Service Learning Program
Voices & Visions 2002-2009:
Possibility, Purpose, Action

Alameda County Community
Food Bank

Lindsay Wildlife Museum

"Get Up Get Moving
Health Fair, Spring 2005

Save The Bay
photo courtesy of
Save the Bay

Berkeley Youth
Alternatives

Peacemakers

May 2004 Relay for Life
The California State University system takes pride in being a partner in the social and economic growth of the state and in meeting the diverse needs of the people and communities surrounding each of our campuses. At California State University, East Bay we pride ourselves as regional stewards of the San Francisco East Bay area, serving our local communities as a destination university and local resource. Through service learning, our students and faculty partner with local agencies to help create healthy and livable communities, and support educational equity. The university’s mission to, “provide an academically rich, multicultural learning experience that prepares all its students to realize their goals, pursue meaningful lifework, and to be socially responsible contributors to their communities, locally and globally,” is manifested in the good work of our students in the community. In order to understand just how strongly CSUEB is invested in our region, it’s important to hear the stories of CSUEB students taking action in the community. The story of our students learning and doing in the community is a tale of community action and impact. Of learning come to life. Service learning empowers students to contribute something real to the community as a result of their education. Community engagement, civic engagement, social awareness, civic learning, service learning, community-based learning—these are the words we use to describe the notion that learning is an active process leading us to a well-educated citizenry invested in the well-being of the community. This collection of stories, reflections, and photos celebrates these accomplishments, represents a small picture of the work of students enrolled in approximately 700 service learning courses from 2002-2009.

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In Spring 2007 students in East Bay’s Leadership in Leisure and Hospitality Services major worked in conjunction with La Familia Counseling Services and the South Hayward Neighborhood Collaborative to put on the health fair “Vive tu Vida! Get up! Get Moving!” on the East Bay campus. La Familia received a $20,000 grant from the National Alliance for Hispanic Health which sponsors eleven of these fairs nationwide—the East Bay fair the only one in Northern California. Coca Cola, also a national sponsor, and local Kaiser and St. Rose Hospitals donated resources and refreshments. Cal. State East Bay students in Margaret Zeiger’s Special Events Management Course planned and implemented the fair. Students in Oscar Wambuguh’s Health Sciences courses volunteered the day of the fair—joining in the Heart 2 Heart Fun Run, four health screening tents, live music, and food. A kid fun zone was set up with assistance from a local Girl Scout troop and Hayward Unified School District distributed family information. Any unused resources were donated back to the South Hayward Neighborhood Collaborative for distribution among Hayward residents in need. The National Alliance for Hispanic Health was so pleased with the event they have invited Cal. State East Bay to host the fair for another two years and have pledged to continue funding.
“Personally, Coaching Corps, has had a positive impact on my life. Through just the three weeks that I have worked with my kids, I have learned how to be a better coach, friend, and mentor. New challenges are presented every day we start practice, and every day we have come out with a new lesson.”

Kevin Maltez, Boys and Girls Club of San Leandro – Hillside and Hesperian Schools

“The Coaching Corps experience taught me a lot of things about myself and about my relationship with others. It opened a new level of communication and interaction; I've learned how to talk and handle people, all types of personalities, even better than before. My most memorable experience would be when our team scored the game-winning touchdown in the playoff game… I've learned how to coach middle school kids, teach them what I know about the game of football and a thing or two about life.”

Jose Valenzuela, Boys and Girls Club of San Leandro – Hillside and Hesperian Schools

COMMUNITY CONNECTIONS:
Kinesiology & Team-Up for Youth, Coaching Corps, 2006-2007

Community Partner Spotlight:
Team-Up for Youth, Coaching Corps Program:

Team-Up for Youth is a Bay Area-based nonprofit organization that partners with after-school sports programs, offering resources to help their young participants learn and grow through sports. One resource that Team-Up for Youth offers is volunteer coaches through its Coaching Corps program. Coaching Corps recruits, trains, and places college student and community member volunteers in local after-school sports programs. To meet the coach demand, Team-Up for Youth partners with volunteer centers, colleges and universities to find the coaches that will teach life lessons and mentor young people through sports. Coaching Corps has been working with California State University East Bay since the fall of 2006 to find coaches for youth sports programs in Alameda County. The CSUEB coaches that have participated in the program have worked with tennis, soccer, girls running, and basketball teams, to name a few. CSUEB coaches come prepared to positively impact youth. They are open to our trainings and are ready to learn. They have been some of our most flexible and committed coaches. Volunteers are drawn to Coaching Corps for a variety of reasons. Many hope to pursue their love of a particular sport, others want to gain youth work experience, and others wish to give back to the community. Coaching Corps has found that CSUEB students join the program due to a desire to invest in the lives of young people more than any other factor. We hope to continue our partnership with CSUEB to recruit even more coaches focused on transforming kids’ lives!
The phrase “changed my life” is used frequently these days. You see it used all over television and it’s quite certain that one of your colleagues have used this during conversations. However, when I say that my service and experience with Coaching Corps and Team Up for Youth changed my life, I say it with full pride and honesty. The experiences I went through while serving for Team Up for Youth definitely had a hand in shaping who I am today, from the emotional and mental insides, to the physical outsides. I’ve become a better person because of my work as a coach. I have a lot more discipline now as well as motivation. To be a better coach and tennis player, I’ve committed more time into the gym and tennis sessions on my own time so I can be the best that I can be to my students.

If you were to ask me a question about the Coaching Corp program before spring of 2008, I would not have been able to tell you anything at all. I had no knowledge of who they were or what they stood for. It wasn’t until I attended an internship fair held on campus (CSUEB) that I met Annie McShane who represented Team Up for Youth. During that time, I was beginning to get deeper into tennis and, as a matter of fact, I went to this internship fair right after my tennis class was dismissed. Annie McShane had me hooked with the company’s focus and goals, which included bringing and kids and using sports to teach kids that sports is one of the few things in universal and bring people of any background together for the love of the game. I also felt that sports was a trouble and in better shape, which of the company. It didn’t take me too join this wonderful program.

The program that I was assigned to fantastic facility and supervisor. I land to be a true gem because you the campus really is without actually surround it. The kids that I work with come from many different backgrounds. As time began kids learned each other’s names, as well as mine, and helped each other develop abilities to hit a tennis ball with the correct form. Once we got past that, time just flew by and the kids just got better and better. Their respect for the game as well as discipline rose as well, which I feel is a wonderful thing to take back to your family, home and community.

While coaching, I learned many valuable lessons. The first important lesson I learned was actually the first interview session that I had with the tennis supervisor at Mills College. When I first stepped on to the court, along with other coaches, I noticed that their tennis abilities were
much greater than mine. Most of them have been playing since they were young and have a lot of experience and titles under their tennis shorts. As for me, I had only been playing tennis seriously for 6 months. I definitely wasn’t the best in terms of tennis abilities, but as my coaching season went on, my supervisor as well as the kids would constantly praise me for my coaching ability and hard work. I built relationships with these kids as well as my fellow staff and was known for being the loudest most energetic coach. Later on, my supervisor would start expressing his gratitude for me and I began seeing my coaching results whenever the kids improved. It was then that I learned that this wasn’t about being the best tennis player; it was about being the best coach you can be.

There was an instance I forgot this while coaching my group of kids. The entire group of kids was separated into three groups to compete in skills challenges. I had taken the bronze medal the first time with my group and when we held this event again the following season, I was determined to get a gold medal the next time. However, the gold medal began to become my focus. I felt that in order to be a great coach, I needed to get that gold medal for my group. When the second skills competition was over, I had taken the bronze again. I was so overtaken by emotion, I cried a bit. My kids saw me and told me that I didn’t need the gold medal and that I was a great coach already. From then on, I didn’t care for any type of competition, I just wanted to be a great coach to my kids and I did.

As great as the job has been to me, the money isn’t great as this is basically a volunteer job with a stipend at the end of every season. However, money isn’t what I am exclusively after. I lace up my tennis shoes and head down to the courts, eagerly waiting for my kids to show up. When they finally show up, I see the look of eagerness in their eyes as well as evil-stares (the good kind). Then as we run through drills and I see one of my kids going the extra mile to do well or when I help a kid that is struggling only to see him improve on his own later on, gives me a sense of happiness not seen elsewhere in my life and I have Annie McShane as well as Team Up for Youth to thank for that.
Super Stars Literacy is a non-profit organization which provides after school program focused on literacy and social emotional development to early elementary age children in underserved communities.

CSU East Bay intern, Nicole Bearce, was an immediate and important asset to the Super Stars Literacy Program at East Oakland Pride. Nicole was willing to learn, excited to be part of a team, and immediately jumped right in and began to work with students individually. Her proactive work ethic and kindness towards the students impressed the program leadership. She genuinely wanted to enrich the after-school program as much as possible.

Eveline Banh, a senior at CSU East Bay, recently began service with SSL and is using her experience at Super Stars as a capstone internship. Eveline is extremely easy to supervise and is willing to assist Group Leaders wherever she is needed to make the program run smoothly. Additionally, she will be working toward progressive goals, and I look forward to incorporating her into the classroom as an instructor. She is eager to be involved with the students and often talks to them individually before program begins.

Working with interns from CSU East Bay has been a rewarding experience. We have been particularly successful in giving college students the means to work with students in different ways, so that they can participate in the creation of their own internship experience and gain skills that they choose. The interns have been a pleasure to work with and it is interesting and exciting to watch them grow as educators within the short period that they served with Super Stars Literacy at East Oakland Pride School.
“Since I have come to the U.S., this was the first time that I went to the library outside of our school. It was quite different from the University’s Library. In the Hayward Public Library, I could see the majority of different ages of the community, such as children, adolescents, adults, and senior citizens. I really enjoyed spending time there because I could open my eyes to see the world outside of my school. I understood a little more about Hayward’s society than before, but it was not enough. I hope I can join more activities like this so that I can open my eyes to challenge myself.” Yufei Xin

“Service learning lets us walk out of the classroom and learn something from our society. In this way we not only improve ourselves, but also make contributions to the community, which is of great significance. I would like to see more service learning appear in coming days, not only from English classes, but also all the others! It’s a whole lot of fun to learn this way. This project sounded challenging at first, but now I’ve found it very rewarding. It gave us a great opportunity to put what we have learned in class and from text into practical use. For me as an International student from China, this experience made me get to know more about the Hayward community, and more deeply, about American culture, which I think is very important.” Meng Zhang

“In spite of all the electronic media surrounding the children they still want to read of their own will. The children looked so happy picking out a book from the shelves then finding a spot to sit down and read. It brought a smile to my face, seeing something like that. Service learning matters, because it shows that we can learn not only in our schools, but in our community as well. We should not be constrained to just be learning in a classroom. We can learn a lot more by stepping outside of the door and learning from what is all around us. We will not only learn something for ourselves, but we also help out other people in the process. An activity like this is a good way for students to learn. If all schools were to do something like this, students will feel more open to doing more community services and help improve their own community.” Ray DeLeon

“Books are important for children to get involved with because it keeps their imagination going. Also, they are able to relate certain situations and outcomes to their own personal lives... to discover new and exciting things. The service work that I did this quarter allowed me to be better informed of the Hayward community. The work that I did in this English class allowed me to compare and contrast aspects of the community that Hayward has to the city I live in. It really gives you a sense of how things are within the city and who are the residents of Hayward. Service Learning matters because each individual matters. Service learning is learning of other people and helping them. A community is not made of a single individual but is made of individuals together. No one is exempt. Service learning helps give back to the community. The more individual people put into a community, the better the community will be.” Laura Hodgson

“I realized that it doesn’t matter about the color of your skin; what matters is all races working together to educate themselves to benefit their friends, family, and community... I realized that the English language is powerful and if one knows how to write effectively one could speak on the injustices of the world; one can make a change in the government and the community that will be beneficial to everyone.” James Thomas
From down the hall I hear an unfamiliar sound: my students talking to one another. It is not that my students do not talk to one another, but some students only talk to certain students. What I hear is unfamiliar discourse between these students: sentences overlapping in agreement as each student eagerly adds her or his experience to the conversation. They are talking about their service learning project. As my English students talk to each other about their trips to the local public library, I hear a theme emerging: “I told the librarian I was a Cal State East Bay student”; “I told the librarian I was doing a project for my college English course.” My students identified themselves as university students once outside the confines of our classroom and the campus; they have a shared identity.

When students go outside the classroom and into the community they build classroom community. Not all my students felt themselves part of the campus community until they left the classroom and engaged with the local community: a community that reflected back to them their shared identity as college students. In a freshman English class students’ comfort levels in reading, listening, writing, thinking and talking in English vary and students often try to self-segregate into smaller sub-communities where they feel safer as learners. Although my classes are student-centered and my students often work in groups where we work hard to foster a sense of community, some students still seek, understandably so, familiar communities in which they feel safest. As students moved through our service learning project, they constructed a shared identity that encouraged them to work with each other in the classroom in new ways. Although I pride myself in creating inclusive learning environments, I still have a lot to learn in this area. I learned from my students that by giving them more responsibility for this process they had more power to create an inclusive learning environment. My students learned that their writing can contribute to the community.

Service learning helps me blur my students’ perceived boundaries between “campus life” and “the real world,” while also reinforcing the reciprocal relationship between the two seemingly separate spheres.

I have two tracks for my Community Literacy Project. In the first track students selected new children's books from the donation library, created reading activities, and gave the books to children and their families. This year's project [2008] culminated in a poster presentation which allowed students to reflect on their understanding and value of service learning and to share their projects with the campus community. Cate Steane, Executive Director of FESCO, indicated the vital role college students play in “helping our children connect with their parents and improve their reading skills at a time in their lives when so much else is disrupted and uncertain.” (CSU Impact <https://www.calstate.edu/cce/news_pubs/csui mpact/052908.html>

The second track of the Community Literacy Project requires that students first complete a library observation at the campus library. They spend an hour at the library observing the inside of the library to see what they can learn about the campus community outside of the library; they post their observations in Blackboard. Students then do the same observation at our local public library after which they check out a children’s book related to their major. They create a reading guide for the book in which they introduce themselves to the young reader, telling the reader about their major and what they study
at the university. The students also create questions for the young readers to answer before reading the book, while reading the book, and after they have read the book. The reading guide ends with a no-cost activity designed by the university students to help the young reader apply what he or she has learned from the book to their own world.

The guides are being complied and will be housed at CSUEB’s Service Learning Website and available to all young readers. Although the guides are for books at the Hayward Public Library, they can be used by young readers using other libraries that hold the same book. This project helps college students develop their rhetorical awareness skills as they also use the craft they are learning to connect with their community. They invest their writing into the community and offer young readers an invitation to actively read. The Community Literacy Project helps students understand the importance of their writing as a form of communication in the real world and to see the value of their writing now and how their writing can make a difference to their community.

What was unexpected about the library project was that by students moving into the community they also moved closer as a class. They took risks and left their comfort zones: for some this was talking in English to strangers and for others it was learning to negotiate a new library.

I have had the privilege of joining two Faculty Learning Communities (FLC), sponsored by the Faculty Development Office at CSUEB. With the support of the Community-Based and Service Learning FLC in 2008 and the Teaching and Technology FLC this year (2009), I have added a new focus to the project: teaching students how to make their work universally accessible—a way of giving students more responsibility. By teaching my students universal design, I am inviting them to consider the diversity of their readership. The next participants in the service learning project will be creating captioned YouTube videos or podcasts with transcripts in which they will introduce their fields of study, explain what it is like to be a college student in that major, and describe what they plan to do after their undergraduate or graduate education. And, of course, they will explain what they liked about the children’s book they read, how it relates to their major, and they will describe the after reading no-cost activity. Teaching my students how to create accessible material begins with them developing the habit of thinking about their audience and how an audience will access their work. This habit of accessibility will serve them well beyond their tenure at CSUEB.

Service Learning is not so much an aspect of my teaching as it is my approach to teaching. Learning—good learning—involves service because an education that values service values students and community. An education that does not value service is not an education I want for my students because such an education devalues them and their communities. My students are their communities.
In the winter 2008 quarter, English 803 students were the latest to participate in an ongoing service learning activity: “The Community Literacy Project,” created by English adjunct Dale Ireland. The class partnered with the Family Emergency Shelter Coalition (FESCO), a nonprofit organization comprised of over 30 churches and community members in the Hayward, Castro Valley, San Lorenzo and San Leandro area, reaching out to serve homeless families with food, shelter, clothing, counseling and links to community resources.

Students selected new children's books from the donation library and created pre-reading, reading and post-reading questions and a no-cost activity to accompany the new children’s books. At the conclusion of this project each term, the students give their books and activities to community organizations that support underserved children in the community; in this case, the children gave the books to FESCO.

This year’s project culminated in a poster presentation, sponsored by the Service Learning Program, that allowed students to reflect on their understanding and valuing of service learning and to share their projects with the campus community. The highlight of the poster presentation was a talk by Cate Steane, Executive Director of FESCO, in which she helped students better understand the work of FESCO, how their service learning project would benefit the children living in shelters, and about the importance of writing in academia and in their future careers. Director Steane noted at the start of the project that the books and accompanying questions and activities would “help our children, at a time in their lives when so much else is disrupted and uncertain, connect with their parents and improve their reading skills.”
COMMUNITY PARTNER SPOTLIGHT:
FAMILY EMERGENCY SHELTER COALITION

FESCO helps homeless families move to self-sufficiency. We provide emergency shelter, transitional housing, nutrition, life skills training, mental health counseling, budgeting and savings programs, job skills development, and housing placement assistance to families with minor children. Our 24-bed emergency shelter enables families to stabilize and connect with appropriate resources during their stay of up to 60 days. Our 12 transitional housing units afford families a longer stay (10 or 24 months) while they complete training programs that qualify them for living wage work; use budgets to build savings; use our counseling services to improve their mental health; learn the elements of being a successful employee, tenant, and parent; and locate and move up the waiting list for affordable permanent housing. Our aftercare program monitors the progress of alumni and supports them with events such as back-to-school backpacks, Thanksgiving food boxes, and holiday adopt-a-family.

“I learned from my students that by giving them more responsibility for this process they had more power to create an inclusive learning environment.” Dale Ireland

Cate Steane, Executive Director of FESCO, indicated the vital role college students play in "helping our children connect with their parents and improve their reading skills at a time in their lives when so much else is disrupted and uncertain.” (CSU Impact <https://www.calstate.edu/cce/news_pubs/csu_impact/052908.html>)

FESCO Family Garden
The Monument Crisis Center offers a wide range of volunteer opportunities and enrichment activities for groups or individuals seeking to help the community. As a food pantry, the center’s primary mission is to provide portions of nutritious food. Volunteers help prepare food for distribution and assist with administrative duties. Every first and third Friday morning of the month, the Monument Crisis Center hosts its Senior Moments Program. Volunteers are needed to help set-up, prepare refreshments, interact with seniors, and assist in the food room. Previous training is not required; onsite training will be provided. We welcome volunteers of all ages. The Monument Crisis Center provides excellent outreach and research opportunities for students looking to enhance their educational experience.

COMMUNITY CONNECTIONS:
Political Science
Community Dialogue, Fall 2007
Students in Public Policy Analysis organized a campus-community dialogue to learn about the future of public higher education. There were over 100 participants from the campus and community. Through the initiation of Prof. Kim Geron, the class developed program content, conducted media outreach, publicity, fundraising, and organized logistics. Speakers included Senator Ellen Corbett, Assembly member Alberto Torrico. President Quayoumi addressed & welcomed the audience.

COMMUNITY CONNECTIONS:
Teacher Education/Math Science Nucleus, Saving Egret & Heron Habitat on Duck Island, Fremont, Fall 2005
The Math Science Nucleus, Teacher Education students, City of Fremont, and local junior & senior high students worked on Duck Island (Lake Elizabeth, Fremont) to stop erosion during the winter months. The island, one of the largest and most productive heron and egret colonies in the San Francisco Bay area, has been eroding since the early 1990’s.
As a Human Development Major, in the spring of 2008 I took Human Development 3203 with Dr. Yongmin Zhu. This particular course involved a community service learning component. My fellow classmates and I collaborated on a group project which involved volunteering at a local organization in our community. We collectively chose The Monument Crisis Center as our non-profit agency in order to better understand the needs of the people it serves.

During my student volunteer experience, I learned not just of The Monument Crisis Center’s programs and functions but also realized the vital role this center plays in addressing crisis issues of its community members in the Monument corridor in Concord and surrounding areas. As a student volunteer, I was also able to see how Human Development Theories apply in today’s society. Many of the terms introduced to me in Human Development theory classes were just words until I experienced their essential meaning. Therefore, through my volunteer experience I was able to make the necessary educational and real life connections.

“Many of the terms introduced to me in Human Development theory classes were just words until I experienced their essential meaning.”

Being a student volunteer at The Monument Crisis Center was truly an eye-opening experience. I could have never imagined work being more meaningful and purposeful. Helping others in need by providing monthly food, available resources, and emotional support all satisfy the hungry cravings of a loving heart. I recall being very eager to come across something new in my educational life and finally I did.

Since my student volunteer days, I have since earned a full-time staff position as volunteer coordinator at the Monument Crisis Center. Currently, I have various tasks and responsibilities which include working not just with volunteers but also with clients. I have earned the respect and trust of my fellow co-workers and most importantly of my clients. One particular client and I have formed a trusting relationship for which I am truly grateful. She knows that she can always rely on my help in any possible way. This relationship between her and I is not only based on my assistance, but my being dependable as well. If it were not for my work experience at The Monument Crisis Center I would have not known how rewarding social work is. As a result of this inspirational work, I have gained useful knowledge and insight for my profession. I aspire and would like to pursue a Master’s degree in Social Work in the future and I encourage all students regardless of their majors, to be active volunteers in their community. I am truly grateful for having and finding this opportunity to be part of something so educational, spiritual, and professionally monumental!
Service learning takes on a variety of shapes in different courses that range from undergraduate to graduate level. The graduate program in School Counseling is based in the College of Education and Allied Studies (CEAS) in the Educational Psychology Department. CEAS is guided by a mission informed by three key principles: social justice, democracy, and professional excellence. In supporting that mission, the Masters in Counseling: School Counseling Credential program with the Marriage and Family Therapy (MFT) option is designed to promote social justice and democracy by preparing knowledgeable and competent professional school counselors. The two-year professional training program requires school counselors-in-training to complete fieldwork experience in the schools each year they are in the program. Candidates complete 450 hours of fieldwork in a middle school during their first year, and 450 hours of fieldwork in a high school during their second year in the program. The 900 total hours is 300 hours more than the minimum defined by the California Commission on Teacher Credentialing (CTC), and demonstrates the CSUEB School Counseling program’s commitment to making fieldwork and service to the community an integral part of training. The School Counseling fieldwork experience also connects the program requirement to the University’s service learning efforts to connect learning to actions that can make better communities. The fieldwork hours also point to the ways CSUEB fieldwork placement makes graduate students part of a school community, and how school counselors-in-training can have a profound impact on the schools where they are placed.

Let’s look at an example of real impact. During the past three years, three schools led by the efforts of CSUEB school counselors-in-training have won the Los Angeles County Office of Education (LACOE) and California Department of Education (CDE) prestigious Support Personnel Accountability Report Card (SPARC) Academy Award. School counselors-in-training from CSUEB collaborated with their fellow school counselors and proved to be vital in providing insights and information in developing SPARCs. In other words, CSUEB school counselors-in-training are not merely placed to learn about current practices in the schools, they are placed with the understanding that they might bring new ways of conducting school counseling in order to transform professional practices and results for students in K-12 schools. Such professional development efforts are not merely based in putting in time. The School Counseling program is informed by social justice practices. In professional school counseling, social justice is based on the idea of human rights and promoting the learning power of all students. Social justice requires that school counselors actively and thoughtfully contribute to the elimination of systemic oppression in the forms of racism, sexism, heterosexism, classism, and other forms of bias within schools. School counselors-in-training are
taught three basic principles to guide their practice in promoting social justice in counseling: One, advocate for high expectations for all students. Two, create systems where all students sense care and support from at least one adult. Three, foster opportunities for meaningful participation for all students so that they will learn how to be active learners and engaged citizens. Social justice in the counseling profession is concerned with eliminating the achievement gap and the asset gap between different groups due to race or class barriers. Such efforts require that school counselors advocate for equity, which demands that professionals resist using aspects of culture or external factors, such as poverty, as excuses for not placing high expectations upon students. It also requires that school counselors think creatively about promoting care and support within schools, and inviting students to explore how they might participate in the process of building a more vibrant school community.

Three school counselors-in-training were interviewed regarding this article. Lexie Mullins, Hamilton Baylon, and Shannon Hopper responded to a number of questions about their fieldwork/service learning experience at the different middle schools where they are placed during their first year in the School Counseling program.

Question: How does your work in the schools help kids?
Lexie: Kids receive encouragement, support, and accountability from a caring adult outside of the classroom, but who is still a part of the school community. They have a dedicated adult to turn to with emotional and/or academic concerns without the pressure of a grade or performance.
Hamilton: As a CSUEB counselor-in-training I’ve been able to provide individual counseling and guidance to several at-risk students who are struggling w/ academics and lack basic social coping skills. Thus far, I’ve been able to work w/ the counseling staff to create an atmosphere of support that looks for unique intervention alternatives and encourages students to seek help.
Shannon: What I do on a day to day basis not only supports kids in their academic endeavors, but I also have the opportunity to work with them in a hands on way to develop social skills, reach personal goals, and help them realize what they can do with their future.

Question: How does your Fieldwork help you develop your professional skills?
Lexie: I am able to turn theory into practice by applying the skills and interventions I am learning in the classroom in the field. I can experience firsthand what works and further develop my counseling skills and orientation through real cases, which is much more powerful than book learning alone.
Hamilton: Fieldwork experience is like on-the-job training. I am able to witness first-hand what a counselor’s role and responsibilities are, as well as develop and, more importantly, incorporate my own style using techniques learned in the CSUEB program.
Shannon: By being in the field, I am allowed the opportunity to learn the skills that are necessary for actually being a school counselor. The variety of situations that I have experienced has completely enriched my academic courses at the university, as well as provided me with the opportunity to apply what I am learning towards real world applications.
Question: What specific professional skills are you learning?
Lexie: Micro counseling skills like attending behavior, deep listening, showing empathy, developing trust and relationship with students and faculty, collecting data to show results, Cognitive-Behavior Therapy, encouragement, helping students build on their strengths and develop their identity.
Hamilton: I am always practicing microcounseling skills. I am learning about the nuances of the counselor’s role in my district, and how to navigate within this professional environment.

Question: How does having a Fieldwork student benefit the school? The community?
Lexie: The school gets a dedicated counselor in training to work with their students at no cost to the school. The fieldwork student provides another support for students, and takes some of the load off other counselors. Students who might have otherwise slipped through the cracks and become a burden on the community, are rerouted, strengthened, and supported in choosing a different path for themselves and becoming responsible citizens.
Hamilton: In my opinion, having a Fieldwork student reignites the counseling environment. Often, the student brings in fresh ideas and enthusiastically attempts to make a significant, positive change. The school and community benefit from this perspective by having to question current practices and their effectiveness, as well as think of new and innovative ways to approach unresolved issues.
Shannon: At my fieldwork placement site, I am considered much more than a student; I am part of the community that comes together to support students. I bring new, exciting interventions fresh from my university courses to my fieldwork, and my site knows that they can consult with me. Having a Fieldwork student also brings a bit of new energy to a school and their community, and students have the opportunity to be better supported and know that people care.

Question: What is the value of having group supervision while you are doing Fieldwork?
Lexie: Group supervision provides an opportunity for collaboration among counselors-in-training and a professional counselor to explore and discuss cases and strategies. Counselors-in-training get exposure to other cases, complications, and solutions, in addition to guidance on their own cases.
Shannon: Having the chance to consult with others is the most important part of my fieldwork experience. At group supervision, I have the chance to share my joys in accomplishments or ask for support and strategies when I just can’t seem to figure out what to do next. My cohort helps me to get through the rough days and allows me to cherish the good ones. Also, being able to compare experiences allows me to learn about being a school counselor at eight sites, not just one, which will really benefit me when I get to the real world and understand that expectations from site to site can be quite different.
The mission of the Service Learning Program includes supporting faculty in scholarship and pedagogy. Being housed in The Faculty Center for Excellence in Teaching/Office of Faculty Development provides a unique opportunity to work closely with faculty to support and encourage publication, research, and service learning project development. Through funds provided by The Office of Faculty Development, the Service Learning Program in 2008 and 2009 has been able to facilitate Faculty Learning Communities for Community-based Teaching and Learning, plus a Faculty in Residence for Service Learning. In previous years, faculty working groups and Faculty in Residence were funded by grants from the Corporation for National and Community Service, Learn and Serve America. Over the years, faculty scholarship projects have included guidelines for including and evaluating the scholarship of engagement in faculty dossiers, suggested venues for publication, mini-grants for service learning course development, as well as awards and recognition for innovation.

Faculty Recognition Poster Session  Spring 2006

Faculty Development and Service Learning: A Natural Collaboration
Eileen Barrett, Director of Faculty Development,
Faculty Center for Excellence in Teaching

During the past eight years, Service Learning on our campus has enriched the learning experience of more than 8,000 students. In the short time that Service Learning has been housed in the Office of Faculty Development and the Faculty Center for Excellence in Teaching (FaCET), we have collaborated successfully to ensure the fulfillment of these important goals. Our Faculty in Residence and Faculty Learning Community for Community-Based Teaching and Scholarship exemplify our productive collaborations.

Faculty in Residence for Community-based Teaching and Scholarship serves as a resource and support person for faculty engaged in community-based teaching and scholarship, taking a leadership role to network across disciplines to motivate and support faculty. This faculty member helps organize FaCET workshops that highlight faculty, departments, and programs engaged in community-based pedagogy to bring greater campus awareness to these activities on our campus. The Faculty in Residence also facilitates the Faculty Learning Community (FLC) for Community-Based Teaching and Scholarship. Each year this FLC brings together a small group of faculty from across disciplines to discuss and apply service-learning pedagogy. During seminar sessions FLC participants collaborate to tell the story of community-based teaching and learning on our campus. They engage in research and develop material on community-based teaching and learning; and the investigate and discuss publishing/presentation venues. In the process, they become a supportive community of reflective teachers who spread the word to their colleagues about the benefits of community-based learning for our students.
Linda: With a publishing goal in mind, augmented by discussion of possible journals and audiences, each of us kept in mind the scholarly significance of what we set out to achieve. The bigger picture was always there at the front of our minds. … Community-based projects have become, in my mind, a natural fit with an education at CSU East Bay. Our students are, by in large, not housed up here on the hill. Their daily experiences bring them off and on campus, and in and out of their communities, on a regular basis. If my goal is to make history – a topic so seemingly esoteric to many – more relevant, then it is natural to bring history into the students’ communities, and the students’ community into the history curriculum.

Colleen: I find Silvina’s and Dale’s projects inspirational because they are embedded in their curricula and emerge out of their learning objectives. They are modeling what appears to be service learning at its best!

Silvina: These dialogues invigorate me and motivate me to make connections with agencies in the community that can expose our students to a broader life experiences that cannot be captured in textbooks. I find a tremendous amount of reinvigoration in my commitment to community projects when hearing my colleagues’ experiences.

Dale: I find it exceptionally challenging, motivating and energizing to be in the process of creating a service learning project and writing about it. The challenge is a symbiotic one in that the developing and writing inform one another. For example, as I seek to create a structural outline for an article I grapple with the structure of my project, which opens me to unforeseen obstacles or opportunities. … My teaching has improved. I was able to attend the 11th CSU Symposium on Teaching because I am a member of our FLC. My exposure to different teaching strategies and to Dee Fink’s taxonomy of significant learning has changed how I approach service learning and how I teach.

Faculty Learning Community
Spring 2008:
From left to right: Linda Ivey, History; Colleen Fong, Ethnic Studies; Silvina Ituarte, Criminal Justice; Michael Lee, Environmental Studies, Geography; Dale Ireland, English; Mary D’Alleva, Director of Service Learning
Michael: This FLC has given me the impetus, through peer group support, to take a close look at our environmental internship program and the internship experience in general, and seek to improve it and expand it for the benefit of the students, our academic program, and our community. It has also raised my awareness of a whole pedagogical arena for academic research and information dissemination on work integrated learning aka internships, inspiring me to seek to publish a worthwhile contribution that might add to the body of knowledge and

Faculty Learning Community, Spring 2009: from left, E. Maxwell Davis, Faculty in Residence for Service Learning, Social Work; Holly Vugia, Sociology; Julie Stein, Communication; Brian Hill, Leadership in Leisure and Hospitality

Holly: Bringing four educators together from four different departments for a Faculty Learning Community (FLC) approximated some of what we ask of students in community-based learning. The task began with the unknown, with fuzzy expectations and evolved into a supportive, thought-provoking learning opportunity; thus, the parallel with service learning (SL) experiences. Sharing a passion that all students could benefit from SL, our literature discussions, exploration of research limitations, and brainstorms, funneled our perspectives into themes. ...We framed that for many faculty embarking upon community-based learning, the definition of community may begin with the classroom, later the campus, with eventual graduation to the urban environment surrounding our campuses. As a SL focused faculty committed to building life-long learners, our FLC quartet inspired further commitment to a career-long effort to strengthen this community-university bridge.

Brian: My experience as a faculty, providing service learning experiences has lifted, rejuvenated, and allowed me to passionately in bringing people together to learn. Students gain experience with service to their communities, faculty are allowed the opportunity to engage and interact with the real world. Content that that my students are learning in the recreation field are immediately put into practice using service learning as a tool to expand their minds.

Faculty Awards for Curriculum Innovation
Julie: One of the most intriguing discussions I explored with the Faculty Learning Community on Community Based Teaching, Learning, and Scholarship centered on community engagement in minority serving universities. The Service Learning models we reviewed in the literature were built based on primarily white student universities and white faculty serving a community. In these models, the communities being served were viewed as culturally separate from the university and the activities were viewed more as providing “altruistic” charity services to disadvantaged populations. This sat in contrast with an underserved university with a culturally diverse student population—such as CSUEB...These students have experienced many of the needs and challenges of the communities they are serving. ..What this could mean is that there may be benefits of service learning to this population that have not been adequately researched with this population such as a deepening of connections to their communities, pride in being of service, and improved self worth....What should also be explored further is the connection between the needs of millennial students and service learning. The learning needs of millennial students are significantly different than their teachers from the baby boomer generation. Millennial students want hands-on experience, to solve real-world relevant problems, and to be engaged in a meaningful way. Serving their communities through experience, reflection, and integration into classroom learning could be a valuable way to connect millennial students to the rest of their educational experiences.

Maxwell: I have had a variety of community-engaged learning and teaching experiences; first as a social work student, later as a field liaison and supervisor for social work students and finally as an instructor in social work and human development service learning courses. For me, this medium of teaching and learning has been the most rewarding of my career. The student growth that occurs through engaged learning is literally music to this professor’s heart.

In my service learning courses I attempt to combine (1) theoretical/analytical reading and discussion, (2) real time engagement with social issues/problems/realities and their consequences and (3) ongoing reflective writing exercises. This structure is intended to foster the development of students’ awareness of their own biases and unexamined assumptions as well their comprehension of the relationship between the personal, interpersonal and social-structural issues that impact both individual lives and human development as a whole. The opportunity to make abstract theory and social analysis come to life through this combination of didactic and experiential pedagogy is unparalleled in undergraduate education.

Service learning can be a struggle for teacher and student alike; I have worked with students as they resisted and struggled through... making meaning of the challenging tasks they are asked to perform in unfamiliar environments. I have engaged with both students and nonprofit organizations in the context of service learning placements that presented challenges to me as an instructor and a social worker. Yet, there is growth in these struggles as well...I have witnessed personal and professional growth that I don’t believe would have occurred through any other medium. I have been shocked and moved to tears reading students’ reflections about their service learning experiences and the impact of these experiences on their minds and hearts. I have had the privilege of watching returning students become revitalized through their service learning, sharing with me the rejuvenation of their sense of purpose and zeal for continuing their education borne of these experiences. I have delighted to younger students’ descriptions of how service learning has opened their eyes the possibility of doing work that will make a difference in the world as helping professionals or educators. Most centrally for me, I have learned more from and about my students through this kind of engaged pedagogy than through any other teaching or training experiences, and I firmly believe that these lessons are what will help me continue to grow as an educator.
This week during fieldwork at Kindred Hospital, I was introduced to a population rarely seen at the site. As most of our patients are elderly, they have a lifetime of poor choices that landed them in their current state. Years without proper self care contributed to poor overall health, which when combined with age decline, lead to a less than desirable outcome. Unfortunately, one client began the process earlier than his counterparts.

Patient “Greg” is 53 years old. Greg was admitted to the hospital for respiratory failure and ventilator weaning. When I went to complete his psychosocial assessment, the man in bed looked about 70. His skin was dusky and wrinkled, his hands were gnarled, and his features looked haggard. I knew that he had been bathed, so it was not lack of hygiene that gave him a tired, frail look. Greg was disoriented and couldn’t answer questions, so I called his son Greg Jr. for assistance. Greg Jr. was on his way to the hospital and asked if we could meet. When I saw Greg Jr., I was surprised how unlike his father he was in appearance. Greg was neatly groomed, wearing nice clothes and looked very healthy. He said after the visit, he was on his way to school.

For the assessment, Greg Jr. and I moved into the hallway and I began to ask him questions about his father’s medical history, including abuse / neglect and alcohol or tobacco use. Greg Jr. denied everything, and I thought I could trust his answers. When I went to the office and picked up the discharge summary from the previous hospital, I thought I was looking at the wrong chart. Greg Sr. had an extensive history of alcoholism that included two failed attempts at inpatient rehab. He was diagnosed with end stage liver disease, hepatitis C, multiple infections, and other conditions that tattled on a lifetime of self destructive behavior. The pneumonia that shut down his respiratory system was, according to the doctor, probably secondary to the infections and liver insufficiency caused by the drinking.

When I started thinking Greg Jr. I felt foolish for not recognizing signs that would have been flagged by a seasoned social worker. Greg Jr. was too mature for his age. He was protective of his father the way a parent would protect their child. Greg Jr. was protective of his father the way a parent would protect their child. Greg Jr. said that his father changed jobs frequently because of desire to try something new, but now I suspect it might have been because he could not control his drinking. Greg Jr. said that his father was busy working, so he handled the household financials. Greg Jr. was confident in his answers. I realized he must be used to lying to strangers about his father’s life.

“This situation gave me many opportunities to self reflect...In the future, I will think critically and develop professional use of self by knowing the history before contact.”
This situation gave me many opportunities to self reflect. I was bothered that I had not done homework and gone to the chart before speaking with the patient—a task stressed in more than one class. Hospitals are fairly safe settings, so if something happened there would be a lot of people to intervene. But if it was a client’s house, there would be nobody to blame but myself is something went wrong. In the future, I will think critically and develop professional use of self by knowing the history before contact.

**A second learning moment was observing the behavior of children of alcoholics. If there is one skill tantamount to effective social workers, it is observation.** Research says that children can adopt the same problems as the parent or compensate by taking on the parental role. Greg Jr. fit the second category. It was a little strange hearing him talk about responsibilities the average 53 year old man would do at home. A third learning opportunity was seeing in action the resilience that we discuss so often in class. Greg Jr. could have easily followed his father into substance abuse, but he prevailed. People in general are strong and smart and never get enough credit for overcoming personal challenge.

The worst part of this internship is seeing clients at their lows. The stories patients tell sometimes bring you down as well. However, from this I have gained insight into issues that bring clients to the door. I hope that over the next year and a half in field, I will continue to grow as an individual and a social worker by having varied experiences.

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**Student Spotlight: Health Sciences 4500**

**Catrina Armas, Alameda County Community Food Bank, Spring 2008**

*SECOND PLACE AWARD WINNER*

Service Learning Student Essay Contest

I graduated last June with a Bachelors of Science, in Health Sciences, and as you can imagine, I was a little stressed out because the job market wasn’t looking so great. I was very fortunate to have found a job right after graduation and I owe it all to the Service Learning Program.

As a requirement for HSC 4500, one must complete a 90 hour internship, related to your major, and what you would like to pursue as a career. At first, I felt it was going to be very tedious to have to complete a 90 hour internship, on top of class, homework, working in the health center with P.A.W., and working at my job. I ended up having to let go of working at the Health Center for that quarter, but am honestly glad that I was required to complete an internship as part of my graduation requirements. It allowed me to gain experience working in the field I was interested in, and allowed me to network with various other community organizations throughout the Bay Area. The organization I interned for is called the Alameda County Community Food Bank, which is a non-profit organization based out of Oakland. Since 1985, the food bank has served as the county’s clearinghouse for donated food from producers, manufactures, retailers, grocers, growers and individuals. Through a network of 300 community based organizations,
including food pantries and soup kitchens, the Food Bank provides food assistance to 41,000 people each week, including low-income and working poor adults, children, the elderly, people with disabilities, abuse survivors, people living with AIDS, and the homeless. The Food Bank works to break the cycle of poverty by educating community members and elected officials about the causes of hunger and poverty while advocating for policies that would improve the lives of low-income people.

My main duty while interning at the food bank was teaching nutrition workshops at the food bank’s various agencies throughout Alameda County. During my time as an intern, I was able to work with various populations ranging from kids to the seniors. Topics I taught included: MyPyramid overview, how to lower sugar and sodium in your diet, incorporating physical activity into daily routines, and how to be more mindful when eating. When working with the adults, I would teach for about 45 minutes, and then we would sample food that related to the lesson I had taught. For agencies that had a kitchen facility, we would even cook healthy recipes! Working with kids was a little different, I would teach for about half an hour, followed by a physical activity and a healthy snack related to the lesson.

In addition to workshops, I also conducted food demonstrations Bank’s, researched healthy recipes, and tabled at various events. Food Demonstrations were done in the Food Bank’s warehouse in which we cooked items using products found in the warehouse. We did these to promote the food, and to teach people how to cook certain products. One of my favorite and most famous things I made for a food demo was butternut squash macaroni and cheese. I tabled at various agencies, in which I promoted the services the food bank offers such as nutrition workshops, food stamp assistance, and advocacy opportunities.

I believe all of these activities and teaching workshops have helped improve my public speaking skills greatly. I was also able to work on my program planning skills and a little bit on my cooking skills as well! It was really great working with the different populations because I learned how to tailor my lessons to specific age groups, and I just really had a great time learning about how each of the different groups work. I would say the most rewarding aspect of teaching for me was knowing I taught someone something, no matter how small it was. I can recall one event very well. I taught one month to a group of women at a halfway house. The following month I returned and one had told me she passed on the information to her family, and the other said she had cooked the recipe we made for her friends.

On a personal level, I was very humbled by working with the Food Bank. I had never been exposed to the problem of hunger, and I was oblivious to the fact it was, and still is a growing problem right here in the Bay Area. After completing my 90 hours, the Food Bank and I parted ways. I was sad because I enjoyed the work very much and had hoped they would ask me to stay and continue working with them. From then on, I was more aware of the problem and had done what I can to help end hunger in our county, by educating and letting people know about the services the food bank offers.

Right before graduation, my preceptor emailed me about a job opening as the Agency and Nutrition Services Coordinator for the Food Bank. I went in for two interviews and secured the job! Now, I work full time at the Food Bank, teaching workshops and working with agency relations. I am very grateful that I found the Food Bank through my HSC 4500 class and the service learning department. Because of them, I was able to find an internship turned job in something I am interested in and went to school for!
“Growing up in the Bay Area taught me to celebrate diversity, and diversity includes everyone, including the handicapped. This population should not be ignored because each one of them, just like the general population, has their personal quirks, talents, and shortcomings. I have gained a lot of patience and creativity from this position because many times I had to do what was best for the student at the time even if it deviated from the lesson plans.”

Jocelyn Carlson, Mt. Eden High School

“I really enjoyed facilitating workshops my own way and using my knowledge that I have gained from school. I made connections with the youth and they looked to me for advice because I have been in their position. I understand their situation because I was there at one point. Growing up, I was a low income, female head of household, trying to create an image of myself with my peers, and dealing with the streets of Oakland. I know that the program works because I am a product of it myself. The youth have so much potential, but they cannot see it.”

Marrika Lopes, Project Re-Connect

“The parent told me that the children really remembered all of the health lessons that I gave, and would discuss them frequently at home. I have grown more into myself and have become more confident in what I do.”

Ruth Gonzales, Piedmont State Pre-K

“I applied myself as a teacher, a counselor, and a mentor to these girls who have become very attached to me.”

Lavern Livingston Gordon, Girls, Incorporated

“The internship gave me insight to the reason of why collaboration is so important, and I understand we must work together to complete the mission. It takes dedication to be in health care management. I now have a better understanding of health care management.”

William Slater, Kaiser Hayward Hospital

Warren, Public Health Agency

“It was challenging to find people in the unincorporated areas of Alameda County that would commit their support to decreasing second-hand smoke exposure. My work included: tobacco research, created a policy campaign to present to Alameda County’s Board of Supervisors, and with community groups to gain supporters for the ordinance….I influenced the adoption of an ordinance that will protect Alameda County residents and visitors from second-hand smoke exposure. I enjoy working in the community as an outreach worker and I am good at it.”
Service learning opportunities continue to contribute a lot to the educational enrichment of our students in many important ways. First, it allows them to set foot in the work environment and it, allowing a careful assessment of career pathways most appropriate for them. Second, it allows our students to meet and network with potential employers creating opportunities that often prove very beneficial before students graduate. Third, the service learning environment is like a living laboratory that emphasizes the importance of “soft skills” to students which include oral and written communication skills, sensitivity and appreciation of diverse peoples and languages, interpersonal relations, and respect for authority. Fourth, it allows the University to gradually “wean” and “mature” our students preparing them for life outside college, some for the very first time. Fifth, it allows students to meaningful contribute to causes they believe in and appreciate the importance of offering unpaid services to the communities where they live in. Sixth, it allows employers to “sample” our students before they graduate and a good number of them often choose to “keep” our students by offering them a position on graduation. Seventh, it allows institutions (both profit making and non-profits) to reduce their personnel costs required to hire new employees for services freely provided by our students.

Our students in the health sciences program have benefitted greatly over the years from service learning opportunities in health care institutions including health administration, health education, clinical settings and environmental health and safety. A lot of institutions especially those providing health services to our senior citizens, have contacted us thanking us for allowing them to accomplish what would be monumental tasks without our students. I believe that every effort should be made by all departments in this University to incorporate some sort of service learning in their curriculums to allow students to reap the above benefits as they transition from the college to the work environment.”
Since 2006, MomsRising has been working to bring together people who share a common concern about the need to build a more family-friendly America. We have over one million members and are growing daily.

MomsRising welcomes everyone who cares about families, the future of our country, and equity for women. We may not all be mothers, but we all have or have had a mother. The MomsRising agenda encompasses the concerns of stay-at-home moms and working mothers. We promote health care for all kids, paid family leave, paid sick days, affordable quality childcare, and fair pay, among other issues.

*Last year alone, MomsRising's members took over a million actions in support of families,* and in the process, were covered in the media over 1,000 times. Together, we are making major progress -- policies at the Congressional and state levels that have been stuck for decades are now moving forward, and some have already become law. For example, MomsRising played a key role in securing paid family leave in New Jersey, Washington, and paid sick days in Milwaukee. Our efforts also helped pass national legislation which removes highly toxic phthalates from young children's toys and products, and the Consumer Product Safety Reform Act that will better protect our families from toxic substances.

These issues are important to all American families across lines of race, class and other differences. Our members are bringing important motherhood and family issues to the forefront of the country's awareness. Together, we are working to create both cultural and legislative change, on both the national and state levels. And together, we're working to make America more truly family friendly.
COMMUNITY PARTNER FEEDBACK

At the end of every academic quarter the Service Learning Program asks our community partners to complete a voluntary evaluation form to give us an idea how our partners feel about their experiences with our students. The partners queried are those listed on our website as program partners as well as community agencies reported by faculty on their Record of Placements form. While not offering an exhaustive analysis of all community placements, this informal feedback from our partners paints a picture of the general impact our students have in the community, the kinds of learning experiences, and important feedback on improving partnerships. The following information has been culled from survey responses during the period Summer 2004 to Winter 2009. For complete survey results or to obtain a copy of the survey contact Mary D’Alleva.

Overall Effectiveness of Service Learning Partnership

Because of Service Learning, Clients had (based in number of responses):
Students were prepared for the work they did at the Service Learning agency:

- Yes
- Somewhat
- No

Effort required of the agency outweighed the benefits provided by the Service Learning students:

- Yes
- Somewhat
- No
- Unsure

Because of the Service Learning experience, CSUEB students learned (based in number of responses):

- Better
- The Same
- Worse
What could a faculty member do to provide better support?

- Provide a syllabus
- Provide a community partner handbook
- Engage in more site visits
- Engage in more phone calls
- Arrange more campus meetings
- Engage in more written evaluations

What could the Office of Service Learning do to provide better support?

- Provide a syllabus
- Provide a community partner handbook
- Engage in more site visits
- Engage in more phone calls
- Arrange more campus meetings
- Engage in more written evaluations
The Service Learning Program would like to thank and acknowledge:

Service Learning Program Partners:

Alameda County Community Food Bank
Alameda County Health Care Foundation
American Indian Child Resource Center
Bay Area Community Services (BACS)
Bay Area Community Services (BACS) Adult Day Care
Bay Area JusticeCorps
Berkeley Youth Alternatives
Big Brothers Big Sisters of the Bay Area
BUILD
Building Futures with Women and Children
C.E.O. Women
College Students Engaged in After School Programs (CSASP)
Contra Costa County Library, Baypoint
Contra Costa County Emplmt. & Human Services Dept.
CSUEB American Language Program
CSUEB Diversity Center
Community Multimedia Academy (CMMA) at Tennyson High School
Community Vocational Enterprises, Inc.
El Concilio Council for the Spanish Speaking
Family Emergency Shelter Coalition
Family Support Services of Bay Area
Girls Incorporated of Alameda County
Harbor House Ministries
Hayward Area Recreation Department
Hayward High School AVID Program
Junior Achievement of Northern CA
Lincoln Child Center
Lindsay Wildlife Museum
Mangini Agricultural Museum
Masonic Homes of California
Math/Science Nucleus
Meals on Wheels of San Francisco
Mind Body Awareness Project
MomsRising
Monument Crisis Center
Moving Forward Education
Music for Minors II
Neighborhood Assistance Corporation of America
Next Door Solutions to Domestic Violence
Oakland Center Cultural Center
Peacemakers Inc
Refugee Transitions
Save The Bay
Shepherd's Gate Thrift Store
Spectrum Community Services
Super Stars Literacy
Team-Up for Youth
The Kids' Breakfast Club
Toybox Tots FDC Preschool
Vietnamese Voluntary Foundation
Volunteers of America

2008-2009 Faculty Initiated Sites:

A.B.C. Preschool and Daycare
Africa Water Network
Alameda County Office of Education
Alameda County Probaton
American High School
American Red Cross Darien/Stamford Chapter
Berkeley Maynard Academy
Boys and Girls Club
Brighter Beginnings
California Historical Society
California School for the Deaf
California Service Tool (CST)
Child Abuse Prevention Council
City of Berkeley Black Infant Health
City of Hayward, Dept. of Public Works
City of Hayward, Department of Public Works, Solid Waste and Recycling Coalition for West Oakland Revitalization
County of Alameda
Coastside Adult Day Health Center
Deaf Counseling Advocacy and Referral Agency
Dublin Heritage Center
East Bay Community Recovery Project
East Bay Regional Parks, Ardenwood Historical Farm
East Bay Regional Parks, Redwood Regional Park Facility
East Oakland Youth Develop. Center
Eden I & R, Inc.
Hayward Area Historical Association
Hayward Area Planning Association
Jewish Home – San Francisco
Livermore Area Recreation and Parks
Mary’s Pizza Shack
Oakland Museum of California Seniors First
Shawl Anderson Dance Center
St. Regis Retirement Center, Inc.
Terra Firma
Tri-Valley Community Foundation
Walnut Creek Historical Society / Shadelands Ranch Historical Museum
Youth & Family Educational Services (Youth Development Initiative)
THE SERVICE LEARNING PROGRAM
POSSIBILITY...PURPOSE...ACTION!
www.csueastbay.edu/service_learning

Materials developed & designed by
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