

cal state

For University Alumni and Friends

# east bay

m a g a z i n e

**Making strides in autism research,  
support for college students with autism**

**Toys are tools for student  
therapists-in-training**

**Revisiting Investiture Day of Service  
at Harder Elementary School**



## Lost in the shuffle?

*As public dollars for children's needs shrink,  
the CSUEB family steps up to help*

Winter 2013

WINTER 2013

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PHOTO JESSE CANTLEY



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PHOTO STEPHANIE SECREST



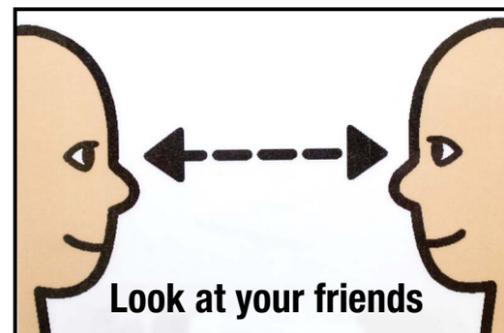
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## A model for REGIONALLY-ENGAGED LEARNING IN THE 21<sup>ST</sup> CENTURY

PHOTO JESSE CANTLEY

On behalf of our faculty, staff and students, we wish you a happy new year. The past year has presented a number of challenges that, with your help, we have overcome with the passage of Proposition 30. We are so thankful, because it assures access for literally thousands of students seeking admission, not only to our campus but to every campus in the California State University system. The future budget still remains uncertain; however, fortunately, we can count on some certainty for the balance of this academic year.

Despite the unknowns ahead, this has been an exciting year for your University. We have refined and reaffirmed our institutional values in our campuswide strategic planning process. As a result, we have come together as a community and reached consensus on a revised mission statement and our shared commitments, to not only our students but also to the larger region we serve and the entire state. We have published these commitments widely, because we want you and our students — including those who plan to come here in the future — to have a clear understanding of what California State University, East Bay values and expects. You will find our eight shared commitments and our expectations for our graduates described in our institutional learning outcomes online at [www.csueastbay.edu/about/strategic-planning/](http://www.csueastbay.edu/about/strategic-planning/).

This issue of *Cal State East Bay Magazine* contains representative examples of how we are living up to our commitments. In my comments at the Investiture Ceremony in the fall, I called for our university community to be a model for regionally-engaged learning in the 21<sup>st</sup> century. The new reality for regional universities requires us to redefine our role in contributing to our region. As I ended my Investiture

comments, I called upon the campus community to “invoke our legacy as Pioneers.” My call is for us to “be the University of choice for our students, the University engaged with our regional community — indeed, the University that serves as the intellectual, social, cultural and economic heart of the East Bay.”

Within the pages of this edition of the magazine, you will learn about exciting examples of the kinds of community service Cal State East Bay already brings to improving the quality of life in our neighboring communities.

We all agree that our children are our future. We have dedicated this issue to how Cal State East Bay is “Serving our Communities’ Children.” We recognize that public dollars dedicated to meeting the needs of our children are dwindling. In keeping with our commitment to community and regional partnerships that support student engagement and learning, the following stories will show how this University is meeting our commitment to the region and communities we serve.

We sincerely hope that you will be inspired by the work of our alumni, faculty and students in addressing community needs, ranging from neighborhood school clean-up and helping at-risk teens make positive choices, to work on health issues such as childhood obesity and autism, just to cite a few examples.

Cal State East Bay is truly on its way to becoming a 21<sup>st</sup> century model for a regionally engaged university.

Leroy M. Morishita  
PRESIDENT

# UNIVERSITY NEWS

## CSUEB, College of Business again rated among best by Princeton Review

California State University, East Bay is one of the best higher education institutions in the West, and its College of Business and Economics (CBE) is among the leading business schools in the nation. Both determinations are by *The Princeton Review*, a nationally known education services company.



In naming Cal State East Bay among a select 122 institutions of higher learning to receive its prestigious 2013 “Best in the West” designation, *The Princeton Review* in August recognized the university for excellence in academic programs, taking into account the opinions of enrolled students, counselors and advisors.

In *Best 296 Business Schools*, *The Princeton Review* in October recognized CBE for its strength in academics, career and placement services, student life and environment and admissions.

It is the ninth straight year for the university and seventh for CBE to be recognized by the influential evaluation firm, which provides college preparation research and recommendations to students and their parents throughout the United States.

“We’re pleased to recommend Cal State East Bay to users of our site,” said Robert Franek, *The Princeton Review’s* senior vice president and publisher. “We chose it and the other terrific institutions ... for their excellent academic programs. We also take into account what students at the schools reported to us about their campus experiences. Only schools that permit us to independently survey their students are eligible to be considered for our ‘best’ lists.”

Regarding CBE, Franek said: “We consider Cal State East Bay one of the best institutions a student could attend to earn an MBA. We selected the schools we profile in this book based on our high regard for their academic programs and our reviews of institutional data we collect from the schools.”

*The Princeton Review’s* profile and ratings of CSUEB, as well responses from students who participated in an 80-question opinion survey, are available online at [www.PrincetonReview.com](http://www.PrincetonReview.com). ■ **BZ**

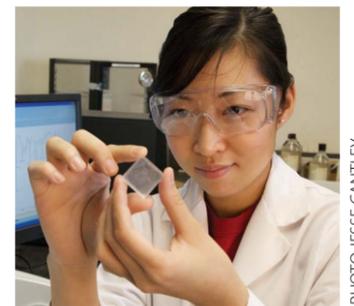
## Alumni renew ‘SOS’ scholarship fund to help CSUEB students stay on the path to graduation

Alumnae Luanne Roticci ’87 and Liza Jane MacNaughton ’90 committed to providing a second year of seed funding for Cal State East Bay’s Save Our Students Scholarship fund, which distributes financial aid to upper division students struggling with the high cost of higher education.

In 2011, the university distributed 29 SOS awards of \$500 to \$1,500 each to CSUEB undergraduates who were in danger of dropping out because of rising costs. The donors established the fund after learning about budget cuts to the CSU system last year that resulted in a last-minute increase in tuition fees systemwide. Tuition fee increases were announced just before the fall 2011 quarter.

“I know how an extra \$1,000 or \$5,000 can really make a difference for someone,” Roticci said in 2011. She and MacNaughton also urged friends and colleagues to make additional gifts to the fund to reach as many students as possible.

For information about how to contribute to the SOS Scholarship fund, visit [www.csueastbay.edu](http://www.csueastbay.edu) and select the “Support Cal State East Bay” button at the bottom right of the home page. ■ **SS**



ThanhPhuong (Mindy) Le '12

PHOTO JESSE CANTLEY

## Promise Neighborhood Festival signals start to partnership to uplift Hayward kids and families

Passing through balloon arch entryways to Harder Elementary School, approximately 1,300 attendees streamed into the Hayward Promise Neighborhood Community Festival, which formally launched the multi-year initiative to benefit South Hayward schools, students and families in the Jackson Triangle.

The Oct. 27 event also drew representatives from regional schools, government agencies, health care organizations, nonprofit and faith-based groups and area businesses, who gathered to share resources they are offering to residents in the Promise Neighborhood.

A \$25 million, five-year federal grant funds the Hayward Promise Neighborhood (HPN) partnership, dedicated to improving social, educational and health support services in the South Hayward area. California State University, East Bay and partners from the HPN Implementation Team planned the festival as the official introduction between community families and HPN partners. (Read more at [www.haywardpromise.org](http://www.haywardpromise.org).)

"This is such a wonderful opportunity to meet with so many people from our community, not just the parents and students but also the regional partners who have been instrumental in the early stages of this partnership," CSUEB President Leroy Morishita said. "With all of us working together over the next five years, the Promise Neighborhood will be tremendously successful."

More than 35 community groups took part in the information fair, set



PHOTOS ALEX LOPEZ

up under color-coded balloons — yellow for preschool resources, purple clusters for K-12 information and green for the college-level programs. Information booths set up along the perimeter fence shared the schoolyard with tables for activities and crafts, inflatable basketball hoops, a jump house and contests and dance lines led by performers from Radio Disney.

CSUEB students from the Department of Hospitality, Recreation and Tourism manned the craft tables and entryways with other university volunteers, including faculty, staff and students from criminal justice administration, nursing, the Community Counseling Center, Pioneer Athletics, the Early Action Program and the Welcome Center.

Carolyn Nelson, dean of CSUEB's College of Education and Allied Studies and the principal investigator for the HPN grant, observed that turnout for the event reflected a commitment to supporting children and families and that "working together is the best way to make a difference."

"This event really showcases the depth and breadth of services we can bring to this community in a dynamic

and fun way, which is so important to encourage engagement," said Nelson.

At a noontime ceremony, Morishita and Nelson introduced representatives from the partnership, including Hayward Mayor Michael Sweeney; Harder Elementary Principal Hector Garcia; Susan Sperling, president of Chabot College; Hayward Unified School District Superintendent Donald Evans; Dennis Waespi, president of the Hayward Area Recreation and Parks District; HUSD school board representatives; Hayward City Council members; and other elected officials.

Sweeney, who graduated from then-Cal State Hayward in 1972, lauded the beginning of a commitment from CSUEB, Chabot, HUSD, businesses "and most importantly, parents, to come together to help our young people succeed."

"Students who are supported by families and schools as well as their entire community, through programs like the Promise Neighborhood, are better positioned for lifelong learning and success," said Morishita. "Their achievements will be felt throughout the East Bay region." ■ SS

## Timothy P. White '72 named seventh CSU Chancellor

Timothy P. White '72 was named seventh chancellor of the 23-campus California State University system by the CSU board of trustees in October. Formerly chancellor for the University of California, Riverside, White assumed his new post Dec. 31.

"I am humbled to have been chosen to lead the California State University system at such a transformative time," White said.

White, 63, succeeds Charles B. Reed, who retired following a 14-year CSU tenure. White in November requested that the CSU board of trustees reduce his state funded compensation by 10 percent below his predecessor's.

"(White's) demonstrated leadership and commitment to student success are the right combination for the university's future," CSU Board Chair Bob Linscheid said at the time of White's appointment.



Timothy P. White '72

White, who joined UCR in 2008, led development of a 10-year strategic plan and furthered UCR's goal of establishing a School of Medicine, securing \$100 million in gifts and financing.

White was president of the University of Idaho from 2004 to 2008. He also served as a dean, provost and executive vice president, and interim president at Oregon State University. He previously held positions as professor and chair of the Department of Human Biodynamics at the University of California, Berkeley, and as professor and chair of the Department of Movement Science and research scientist in the Institute of Gerontology at the University of Michigan.

Born in Buenos Aires, Argentina, White was a first-generation college student who attended Diablo Valley Community College; Fresno State, where he received a bachelor's; Cal State East Bay, where he earned a master's degree in kinesiology in 1972; and UC Berkeley, where he got his Ph.D. He is internationally recognized for his work in muscle plasticity, injury and aging.

White and his wife Karen, an assistant clinical professor at UCR, have four sons. ■ MB

## FOUNDING UNIVERSITY PRESIDENT Fred Harclerod dies at 93

Fred F. Harclerod, founding president of Cal State East Bay, died June 10 in Tucson. He was 93.

Harclerod, a native of Cheyenne, Wyo., was named president of the university in January 1959 before it had an address, a faculty, enrolled students or a permanent name. He guided the institution through its formative years, including creating its first master plan.

"To start a college is something every educator dreams of," Harclerod told the Oakland Tribune following the announcement of his appointment.

Harclerod — pronounced with a hard c — formally took office Feb. 1, 1959, of an institution initially known as the State College for Alameda County. By 1961, the name changed to Alameda County State College, then switched two years later to California State College at Hayward.

In his early days as president, Harclerod said, his priorities were finding a campus site, faculty and temporary

classrooms. By the mid 1960s, enrollment had soared from 293 to some 4,000, instructed by approximately 250 faculty on the 365-acre Hayward campus.

Harclerod left the university in 1967 when the state college system chancellor reassigned him. Two months later, he was named president of the American College Testing Program, which he led until 1974. He also was founding director of the Center for the Study of Higher Education, University of Arizona, through 1980.

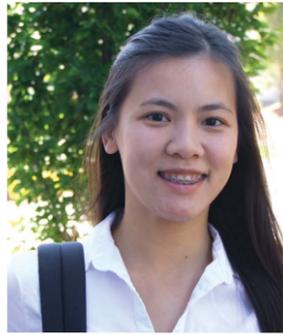
He is survived by his wife of 65 years, Moyne, of Tucson; daughter Patricia Gregory of Arizona; and son Douglass Harclerod of Oregon. ■ MB



Fred F. Harclerod

## Hearst Scholarship recipient prepares for career serving foster youth

Motivated to spare her young daughter the hardships that burdened her as an adolescent, Cal State East Bay senior Loan Thi Kim Nguyen is determined to succeed in her higher education pursuits. Nguyen is the university's 2012-13 recipient of the William R. Randolph Hearst/CSU Trustees Award for Outstanding Achievement.



Loan Thi Kim Nguyen

She has had to overcome multiple setbacks, including enduring bullying by high school classmates and living for a year in a foster home.

"As I grew up in a single-parent household, there were many challenges that I encountered," said Nguyen, a San Leandro resident. "I was

14 when taken away from my mother and placed in a foster home along with my siblings."

After a year, she was able to return home to her biological mother, who enrolled her in another high school "for my safety."

Nguyen, a single mother, works part time to support her daughter Lana and herself, while volunteering as a Vietnamese language interpreter at the Frank Kiang Medical Center in Oakland. Despite the demands on her time and energy, she maintains a 3.6 grade point average and majors in sociology, with an option in social services.

"Education has transformed my life tremendously," she said. "Going to school has given me a chance to make a better life for myself and, most importantly, my daughter Lana."

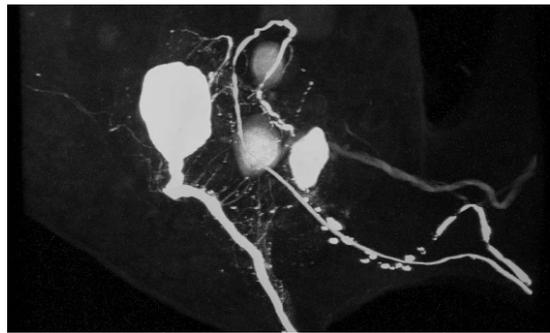
Her volunteer social work at the medical center gives her hands-on experience in the field she hopes to eventually work in full time.

"I would love to give back to the community that has helped me in my time of need, especially knowing that there are so many others out there living in the foster care system," Nguyen said. "I strongly believe I can make a positive impact on the lives of others by achieving my goals." ■ **BZ**

## Grant brings 3-D microscope to College of Science

A confocal laser scanning microscope capable of creating high quality three-dimensional images is helping Cal State East Bay students and faculty focus on cells in a new way.

A confocal microscope uses multiple targeted light sources to create clear, high resolution images from several layers of a specimen or tissue sample, compared to traditional microscopes that require extremely thin slices of tissue to reveal detail or show only the surface of thicker samples. Installed in fall 2012, the microscope was acquired through a grant from the W.M. Keck Foundation to James Murray, Carol Lauzon and Maria Gallegos of the Department of Biological Sciences.



Sea slug nerve cells image made with a confocal microscope.

COURTESY JAMES MURRAY

Murray said the advanced equipment helps students "explore the three-dimensional arrangements within real cells."

The images can be processed through computer programs to generate 3-D renderings and videos, which are easier to interpret than flat two-dimensional images, especially for students

who are still gaining an understanding of cell and subcellular biology, Murray explained.

The microscope is used in undergraduate courses in biology, physics and chemistry and will be used in a new lab course, Visual Analysis of Cellular Structure, planned for 2013. Images and videos generated by the microscope

also can be included in introductory courses to help illustrate cell structure, development and reactions.

"Using this technology we can label specific types of cells and biochemicals," Murray explained, "and calculate how a specific protein is correlated with a specific cell type. These structural details are what differ between healthy and diseased tissue." ■ **SS**

## Castillo, Holdridge receive first Sherratt Scholarships

The first Sherratt Scholarships have been awarded to Cal State East Bay senior baseball player David Castillo and senior softball player Sara Holdridge.

Each year, Pioneer coaches will select one male and one female student-athlete to receive a scholarship from the Richard and Susan Sherratt Scholarship Endowment, established in 2009.

"I'm glad to be able to help David and Sara toward the pursuit of their academic goals," said Richard Sherratt '70, a former CSUEB pitcher. "I'm very pleased to be able to help Pioneer student-athletes in this small way."

Castillo, a native of Pinole, has played two seasons with the Pioneers after transferring from Diablo Valley College. A senior kinesiology major, he was a mainstay in the 2012



David Castillo



Sara Holdridge

lineup, playing 41 games as the team's primary catcher. He batted .254, ranking fifth on the squad with 14 RBI and sixth with 33 hits. He also added value defensively for the Pioneers, committing just five errors on the season.

"David was one of our leaders on last year's team," said Bob Ralston, CSUEB head baseball coach. "He played and practiced with tremendous energy, doing all the little things well and competing at a high level. This scholarship in honor of Rich Sherratt will be well represented by David."

Holdridge, a senior kinesiology major from Murrieta, enters the 2013 season as a three-year starter for Cal State East Bay. She was one of the team's most productive hitters in 2012, serving primarily as the Pioneers' designated player. She started 48 games, hitting .365 with a .438 on-base percentage. Holdridge led the team in home runs (13) and slugging percentage (.723) and ranked second in doubles (10) and RBI (45), while striking out just 16 times in 137 at bats. She batted .369 in conference games and was named first-team All-CCAA.

"Sara is a true Pioneer," said Head Softball Coach Barbara Pierce. "She is extremely proud of helping to build this program. She had a phenomenal junior year for us, earning first team All-Region and first team All-Conference honors." ■ **SC**

## COMMEMORATING 50 YEARS OF CSUEB theatre and dance

In observance of its 50<sup>th</sup> anniversary, the Cal State East Bay Department of Theatre and Dance held a weeklong series of programs and events, culminating in a benefit show and celebration of Professor and Department Chair Thomas Hird's 40-year tenure.

The week's activities included a mix of performances and panel discussions, from a presentation of "Improv 4 Actors" by actor and Professor Emeritus Ric Prindle to a careers-in-the-creative arts talk led by Associate Professor Eric Kupers and Impact Theatre Artistic Director Melissa Hillman '90. Master classes covered subjects such as musical theatre and dance. Student Kaitlin Parks presented a multimedia workshop. An alumni barbecue concluded the series of events, followed by the evening benefit show featuring work reflecting the department's eclectic range.

Online offerings complemented the schedule and included daily blogs and tips by professional artists and others from the university, and costume, makeup, set and lighting exhibits by faculty and alumni. The University Library hosted a theater and dance poster exhibit and "Elements Of A Production," a collection of archival scripts, notes, photos, designs and posters. Check out the department's online archive by visiting [www.csueastbay.edu/class](http://www.csueastbay.edu/class) then selecting theater and dance from the departments tab. ■ **DD**



## DAY OF SERVICE AT Harder Elementary draws hundreds of volunteers

On the first Saturday in October, an enthusiastic crowd of volunteers came together for a day of service in honor of the Investiture of President Leroy M. Morishita. Students from Pioneer Heights, Associated Students Inc., Pioneer Athletics and university clubs joined CSUEB administrators, faculty, staff, elementary school teachers and community members to transform Hayward's Harder Elementary School.

"Cal State East Bay enjoys strong relationships with our community, and one of the hallmarks of my presidency will be reinforcing our commitment to service learning across the curriculum and throughout the university," Morishita said.

Located a few blocks down the hill from CSUEB's Hayward Campus, Harder Elementary is one of the schools in the Hayward Promise Neighborhood (see page 6). Hayward Mayor Michael Sweeney and Donald Evans, superintendent of Hayward Unified School District, also attended.

The school's principal, Hector Garcia, welcomed the morning shift as organizers handed out bright red "volunteer" T-shirts and divided the crowd into teams. The day drew 241 participants in two shifts; approximately 180 students and nearly 50 faculty and staff, in addition to community members and volunteers from the school and district.

The landscape crew headed to the back corner of the lawn to tackle a giant pile of "gorilla hair," a soft redwood-based mulch that protects plant roots and preserves topsoil from erosion. They transported it to playgrounds and gardens in wheelbarrows and plastic tarps. Another crew taped off hopscotch squares, basketball courts, and racing lanes along the weathered blacktop and filled the outlines with fresh white paint.

Armed with dusters, rags and mops, the cleaning crew dispersed through the long hallways to clean up cobwebs and debris along ceilings and in corners. And in the gardens, volunteers tended to plants and vegetable beds labeled in English and Spanish, put in new soil and seedlings and spread out the fluffy gorilla hair.

Morishita, sporting his own red volunteer shirt, joined the crews in the garden and in the hallways. "It was fun working with some of the students planting radish seeds and other plants," he said. "The best thing was seeing all the smiles on the faces of the volunteers and the Harder and school district personnel."

Staff from CSUEB's facilities department circulated between the crews to check on progress. By the afternoon shift, it was clear that it would be possible to add to the scope of work.

"The energy was so high at the start of the day, the volunteer crew powered through a majority of the work in the morning shift alone," said Stan Hébert, associate vice president for Student Affairs, who helped coordinate the day's events.

Associate Professor Robert Phelps, director of the University Honors Program, worked through both shifts with 23 CSUEB students from the program. Service learning is a requirement in the UHP, and students who participated wrote reflective papers on their experience. Opportunities like this help many students gain perspective, Phelps explained: "They are working at an institution that may not have had the same privileges and resources that their schools had when they were growing up. It's important to the learning experience for students to cross those boundaries."

See "Recess Refresh," page 50, for more photos of the Day of Service. ■ **SS**

PHOTO SCOTT CHERNIS



## Day of Celebration honors faculty, students and fifth president

A gathering of hundreds alternately applauded, cheered, tapped their feet and listened attentively Oct. 12, at Cal State East Bay during A Day of Celebration ceremonies honoring faculty and the investiture of Leroy M. Morishita as the university's fifth president. The morning rites were followed by al Fresco, the annual fall welcome back event for students.

In his Investiture remarks, "A Model for Regionally-Engaged Learning in the 21<sup>st</sup> Century," Morishita acknowledged his mentors and supporters, discussed his family core values, paid tribute to his CSUEB predecessors, staff, faculty and students and outlined his vision for the university.

"This model expands on Cal State East Bay's strengths — our diverse community, our pedagogy of engaged learning and our regional partnerships — and suggests how we can contribute as an innovative and creative leader in higher education," Morishita said.

"I see the future of Cal State East Bay as *the* University of choice for our students, *the* University engaged with our regional community — indeed, *the* University that serves as the intellectual, social, cultural and economic heart of the East Bay," he said.

In addition to the Investiture, A Day of Celebration included Faculty Honors Convocation, in which faculty members receiving promotions, emeriti status or honors for 25 years of service to CSUEB were feted. As a processional march played, faculty members strolled two-by-two into the venue adjacent to the Music Building peristyle. Attendees stood and applauded as Charles B. Reed, chancellor of

the California State University system, and Robert Linscheid, CSU trustee, led Morishita toward the stage.

The CSUEB Choral Union performed "It Takes a Village," which led off with each chorus member thumping a heartbeat rhythm on his or her chest.

When Reed addressed the audience, he said that Morishita is the "right person at the right time" to lead CSUEB.

Reed praised his abilities to plan and work with a volatile state budget, collaborate and provide strong leadership. At a few moments past noon, Reed turned toward Morishita and announced: "I hereby invest you with the office of President of California State University, East Bay." The president approached the podium, where Linscheid greeted him and draped a presidential medallion over his head.

Attendees stood and cheered.

The President's Investiture remarks are available online at [www.csueastbay.edu/about/](http://www.csueastbay.edu/about/) under the Office of the President heading.

Several students in attendance expressed appreciation that Morishita has been approachable and visible on campus.

Brittany Clemmons, 20, a senior majoring in health science, liked that in his remarks the president championed causes important to students.

"He said he was fighting for us, (since) fees are rising," she said. "To hear that he's going to fight for us as much as possible, that's inspiring." ■ **MB**

## PRESIDENT ANNOUNCES \$50,000 MATCHING PLEDGE

A California native who was part of the first generation in his family to attend college, President Leroy M. Morishita knows the importance of scholarships to students at California State University, East Bay.

"Scholarships are extremely important and necessary to ensure we are doing everything possible to provide access to the university," Morishita said.

To commemorate Morishita's investiture as CSUEB's fifth president, the university established the Presidential Pioneer Endowed Scholarship, a new fund reflecting the institution's commitment to expanding access to higher education. Scholarships will be awarded to students beginning in the 2014 academic year on the basis of financial need, academic merit or both.

As of the Oct. 12 Investiture Day of Celebration, the endowment total had reached \$100,000. Eager to see it grow, Morishita and his wife, Barbara Hedani-Morishita, announced a personal pledge of up to \$50,000 in support of CSUEB

students with a commitment to match gifts made to the endowment by faculty, staff, alumni and friends.

The Morishitas' challenge match applies to any new or additional gifts made to the endowment fund after Oct. 12. For each dollar raised, the president and his wife will make a donation in an equal amount, with a goal of increasing the total scholarship amount to \$200,000. Gifts to the fund may be made through the enclosed remittance envelope, online at [www.csueastbay.edu/giving/](http://www.csueastbay.edu/giving/) or by mail to: Cal State East Bay Educational Foundation, Office of University Advancement, 25800 Carlos Bee Blvd., Hayward, CA 94542. ■ **SS**



Leroy M. Morishita and Barbara Hedani-Morishita

PHOTO MAX GERBER



ILLUSTRATION CHRIS GALL

# SERVING CHILDREN IN TOUGH TIMES

As budgets get squeezed, CSUEB alumni, students and faculty get creative and collaborative to meet kids' and communities' needs

BY FRED SANDSMARK '83

IT'S 1 P.M. ON A HAZY JULY AFTERNOON IN WEST HAYWARD, AND JOANNA BROMSTEAD '08 IS COMPLETING A QUICK INVENTORY OF SIX TABLES IN ROOM 13 AT LONGWOOD ELEMENTARY SCHOOL, WHERE PAINTS, SCISSORS, MARKERS, CONSTRUCTION PAPER AND OTHER COLORFUL MATERIALS CREATE AN EYE-CATCHING JUMBLE. ADULT VOLUNTEER TUTORS ARE REVIEWING PLANS TO CREATE MOROCCAN "GOOD LUCK HANDS" — KNOWN IN ARABIC AS *KHAMSAS* — OUT OF ALUMINUM FOIL WITH 30 STUDENTS, AGES 6 THROUGH 12, WHO STREAM THROUGH THE DOOR. ▶



Cal State East Bay students, alumni and faculty maintain an active presence among organizations serving children throughout the region, including the Hayward library's Summer Learning Camp, where volunteer tutors Shayla Tommila, a CSUEB sociology major, and Wahab Abdul '07, MA '09 guided participants in making Moroccan-style khamsas, or "good luck hands."

Welcome to Day Two of Summer Learning Camp, a program run by the Hayward Public Library, staffed with volunteers and hosted by the Hayward Unified School District (HUSD). Day One emphasized math and science and included construction of baking soda volcanoes; today will cover history and computer skills (after creating *khamsas*, the kids will move to the next-door technology lab to research African tribes); and Day Three will cover reading and writing, culminating in puppet shows written and performed by the kids. "This isn't daycare," explains Bromstead, raising her voice as the volume of the children's chatter grows. "The kids and parents all know that this time is for learning. We just try to make Summer Learning Camp a little more ... *active* than their regular school activities."

As a cooperative operation involving several agencies, Summer Learning Camp would have been hard to accomplish just a few years ago. While the library and school district share a mission — to educate children — the two often didn't coordinate activities or communicate well, recalls Sean

Reinert '97, library and community services director for the city of Hayward. Politics, funding and turf got in the way.

But these are extraordinary times. The economic downturn has shrunk state revenues, which in turn has resulted in painful cuts to education, health, welfare and social services for society's most vulnerable members, including programs benefiting children. And some experts on government and children's services say previous levels of funding may never be restored. Fortunately, this "new normal" has only increased the resolve of people, including plenty of CSUEB alumni, who serve children through government, private and nonprofit programs. Many are seizing the opportunity to collaborate, tap new resources and invent creative, efficient programs for children in the community, from the alumna who started a nonprofit that provides school supplies and holiday activities for East Bay children in need (see "Putting Kids First," page 19) to the alumnus who retired from the Walnut Creek police department and now helps young people make choices that

lead them away from drugs and crime (see "Committed for Life," page 40).

"One way we're able to do more with less is by leveraging partnerships with other agencies," says Reinhart. CSUEB students, faculty and alumni are important contributors to those partnerships, he notes.

The Cal State East Bay family is well-represented, for instance, at the Summer Learning Camp. Alumnus and site supervisor Bromstead is employed by the library, while Shayla Tommila, a sociology major who will graduate in June, and Wahab Abdul '07, MA '09, who studied history at CSUEB, volunteer as tutors. Tall and intense, animated and playful, Abdul helps the kids at his table trace their right hands onto foil as he explains that the *khamsa* represents protection, blessings and strength in Moroccan culture. Soon, 8-year-old camper Guadalupe's *khamsa* is painted bright blue with a heart on the palm and golden sequins for fingernails, while 8-year-old Dulce's artwork sports green and red pipe cleaner rings and a beaded bracelet. Each *khamsa* is as unique and lively as the child who created it.

"A lot of the students here don't have the support system or other advantages that we had," says Abdul, explaining why he volunteers. "Just being here and giving them that support — whether it's for homework or through activities like this — makes a difference in their lives."

## LIFELONG EFFECTS

Abdul is right: Children at Longwood — and many others in the East Bay — may need all the protection, blessings and strength that their *khamsas* can deliver. Longwood is among the 5 percent of schools in cash-strapped California with the lowest academic performance, as measured over a recent three-year period.

Many factors contribute to the challenges at Longwood and other East Bay schools. Money is just one: State funding for schools serving kindergarten through grade 12 in 2011-12 was \$64.1 billion, down from \$68.9 billion in 2007-08. In fall 2009 — the last year for which data is available — California public schools ranked 47<sup>th</sup> in staff-to-student ratio. The education budget is up slightly

for 2012-13, and baseline education spending is guaranteed in the state constitution. Voters' approval of Proposition 30 in November, Gov. Jerry Brown's tax initiative that will raise about \$6 million for schools, allowed the state to avoid additional painful cuts, but California's revenue situation remains "volatile," according to a recent *San Francisco Chronicle* editorial.

Certainly, children's health services and childcare and development programs have taken hits in recent years. The 2012 state budget cut 26,000 childcare slots. CalWORKS, which is both a welfare-to-work and a child well-being program, now serves one in eight children — a bigger share than in 2007 — but the maximum monthly cash benefit has dropped by about half since 1980, when adjusted for inflation. Taken together, the challenges facing children statewide are widespread. More than 50 percent of public school students live in low-income families, and more than 40 percent come from homes where English is not the primary language, which research shows makes success in *all* subjects — not just language arts, but also STEM subjects such as math and science — more difficult.

The connection between childhood poverty, difficulties in school and adult success are well documented, according to Susan B. Neuman, who earned an M.A. in reading ▶



## A show of helping hands?

Starting an organic school garden? Volunteering to teach art after school? Raising money for research into pediatric medical conditions? *Cal State East Bay Magazine* wants to hear how our alumni are making community contributions that help kids. Submit news of your activities to Class Notes (see page 47 for submission guidelines).

supervision and administration from then-Cal State Hayward in 1974 and was granted an honorary doctorate from CSUH in 2003. Neuman, who began her educational career as a first grade teacher in Vallejo in 1969, is now professor of educational studies at the University of Michigan. She also served as U.S. assistant secretary for elementary and secondary education from 2001 to 2003. It's no exaggeration to say she knows children's needs from top to bottom, particularly as they relate to education.

And what she knows can be chilling. Children in poor communities have limited access to reading material, cognitive stimuli and other positive resources, Neuman says, and these early shortcomings are exacerbated as children get older. "Eventually, there are limitations on (their) social mobility" because of the lack of educational resources, Neuman says. "Those early differences have lifelong affects on their ability to live a quality life."

The situation calls for a threefold response, Neuman says. First, educational resources must be targeted at schools in high-poverty communities — particularly those in the lowest five percent, like Longwood — rather than simply made comparable to high-performing schools. Second, Neuman advocates increased support for public libraries and related institutions, which serve as safe places where books and resources are available to all. And third, she believes in helping parents become active partners in their children's education.

### COLLABORATIVE PROGRAM, HUGE IMPROVEMENT

Neuman argues that the challenge in helping children is not one of dollars, but of focus. "I believe there's plenty of money out there," she says. "We just need to make decisions based on what works. We need to fund those programs that work, and not fund those that don't."

Hayward's Homework Support Center (HSC) is one example of an efficient program that has proven its worth. Reinhart launched the HSC soon after he joined the Hayward Public Library in 2008. Within a couple of years, the after-school drop-in HSC was serving 40 to 50 students a day, four

days a week, with one-on-one or small group homework help led by trained volunteers — many with CSUEB ties, Reinhart notes.

Lindsey Vien '06 coordinates the HSC, which relies on an earmark from the federal Department of Education budget. (The program is free to participants.) After three years operating at two Hayward libraries and serving more than 750 individual children per year, 60 percent of whom don't speak English at home, the program expanded in September 2011 to Longwood Elementary. Using library resources, volunteer tutors and Hayward Unified School District (HUSD) facilities, the Longwood center today serves almost 250 students on a regular basis.

The HSC is more than a feel-good program, Reinhart says. In fact, he has tested its effectiveness. An abbreviated, grade-level California STAR test was given to children who had visited the center three times, and administered to them again after 10 more visits. The students' scores improved 13 percent, or what Reinhart calls "a huge improvement" in student achievement that also bolstered parent confidence in the program.

Reinhart says the success of the HSC, and the collaborative model it represents, contributed to the design of the Hayward Promise Neighborhood project, a CSUEB-led initiative that will focus interagency educational, community, health and other resources on children in Hayward's Jackson Triangle neighborhood. Five more in-school HSCs will open by 2017 as part of Promise Neighborhood; other programs include early childhood

development programs for preschool kids, parent education and group support to assist adults in the children's lives, out of school time (OST) programs to give children positive options when they're not in class and coordinated efforts to improve neighborhood safety, nutrition, access to healthcare and technology.

CSUEB is just one of five groups in the U.S. to receive a Promise Neighborhood implementation grant from the U.S. Department of Education. The university and its public and nonprofit sector partners — including HUSD, Chabot College, the City of Hayward and the Hayward Area Recreation and Park District (HARD) — are striving to create (in the words of its mission statement) a "world class cradle-to-college-to-career education and support system" to serve thousands of area children.

The Promise Neighborhood is modeled after the Harlem Children's Zone (HCZ), which began addressing poverty and its related challenges for Harlem's children in the early 1990s using a multidisciplinary, interagency approach involving schools, health care, public safety, housing and other agencies. Early intervention was one key: "They found that if you wait until children (of poverty) walk through the door of the school (to start addressing their problems), the children are already standing in a hole," says Melinda Hall, project manager of the Hayward Promise Neighborhood, describing the HCZ.

The Hayward Promise Neighborhood initiative creates three networks of organizations: one network providing learning services for children younger than school age, ▶

“A lot of the students here don't have the support system or other advantages that we had. Just being here, and giving them that support — whether it's for homework, or through activities like this — makes a difference in their lives.”

Wahab Abdul '07, MA '09  
SUMMER LEARNING CAMP VOLUNTEER

another focused on preschool through adult education and a third centered on health and neighborhood development. “It’s important for services to belong to a network because it helps with accountability,” Hall says. “They know they’re going to be collaborating with another group of folks to improve the situation for children.”

All of these Promise Neighborhood collaborators — including Cal State East Bay — kicked off their efforts at an Oct. 27 community festival and information fair at Harder Elementary School in Hayward. CSUEB President Leroy M. Morishita, Hayward Mayor Michael Sweeney ’72, MA ’74, and other dignitaries officially cut the ribbon for the program at the event, and some 40 agencies and service providers shared information with parents and students.

Hall believes the kickoff was just the beginning of collaborations that will continue after the Promise Neighborhood funding ends. “The idea is for these to be vibrant and alive networks,” she says of connections CSUEB is building and facilitating between groups that serve Hayward children. “Over the years they may pull in new partners, and some partners may go away, but we are working on system sustainability ... They will become so used to working together that it will become a habit and will change their behavior.”

## REACHING THEM EARLY

The word “cradle” in the Promise Neighborhood mission suggests the value of identifying children in need as early as possible and bringing support and services to them. In fact, reaching children *before* they reach the cradle — by providing prenatal care to expectant mothers — is part of the Promise Neighborhood plan, Hall says.

Identifying needs and delivering services early — when challenges are easier to address — is a crucial goal because it increases odds of success and is more fiscally efficient in the long run. “With a lot of clinical problems, all the data speaks to the importance of early intervention,” says Associate Professor Nidhi Mahendra, chair of CSUEB’s Department of Communicative Sciences and Disorders. “If you intervene early and intensively, you often don’t need to intervene forever.”

Under the supervision of Mahendra and her colleagues, graduate students have diagnosed childhood hearing loss for years at a subsidized on-campus clinic. The clinic’s low cost — as little as one-tenth the price of a private hearing test — reduced the financial barrier to widespread screening, but it

didn’t cut the time and opportunity cost (such as lost wages) to parents bringing children to campus for appointments. That changed in 2007, when the department pooled more than \$125,000 in grants to purchase and equip a mobile audiology van, the first of its kind in the East Bay to bring hearing services to childcare facilities, schools and Head Start centers.

“We’ve been able to expand the service options, and the population to whom we’re offering those services, with the van,” Mahendra says. “We’re doing fewer screenings in the on-campus clinic — which is great, because we’re able to do them where the children who need these services actually are.” Nearly 1,000 children annually receive hearing screenings, while CSUEB graduate students receive important clinical training.

## TEARING DOWN SILOS

Increasing and improving services to children, even in an era of belt-tightening, is in sharp contrast to the compartmentalized, turf-based systems that may have limited the effectiveness of children’s services in the past. In today’s economic environment, early childhood education programs, parent involvement programs, libraries, schools, nonprofits and other programs that serve children must collaborate and cooperate to effectively meet their mission, children’s advocates argue.

“We need all of those things, working in concert,” says Neuman, the former U.S. assistant secretary for elementary and secondary education. “We need to recognize that our children will not be successful unless we create a more all-embracing community set of supports.”

The Hayward library’s Reinhart puts it another way: “We’re coming to the realization, as public agencies in this community, that we’re all in this together. We have shared goals, but we also share in the community’s problems.” He’s optimistic that the East Bay’s schools, public agencies, nonprofits, businesses and citizens — assisted by the university’s network of scholars, students and alumni — can and will break down the old-style silos that, in the past, caused children’s services to be fragmented and inefficient.

“From the child’s perspective, they don’t see those silos,” Reinhart says. “They just know that this is their community. They — and their parents — don’t care which agency we are; they just want to see their children educated, their streets clean and their community safe.” ■

# Putting kids first

The CSUEB community serves the East Bay’s children in countless ways. Here are a few more examples:

- The Freshman Day of Service launched in 2011 with a pilot program involving 75 students in a variety of community service projects. In 2012, more than 900 CSUEB freshmen volunteered for 36 projects, two of which focused exclusively on children: a collaborative student/child art project at the Eden Early Childhood Development Center in Hayward and the Healthy Kids Day Youth Triathlon sponsored by the Downtown Oakland YMCA.
- Frustrated by school bureaucracy, the requirement to “teach to the test” and the often-interrupted relationship between teachers and students, former teacher Mieko Scott ’07 created Imagine That Kids ([www.imaginethatkids.org](http://www.imaginethatkids.org)), a year-round nonprofit that provides school supplies, social events, mentorship and more to children who are underprivileged, abused, fostered, homeless or have incarcerated parents. Scott, her 50 volunteers and partner organizations served 3,500 children and 600 families throughout the Bay Area in 2011. Imagine That Kids is a shoestring operation that uncovers resources — for instance, backpacks, school supplies, winter coats, Halloween costumes, Thanksgiving turkeys and toothbrushes — anywhere it can and delivers them free of charge. “I’m the in-kind guru,” the tireless Scott says.
- Student athletes at CSUEB are rewarding Hayward elementary school students who participate in reading programs with tickets to CSUEB sporting events, T-shirts and gift cards to the Pioneer Bookstore. The Read With the Pioneers program served 260 children in the 2011–12 academic year, up from 20 in 2010–11, says CSUEB Assistant Athletic Director Dawn Ellerbe. In 2012–13, 448 children participated. “This is community involvement, not just community service, because it’s ongoing,” Ellerbe says.
- Of the more than 50 community-based organizations partnering with CSUEB’s Service Learning program, more than half serve school-aged children, including the American Indian Child Resource Center in Oakland, the Family Emergency Shelter Coalition in Hayward, and Girls Inc. of Alameda County in San Leandro. Service learning is faculty-supervised activity supporting a student’s academic coursework, offered in a variety of undergraduate and graduate programs including health sciences, human development and educational psychology. Last academic year, 4,000 CSUEB students contributed 175,000 hours of service. “Service learning is growing and evolving under Provost Houpis and President Morishita,” says Mary D’Alleva, CSUEB’s director of Service Learning.



# AUTISM INTERVENTIONS

The earlier the better, or never too late?  
CSUEB scholars and experts say 'yes' to both

BY MONIQUE BEELER

PHOTO STEPHANIE SECREST

LATE ON A FRIDAY AFTERNOON, GRADUATE STUDENT JESÚS PEREZ-MURILLO AND TWO CLASSMATES IN THE COMMUNICATIVE SCIENCES AND DISORDERS PROGRAM ARE LEADING AN EXERCISE FOR A GROUP CALLED THE CONVERSATION CLUB. SEVEN CLUB MEMBERS, ALL CSUEB UNDERGRADUATE MEN WITH AUTISM, ARE SEATED IN A CIRCLE IN A CLASSROOM WITHOUT WINDOWS, AN IDEAL SETTING FOR DIMMING THE LIGHTS AND REVIEWING A SCENE FROM THE TELEVISION COMEDY *THE OFFICE*.

"We're watching videos of difficult (social) situations and are coming up with ways to figure them out," Perez-Murillo explains as a latecomer enters the room and takes a seat facing the large screen covering one wall.

In the scenario on screen, the lead character and his girlfriend are hosting a dinner party where a roomful of guests sits in awkward silence with no meal in sight. The discomfort level escalates as the girlfriend puts on a CD and starts swaying seductively to the music, then tugs aggressively on the arm of a resistant prospective dance partner.

Perez-Murillo hits the pause button and invites the group to describe the situation.

"It was a dinner party, and no one was eating," offers Jobie Williams, 17, a freshman engineering major dressed neatly in a polo shirt with a black-and-white argyle pattern.

"Kenton, any thoughts?" grad student facilitator Kelli Thompson asks one of the group members.

"Never force people to dance," says junior Kenton Barks, 20, a theater major with a beard and wavy, shoulder-length hair. "You can get in trouble."

Before enrolling at Cal State East Bay and participating in College Link, communications major Kern Wallace, 20, says he was "terrible" at time management. "The College Link program has definitely helped me improve on myself."

The comment inspires laughter from fellow Conversation Club members, grad students and Assistant Professor Shubha Kashinath, who supervises the club. The group's objective, Kashinath explains, is to boost members' ability to read social and emotional cues that don't come naturally to people with autism.

More than an activity intended to boost participants' ease at making small talk at parties, it's the latest offering at Cal State East Bay that's contributing to scholars' understanding of autism, while providing services and support to individuals and families affected by the disorder. In addition to research at the university into interventions and treatments for young children with the disorder, CSUEB is one of a handful of institutions nationwide offering a campus-based program that helps participants transition from high school to college successfully.

Autism typically shows up by age 3 and affects how a child behaves socially, interacts with others and communicates, but the commonalities among those with the diagnosis may end there.

A child with an autistic spectrum disorder, or ASD, may experience mild or severe symptoms. In addition to ASD, some also may face challenges such as difficulty learning to speak or an intellectual disability. Other kids "on the spectrum," as parents and experts often refer to the condition, get great grades and excel at learning.

Regardless of scholastic aptitude, however, most students with an ASD struggle socially.

Figuring out how to interact in social situations, communicating ideas and feelings, playing make-believe, imagining how another person feels, making friends and bonding with family members often doesn't come easy for ASD students. Still others may have no language problems and an all-absorbing interest in a specific topic, such as baseball statistics or collecting things like bottle caps, as is common for those with Asperger's syndrome, considered to be at the milder end of the autism spectrum.

## College life on the spectrum

"Knowing a person has autism or Asperger's doesn't tell you that much," says Katie Brown, director of Cal State East Bay's Accessibility Services. "The label really doesn't tell you anything about the individual." Brown's office oversees College Link, the program that offers the Conversation Club.

At CSUEB, for instance, one freshman science major with an ASD was more than capable of meeting class requirements, but stumbled when it came to asking for what he needed from instructors or roommates — whether it was details about a homework assignment or a request to borrow a coffee mug.

Another exceptionally bright student shined in his computer science courses, but was oblivious to how his poor personal hygiene put a damper on his social life.

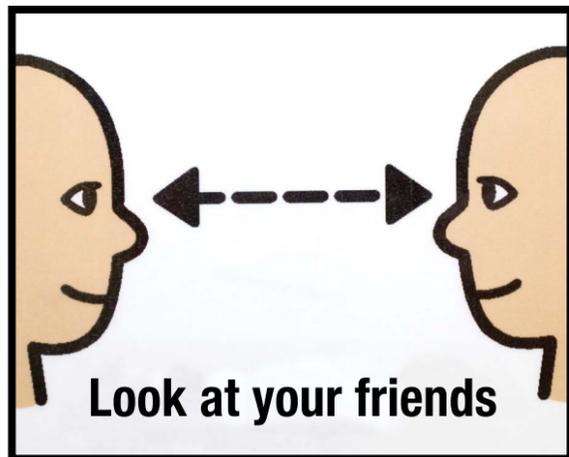
For still another CSUEB student on the spectrum, who didn't realize his frequent questions and arguments with a professor were disrupting class for his peers, the solution was simple: The student agreed to limit himself to two questions per course meeting.

"The disorder is unique in that it's mostly a social disorder that can be anywhere from completely invisible to completely obvious," Brown explains. "You might have one

student who can facilitate social situations very well. Then again, you might have a student who isn't even aware he's dialoguing outside his head."

About 600 students of the 13,500 enrolled at California State University, East Bay, are registered with Accessibility Services, which assists students who have a range of mental, cognitive and physical health conditions such as limited vision, a learning disability in the area of reading or attention deficit hyperactivity disorder.

Fewer than two percent of students seeking help from Accessibility Services have an ASD, Brown says. Of these, eight students are enrolled in the university's College Link program, designed to help participants make the transition



Visual aids such as this image posted in the university's Early Social Communication Research Clinic, remind clients with an autistic spectrum disorder to practice social skills.



Junior Kern Wallace wants to pursue a career in radio as a broadcaster or writer. College Link helps Kern and his peers increase their independent living skills, including early preparation for careers.

PHOTO STEPHANIE SECREST



PHOTO STEPHANIE SECREST

As director for CSUEB's Accessibility Services, Katie Brown offers training for faculty and off-campus groups looking to improve how well they work with individuals on the autism spectrum.

from high school to successful college student. All current participants are men; no surprise, since boys are nearly five times more likely to be diagnosed with an ASD than are girls.

College Link offers support to students by helping determine their academic and independent living skills; setting goals; providing one-on-one coaching in and out of the classroom; and training them to use assistive technology. The program also offers structured groups to help students complete homework, facilitates opportunities for socializing — such as a recent bowling outing with the Conversation Club — and puts participants in touch with other university resources, such as workshops for improving study skills and personal finance strategies.

"To be honest, we're just like any other student, we just have extra difficulty," says junior Kern Wallace, 20, a College Link participant. "This is the kind of program that should be in every college, if they had the funding."

A handful of institutions statewide, including University of California, Berkeley, and Cal State Monterey Bay, make similar programs available, although they are operated by outside organizations. CSUEB is the only one in the region that runs the program as part of the university. It was part of what impressed Kern's mother, Jan Bass '75, and father, David Wallace, about the university.



Shane Bonetti, 19, from left, and Kern Wallace celebrate after Kern bowls a strike during a Conversation Club outing to Castro Village Bowl in Castro Valley.

Kern Wallace returns to the bowling lane, as Conversation Club facilitator Jesus Perez-Murillo, from left, chats with Kenton Barks and Shubha Kashinath.

PHOTO JESSE CANTLEY



David Wallace and Jan Bass '75, parents of College Link participant Kern Wallace, credit the program's structure for helping their son better manage his time, coursework and personal business.

PHOTOS STEPHANIE SECREST

by donors including Educational Foundation Trustees Allen Warren '89 and Michael Bernick, and participants pay fees in addition to tuition. In some cases, students registered with the Department of Rehabilitation and deemed eligible for College Link services receive financial assistance. For College Link, it's important validation that the agency recognizes the program is helping ASD students succeed in college, Brown says.

## Numbers, needs rising

While the number of students on the spectrum enrolled at CSUEB may be relatively low today — Brown speculates that more ASD students attend the university than are registered with her office — the population nationwide is expected to climb dramatically in coming years.

A report released in March 2012 by the Centers for Disease Control and Prevention indicates that the incidence of ASD has risen steeply in the past 20 to 30 years. Once found in fewer than 2 cases per 1,000, the figure has climbed to 1 in 88 children, suggesting that more students with ASD may need supportive services at the college level.

Through College Link, Brown's team nurtures independent study and living skills in participants.

"We're linking students that graduate from high school to college and making a bridge for them, transitioning (them) from being a high school student to being a college student," she says. "We hope we generate independence in their living skills, so they can move from their parents' home to college living to, hopefully, down the road to having an apartment."

Kern, a communications major, has participated in College Link since arriving at Cal State East Bay's Hayward campus as a freshman in 2010. His first year coincided with the program's first year. He and his parents like the fact that part of College Link's objective is to collect scholarly details about the program and participants' progress to help assess and improve its effectiveness, and perhaps one day become a model for other institutions.

"There's practically no data about students with Asperger's or autism in secondary education; most of it is on K-12," says Kern, whose short dark curls frame his goateed face as he spins back in forth on an office chair in the College Link computer lab. "(There's) no data on how students with autism do in college, how many drop out, how many graduate.

"We did do a little research," says Bass about the programs at Berkeley and Monterey. "There are (other) programs that offer support, but they're independent of the colleges.

"When we heard about College Link, we thought 'Oh my gosh, this is an actual integral part of the campus. This makes so much more sense.'"

In Kern's elementary school days, Bass says, his excellent memory helped him get by in class. But by the time he was in second grade, he had been diagnosed with ADHD. Signs of social awkwardness also were becoming more pronounced, eventually leading to an ASD diagnosis of Asperger's syndrome.

"He wouldn't look someone in the eye," Bass recalls. "If someone said, 'Hi, Kern,' he wouldn't necessarily respond."

Fortunately, Kern kept up with his classmates academically, and when it came time to apply for college, he had options. He decided on his mom's alma mater, Cal State East Bay. It was close to his parents' Hayward home, and he and his parents liked the university's research and services geared toward those with autism, especially the then-new College Link program.

"It seemed like it was going to offer the kind of support Kern was going to need," Bass says. "They were going to be offering some coaching, and some accommodations, as needed."

A pilot program that the university is not legally required to provide to ASD students, College Link has been supported



PHOTO JESSE CANTLEY

Shubha Kashinath, assistant professor of communicative sciences and disorders, is researching techniques that best help parents in working with their children on the autism spectrum.

“People tend to assume that kids with autism don’t want to communicate, don’t want to have social interaction. The truth is: They do. They just don’t know how.”

**Shubha Kashinath**  
ASSISTANT PROFESSOR,  
COMMUNICATIVE SCIENCES AND  
DISORDERS

“I’m just wondering how many students with Asperger’s like me — with all the pressures I had — (even) with all these resources ... end up having to drop out?”

Bass has seen marked growth in her son, saying she sees in him “someone who’s more confident, more mature. Someone who seems to be outgoing. He’s doing well academically. My husband commented: Kern has responded well to the support and structure of the program.”

During summer quarter 2012, Kern worked at an internship at the U.S. Department of Agriculture’s research facility in Albany where he helped update a database. He reported reliably to his job each day and navigated public transit on his own. Kern’s positive experiences working at the internship, living away from home with roommates, managing his time, schoolwork and finances make his parents optimistic about his future prospects.

“The hope has always been he’d be able to be independent,” Bass says. “But the concern is he might not be.”

## Early intervention is key

Despite challenges Kern has encountered at times due to his ASD, in many respects he’s been fortunate, starting with the fact that he was diagnosed at a relatively young age. Assistant Professor Kashinath of the Department of Communicative Sciences and Disorders is working to improve the early diagnosis and intervention track record for more children long before they and their families contemplate college enrollment.

“Early identification and intervention became really important to me, because that’s our (best) chance to give the kids a chance to live within society,” she says. “People tend to assume that kids with autism don’t want to communicate, don’t want to have social interaction. The truth is: They do. They just don’t know how.”

Although Kashinath facilitates the Conversation Club — which she launched in the fall — it’s been her first experience working with adults with ASD. Her primary area of expertise is providing effective, early help to children with an ASD and their families, especially those for whom English is a second language.

“For 60 percent of kids (with autism), they have cognitive delays as well. That makes it harder to acquire language,” Kashinath explains.

Research shows that for children who receive therapeutic intervention by 18 to 24 months, the chance of language acquisition — the gateway to future success in school and in developing life skills — greatly improves.

At CSUEB, much of that assistance is delivered by graduate students supervised by Kashinath in her role as director of the Early Social Communication Research Clinic on the Hayward campus. In addition to gaining experience conducting play therapy in special treatment rooms that allow Kashinath and fellow supervisors to observe graduate students as they work with ASD clients, the clinic offers grad students

training in some of the latest high tech tools for use with children with autism.

“The iPad is our latest exciting new tool,” she says, picking up one of two recently purchased through a grant from the dean’s office. “There are apps that help them read emotions, there are apps that help them communicate.”

Many young clients treated in the clinic attend public schools where their parents feel their children do not receive adequate support. Additionally, private clinicians may charge from \$150 to \$200 per session, an expense insurance doesn’t always cover, Kashinath says. By contrast, the CSUEB clinic charges a reduced fee of \$20 to \$30 per session.

“The parents feel a relationship (with CSUEB’s students) and feel a contribution in helping train future clinicians,” she says. “We have a huge waiting list.”

For young children with ASD, it’s optimum for them to have 20 to 25 hours per week of what Kashinath calls engaged learning. Many receive only one hour per week in the clinic and perhaps a few more at school. Kashinath’s sense of frustration about the disparity led her to a conclusion: “Our best shot at serving these young children is to reach out to families and teach, empower and educate them about strategies to work with their children with autism.”

To that end, Kashinath led a 2011 study with three CSUEB graduate students in which they conducted a

parent-child playgroup with five families. They modeled the group after a mini-school day, complete with circle time, a reading period, outside play and inside play. Kashinath is using the study results — presented at a recent convention of state speech-language pathologists and audiologists — to improve training for future clinicians and identify research-based techniques that best help parents work with their own children.

The study also benefited the graduate students by giving them opportunities to apply their education in real life situations. Says Kashinath: “It was to help our students know life doesn’t work in a sterile room.”

Her graduate students facilitating the Conversation Club also say that experience has provided valuable firsthand experience that will help make them better at their future professions.

Facilitator Thompson says she expects to go to work in elementary schools once she completes her master’s degree, and kids on the spectrum likely will make up a large part of her workload.

“I feel so much more prepared and have a better understanding,” she says. “We take a lot of classes about working with students on the spectrum. It’s great to have the rubber hit the road.” ■



PHOTO JESSE CANTLEY

Assistant Professor Shubha Kashinath, left, says children with autism have a “great affinity for visual learning.” She demonstrates visual teaching techniques to some of the 35 student clinicians who each receive 350 clinical hours of training in CSUEB’s rigorous graduate program.

# Are the Kids All Right?



University scholars study pediatric and adolescent mental and physical health to find out

BY KIM GIRARD



CAL STATE EAST BAY SCHOLARS ARE CONTRIBUTING TO A GROWING BODY OF KNOWLEDGE ABOUT THE MENTAL AND PHYSICAL HEALTH OF CHILDREN THROUGH GROUNDBREAKING STUDIES AND RESEARCH. THEIR WORK SPANS SUBJECTS INCLUDING THE LONG-TERM EFFECTS OF DONOR INSEMINATION ON FAMILIES, HOW MENTAL IMAGERY HELPS KIDS BECOME MORE CONFIDENT IN PHYSICAL EDUCATION CLASSES AND COMPLICATIONS RESULTING FROM CHILDHOOD OBESITY.

CHILDHOOD RESEARCH BY CSUEB ALUMNI AND FACULTY MEMBERS COMES AT A CRITICAL MOMENT. FOR THE FIRST TIME IN TWO CENTURIES, CHILDREN MAY HAVE A SHORTER LIFESPAN THAN THEIR PARENTS. SKYROCKETING CHILDHOOD OBESITY RATES AND A SPIKE IN ASSOCIATED DISEASES — DIABETES, HEART DISEASE AND CANCER — COULD CUT THE CURRENT GENERATION'S LIFE EXPECTANCY BY FIVE YEARS, ACCORDING TO THE NATIONAL INSTITUTES OF HEALTH.

## Visualizing sports success

For Jenny O, an assistant professor in the Cal State East Bay kinesiology department, making kids more confident at physical tasks like throwing a ball or sinking a basket may prove critical to lifelong health.

O is working with a group led by Barbi Law, an assistant professor with Ontario's Nipissing University, on a multi-project research program. The program examines how mental imagery can be used with children to make them more confident in their ability to be physically active. The group received a \$65,354 grant from the Social Sciences and Humanities Research Council of Canada.

For the first phase of this research, which started in 2010, the team collected data on fourth graders to sixth graders in California and Canada, interviewing kids participating in physical education classes in elementary school.

Through interviews conducted at schools, the researchers recorded detailed descriptions of what the children imagine before participating in a P.E. activity.

One child who played basketball, for example, described himself blasting effortlessly through a wall of defenders to reach the hoop and score. A contrasting interview described a girl's doubts that she could complete a dive: "(She) imagined herself running up and jumping on the board and saw herself go headfirst into the side of the pool — and the water turns red." ▶

Jenny O's research takes her into schools, where she and her team are studying how using mental imagery can help kids perform skills at a higher level. "We want to be able to teach kids how to use (mental imagery) to their advantage, to increase their enjoyment of physical activity and to help them believe that they can do more," she says.



PHOTO JESSE CANTLEY

Negative perceptions like this one may prevent a student from trying new skills — or prompt a child to quit working at a skill altogether. "Kids have vivid imaginations," O says. "If they have negative images of physical activity, it will deter them from being active."

O says the group's results indicate that despite using mental imagery extensively in sport, children are not using mental imagery in P.E. to help them learn and perform various skills and strategies.

In the project's second phase, researchers plan to determine whether kids who are taught mental imagery techniques to help with learning and performance in P.E. classes experience higher levels of confidence and satisfaction in these classes. This phase, conducted in Canada, concluded in December.

"We want to be able to teach kids how to use (mental imagery) to their advantage, to increase their enjoyment of physical activity and to help them believe that they can do more," O says, noting that that team has submitted another grant application to extend its research program.

## Desk reference for kids' disorders

In a sweeping recent reference book, Stephen J. Morewitz, author of *Chronic Disorders in Children and Adolescents* (Springer Publishing, 2011) presents an overview of childhood illnesses from obesity to depressive disorders to diabetes.

Morewitz, a lecturer in CSUEB's Department of Nursing and Health Sciences, and co-author Mark L. Goldstein identify 13 major, frequently diagnosed conditions in childhood. The book details these mental and medical health disorders and describes their impact on childhood development. It also explores the latest trends in diagnosis, treatment and rehabilitation, and the role family, peers and schools play in coping with the disorders.

*Chronic Disorders in Children and Adolescents* is part of a trilogy of reference books Morewitz has written that cover chronic medical conditions within the human lifespan from early childhood to old age. It's also one of eight books he's published to date, with two books forthcoming: the *Handbook of Forensic Sociology and Psychology* (with Mark L. Goldstein) (New York: Springer) and *Kidnapping: New Research and Clinical Perspectives* (New York: Springer). (Morewitz also has worked as a forensic sociologist for approximately 20 years).

A recent solo exhibit at the University Library showcased Morewitz's published works, with books covering topics such as death threats, sexual harassment and medical malpractice. (He has also written for the stage. In 1990, he co-authored a play, *Steamship Quanza*, based on his grandparents' experience fleeing Hitler's Europe by passenger ship with the help of a Jewish husband-and-wife maritime lawyer team in Virginia.)

For his recent reference book, Morewitz, who earned a Ph.D. in sociology from the University of Chicago, says he spent months scouring the latest health care data and surveys.

Sensory integration dysfunction (SID), which relates to the brain's inability to integrate information it gets from sensory systems, is a newer condition included in the book. ▶



PHOTO JESSE CANTLEY

Assistant Professor Jenny O trains Cal State East Bay kinesiology students in the use of visualization techniques to use with children. Researchers hope the approach will boost kids' enjoyment of P.E. activities, such as playing dodge ball, and ultimately lead to better lifelong health.

In his third offering in a trilogy of reference books examining health conditions over the human lifespan, Stephen Morewitz addresses 13 conditions afflicting children and teens.

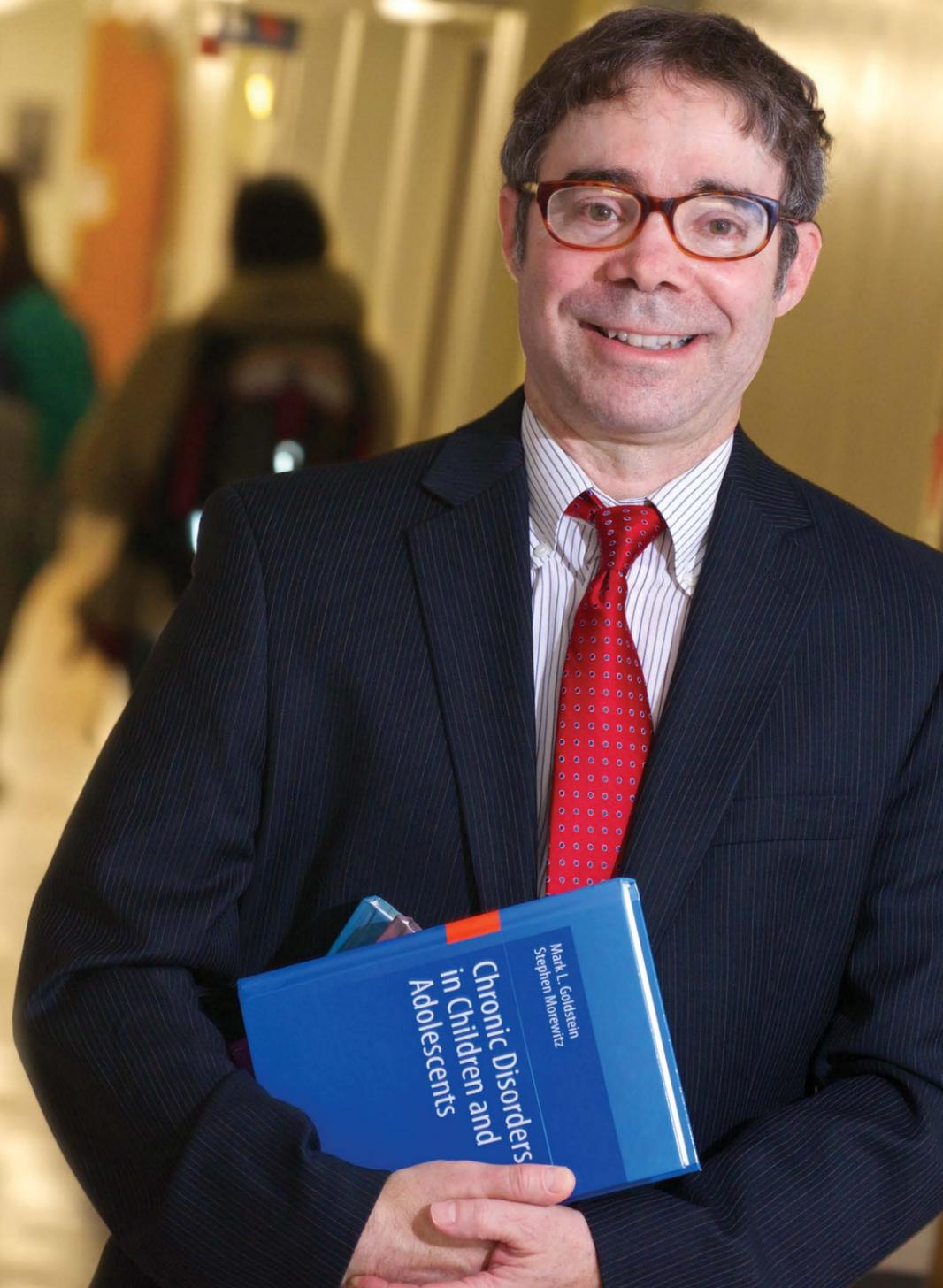
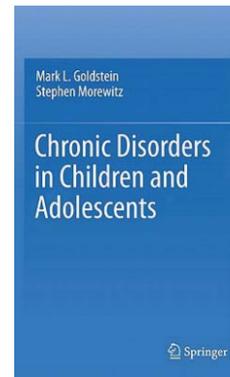


PHOTO: JESSE CANTLEY



Stephen Morewitz recently co-authored a reference book about childhood illnesses.

SID impacts how children react to sights, sounds, smell, tastes, temperatures, pain and body movements. Something as simple as a sweater label can irritate a child with SID, creating anxiety, Morewitz says, adding that this disorder is often misdiagnosed because it's misunderstood.

Obesity, while more transparent, is linked to "lifestyle and behavior issues that are difficult to change," he says.

## When test tube babies grow up

Do the children of lesbians born with the help of a sperm donor find out how they were conceived at an earlier age than do children of heterosexual couples?

Patricia Jennings, chairwoman and associate professor of the Department of Sociology and Social Services at CSUEB, set out to answer that question in *Offspring Searching for their Sperm Donors: How Family Type Shapes the Process* (published in the journal *Human Reproduction*, 2011).

Jennings co-authored the paper with CSUEB sociology Professor Emerita Diane Beeson and DonorSiblingRegistry.com Founder Wendy Kramer.

Data for the case was provided through Kramer's Donor Sibling Registry, a nonprofit international organization that connects donor-conceived offspring and their non-biological and biological relatives. Of the 741 "donor inseminated" children who took the online survey, about 62 percent had heterosexual parents and 38 percent had lesbian parents.

Kramer's survey questions addressed family composition, feelings about the method of conception, communication within families, donor anonymity and offsprings' search for their donors.

Research results found that the children of lesbians are a lot more comfortable expressing curiosity about their donors than the kids of heterosexuals. The majority of the children of lesbian couples understood how they were conceived by age 5,

while children in heterosexual families weren't informed until later in life. About half of the children of heterosexual couples didn't find out about their conception until age 18 or older.

Jennings speculates that lesbian parents are more often forced to talk to their kids sooner about how they were conceived, because there's no dad in the house. The study did not explore the reasons why disclosure is less prevalent in two-parent heterosexual families.

Jennings says more research could determine why this happens — whether a stigma of infertility prevents heterosexual men from talking to their kids about sperm donors or whether heterosexual families overall place more of a priority on appearing as a traditional family. One research step toward answering that question would be "a qualitative study of men with donor-conceived children," Jennings says.

The issue is emotional for children of donors, she adds. When children find out about how they were conceived as adults, they are pretty upset, she says: "There's more anger, more disappointment."

As one adult who answered the survey put it: "I felt totally blindsided, sort of dumbfounded, speechless, confused."

Another survey respondent typified others who wanted to know more about their biological parent: "It makes me angry that I am denied the basic right of knowing who my father was and what ethnicity I am."

The donor issue is complex. Children of donors, in many cases, cannot get much information on their donors, who aren't legally obligated to provide a full name or contact information.

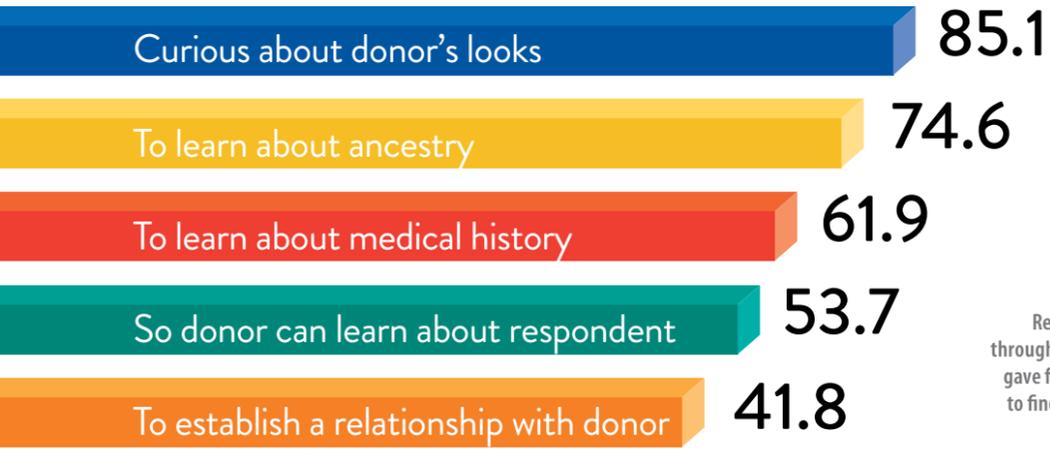
Proponents for both anonymity and disclosure in the donor community argue that their side serves the best interests of the donor and the child. Jennings believes more disclosure would benefit children.

"Our basic conclusion is that anonymity might not be in the best interest of the child," Jennings says.

The majority of children in all types of families desired contact with their donor, primarily to see what their biological parent looks like, followed by a desire to know more about their ancestry and medical history, according to Kramer's survey.

In related research, Kramer and Jennings looked beyond the parents of these children conceived through donors by delving into Kramer's survey of 23 grandparents who discovered that they had a grandchild (or in some cases multiple

# I want to meet my biological dad, because...



Regardless of family type, for children conceived through sperm donors, the most common reason they gave for wanting to meet their biological father was to find out what he looked like. As one boy surveyed put it: "I want to see if I'm anything like him."

grandchildren), because their own child had donated sperm or eggs. The positive attitudes of the grandparents toward these grandchildren surprised Jennings.

"We expected that the people who already had grandchildren would be less likely to have relationships with donor offspring, and that didn't hold," Jennings says. All but two of the participants had some sort of contact with the donor-conceived child, she says. A co-authored article on these grandparents will appear in 2013 in the *Journal of Family Issues*.

International issues surrounding the fertility business also interest Jennings. Her summer research, *Race and the Trade in Human Eggs*, examines how difficult it has become to monitor and regulate egg donors in the international fertility industry and for stem cell research.

Some Western European countries restrict the number of times women can donate and the number of eggs that can be extracted in a given cycle. These stricter national laws, she argues, are causing a spike in the international trade of eggs



Egg donation has become big business, with clients offering potential donors up to \$100,000 for what they believe might be the perfect set of genes. On average, the cost for singles and couples is about \$10,000.

as infertile couples in countries that restrict egg donation cross national borders to procure eggs from women in low-income countries.

## Scholars' contributions continue

Whether it's an analysis of how kids use mental imagery to develop P.E. skills, an exhaustively researched reference book that provide new awareness of childhood conditions or research linked to how new reproductive technologies impact families, CSUEB scholars will continue contributing to the collective body of knowledge about childhood health.

O, Morewitz and Jennings have pursued unique research paths. But these paths are intertwined and share a common goal: to build a happier, healthier generation of kids. ■

CSUEB Sociologist Patricia Jennings conducts research related to the age at which "donor-inseminated" children in different types of families learn about their conception. The results are raising questions about how much information should be shared with the offspring of anonymous donors.



PHOTO STEPHANIE SECRET

# TOYS TALK WHEN KIDS CAN'T

## Play therapy helps children and families treated at CSUEB's student-staffed Community Counseling Center

BY SARAH STANEK

FOR GRADUATE STUDENTS EARNING DEGREES IN COUNSELING AT CSUEB, HANDS-ON SOMETIMES MEANS “HANDS-IN” — IN A PUPPET, IN A TRAY OF SAND OR IN A BOWL OF FINGER PAINT.

The Department of Educational Psychology established the Community Counseling Center as a professional training lab for school counseling/marriage and family therapists-in-training and school psychology/marriage and family therapists-in-training, and its unique service-based curriculum has drawn students to CSUEB for more than 30 years. Operating three days a week out of a suite in the Art and Education building on the Hayward Campus, each year the center offers low-cost mental health services to some 250 clients from underserved areas, including individuals, couples, families and children, some as young as 6 months old.

Associate Professor Janet Logan, director of the center, shares her office with the dolls, stuffed toys and bins of plastic animals that are the tools of the trade. “Theory into practice is key,” she says. “Reading about (best practices) does a lot, but it has to be lived” by our students.

Throughout the years of training and time spent with clients — who may include new parents, multigenerational families or separating couples — students learn what it's like to “enter the client's world.”

### PURPOSEFUL PLAYTIME

But how does an adult enter the world of an infant, or a child who can't explain what's wrong? “As adults, we forget what it's like to be 1 year old,” Logan explains, and can't remember experiencing the world the way a child does. But infants are always communicating in their own way.

It's the job of therapists-in-training to learn the child's language and translate it for his or her caregivers.

In classes and sessions focused on effective parenting, trainees in the CCC use solution-focused therapy techniques

to help families learn to listen and respond to one another, to resolve conflicts and build on their individual strengths. Dr. Phil, Dr. Drew and other television gurus to the contrary, effective counseling is not about giving advice or orders.

“We want people to know how to solve their own problems,” says Hamilton Baylon '98, MS '10, the center's assistant director and community liaison, also a counselor and graduate of the program.

One of the programs for parents of very young children is Watch, Wait and Wonder, a type of therapy that helps parents understand how play can be a form of communication with pre-verbal children. CSUEB is one of only a few programs to offer such thorough training.

“The idea is to watch (the infant play), but don't intervene, and then wait for how the child invites the parent to play or join in,” explains Logan, adding that wonder comes in the final step: “What does this mean for your child?”

Third-year school psychology student Ashley McDaid received extra training in WWW therapy during her two years at the clinic, working with a mother and her 18-month-old son. They had a healthy relationship, McDaid says, but “even good parents think they might be doing something wrong.”

After therapy, McDaid said, regular playtime for her client's family was more positive and productive, helping the child feel nurtured and giving the mother clues to her son's development. For McDaid, it drove home the importance of non-verbal communication for therapy. “You can read emotions without words, and I knew that, but this reinforced that.”

WWW uses a child-led approach; rather than presenting a toy or object to see what a child will do with it, parents and counselors step back, allowing the child to explore and choose what to interact with — whether that means crawling or walking to an item or signaling for it. As they play, parents are encouraged to get down on the floor to watch and interact with their infants — what Logan calls a “transformational moment,” literally allowing an adult to see the world from the baby's perspective.

While they play, counselors keep the focus on the infant's actions and show parents how to pay attention to different cues, rather than interpreting for them. “The parents make the connections, not us,” says Maya Taylor '11, a recent school counseling graduate who plans to continue working in the CCC as a volunteer in 2013.

Many young clients need help coping with a family crisis, like death or divorce, or modifying their behavior to succeed in school. But just as with adults, the counselors

are not tasked with telling children what to do; they listen, help look for strengths and solutions and respect the individual's experiences.

“We want trainees to have a deep respect for people from all walks of life, to hear their stories whether they are 6 months old or 80 years old,” Logan says.

With slightly older children, a therapist may introduce a sand tray, with toys and action figures that children can use to set up a scene, no talking required. Expression through play is a natural part of a child's learning process and can be a teaching tool as well.

Puppet therapy is another common way to help children express thoughts and emotions through conversation or roleplaying. And they can't all be friendly faces — scarier animals like a dinosaur or snake are important to give kids access to a full range of emotions.

McDaid says she's noticed that as children get older, they can also incorporate art and creative activities like drawing into therapy or discussions. “They don't have the vocabulary to say what's wrong,” even though their feelings can be very complex. Using familiar toys and objects “supplements what they can tell you,” she says.

### SERVICE IN SCHOOLS

The impact of the center extends beyond the doors of the suite. Following their work in the CCC, graduates go on to have significant impact in regional schools and communities. Guided by teachers and administrators, school counselors and school psychologists help with district testing, offer ▶



Counseling Center volunteers attended the Hayward Promise Neighborhood Festival. Pictured, from left, are: students Tiffany Chen and Tania Resendiz, CCC director Janet Logan, student Vanessa Varrelman, CCC assistant director and community liaison Hamilton Baylon.

Young visitors to the Hayward Promise Neighborhood Festival move toys around in a small sand tray set up by Community Counseling Center staff. In counseling sessions, children set up their own scenarios in the sand, while counselors listen and ask questions to help children express their feelings through play.

PHOTOS: ALEX LOPEZ

personal, social and academic guidance to students and support students with special needs.

McDaid is interning as a school psychologist at three schools in Mt. Diablo Unified School District. Along with concerns about classes and tests, or anxiety about starting a new school, she's noticing more students with economic and financial worries. "Kids as young as 5 or 6 are talking about money," she says, because they've heard their parents talking about it. "I'm hearing that resonating through all clients."

At her post as a school counselor in a San Lorenzo middle school, Taylor sees students confronting bullying and social pressures. She's also hoping she can set students up for long-term success, encouraging them to plan for college and careers. And her time in the CCC has enhanced her ability to help students who come to her with more personal or serious situations. "I have the background to work through it with them," she says.

The department and the CCC are also participating in the Hayward Promise Neighborhood Partnership (see story, page 6), providing solution-focused training for schools and families. "Behavior and interpersonal skills are just as important as reading and math," Logan says.

At the Promise Neighborhood festival in October, the CCC brought their sand trays out, and students and faculty chatted with parents while children shared toys, played and built scenes in the sand trays. Third year school psychology student Don Pacheco and Vanessa Varrelman, a second year school counseling student, introduced a dinosaur puppet to passing children, saying hello from behind a small stage.

Promoting greater health means increasing awareness of mental health issues and reducing the stigma that still accompanies therapy in many communities. The message, Baylon says, is: "There is help, and it's okay to struggle. We can create a culture where it's safe to talk about anything." ■

**Community members interested in seeking services may contact the CCC at 510.885.3007. The center does not serve CSUEB students, faculty or staff.**

## Recording progress

BY SARAH STANEK

Each year, CSUEB students training at the Community Counseling Center spend 40 face-to-face hours with three dedicated clients, and about 750 hours on top of that for preparation, study and review. In a teaching environment, it's important for faculty to provide close supervision, but counseling is an intimate affair. So unlike in a medical teaching clinic, where faculty can observe and intervene directly from a corner of the room, each session room in the CCC is wired for video.

Watching recordings of the sessions is a required part of the curriculum. Most students say they find watching themselves on camera awkward under the best of circumstances, and even more stressful in a room with classmates and instructors, including Janet Logan, Hamilton Baylon, department chair Jack Davis, and faculty members Greg Jennings, Rolla Lewis and Oanh Tran.

Of course, confronting difficult situations is an integral part of what the center teaches, and instructors practice what they preach. Remembering his own time working in the clinic, Baylon says you have to accept that "you probably messed up. That's what counseling is about — growing, being honest with yourself."

Aside from the initial discomfort, the feedback sessions are incredibly constructive and helpful, says Taylor. "It's the most enriching part of the CCC, the support of your cohort and supervisors." Now that she doesn't have it, she misses having opportunities to receive formal, direct feedback to improve her performance.

"It's easy to get caught up in advice giving, but it doesn't add to the client's coping skills or build confidence," Logan says. Reviewing the videos helps students think and reflect on what the clients, not just the counselors, said during their sessions.



SAVE THE DATE  
**HOMECOMING**  
**FEB. 9**

Pioneers Basketball vs. Cal State L.A.  
5:30 and 7:30 p.m. in Pioneer Gym

## The University Library wants your thesis

BY KIM LEGOCKI

*PC Magazine* reports that 694,445 Google searches are made each minute, and Cal State East Bay Librarian Linda Dobb wants research done by alumni to be included in those returned results.

In pursuit of this goal, the University Library has begun a pilot program collecting and scanning hard copies of master's theses authored by CSUEB graduate students into Cal State East Bay ScholarWorks. Content on ScholarWorks, a non-commercial, open access, online archive that is search engine optimized — meaning

search engines can efficiently find the information — is permanently preserved and easily viewed online by scholars and others worldwide.

"It is exciting to contemplate that an alum's hard work can be used by so many, whether they are interested in music, the Hayward Fault, the educational aspirations of Vietnamese American students or any one of over 3,700 topics," Dobb says.

To be included in ScholarWorks, authors should submit a non-exclusive distribution license — available at

<http://library.csueastbay.edu/uploads/csueb-thesis-license.pdf> — permitting the Library to reproduce their thesis in an electronic format and provide one copy of their thesis, preferably in digital format.

A few theses have been uploaded into the system for authors to review; select the "Communities and Collections" category at <http://csueastbay-dspace.calstate.edu/>.

Questions? Contact the Library Office at [repository@csueastbay.edu](mailto:repository@csueastbay.edu) or call 510.885.3664.

## Alumni relations names new director

BY BARRY ZEPER

Penny Peak, who has served Cal State East Bay as director of development for the College of Letters, Arts, and Social Sciences since 2010, has been named director of alumni relations and programs, effective Jan. 2.

She succeeds Kate Shaheed in the alumni role, as Shaheed assumes full-time responsibility as director of the university's giving programs.

In her new capacity, Peak is responsible for planning and managing a comprehensive alumni program while handling other development business such as the Save Our Students Scholarship fund she helped create through the support of alumni donors.

Peak helped organize several previous occasions for CSUEB alumni, including the university's first Seattle alumni event in September. She brings to her new job fundraising

experience for institutions from Mills College to University of California, Berkeley, in addition to a professional background in public relations and communications.

Shaheed recently implemented a telephone calling program on campus employing CSUEB students, who contact alumni and donors seeking their financial support for the university. During the previous six years, Shaheed expanded the alumni association board of directors, launched a series of successful alumni networking events and increased alumni involvement.

For information about connecting with CSUEB, contact the Alumni Association at [alumni@csueastbay.edu](mailto:alumni@csueastbay.edu) or 510.885.2877.



Penny Peak

# Committed for *Life*

BY **CHERIE VARGAS '12**

THIRTY-TWO YEARS OF SERVICE TO CONTRA COSTA COUNTY WASN'T ENOUGH FOR RETIRED WALNUT CREEK POLICE OFFICER NEIL STRATTON '65, M.P.A. '71. AFTER CLIMBING HIS WAY UP THE RANKS IN THE POLICE DEPARTMENT, STRATTON RETIRED AS CAPTAIN IN 1995, BUT HE WAS STILL DETERMINED TO PLAY A PIVOTAL ROLE IN HIS COMMUNITY.

Realizing the high demand in the county for programs helping young people, ages 11 to 18, who are on the verge of juvenile delinquency, Stratton focused his efforts on empowering the next generation of adults. A background in sports and recreation guided Stratton as he developed plans for Contra Costa Kops for Kids, an organization dedicated to improving the lives of children through drug prevention seminars, mentoring programs and physical education.



## Kops for Kids founder Neil Stratton steers young people away from trouble

"It's a rewarding experience to know you positively influenced a young person in some way," Stratton said. "It makes it all worth it."

Stratton doesn't always get to personally know the kids he helps, but it's clear his organization is meeting its objectives, as evidenced by one recent email he received from a teacher thanking him for his service to Contra Costa.

While passing out crisis prevention cards to a classroom full of students during a Positive Mental Attitude Seminar and Sports Clinic, Stratton was unaware that his advice would help save a young life.

The teacher's email thanked Stratton for his words of wisdom to a classroom that included a teenager who had been considering suicide.

"Here's a kid who doesn't have a clue," says Stratton about the troubled teen. "All he can think of to do is slit his wrists." With Stratton's advice and help from resources printed on the crisis prevention card he had passed out, Stratton says: "(The student) realized he had alternatives."

Stratton and Kops for Kids volunteers distributed the wallet-sized cards, which contain telephone numbers to crisis hotlines that operate 24/7, to approximately 5,000 students in Contra Costa last year.

As Kops for Kids president, Stratton also creates partnerships with school districts, police departments, the county sheriff's office and community-based organizations to serve youth in the county, the majority of whom live in neighborhoods with the area's highest poverty and crime rates.

Seventeen years after founding the nonprofit organization, plus much hard work and dedication, Stratton has seen its positive effect on children throughout the county.

"(These programs) help youth get a handle on who they are, who they want to be and what they want to do and the importance of maintaining a positive mental attitude," he says. "People with a positive mental attitude have a better chance to take advantage of opportunities that come their way."

Composed of active and retired law enforcement officers and firefighters, Kops for Kids reached some 5,000 young people during the 2011-12 school year, and the goal is to reach more annually, says Jim Hatchell, a retired police officer and Kops for Kids volunteer.

The growing number of program participants over the years demonstrates the organization's progress and effectiveness, Hatchell says.

"(The organization) is something I've dreamed about in the county, since I was a police officer," Hatchell says. "But Neil has always been the driving force behind it all."

Stratton, along with a group of volunteers, created and incorporated the organization, formerly known as the Contra Costa Police Athletic Association, to organize the 1998 California Police Summer Games. The Games drew about 5,000 police officers statewide, who competed in nearly 70 sports to raise money for youth programs in the county.

Proceeds from the event allowed the organization to establish partnerships within the community, initiate additional fundraisers and pay for programs, including the Kops for Kids Youth Mentoring Program and the Positive Mental Attitudes Seminars and Sport Clinics, which Stratton often teaches.

His zeal for helping and educating youth, however, came long before the start of Kops for Kids. In addition to

serving in law enforcement, Stratton also taught at several institutions of higher education, including Diablo Valley College, Golden Gate University, Los Medanos College and San Jose State University. Stratton wrapped up his teaching career at his alma mater where he taught in the Department of Criminal Justice Administration for nearly 20 years.

Since graduating from then-Cal State Hayward with a bachelor's degree in political science and a master's in public administration, Stratton has made his community a priority, with a focus on youth outreach.

The former police captain says he couldn't imagine a more rewarding retirement and jokingly credits his wife for having a say in how he spent his days after he left the Walnut Creek Police Department.

"When I retired my wife told me, 'Hey, don't you stay home and bother me. You find something to do.' So, I found something to do," Stratton says, a wide smile spreading across his face.

"The schools are hard-pressed because of a loss of funding," said Stratton. "If the organization can make a difference and improve the lives of youth, we're happy to be of service." ■



Founded as the California Police Summer Games to raise money for youth programs, Kops for Kids draws volunteers from active and retired law enforcement officers and firefighters.



Through sports clinics and school assemblies, Neil Stratton '65, M.P.A. '71 is dedicating his retirement to helping young people from less than ideal circumstances make positive choices.

DIAMOND-SHARP SERVICE DISTINGUISHES

# Alumnus of Year's banking business

BY LINDA CHILDERS '85

IT'S FAIR TO SAY THAT HOWARD HYMAN '79 LEARNED ABOUT MONEY MANAGEMENT AT AN EARLY AGE. ONE OF THREE CHILDREN BORN TO MORRIS AND ALVIRDA, CO-FOUNDERS OF FREMONT BANK, A FINANCIAL INSTITUTION WITH 18 BRANCHES THROUGHOUT THE BAY AREA, HYMAN MASTERED FISCAL RESPONSIBILITY BY THE AGE OF 7.

"I was the first depositor at Fremont Bank in 1964," says Hyman, 55. "I opened an account with \$12 in dimes."

Despite being born into a banking family, Hyman never felt pressured to follow in his parents' footsteps.

"I was given the latitude to pursue whatever type of career I chose," Hyman says. "My parents were both from the South, and we were raised with a taste for southern hospitality and valuing the importance of giving back to our community." Hyman's mother was instrumental in creating the Fremont Bank Foundation in 1995, which provides grants to recipients at East Bay institutions in the areas of health and human services, education and the arts. The Foundation is now run by Hyman's sister and nephew, with Hyman retaining a seat on the board. ▶

Fremont Bank executive Howard Hyman '79 serves as a trustee of the Cal State East Bay Educational Foundation, as director of Fremont Bank Foundation and on the board of the Stanford Cancer Council.



PHOTO JESSE CANTLEY

Howard Hyman '79 says his studies "basically morphed" into his expertise in organizational behavior, a background that prompted him to prioritize the client experience at Fremont Bank.

Growing up in Fremont, in a family that emphasized the importance of education, Hyman didn't look far to choose a college. After completing high school, he enrolled at CSUEB as a business major while also working as an attendant in a locked psychiatric health facility.

The experience proved to be an eye-opener for Hyman who became interested in medicine, specifically psychology, and learning how the human mind works. He began taking psychology courses at CSUEB, in addition to the business classes he was already taking, and graduated in 1979 with a degree in psychology and a minor in business administration.

After starting work at the bank in 1980, Hyman completed remote studies at the Stonier Graduate School of Banking at the University of Delaware, and the Bank Operations and Technology School at Vanderbilt University.

"My studies basically morphed into an organizational behavior degree which has helped me to understand how human behavior applies in the workplace," Hyman says. "I looked at how our employees were delivering customer service and realized that no one shows up to work wanting to do a bad job, but they may not fully be aware of what a good job entails."

In an age when customer service and employee appreciation often seem to be lost commodities, Hyman began to look at new ways to motivate employees and ensure customer satisfaction. In 2001, he launched Fremont Bank's "Six Diamond Experience." The principles of this initiative call for bank associates to take the following

“My studies at CSUEB allowed me to learn the best of both the business and psychology fields. Business leaders are often driven by trends and numbers while overlooking the people behind that data; by understanding human motivation, we’ve been able to foster creativity and teamwork to achieve successful business results.”

**Howard Hyman '79**  
2012 DISTINGUISHED ALUMNUS

steps: appreciate the client, offer them choices, keep them informed, commit to accuracy, take ownership and treat clients above and beyond how associates would want to be treated themselves. He continues to shape the culture of the organization by serving as a board director and participating on the board's Strategic Planning Committee at Fremont Bank.

"Our model recognizes that the client's experience of being served is also the building block for the (bank's) future," Hyman says. "Client loyalty is a high priority, and our associates are our most precious asset."

Hyman credits the psychology courses that he took at CSUEB with allowing him to look at his family's business from a different perspective.

"I largely serve as our company's chief culture officer," Hyman says. "My studies at CSUEB allowed me to learn the best of both the business and psychology fields. Business leaders are often driven by trends and numbers while overlooking the people behind that data; by understanding human motivation, we've been able to foster creativity and teamwork to achieve successful business results."

His approach is working. In 2012, for the second year in a row, Fremont Bank was named one of the Bay Area's best places to work in a survey conducted by the Bay Area News Group. The company also ranks as the top community bank in employee satisfaction.

Nearly 400 Fremont Bank employees responding to the survey cited Fremont Bank's commitment to professional development, an open door policy between management and employees, the quality of people and respect for employee input as important workplace benefits.

"When we hire a new employee, they are sent a welcome gift that includes several corporate branded items — a baseball hat, coffee mug, T-shirt and a letter letting them know we are happy to have them on our team. Our goal is to make new staff feel like a member of our family from Day One." Hyman says.

Hyman's approach to business and community service earned him recognition as CSUEB's 2012 Distinguished Alumnus.

"Howard has done tremendous things in both areas, as a successful banker, a long-time member of the Cal State East Bay Educational Foundation Board of Trustees and a staunch supporter of public higher education in the East

Bay," says University President Leroy M. Morishita. "He exemplifies what it means to be a CSUEB alumnus through his contributions to the vitality of the East Bay."

Fremont Bank employees also are encouraged to become involved with the bank's mission of giving back to the community through personal service and by supporting the bank's Foundation.

"We don't do unsolicited grants, but rather we seek out local organizations to fund, and many of these projects are brought to our attention by our associates," says Hyman, who also serves as a board member for the Cal State East Bay Educational Foundation. The bank has been a sponsor of CSUEB's annual Education Summit for African American and Latino Youth to promote pathways to college access, success and education and also has made significant donations to education programs at area community colleges including Chabot in Hayward and Ohlone in Fremont.

In addition to donating grants, Hyman believes in donating his time — serving on nonprofit boards such as the Stanford Cancer Center Advisory Council. He also is a former board member for the Fremont Symphony and Valley Montessori School.

With his own family, Hyman has recreated the type of open door policy he fondly recalls his parents kept in his childhood home. "Although our home was pretty tiny with three small bedrooms and one bathroom, it always seemed like a community center, especially during the holidays. Friends and neighbors were always welcome."

Today, Hyman and his siblings work hard to continue that sense of community in their workplace.

"My parents believed in giving back, whether that meant sponsoring the hometown parade or providing a much needed grant to a local organization," Hyman says. "My brother Alan, sister Hattie and I believe in continuing that long tradition, both in terms of financial giving and volunteerism." ■



PHOTO JESSE CANTLEY

## CLASS NOTES

**1960s**

**Larry Rocha**, BS, biology ('69), recently completed a 31-year career as a health physicist for Portland General Electric's Trojan Nuclear Plant, following seven years in radiation protection for the state of Oregon, where he and his wife Nancy (Renk) Rocha ('69), have lived for 41 years. Rocha actively volunteers in his church and community.

**Nancy (Renk) Rocha**, BA, social science ('69). After a brief teaching career, Rocha worked for 25 years as a homemaker for her five children and husband, Larry Rocha ('69). She later returned to the K-3 classroom as a substitute teacher in Scappoose, Oregon. Rocha remains active at her church and in her community.

**1970s**

**Chuck Coffman**, MBA, marketing ('76). After holding marketing positions with J.M. Smucker Co., Miller Brewing Co., Interstate Brands Corp., Denny's Restaurants and Popeyes Famous Fried Chicken, Coffman has retired and is living in the Carolinas.

**Steve Love**, BA, art ('74), retired from Thousand Oaks High School after teaching for 33 years in the state's public education system. His upcoming plans include painting, surfing and fishing.

**Tom Richert**, BA, political science ('71) started Richert Lumber: Ace Hardware Store in 1976 in Pleasanton, after a brief finance career at a major chemical firm. He successfully developed the business from an 8-by-10 shed to a 15,000 square foot store. Active in community affairs, Richert also sponsors Pleasanton boys' and girls' athletic teams.

**Paul Sheeran**, BS, biological sciences, ('75). Following a 21-year career as a dentist for the state prison in Solano, Sheeran recently retired from the state Department of Corrections. He now resides in Dallas where he serves on the board of directors for Davis Media Access, a nonprofit community media center. Sheeran broadcasts a daily two-hour classical music show.

**Jayne Williams**, BA, sociology, ('70) is city attorney for San Leandro and a principal at Meyers Nave law firm. The Recorder, a publication covering California legal news and events, selected Williams for its 2012 "Women Leaders in Law" list. She also has received previous awards from the California Association of Black Lawyers and the National Association of Black Public Administrators.

**1980s**

**Scott Chambliss**, BA, theatre arts ('85), has spent his career working as a production designer in Hollywood. Chambliss has worked on high profile movies, including *Cowboys and Aliens*, *Salt*, *Star Trek*, *Mission Impossible III*, and won an Emmy for his work on the television show *Alias*.

**J.R. Havlan**, BS, business administration ('87), a stand-up comedian and writer for *The Daily Show* has launched "Writers' Bloc" – a podcast series about how popular comedy shows are made from the perspective of the programs' writers. Download podcasts from iTunes or hear them on Havlan's Web site, WritersBlocPodcast.com.

**Tom Overton**, BS, criminal justice ('83), a former CSU Hayward football player, retired from the San Leandro Police Department and now enjoys spending time

rooting for his son, Matt Overton, a member of the Indianapolis Colts.

**Gary Prioste**, BA, sociology ('83), is CEO of Menlo Technologies Inc., which provides outsourced software development, testing and integration services. He is the founder of three successful software and technology services companies.

**Tony Wong**, BS, business administration ('84), self-published *Mooove Ahead of the Corporate Herd, Sooner*, a book providing corporate and career insight to help young people and mid-career workers get ahead.

**1990s**

**Rex Agbulos**, BA, visual communications ('96), is a photographer and graphic designer at Alan CompuTech International, a wholesaler, distributor and reseller of surplus computer products and components, where he is responsible for the product photography process of some 15,000 products.

**Rob Brandon**, BS, physical education ('92), co-owns Napa Valley Physical Therapy Center. He is also a certified kinesio taping instructor and received the USA Kinesio Taping Association Instructor of the Year award in 2004.

**Jenny Haruyama**, MPA ('96). A 20-year veteran working for city governments, Haruyama recently became administrative services director for the city of Tracy. She also serves as a member of the city manager's Executive Leadership Team.

**Lisa Im**, MBA ('91), chief executive officer of Performant Financial, was selected as the 2012 Entrepreneur of the Year — Services by Smart Business magazine.

Im's company provides technology workflow management products for government, healthcare and financial services markets.

**Ed Kelly**, BA, political science ('95), is pursuing his MS in integrated science and technology at James Madison University in Harrisonburg, Virginia. After a decade in construction, Kelly is concentrating on reducing the use of fossil fuels. He lives in the Shenandoah Valley in Virginia.

**C. Dennene Madsen**, BA, theatre ('95), provides service excellence training for nursing staff at Alta Bates Summit Medical Center. Relying on sales skills she developed working at Nordstrom's, she brings a service orientation to her work.

**Kahlil Najar**, BS, business administration ('99) joined INgrooves Fontana as a mobile manager in charge of securing mobile promotions for all of the company's labels. While attending CSUEB, he started in the music industry with an internship at Universal Music, a part-time job at KARA in San Jose and working at KMEL as a street team member.

**Mark Perry**, BS, criminal justice ('93), teaches criminal justice at Cal State Stanislaus and recently became a certified police academy instructor.

**Rueben Rodriguez**, BA, business administration, ('98) is a principal product marketing manager at RSA's Identity and Data Protection Group. He has worked for 20 years within the financial services industry helping financial institutions

process, administer and protect payment information.

**Gary Watt**, BA, economics ('92), has been honored by the Contra Costa County Bar Association Bar Fund Gala for his significant contribution to the Deer Valley High School Law and Justice Academy.

**2000s**

**Cory Bardwell**, BA, art ('12), started Motivate Clothing Co. in spring 2012 as his senior graphic design project. He gives a portion of the profits from each shirt to a nonprofit organization. Bardwell also works as a freelance graphic designer under the pseudonym Witty Walrus.

**Dr. Varsha Chauhan**, MA, health care administration ('03), has been appointed executive director of Alameda County Medical Center's System Transformation Center. Prior to joining ACMC, Chauhan, a physician, was chief operating officer for Tri-City Health Center in Fremont.

**Starlyn Lara**, BA, business management ('09), works as the Women Veteran Coordinator at Swords to Plowshares, a community-based organization providing care and services to San Francisco Bay Area veterans. She served in the Army from 1995 to 2006 and deployed twice to Iraq.

**Kimberly Noble**, MS, educational leadership ('08), is a former elementary coordinator and extended school year principal at Programs for Exceptional Children in Oakland. Noble was accepted into the first cohort of the Harvard Graduate School of

Education's Doctor of Education Leadership Program. She recently began a year-long residency working with Montgomery County Public Schools in Maryland.

**Robert Rapp**, MA, history ('02), is the development director for Community Human Services (CHS) in Monterey County.

**Kaye Shelton**, MS, education ('01), was named winner of the 2012 Edgar L. Morphet Dissertation Award by the National Council of Professors of Educational Administration for her dissertation "A quality scorecard for the administration of online education programs: A Delphi study." Shelton is an associate professor in education leadership at Lamar University in Beaumont, Texas.

**Allen Shi**, BS, business administration ('06), and **Sunny Yao**, BS, business administration ('01) opened YiPing, a new Asian fusion restaurant in San Ramon. The duo focuses on using locally grown organic ingredients and operating as environmentally sustainable as possible.

**Mariah Young**, BA, English ('06). Heyday Books honored her debut collection of short stories, *Masha'allah and Other Stories*, with its first James D. Houston award. Young's undergraduate work, *Witness*, took first place in the R.V. Williams contest and was included in volume 22 of Occam's Razor, published annually by the CSUEB English Department. Young's professors have likened her work to William Faulkner and Flannery O'Connor.

**Submit Class Notes**

**Share news about your career, accomplishments and changes in your life with fellow alumni.** Include your address, phone numbers, degree earned, major and graduation year. Mail to: Cal State East Bay Magazine, Attention: Editor, 25800 Carlos Bee Blvd., SA 4800, Hayward, CA 94542. Or e-mail to: monique.beeler@csueastbay.edu.

# Beyond Law & Order

Blake Nakamura '87 makes a case for CSUEB students to pursue criminal justice careers

BY SARAH STANEK

Blake Nakamura '87, right, created the first CSUEB scholarship for criminal justice administration students in honor of his father, Eiichi, and mother, Marion Nakamura (not pictured).



PHOTO: JESSE CANTLEY

IT'S HARD TO IMAGINE MANY SETTINGS MORE REMOVED FROM A CRIMINAL COURTROOM THAN THE BASEMENT OF THE UNIVERSITY UNION AT CSUEB, BUT THE INSTANT BLAKE NAKAMURA '87 STEPS UP TO THE PODIUM, IT'S EASY TO CHART HOW HE ROSE THROUGH THE LEGAL RANKS.

He's clearly comfortable speaking to a group, after years as a prosecutor and in private practice. But it's also obvious that he is enjoying this occasion to speak so personally to an audience at a crossroads he's familiar with — new graduates looking at possible career paths ahead.

The chief deputy in the Salt Lake County (Utah) District Attorney's office and CSUEB alumnus served as guest of honor at the graduation reception for the Department of Criminal Justice Administration in 2012. His visit brought him face-to-face with the faculty, students and alumni who graced the pages of *Cal State East Bay Magazine* in spring 2011, which chronicled the University's modern approach to criminal justice education.

The magazine issue, with the cover headline "Beyond CSI: CSUEB trains future law, order and forensic science pros," had immediately hooked Nakamura's attention, inspiring him to reconnect with his alma mater to see how he could help the next generation of criminal justice professionals. The unsurprising answer: A lot.

"Blake is a role model, showing that you can be compassionate, be ethical, care about the community while still wanting justice," says Silvina Ituarte, the department chair.

As the evening's keynote speaker, Nakamura offered cheerful and witty advice, likening the future of criminal justice to the gates of Disneyland and telling the Class of 2012 to "enjoy the rides." But he tempered his words with caution, drawing from years of experience on the prosecution and defense side of the justice system: "Don't let the work and the thrill of the hunt take you away from the principles." With humility, he added: "You didn't get here alone."

That last sentiment also led to the creation of the first scholarship for criminal justice administration students at CSUEB, the Eiichi and Marion Nakamura Award, named for his parents. Nakamura and Ituarte presented the first award to Ana Jimenez, a criminal justice major in the corrections option.

Jimenez also credits her parents with putting her on the path to success. Growing up in a rough neighborhood, they emphasized the importance of education, which helped her avoid violence and drugs — and sparked an interest in justice, particularly "restorative" programs that focus on meeting the needs of victims as well as offenders, rather than punishment. With her degree, she says, "I can make a difference by reinforcing the goals (many) restorative programs have forgotten."

In addition to corrections and social services, many students go on to pursue careers in law enforcement, like alumna Diane Urban '86, the Hayward police chief, or dozens of graduates working with state, local and federal agencies. But Nakamura is excited to see new paths opening for today's students, with software development, virtual training and community services — and yes, CSI lab tech jobs, too — expanding the notion of a criminal justice career. "There's no question the traditional roles remain, but you don't have to limit yourself to that," he said.

From Nakamura's perspective, CSUEB is an ideal launch pad. "This is a first class education," he says, emphasizing that the instruction he got as an undergraduate prepared him to do more than simply get a job, it put him in a position to succeed in the competitive legal world.

And how did this California native end up in Salt Lake City? His career began while still a student at then-Cal State Hayward, working in the Alameda County Public Defenders Office as an investigator. When he decided to attend law school, he chose to enroll at the University of Utah, then remained in the state where he ultimately made his career. Nakamura built a reputation through high profile cases prosecuting special victims crime, like domestic abuse and sexual assault, from 1993 to 1999 and representing private clients in his own practice for another 10 years after that. Sim Gill, the current D.A. for Salt Lake County, personally asked Nakamura to join his administration in 2011.

Utah's terrain had been a huge draw when he applied for law school, Nakamura is quick to admit, with plenty of snow for winter ski trips and lakes for fishing. But it proved an ideal location for work, too, since opportunities for weekend escapes are extremely important to keeping one's sanity in a demanding career like the law, he points out.

It's not only the workload, though that's certainly substantial, he says. Working as a prosecutor is emotionally intense. Over the years, he has seen abuse, violence and lives destroyed, and he's had to investigate them in detail. "Criminal justice is full of human stories and relationships. At its essence, it captures the best and worst of humanity," he told the students.

And while he says there's no other way to pursue justice, those who work in the field need to recognize the challenges and "bring some of you home at the end of the day." That's one of the many reasons support from his family has been so critical to his success, he says, and why he named the scholarship for his parents, who supported him unconditionally.

"Through me, they have contributed so much to the field of criminal justice," he says. "They're most responsible for what I've given to society." ■

# RECEIVES REFRESH

Students, faculty and community members came together Oct. 6 at Harder Elementary for the kickoff to a Week of Service leading up to the Oct. 12 Presidential Investiture. Volunteers painted hopscotch squares, swept hallways clean and planted seedlings in the Hayward school's garden.

*Read the full story, page 10.*





**CSUEB**

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