California State University East Bay
Service Learning Program
Voices & Visions 2012-2013
Possibility...Purpose...Action

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It is with mixed emotions that I write this introduction for the final edition of Voices & Visions—a little melancholy because this marks the end of an era but also excited for the beginning. The ‘Service Learning Program’ will now give way to the Center for Community Engagement.

I have been the Director of Service Learning since the inception of the program in 2001—back in the days when I didn’t have an office, kept resources for faculty and community partners in the trunk of my car, and was a staff of one. Today, I have an office and a bookshelf (albeit over-flowing). The program has a website, facebook page, and three wonderful staff members. I did not bring service learning and community engagement to our campus. It was here—rooted in the faculty doing the work, the student clubs and organizations and staff committed to making a difference, and the community partners who value our contributions. I have always seen my role as one to bolster those involved in the work—provide support, ideas, resources when possible, and primarily to keep lines of communication open. I often feel that it is my job to speak for whomever is not at the table—in faculty meetings to make sure the needs of community partners are considered, with community partners to make sure they understand course learning objectives, and to make sure these experiences are constructed to benefit our students.

As the Service Learning Program our focus has been on supporting curricular community engagement—service learning courses, internships, fieldwork. But as support and interest for community engagement on our campus has grown, so has the realization that the many campus programs, departments, and entities that make a difference in our communities also should be recognized and supported in their work. And so with this in mind, the mission of the new Center for Community Engagement is to support community-engaged teaching, learning, and scholarship; build and promote community partnerships for curricular and co-curricular community engagement; host a student leadership for community engagement program; and collaborate with other campus entities to support quality community engagement experiences for students and community partners. Our scope of work now includes more direct work with students through our student leadership program and broader outreach and support to a variety of campus departments and programs that engage students with the community.

What all this means for you! You will be hearing from us to find out more about how your department connects with the community: Courses? Symposia? Lectures? Museums? Guest speakers? Exhibits? Consultants? Research? Service?

The Center for Community Engagement will work university-wide as a clearinghouse for community engagement, collecting data and providing support for community-based research, campus-community educational events and structures, co-curricular student community engagement, and courses with a community-based learning component. The Center will work to advise and consult on best practices and help to direct interested campus and community members who are seeking out opportunities.

On a very practical level, we are piloting a new database to support and facilitate community partnerships and student placements. Not only will this database streamline the paper trail for courses with a community-based learning component but will make it easier for faculty to coordinate student placements. If you are interested in previewing what this site can do, feel free to visit http://calstates4.com/. Our first roll-out of this system will focus on curricular community engagement. We will then look to expand use to include co-curricular community engagement.

For me, the bottom line will continue to be—how can we, the CSU East Bay community, contribute to the public good? And how can the Center for Community Engagement help make that happen? I welcome your thoughts and feedback on how the CCE can best support our campus’ relationship with and in our surrounding community.

Mary D’Alleva, Director of the Center for Community Engagement
September 2013

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In the 2013 Spring Quarter, Freshmen General Studies students engaged in Cal State East Bay’s second Freshmen Day of Service (FDoS). Approximately 1,325 freshmen signed up for 77 community service projects located throughout the extended Bay Area including: Hayward, Alameda, Livermore, Richmond and Oakland. The 2013 FDoS included returning community partners from year one such as Save the Bay, Downtown Oakland YMCA and Math Science Nucleus as well as some new partners including Cystic Fibrosis Foundation and Open Heart Kitchen. CSUEB students also participated in our campus sustainability efforts. Due to the hard work and dedication of staff in both the Service Learning and General Education Programs this year’s FDoS was a great success.

CSUEB freshmen engaged in:
- Community Restoration (neighborhood clean ups, light manual projects)
- Community Gardening (local community gardens and planting)
- Direct Assistance to clients (food service/preparation, recreational activities, and community outreach events)
- Event Support (planning, preparation)
- Facilities Improvements (painting, light repairs)
- Environmental Restoration (natural habitat restoration, trail work, creek/pond/beach clean ups)
We owe a special thanks to all our community partners without whose patience, willingness, and collaboration the Freshmen Day of Service would not have been possible!

Alameda County Community Food Bank  
ACOE - Project EAT  
Alameda Point Collaborative  
Bay Area Same Sex Dance Association  
Brighter Beginnings  
CSU East Bay, Facilities  
Cystic Fibrosis Foundation  
Downtown Oakland YMCA  
Eden Housing Resident  
Eden Youth and Family Center  
Hayward High School  
Hayward Public Library  
Hayward Shoreline Interpretive Center  
Keep Hayward Clean & Green  
Lincoln Child Center, Kinship Support  
Math Science Nucleus  
Monument Crisis Center  
Open Heart Kitchen  
Save The Bay  
South Hayward Parish  
St. Rose Hospital  
St. Vincent de Paul  
VCS! AmeriCorps  
YMCA at Camp Arroyo

Student Quotes:

"It's great to be able to represent Cal State East Bay and help out in the community. The work we do helps so many, and it's all worth it to see the smile on their faces."
- Brian Allec

"The project at the Monument Crisis center was such an eye opening experience, and gave me a chance to help someone other than friends, family, or myself. Helping and conversing with those people made me really feel for the first time that I had some purpose in my life. It was a great feeling putting smiles on everyone's face, and I look forward to contributing more to future projects!"
- Michael Jenkerson

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“...enjoyed having the students at our event, they added a new and positive dimension. The shirts made the students standout in a positive way.”

“The students were great!”

“It was our first year participating and we will continue to do so year after year. Thanks for all your help!”
The Freshmen Day of Service Photo Contest

Since the 2012 launch of CSUEB’s Freshmen Day of Service, the Center for Community Engagement has worked to get the freshmen excited about their projects. The Freshmen Day of Service Photo Contest was a way for students to have a little competitive fun while they were out serving the community. Flyers were posted online and sent out with reminders and at tabling events. The criteria for the contest simply instructed students to take photos at their project while showing their “CSUEB spirit.”

Thanks to social media and the contributions of the tech savvy student body, many freshmen eagerly participated. Each photo that was shared helped showcase the active impact CSUEB students were making in our community.

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1st Place
Mark Carmesis

3rd Place
Amanda Vang (right)
Shelby Hotting (left)

2nd Place
Aliza Mallare

HONORABLE MENTION
Havalind Farnik (left)
Ainsley Shellcross (right)

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On May 11, 2013, Twenty-one CSUEB Freshmen joined four Peer Advocates from Hayward Community Action Network (a program of South Hayward Parish) to help end homelessness in Hayward. One may ask how stringing beads and cutting fabric could bring people closer to permanent housing and self-sustainability, as the students themselves did.

In 2008, two veterans named themselves “Homeless Angels”. While living on the street, themselves, Jose and Joe, worked to help their peers attain stability and safety. In 2010, Jose lost his life helping a woman to achieve safety. In his memory and in reflection of our commitment to continue the work to eliminate obstacles to self-sufficiency, the Hayward Community Action Network (CAN) launched the Homeless Angels Economic Development Effort. Homeless Angels builds on the skills and talents of those who are homeless or at risk of homelessness through jewelry, art, catering and sewing projects. Individuals create items sold at local craft fairs, plan and cater events, and have recently launched a reusable bag manufacturing effort in collaboration with StopWaste.

In order to have enough bags to make the project viable and enough products to sell to support the job coaching and infrastructure required to maintain the Homeless Angels effort, South Hayward Parish partners with other groups to help with materials preparation, testing of designs and manufacturing techniques. In so doing, they strengthen the infrastructure of the program, adding their own perspective, ideas, and problem solving.

On May 11, Students were taught the basics of fabric positioning and conservation while preparing their patterns to be cut. Others took on the task of learning the right hand weave stitch to make the beginnings of badge holder chains. With the help of the 21 students, 30 bags are cut and ready for people to learn sewing techniques, nearly a dozen woven strings of beads are ready to be developed into badge or eyeglass holders, new designs were created, fabric and thread donations were sorted and stacked, and the entire process is more effective and efficient. The students also learned about each other and homelessness in a comfortable, friendly setting that empowered those who usually receive services to teach the next generation of service providers. The staff, Peer Advocates (all of whom are homeless or formerly homeless), and Members of Hayward CAN and South Hayward Parish are deeply grateful to the students and the Service Learning Program of CSUEB for the opportunity and assistance!
16 Freshman teamed up with St. Rose Hospital to wipe clean all of the St. Rose Hospital and Balch Pavilion first floor windows.

CSU East Bay Students layout patterns to create reusable shopping bags

Pioneers for Change join the fun at Downtown YMCA Healthy Kids Triathlon

CSUEB Students joined with CAN Advocates Bob Goodwill (left) and Jeannette Johnigan (center) as well Darlene and Joey (not pictured) for a successful day of service
Faculty Connections: Patricia Restaino, General Studies
Freshmen Day of Service 2013...Insights and Aches Make a Difference

Where else in the world do young adults from China, the Middle East, central America, south America and the USA come together and make a difference? When a majority of them are wearing red shirts with black printing that say Freshman Day of Service (FDoS) seems to be the answer!

As an organizer I attended 5 events in 2013. Save the Bay was enjoyable and interesting for so many students. All of us learned that mustard seed was beautiful when it bloomed but it's not a native plant to the bay area. Additionally there are little rodents, such as the ground squirrel, and birds, in the wetlands, that keep our eco system flowing. These animals and our ecosystem are being threatened with pollution and urban sprawl causing a loss of wetland.

In the face of industrial growth and disrespect for much of our land, Save the Bay leads an ongoing fight to keep nature flourishing. At the Palo Alto Baylands large groups of students and community members removed mustard and thistle plants. Early in the morning, students were slow, then one or two challenged others and the removal of plants exploded. People chose their role, digging and pulling up plants or bagging. Together the teams laughed, sweat, struggled with the roots, and cheered when those large thistle plants were removed or another bag was full.

There was a group of young men who were so productive and made sure to clean up all the areas where they worked. I went over to acknowledge their accomplishment and appreciate them for all the bags they filled. They turned their heads with big smiles. One of them responded “We are young men from China!” My final comment was “Now I know that young men from China work hard and are thorough, thank you.”
As I spoke with students from the Middle East I learned they had never been in service or cared for the environment before. They realized how beautiful it was to sit with and care for nature. Becoming more aware of the beauty of our environment they decided back at home they would look into the impact of pollution.

One of my students was over zealous and decided he would only remove the biggest thistle plants in the area. He was determined, focused and proud when those plants finally came out of the ground. Groups of students gathered around and cheered him on.

As a GS instructor I hear many presentations and very few students are excited about getting up early on a weekend morning to go somewhere they have never been and help, which often includes physical activity. Yet all but 1 of my 150 students in 2013 said they felt better when they left and half of them said they will look into doing it again. What most of them were pleased and surprised about was being able to take time to have conversation with people they did not know and learning something new.

Overall, I continue to be inspired and humbled knowing FDoS 2013 created the opportunity for our students to participate in the surrounding community offering about 5,000 hours of service. The community partners were grateful, many hearts were warmed, muscles were stretched, helpful hands extended and beaming smiles shared.
When we arrived we got to meet with the garden director who told us that she needed help weeding and spreading mulch through the garden that produces food for the camps. I thought it was perfect for what we were learning in our environmental cluster; especially because we had just got done with learning about sustainably and how to lower our carbon footprint by planting our own vegetable garden. I was very happy to partake in something that I had been learning and reading about in my classes.
I got into some really interesting conversations about the environment and basically everything I learned this year in my thinking globally cluster. It was helpful learning about the planet because I was able to keep up with the leaders as we talked about issues the environment faces...**While I worked in the garden and talked with ladies, I realized how much I had learned from my cluster.**

We re-used all the material by putting them along the trails. This helped the trails and the growth of the ponds. So this is a way of recycling I believe. It really had shocked me how things can be so simple, yet even places that look like they are flourishing, are actually really struggling. ...I felt good about myself and the direction of where the organization was headed. Many people that I went to the service with also felt a similar way. **The experience we had at the service was actually something that made me think.**

One class that this service experience was related to was Political Science – Environmental Politics. This experience was related to this class through topic of sustainability. Along with distributing food to the impoverished and needy families, and nonprofit organizations, the food bank also distributes food to local shops and restaurants to be used in meals. This not only supports the local economy but also local farmers and promotes sustainability through the diminishing of waste because the food given to local restaurants are not of the “visual quality” high-class restaurants would improve of even though these products have the same nutritional value.
I learned a lot, not only how much hard work is put and needed, but also about my own skills and that I can definitely work in a group and effectively finish a collaborative activity. It felt good to know my hard work would actually benefit not only the homeless and my community but also the environment which I have been learning so much about in almost every course.

I was tired, but nonetheless proud of my artwork….We will definitely encounter difficult tasks in our future careers, but if we remain patient and hardworking, we will see that our work will eventually pay off. FDoS taught me the importance of having patience.
Student Connections: Sociology
Holly Vugia, Associate Professor, Sociology & Social Services

Senior Sociology students who select the Social Service Option complete a minimum of 240 hours in a community-based practicum. Sixty students completed their internships this spring, compiling a total of 14,900 volunteer service learning hours. Placements this year related to resource access, homelessness, health, mental health, pregnancy, aging, education, adult corrections, juvenile justice, addictions, immigration, violence, youth engagement, sexual exploitation/assault, child abuse prevention, crisis intervention, adoption, foster care, and information and referral. Following are some excerpts from students’ end-of-the-year essays.
(program contact: holly.vugia@csueastbay.edu).

“For my internship, I chose to work at SAVE, a domestic violence organization in Fremont. I chose this organization because I could relate to the cause. I grew up in a violent home and this was my way of helping people get out of abusive relationships… I was required to take a 40-hour training. The training was intense however it was extremely educational and resourceful….I was a little nervous at first when I began my actual fieldwork at the shelter, after a week I felt that this is what I was meant to do. I absolutely loved working with children and women in the shelter. I was able to develop strong, positive relationships with the woman and children. I also participated in outreach prevention. I went to Mission San Jose and James Logan high school to talk to the students about intimate partner violence. I worked on the crisis line; providing clients with resources and education on domestic violence. It was very rewarding when a person would call feeling hopeless however by the end of our conversation I could hear the sense of peace in their tone because they realized they had access to resources and options….I am very thankful of SAVE for the experience they provided me. They allowed me to explore in all the different aspects of their organization. Throughout my internship I was able to acquire an understanding of social work values and ethics. I was surprised by my own personal skills that I did not know I possessed. I was able to use myself as a primary tool by communicating with woman and students and working with the children…whether for crisis intervention, parenting resources, or one-on-one counseling…I felt very passionate about the work I was doing, I know the clients felt my compassion. It makes a big difference when you work in a social setting and you love what you’re doing. I am very proud to be a part of an organization that is extremely prominent in rallying against intimate partner violence. I will continue to practice and implement everything I have learned during my internship at SAVE.

By Yvette Salazar (Placement @ SAVE, Safe Alternatives to Violent Environments, Fremont)
“Let me not forget to mention my field instructor Arianna Kordestani, she was magnificent! From day one she explained to me what needs to be done and how to do it. Everything that I would do, she would thank me and tell me how she really appreciates my help at the center. Her kind words really helped me feel comfortable while working at ASEB. Working at ASEB has allowed me to use my leadership skills and express the love and passion I have for individuals who are developmentally challenged and who are physically and mentally sick.”

By Natasha Porter (Placement @ Alzheimer’s Services of the Eastbay, Hayward)

“Everyone reacts to situations differently and we should not expect everyone to react the same. In our world we have different people with different personalities and walks of life that shape them into who they are. Looking at each person as a unique individual is something that I have taken with me when I work as a Sexual Assault Advocate....I have committed to a year of volunteer work for Tri-Valley Haven, but I hope to continue to volunteer for this great organization in the years to come. I have met many great people who all work hard to provide support for those in need. As a volunteer I hope to learn a lot more in the next year.”

By Carolina Sanchez (Placement @ Tri-Valley Haven, Livermore)
“It’s that sense of empowerment that I believe is the strongest tool we can provide to our clients. To help them believe in themselves and see themselves as individuals with purposeful lives and powerful dreams that they can actualize through their own strengths and the support networks they have created for themselves, including service providers, family, friends and mentors....Having the passion to support your clients and love them unconditionally, while having awareness of the issues they face day in and day out, as well as the issues that the population as a whole faces, including gaps in services, is a powerful position to be in.”

By Jaclyn Bedsole (Placement @ MISSSEY, Motivating, Inspiring, and Serving Supporting Sexually Exploited Youth, Oakland)

“For the past six months I have had the amazing experience of working at Southwest Key, an immigrant youth shelter where we received undocumented and unaccompanied minors from all over the world. ...Being captured by immigration is a blessing in disguise, for many of these children could have died while attempting to finish their dangerous journey. ...Each time a new client arrived my heart filled with joy for I knew this was another life saved and a shot at a brighter future for this child or teenager. ...Every child I’ve encountered in the program is extremely thankful for the amazing opportunity they are presented with. I feel honored to have been able to be an intern for such an amazing organization. I tried my best to be a positive role model for these children and teenagers and they’ve all made a huge impact in my life.... The strength and persistence these children and teenagers demonstrated is like no other I’ve ever encountered. They always managed to put a smile on my face and brighten my days. I will always cherish all moments, happy and sad, that I shared with them and I wish nothing but success for every single one of them.”

By Natalie Guerrero (Placement @ Southwest Key in Contra Costa County)
Program Connections: The Institute for STEM Education
By Azure Stewart, Program Manager

Geographic Information System

To further support the work of the Institute for STEM Education, undergraduate students enrolled in Professor Elizabeth Bergman’s Political Science courses engaged in a research project during the 2012-2013 academic year to uncover STEM learning opportunities afforded to K12 students in local school districts in both Alameda and Contra Costa Counties. Students enrolled in Professor Bergman’s courses worked together in teams to examine how local schools in the Livermore and Oakland Unified School Districts (elementary, middle, and high schools) define STEM. They also examined what types of STEM learning opportunities are available at the district level. At the end of each quarter, the students provided the Institute for STEM education with an analysis and report of results from what was uncovered. Professor Bergman is planning to continue this research opportunity in her courses during the 2013-2014 academic year.

from the Institute for STEM Education website:

The mission of the Institute for STEM Education is to advance STEM teaching and learning in parallel with the rapidly changing knowledge, practices, and needs in STEM fields and disciplines.

In addition to preparing students for success in STEM fields and disciplines, the Institute aims to help all students acquire the STEM knowledge required for decision making in their daily lives.

All of the Institute’s goals focus on building and supporting the breadth of diversity of our community and students, with a special emphasis on underrepresented groups in STEM disciplines. Institute participants and staff will also ensure that the commitment to diversity is reflected in the strategies and actions taken to realize these goals.
Student Connections: Leadership in Community-University Engagement
By Megan Bebb, Student Life Advisor/Programming Coordinator

For more information regarding Student Life and Leadership Programs events, please contact
Student Life Advisor/Programming Coordinator, Megan Bebb, by calling 510-885-2646 or email-
ing megan.bebb@csueastbay.edu. For a list of upcoming events and resources, please visit the
Student Life and Leadership Programs website at www.csueastbay.edu/slife and Like our Face-
book page, CSUEB Student Life & Leadership Programs

Student Life and Leadership Programs is committed to creating and implementing
comprehensive programming to enhance the student experience. Part of our
department’s mission is to connect students and student organizations to community
focused opportunities. We believe in the power of learning outside of the classroom,
including experiential and transformational learning. We believe our students should
take leadership roles on campus and in the community. Through department and
student collaboration, Student Life and Leadership Programs plans 3 distinct
community engagement programs each year: Make a Difference Day, St. Jude
Children’s Research Hospital Up Til Dawn, and Relay For Life, tailored for CSUEB and
community members to give back on a local, regional, and national level. While Make
A Difference Day and Relay For Life are long-standing and successful traditions on our
campus, we introduced Up til Dawn for the first time this past year.

Make A Difference Day

On October 27, 2012, Cal State East Bay and the Hayward community joined
together to clean up local Hayward neighborhoods, parks, and schools. It was a cool
but sunny Saturday morning with great energy in the air as student organizations,
student leaders, faculty, and community members came together at the New Union to
prepare for the day. ASI Diversity Center, the Residence Hall Association, and Student
Life and Leadership Programs served as the CSUEB coordinators and teamed up with
Hayward city’s task force, Keep Hayward Clean and Green, to make this day possible.
228 volunteers took to the streets of Hayward to clean and pick up trash. After 3 hours
of service, the students returned to CSUEB for a delicious lunch, a reflection exercise,
and group discussion about their experiences and life-long commitment to social
justice.

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On October 26, 2013, CSUEB will be celebrating Make A Difference Day’s 10th Anniversary on our campus! To keep the event fresh, we will continue to partner with Keep Hayward Clean and Green but are also plan on partnering with other local agencies. Students may sign up individually or with a club or organization to participate. With last year’s total coming in at 228, the Make A Difference Day committee would like to raise the goal to 300 participants. Registration will be available in August on the homepage of www.asicsueb.com and www.csueb.edu/slife.

![Make A Difference Day](image)

**St. Jude Children’s Research Hospital Up Til Dawn**

On February, 13, 2013, the first official Up Til Dawn took place on the CSUEB campus. 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. No child is denied treatment based on race, religion, or a family’s ability to pay. To raise money, the executive board hosted a letter writing event where students wrote letters to their friends and family asking them to donate to St. Jude Children’s Research Hospital. There were live musical performances including Orientation Team leaders, Joe Tolo and Megan Pineda, games, arts and crafts, and delicious food. By the end of the night, students wrote a total of 1,609 letters! To date, the donations collected from these letters has reached $2,000. Overall, the program was met with a very positive response and we look forward to a successful
Tania Aquino has been elected as the Executive Director for the 2014 Up Til Dawn and will be attending the St. Jude Collegiate Leadership Conference in Memphis, Tennessee in July to learn more about the hospital and innovative ways to fundraise for St. Jude. Tania is looking forward to implementing a heavier focus on service opportunities throughout the academic year in preparation for the main event. Up Til Dawn will continue to be held in the 2014 Winter Quarter with smaller fundraising events leading up to it.

Applications to join the executive board are currently available and formal planning will begin in Fall 2013. Students may sign up individually or with a club or organization to participate. For more information about Up Til Dawn, please like our Facebook page, St. Jude’s Up Til Dawn at CSUEB, and visit the Up Til Dawn Table at the Welcome Week Campus Resource Fair.

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Relay For Life

Relay For Life is a national event for the American Cancer Society hosted by colleges and universities across the country—a 24-hour walk-a-thon where students, faculty, staff raise money by having at least one person from their team walk around the track at all times. The event takes place annually in May of the Spring Quarter and heavily supported by the fraternities and sororities who have adopted it as their annual philanthropy along with other student organizations, campus departments, and off-campus organizations who also participate each year.

On May 17 and 18, 2013, hundreds of participants came out. There was a variety of food, live music, dance performances, and entertainment throughout the day and night. Clubs and organizations sold food and other items to continue their fundraising efforts. There was a palpable energy in the air. One of the highlights was a cancer survivor who shared her story at Agora Lawn. It was a moving experience and brought many to tears as she took a “Survivor’s Lap” around the field. CSUEB raised over $10,000 for the American Cancer Society. The committee was led for the second year in a row by Coco Napolis along with a committee of student leaders. The CSUEB Relay For Life committee looks forward to continuing to improve the program and exceed their $10,000 goal next year!

Applications to join the executive board or serve as a team leader will be available in Fall 2013. Students are encouraged to gather a group of friends and form a team to participate. For more information about Relay For Life, visit the Relay For Life Table at the Welcome Week Campus Resource Fair and check out the Relay For Life website by visiting www.relayforlife.org.
CSUEB pioneers teamed up on October 27, 2012 to celebrate the National Make a Difference day in partnership with the city task force, Keep Hayward Clean and Green. This year 150 volunteers joined hands together to clean the streets of the city and promote clean community. The students arrived on campus at 7:30AM to register/check-in for the event, followed by a short breakfast courtesy of Student Life and Leadership Programs and safety instructions. Students were then ready to make a difference armed with their grabbers and garbage bags.

After approximately three and a half hours, students started milling back to the campus filled with exciting stories of their success. “It’s worth it to sacrifice one Saturday morning,” said a fellow student volunteer. Students saw first-hand the effects of dumping and littering of waste on the road sides. They even got to know about the big picture and how small things like cigarette butts can cause such great environmental disaster. All in all, students appreciated the chance to give back and do their part.
The ASI Diversity Center organized their annual Alternative Spring Break community service trip for the second year in March. This year, students again showed immense interest in community service and fulfilled their duty towards the community by participating in the various volunteering activities that took place in two different locations: Kumeyaay Reservation near San Diego and the Bay Area. They stayed within the vicinity of the communities and learned about issues like discrimination, oppression, education inequality, food disparity and environmental inequality that impact the people of the community so deeply.

The first group of students flew to San Diego and drove to the Native American reservation, where they received enthusiastic reception once again by the residents. They stayed at the newly renovated Education Center complete with a media and resource center that had been under construction last year. Upon arrival, the guide/contact person gave students a detailed history of the struggles of the tribe, their way of living and norms/tradition that students should be considerate of. The next day, students visited various establishments like the hospital at the reservation and learned more about their efficient self-surviving system. The day was ended by reflection activities, in which the students discussed their experience and how the reality differed from what they expected.

Students participated in the health-fest organized by the reservation staff and interacted with the children and adults alike under “healthy habits” discussions the next day. This was followed by volunteering with their Campo environmental protection agency, where they helped in restoration of the property and ended the day with a ‘cook-out’ to bring the members of the community and the students together for a conversation to deepen their knowledge and understanding of the tribe. Early in the morning, the first group loaded up and said good bye to yet another journey with promises to write to the ‘pen-pals’ — the young tribe members whom they bonded with.
Meanwhile, the second group gathered at the Diversity Center to begin their volunteering at various established non-profit organizations in the Bay Area to throw light upon some of the highly controversial inequalities that people are facing in the light of modern growth. CSUEB students got a chance to visit the communities that face the very problems that have been a great drawback of progress.

On the first day, the second group volunteered at Reading Partners at Longwood Elementary school in Hayward. Reading partners is a literary intervention program that targets the students who are below or near their grade level proficiency. Volunteers help students bridge the gap with one-on-one tutoring. Cal State East Bay students tutored the children from grade 1 to 5 in English and also participated in fun activities to commemorate international women’s month. They got first-hand knowledge about education inequalities that children (who live in low-income areas and whose second language is English) suffer from.

The second day, students volunteered at Alameda County Food Bank, a reserve bank that supplies food to the majority of soup kitchens and low-income families in Alameda county. This non-profit organization is run and operated totally by volunteers who help in sorting, organizing and packing the donated food from various farmers’ markets and local merchandises. The students helped pack over 100 pounds of broccoli to feed hundreds of bay area residents and prevent starvation for yet another day.

On the last and the final day for Alternative Spring Break 2012-2013, the students joined Save SF Bay organization to help restore wetlands in the San Francisco: Palo Alto coastline area which was converted into a dump years ago. Furthermore, as the years passed, the area was unable to sustain adequate plant life and the nearby water resources were polluted. Students helped de-weed and plant mustard seeds to help prevent flooding of the area and provide important nutrients to sustain plant species that are indigenous to the Californian lands.

The Alternative Spring Break experience has provided students the opportunity to see and understand the impact and the suffering caused by numerous struggles that still haunt our community. It has also paved a path to understand the differences that separate the people through cultural tolerance. It has strengthened the bonds among people and given them a chance to make a difference and have memorable experiences.
CSUEB Pioneers for Change (pfc) is made up of a select team of student interns who serve as leaders within the Center for Community Engagement on and off campus. The dynamic pfc team has put their talents to use on a wide range of Community Engagement activities. Upon acceptance to the program, pfc interns can work in two capacities—Freshmen Day of Service and Community Engagement Interns. The Freshmen Day of Service Interns work in support of the Freshmen Day of Service—classroom presentations, program registration, and promotions. Pfc students also serve as group leaders for Freshmen Day of Service projects in the spring. Community Engagement Interns are individually placed in non-profit or school sites throughout the Winter and Spring quarters. In 2012-2013, students placed with Hayward Promise Neighborhoods tutored at elementary schools for grades K - 6 as well as served as mentors at the high school level. City of Hayward interns attended city meetings and trainings and gained a wealth of knowledge and skills on city policies. Community Engagement Interns were given opportunities not only to make a difference in their community but also to reflect on their life goals, meet with community leaders and hopefully learn something new about themselves along the way. While both internship options provide students with gratifying service opportunities, they also each grant interns the chance to focus on different populations and time commitments that would be most rewarding to them. As the Center for Community Engagement continues to grow and connect students and faculty with the surrounding community, the pfc team will look for more ways to encourage, motivate, and support community engagement here at CSUEB.
The 2012-2013 school year was a very special year for me, not because I was a graduating senior, but because I got to be a part of something great. I had the opportunity to be the Student Leadership Coordinator for the new leadership program Mary D’Alleva was putting together through the Center for Community Engagement. As a Recreation Management student I was really excited about the opportunity because I knew I would have the chance to put a lot of what I was learning in the classroom to use in real-life settings; the epitome of “service learning”, which is what the Center for Community Engagement is all about. However, I never would have imagined when I walked into that dusty office trailer with Mary’s program framework scribbled down on file folders in my hand that our program would have become what it did over the course of the school year.

Our program consisted of two initiatives, Freshman Day of Service (FDoS) and Community Engagement Interns (CEIs). Our FDoS students were responsible for supporting the freshman and their experience with the FDoS requirement. Our CEIs focused on off campus internship placements. The program also required the students to attend regular training sessions, where we discussed a variety of topics, such as leadership, social responsibility and problem solving. We also had weekly staff meetings and the students were also asked to assist in the office with various tasks that helped with upcoming events. These opportunities allowed our leadership students to engage with other students on campus, use their problem solving skills, and exercise their leadership abilities, while learning more about themselves and the world around them.
In addition to fulfilling our programs responsibilities on and off campus, we also kept our eyes open for other leadership and skill building opportunities, such as our presentation to the Fukuoka Institute of Technology. The students had the opportunity to share what they had been learning in the program and discuss how they were implementing their new skills in “real life”. Our staff was able to explain the techniques we were using to work with the students and our program development strategies for the current year, as well as for the future of the program.

There are many things I took away from my experience as the Student Leadership Coordinator. The freedom Mary gave me allowed me to fail and succeed, allowing me to learn invaluable lessons. It was also fulfilling to know I was spending my time creating something that was not only going to be beneficial to me, but also for CSUEB, the community and the students who participated. However, the most rewarding part of my experience was working with the CSUEB students, who became “my” students. The relationships that were built and the positive impact we made helping our community on and off campus were undeniable. I know the inaugural year of “Pioneers for Change” was a huge success and I give my students a lot of credit for that. They brought so much insight, excitement and enthusiasm to the table; they made my job easy. I loved getting to know them and watching them grow. I’m very proud of each of them.

This is an experience I will hold close to my heart, as it taught me so much. I look forward to keeping tabs on the program in the years to come. I know the people involved, paired with the program’s mission and goals will continue to provide irreplaceable opportunities for CSUEB students and the community.
I am double majoring in criminal justice and sociology. I am a Pioneer for Change Leader because I like to help the community. As a leader I have learned to support and encourage other students to WANT to participate and help their communities. The Pioneer for Change program has a vision, and in order to be successful with the vision and goals of the program we as leaders need to motivate and communicate with students to continue to help. Leaders Lead, Innovate and Empower. We have to focus on leadership vs. ‘managing’. When you lead you must continue to think outside the box (innovate) and empower the students to achieve not only professional, but personal goals as well.

The first year of Pioneers for Change has been a very rewarding and worthwhile experience. Having the privilege to serve as a mentor and to work side by side with this year’s incoming freshmen class to plan, prepare for, and execute their Freshman Day of Service has allowed me to pay forward my experience as a freshman in the program last year. This position gave me an alternative perspective and a new appreciation towards how much work and effort goes into the organization of these community service projects. A lot of the success of our program was due to the amazing staff that I had the opportunity to work with. Under the advising of Amanda, Patty, and Mary and through the relationships that were built between with my coworkers, I was able to progress in both personal and professional aspects. I truly believe in the quote, “To whom much is given, much is expected.” In this first year, I myself, have come to understand the importance of community engagement and I’ve gained a better knowledge of how even the smallest actions can affect a community. With my continued involvement in the program, my goal is to demonstrate and inspire such changes in our community here at Cal State East Bay.
Tashma Greene

During my one year being a "Pioneer for Change" I have learned a tremendous amount about my university and myself. Although I have always been an active participant in school activities and campus life in general becoming a leader wasn’t a huge challenge for me but, actually taking the role of a leader was. By the help of my advisors I was able to make the most of my newly found skill of leadership by interacting and helping students as well as the community. Since I had the privilege of being able to physically see how an extra hand of help or verbal advice can help freshmen and the community it showed me that all of the key points I’ve learned throughout the year are needed within society and being able to deliver that aid was amazing to me.

Michelle Lowrey

Through the student leadership program, Pioneers for Change, I have learned and experienced some great things. Some of those great things include going to freshmen classrooms and presenting the Freshmen Day of Service and helping them sign up for their day of service. In doing this I learned what and what not to say when presenting and most importantly I learned how to prepare myself to speak in front of an audience. I also learned how to cooperate with different types of people. Then in the Spring I attended many service projects and was a witness to many students putting hard work into their community. While on these projects I really learned what being a leader was, whether that be keeping the freshmen on task or leading by example and participating in projects. Overall, this program has taught me and given me the confidence I need to have a successful career.

Vanessa Castillo

Joining Pioneers for Change has made a great impact in my life. This program really helped me to grow as a person. I have learned so much with this program not only about myself but as a leader as well. I am so grateful that I am part of such a great program, I not only consider it a job but as a home as well. Together we are making differences one step at a time! Proud to be part of PIONEERS FOR CHANGE!
Marilyn Gracia

This year was a new year for me to seek opportunities. I came into the program very emotionally burdened due to personal issues however I started to get better as the weeks progressed. The leadership training's were beneficial for me and strengthened my self-esteem. Prior to Winter Break, I had conflict on whether I wanted to continue to pursue this job or not. I felt as if I wasn't doing my best and maybe I wasn't best fitted for this job. However, after talking with some of my coworkers about life and each other, I decided to stick around and see what could happen once we came back. Once we came back from break, I started to look forward to working and contributing all that I can to this program. I can look back now and see how much I've grown on a personal level, and on an academic level. I'll be switching my major for the 3rd time to Recreational Therapy and I really do owe it to the great influence of this program. I'm glad to be part of Pioneers for Change and I hope to continue to grow and learn new things from myself, from each other and from our community!

Mary Ann Manipon

Being a part of Pioneers for Change was such a great experience for me. I got to be a part of a team, which is something I've always wanted for myself. Through our training and outreach projects we were able to bond and become closer as teammates and ultimately, as friends. I loved helping the freshmen and going out to the service projects. Watching the freshmen step out of their shell was gratifying knowing that there was no other school assignment, thus far, that would have such a particular impact in their lives. Not only did the freshmen grow because of their Freshmen Day of Service project, I was able to see myself and my teammates grow as well. Slowly but surely we became more confident, professional, and knowledgeable about our assignments and tasks. We found balance between our strengths and weaknesses and helped each other out if there were problems. We became fluid as a working team and we emerged from the program as leaders.

Pioneers for Change is a wonderful opportunity to become connected with the CSUEB community as well as the community around us. I know that I will walk away from Pioneers for Change with connections, skills, and experiences that will indefinitely set me apart from others. I'm very thankful and appreciative of the hard work that went into the program. I like to think, as a member of the Pioneers for Change's first team, we created a great legacy here at CSUEB. I hope to see the program grow and find success in the future years. It's awesome to think that I was a part of it!

Marilyn Gracia

This year was a new year for me to seek opportunities. I came into the program very emotionally burdened due to personal issues however I started to get better as the weeks progressed. The leadership training's were beneficial for me and strengthened my self-esteem. Prior to Winter Break, I had conflict on whether I wanted to continue to pursue this job or not. I felt as if I wasn't doing my best and maybe I wasn't best fitted for this job. However, after talking with some of my coworkers about life and each other, I decided to stick around and see what could happen once we came back. Once we came back from break, I started to look forward to working and contributing all that I can to this program. I can look back now and see how much I've grown on a personal level, and on an academic level. I'll be switching my major for the 3rd time to Recreational Therapy and I really do owe it to the great influence of this program. I'm glad to be part of Pioneers for Change and I hope to continue to grow and learn new things from myself, from each other and from our community!
HAYWARD PROMISE NEIGHBORHOOD VISION

All children growing up in the Hayward Promise Neighborhood will have access to effective schools and strong systems of family and community support. This network of support will prepare them to attain an excellent education, to transition to college or post-secondary training, and to enter successful and rewarding careers.

Schools will provide education, health information, and parent support in locations that are accessible to all HPN residents. As a result, every child in the Hayward Promise Neighborhood will:

- Be prepared for school
- Be supported in school and out of school
- Succeed academically
- Enroll in college or workforce training after high school
- Enter a productive career

The HPN will ensure both student and community success by working together to provide comprehensive support throughout the “cradle to college to career” pipeline.

Eventually, ideas and programs that are implemented in the HPN will spread beyond this one specific neighborhood to benefit the larger community of Hayward.

HAYWARD PROMISE NEIGHBORHOOD ENGAGEMENT EVENTS IN 2012

Hayward Promise Neighborhood Kick Off Event at Harder Elementary

# Participants: 1300
Event Length: 8 hours
# Volunteers: 200 volunteers (94 from CSUEB)
Event Date: 10/27/2012

The HPN Kick Off Event (also referred to as the HPN Fair) was the project of the Rec 4501/Hos 4502 Event Planning class led by senior Amanda McDonald, Kyle Speed and Angela Johnson under the direction of HRT Chair Melany Spielman and Professor Mary Fortune. This event brought the community to Harder Elementary for Fun, Food, and a meet and greet with local organizations that provide services to the HPN Community. Hayward youth of all ages got the opportunity to create art pieces with CSUEB Volunteers and get active with CSUEB Athletics while their parents visited info booths of HPN partners like Tiburcio Vasquez Health Center, Chabot College, Kaiser Permanente, Hayward Area Recreation and Park District, and many others. The Kick-Off Event included a ribbon cutting ceremony to symbolize the launch of the initiative and the collaboration between the many stakeholders whose ultimate goal is to uplift the Jackson Triangle and broader Hayward community.
CSUEB STUDENTS GET INVOLVED WITH HPN SCHOOLS

| Schools Served: | Harder Elementary and Tennyson High School |
| # of Students Served: | 275 |
| # CSUEB Active in K-12 Schools: | 16 |
| Subjects Covered: | Math, English, Chemistry, Art, and Multimedia |
| Special Project: | Mural |
| Total # of Service Hours: | 879 |
| Partner Programs: | City of Hayward’s Homework Support Center (Harder) Community Multimedia Academy (Tennyson), Puente (Tennyson) |

In the Winter and Spring Quarter of 2012-2013, 879 service hours were provided at two HPN-targeted schools: Harder Elementary and Tennyson High both located on Whitman Avenue.

CSUEB students involved with HPN provided tutoring and mentoring in core academic subjects at the City of Hayward’s on-site Homework Support Center and provided 1-on-1 and small group tutoring for Superstars Literacy at Harder Elementary School.

At Tennyson High School, CSUEB students involved with HPN provided College and Career counseling, tutoring and mentoring and even supported a 6th period Chemistry class! High school students enjoyed and benefitted so much from having college mentors on campus that they ask about the HPN tutors when they are not there. I’ve had Tennyson students directly ask for more tutors. Professor Jesus Diaz provided a few tutors/mentors from his classes in the Spring and we will be expanding on service projects the next school year.

In addition to tutoring and mentoring at Tennyson High, 2 CSUEB Art students provided guidance and technical assistance for 9th grade Puente students to put up a mural in their youth space. The CSUEB Art students and 9th graders often stayed late painting well into 8:00pm. The Tennyson high students appreciate the work that the CSUEB students provided and also the advice and life lessons, conversations and the mutual respect.

Paint and supplies were donated by University Art in San Jose (thanks to Sonny Tan), Principal Villanueva, and Emily Chow. The expected completion of the mural is end of Fall 2014.

Dearest Awesome and Amazing CSUEB students!

Thank you for giving your time and energy to support my students and staff at Tennyson. In order to make our school great, it will take incredible people like yourselves to invest in our students. When the kids see that the community cares, they will become better students and members of our community. You are making a big difference. Thank you!

Lori Villanueva, Principal Tennyson High School
CSUEB STUDENTS GET INVOLVED WITH HPN SCHOOLS (CONT...)

CSUEB HPN Interns, Putting Students First
by: Lindsey Vien
Education Services Coordinator
City of Hayward

One of Hayward Promise Neighborhood’s (HPN) visions is for all children growing up in the Jackson Triangle to have access to effective schools and strong systems of family and community support. As an HPN partner, the City of Hayward’s Library and Community Services Division serves as a key partner in engaging community support and delivering equal opportunity in education to every Hayward resident. The Hayward Public Library and Community Services Division believe that education is key to a stronger, brighter future for any community.

The first phase of Hayward Public Library’s expansion of their support of local HPN youth with their academics began at Harder Elementary. In mid-April, through a unique partnership between the City of Hayward and Hayward Unified School District, the Library launched a new Homework Support Center (HSC) at the school site. Using the Library’s already successful HSC at Longwood Elementary as a model, the program offers free drop-in homework assistance to students in grades K-6, four days a week. HSCs feature on-site trained volunteer tutors ready to assist students in small groups with all of their homework needs, and access to learning manipulative and homework supplies.

In addition to enhancing the community’s involvement in HPN through volunteerism, the City of Hayward’s Library and Community Services Division has partnered with local institutions of higher learning, such as Chabot and CSU, East Bay, to create internship and service learning opportunities for college students to serve as tutors within the HSCs located in the Jackson Triangle. CSUEB’s Service Learning Program has proven to be an integral part of staffing Harder’s HSC. CSUEB interns dedicate eight hours a week to assisting students with all of their homework needs. They are not only skilled and talented, they are role models for Hayward’s youth. CSUEB’s interns have enhanced the college going culture, and have shown students that their academic dreams can indeed become a reality.

HAYWARD PROMISE NEIGHBORHOOD PARTNERS

- California State University, East Bay
- Hayward Unified School District
- City of Hayward
- Chabot College
- Community Child Care Council (4 C’s) of Alameda County
- Eden Area Regional Occupation Program
- First 5 Alameda County
- Tiburcio Vasquez Health Center

HAYWARD PROMISE NEIGHBORHOOD SCHOOLS

- Harder Elementary
- Park Elementary
- Winton Middle School
- Chavez Middle School
- Hayward High
- Tennyson High
Patricia Loché has worked at CSUEB since 1999. Prior to joining the Service Learning Program she worked in the Accounting Office as well as in the Academic Advising and Career Education Center. In 2011 Patricia was given the opportunity to join the Service Learning Program using ¼ of her time coordinating CSUEB’s first Freshmen Day of Service initiative. In her second year with the program she became full time Projects Coordinator. Pioneers for Change (PfC) is the newest initiative and vision for the Center to promote learning outside of the classroom. Patricia’s key goals for PfC are to give students an opportunity to serve the community and learn something about themselves in the process.

Anita Smith provides administrative support for the Center for Community Engagement. She is a new addition to the Community Engagement team; however, looks forward to an amazing experience bringing the Center into the future.

Mary D’Alleva started working as a Lecturer in the English Department in Spring 1997. She was hired as Director of the Service Learning Program in 2001. She finds that the balance of program administration with classroom teaching helps maintain an important perspective on the realities of the work and her effort to help cultivate a culture of social responsibility here at CSUEB.

Emily Chow is the Hayward Promise Neighborhood Outreach Coordinator for Service Learning under the Center for Community Engagement. In the past year, Cal State East Bay students provided support for the Promise Neighborhood and public schools by offering tutoring and college mentoring services for K-12 youth. Together we are developing a healthy community and positive learning environments for both K-12 and college students. Our goal is to create a college-going culture and promote learning through active participation. Emily has worked with many communities during her time in the nonprofit sector and has established many positive and supportive direct service programs for underserved youth and families.

www.csueastbay.edu/communityengagement
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