Introduction

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 take pride in 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 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 roughly 4,000 students enrolled in approximately 88 courses—contributing 170,000 hours to our local communities.

I am especially pleased with the current edition of Voices & Visions because we are including and celebrating the work of many of our co-curricular programs that value and engage students with the community: Residence Life, Associated Students, Student Life & Leadership, Athletics. These stories and experiences add dimension to a university culture that values the growth of the whole student and the importance of participation in our community.

Mary D’Alleva
Director of Service Learning
Office of Faculty Development
Course
Connections:
General Studies 1013

Freshmen Day of Service Spring 2012

In the Spring Quarter all students in Freshmen General Studies 1013 engaged in a ‘day of service.’ Approximately 900 freshmen signed up for 36 community service projects, serving 18 different non profit agencies and schools throughout the East Bay region including Alameda, Hayward, Fremont, Richmond, and Oakland. A number of students also engaged in on-campus service projects for Earth Day and in support of Facilities Management.

Due to the hard work and dedication of staff in both the Service Learning and General Education Programs this initiative was a success. Our students:

☐ restored natural habitats with the Math Science Nucleus and Save the Bay
☐ cleaned up parks with Bay Area Community Resources
☐ spruced up local school and non profit facilities with Hayward High School, Brighter Beginnings, and Eden Youth and Family Center
☐ worked on community garden and planting projects with Project Eat (Tennyson High School), VCS! Americorps (Glassbrook Elementary), and Alameda Point Collaborative
☐ sorted groceries for Alameda County Community Food Bank
☐ served food with the Society of Saint Vincent de Paul
☐ engaged in recreational activities with South Hayward Parish and Downtown Oakland YMCA
☐ sewed reusable shopping bags to support entrepreneurship for the homeless with South Hayward Parish
☐ engaged in outreach for Hayward Public Library
☐ set up a fundraiser for Literacy Plus of Hayward
☐ chaperoned an elementary school field trip to the San Jose Technology Museum with Super Stars Literacy
☐ cleaned up Hayward neighborhoods with Keep Hayward Clean and Green
☐ planted sustainable shrubbery and engaged in cleanup on the CSU East Bay Hayward Hills campus

We owe a special thanks to all our community partners listed above—without whose patience, willingness, and collaboration our Freshmen Day of Service would not have been possible!
Community Connections:
Freshmen Day of Service

I had a blast with all of you at the San Jose Tech Museum last weekend. You all were a great help throughout the entire trip whether you were distributing lunches, picking up trash, or leading students and families to and from exhibits. I especially enjoyed seeing you all interact with the kids. Several times, I noticed volunteers reading display text aloud, playing games, and explaining instructions to our students as they explored the museum. You all did an excellent job utilizing the oral language development flashcards to create opportunities for students to articulate their curiosities and discoveries. For pictures of the event, check out the Super Stars Literacy facebook page and give us a "like."

Lauren Dunford, Volunteer Coordinator
Super Stars Literacy

Both days went great! We are so appreciative of being offered this opportunity, and really couldn't have completed it without the gracious help of your CSUEB students. They were wonderful, diligent, and had a great attitude about the whole project.

Drea Riquelme, M.A.
Special Projects & Volunteer Management Coordinator
Brighter Beginnings

The event was a success. Your students were terrific - very helpful and gracious! Thanks for setting this up. Ask us again!

Eden Youth & Family Center
Community Connections: Freshmen Day of Service
South Hayward Parish

SHP TAKES BACK DOWNTOWN

We all know “they” are there. “They” bring problems to local parks and negatively affect recreation facilities. “They” are the troublemakers who do not come to public spaces simply to relax in a communal environment, but instead cause fights, damage property, and decrease the quality of life for those who come to enjoy the facilities. Such negative behaviors cost cities and municipalities millions of dollars. What if, in addition to local enforcement and social service efforts, we utilized existing resources to “invade” the problematic spaces with intentional, positive activities? Such a concept falls within prevention through environmental design standards promoted by law enforcement and governmental agencies. With the help of a grant from the California Parks and Recreation Society, South Hayward Parish will lead efforts to demonstrate the positive impact of intentional recreation/education activities in problematic areas as evidenced by a decrease in calls/complaints to law enforcement and City Offices, decrease in litter and damage to property, and an increase in visitor satisfaction.

Throughout 2012, SHP staff and volunteers will coordinate with local agencies and educational institutions to bring positive activities to the most problematic areas in downtown Hayward. Activities may include: dancers, musicians, performers from CSU East Bay (CSUEB), craft fair, chess/scrabble players, graffiti artist displays, recycled art making experience, and a park clean up. On April 7th, we held our first such activity - a Laughter Yoga session (as you can see in these photos), in collaboration with CSUEB’s Service Learning department as part of their “Freshman Day of Service”. SHP also partnered with Laughing Lydia, a local Laughter Leader who teaches classes at the Hayward Library each month as well as throughout the Bay Area. “I was so stressed when I came to this event,” said one student. “I feel so much better now!” More events to come!

For more information or to join in, please contact SHP Staff member, Sara Lamnin saralamnin@sbcglobal.net or (510) 432-7703.
The academic year of 2011-12 was my first year of teaching at the University. As a General Studies instructor, I was exposed to a variety of impressions, experiences, challenges, and successes, upon which I will continue to reflect and cherish. In addition to teaching my freshmen the basic needed tools to be successful university students, I also imbued my curriculum with discussions, activities, and assignments that focused on community—a topic that is unfamiliar to many 18- and 19-year-olds. Living in a world where our communication can exclusively take place in the isolated forms of texting, messaging, and emailing, one may wonder why we need to take time out of our days to focus on and care for those around us.

Service Learning in the college freshman classroom can be an extremely enriching and holistic experience for individuals and groups, alike. As an instructor, my first challenge, while discussing community engagement in the classroom, was to replace the stigmatized word “volunteering” with “Service Learning.” But, what does “Service Learning” mean? For me, the answer is tri-part. Firstly, Service Learning provides our students with an opportunity to recognize and reflect upon their roles in society while integrating their service experiences with their academic curricula. For faculty, Service Learning serves as a reminder of their social responsibilities as educators and researchers. And, as social resources, engaged universities contribute to community development and the development of future citizens, while addressing social concerns, and improving community capacity and quality of life.

Within my classroom, Service Learning was intended to I urge my students to acknowledge that their worlds expand far beyond their mobile phone and Facebook contact lists. There are people right down the street with needs that can be aided by the minds, hands, and hearts of my freshmen. I informed them that state taxpayers continue to pay for roughly one-third of their tuition each year. So, as democratic citizens, it’s their obligation to give back to their society. The biggest stumbling block for me, as an instructor, was to convey to my students what Service Learning is, and why it’s required. “Why do I have to do this when I already volunteer in my community?” asked one student, while others groaned: “This is a waste of my Saturday.” Upon reading my students’ day of service reflections, I’ve come to understand that one arrives at an understanding of Service Learning based upon the meaning they apply to their community role.

Alameda County Community Food Bank

Save the Bay

Keep Hayward Clean & Green

South Hayward Parish, Laughter Yoga

South Hayward Parish, Sewing Project
I arrived at Alameda Point Collaborative (APC), one of the Freshman Day of Service sites, on a cold, rainy April morning. I was surprised to see how many students actually showed up for the event, despite the weather. Since I had previously volunteered at APC, I was able to inform the students of what they would be doing for the next four hours, and for whom they would be supporting. If it weren’t for my summary, the students would have remained clueless as to why they were pulling weeds and schlepping compost in the rain on a one-acre urban farm. Once we got our minds on task and our bodies moving, we had come to accept our duties and joined for a single cause—preparing the land so that 500 formerly homeless East Bay residents could have access to healthy, low-cost food and cooking classes. By 2:00 that afternoon, we were all muddy, indicating to me that each student worked her or his share. Working the land with urban young adults was truly a wonderful experience. Yes, there were definitely screeches when spiders, centipedes, and mice were unearthed, but that was expected. It wasn’t until my students completed their day of service and wrote their reflective papers that they (and I) genuinely came to understand why they were being asked to lend a hand in their communities for an afternoon. For some, picking up trash in Hayward became so much more than filling up a plastic bag; one group of students were given beverages by a convenient store clerk as a sign of gratitude. Another of my students, while on her bicycle ride to her site, fainted on the sidewalk due to not having eaten breakfast that morning. While retelling her story to the class, tears revealed how much she was touched by the fact that a stranger stopped his car, checked up on her, and drove her and her bicycle to the organization site. Others were so touched by serving food to the homeless, that they plan to continue servicing their communities. On the other hand, a small number of students remained unchanged by their day of service, revealing that they didn’t get anything out of it. Additionally, because it was a mandatory assignment, they were less inclined to shed their annoyances and experience what their day of service had to offer.

So, the question remains: how do we get our students in the frame of mind to really understand what Service Learning is, and get them interested in fulfilling their day of service requirement prior to the event taking place? Or, does the education of Service Learning inevitably follow the day of service? The one piece that I know for certain is that successful Service Learning occurs when a seed is permanently planted inside of an individual that is allowed to flourish and be seen by others.
Keep Hayward Clean and Green
In Ancient history people were probably discovering ways to deal with it, or may have not had
have it like we do since this is a different time period and we have advanced in our products
which accumulate more trash. I believe that only some people care about trash, but it will take a
while for everyone to jump on the bandwagon.

Math Science Nucleus
In history, we learned that it takes many people to create a community, where everyone’s needs
could be met and shared. By coming together and agreeing to work on something definitely re-
minded me of the civilizations that we have learned in Ancient History

Our actions whether it be for the betterment of society or simply for our very own benefit, affects
both ourselves and the world we live in. We are all entities to the society we live in and although it
is necessary to take time for ourselves, should also reserve time to contribute to the world we live
in as well.

This reminded me of the discussion we had in our Ancient Philosophy class about Socrates’ and
Glaucr’s conversation about the true ideals of Justice. In the text Glaucor questions and defines
the reason why people do good things is because they want to feel good about themselves and so
that society would not shame them with the opposite deal of being unjust.

Not everyone will believe in something 100 percent, but they will do it because they are afraid of
not completing the past. However, no matter how people’s actions are guided by their thought, I
finally understand why we are all reliant on others for help and assistance.
Socrates says that not only one person alone can get everything done that needs to be done which makes a perfect city/state. He needs others to help him, they need to work together. The same applies today, if one person is picking up trash and trying to keep their community clean, they won’t get a lot done by their self. It would be more affective if a group of people even the whole community worked together to pick up trash and clean would make their community a better place.

Socrates mainly talked about doing what’s right; and keeping your community is the right thing to do. When many people see trash on the street, they just walk past it and not pick it up. The right thing to do would be to pick up the trash; if everyone always did the right thing a picked up the trash and threw it away in a garbage can then our communities wouldn’t be dirty.

Brighter Beginnings:

The service learning day made me think and do things that I didn’t think I could do.
Society of St. Vincent de Paul
Life takes you many places and to restrict the areas in which it has to explore is to restrict the knowledge that is out there. I was fulfilled to have been put in this situation and community service learning project.

Alameda County Food Bank
This service learning assignment relates to my cluster Individuals in Society. The Alameda County food Bank is fighting to end hunger and malnourishment in our society with the help of the individuals working together to create a large impact.

The contributions that the Alameda County food bank makes in our society relates it what I have been learning about in my philosophy class. In lecture my teacher has been discussing the ideas that Marxism poses on community involvement. A Marxist ideal is that the individual would be heavily involved in the community.
Brighter Beginnings Richmond
I took Dance and Kinesiology in my first two quarters and the connection I could make between those discipline cluster classes and this service learning is that you develop a new perspective while trying something new. Individually I would say this service learning relates to dance in many ways such as being able to doing something that could have a huge effect on people; anyone could do anything no matter is you have a disability could still contribute and being out of your element.

Americorps
Even when I was growing up I remembered that there was some high school and college students volunteering at the school I went to as a little kid in South Stockton. So I would say it was kind of like giving back, even if it is a different community in the sense of geographically different. Also maybe even if what I did is just a small act of kindness from a college student maybe this will inspire the youth of the neighborhood to also want to help others in a less fortunate neighborhood in their future as possibly a college student as well.
Also my service learning reminded me of how living in any city that I have a role and responsibility within my community to make a differences, even if that means making little steps to getting groups together to do things like I did during my service learning.
Save the Bay:

General Education is important for every human. I believe that it makes us smarter for one and two it helps us to understand the world around us in which we don’t always see or even respect.

I got to not only give back to my community but at the same time I also got to meet new people and learn new things about the community in which I was living in.

Alameda Point Collaborative:

I am happy that I tried something new. Being in a community means something more than just living for ourselves each day. It means to work together and help other people we live with when we can.
Alameda Point Collaborative:

The Alameda Point Collaborative project is characterized by many of the same ideas and theories that we observe in our biology discipline courses. The project centers around a value for life, the idea that life is significant and that we should do what we can to make sure that everybody has an acceptable quality of life. When studying health science we have to make that our goal. We learn how to make people healthy and by being healthy we maintain that high quality of life.

All of my coursework this quarter connects to my service learning project in one way or another. My first course is geology which is obviously connected to the land and shaping it. My second course was ethnic studies which connects to the service learning project because the collaborative community is diverse in ethnicities and the garden brings the people together. Finally, there is recreational studies where we learn about the theories behind leisurely activities. Volunteering can be considered a form of leisure that overcomes ethnic barriers through the land which knows no social difference.

In conclusion, the Freshman Service learning project was exactly what it was supposed to be, a learning experience and I hope that as small as our contributions were, that they made all the difference in the world.
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<th>Student Connections: Quotes, Sociology Internship, Professor Holly Vugia</th>
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| **S. Brown**  
I gained a closer connection with the families that confirmed my own personal opinion about homelessness. Anyone is capable of being homeless; people that are in this unfortunate situation are people that love, hurt, laugh and cry. Through it all, I found it a great reward to see how powerful just having love can be. And my experience with the shelter only made me realize that even more. |
| **J. Camacho**  
This internship has given me a full insight on what it will be like to work in the field of social work, and I could not be any happier because it only proves to me that I have chosen the correct field for my future career. |
| **B. Barrera**  
Working at Street Level has opened my eyes to how our society has failed in providing basic human needs to a group of people that have been referred to as Street Level as “invisible”  
My time here has taught me much about cultural diversity and has also strengthened my conviction to advocate for better healthcare for the marginalized. |
| **S. Quintana**  
When someone cares about the work they do it reflects in their performance and it makes a big difference. Sometimes it only takes one person to believe in your or inspire you to spark motivation. |
| **L. Vu**  
After eighteen weeks of internship, my views of the world changed. I saw that people with cognitive disabilities are very similar to everybody else. They have similar feelings and emotions. They have needs and deserve to live as human beings. |
| **J. Showers**  
As an intern for an organization that deals with homeless and runaway youth, I have gained the experience and knowledge that has made me more confident in my abilities to pursue a career in the Social Services field |
| **A. Carpio**  
This, my best skill acquisition was being able to cope with applicant demeanor and attitudes. I learned that my ability to keep cool under pressure distinguished me from some fellow co-workers when it came to interacting with the public. |
Student Connections: Photos, University Honors Program, Dr. Robert Phelps and Habitat for Humanity Greater San Francisco
If I had to summarize my posts and my job down to a simple line I think it would go something like this, "adversity, challenge, compassion and camaraderie in the face of Constant change." I have really enjoyed the opportunity to journal my life, it is something I have not done enough of and relish when the opportunity does arise. Valentin Ojeda, Fall 2011

Hearing about all of your service learning experiences was a source of motivation to be honest. This course has made me realize that I need to find a career in a field which really interests me, which challenges me, and most importantly I need to find a career which I love.

This class was truly amazing...I was impressed and amazed in the amount of engagement. By reading all of the posts and responding gave me a full picture of who was in the class and the many different points of views. I had never felt closer than when we did our different volunteer gigs. I would have never tried St. Vincent dePaul's. They have so much to offer and is located right in my neighborhood. This class made me look at my job and my behavior in a whole new light.

Sandra Curry, Fall 2011

My dearest experience was the fact that I volunteered at the Food Bank for the first time in my life. It is a memorable experience because I felt great after my volunteer time because I didn't get paid but was able to help people in needs. I met great people at the Food Bank in Fairfield who volunteer their time every Wednesday to help sort and boxes foods. I am planning to volunteer every year there. I am now more careful with foods and also so grateful to God that I am able to have foods on my table.

Overall, I was lucky to enroll for this class because I virtually met and communicate every week with great people. I like the fact that our comments were respectful and thoughtful. I had a pleasure to read and comment my classmates' amazing readings.

Avle Ayemou, Fall 2011
I would like to thank you for a great quarter with Advertising Management. I feel like I not only learned concepts, but you also provided a great opportunity for in-the-field experience with the projects. I am still in contact with Vanessa from EarnItKeepIt-Savelt and we are planning more projects for the future.

...I am a marketing and corporate management option. I was in group 6, and our client was the Literacy Plus Program. In this team collaboration project, I learned the importance of acquiring information from the client about what they want, and how you can assist them in their acquiring their objectives and goals. ... This experience gave me a opportunity to see how it would be like working with a client in a real work environment, and the different challenges that one faces. It was a great experience.

...I am a Business Administration major at Cal State University East Bay...Our client was Bay Area Community Service Program located in Oakland. It is a day care place for seniors and mentally ill-adults. This project was a very fulfilling experience dealing with the real world. When you have the opportunity to work with a client, it is especially a more pressure task, but also a great challenge to take. I learned from my team mates, that everyone is capable of completing task that are assign, but also work as a team. We not only want to pass the class, but want to offer are insight to the client for it to prosper. Definitely having a project like this, you will benefit in the real world and gain knowledge to use if opening or working at a business.”

We would like to commend your student, Rose Raju, for her excellent work with the Hayward Community Gardens in fulfillment of requirements for the Advertising and Marketing class. Very articulate, sincere and personable, Rose offered good analysis of our organizational presence and excellent suggestions about raising our profile in the community. More in-depth conversation allowed for targeting the most pertinent group for marketing. Introductions and interviews were pleasant, clear in intention and purpose, and consistent. Rose spent time meeting with individual board members to dearly understand our position in the community and organizational needs. She did research and inquiry into our civic relationships to gain perspective on how the HCG was characterized as a public charity.

Rose followed-up in her prioritizing a better internet presence for the community gardens by calling the young man who constructed our web site. Our board of directors was pleased that John's efforts were going in the right direction and he, too, was receptive to Rose's ideas and recommendations. Our board of directors has benefited greatly from the interaction with students such as Rose from the Service Learning project and class assignments from CSUEB.

Sincerely,
Sandra Frost
Board Secretary, Hayward Community Gardens
The Cal State East Bay Pioneers take an active role in the local community and have engaged in a number of community events. Since returning to Division II and joining the CCAA, the Pioneers have raised over $10,000 for the Make a Wish Foundation - Division II's chosen charity. In 2012, the Pioneers participated in 20 community engagement projects including Read with the Pioneers, Gate Millennium Scholars Bridge Builders, and the Swim for Wishes, the Sorensdale Park Cleanup, and will play an active role in the ongoing Hayward Promise Neighborhoods Initiative.

Division II institutions have embraced a philosophy that positions athletics as the front porch to the community. By engaging the community in this way, the university, the athletics department and the local community all benefit. Through community engagement, all aspects of the institution can be showcased, allowing student-athletes, coaches, students, staff and faculty to build relationships with community members and developing the campus as a central location for events and social gatherings within the local area.

Hayward Down Town Street Parties
Each year the Pioneer Student athletes join in the celebration at the Hayward Downtown Street Party. This event brings close to 3000 people to downtown Hayward and celebrates the community and diversity of the city. Student Athletes from the Golf, Cross Country Track and Volleyball teams volunteered at the event.

Bridge Builders
Since 2009 the Pioneer Athletics Department has volunteered at the Gates Millennium Bridge Builders event. Sponsored by Gate Millennium Scholarship (GMS,) the Bridge Builders Forum is a nationwide initiative seeking to provide young African American, Native American, Asian Pacific Islander and Latino males with the tools and motivation to succeed in high school and advance to college. The forum was created as a response to the increasing numbers of young minority males who are dropping out of high school and not attending college.

"I feel it is always important for our student-athletes to give back whenever they have the opportunity, as we are trying to develop total citizens and professionals using athletics as that vehicle," Head Track Coach Ralph Jones said.

The one-day event focused on exposing young minority males to the educational opportunities available at Cal State East Bay. The forum covered the admissions process, financial aid application process and included panel discussions about the advantages of a college education led by current Cal State East Bay students.
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**Reading Program**

The Read with the Pioneers Program is a month-long reading contest that encourages at-home reading among local elementary school students. The participating students read books of their choice at home, working with their parents to record the number of pages read and reporting the totals to their teachers. The pages of all participants are then tallied to come up with the total number of pages for the program. As an incentive, each participant receives four tickets to a Pioneer basketball game and a Pioneer t-shirt on game day. Fairview and East Ave. Elementary of Hayward and Wilson Elementary of San Leandro combined to have 261 students participate and read over 60,000 pages during this year's Read with the Pioneers Program. In the program's second year the program saw significant growth in participation. In 2011, the program included 20 participants compared to 261 students in 2012 that read over 60,000 pages, which is a 240% increase in participation.

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**Sorenson Park Clean Up**

The Cal State East Bay Student-Athlete Advisory Council (SAAC) participated in a community service project at Sorensdale Park in Hayward. A group of 10 Pioneer student-athletes lent a hand with garden work at the Park while interacting with community members and giving back to the Hayward community. Located in near Tennyson High School, Sorensdale Park is home to the Sorensdale Recreation Center for the Disabled in addition to soccer and ball fields, basketball courts and picnic areas. The recreation center serves as a hub for programs for developmentally disabled members of the Hayward community, including activities for special needs youth.

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**Skate Night**

The Cal State East Bay Athletics Department participated in Family Skate Night, hosted by the Hayward Area Recreation and Park District and Cal State East Bay student group Skating for Kids’ Achievement Through Exercise (S.K.A.T.E.). The event provided local families the opportunity to enjoy music and skating in a fun and safe environment. Natassia Hamor, a Pioneer cross country and track student-athlete and member of the 2011 US Inline Skating National Team, founded the student group S.K.A.T.E. on the CSU East Bay campus with the goal of getting more youth interested in skating through family friendly fun.
Swim for Wishes

Swim for Wishes

The Cal State East Bay swimming and water polo teams held a Swim for Wishes event to raise money for the Make-A-Wish Foundation, collecting $1400 for the organization and bringing 47 members of the community out to get in the pool for some exercise. The event succeeded in bringing student-athletes, coaches, and members of the campus and Hayward communities together to swim a mile at Pioneer Pool, mingle and enjoy music and breakfast, all while supporting a great cause. "As a community exercise event, this was a great way to involve local swimmers and our student-athletes in supporting charity," Cal State East Bay Head Swimming Coach Ben Loorz said. "I met lots of new people, and everyone seemed to have an enjoyable and relaxed time." All proceeds from the event go to the Make-A-Wish Foundation, which grants the wishes of children with life-threatening medical conditions to enrich the human experience with hope, strength, and joy. It is the largest wish-granting charity in the world, with 76 chapters in the United States and its territories and 27 international affiliates on five continents. With the help of generous donors and more than 25,000 volunteers, the Make-A-Wish Foundation has granted more than 110,000 wishes to children around the world since 1980.

Baseball Mini Clinics

The Cal State East Bay Pioneer Baseball team hosted a free mini baseball clinic for youth ages 5-13 this spring. The goal of the clinics was to promote health and fitness to youth through sports. The Pioneer Baseball mini clinics included interactive sessions on baseball fundamentals and baseball drills, with the Pioneer Baseball coaching staff and student-athletes. Golden Glove winner and Assistant Pioneer Baseball Coach, Darren Lewis, hosted part of the clinic's sessions and hosted a short meet and greet with the participants after the clinic.
While so many of their peers were completely absorbed by the sun bathing, bikinis, and alcohol commonly typical of a “traditional” spring break experience, eight students at Cal State University, East Bay devoted their break from homework and exams to serve others. Students cramped together in a van for a ten hour drive from Hayward, CA to the Kumeyaay Reservation 30 miles east of San Diego, CA. As the founding members of California State University, East Bay’s first Alternative Spring Break Trip, students committed to a drug and alcohol-free experience while serving a Native American population that has faced a long history of oppression and discrimination.

During the volunteer trip, the Education Center, still under renovation and construction, served as modest accommodations for students. The group prepared meals together in the community center’s small kitchen and slept on wooden floors. Students wrote in journals provided by the ASI Diversity Center and participated in reflection activities to express thoughts and feelings about their firsthand experience with the social justice issues tribal members of the Kumeyaay Reservation have struggled to overcome.

Volunteer work began at the Campo Environmental Protection Agency (CEPA) and included de-weeding areas on the reservation and supporting planning for the Kumeyaay’s Earth Day Celebration. Students helped set up the library in the Education Center, cleaning the floors, entering books into a database and painting bookshelves. Other volunteering opportunities included visiting an elementary school on the reservation and helping an afterschool program by playing with the kids and helping them with homework.
Later on during the trip each volunteer from CSU East Bay was treated to a tour of the Acorn Casino and a complementary lunch. This experience gave the volunteers an understanding of the job situations within the community and the need for income. The chairwoman of the community, Monique LaChappa, provided an in-depth description of the injustices and oppression her people have experienced, including, but certainly not limited to alcohol dependence, energy concerns, the paradox of sovereignty, and the kidnapping of native children from reservations which gave the volunteers even more of an understanding of what was going on in the community. This experience also gave our volunteers the opportunity to ask questions about the community and what needed to be done.

To further the students’ understanding of Kumeyaay history, students visited the Museum of Man in San Diego, CA, which features an exhibition titled: **Kumeyaay: Native Californians**. This exhibit provided students with a rather fascinating, historical perspective that juxtaposes the Kumeyaay lifestyle and culture from the mid 1700s before Manifest Destiny and the arrival of Spanish settlers, against their present lifestyle and culture. Students immersed themselves within the community, meeting with tribal members and officials, volunteering at afterschool programs, the Education Center, and the Campo Environmental Protection Agency, and cultivating relationships with residents that provided a comprehensive environment for a comprehensive understanding of issues facing the Kumeyaay people. The group established such levels of trust, in fact, that they were invited to a Catholic study group at a private residence. That proclaimed Catholics, whose ancestors had been characterized as savages and forced to adopt Christianity as a means of purifying their souls, shunned homosexuals, was ironic and upsetting. This experience, in many ways, epitomized the paradox of a beautiful people with so much history, culture and tradition on one hand, and the ugly reality of oppression, discrimination and injustice that had been so commonly internalized, on the other.

This trip was very successful and if you are interested in participating in the 2011-2012 Alternative Spring Break trip please contact Jonathan Stoll at (510)885-3908

De-weeding on the side of the road

Helping with Earth Day preparations
Inputting books into the library data base

Helping kids in the afterschool program with homework.

After helping move dozens of trees for earth day.
I am a native Bay Area Latina. My father was born in Mexico and my mother was born in Ventura, California….I experienced personal, emotional, and learning difficulties throughout high school, thus I would not earn my high school diploma until seven years later. As a college student, my academic success would be beset with continued uncertainty and its own set of challenges; my dream of achieving my B.A. in nursing was interrupted when my mom underwent open heart surgery. My responsibility as her primary care-giver increased, and competed for my time and energy. After her death, I made the decision to switch my major to Sociology with an option in Social Services. I will be the first in my family to graduate from a four-year university this spring, 2012.

As a requirement for my degree, I completed my internship at Street Level Health Project, a small grassroots organization in the Fruitvale District of Oakland. Upon meeting my field instructor, I felt intimidated by her experience and accomplishments, but after working closely with her, I quickly began to feel more at ease. I had an opportunity to share some of my concerns about my lack of experience working with the clients that they serve, and she offered very positive feedback, adding that being flexible can be helpful when working with organized groups.

The clients that we serve are mostly Spanish speaking immigrants, many day laborers, but they also include those from other cultural backgrounds and those who are homeless. They come for help accessing housing, legal, and employment services and they come for the free clinic.

Working at Street Level has opened my eyes to how our society has failed in providing basic human needs to a group of people that have been referred to at Street Level as “invisible”. As undocumented immigrants, men experience difficulty finding long-term work, earning a fare wage, and providing for their family. Some of their work-related issues seemed illogical to me, but I realized that I needed to consider these issues in the context of their environment. It became clear to me how important it is to be aware of my own biases and how they can affect my interaction with clients. … My time here has taught me much about cultural diversity and has also strengthened my conviction to advocate for better healthcare for the marginalized.
As September approaches, Cal State East Bay prepares for major upcoming leadership and service programs. Each quarter provides at least one campus-wide service opportunity for students to get involved in and give back to the local, state, or national community.

**Make A Difference Day:** Cal State East Bay is teaming up once again with the city task force, Keep Hayward Clean and Green, to host Make A Difference Day. CSUEB has hosted Make a Difference Day annually since 2003. This year, it will take place on Saturday, October 27, 2012. The event provides an opportunity for students and staff to join together to give back to the Hayward community. Students may sign up individually or with a club/organization to participate. Students will be divided into groups and then disperse into the Hayward neighborhoods to do various service such as cleaning, painting, and picking up trash. Last year over 200 students participated; the goal has been raised to 400 participants! Registration will be available in September.

East Bay students do their part to keep Hayward beautiful

**Up ‘Til Dawn:** In July 2012, Jorge Martinez, CSUEB student leader, attended the St. Jude Collegiate Leadership Conference in Memphis, Tennessee to learn more about St. Jude Children’s Research Hospital and bring back the hospital’s international philanthropy to The Bay. The mission of St. Jude Children’s Research Hospital is to advance cures, and means of prevention, for pediatric catastrophic diseases through research and treatment. Consistent with the vision of the founder Danny Thomas, no child is denied treatment based on race, religion or a family’s ability to pay. In order to raise money to help this outstanding hospital, colleges and universities across the world write letters asking friends and family to donate money to St. Jude. This year, Jorge will be recruiting a board of officers and an executive committee. The Up ‘Til Dawn committee will meet and put on awareness and fundraising events during the Fall Quarter. The final event, .
Up ‘Til Dawn, will be celebrated in the Winter Quarter (February 2013). Sign up will begin on September 26, 2012. For more information, check out the Up ‘Til Dawn table at the Welcome Week Campus Resource Fair!

Jorge Martinez with a statue of St. Jude Children’s Research Hospital Founder, Danny Thomas

Relay for Life: Relay for Life is a national event for the American Cancer Society hosted by colleges and universities across the country. The fundraising event provides an opportunity for students to raise money to fight against cancer. Relay for Life is a 24-hour fun filled on-campus event that takes place in the Spring Quarter at the end of Greek week. All students, staff, and faculty are invited to come out and join in on the activities that will be going out throughout the day. Activities in the past have included cancer survivor guest speakers, games, and performances. Relay for Life provides the chance to learn, grow and enjoy yourself while helping a cause. The event has been a huge success in the past and students are excited for it each year. Don’t miss out on such a great event!

Relay for Life participants gearing up for the 24 hour event

For more information, please contact Megan Bebb, Student Life Advisor, in Student Life and Leadership Programs at 510-885-2646 or megan.bebb@csueastbay.edu.
Community Connections: Reading Partners, Emma Laz-Hirsch
Outreach Manager, Bay Area Reading Partners

Reading Partners: Help a child Succeed by Serving as a Volunteer, Intern, or Work Study Reading Tutor at a Local Elementary School

Literacy is the most important tool to ensure a child’s success. Especially for low-income children, literacy unlocks opportunities and provides a chance to escape the cycle of poverty. Yet, in California, only 1 in 4 fourth grade readers can read proficiently, and 88% of fourth graders in low-income families are reading below grade level.

California State University – East Bay students have committed to confronting this crisis in our local community by serving as reading tutors with Reading Partners. Reading Partners is a national educational non-profit that provides one-on-one literacy tutoring to more than 3,000 K-5 students across the country. With a personalized learning approach and a research-based curriculum, Reading Partners has an 89% success rate helping students improve their performance in reading.

Reading Partners works in 68 Title I schools across the country and is partnering with 10 schools in the East Bay. At each school site, Reading Partners transforms a dedicated space into a Reading Center, complete with library and teaching tools and managed by a full-time staff Site Coordinator. With the coaching and support, volunteers have the opportunity to engage directly with students twice a week for 45 minutes to build a strong bond and together discover the love of reading.

On average, for every 1 month with Reading Partners, students gain 1.6 months of reading skills. This support helps students narrow their achievement gap and catch up to their peers. As Janis Hillard, a CSUEB work student learned, helping students bridge this gap is both difficult and remarkably rewarding. She noted, “the biggest challenge for me is when a child stops believing and gives up or when they’ve hit the wall [...] when you can see them downing themselves because they’ve been made to feel by their peers that they must be dumb, is really hard to witness... The best part of my experience with Reading Partners was the look on the students faces when they discovered that they could get a concept and/or a word.”

In the 2011-12 school year, CSUEB students served as volunteers, interns, or work study students at four of our high need elementary schools in East Oakland, San Lorenzo and Hayward. These students provided a critical foundation for the tutor populations at Reading Partners school sites. Ashley Aguilar, Site Coordinator at Longwood Elementary in Hayward remarked that CSUEB students, “are phenomenal. They are patient, flexible, and deeply committed to their students.”
Whether as a tutor, intern, or work study student, the flexible hours of Reading Partners (Monday – Thursday, 8:30-4:30) make it possible to volunteer within your schedule.

Can you find time in your schedule to support a local student that needs your help? Your attention, instruction, and friendship could be the difference between a student going to college or dropping out of high school. CSUEB students have been invaluable members of the Reading Partners team, and have emphatically endorsed their experience. Trajano says, “I would definitely encourage other students to participate in this program because of the eye opening experiences and all the things you would learn that would help you grow as an individual.” Hillard echoes, “I encourage any work study student -- regardless of major-- to take part in this program [...] I learned that helping children with reading is fundamental and critical to our society. If we want leaders to start early, we must provide them with the basic essentials like literacy.”

You can help! Go to [www.readingpartners.org/volunteer](http://www.readingpartners.org/volunteer) or call 510.444.9800 for more information and school locations. Check with the CSUEB Financial Aid office for work study opportunities, or with Mary D’Alleva, Director the Service Learning Program for additional resources.
At the start of the fall 2011 quarter, the First Year Experience (FYE) program for the freshmen suites in Pioneer Heights embarked on a Community Service Program.

Based on the ideas of Servant Leadership by Robert Greenleaf, the main goal for the Community Service Program within the residence hall were to connect our first year students to their community by means of service. The structure included one community service project per month (3 per quarter) that were open and available for residents to take part in.

The program kicked off by first instilling the idea through the Resident Assistant (RA) staff of the freshmen suites area. RAs are student leaders who oversee the safety and well being of an entire floor of residents. They accomplish this goal through means of programming, personal support, and emergency response. The RA staff completed a marina clean up community service project while training in preparation for the start of the school year.

The Community Service Program then partnered up with Circle K, an on campus student organization, dedicated to developing community service projects. Circle K provided several community service projects including Better World Books Drive, Nike Women’s Marathon, Alameda County Food Bank Drive, Oakland Children’s Hospital Parade, Notebooks for Africa, and the Alameda Haunted House event. Not only did Circle K work with the RA staff on service projects, they also created social events such as Spam Musubi Night, Glow in the Dark Frisbee, and Finals Stress Free.

As the fall 2012 quarter begins, our FYE Community Service Program looks to continue to partner up with student organizations that develop and create community service projects and bring those opportunities for our incoming freshmen to get involved.
Santa Cruz Community Service

Marina Clean Up
Service Learning Program Staff:

Mary D’Alleva  
Director, Service Learning Program  
mary.dalleva@csueastbay.edu  
(510) 885-4437

Patricia Loche  
Service Learning Projects Coordinator  
patricia.loche@csueastbay.edu  
(510) 885-7320

Emily Chow  
Service Learning Outreach Coordinator, Hayward Promise Neighborhood  
mily.chow@csueastbay.edu  
(510) 885-2737

Mary Ann Manipon  
Service Learning Program Student Assistant  
servicelearning@csueastbay.edu

New for 2012-2013!  
Student Leadership for Community Engagement:

Be the Change Ambassadors:  
Freshmen Day of Service and Community Engagement Interns  
Paid Positions! Paid Training!

www.csueastbay.edu/servicelearning