Sustainability Tracking, Assessment & Rating System

(STARS)

**EN-10 Community Partnerships**

June 2018 – June 2021

**EXPANDED REPORT**

TABLE OF CONTENTS

[EDUCATIONAL PARTNERSHIPS 4](#_Toc67923316)

[USC Leslie and William McMorrow Neighborhood Academic Initiative (NAI) Saturday Academy 4](#_Toc67923317)

[USC Leslie and William McMorrow Neighborhood Academic Initiative (NAI) Science Academy 4](#_Toc67923318)

[USC Leslie and William McMorrow Neighborhood Academic Initiative (NAI) Advisory 4](#_Toc67923319)

[USC Leslie and William McMorrow Neighborhood Academic Initiative (NAI) Family Development Institute 4](#_Toc67923320)

[USC Educational Partnerships, K-12, Mental Health Component 6](#_Toc67923321)

[USC Educational Partnerships Community Computer Center (CCC) 7](#_Toc67923322)

[USC Educational Partnerships Community Resources Team 8](#_Toc67923323)

[USC Kinder2College Program (K2C) 9](#_Toc67923324)

[GOVERNMENT PARTNERSHIPS 10](#_Toc67923325)

[School for Early Childhood Education (SECE) – Head Start Program 10](#_Toc67923326)

[TRiO Programs 11](#_Toc67923327)

[Concurrent Enrollment Allied-Health Programs – Medical Assisting, Dental Assisting and Pharmacy Technician 12](#_Toc67923328)

[Good Neighbors Campaign Overview 13](#_Toc67923329)

[Community & Local Government Partnerships 14](#_Toc67923330)

[COVID-19 Community Care Packages Distribution 14](#_Toc67923331)

[COVID-19 Community Fund 15](#_Toc67923332)

[COVID-19 Dean’s Community Corner 16](#_Toc67923333)

[COVID-19 Townhalls – Southern California Clinical and Translational Science Institute (CTSI) 17](#_Toc67923334)

[Exposition Park Master Plan 18](#_Toc67923335)

[Food Distribution & Workforce Development Partnership 19](#_Toc67923336)

[Hire LA’s Youth 20](#_Toc67923337)

[Los Angeles Memorial Coliseum Zero Waste Program 21](#_Toc67923338)

[METRANS 22](#_Toc67923339)

[Move-Out Donations Program 23](#_Toc67923340)

[Non-Profit Micro Sponsorships 24](#_Toc67923341)

[St. Agnes Catholic Church Food Distribution 25](#_Toc67923342)

[USC Athletics Blood Drive 26](#_Toc67923343)

[USC Medical Counseling Organizing and Recruiting (Med-COR) 27](#_Toc67923344)

[USC Physician Assistant Pipeline 28](#_Toc67923345)

[USC Urban Trees Initiative 29](#_Toc67923346)

[USC Winter Wonderland Ice-Skating Event 30](#_Toc67923347)

[GOOD NEIGHBORS CAMPAIGN (GNC) ADDENDUM 31](#_Toc67923348)

[GOOD NEIGHBORS CAMPAIGN GRANT CYCLE 2018 -2019 33](#_Toc67923349)

[FOOD ACCESS PROGRAMS 33](#_Toc67923350)

[HEALTH & WELLBEING 34](#_Toc67923351)

[EQUAL ACCESS TO EDUCATION 38](#_Toc67923352)

[LITERACY PROGRAMS 44](#_Toc67923353)

[PUBLIC SAFETY PROGRAMS 46](#_Toc67923354)

[ECONOMIC AND WORKFORCE DEVELOPMENT 48](#_Toc67923355)

[GOOD NEIGHBORS CAMPAIGN GRANT CYCLE 2019 -2020 50](#_Toc67923356)

[FOOD ACCESS PROGRAMS 50](#_Toc67923357)

[HEALTH & WELLBEING 51](#_Toc67923358)

[EQUAL ACCESS TO EDUCATION 55](#_Toc67923359)

[LITERACY PROGRAMS 62](#_Toc67923360)

[PUBLIC SAFETY PROGRAMS 65](#_Toc67923361)

[GOOD NEIGHBORS CAMPAIGN GRANT CYCLE 2020-2021 69](#_Toc67923362)

[FOOD ACCESS PROGRAMS 69](#_Toc67923363)

[HEALTH & WELLBEING 70](#_Toc67923364)

[EQUAL ACCESS TO EDUCATION3 73](#_Toc67923365)

[LITERACY PROGRAMS 82](#_Toc67923366)

[PUBLIC SAFETY PROGRAMS 83](#_Toc67923367)

[ECONOMIC AND WORKFORCE DEVELOPMENT 84](#_Toc67923368)

# **EDUCATIONAL PARTNERSHIPS**

## USC Leslie and William McMorrow Neighborhood Academic Initiative (NAI) Saturday Academy

## USC Leslie and William McMorrow Neighborhood Academic Initiative (NAI) Science Academy

## USC Leslie and William McMorrow Neighborhood Academic Initiative (NAI) Advisory

## USC Leslie and William McMorrow Neighborhood Academic Initiative (NAI) Family Development Institute

|  |
| --- |
| **Name of the institution’s formal community partnership to advance sustainability**: |
| USC Leslie and William McMorrow Neighborhood Academic Initiative (NAI) |
| **Does the institution provide financial or material support for the partnership? :** |
| Yes |
| **Which of the following best describes the partnership timeframe?:** |
| Multi-year or ongoing |
| **Which of the following best describes the partnership’s sustainability focus?:** |
| Sustainability-focused |
| **Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (Yes, No, or Not Sure):** |
| Yes |
| **A brief description of the institution’s formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above:** |
| The Neighborhood Academic Initiative (NAI) is a college access and preparedness program for students from the neighborhoods surrounding USC. The goal of the NAI program is to provide students with the preparation necessary to access quality and equitable college opportunities and success. Over the last 30 years, the program has provided exceptional learning opportunities for students from underserved neighborhoods. In Spring 2013, NAI expanded into East Los Angeles, serving students in grades 6-10, as well as continuing its offerings to 6-12th grade students in South Los Angeles near the University Park Campus.  The NAI Saturday Academy takes place on the USC campus over 21 Saturdays per academic year, where students will take part in 3 academic classes in English, math and science. Those students who complete the rigorous, seven-year enrichment program, meet USC’s competitive admission requirements, and choose to attend USC are rewarded with a 4.5-year full-tuition scholarship. In 2013, the NAI program also introduced a Science Academy that provides students with hands-on science instruction at USC laboratories.  In order to promote student’s access to higher education, the USC McMorrow NAI Advisory provides students with guidance in the college admissions process, financial air, career preparedness and other tools to ensure student success.  Another component of the NAI programs is the Family Development Institute (FDI). FDI is a program specifically designed to support parents, guardians and families of the neighborhood students. The curriculum includes a focus on the college pathway, as well as resources for families in the community to support their economic, mental and physical well-being. The majority of our families who participate in the program are from underserved groups.  Websites:  <https://www.chronicle.com/article/4-parent-education-programs-and-their-lessons-for-colleges/>  <https://communities.usc.edu/educational-partnerships/nai/> |

## 

|  |
| --- |
| **Name of the institution’s formal community partnership to advance sustainability**: |
| USC Educational Partnerships, K-12, Mental Health Component |
| **Does the institution provide financial or material support for the partnership? :** |
| Yes |
| **Which of the following best describes the partnership timeframe?:** |
| Multi-year or ongoing |
| **Which of the following best describes the partnership’s sustainability focus?:** |
| Sustainability-focused |
| **Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (Yes, No, or Not Sure):** |
| Yes |
| **A brief description of the institution’s formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above:** |
| The USC Mental Health component seeks to address the achievement gap by helping families identify mental health resources that promote their overall well-being. The program provides services including:   * psychoeducational workshops to educate neighborhood families about mental health, * individual, family, group and couples counseling to community participants in the programs, and * weekly Wellness Tips via social media platforms to inspire and empower participants |

|  |
| --- |
| **Name of the institution’s formal community partnership to advance sustainability**: |
| USC Educational Partnerships Community Computer Center (CCC) |
| **Does the institution provide financial or material support for the partnership? :** |
| Yes |
| **Which of the following best describes the partnership timeframe?:** |
| Multi-year or ongoing |
| **Which of the following best describes the partnership’s sustainability focus?:** |
| Sustainability-focused |
| **Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (Yes, No, or Not Sure):** |
| Yes |
| **A brief description of the institution’s formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above:** |
| The Community Computer Center (CCC) provides computer literacy and technology classes for non-literate members of the USC Community. By increasing computer and technology literacy among our community, the CCC provides families with acquired skis to address food insecurity, improve nutrition, and promote sustainable agriculture through various website opportunities.  Website: [www.universityparkfamily.com/profile/USCCCC](http://www.universityparkfamily.com/profile/USCCCC) |

|  |
| --- |
| **Name of the institution’s formal community partnership to advance sustainability**: |
| USC Educational Partnerships Community Resources Team |
| **Does the institution provide financial or material support for the partnership? :** |
| Yes |
| **Which of the following best describes the partnership timeframe?:** |
| Multi-year or ongoing |
| **Which of the following best describes the partnership’s sustainability focus?:** |
| Sustainability-focused |
| **Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (Yes, No, or Not Sure):** |
| Yes |
| **A brief description of the institution’s formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above:** |
| USC Educational Partnerships Resources Team provides direct services to address to address basic sustainability issues. Through various partnerships, the Community Resources Team is able to provide youth, families and community members with basic needs including food, housing, baby products, Personal Protective Equipment (PPE), and technology equipment. Additionally, the Community Resources Team helps families with financial assistance, job opportunities, and wellness and educational resources. All of these vital components are part of a holistic approach to promote overall wellness while practicing a zero-waste policy. |

|  |
| --- |
| **Name of the institution’s formal community partnership to advance sustainability**: |
| USC Kinder2College Program (K2C) |
| **Does the institution provide financial or material support for the partnership? :** |
| Yes |
| **Which of the following best describes the partnership timeframe?:** |
| Multi-year or ongoing |
| **Which of the following best describes the partnership’s sustainability focus?:** |
| Sustainability-focused |
| **Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (Yes, No, or Not Sure):** |
| Yes |
| **A brief description of the institution’s formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above:** |
| Since 2012, USC’s Kinder2College program (K2C) has been influential in combating the nuances of the school to prison pipeline. Scholars, ranging from Kindergarten through 5th grade, engage in lesson plans that improve literacy skills, increase access to community-based supports, and decreases the number of illiteracies by the time students enter middle school.  Initially our program intended on decreasing illiteracy but soon we found ourselves recognizing the importance of helping our girls enter STEM-based fields. In 2015, we were able to provide equal access to our program for young girls in the community. In this way, we are making sure our boys and girls have the ability to obtain equitable learning opportunities. |

# **GOVERNMENT PARTNERSHIPS**

|  |
| --- |
| **Name of the institution’s formal community partnership to advance sustainability**: |
| School for Early Childhood Education (SECE) – Head Start Program |
| **Does the institution provide financial or material support for the partnership? :** |
| Yes |
| **Which of the following best describes the partnership timeframe?:** |
| Multi-year or ongoing |
| **Which of the following best describes the partnership’s sustainability focus?:** |
| Sustainability-focused |
| **Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (Yes, No, or Not Sure):** |
| Yes |
| **A brief description of the institution’s formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above:** |
| Founded in 1970 as a teaching school for future early-childhood professionals, the USC School for Early Childhood Education (SECE) has served more than 5,500 neighborhood children from 5,500 families. Today, our Head Start and Early Head Start centers serve more than 527 infants and pre-school children and their parents every year.  Children eligible for the USC SECE Head Start or Early Head Start program must live within the designated South Los Angeles Service area and qualify by age and family income. Income eligibility is based on the current Federal Poverty Guidelines and those established by the California State Department of Education, Child Development Division. The SECE curriculum and program delivery includes the following focus areas:   * Education/School Readiness for children ages 3-5 and education for toddlers ages 2-3 * Health/Nutrition * Mental Health * Disabilities and * Family Engagement   Website: <https://communities.usc.edu/school-for-early-childhood-education-sece/> |

|  |
| --- |
| **Name of the institution’s formal community partnership to advance sustainability**: |
| TRiO Programs |
| **Does the institution provide financial or material support for the partnership? :** |
| Yes |
| **Which of the following best describes the partnership timeframe?:** |
| Multi-year or ongoing |
| **Which of the following best describes the partnership’s sustainability focus?:** |
| Sustainability-focused |
| **Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (Yes, No, or Not Sure):** |
| Yes |
| **A brief description of the institution’s formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above:** |
| The TRiO Programs are college access enrichment programs that are designed to enhance academic skills to prepare low-income, first-generation students to graduate from high school and enter college. Since 1977, USC has been the grantee of the U.S. Department of Education funding for the programs. There are nine USC TRiO programs including: four Upward Bound Programs, two Upward Bound Math-Science Programs and three Educational Talent Search Programs.  The following services are offered in the program   * Academic and College Transfer courses * Six-week summer residential program * College tours * Academic counseling * Academic scholarships * Career development and pipeline training programs     Website: <https://communities.usc.edu/educational-partnerships/trio-programs/> |

|  |
| --- |
| **Name of the institution’s formal community partnership to advance sustainability**: |
| Concurrent Enrollment Allied-Health Programs – Medical Assisting, Dental Assisting and Pharmacy Technician |
| **Does the institution provide financial or material support for the partnership? :** |
| Yes |
| **Which of the following best describes the partnership timeframe?:** |
| Multi-year or ongoing |
| **Which of the following best describes the partnership’s sustainability focus?:** |
| Sustainability-related |
| **Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (Yes, No, or Not Sure):** |
| Yes |
| **A brief description of the institution’s formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above:** |
| The Concurrent Enrollment Allied Health Programs were founded in 2015. The Dental Assisting was the first program offered, and the program later grew to include Medical Assisting in 2017 and Pharmacy Technician in 2019. The programs are designed to expand the high school experience of low-income, first-generation, and underserved students, and connect them with a pipeline opportunity for further career development.  USC partners with West Los Angeles College to provide short term certificates in allied health. The short-term certificate provides an opportunity for students to be involved in internships in a medical setting and with the ultimate goal of workforce opportunities. |

**CIVIC ENGAGEMENT & ECONOMIC PARTNERSHIPS**

A picture containing text, clipart

Description automatically generated

**University of Southern California**

**Good Neighbors Campaign Overview**

The USC Good Neighbors Campaign was conceived in 1993 to strengthen university-community partnerships with the development of a corporate social responsibility initiative focusing employee philanthropy on the communities surrounding the University Park and Health Sciences campuses. The first year, contributions were made solely to United Way. Contributions specific to USC Good Neighbors began in 1994. Grants through this program were allocated for the first time in 1995. Over $26 million has been raised to support a total of 890 grants awarded to community nonprofit organizations and local schools located within the neighborhoods surrounding the university’s Health Sciences and University Park campuses.

Good Neighbors is a point of pride for the university and its community of students, staff, faculty and local nonprofits. Programs support the following funding priorities: Education & College Access, Health & Safety, Services for Unhoused Individuals, Food Access, Workforce Training & Small Business Development, and Sustainability.

**Summary of 2018 - 2020 Good Neighbors Grants**

**by United Nations Sustainable Development Goals (SDGs)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grant Year** | **Goal 2: Food Access** | **Goal 3: Health & Wellbeing** | **Goal 4: Equal Access to Education & Literacy** | **Goal 8: Economic Growth & Workforce Development** | **Goal 16: Public Safety** |
| **2018-19** | 3 | 10 | 22 | 4 | 5 |
| **2019-20** | 3 | 11 | 25 | 5 | 5 |
| **2020-21** | 2 | 12 | 30 | 6 | 3 |

*Additional program details included in Good Neighbors Campaign Addendum.*

# **Community & Local Government Partnerships**

|  |
| --- |
| **Name of the institution’s formal community partnership to advance sustainability**: |
| COVID-19 Community Care Packages Distribution |
| **Does the institution provide financial or material support for the partnership? :** |
| Yes |
| **Which of the following best describes the partnership timeframe?:** |
| Short-term project or event |
| **Which of the following best describes the partnership’s sustainability focus?:** |
| Sustainability-focused |
| **Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (Yes, No, or Not Sure):** |
| Yes |
| **A brief description of the institution’s formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above:** |
| During the COVID-19 pandemic, USC University Relations & Auxiliary Services, partnered with 53 community organizations to distribute more than 7,500 supply kits. The supply kits included face masks, antibacterial wipes and hand sanitizer and were supplied to the communities of South and Eastside Los Angeles.  Website: <https://news.usc.edu/175319/covid-19-supplies-community-ppe-kits-usc-staff-university-relations/> |

|  |
| --- |
| **Name of the institution’s formal community partnership to advance sustainability**: |
| COVID-19 Community Fund |
| **Does the institution provide financial or material support for the partnership? :** |
| Yes |
| **Which of the following best describes the partnership timeframe?:** |
| Short-term project or event |
| **Which of the following best describes the partnership’s sustainability focus?:** |
| Sustainability-focused |
| **Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (Yes, No, or Not Sure):** |
| Yes |
| **A brief description of the institution’s formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above:** |
| USC has awarded more than $81,000 to programs assisting families who have been impacted by the COVID-19 pandemic. Such programs include the food distribution sites at St. Agnes Catholic Church, Urban 360 and the Weingart East Los Angeles YMCA which have delivered over 4 million pounds to local families to address food insecurity during the pandemic.  Website: <https://news.usc.edu/174155/usc-community-outreach-fund-food-covid-19-local-families-in-need/> |

|  |
| --- |
| **Name of the institution’s formal community partnership to advance sustainability**: |
| COVID-19 Dean’s Community Corner |
| **Does the institution provide financial or material support for the partnership? :** |
| Yes |
| **Which of the following best describes the partnership timeframe?:** |
| Short-term project or event |
| **Which of the following best describes the partnership’s sustainability focus?:** |
| Sustainability-related |
| **Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (Yes, No, or Not Sure):** |
| No |
| **A brief description of the institution’s formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above:** |
| Dr. Laura Mosqueda, Dean of USC Keck School of Medicine, held a virtual “Dean’s Community Corner” to discuss the impacts of COVID-19 and answer community questions.  Website: <https://www.uscannenbergmedia.com/2020/04/27/dean-of-usc-keck-provides-insight-and-answers-to-the-covid-19-outbreak/> |

|  |
| --- |
| **Name of the institution’s formal community partnership to advance sustainability**: |
| COVID-19 Townhalls – Southern California Clinical and Translational Science Institute (CTSI) |
| **Does the institution provide financial or material support for the partnership? :** |
| Yes |
| **Which of the following best describes the partnership timeframe?:** |
| Short-term project or event |
| **Which of the following best describes the partnership’s sustainability focus?:** |
| Sustainability-related |
| **Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (Yes, No, or Not Sure):** |
| No |
| **A brief description of the institution’s formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above:** |
| Medical experts from USC and Charles Drew University hosted a townhall to discuss the impact of the COVID-19 pandemic in our local communities. The focus was to inform community members about vaccines safety, efficacy, and access.  Website: <https://sc-ctsi.org/training-education/courses/sc-ctsi-covid-19-vaccine-informational-town-hall> |

|  |
| --- |
| **Name of the institution’s formal community partnership to advance sustainability**: |
| Exposition Park Master Plan |
| **Does the institution provide financial or material support for the partnership? :** |
| Yes |
| **Which of the following best describes the partnership timeframe?:** |
| Multi-year or ongoing |
| **Which of the following best describes the partnership’s sustainability focus?:** |
| Sustainability-focused |
| **Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (Yes, No, or Not Sure):** |
| No |
| **A brief description of the institution’s formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above:** |
| The Board of Directors for Exposition Park and the California Science Center are developing a plan to create new green space within Exposition Park. USC supported the efforts by making $315 million dollars in renovations to the Los Angeles Memorial Coliseum, which is located within the Exposition Park campus. |

|  |
| --- |
| **Name of the institution’s formal community partnership to advance sustainability**: |
| Food Distribution & Workforce Development Partnership |
| **Does the institution provide financial or material support for the partnership? :** |
| Yes |
| **Which of the following best describes the partnership timeframe?:** |
| Short-term project or event |
| **Which of the following best describes the partnership’s sustainability focus?:** |
| Sustainability-focused |
| **Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (Yes, No, or Not Sure):** |
| Yes |
| **A brief description of the institution’s formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above:** |
| USC University Relations partnered with the Weingart East Los Angeles YMCA to provide two critical community resources during the COVID-19 pandemic: access to fresh food, and workforce opportunities. Together, the partnership employed 56 local community members to support the local food distribution efforts in their community. The program participants also benefited from certification workshops and training.  Website: <https://news.usc.edu/167297/usc-food-drive-covid-19-pandemic-partners-community-outreach/> |

|  |
| --- |
| **Name of the institution’s formal community partnership to advance sustainability**: |
| Hire LA’s Youth |
| **Does the institution provide financial or material support for the partnership? :** |
| Yes |
| **Which of the following best describes the partnership timeframe?:** |
| Multi-year or ongoing |
| **Which of the following best describes the partnership’s sustainability focus?:** |
| Sustainability-focused |
| **Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (Yes, No, or Not Sure):** |
| No |
| **A brief description of the institution’s formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above:** |
| USC participants in, Hire LA’s Youth, a summer employment program for low-income youth. This program partners local youth with mentors for the summer to help the youth learn soft skills to prepare them for the workforce and expose them to different career opportunities. |

|  |
| --- |
| **Name of the institution’s formal community partnership to advance sustainability**: |
| Los Angeles Memorial Coliseum Zero Waste Program |
| **Does the institution provide financial or material support for the partnership? :** |
| Yes |
| **Which of the following best describes the partnership timeframe?:** |
| Multi-year or ongoing |
| **Which of the following best describes the partnership’s sustainability focus?:** |
| Sustainability-focused |
| **Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (Yes, No, or Not Sure):** |
| No |
| **A brief description of the institution’s formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above:** |
| The Los Angeles Memorial Coliseum, operated by USC, has 90% of its waste is recycled, composted or repurposed (780 tons since 2015). Due to these efforts, the USC Office of Sustainability has been recognized by Los Angeles County and presented with the Green Leadership Award.  Website: <https://news.usc.edu/156188/coliseum-zero-waste-usc-sustainability/> |

|  |
| --- |
| **Name of the institution’s formal community partnership to advance sustainability**: |
| METRANS |
| **Does the institution provide financial or material support for the partnership? :** |
| Yes |
| **Which of the following best describes the partnership timeframe?:** |
| Multi-year or ongoing |
| **Which of the following best describes the partnership’s sustainability focus?:** |
| Sustainability-focused |
| **Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (Yes, No, or Not Sure):** |
| No |
| **A brief description of the institution’s formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above:** |
| The METRANS Transportation Center, a joint partnership between the University of Southern California (USC) and California State University, Long Beach (CSULB), researches and resolves transportation problems impacting large Southern California regions like Los Angeles. Specifically, they seek out opportunities to integrate the management of freight and passenger systems, create sustainable and efficient urban freight transport, and improve the mobility of urban populations. |

|  |
| --- |
| **Name of the institution’s formal community partnership to advance sustainability**: |
| Move-Out Donations Program |
| **Does the institution provide financial or material support for the partnership? :** |
| Yes |
| **Which of the following best describes the partnership timeframe?:** |
| Multi-year or ongoing |
| **Which of the following best describes the partnership’s sustainability focus?:** |
| Sustainability-focused |
| **Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (Yes, No, or Not Sure):** |
| Yes |
| **A brief description of the institution’s formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above:** |
| Near the end of the Spring semester, the Department of Public Safety (DPS) and USC Housing partner with American Textile Recycling Service and Goodwill to accept used clothing, shoes, and bedding items donated by USC students during moveout periods. Donation bins are located on and near university housing and throughout the surrounding community.  Website: https://dps.usc.edu/safety-tips/moving-out/ |

|  |
| --- |
| **Name of the institution’s formal community partnership to advance sustainability**: |
| Non-Profit Micro Sponsorships |
| **Does the institution provide financial or material support for the partnership? :** |
| Yes |
| **Which of the following best describes the partnership timeframe?:** |
| Short-term project or event |
| **Which of the following best describes the partnership’s sustainability focus?:** |
| Sustainability-focused |
| **Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (Yes, No, or Not Sure):** |
| Yes |
| **A brief description of the institution’s formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above:** |
| During the COVID-19 pandemic, USC provided sponsorships to multiple nonprofit local organizations to help support their efforts to service the local community. |

|  |
| --- |
| **Name of the institution’s formal community partnership to advance sustainability**: |
| St. Agnes Catholic Church Food Distribution |
| **Does the institution provide financial or material support for the partnership? :** |
| Yes |
| **Which of the following best describes the partnership timeframe?:** |
| Multi-year or ongoing |
| **Which of the following best describes the partnership’s sustainability focus?:** |
| Sustainability-focused |
| **Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (Yes, No, or Not Sure):** |
| No |
| **A brief description of the institution’s formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above:** |
| USC has partnered with St. Agnes Catholic Church’s to support its food distribution efforts. The food distribution looks to address food insecurity and address financial challenges faced by community members who has been impacted by the COVID-19 pandemic. Since the partnership USC has helped the distribution reach more families. |

|  |
| --- |
| **Name of the institution’s formal community partnership to advance sustainability**: |
| USC Athletics Blood Drive |
| **Does the institution provide financial or material support for the partnership? :** |
| Yes |
| **Which of the following best describes the partnership timeframe?:** |
| Short-term project or event |
| **Which of the following best describes the partnership’s sustainability focus?:** |
| Sustainability-focused |
| **Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (Yes, No, or Not Sure):** |
| Yes |
| **A brief description of the institution’s formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above:** |
| USC Athletics partnered with the American Red Cross to launch a blood drive at the Galen Center in an effort to provide hospitals with a healthy supply of blood in the midst of the COVID-19 pandemic.  Website: <https://www.uscannenbergmedia.com/2020/04/14/usc-athletics-hosts-a-blood-drive-at-galen-center-to-support-local-hospitals/> |

|  |
| --- |
| **Name of the institution’s formal community partnership to advance sustainability**: |
| USC Medical Counseling Organizing and Recruiting (Med-COR) |
| **Does the institution provide financial or material support for the partnership? :** |
| Yes |
| **Which of the following best describes the partnership timeframe?:** |
| Multi-year or ongoing |
| **Which of the following best describes the partnership’s sustainability focus?:** |
| Sustainability-related |
| **Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (Yes, No, or Not Sure):** |
|  |
| **A brief description of the institution’s formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above:** |
| USC Medical Counseling Organizing and Recruiting (Med-COR), works with high school students of color to help prepare them for careers in the health professions. Students are provided with structured academic enrichment in the areas of math, science, and English as well as academic counseling, SAT assistance, and summer internships at local hospitals. |

|  |
| --- |
| **Name of the institution’s formal community partnership to advance sustainability**: |
| USC Physician Assistant Pipeline |
| USC Physician Assistant Pipeline |
| Yes |
| **Which of the following best describes the partnership timeframe?:** |
| Multi-year or ongoing |
| **Which of the following best describes the partnership’s sustainability focus?:** |
| Sustainability-related |
| **Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (Yes, No, or Not Sure):** |
| Yes |
| **A brief description of the institution’s formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above:** |
| Once a month, up to 60 high school students form underserved areas of Los Angeles join volunteers from the Primary Care Physician Assistant Program at Keck School of Medicine of USC for the Pipeline Program. Students are introduced to a wide range of health professions while attending workshops and practicing clinical skills. |

|  |
| --- |
| **Name of the institution’s formal community partnership to advance sustainability**: |
| USC Urban Trees Initiative |
| **Does the institution provide financial or material support for the partnership? :** |
| Yes |
| **Which of the following best describes the partnership timeframe?:** |
| Multi-year or ongoing |
| **Which of the following best describes the partnership’s sustainability focus?:** |
| Sustainability-focused |
| **Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (Yes, No, or Not Sure):** |
| Yes |
| **A brief description of the institution’s formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above:** |
| The USC Urban Trees Initiative partners USC experts and students with the City of Los Angeles to guide the growth of an urban forest of shade trees that benefit the health and quality of life for local communities near USC's Health Sciences campus.  Website: <https://publicexchange.usc.edu/urban-trees-initiative/> |

|  |
| --- |
| **Name of the institution’s formal community partnership to advance sustainability**: |
| USC Winter Wonderland Ice-Skating Event |
| **Does the institution provide financial or material support for the partnership? :** |
| Yes |
| **Which of the following best describes the partnership timeframe?:** |
| Short-term project or event |
| **Which of the following best describes the partnership’s sustainability focus?:** |
| Sustainability-related |
| **Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (Yes, No, or Not Sure):** |
| Yes |
| **A brief description of the institution’s formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above:** |
| USC hosted an ice-skating rink for local children from South Los Angeles. For many this was the first time trying the sport. In an effort to address sustainability, families were able to access the ice-skating rink in their local community rather than having to travel to far locations. |

# **GOOD NEIGHBORS CAMPAIGN (GNC) ADDENDUM**

A picture containing text, clipart

Description automatically generatedText

Description automatically generated

**University of Southern California**

**Good Neighbors Campaign**

The USC Good Neighbors Campaign was conceived in 1993 to strengthen university-community partnerships with the development of a corporate social responsibility initiative focusing employee philanthropy on the communities surrounding the University Park and Health Sciences campuses. The first year, contributions were made solely to United Way. Contributions specific to USC Good Neighbors began in 1994. Grants through this program were allocated for the first time in 1995. Over $26 million has been raised to support a total of 890 grants awarded to community nonprofit organizations and local schools located within the neighborhoods surrounding the university’s Health Sciences and University Park campuses.

Good Neighbors is a point of pride for the university and its community of students, staff, faculty and local nonprofits. Programs support the following funding priorities: Education & College Access, Health & Safety, Services for Unhoused Individuals, Food Access, Workforce Training & Small Business Development, and Sustainability.

Good Neighbors is a point of pride for the university and its community of students, staff, faculty and local nonprofits. Programs support the following funding priorities: Education & College Access, Health & Safety, Services for Unhoused Individuals, Food Access, Workforce Training & Small Business Development, and Sustainability.

**Summary of 2018 - 2020 Good Neighbors Grants**

**by United Nations Sustainable Development Goals (SDGs)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grant Year** | **Goal 2: Food Access** | **Goal 3: Health & Wellbeing** | **Goal 4: Equal Access to Education & Literacy** | **Goal 8: Economic Growth & Workforce Development** | **Goal 16: Public Safety** |
| **2018-19** | 3 | 10 | 22 | 4 | 5 |
| **2019-20** | 3 | 11 | 25 | 5 | 5 |
| **2020-21** | 2 | 12 | 30 | 6 | 3 |

A picture containing logo

Description automatically generatedText

Description automatically generated

# **GOOD NEIGHBORS CAMPAIGN GRANT CYCLE 2018 -2019**

## FOOD ACCESS PROGRAMS[[1]](#footnote-1)

1. **Comprando Rico y Sano (CRS) Buying Nutritious and Delicious: $30,400**

* Community Partner: Clinica Msr. Oscar A. Romero (Martha Gonzalez)
* University Partner: USC Health Science Campus Community Partnerships (Dulce Acosta)
* Website: [www.clinicaromero.com](http://www.clinicaromero.com/)
* CRS applies a promotora community health education model to improve the health outcomes of 500 high risk low-income diabetic patients ages 18 to 60 living in Ramona Gardens and Boyle Heights. The CRS is a 12-month program broken up into quarters. For each quarter, the tasks are respectively strengthening the relationship with the community leaders, recruiting and training 20 promotoras on the Diabetes Nutrition Education curriculum, assisting promotoras to recruit 25 patients each and providing these patients six health educational classes, and performing post-test to see what the participants have learned. The program not only educates the community on their diabetes diagnosis, but also gathers health behavior data on all participants in order to build upon this program to better serve the needs of Ramona Gardens residents in the future.

1. **Garden Gateway Nutrition Education Project: $28,500**

* Community Partner: Community Services Unlimited Inc. (Neelam Sharma)
* University Partner: USC Annenberg School for Communication and Journalism (Francois Bar)
* Website: [http://www.csuinc.org](http://www.csuinc.org/)
* The Garden Gateway Nutrition Education Project improves the health of children and adults by teaching gardening and healthy cooking skills that increase their opportunities to access and consume fresh fruits and vegetables. Three series of gardening and healthy cooking workshops will be offered: one for community residents of all ages at the CSU/EXPO Urban Mini-Farm at the EXPO Center; one for community residents of all ages at the Wellness Center at LAC+USC Medical Center; and a third for pre-school age children and their families at the Ralph Parsons Preschool at the EXPO Center. Workshop participants are provided with garden supplies, fresh produce, and information they can use to implement their new skills and knowledge at home.

1. **Groceyships Interdisciplinary Nutrition Program: $20,000**

* Community Partner: Groceryships (Dana Rizer)
* University Partner: USC Suzanne Dworak-Peck School of Social Work (Stephanie George)
* Website: [www.groceryships.org](http://www.groceryships.org/)
* With the mission of promoting health and wellness in under-served communities, Groceryships implements20 groups over the course of a 12-month period by providing ongoing public wellness classes and healthy food access, increasing health outcomes for 30 families, and serving up additional community members. Participants learn practical skills such as nutrition education and healthy shopping, and they have access to peer-support and community engagement. Throughout the program, two USC students serve as committed, part-time interns and provide an interdisciplinary intervention that serves participants’ physical, emotional, and behavioral health. They can fulfill their internship requirements of 16-20 hours of fieldwork and work onsite with groups 2-3 days per week while the participants focus on learning and improving mental wellness and physical health.

## HEALTH & WELLBEING[[2]](#footnote-2)

1. **Digital Promotoras: $20,000**

* Community Partner: Las Fotos Project (Eric Ibarra)
* University Partner: USC Annenberg School for Communication and Journalism (Amara Aguilar)
* Website: <http://lasfotosproject.org/>
* Digital Promotoras empowers girls to become agents of change in their communities by providing photography and storytelling tools to capture and share stories. They document health disparities in their community and use social media to raise awareness and share resources to help find a solution. The program is modeled after the culturally and linguistically competent community-based health education “promotora” model with an infusion of artistic expression through participatory photography, digital media storytelling, and social media. The Digital Promotora Program aims to enhance community engagement and address the cultural stigma held in Latino communities in talking about health and diseases, specifically related to obesity and diabetes. By using photography and digital media storytelling as a tool to identify and address health disparities, 12 Digital Promotoras create photography exhibitions, multimedia screenings and social platforms that showcase stories about local residents affected by these chronic diseases.

1. **Personalized Medicine and Community Health Disease Program: $20,800**

* Community Partner: UNITE-LA (Brian Boyle)
* University Partner: USC Viterbi School of Engineering (Megan McCain)
* To expose students to real-world biotech careers, the program conducts a 10th-grade community health disease project that examines health disparities in South Los Angeles and educates how personalized medicine impacts disease treatment. Participants are selected students from Orthopaedic Medical Magnet High School who demonstrated an interest in healthcare and biotech career. Professionals in the related field speak to students about their career path, invite them to the workspace, and advise them on their projects. On the other hand, McCain Laboratory at the USC Viterbi School of Engineering helps develop experiences for students that build their interest and proficiency in the biosciences as well. The program hopes to provide career awareness, exploration, preparation, and training to students with the goals of cultivating interest and proficiency for high-growth, high-wage careers in Los Angeles.

1. **Playworks Healthy Play Initiative: $32,500**

* Community Partner: Playworks Southern California (Roderick Burnley)
* University Partner: USC Athletics (McCall Hall)
* Website: [www.playworks.org/southern-california](http://www.playworks.org/southern-california)
* Playworks Healthy Play Initiative is designed to improve the health and well-being of children by increasing opportunities for physical activity, building social emotional skills, and exposing elementary school students to university life through the power of play. The program places afull-time Coach as the program coordinator to organize fun, play-based physical activities during the school day. The coach is present every day of the school year to offer students a consistent mentor throughout the school day and teach the joy of physical activity. The program also hosts a Playworks Play Day with USC student athletes and a Day of Healthy Play, where students get to tour USC campus and see “a day in the life” of a student athlete. The program aims to reach 88,000 children at 149 Southern California schools and benefit 46,000 kids at the 65 low-income schools it serves directly.

1. **Trojan Kids Camp: $30,000**

* Community Partner: The Peace Center of United University Church (Susan Stouffer)
* University Partner: USC Trojan Kids Camp (Cynthia Brass)
* Website: [http://www.redeemercp.org/#!adventures-ahead/c1tkp](http://www.redeemercp.org/%23!adventures-ahead/c1tkp)
* The mission of Trojan Kids Camp is to provide a healthy and safe lifestyle using quality sports and educational instruction to the youth. The mission also includes providing information about good nutrition to fight youth obesity. Trojan Kids Camp is a continuation of the NYSP program that was started in 1967 and was a federally funded program run at 106 different institutes throughout the country. The program has the following targets: educate the youth about healthy life styles through active participation in sports and proper nutrition; serve underserved youth between the ages of 9-15 years of age; provide a healthy start through good nutrition and physical fitness. Another goal is to teach youth-centered activities and educational sessions in a safe and positive college/university environment.

1. **Troy Camp: $58,430**

* Community Partner: Lenicia B. Weemes Elementary School (Shirley Crout)
* University Partner: USC Campus Activities (Jennifer Perdomo)
* Website: [www.troycamp.org](http://www.troycamp.org/)
* USC Troy Camp is a youth development organization that enriches the lives of children, broadening their horizons through long-term mentoring experiences with USC undergraduate students. USC students operate the program, which begins in May with a weeklong summer camp at Idyllwild Pines in Idyllwild, CA, with oversight from a small advisory board. The 210 children who will attend this year’s camp are third through fifth grade students from 19 partner schools in South Los Angeles. Counselors facilitate character development through daily programs such as swimming, horseback riding, hiking, arts, and athletics. The mentoring relationship between counselors and campers continues after camp with a series of monthly Kids Events, including trips to museums and a USC football game. Throughout the school year, Troy Camp also hosts after-school tutoring and enrichment opportunities for students. To date, Troy Camp has served more than 11,000 children in the south Los Angeles community.

1. **USC Community-Based Social Work Interns: $53,000**

* Community Partner: Foshay Learning Center (Lisa Beebe)
* University Partner: USC Educational Partnerships (Kim Thomas-Barrios)
* Website: <http://www.foshaylc.org/>
* In this partnership between the USC School of Social Work, USC Educational Partnerships, and the USC Family of Schools, Master of Social Work interns become integral members of the counseling teams serving students and families in the community. Once the interns are chosen from the USC Master of Social Work program, they work part-time during the 2017-18 school year with one of the ten schools that make up the University Park Campus Family of Schools, as well as with USC’s Neighborhood Academic Initiative and School for Early Childhood Education. The program has mutual benefits, giving USC graduate students the opportunity to gain experience in their field while providing a much-needed resource to the local community.

1. **USC Dental Screening Initiative for Foster Children: $20,700**

* Community Partner: The Violence Intervention Program (Astrid Heger)
* University Partner: The Pediatric Dental Clinic (Thanh Ton)
* Website: https://dentistry.usc.edu/programs/dental-hygiene/community/
* Dental and oral health care remains one of the most difficult health services to access for children and teens in foster care. Approximately 35% of children and teens enter foster care with significant dental and oral health problems. Common dental and oral health problems include bottle tooth decay in very young children, multiple dental cavities in older children, and malocclusion. Students receive training from the medical and dental staff and under the supervision of a USC professor in pediatric dentistry. As part of their training to become dental assistants in the Concurrent Enrollment program, high school students need to go into the community and do an internship. One of the main goals for this program is to provide oral hygiene demonstrations, caries risk management, and oral health education to 1000 families.

1. **USC Neighborhood Mobile Dental Van: $33,250**

* Community Partner: St. Agnes Parish School (Kevin Dempsey)
* University Partner: USC Ostrow School of Dentistry, Community Oral Health Programs (Carlos Sanchez and Linda Brookman)
* Website: <http://dentistry.usc.edu/community-programs/mobile-clinics/>
* The USC Neighborhood Mobile Dental Van Prevention Program (NMDVPP) is the only school- based mobile dental sealant and cavity prevention program in the City of Los Angeles. The NMDVPP’s long-term goal is to reduce dental caries through preventive care among 200 elementary school children in the USC Family of Schools. The program will improve oral hygiene behaviors and raise awareness in the community regarding the importance of oral health care as it relates to an individual’s systemic health and quality of life. Additional educational sessions will reach 3,000 children and community members and cover oral health, nutrition, and anti-tobacco education, in addition to oral cancer screenings.

1. **USC PT Fit Families: $16,900**

* Community Partner: Francisco Bravo Medical Magnet High School (Luis Lopez)
* University School: USC Division of Biokinesiology & Physical Therapy (Cheryl Resnik)
* Website: <http://pt.usc.edu/fit_families/>
* Fit Families provides pro-bono preventive and wellness physical therapy services to 6-17 year-old children and their parents in the local community who are either diagnosed with or at high risk for diabetes and conditions associated with physical inactivity. The USC Good Neighbors grant will support a nine-month program that includes evaluations of activity level and cardiovascular fitness completed before and after participation in the six-week program. Development of a supportive family network is a crucial component of the Fit Families program, as families work together through health and exercise education modules to achieve long-term lifestyle changes.

1. **Violence Intervention Program Mentoring & Tutoring: $30,300**

* Community Partner: Violence Intervention Program (Rebecca Reese)
* University Partner: USC Dornsife College, Office of Pre-Health Advisement (Kenneth Geller)
* Website: <http://www.violenceinterventionprogram.org/>
* VIP’s mentoring and tutoring program offers individualized supportive services to promote healing from trauma both on-site and in community-based enrichment activities. It provides educational enrichment and positive role modeling for foster children and other victims of child abuse or neglect, ages 4 to 18, who currently receive services at VIP. It includes individualized mentoring and tutoring services as a part of a child’s comprehensive service plan, as well as a site-based Mental Health Activity Center that offers a safe space for healthy after-school activities. USC volunteers specialize in enriching the program through recruitment on USC’s campus, engaging volunteers in multiple opportunities, developing program activities, and supporting peers. The goal is to help the children we serve gain confidence, learn new ideas, have unique experiences, and help them achieve and succeed in school.

## EQUAL ACCESS TO EDUCATION[[3]](#footnote-3)

1. **After ‘Cool: $20,000**

* Community Partner: 24th STreet Theatre (Jay McAdams)
* University Partner: USC School of Dramatic Arts (Brent Blair)
* Website: <http://www.24thstreet.org/after-cool/>
* 24th STreet Theatre’s After ‘Cool Theatre Program provides after-school, standards-based arts education programming for neighborhood children, as well as leadership development and mentorship opportunities for approximately 20 high school students. The after-school program provides much needed arts education for children in kindergarten through eighth grade, and was recently expanded to include both a teen mentoring element for older students and a two-week summer program called Summer ‘Cool. The year-long curriculum for the After ‘Cool program is designed for maximum arts learning, with daily exercises that support student engagement and creative exploration. Students use improvisation to bring their stories to life and improve their communication, collaborative, and problem-solving skills. The students help write the script and work with professional theatre artists on the original production. The culminating performance, fully staged with cued lighting and sound, is given to family members, community members, and University Park Campus residents.

1. **BOTS Building Opportunities with Teachers in Schools: $20,500**

* Community Partner: Murchison Elementary School (Jeremiah Gonzalez)
* University Partner: USC Viterbi School of Engineering (Katie Mills)
* Website: https://viterbipk12.usc.edu/bots
* Building Opportunities with Teachers in Schools (BOTS) fosters digital equity in three East area elementary schools serving low-income neighborhoods. USC Viterbi supports 10 1stand 2ndgrade teachers by boosting their ability and self-confidence to teach coding and introduce robots as authentic, real-world digital learning opportunities. Participants co-create a teacher-centric, sustainable, and scalable program to enhance computational skills for urban schools. The program hopes to create affordable in-school robotics, develop student computational thinking, and support LAUSD Tech goals.

1. **Community Applying Systemic STEM Education to Schools (C-ASSETS): $55,000**

* Community Partner: Norwood Elementary School (Irene Worrell)
* University Partner: USC Viterbi School of Engineering, STEM Educational Outreach Programs (Rochelle Urban)
* Website: https://dornsife.usc.edu/joint-educational-project/young-scientists-program/
* Combining the successes of the Young Scientists Program and Mission Science, the C-ASSETS program provides opportunities for students in their USC neighborhood elementary schools to engage in authentic, hands-on, standards-aligned science and engineering experiences. The program supports events including field trips to local STEM institutions and a special after-school workshop about biotech and cancer science. The goal of the program is to cultivate and nurture students’ interest in STEM in order to contribute to a K-12 pipeline of underrepresented and disadvantaged students who wants to pursue STEM as a major in college and embark upon careers in STEM.

1. **Expanding STARs/EHA Program: $48,000**

* Community Partner: Francisco Bravo Medical Magnet High School (Luis Lopez)
* University Partner: University of Southern California School of Pharmacy (Daryl Davies)
* Website: <http://www.uscstar.org/>
* USC Science, Technology and Research (STAR)/ Engineering for Health Academy (EHA) program prepares high school students, including underrepresented minorities, for careers in life sciences, biomedical engineering & biotherapeutics. Key components of the program include mentoring and hands-on experiences. The main goal for this project is to provide life science and bio-engineering/biomedical education for inner-city high school students. Students conduct their own research project with a mentor who guides them through hands-on scientific investigation and discovery. Additionally, students gain exposure to an inquiry-based and problem-solving learning environment that facilitates science literacy.

1. **Health Science Mentors Mentoring Juvenile Hall Kids: $14,440**

* Community Partner: Detention Services Bureau (Dalila Alcantara)
* University Partner: USC Health Science Mentors (Eugene Moon)
* HSM’s goal is to provide sustained attention, encouragement, and guidance to incarcerated teenagers to imbue better judgment, improve behavior, and embrace a more positive attitude. The program provides mentor-based guidance and fosters professional development for disadvantaged youth to prepare for work or college after high school. The program offers advisement at the Central Juvenile Hall Facility, located directly across the street from HSC. From the past, the program has witnessed positive incremental outcomes and significant changes from mentoring troubled youth. The program envisions similar improvements from incarcerated youth including reduced recidivism, greater interest in finding a career path, integration into the community, and a more positive outlook on life. At the end of the program, the coordinators will measure the impact of the mentorship with surveys to understand what can be improved.

1. **Leadership Academy: $16,150**

* Community Partner: 24th Street Theatre (Jay McAdams)
* University Partner: USC School of Dramatic Arts (Brent Blair)
* Website: [https://www.24thstreet.org/lea](http://www.24thstreet.org/leadership-program)d[ership-program](http://www.24thstreet.org/leadership-program)
* Leadership Academy is an after-school leadership development program that uses theatre arts to support academic achievement and prepare and encourage high school students to attend college. In this program, high school students participate in drama master classes taught by 24th Street Theatre Artistic Director Debbie Devine. Meeting on Wednesday afternoons from 3:00-5:00 p.m. for 30 weeks during the school year, the teens’ complete leadership development activities and theatre exercises designed to enhance their confidence and strengthen team building and creative skills. Moreover, participants volunteer one day per week for 2.5 hours as teen mentors for the 60 students participating in the theatre’s After ‘Cool extracurricular arts program. The program also provides development resources including mock interviews, financial literal assistance, etc. The ultimate goal of the program is to increase high school graduation rates and prepare as well as encouraging youth to attend college.

1. **Med-COR (Medical Counseling, Organizing and Recruiting): $51,300**

* Community Partner: Francisco Bravo Medical Magnet High School (Millicent Dypiangco)
* University Partner: Keck School of Medicine of USC (Joyce Richey)
* Website: <http://medcor.usc.edu/>
* Med-COR supports, motivates, and prepares students to be competitively eligible for college admission. Students are empowered to develop their goals, continue their education, and ultimately pursue careers in the healthcare profession. Med-COR provides students with tutoring in science, math, English, and SAT test preparation, in addition to intensive career counseling. Admitted students begin the program in the ninth grade and commit to meet two Saturdays per month annually during each school year until graduation. Currently, Med-COR is integrated into four high schools in LAUSD: Bravo Medical Magnet High School, King Drew Medical Magnet High School, Orthopedic Hospital Medical Magnet High School, and Van Nuys Medical Magnet High School. Select students also participate in a six-week work/study experience at Keck Hospital of USC and at LA County + USC Medical Center.

1. **RAD in the Neighborhood: $17,800**

* Community Partner: California African American Museum (Consuelo Velasco Montoya)
* University Partner: USC Roski School of Art and Design (Suzanne Lacy)
* RAD in the Neighborhood is an ongoing partnership between the California African American Museum and USC Roski. It provides a weekly after-school visual arts and design program for students from nearby Ánimo Jackie Robinson High School. Taught by Roski volunteer faculty and graduate students with the assistance of volunteer undergraduate mentors, the program includes instruction in a variety of artistic 2 and 3-dimensional media such as creating sculptures, ceramics, and graphic novels. By offering high-quality, year-round, weekly after-school visual arts and design programming and mentorship, RAD in the Neighborhood aims to strengthen the high school-to-college pipeline through art and design education and instill an understanding of the professional pathways.

1. **Robotics and Coding Academy Reboot: $18,000**

* Community Partner: 32nd Street/USC Visual and Performing Arts Magnet (Nelly Cristales)
* University Partner: VAST (USC Viterbi Adopt-a-School, Adopt-a-Teacher) (Gisele Ragusa)
* Website: <http://viterbi.usc.edu/k-12/coding/robotics-coding-academy/>
* The Robotics and Coding Academy is a collaboration between the USC Viterbi School of Engineering K-12 VAST (Viterbi Adopt-a-School, Adopt-a-Teacher) program and three elementary schools in USC’s Family of Schools program: 32nd Street/USC Visual and Performing Arts Magnet, Dr. Theodore T. Alexander Jr. Science Center School, and John W. Mack Elementary School. The Academy is intended to foster an inter-school cohort of coders and a “culture of coding” among the USC Family of Schools community. Each week, fourth and fifth grade students work with USC undergraduate mentors to gain technology skills and learn to program and build robots. Activities improve participants’ skills in math, science, coding, computational thinking, and teamwork.

1. **STEM After School: $5,275**

* Community Partner: Legacy LA (Maria Lou Calanche)
* University Partner: STEM Community Outreach for Graduate Students (Lauren Bobzin)
* Website: <http://www.legacyla.org/>
* STEM After-School is a major project of the USC STEM Community Outreach for Graduate Students (SCOGS) which focuses on utilizing the experience and knowledge of the USC graduate school students to provide tutoring, homework help, and hands-on experience to middle school- aged children. USC graduate students volunteer as members of SCOGS to provide homework help, lead hands-on experiments and activities, and to act as professional role-models to middle school students participating in the Legacy LA after-school program. Students in this program are from schools with large minority populations, and are often first-generation U.S. citizens. One of STEM’s main goals for this year is to help maintain or increase the grades of 80% of their participants in STEM topics.

1. **USC Kaufman Connections: $10,600**

* Community Partner: 32nd Street/USC Visual & Performing Arts Magnet K-5 (Nelly Cristales)
* University Partner: USC Glorya Kaufman School of Dance (Tiffany Bong)
* Website: https://kaufman.usc.edu/collaborations/kaufman-connections/
* USC Kaufman Connections is a 24-week, hip-hop-oriented dance program that introduces students to choreographic process, prepares them for their annual arts showcase, increases teacher aptitude in integrating dance into their curriculum, and offers an ample service-learning opportunity for Kaufman students. Throughout the school year, Kaufman’s partnership with its neighbor ensures that all 264 elementary students in the 3rd, 4th, and 5th grade receive 24-weeks of integrated dance instruction for one hour per week during regular school hours. The fall semester focuses on the study of dance vocabulary and elements, the development of basic skills in physical coordination, and performance. The spring classes promote a deeper level of personal inquiry and creative study, as Kaufman teaching artists guide students to incorporate the choreographic process, critical thinking, and community practice into their own student-designed group works. The program offers students the opportunity to work closely with USC Kaufman students as well as developing important social, emotional, and cognitive skills.

1. **USC Neighborhood Academic Initiative (NAI) Saturday Academy: $67,450**

* Community Partner: Foshay Learning Center (Lisa Beebe)
* University Partner: USC Educational Partnerships (Kim Thomas-Barrios)
* Website: <http://communities.usc.edu/college-access/nai/>
* The Neighborhood Academic Initiative (NAI) is a college access and preparedness program for students from the neighborhoods surrounding USC. In Fall ’17, NAI will continue its expansion into East Los Angeles, serving students in grades 6-10, as well as continuing its offerings to 6- 12thgrade students in South Los Angeles near the University Park Campus. The NAI Saturday Academy takes place on the USC campus over 21 Saturdays per academic year, where students will take part in 3 academic classes in English, math, and science. Those students who complete the rigorous, seven-year enrichment program, meet USC’s competitive admission requirements, and choose to attend USC are rewarded with a 4.5-year full-tuition scholarship

1. **USC Science Outreach: $5,700**

* Community Partner: 32nd Street/USC Visual & Performing Arts Magnet (Nelly Cristales)
* University Partner: USC Science Outreach (Susumu Takahashi)
* Website: <http://www-scf.usc.edu/~scout/>
* Science Outreach (SCout) is a student organization at USC that gives undergraduate and graduate volunteers the opportunity to present fun, safe, and hands-on science lessons to elementary school students. SCout is organized around weekly in-classroom sessions, in which volunteers are organized into groups of five to seven per classroom. Sessions usually begin with a pop quiz on the concepts covered the previous week, followed by students conducting guided experiments such as making slime, launching bottle rockets, freezing objects with liquid nitrogen, extracting DNA from strawberries, and creating and testing circuits. In addition to the weekly volunteer sessions, SCout also organizes extra-curricular events that help connect students to the larger USC community, other elementary school communities, and science organizations across Los Angeles.
* **USC Thornton JazzReach Program: $37,400**
* Community Partner: Foshay Learning Center (Lisa Beebe)
* University Partner: USC Thornton School of Music (Susan Helfter)
* Website: https://music.usc.edu/departments/scholarly-and-professional-studies/community- engagement/schools/
* JazzReach is a stimulating jazz enrichment program that provides weekly group/individual instruction and in-school concerts for students in the USC community, while also creating opportunities for USC Thornton students to gain teaching and administrative skills. JazzReach provides high-quality, low-cost jazz programming to more than 2,300 students and families from USC neighborhood schools, with almost 70 USC Thornton students serving as teachers. More than 260 neighborhood students participate in weekly classes and an additional 2,100 students and/or families experience concerts performed by USC Thornton jazz ensembles and JazzReach ensembles.

1. **USC Thornton Outreach Program (TOP): $30,400**

* Community Partner: Vermont Avenue Elementary School (Patricia Ferguson)
* University Partner: USC Thornton School of Music (Susan Helfter)
* Website: https://music.usc.edu/departments/scholarly-and-professional-studies/community- engagement/
* The USC Thornton Outreach Program (TOP) is a diverse and far-reaching music education- oriented program that supports local in-school music programs with supplemental learning opportunities for students in the community and significant service-learning opportunities for Thornton students. The mission of the USC Thornton Outreach Program (TOP) is to provide low or no-cost, high-quality music-learning opportunities to underserved students in the USC community while developing, concurrently, the teaching, mentoring, and community engagement skills of USC Thornton students. USC Thornton students in TOP are called “mentors,” given the role they play for the younger students in the community. Student learning is enhanced through TOP mentors assisting our local teachers, current in-school music programs and providing supplemental programming in schools where possible. One of the main goals of the TOP program is to facilitate student learning of core musical skills and knowledge through vocal and instrumental music-making.

1. **USC Young Researchers Program: $9,300**

* Community Partner: Manual Arts High School (Michelle Park)
* University Partner: Young Researchers Program at USC (Emily Burt)
* Website: [http://youngresearchers.usc.edu](http://youngresearchers.usc.edu/)
* The Young Researchers Program pairs 15 local high school students with USC PhD student mentors for a six-week summer research experience in USC science, technology, engineering, and mathematics laboratories. Besides this hands-on research work at USC, participating students also take part in weekly lunch seminars on college preparation, field trips to the USC Wrigley Marine Institute on Catalina Island and the Jet Propulsion Laboratory, and a poster symposium, during which they present their projects (including a written paper and research poster) to USC faculty, graduate students, and their teachers, peers, and families. Since 2009, the Young Researchers Program has paired 74 local high school students with graduate student mentors working in a wide range of the sciences. Past participants are studying in STEM fields at universities such as USC, Emory, Carnegie Mellon, and Brown.

## LITERACY PROGRAMS[[4]](#footnote-4)

1. **Adventures Ahead After-School Program: $21,400**

* Community Partner: Redeemer Community Partnership (Lauren Tigrett)
* University Partner: USC Sol Price Center for Social Innovation (Richard Parks)
* Website: [http://www.redeemercp.org/#!adventures-ahead/c1tkp](http://www.redeemercp.org/%23!adventures-ahead/c1tkp)
* Since 1996, Adventures Ahead has partnered with USC students, alumni, and staff to transform local elementary school students who are reading several grade levels behind into lifelong readers who are prepared to reach their full academic potential. Adventures Ahead offers an individualized reading curriculum to 30 students for nine hours per week during the academic year. An all-day, academically rigorous summer program also incorporates math, science, and health education. The program provides a 6:1 student to teacher ratio and supplements instruction with one-on-one reading buddies, many of whom are USC undergraduate volunteers.

1. **Boyle Heights Beat: $32,400**

* Community Partner: Boyle Heights YouthSource Center (Scott Lee)
* University Partner: USC Annenberg School of Journalism (Michelle Levander)
* Website: <http://www.boyleheightsbeat.com/>
* Boyle Heights Beat builds capacity and leadership among young storytellers, strengthening their research, writing, and analytical skills, as well as motivating and preparing them to pursue higher education. Launched by La Opinión, The California Endowment, and USC Annenberg in 2010, Boyle Heights Beat has been hailed by the Associated Press as a new model that could “close the widening inner-city information divide.” La Opinión distributes the newspaper to 28,000 households in Boyle Heights and to community centers, churches, schools, and cafes. Another 8,500 copies are delivered in the 90033 ZIP code and to each apartment in the Ramona Gardens public housing complex. Youth reporters produce the print edition, while adult contributors report for its sister websites in English and Spanish: boyleheightsbeat.com and pulsodeboyleheights.com. As part of the program’s commitment to serving as a voice for neighbors in the community, residents are also encouraged to share photos, illustrations, memories, poems, and other contributions to the print and online editions.

1. **Reading Makes A Difference: $22,600**

* Community Partner: The Jester & Pharley Phund (Barbara Saltzman)
* University Partner: USC Dornsife/Joint Educational Project (Tina Koneazny)
* Website: [http://www.thejester.org](http://www.thejester.org/)
* The Reading Makes A Difference program ignites an interest in reading, bolsters community engagement, and boosts standardized test scores among elementary school students in the USC Family of Schools. After a three-week, school-wide Read-A-Thon, students’ reading logs are tallied. The more that a participating student reads, the more donations of “The Jester” book and doll are made to local hospitals in the name of the student’s school and sponsor. During a Recognition Assembly, top readers are recognized with special Jester Jingle certificates, bookmarks, and buttons. The teacher of the top-reading classroom at each grade level is similarly recognized.

1. **SC Kinder2College Program: $35,000**

* Community Partner: Foshay Learning Center (Lisa Beebe)
* University Partner: USC Educational Partnerships (Kim Thomas-Barrios)
* Website: <http://communities.usc.edu/kinder-2-college/>
* The Kinder2College program is designed to assist kindergarten teachers at seven schools among the USC Family of Schools in helping male students who struggle with reading. Kinder2College works to achieve this goal by creating an environment in which 100 young kindergarten through third grade boys learn to read, building a community of practice amongst teachers, engaging students’ parents in family-specific training, and engaging USC students and USC Neighborhood Academic Initiative scholars-in-training for strategic tutoring of elementary school students.

1. **USC ReadersPLUS: $85,500**

* Community Partner: Theodore Alexander Science Center (Norma Spencer)
* University Partner: USC Joint Educational Project (Tina Koneazny)
* Website: <http://www.dornsife.usc.edu/readersplus>
* Since 1997, ReadersPLUS has placed approximately 90 USC students in neighborhood schools as in-school and after-school academic tutors. Literacy tutors engage elementary students one-on- one to help them develop their reading, writing, and language skills. Math mentors help elementary students develop fundamental problem-solving skills, mastery of basic math, and a deeper understanding of mathematical concepts. From its inception, the program has placed approximately 60-90 trained work-study students each semester in partner schools, having provided a total of over 30,000 hours of individualized tutoring to approximately 500-800 students in our neighborhood schools each year. The after-school curriculum includes homework help, enrichment activities in STEM subjects through the WonderKids program, and lessons in focus and self-control through Little Yoginis. ReadersPLUS also organizes an annual writing contest and an interactive booth for the LA Times Festival of Books.

1. **Writing 150 and the Writers’ Room at Manual Arts High School: $19,000**

* Community Partner: 826LA (Joel Arquillos)
* University Partner: The Writing Program at USC (Emily Artiano)
* Website: [www.826LA.org](http://www.826LA.org/)
* The program brings USC undergraduate students into the Writers’ Room at Manual Arts High School. It aims to support to 750 Manual Arts students and 12 teachers through various writing projects and assignments. USC volunteers provide crucial one-on-one mentorship and tutoring, while developing a training for 826LA to use for future service learners. USC students not only experience the work of volunteering themselves, but listen, ask questions, and engage in the recursive nature of both writing and social change. From the mentorship, Manual Arts students receive writing guidance, feedback, and skills that they can apply in their future writing.

## PUBLIC SAFETY PROGRAMS[[5]](#footnote-5)

1. **Al Otro Lado: $39,750**

* Community Partner: Al Otro Lado (Erika Pinheiro)
* University Partner: USC Annenberg School for Communication and Journalism (Robert Hernandez)
* Website: https://alotrolado.org/programs/medical-legal-partnership/
* Al Otro Lado provides free, direct immigration legal services to homeless immigrants at the LAC+USC Wellness Center. The program dedicates to increasing Al Otro Lado’s capacity of offering legal services and integrating USC volunteers into the project. Students not only assist the clients with a range of need, but also create virtual reality and 360 media of Al Otro Lado’s clients. The program aims to elevate the voices of the vulnerable and make the virtual reality/360 content available to affected communities through public libraries and other community spaces.

1. **Community Safety Peer Mediation Program**

* Community Partner: Institute for Nonviolence in Los Angeles (Avis Ridley-Thomas)
* University Partner: USC Educational Partnerships (Kim Thomas-Barrios)
* Website: <http://invla.org/invla/>
* The program introduces peer mediation, which effectively teaches students and adults how to deescalate and resolve conflict using a five-step process. Experienced volunteer mediators reach to school staffs and parents with the goal of training student mediators in the USC service area and establishing peer mediation programs at each school. The program provides six 1-hour training sessions for students and any staff who choose to participate, at the schools. Post training, school-based implementation is managed by a program administrator and serves a minimum of 10 students at each school. The mediation methodology, social emotional learning, and communication skills are tools that the students are able to use for the rest of their school careers, and beyond. The program hopes to help build a long-term safe and healthy community.

1. **Get It Straight (GIS): $57,550**

* Community Partner: Hollenbeck Police Activities League (Lorraine Garcia)
* University Partner: USC School of Social Work (Rosemary Alamo)
* Through the Get It Straight (GIS) Program, neighborhood law enforcement officers, parents, and schools will work together to reduce juvenile delinquency by offering case management, delinquency prevention training, parent skills training, and comprehensive mental health and coaching to children ages 9-17 at Sheridan Street Elementary School. GIS staff will be trained in evidence-based intervention methodologies, including motivational interviewing, problem- solving therapy, and cognitive behavior therapy, so as to help students stay in school and improve their personal, social, and academic progress. Parents will be encouraged and equipped to be confident, strong, and knowledgeable advocates to support their child’s path toward a successful future.

1. **USC Kid Watch: $70,000**

* Community Partner: Foshay Learning Center (Lisa Beebe)
* University Partner: USC Educational Partnerships (Kim Thomas-Barrios)
* Website: <http://communities.usc.edu/health-and-safety/kid-watch/>
* Since 1996, several thousand USC Kid Watch community members have watched over approximately 9,000 children attending the USC Family of Schools as they walk to and from school, helping to make the neighborhoods surrounding the University Park Campus safe. Kid Watch volunteers are committed to providing safe passage to children, assisting law enforcement agencies, and increasing community empowerment. Kid Watch partners with the LA Police Department-Southwest Division, LA Unified School District Police Department, LA County Metropolitan Transportation Authority, USC Department of Public Safety, USC Civic Engagement, USC Fire Safety and Emergency Planning, City of Los Angeles Emergency Management Department, City of Los Angeles Fire Department, USC School for Early Childhood Education, and the USC Family of Schools at the University Park Campus.

1. **USC Public Safety RAD & Safety Education Program: $11,300**

* Community Partner: 32nd Street/USC Performing Arts Magnet K-5 (Ezequiel Gonzalez)
* University Partner: USC Department of Public Safety (John Thomas)
* Website: <https://dps.usc.edu/about/cadets/>
* The Cadet Program is designed to offer youth ages 13-21 opportunities to develop professional and academic skills while working with the Department of Public Safety officers and the surrounding community. Cadets and recruits perform under the supervision of full-time Department of Public Safety officers who serve as Post Advisers and mentors. Participants explore careers in law enforcement and public service, broadening their employment and academic options within the university community.

## ECONOMIC AND WORKFORCE DEVELOPMENT[[6]](#footnote-6)

1. **Concurrent Enrollment Clinical Medical Assistant Certificate Program: $46,000**

* Community Partner: West Los Angeles College (Carmen Dones)
* University Partner: USC Government Partnerships and Programs (Theda Douglas)
* The program is designed as a pipeline for student participants to get a better understanding of the medical profession. It provides medical training in emergency and first-aid procedures, from which students assist doctors with medical procedures, blood pressure, lab work and front office training. Participants attend class for 15 weeks and a total of 180 hours to achieve ‘Basic Medical Skill Certificates. After receiving the certificate, they can begin internships for 6-10 weeks in a medical facility. The purpose of the program is to expand the high school experience to include relevant career-path opportunities in allied-health occupations and job-ready skills to high school students in the 11th and 12th grades.

1. **Empowerment for Independent Living: $18,000**

* Community Partner: Pacific Asian Consortium in Employment (Johnson Ng)
* University Partner: USC Leonard Davis School of Gerontology (Maria Henke)
* Website: <http://gero.usc.edu/>
* PACE partners with the USC Davis School to train 40 individuals from the UPC & HSC areas to become certified & registered home care providers serving LA’s growing senior community. The program creates living wage jobs with benefits & a career ladder in the high growth healthcare industry. Participants undergo a 2-month specialized, home care aide training program utilizing curriculum which has been developed in-house by PACE in partnership with our wholly-owned healthcare subsidiary, PACE Care. Upon successful completion of the training, participants receive certification and are registered in the State of California Department of Social Services caregiver’s database. One of PACE’s main goals is to enhance the quality of life for older adults in our community by training home care providers to assist them in their homes, thus allowing seniors to remain in their homes surrounded by friends and family.

1. **USC Eye Care: $17,750**

* Community Partner: Bravo Medical Magnet High School (Luis Lopez)
* University Partner: USC Ophthalmology (Joseph Cocozza)
* Website: https://eye.keckmedicine.org/otep/
* USC Eye Care, an economic development project provides job training in a specialized allied health field, and educational outreach on eye care to local K-12 students and their families. This year’s goals for USC Eye Care are to the address the vision and eye care needs of the communities surrounding the USC campuses and to train the next generation of ophthalmic technicians. USC Eye Care will enable OTEP students to provide vision and eye care to residents of the neighborhoods surrounding USC as well as disseminate information about the educational and professional requirements necessary for certification as an ophthalmic technician.

1. **Youth Entrepreneurship Initiative: $12,200**

* Community Partner: NFTE Greater Los Angeles (Kim Small)
* University Partner: The Lloyd Greif Center for Entrepreneurial Studies at USC Marshall School of Business (Patrick Henry)
* Website: [http://www.nfte.com](http://www.nfte.com/)
* The Greif Center, The Network for Teaching Entrepreneurship, and USC student volunteers will work together to provide an entrepreneurship course to 50 high school students at Foshay Learning Center. Participating students will learn financial literacy and business skills within the context of starting and operating a small business. NFTE students will also be invited to a USC Marshall entrepreneurship course for undergraduates and a day-long youth conference on entrepreneurship. The Youth Entrepreneurship Initiative will inspire students to stay in school, recognize business opportunities, and plan for successful futures.

A picture containing logo

Description automatically generatedText

Description automatically generated

# **GOOD NEIGHBORS CAMPAIGN GRANT CYCLE 2019 -2020**

## FOOD ACCESS PROGRAMS[[7]](#footnote-7)

1. **Comprando Rico y Sano (CRS) Buying Nutritious and Delicious: $27,360**

* Community Partner: Clinica Msr. Oscar A. Romero (Martha Gonzalez)
* University Partner: USC Office of Community Relations and Local Government Partnerships (Dulce Acosta)
* Website: [www.clinicaromero.com](http://www.clinicaromero.com/)
* CRS applies a promotora community health education model to improve the health outcomes of 500 high risk low-income diabetic patients ages 18 to 60 living in Ramona Gardens and Boyle Heights. The CRS is a 12-month program broken up into quarters. For each quarter, the tasks are respectively strengthening the relationship with the community leaders, recruiting and training 20 promotoras on the Diabetes Nutrition Education curriculum, assisting promotoras to recruit 25 patients each and providing these patients six health educational classes, and performing post-test to see what the participants have learned. The program not only educates the community on their diabetes diagnosis, but also gathers health behavior data on all participants in order to build upon this program to better serve the needs of Ramona Gardens residents in the future.

1. **FEAST Wellness Programs and Community Services: $18,000**

* Community Partner: FEAST (Dana Rizer)
* University Partner: Suzanne Dworak-Peck School of Social Work (Stephanie George)
* Website: <https://feastforall.org/>
* In partnership with USC, FEAST supports three 16-week FEAST groups, provides internships and training for two USC students, and implements ongoing health education and food access initiatives for community members across both Good Neighbors Zones serving 265 families. The program supports university-community programs that increase health and wellness for local residents by providing multi-faceted, interdisciplinary interventions in collaboration with the USC Schools of Social Work and Gerontology. FEAST’s mission is to promote health and wellness in underserved communities through the power of healthy foods and human connection. FEAST’s programs combine Food Education, Access and Support, together to measurably improve physical and emotional health so that participants can live full, healthy lives.

1. **Garden Gateway Nutrition Education Project: $28,650**

* Community Partner: Community Services Unlimited Inc. (Neelam Sharma)
* University Partner: USC Annenberg School for Communication and Journalism (Francois Bar)
* Website: [http://www.csuinc.org](http://www.csuinc.org/)
* The Garden Gateway Nutrition Education Project improves the health of children and adults by teaching gardening and healthy cooking skills that increase their opportunities to access and consume fresh fruits and vegetables. Three series of gardening and healthy cooking workshops will be offered: one for community residents of all ages at the CSU/EXPO Urban Mini-Farm at the EXPO Center; one for community residents of all ages at the Wellness Center at LAC+USC Medical Center; and a third for pre-school age children and their families at the Ralph Parsons Preschool at the EXPO Center. Workshop participants are provided with garden supplies, fresh produce, and information they can use to implement their new skills and knowledge at home.

## HEALTH & WELLBEING[[8]](#footnote-8)

1. **Fuente Initiative: $6,950**

* Community Partner: LAUSD Griffin Avenue Elementary School (Leonel Angulo)
* University Partner: USC School of Pharmacy (Carla Blieden)
* Website: https://pharmacyschool.usc.edu/
* This project uses the educational resources of the University’s School of Pharmacy to coordinate pharmacists and student pharmacists to provide poison prevention education and appropriate drug use and self-management education. It also promotes information about pharmacy school and how to become a pharmacist. This program collaborates with pharmacists and student pharmacists from USC who share resources at three neighborhood elementary schools about how to prevent accidental poisonings, improve the quality of life, and increase health education in the surrounding community.

1. **LGBTQA Healthy School Climate: Stand Up, Speak Up Against Bullying: $11,930**

* Community Partner: Community Partners/Latino Equality Alliance (Eddie Martinez)
* University Partner: Keck School of Medicine of USC (Paula Cannon)
* Website: [www.latinoequalityalliance.org](http://www.latinoequalityalliance.org/)
* The program supports Latino Equality Alliance (LEA)’s effort to sharply promote a healthy school climate for LGBTQ youth and create a safe pathway towards a higher education. The project engages LGBTQ youth and parents for education, skills building, leadership development and community service. Through collaboration with partners and local schools, LEA encourages students and parent advocates to transform schools into more accepting environments for Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) students, as well as to advocate for programs/policies that eradicate barriers to education for LGBTQ students. The goal of the program is to improve the mental health and leadership skills of LGBT youth and parents in the Boyle Heights area by building healthy school climates. The intention is to build a safe environment that supports youth’s desire towards a higher education.

1. **Los Angeles Albert Schweitzer Fellow Projects: $15,000**

* Community Partner: Los Angeles Albert Schweitzer Fellowship (Amit Sura)
* University Partner: USC School of Pharmacy (Jennifer Kwon)
* Website: <http://www.schweitzerfellowship.org/chapters/la/>
* The Los Angeles Schweitzer Fellows Program is dedicated to training future health professionals with the skills and commitment necessary to address health disparities. Fellows develop and implement service projects throughout the Los Angeles area. This program selects “Fellows” from a competitive pool of graduate students and immerses them in an experiential learning and leadership development program designed to increase and sharpen their skills and abilities to more effectively address the health needs of underserved people. Each Schweitzer Fellow partners with a community-based organization to identify an unmet health need, design a yearlong, 200-hour service project with a demonstrable impact on that need, and bring the project from idea to implementation and impact.

1. **Opioids Fotonovela Project: $27,000**

* Community Partner: Beit T’Shuva (Nicole Goodman)
* University Partner: USC School of Pharmacy (Mel Baron)
* Website: [www.pharmacyschool.usc.edu](http://www.pharmacyschool.usc.edu/)
* This project seeks to produce and distribute a fotonovela booklet on the topic of opiods, in both English and Spanish, which serves as an educational tool. It is being designed for low-literacy populations in communities surrounding the USC campuses and the greater Los Angeles area. The mission of the USC School of Pharmacy Health Literacy Program is to develop, distribute, and evaluate health-related media for underserved and low-literacy Latino and African American populations. The main goal for this project is to develop, produce and distribute a fotonovela to serve as an education tool on hypertension.

1. **Playworks Healthy Play Initiative: $28,350**

* Community Partner: Playworks Southern California (Roderick Burnley)
* University Partner: USC Athletics (McCall Hall)
* Website: [www.playworks.org/southern-california](http://www.playworks.org/southern-california)
* Playworks Healthy Play Initiative is designed to improve the health and well-being of children by increasing opportunities for physical activity, building social emotional skills, and exposing elementary school students to university life through the power of play. The program places a full-time Coach as the program coordinator to organize fun, play-based physical activities during the school day. Coach is present every day of the school year to offer students a consistent mentor throughout the school day and teach the joy of physical activity. The program also hosts a Playworks Play Day with USC student athletes and a Day of Healthy Play, where students get to tour USC campus and see “a day in the life” of a student athlete. The program aims to reach 88,000 children at 149 Southern California schools and benefit 46,000 kids at the 65 low-income schools it serves directly.

1. **School Violence Prevention/Social-Emotional Learning Program (SVP/SELP): $26,570**

* Community Partner: United University Church (Susan Stouffer)
* University Partner: USC Joint Educational Project (Susan Harris)
* Website: [www.uuc-la.org/the-peace-center-of-uuc](http://www.uuc-la.org/the-peace-center-of-uuc)
* This School Violence Prevention/Social-Emotional Learning Program in partnership with the Peace Center, JEP, and USC Professors brings essential tools for well-being and school success to children in local elementary schools, tools such as self-management, conflict resolution, and meditation. The idea for this School Violence Prevention/Social-Emotional Learning Program (SVP/SELP) originated from the Peace Center’s experience providing violence prevention and social-emotional learning programs for local school kids on site for the past 13 years. This program is designed to help local economically disadvantaged kids learn skills and receive tools that they need for improved self-management and improved relational skills so that they can thrive at school and in life.

1. **Trojan Kids Camp: $27,000**

* Community Partner: The Peace Center of United University Church (Susan Stouffer)
* University Partner: USC Trojan Kids Camp (Cynthia Brass)
* Website: [http://www.redeemercp.org/#!adventures-ahead/c1tkp](http://www.redeemercp.org/%23!adventures-ahead/c1tkp)
* The mission of Trojan Kids Camp is to provide a healthy and safe lifestyle using quality sports and educational instruction to the youth. The mission also includes providing information about good nutrition to fight youth obesity. Trojan Kids Camp is a continuation of the NYSP program that was started in 1967 and was a federally funded program run at 106 different institutes throughout the country. The program has the following targets: educate the youth about healthy life styles through active participation in sports and proper nutrition; serve underserved youth between the ages of 9-15 years of age; provide a healthy start through good nutrition and physical fitness. Another goal is to teach youth-centered activities and educational sessions in a safe and positive college/university environment.

1. **USC Community-Based Social Work Interns: $47,700**

* Community Partner: Foshay Learning Center (Lisa Beebe)
* University Partner: USC Educational Partnerships (Kim Thomas-Barrios)
* Website: <http://www.foshaylc.org/>
* In this partnership between the USC School of Social Work, USC Civic Engagement, and the USC Family of Schools, Master of Social Work interns become integral members of the counseling teams serving students and families in the community. Once the interns are chosen from the USC Master of Social Work program, they work part-time during the 2017-18 school year with one of the ten schools that make up the University Park Campus Family of Schools, as well as with USC’s Neighborhood Academic Initiative and School for Early Childhood Education. The program has mutual benefits, giving USC graduate students the opportunity to gain experience in their field while providing a much-needed resource to the local community.

1. **USC Dental Screening Initiative for Foster Children: $18,630**

* Community Partner: The Violence Intervention Program (Astrid Heger)
* University Partner: The Pediatric Dental Clinic (Thanh Ton)
* Website: <https://dentistry.usc.edu/programs/dental-hygiene/community/>
* Dental and oral health care remains one of the most difficult health services to access for children and teens in foster care. Approximately 35% of children and teens enter foster care with significant dental and oral health problems. Common dental and oral health problems include bottle tooth decay in very young children, multiple dental cavities in older children, and malocclusion. Students receive training from the medical and dental staff and under the supervision of a USC professor in pediatric dentistry. As part of their training to become dental assistants in the Concurrent Enrollment program, high school students need to go into the community and do an internship. One of the main goals for this program is to provide oral hygiene demonstrations, caries risk management, and oral health education to 1000 families.

1. **USC Neighborhood Mobile Dental Van: $29,930**

* Community Partner: St. Agnes Parish School (Kevin Dempsey)
* University Partner: USC Ostrow School of Dentistry, Community Oral Health Programs (Carlos Sanchez and Linda Brookman)
* Website: <http://dentistry.usc.edu/community-programs/mobile-clinics/>
* The USC Neighborhood Mobile Dental Van Prevention Program (NMDVPP) is the only school- based mobile dental sealant and cavity prevention program in the City of Los Angeles. The NMDVPP’s long-term goal is to reduce dental caries through preventive care among 200 elementary school children in the USC Family of Schools. The program will improve oral hygiene behaviors and raise awareness in the community regarding the importance of oral health care as it relates to an individual’s systemic health and quality of life. Additional educational sessions will reach 3,000 children and community members and cover oral health, nutrition, and anti-tobacco education, in addition to oral cancer screenings.

1. **USC PT Fit Families: $15,210**

* Community Partner: Francisco Bravo Medical Magnet High School (Luis Lopez)
* University School: USC Division of Biokinesiology & Physical Therapy (Cheryl Resnik)
* Website: <http://pt.usc.edu/fit_families/>
* Fit Families provides pro-bono preventive and wellness physical therapy services to 6-17 year-old children and their parents in the local community who are either diagnosed with or at high risk for diabetes and conditions associated with physical inactivity. The USC Good Neighbors grant will support a nine-month program that includes evaluations of activity level and cardiovascular fitness completed before and after participation in the six-week program. Development of a supportive family network is a crucial component of the Fit Families program, as families work together through health and exercise education modules to achieve long-term lifestyle changes.

## EQUAL ACCESS TO EDUCATION[[9]](#footnote-9)

1. **After ‘Cool: $18,000**

* Community Partner: 24th STreet Theatre (Jay McAdams)
* University Partner: USC School of Dramatic Arts (Brent Blair)
* Website: <http://www.24thstreet.org/after-cool/>
* 24th STreet Theatre’s After ‘Cool Theatre Program provides after-school, standards-based arts education programming for neighborhood children, as well as leadership development and mentorship opportunities for approximately 60 students. The after-school program provides much needed arts education for children in second through eighth grade and was recently expanded to include both a teen mentoring element for older students and a two-week summer program called Summer ‘Cool. The year-long curriculum for the After ‘Cool program is designed for maximum arts learning, with daily exercises that support student engagement and creative exploration. Students use improvisation to bring their stories to life and improve their communication, collaborative, and problem-solving skills. The students help write the script and work with professional theatre artists on the original production. The culminating performance, fully staged with cued lighting and sound, is given to family members, community members, and University Park Campus residents.

1. **BOTS Building Opportunities with Teachers in Schools: $19,480**

* Community Partner: Los Angeles Unified School District, Local District East (Craig Sipes)
* University Partner: USC Viterbi School of Engineering (Katie Mills)
* Website: <https://viterbipk12.usc.edu/bots>
* Building Opportunities with Teachers in Schools (BOTS) fosters digital equity in East LA elementary schools serving low-income neighborhoods. BOTS addresses the documented problem of unequal access to 21st century Computer Science (CS) education in east Los Angeles. BOTS helps Boyle Heights students in grades 1-6, their teachers and families build digital proficiency through coding and robotics. Participants co-create a teacher-centric, sustainable, and scalable program to enhance computational skills for urban schools. The program hopes to create affordable in-school robotics, develop student computational thinking, and support LAUSD Tech goals.

1. **Coding Academy: $27,510**

* Community Partner: William Jefferson Clinton Middle School (Jose Rivera)
* University Partner: USC Viterbi School of Engineering, STEM Educational Outreach Programs (Darin Gray)
* Website: <https://wjcms-lausd-ca.schoolloop.com/>
* During the program, 6th Grade students will concentrate in learning basic language of coding and will be introduced to the 21st Century Skills of: Critical Thinking, Collaboration, Creativity, and Communication. The program’s mission is to increase student achievement by providing learning pathways for students based on their strengths and/or curiosity. The partnered schools currently have AVID Academy that focuses on building students’ self-efficacy and to be college and career ready. The goal of AVID is to provide students study skills and WICOR strategies (Writing, Inquiry, Collaboration, Organization, Reading). The program aspires to create a STEM Academy pathway to provide experiences for students who are math and science inclined, or to inspire the love of these subjects.

1. **Community Applying Systematics STEM Education to Schools (Community ASSETS or C- ASSETS: $49,500**

* Community Partner: Norwood Elementary School (Irene Worrell)
* University Partner: USC Viterbi School of Engineering, STEM Educational Outreach Programs (Darin Gray)
* Website: <https://sites.google.com/usc.edu/usc-community-assets>
* Combining the successes of the Young Scientists Program and Mission Science, the C-ASSETS program provides opportunities for students in their USC neighborhood elementary schools to engage in authentic, hands-on, standards-aligned science and engineering experiences. The program supports events including field trips to local STEM institutions and a special after-school workshop about biotech and cancer science. The goal of the program is to cultivate and nurture students’ interest in STEM in order to contribute to a K-12 pipeline of underrepresented and disadvantaged students who wants to pursue STEM as a major in college and embark upon careers in STEM.

1. **Digital Promotoras: $18,000**

* Community Partner: Las Fotos Project (Eric Ibarra)
* University Partner: USC Annenberg School for Communication and Journalism (Amara Aguilar)
* Website: <https://lasfotosproject.org/digitalpromotoras/>
* Digital Promotoras empowers girls to become agents of change in their communities by providing photography and storytelling tools to capture and share stories. They document health disparities in their community and use social media to raise awareness and share resources to help find a solution. The program is modeled after the culturally and linguistically competent community-based health education “promotora” model with an infusion of artistic expression through participatory photography, digital media storytelling, and social media. The Digital Promotora Program aims to enhance community engagement and address the cultural stigma held in Latino communities in talking about health and diseases, specifically related to obesity and diabetes. By using photography and digital media storytelling as a tool to identify and address health disparities, 15 Digital Promotoras create photography exhibitions, multimedia screenings and social platforms that showcase stories about local residents affected by these chronic diseases.

1. **Expanding STARs/EHA Program: $43,200**

* Community Partner: Francisco Bravo Medical Magnet High School (Luis Lopez)
* University Partner: University of Southern California School of Pharmacy (Daryl Davies)
* Website: <http://www.uscstar.org/>
* USC Science, Technology and Research (STAR)/ Engineering for Health Academy (EHA) program prepares high school students, including underrepresented minorities, for careers in life sciences, biomedical engineering & biotherapeutics. Key components of the program include mentoring and hands-on experiences. The main goal for this project is to provide life science and bio-engineering/biomedical education for inner-city high school students. Students conduct their own research project with a mentor who guides them through hands-on scientific investigation and discovery. Additionally, students gain exposure to an inquiry-based and problem-solving learning environment that facilitates science literacy.

1. **I/AM SummerTIME: $27,000**

* Community Partner: Manual Arts High School (Nadia Jones)
* University Partner: USC Rossier School of Education / Pullias Center for Higher Education (Gwendelyn Rivera).
* Website: https://pullias.usc.edu/iam/
* I AM and SummerTIME are sequential programs targeting first generation, low-income, college- bound seniors from low-performing schools. I AM provides mentorship during the college and financial aid applications. SummerTIME provides writing and college knowledge development and financial aid guidance. The mission of the Pullias Center for Higher Education is to bring a multidisciplinary perspective to complex social, political, and economic issues in higher education. Their work is devoted to the key issues of college access, retention, and success for underserved students — and the effectiveness of the colleges and universities that serve them.

1. **Leadership Academy**

* Community Partner: 24th Street Theatre (Jay McAdams)
* University Partner: USC School of Dramatic Arts (Brent Blair)
* Website: <http://www.24thstreet.org/after-cool/>
* Leadership Academy is an after-school leadership development program that uses theatre arts to support academic achievement and prepare and encourage high school students to attend college. In this program, high school students participate in drama master classes taught by 24th Street Theatre Artistic Director Debbie Devine. Meeting on Wednesday afternoons for 30 weeks during the school year, the teens’ complete leadership development activities and theatre exercises designed to enhance their confidence and strengthen team building and creative skills. Moreover, participants volunteer one day per week for two hours as teen mentors for the 60 students participating in the theatre’s After ‘Cool extracurricular arts program. The program also provides development resources including mock interviews, financial literal assistance, etc. The ultimate goal of the program is to increase high school graduation rates and prepare as well as encouraging youth to attend college.

1. **Med-COR (Medical Counseling, Organizing, and Recruiting) $46,170**

* Community Partner: Francisco Bravo Medical Magnet High School (Millicent Dypiangco)
* University Partner: Keck School of Medicine of USC, Med-COR Program (Joyce Richey)
* Website: https://medcor.usc.edu/
* Med-COR supports, motivates, and prepares students to be competitively eligible for college admission. Students are empowered to develop their goals, continue their education, and ultimately pursue careers in the healthcare profession. Med-COR provides students with tutoring in science, math, English, and SAT test preparation, in addition to intensive career counseling. Admitted students begin the program in the ninth grade and commit to meet two Saturdays per month annually during each school year until graduation. Currently, Med-COR is integrated into two high schools in LAUSD: Bravo Medical Magnet High School and Orthopedic Hospital Medical Magnet High School. Select students also participate in a six-week work/study experience at Keck Hospital of USC and at LA County + USC Medical Center.

1. **Our Neighborhood: Youth Artists as Civic Leaders: $12,400**

* Community Partner: LA Commons, a project of Community Partners (Karen Mack)
* University Partner: USC Office of Local Government Relations (David Galaviz)
* Website: [www.lacommons.org](http://www.lacommons.org/)
* Leveraging the ongoing and successful partnership between USC’s Office of Local Government Relations, LA Commons, and the EXPO Center, the Our Neighborhood: Youth Artists as Civic Leaders program enhances the quality of education for youth ages 15-25 by engaging them in the development of an artistic and policy response to improving health outcomes in neighborhoods around the University Park Campus. The resulting visual narrative serves as both a reflection of the participants’ development and a tool to communicate key health concerns and solutions to policymakers and the community at large.

1. **Robotics and Coding Academy Reboot: $16,200**

* Community Partner: 32nd Street/USC Visual and Performing Arts Magnet (Nelly Cristales)
* University Partner: VAST (USC Viterbi Adopt-a-School, Adopt-a-Teacher) (Gisele Ragusa)
* Website: <http://viterbi.usc.edu/k-12/coding/robotics-coding-academy/>
* The Robotics and Coding Academy is a collaboration between the USC Viterbi School of Engineering K-12 VAST (Viterbi Adopt-a-School, Adopt-a-Teacher) program and three elementary schools in USC’s Family of Schools program: 32nd Street/USC Visual and Performing Arts Magnet, Dr. Theodore T. Alexander Jr. Science Center School, and John W. Mack Elementary School. The Academy is intended to foster an inter-school cohort of coders and a “culture of coding” among the USC Family of Schools community. Each week, fourth and fifth grade students work with USC undergraduate mentors to gain technology skills and learn to program and build robots. Activities improve participants’ skills in math, science, coding, computational thinking, and teamwork.

1. **STEM After School: $3,350**

* Community Partner: Legacy LA (Maria Lou Calanche)
* University Partner: STEM Community Outreach for Graduate Students (Lauren Bobzin)
* Website: <http://www.legacyla.org/>
* STEM After-School is a major project of the USC STEM Community Outreach for Graduate Students (SCOGS) which focuses on utilizing the experience and knowledge of the USC graduate school students to provide tutoring, homework help, and hands-on experience to middle school- aged children. USC graduate students volunteer as members of SCOGS to provide homework help, lead hands-on experiments and activities, and to act as professional role-models to middle school students participating in the Legacy LA after-school program. Students in this program are from schools with large minority populations, and are often first-generation U.S. citizens. One of STEM’s

1. **Troy Camp: $52,590**

* Community Partner: Lenicia B. Weemes Elementary School (Mercedes Pineda)
* University Partner: USC Viterbi School of Engineering (Christina Mireles)
* Website: <http://www.troycamp.org/>
* USC Troy Camp is a youth development organization that enriches the lives of children, broadening their horizons through long-term mentoring experiences with USC undergraduate students. USC students operate the program, which begins in May with a weeklong summer camp at Idyllwild Pines in Idyllwild, CA, with oversight from a small advisory board. The 210 children who will attend this year’s camp are third through fifth grade students from 19 partner schools in South Los Angeles. Counselors facilitate character development through daily programs such as swimming, horseback riding, hiking, arts, and athletics. The mentoring relationship between counselors and campers continues after camp with a series of monthly Kids Events, including trips to museums and a USC football game. Throughout the school year, Troy Camp also hosts after-school tutoring and enrichment opportunities for students. To date, Troy Camp has served more than 11,000 children in the south Los Angeles community.

1. **USC Kaufman Connections: $9,540**

* Community Partner: 32nd Street/USC Visual & Performing Arts Magnet K-5 (Nelly Cristales)
* University Partner: USC Glorya Kaufman School of Dance (Tiffany Bong)
* Website: <https://kaufman.usc.edu/collaborations/kaufman-connections/>
* USC Kaufman Connections is a 24-week, hip-hop-oriented dance program that introduces students to choreographic process, prepares them for their annual arts showcase, increases teacher aptitude in integrating dance into their curriculum, and offers an ample service-learning opportunity for Kaufman students. Kaufman Connections (KC) offers local, 3rd-6th grade students the opportunity to work closely with USC Kaufman students (“Teaching Artists”) – a cohort of emerging dance professionals, scholars, and leaders. Through KC, students are exposed to the creative field of dance, develop experience in the elements of dance-making, and strengthen important social, emotional and cognitive skills. The culminating performances at the end of each semester offer hip-hop dance exposure opportunities to attendees (i.e. non- participating students, their families, and the broader school community) and performance application opportunities for participants. Additionally, Teaching Artists receive first-hand experience in community engagement and leadership while developing their own understanding of their value and role as artist-citizens.

1. **The USC Neighborhood Academic Initiative (NAI) Saturday Academy: $60,700**

* Community Partner: Foshay Learning Center (Lisa Beebe)
* University Partner: USC Educational Partnerships (Kim Thomas-Barrios)
* Website: <http://communities.usc.edu/college-access/nai/>
* The Neighborhood Academic Initiative (NAI) is a college access and preparedness program for students from the neighborhoods surrounding USC. In Fall ’17, NAI will continue its expansion into East Los Angeles, serving students in grades 6-10, as well as continuing its offerings to 6- 12thgrade students in South Los Angeles near the University Park Campus. The NAI Saturday Academy takes place on the USC campus over 21 Saturdays per academic year, where students will take part in 3 academic classes in English, math and science. Those students who complete the rigorous, seven-year enrichment program, meet USC’s competitive admission requirements, and choose to attend USC are rewarded with a 4.5-year full-tuition scholarship.

1. **USC ReadersPLUS: $76,950**

* Community Partner: Theodore Alexander Science Center (Norma Spencer)
* University Partner: USC Joint Educational Project (Tina Koneazny)
* Website: <https://dornsife.usc.edu/joint-educational-project/readersplus/>
* Since 1997, ReadersPLUS has placed approximately 90 USC students in neighborhood schools as in-school and after-school academic tutors. Literacy tutors engage elementary students one-on- one to help them develop their reading, writing, and language skills. Math mentors help elementary students develop fundamental problem-solving skills, mastery of basic math, and a deeper understanding of mathematical concepts. From its inception, the program has placed approximately 60-90 trained work-study students each semester in partner schools, having provided a total of over 30,000 hours of individualized tutoring to approximately 500-800 students in our neighborhood schools each year. The after-school curriculum includes homework help, enrichment activities in STEM subjects through the WonderKids program, and lessons in focus and self-control through Little Yoginis. ReadersPLUS also organizes an annual writing contest and an interactive booth for the LA Times Festival of Books.

1. **USC Science Outreach: $5,130**

* Community Partner: 32nd Street/USC Visual & Performing Arts Magnet (Nelly Cristales)
* University Partner: USC Science Outreach (Susumu Takahashi)
* Website: <http://www-scf.usc.edu/~scout/>
* Science Outreach (SCout) is a student organization at USC that gives undergraduate and graduate volunteers the opportunity to present fun, safe, and hands-on science lessons to elementary school students. SCout is organized around weekly in-classroom sessions, in which volunteers are organized into groups of five to seven per classroom. Sessions usually begin with a pop quiz on the concepts covered the previous week, followed by students conducting guided experiments such as making slime, launching bottle rockets, freezing objects with liquid nitrogen, extracting DNA from strawberries, and creating and testing circuits. In addition to the weekly volunteer sessions, SCout also organizes extra-curricular events that help connect students to the larger USC community, other elementary school communities, and science organizations across Los Angeles.

1. **USC Thornton JazzReach Program: $22,950**

* Community Partner: Foshay Learning Center (Lisa Beebe)
* University Partner: USC Thornton School of Music (Susan Helfter)
* Website: [https://music.usc.edu/departments/research-and-scholarly-studies/community- engagement/](https://music.usc.edu/departments/research-and-scholarly-studies/community-%20engagement/)
* JazzReach is a stimulating jazz enrichment program that provides weekly group/individual instruction and in-school concerts for students in the USC community, while also creating opportunities for USC Thornton students to gain teaching and administrative skills. JazzReach provides high-quality, low-cost jazz programming to more than 2,200 students and families from USC neighborhood schools, a cohort of 50 USC Thornton students who serve as teaching artists throughout our 9+ established JazzReach partner schools. More than 260 neighborhood students participate in weekly classes and an additional 2,000 students and/or families experience concerts performed by USC Thornton jazz ensembles and JazzReach ensembles.

1. **USC Thornton Outreach Program (TOP): $27,360**

* Community Partner: Vermont Avenue Elementary School (Patricia Ferguson)
* University Partner: USC Thornton School of Music (Susan Helfter)
* Website: [https://music.usc.edu/departments/scholarly-and-professional-studies/community- engagement/](https://music.usc.edu/departments/scholarly-and-professional-studies/community-%20engagement/)
* The USC Thornton Outreach Program (TOP) is a diverse and far-reaching music education- oriented program that supports local in-school music programs with supplemental learning opportunities for students in the community and significant service-learning opportunities for Thornton students. The mission of the USC Thornton Outreach Program (TOP) is to provide low or no-cost, high-quality music-learning opportunities to underserved students in the USC community while developing, concurrently, the teaching, mentoring, and community engagement skills of USC Thornton students. USC Thornton students in TOP are called “mentors,” given the role they play for the younger students in the community. Student learning is enhanced through TOP mentors assisting our local teachers, current in-school music programs and providing supplemental programming in schools where possible. One of the main goals of the TOP program is to facilitate student learning of core musical skills and knowledge through vocal and instrumental music-making.

1. **USC Young Researchers Program**

* Community Partner: Manual Arts High School (Bari Applebaum)
* University Partner: Young Researchers Program at USC (Emily Burt)
* Website: [http://youngresearchers.usc.edu](http://youngresearchers.usc.edu/)
* YRP is a summer program where local high school students are paired with USC PhD students to conduct a research project together in a STEM field. YRP students build confidence through hands-on exposure to STEM research, increasing their likelihood of attending college and pursuing a STEM career. The Young Researchers Program (YRP) is a 6-week summer program that provides high school students from the neighborhoods surrounding USC, and from demographics underrepresented in STEM, early exposure to active research at a university level. High school students are mentored individually by USC PhD students who provide the support and skills needed to conduct a successful research project, starting with experimental design and data collection and culminating in a poster presentation.

## LITERACY PROGRAMS[[10]](#footnote-10)

1. **Adventures Ahead After-School Program: $19,260**

* Community Partner: Redeemer Community Partnership (Lauren Tigrett)
* University Partner: USC Sol Price Center for Social Innovation (Richard Parks)
* Website: N/A
* Since 1996, Adventures Ahead has partnered with USC students, alumni, and staff to transform local elementary school students who are reading several grade levels behind into lifelong readers who are prepared to reach their full academic potential. Adventures Ahead offers an individualized reading curriculum to 30 students for nine hours per week during the academic year. An all-day, academically rigorous summer program also incorporates math, science, and health education. The program provides a 6:1 student to teacher ratio and supplements instruction with one-on-one reading buddies, many of whom are USC undergraduate volunteers.

1. **Boyle Heights Beat/ Ramona Gardens: $29,160**

* Community Partner: Boyle Heights Youth Source Center (Scott Lee)
* University Partner: USC Annenberg School of Journalism (Michelle Levander)
* Website: <http://www.boyleheightsbeat.com/>
* Boyle Heights Beat builds capacity and leadership among young storytellers, strengthening their research, writing, and analytical skills, as well as motivating and preparing them to pursue higher education. Launched by La Opinión, The California Endowment, and USC Annenberg in 2010, Boyle Heights Beat has been hailed by the Associated Press as a new model that could “close the widening inner-city information divide.” La Opinión distributes the newspaper to 28,000 households in Boyle Heights and to community centers, churches, schools, and cafes. Another 8,500 copies are delivered in the 90033 ZIP code and to each apartment in the Ramona Gardens public housing complex. Youth reporters produce the print edition, while adult contributors report for its sister websites in English and Spanish: boyleheightsbeat.com and pulsodeboyleheights.com. As part of the program’s commitment to serving as a voice for neighbors in the community, residents are also encouraged to share photos, illustrations, memories, poems, and other contributions to the print and online editions.

1. **Reading Makes a Difference: $20,340**

* Community Partner: The Jester & Pharley Phund (Barbara Saltzman)
* University Partner: USC Dornsife / Joint Educational Project (Tina Koneazny)
* Website: [http://www.thejester.org](http://www.thejester.org/)
* The Reading Makes A Difference program ignites an interest in reading, bolsters community engagement, and boosts standardized test scores among elementary school students in the USC Family of Schools. After a three-week, school-wide Read-A-Thon, students’ reading logs are tallied. The more that a participating student reads, the more donations of “The Jester” book and doll are made to local hospitals in the name of the student’s school and sponsor. During a Recognition Assembly, top readers are recognized with special Jester Jingle certificates, bookmarks, and buttons. The teacher of the top-reading classroom at each grade level is similarly recognized.

1. **USC Kinder2College Program: $29,750**

* Community Partner: Foshay Learning Center (Lisa Beebe)
* University Partner: USC Educational Partnerships (Kim Thomas-Barrios)
* Website: <https://communities.usc.edu/kinder-2-college/>
* The Kinder2College program is designed to assist kindergarten teachers at seven schools among the USC Family of Schools in helping male students who struggle with reading. Kinder2College works to achieve this goal by creating an environment in which 100 young kindergarten through third grade boys learn to read, building a community of practice amongst teachers, engaging students’ parents in family-specific training, and engaging USC students and USC Neighborhood Academic Initiative scholars-in-training for strategic tutoring of elementary school students.

1. **Writing 150 and the Writer’s Room at Manual Arts: $17,100**

* Community Partner: 826LA (Joel Arquillos)
* University Partner: The Writing Program at USC (Emily Artiano)
* Website: [www.826LA.org](http://www.826LA.org/)
* The program brings USC undergraduate students into the Writers’ Room at Manual Arts High School. It aims to support to 750 Manual Arts students and 12 teachers through various writing projects and assignments. USC volunteers provide crucial one-on-one mentorship and tutoring, while developing a training for 826LA to use for future service learners. USC students not only experience the work of volunteering themselves, but listen, ask questions, and engage in the recursive nature of both writing and social change. From the mentorship, Manual Arts students receive writing guidance, feedback, and skills that they can apply in their future writing.

1. **Documented Presence and Realities: $35,780**

* Community Partner: Al Otro Lado Inc (Nora Phillips)
* University Partner: USC Annenberg School for Communication and Journalism (Robert Hernandez)
* Website: <http://homelessrealities.jovrnalism.io/>
* “Documented Presence and Realities,” is a project collaboration between Al Otro Lado and USC’s School of Journalism provide direct legal representation and pop-up technological experiences in virtual reality to low-income immigrants, focusing on homeless immigrants, at the USC Health Campus at the Wellness Center in Boyle Heights, Los Angeles. Beginning in the Fall 2019, Al Otro Lado and USC School of Journalism students will document through trauma informed services the wide range of experiences to affirm the realities of immigrant homeless families in Los Angeles. Through the use of photogrammetry, students will capture experiences of homeless individuals on both sides of the border which will provide Los Angeles residents with the experience of the realities of refugees and asylum seekers. The experiences will be recorded and project will allow for Los Angeles residents to have a full range of the realities of the current humanitarian crisis.

1. **Public Safety Peer Mediation Program**

* Community Partner: Institute for Nonviolence in Los Angeles (Avis Ridley-Thomas)
* University Partner: USC Educational Partnerships (Kim Thomas-Barrios)
* Website: [www.invla.org](http://www.invla.org/)
* The program introduces peer mediation, which effectively teaches students and adults how to deescalate and resolve conflict using a five-step process. Experienced volunteer mediators reach to school staffs and parents with the goal of training student mediators in the USC service area and establishing peer mediation programs at each school. The program provides six 1-hour training sessions for students and any staff who choose to participate, at the schools. Post training, school-based implementation is managed by a program administrator and serves a minimum of 10 students at each school. The mediation methodology, social emotional learning, and communication skills are tools that the students are able to use for the rest of their school careers, and beyond. The program hopes to help build a long-term safe and healthy community.

1. **USC KidWatch Program 2019-2020**

* Community Partner: Foshay Learning Center (Lisa Beebe)
* University Partner: USC Educational Partnerships (Kim Thomas-Barrios)
* Website: <http://communities.usc.edu/health-and-safety/kid-watch/>
* Since 1996, USC Kid Watch community members have committed themselves to help ensure the safety of children on their way to and from school. Volunteers intently watch over children from six USC Family of Schools as they are dropped off or as they to walk, trained to report anything suspicious. Kid Watch volunteers are committed to providing safe passage to children, assisting law enforcement agencies, and increasing community empowerment. Kid Watch partners with the LA Police Department-Southwest Division, LA Unified School District Police Department, LA County Metropolitan Transportation Authority, USC Department of Public Safety, USC Civic Engagement, USC Fire Safety and Emergency Planning, City of Los Angeles Emergency Management Department, City of Los Angeles Fire Department, USC School for Early Childhood Education, and

## PUBLIC SAFETY PROGRAMS[[11]](#footnote-11)

1. **Documented Presence and Realities: $35,780**

* Community Partner: Al Otro Lado Inc (Nora Phillips)
* University Partner: USC Annenberg School for Communication and Journalism (Robert Hernandez)
* Website: <http://homelessrealities.jovrnalism.io/>
* “Documented Presence and Realities,” is a project collaboration between Al Otro Lado and USC’s School of Journalism provide direct legal representation and pop-up technological experiences in virtual reality to low-income immigrants, focusing on homeless immigrants, at the USC Health Campus at the Wellness Center in Boyle Heights, Los Angeles. Beginning in the Fall 2019, Al Otro Lado and USC School of Journalism students will document through trauma informed services the wide range of experiences to affirm the realities of immigrant homeless families in Los Angeles. Through the use of photogrammetry, students will capture experiences of homeless individuals on both sides of the border which will provide Los Angeles residents with the experience of the realities of refugees and asylum seekers. The experiences will be recorded and project will allow for Los Angeles residents to have a full range of the realities of the current humanitarian crisis.

1. **Public Safety Peer Mediation Program**

* Community Partner: Institute for Nonviolence in Los Angeles (Avis Ridley-Thomas)
* University Partner: USC Educational Partnerships (Kim Thomas-Barrios)
* Website: [www.invla.org](http://www.invla.org/)
* The program introduces peer mediation, which effectively teaches students and adults how to deescalate and resolve conflict using a five-step process. Experienced volunteer mediators reach to school staffs and parents with the goal of training student mediators in the USC service area and establishing peer mediation programs at each school. The program provides six 1-hour training sessions for students and any staff who choose to participate, at the schools. Post training, school-based implementation is managed by a program administrator and serves a minimum of 10 students at each school. The mediation methodology, social emotional learning, and communication skills are tools that the students are able to use for the rest of their school careers, and beyond. The program hopes to help build a long-term safe and healthy community.

1. **USC KidWatch Program 2019-2020**

* Community Partner: Foshay Learning Center (Lisa Beebe)
* University Partner: USC Educational Partnerships (Kim Thomas-Barrios)
* Website: <http://communities.usc.edu/health-and-safety/kid-watch/>
* Since 1996, USC Kid Watch community members have committed themselves to help ensure the safety of children on their way to and from school. Volunteers intently watch over children from six USC Family of Schools as they are dropped off or as they to walk, trained to report anything suspicious. Kid Watch volunteers are committed to providing safe passage to children, assisting law enforcement agencies, and increasing community empowerment. Kid Watch partners with the LA Police Department-Southwest Division, LA Unified School District Police Department, LA County Metropolitan Transportation Authority, USC Department of Public Safety, USC Civic Engagement, USC Fire Safety and Emergency Planning, City of Los Angeles Emergency Management Department, City of Los Angeles Fire Department, USC School for Early Childhood Education, and the USC Family of Schools at the University Park Campus.

1. **Get It Straight: $24,800**

* Community Partner: Hollenbeck Police Activities League (Lorraine Garcia)
* University Partner: USC Suzanne Dworak-Peck School of Social Work (Rosemary Alamo).
* Website: <http://lapdhollenbeckpal.org/gis>
* Through the Get It Straight (GIS) Program, neighborhood law enforcement officers, parents, and schools will work together to reduce juvenile delinquency by offering case management, delinquency prevention training, parent skills training, and comprehensive mental health and coaching to children ages 9-17 and their parents. GIS staff will be trained in evidence-based intervention methodologies, including motivational interviewing, problem-solving therapy, and cognitive behavior therapy, so as to help students stay in school and improve their personal, social, and academic progress. Parents will be encouraged and equipped to be confident, strong, and knowledgeable advocates to support their child’s path toward a successful future. GIS is the only program of its kind in Boyle Heights working hand-in-hand with the LAPD, parents, and schools to increase safety and prevent delinquency.

1. **USC DPS Cadet Program: $10,170**

* Community Partner: 32nd Street Visual and Performing Arts Magnet (K-8) / USC MAST High School (Ezequiel Gonzalez)
* University Partner: USC Department of Public Safety (John Thomas)
* Website: <https://dps.usc.edu/about/cadets/>
* The Cadet Program is designed to offer youth ages 13-21 opportunities to develop professional and academic skills while working with Department of Public Safety officers and the surrounding community. Cadets and recruits perform under the supervision of full-time Department of Public Safety officers who serve as Post Advisers and mentors. Participants explore careers in law enforcement and public service, broadening their employment and academic options within the university community.

**ECONOMIC AND WORKFORCE DEVELOPMENT[[12]](#footnote-12)**

1. **Ascot Hills Park and Community Nursery: $13,610**

* Community Partner: North East Trees (Carlos Naranjo)
* University Partner: USC Health Science Campus Community Partnerships (Dulce Acosta)
* Website: [www.northeasttrees.org](http://www.northeasttrees.org/)
* North East Trees is currently developing a community based native plant nursery located in Ascot Hills Park. The Ascot Nursery will be a center for healthy activities, youth education, and a safe place for members of the university community, residents of North East Los Angeles, and Naturalist to explore Ascot Park. Youths, young adults, and academics will be invited to participate in the process of the nursery management. The observations made will help in the environmental restoration of the ninety-acre Ascot Hills Park and other neglected spaces in the area. The USC East College Prep’s numerous clubs will be offered extracurricular experiences in the various sciences relating to the park and nursery and it will also create immediate job opportunities for disadvantaged youth within the organization.

1. **Concurrent Enrollment Medical Assistant Certificate Program: $39,100**

* Community Partner: West Los Angeles Community College (Carmen Dones)
* University Partner: USC Government Partnerships and Programs (Theda Douglas)
* Website: N/A
* The program is designed as a pipeline for student participants to get a better understanding of the medical profession. It provides medical training in emergency and first-aid procedures, from which students assist doctors with medical procedures, blood pressure, lab work and front office training. Participants attend class for 15 weeks and a total of 180 hours to achieve ‘Basic Medical Skill Certificates. After receiving the certificate, they can begin internships for 6-10 weeks in a medical facility. The purpose of the program is to expand the high school experience to include relevant career-path opportunities in allied-health occupations and job-ready skills to high school students in the 11th and 12th grades.

1. **Empowerment for Independent Living: $16,200**

* University Partner: USC Leonard Davis School of Gerontology (Maria Henke)
* Community Partner: Pacific Asian Consortium in Employment (Johnson Ng)
* Website: [www.pacela.org](http://www.pacela.org/)
* PACE partners with the USC School of Gerontology to train 40 individuals from the University Park Campus area to become certified and registered home care providers to Los Angeles senior citizens. With Covid-19, PACE has transitioned to online training and is responding to an increased demand for services from seniors who have been brought home or displaced from assisted living centers.

1. **USC Anesthesia Technician Training Program: $27,000**

* Community Partner: East Los Angeles Occupational Center (Vladimir Tigno)
* University Partner: Keck School of Medicine of USC (Sachin Jha)
* Website: N/A
* The USC Anesthesia Technician Training Program is a six week anesthesia technician certificate program to train highly qualified and competent anesthesia technicians who are readily able to enter the workforce. The targeted community will be citizens from Los Angeles County and our partnership with the East Los Angeles Occupational Center will enable for the recruitment of members from our community for this program. Training will consist of two components, a classroom portion primarily hosted at the East LA Occupational Center and a clinical portion which will be hosted at the Keck Hospital of USC and LAC+USC Hospital.

1. **NFTE Youth Entrepreneurship Initiative: $10,980**

* Community Partner: NFTE, Greater Los Angeles (Olivia Lam)
* University Partner: USC Marshall School of Business (Patrick Henry)
* Website: <https://www.nfte.com/>
* The Greif Center, The Network for Teaching Entrepreneurship, and USC student volunteers will work together to provide an entrepreneurship course to high school students at Foshay Learning Center. Participating students will learn financial literacy and business skills within the context of starting and operating a small business. Up to 100 NFTE students will also be invited to a USC Marshall entrepreneurship course for undergraduates and a day-long youth conference on entrepreneurship. The Youth Entrepreneurship Initiative will inspire students to stay in school, recognize business opportunities, and plan for successful futures.

A picture containing logo

Description automatically generatedText

Description automatically generated

# **GOOD NEIGHBORS CAMPAIGN GRANT CYCLE 2020-2021**

## FOOD ACCESS PROGRAMS[[13]](#footnote-13)

1. **FEAST Wellness Programs and Community Services: $17,460**

* Community Partner: FEAST (Dana Rizer)
* University Partner: Suzanne Dworak-Peck School of Social Work (Stephanie George)
* Website: <https://feastforall.org/>
* In partnership with USC, FEAST supports three 16-week FEAST groups, provides internships and training for two USC students, and implements ongoing health education and food access initiatives for community members across both Good Neighbors Zones serving 265 families. The program supports university-community programs that increase health and wellness for local residents by providing multi-faceted, interdisciplinary interventions in collaboration with the USC Schools of Social Work and Gerontology. FEAST’s mission is to promote health and wellness in underserved communities through the power of healthy foods and human connection. FEAST’s programs combine Food Education, Access and Support, together to measurably improve physical and emotional health so that participants can live full, healthy **lives.**

1. **Garden Gateway Nutrition Education Project: $24.880**

* University Partner: USC Annenberg School for Communication and Journalism (Francois Bar)
* Community Partner: Community Services Unlimited (Heather Fenney)
* Website: [http://www.csuinc.org](http://www.csuinc.org/)
* The Garden Gateway Nutrition Education Project teaches gardening and cooking skills to children and adults, empowering participants to access and adopt healthier eating habits. The project’s healthy cooking classes offer simple, nutritious recipes using seasonal produce that participants can grow in their own gardens. The program also offers training in natural gardening methods that can be used to maximize production of fruits and vegetables. During the pandemic, the program surveyed participants and now offers two virtual workshops a month in response to their feedback.

## HEALTH & WELLBEING[[14]](#footnote-14)

1. **Aftermath of COVID 19: “Leaning Towards Social Emotional Learning (SEL) and Health & Wellness of Roosevelt HS Students and their families”: $19,880**

* University Partner: Keck School of Medicine of USC (Qing Liu-Michael)
* Community Partner: AltaMed (Monica Guardian)
* Website: [https://www.](http://www.altamed.org/)alta[med.org/](http://www.altamed.org/)
* Aftermath of COVID-19 is working to evaluate COVID-19’s impact on distance learning among students in the Boyle Heights community. In addition, the program analyzes physical and emotional health concerns with the goal of rebuilding the fractured educational system that COVID-19 has exacerbated. Surveys, panel discussions with parents, research education by USC scientists, and other disciplines are used to evaluate and measure recent educational challenges.

1. **Beyond Pregnancy: Diabetes Prevention in Women with History of Gestational Diabetes: $19,610**

* University Partner: Keck School of Medicine of USC (Thomas Buchanan)
* Community Partner: New Familia Health Support Services, LLC (Cristina Carlos)
* Website: [https://www.newfamilia.org/diabetes-preven](http://www.newfamilia.org/diabetes-prevention/)tion/
* New Familia is serving women with a history of gestational diabetes for participation in the yearlong National Diabetes Prevention Program. Women with GDM have a 50% to 70% chance of developing Type 2 Diabetes within 10 years after delivery. Lifestyle programs have proven to reduce this outcome by nearly 58%. Intervention consists of core sessions delivered over six months and includes training in long-term dietary changes, increased physical activity, and behavior change strategies for weight management.

1. **Diabetes Awareness and Prevention Program (“Amate y Cuidate”): $26,540**

* University Partner: USC School of Pharmacy (Melvin Baron)
* Community Partner: Clinica Msr. Oscar A. Romero (Stephanie Lemus)
* Website: <https://clinicaromero.com/>
* The Diabetes Awareness and Prevention Program, ‘Amate Y Cuidate,’ is a health education project aiming to improve the health outcomes of 350 low-income overweight, pre-diabetic, and diabetic community members ages 18 to 60 living in Ramona Gardens and Boyle Heights. The curriculum is reviewed and edited by a medical director to ensure that all information provided is reflective of best practices and research in the area of healthy eating and diabetes management. Essential medical visits are still being scheduled for program participants, and the program is distributing remote health education services via social media, calls, and texts.

1. **Fuente Initiative: $4,300**

* Community Partner: LAUSD Griffin Avenue Elementary School (Leonel Angulo)
* University Partner: USC School of Pharmacy (Carla Blieden)
* Website: <https://pharmacyschool.usc.edu/>
* This project uses the educational resources of the University’s School of Pharmacy to coordinate pharmacists and student pharmacists to provide poison prevention education and appropriate drug use and self-management education. It also promotes information about pharmacy school and how to become a pharmacist. This program collaborates with pharmacists and student pharmacists from USC who share resources at three neighborhood elementary schools about how to prevent accidental poisonings, improve the quality of life, and increase health education in the surrounding community.

1. **La Cuarentena Program: Revitalizing a Valuable Postpartum Tradition: $21,240**

* University Partner: Children’s Hospital Los Angeles (Christine Mirzaian)
* Community Partner: New Familia Health Support Services, LLC (Cristina Carlos)
* Website: [https://www.newfamilia.org/postpartum/](http://www.newfamilia.org/postpartum/)
* The La Cuarentena Program addresses the physical, emotional and social needs of new mothers during the postpartum period. This program provides self-care and health support including breastfeeding support, perinatal mental health services, and recruitment for the Diabetes Prevention Program for moms with a history of GDM. New mothers are introduced to support groups and therapy is provided to new mothers suffering from depression and/or anxiety symptoms. The program is currently offering free virtual tele-health counseling, therapy sessions, child-birth preparation, and more.

1. **Nutrition for Health and Longevity Program: $24,990**

University Partner: USC Transplant Institute (Susan Kim)

* Community Partner: SF General Hospital Foundation (Cissie Bonini)
* Website: <https://sfghf.org/>
* Nutrition for Health and Longevity is a 10-week course that equips participants with the knowledge, attitudes, skills, and necessary resources to make healthy choices. The program teaches the correlation between a healthy lifestyle and the prevention of obesity and chronic diseases. Class topics include: obesity and chronic diseases, diabetes and insulin resistance, macro/micronutrients found in foods, USDA Dietary Guidelines, how to manage a healthy weight, and how to read food labels. At the end of each class, participants receive a $10 voucher to be used for purchasing fresh fruits and vegetables for six months. The voucher is made possible through the Vouchers4Veggies partnership.

1. **Opioid Audiovisual Novela Project: $26,190**

* University Partner: USC School of Pharmacy (Melvin Baron)
* Community Partner: Clinica Msr. Oscar A. Romero (Carlos Vaquerano)
* Website: [www.pharmacyschool.usc.edu](http://www.pharmacyschool.usc.edu/)
* The USC School of Pharmacy’s Opioid Audiovisual Novela Project was developed to educate low-literacy residents on opioid abuse prevention and treatment. Through fotonovelas that come to life with music, dialogue and special effects, audiences are entertained and educated on critical health information.

1. **USC Dental Screening Initiative for Foster Children: $20,700**

* Community Partner: The Violence Intervention Program (Astrid Heger)
* University Partner: The Pediatric Dental Clinic (Thanh Ton)
* Website: <https://dentistry.usc.edu/programs/dental-hygiene/community/>
* Dental and oral health care remains one of the most difficult health services to access for children and teens in foster care. Approximately 35% of children and teens enter foster care with significant dental and oral health problems. Common dental and oral health problems include bottle tooth decay in very young children, multiple dental cavities in older children, and malocclusion. Students receive training from the medical and dental staff and under the supervision of a USC professor in pediatric dentistry. As part of their training to become dental assistants in the Concurrent Enrollment program, high school students need to go into the community and do an internship. One of the main goals for this program is to provide oral hygiene demonstrations, caries risk management, and oral health education to 1000 families.

1. **USC Neighborhood Mobile Dental Van: $33,250**

* Community Partner: St. Agnes Parish School (Kevin Dempsey)
* University Partner: USC Ostrow School of Dentistry, Community Oral Health Programs (Carlos Sanchez and Linda Brookman)
* Website: <http://dentistry.usc.edu/community-programs/mobile-clinics/>
* The USC Neighborhood Mobile Dental Van Prevention Program (NMDVPP) is the only school- based mobile dental sealant and cavity prevention program in the City of Los Angeles. The NMDVPP’s long-term goal is to reduce dental caries through preventive care among 200 elementary school children in the USC Family of Schools. The program will improve oral hygiene behaviors and raise awareness in the community regarding the importance of oral health care as it relates to an individual’s systemic health and quality of life. Additional educational sessions will reach 3,000 children and community members and cover oral health, nutrition, and anti-tobacco education, in addition to oral cancer screenings.

1. **USC PT Fit Families: $14,740**

* Community Partner: Francisco Bravo Medical Magnet High School (Luis Lopez)
* University School: USC Division of Biokinesiology & Physical Therapy (Cheryl Resnik)
* Website: <http://pt.usc.edu/fit_families/>
* Fit Families provides pro-bono preventive and wellness physical therapy services to 6-17 year-old children and their parents in the local community who are either diagnosed with or at high risk for diabetes and conditions associated with physical inactivity. The USC Good Neighbors grant will support a nine-month program that includes evaluations of activity level and cardiovascular fitness completed before and after participation in the six-week program. Development of a supportive family network is a crucial component of the Fit Families program, as families work together through health and exercise education modules to achieve long-term lifestyle changes.

1. **Violence Intervention Program Mentoring & Tutoring: $29,390**

* Community Partner: Violence Intervention Program (Rebecca Reese)
* University Partner: USC Dornsife College, Office of Pre-Health Advisement (Kenneth Geller)
* Website: <http://www.violenceinterventionprogram.org/>
* VIP’s mentoring and tutoring program offers individualized supportive services to promote healing from trauma both on-site and in community-based enrichment activities. It provides educational enrichment and positive role modeling for foster children and other victims of child abuse or neglect, ages 4 to 18, who currently receive services at VIP. It includes individualized mentoring and tutoring services as a part of a child’s comprehensive service plan, as well as a site-based Mental Health Activity Center that offers a safe space for healthy after-school activities. USC volunteers specializes in enriching the program through recruitment on USC’s campus, engaging volunteers in multiple opportunities, developing program activities, and supporting peers. The goal is to help the children we serve gain confidence, learn new ideas, have unique experiences, and help them achieve and succeed in school.

1. **Vivir Con Diabetes/ Live with Diabetes: $5,820**

* University Partner: Herman Ostrow School of Dentistry of USC (Jesus Diaz)
* Community Partner: The Wellness Center at the Historic General Hospital (Heather Hays)
* Website: <https://www.thewellnesscenterla.org/>
* Vivir con Diabetes is a 12-week program consisting of group sessions that aim to empower Latinos with diabetes to improve their overall diabetes management. The program focuses on healthy habits and fitness routines that can be incorporated into one’s daily life. Participants receive instruction on diabetes management, nutrition and healthy eating, self-care, stress management, advocacy, goal development, and how to create and maintain healthy habits and routines. Participants also engage in hands-on activities to facilitate learning and are introduced to occupational therapy students who help them tailor health strategies to fit their lifestyle.

## EQUAL ACCESS TO EDUCATION3

1. **After ‘Cool: $17,460**

* Community Partner: 24th STreet Theatre (Jay McAdams)
* University Partner: USC School of Dramatic Arts (Brent Blair)
* Website: <http://www.24thstreet.org/after-cool/>
* 24th STreet Theatre’s After ‘Cool Theatre Program provides after-school, standards-based arts education programming for neighborhood children, as well as leadership development and mentorship opportunities for approximately 60 students. The after-school program provides much needed arts education for children in second through eighth grade and was recently expanded to include both a teen mentoring element for older students and a two-week summer program called Summer ‘Cool. The year-long curriculum for the After ‘Cool program is designed for maximum arts learning, with daily exercises that support student engagement and creative exploration. Students use improvisation to bring their stories to life and improve their communication, collaborative, and problem-solving skills. The students help write the script and work with professional theatre artists on the original production. The culminating performance, fully staged with cued lighting and sound, is given to family members, community members, and University Park Campus residents.

1. **BOTS Building Opportunities with Teachers in Schools: $18,900**

* University Partner: USC Viterbi School of Engineering (Mary Bonaparte-Saller)
* Community Partner: Los Angeles Unified School District, Local District East (Craig Sipes)
* Website: <https://viterbipk12.usc.edu/bots>
* Building Opportunities with Teachers in Schools (BOTS) fosters digital equity in inner-city elementary schools via a collaboration of teachers, districts, USC Robotics and non-profits. The program co-creates a scalable and sustainable Computer Science pipeline of coding, robots and computational thinking for elementary school students. BOTS intervention is aimed at teachers, as helping teachers gain content skills and self-efficacy for introducing Computer Science is more sustainable than providing student instruction. For every elementary teacher trained during BOTS Professional Development (PD), 30+ students are served, with an additional 30/year after the PD ends.

1. **Bridging the Digital Divide: $31,730**

* University Partner: USC Marshall School of Business (Hank Wasiak)
* Community Partner: School on Wheels (Catherine Meek)
* Website: <https://schoolonwheels.org/digital-drive/>
* Schools on Wheels aids students facing housing insecurity and works to remove the barriers that stand between homelessness and education. Given COVID-19 and the transition to remote learning, these barriers have been primarily technological. In response, Bridging the Digital Divide has been working to contact students, provide emotional support, and offer school supplies, computers, and access to Wi-Fi. The program has distributed over 3,000 activity kits, hygiene kits, books, journals, and devices to students in homeless shelters.

1. **College and Career: $22,000**

* University Partner: Keck School of Medicine of USC (Gregory Harlan)
* Community Partner: PUENTE Learning Center (Michele Wolfe)
* Website: [https://www.puente.org/program](http://www.puente.org/programs/college-and-career-readiness/)s/[college-and-career-readiness/](http://www.puente.org/programs/college-and-career-readiness/)
* College and Career seeks to break the cycle of intergenerational poverty of mainly low-income Latinx youth, through educational programs primarily focused on STEM – science, technology, engineering and mathematics studies. Students attend weekly classes on self-advocacy, leadership development, and college culture and have access to free SAT test preparation courses and monthly workshops that help them navigate the college admissions process and more. PUENTE College and Career also plans to work with their industry and community partners, as needed, to develop online content and to increase one-on-one support.

1. **Community Applying Systematics STEM Education to Schools (Community ASSETS or C- ASSETS: $38,800**

* Community Partner: Norwood Elementary School (Irene Worrell)
* University Partner: USC Viterbi School of Engineering, STEM Educational Outreach Programs (Darin Gray)
* Website: <https://sites.google.com/usc.edu/usc-community-assets>
* Combining the successes of the Young Scientists Program and Mission Science, the C-ASSETS program provides opportunities for students in their USC neighborhood elementary schools to engage in authentic, hands-on, standards-aligned science and engineering experiences. The program supports events including field trips to local STEM institutions and a special after-school workshop about biotech and cancer science. The goal of the program is to cultivate and nurture students’ interest in STEM in order to contribute to a K-12 pipeline of underrepresented and disadvantaged students who wants to pursue STEM as a major in college and embark upon careers in STEM.

1. **Digital Promotoras: $17,460**

* Community Partner: Las Fotos Project (Lucia Torres)
* University Partner: USC Annenberg School for Communication and Journalism (Amara Aguilar)
* Website: <https://lasfotosproject.org/digitalpromotoras/>
* Digital Promotoras empowers girls to become agents of change in their communities by providing photography and storytelling tools to capture and share stories. They document health disparities in their community and use social media to raise awareness and share resources to help find a solution. The program is modeled after the culturally and linguistically competent community-based health education “promotora” model with an infusion of artistic expression through participatory photography, digital media storytelling, and social media. The Digital Promotora Program aims to enhance community engagement and address the cultural stigma held in Latino communities in talking about health and diseases, specifically related to obesity and diabetes. By using photography and digital media storytelling as a tool to identify and address health disparities, 15 Digital Promotoras create photography exhibitions, multimedia screenings and social platforms that showcase stories about local residents affected by these chronic diseases.

1. **Expanding STARs/EHA Program : $41,900**

* University Partner: USC School of Pharmacy (Daryl Davies)
* Community Partner: Francisco Bravo Medical Magnet High School (Luis Lopez)
* Website: <http://www.uscstar.org/>
* The STARs/EHA program prepares local high school students for careers in life sciences, biomedical engineering, and biotherapeutics. Students in the program are required to pursue a hypothesis driven research project as part of the curriculum, which they present at the annual Spring Science Fair at Francisco Bravo Magnet High School. STARs/EHA is now offering virtual lab and research options and facilitates online meetings between students and USC faculty for research and learning opportunities.

1. **Med-COR (Medical Counseling, Organizing, and Recruiting)**

* Community Partner: Francisco Bravo Medical Magnet High School (Millicent Dypiangco)
* University Partner: Keck School of Medicine of USC, Med-COR Program (Joyce Richey)
* Website: <https://medcor.usc.edu/>
* Med-COR supports, motivates, and prepares students to be competitively eligible for college admission. Students are empowered to develop their goals, continue their education, and ultimately pursue careers in the healthcare profession. Med-COR provides students with tutoring in science, math, English, and SAT test preparation, in addition to intensive career counseling. Admitted students begin the program in the ninth grade and commit to meet two Saturdays per month annually during each school year until graduation. Currently, Med-COR is integrated into two high schools in LAUSD: Bravo Medical Magnet High School and Orthopedic Hospital Medical Magnet High School. Select students also participate in a six-week work/study experience at Keck Hospital of USC and at LA County + USC Medical Center.

1. **Mission Science: $28,510**

* University Partner: USC Viterbi School of Engineering (Darin Gray)
* Community Partner: Gates Street Elementary School (Maria Barraza)
* Website: <https://viterbik12.usc.edu/missionscience/>
* Mission Science is an afterschool program that exposes 3rd -5th graders to hands-on, inquiry- based science and engineering activities. Taught by USC STEM majors, the curriculum is designed to build confidence in STEM studies and students’ ability to succeed. Mission Science is currently assessing how to adapt the program to social distancing and online learning platforms.

1. **Music Inspiring Community: $2,670**

* University Partner: USC Dornsife College of Letters, Arts and Sciences (Jasmine Bryant)
* Community Partner: Theodore T. Alexander Science Center (Michelle Correa)
* Website: <https://musicinspiringcomm.wixsite.com/home>
* Music Inspiring Community is a student-founded organization that provides music education to LAUSD elementary school students. The program offers free, weekly lessons that are taught in the form of fun and interactive games and which help develop creative life skills integral to later life success. Since COVID-19, Music Inspiring Community has been working to transition their lessons to online platforms in order to provide students with continuity and structure during these uncertain times.

1. **Project Scientist STEM Academy at USC: $43,200**

* University Partner: Keck School of Medicine of USC (Ite Offringa)
* Community Partner: Project Scientist (Sandy Marshall)
* Website: <https://projectscientist.org/>
* The Project Scientist STEM Academy cultivates the next generation of female STEM professionals by helping young girls ages 4-12 acquire the leadership skills, confidence, and tools needed to thrive in today’s STEM environment. Currently, need-based scholarships are provided to more than 80% of participants. The program has transitioned to a virtual model and is exploring ways to conduct virtual expeditions to USC labs.

1. **Ramona Gardens Boys & Girls Club Community Support Program: $28,200**

* University Partner: USC School of Pharmacy (David Dadiomov)
* Community Partner: Boys & Girls Club of West San Gabriel Valley and Eastside (JR Dzubak)
* Website: <https://www.wsgvbgc.org/ramona-gardens-clubhouse>
* For many years, the Ramona Gardens Boys & Girls Club Community Support Program has provided nationally developed, evidence-based youth development programs to the communities surrounding USC. With COVID-19 the program has adapted to the changing needs by partnering with HACLA (Housing Authority of Los Angeles) to serve hot meals and provide emergency supplies to members and their families, and especially seniors who are unable to leave their home. Continuing programs include the Family Preservation Program, which ensures that youth and families in potentially unstable or unsafe homes receive needed support, and new virtual programs like group fitness, homework help, and counseling have been launched.

1. **RISE College Student Relief Program: $30,000**

* University Partner: USC Student Basic Needs (Alejandra Hong)
* Community Partner: Rise, Inc. (Liz Conn)
* Website: <https://risefree.org/covid-19-help/>
* This year, Rise’s student fellows have launched on-campus basic needs advocacy campaigns to end student hunger and homelessness at four Los Angeles college campuses. The program is also working to aid students who have been affected by COVID-19. When college campuses closed, they surveyed over 500 students to better understand their challenges and changing needs. In response, Rise is working to increase paid job opportunities to low-income and first-generation college students, increase financial aid, and increase public benefits.

1. **School to Career Success: $18,000**

* University Partner: USC Black Alumni Association (Tensie Taylor)
* Community Partner: Los Angeles Urban League (Jamecca Marshall)
* Website: <https://laul.org/>
* School to Career Success is working to engage, educate and empower low and moderate income African American families. The program organizes parents via leadership groups, and offers training workshops, tours, webinars, individual educational counseling, leadership training, and more. At a time when resources are scarce due to COVID-19, School to Career Success is providing technical equipment, technical support, software, and other resources to their served population in order to fulfill their mission of improving educational attainment outcomes.

1. **Technology, Online Resources and Academic Programming for 2020-21 School Year: $21,150**

* University Partner: USC Annenberg School for Communications and Journalism (Ron Antonette)
* Community Partner: Sacred Heart Elementary School (Adriana Bronzina)
* Website: <http://www.sacredheartla.org/>
* This program serves Sacred Heart Elementary school’s families by providing affordable education for their primarily Hispanic population from the Lincoln Heights Area. Given COVID- 19, the program is working to ensure quality education and access to initiatives via socially distanced channels. Some of these initiatives include the Accelerated Reader, and the Wordly Wise language arts program that provide a high-level and quality English curriculum, and the Instrumental Music Program which offers music education to increase social and emotional development and academic achievement.

1. **Thrive in Joy C11 Strength of Character Curriculum: $3,800**

* University Partner: USC Sol Price School of Public Policy (John Sonego)
* Community Partner: Thrive in Joy Nick Fagnano Foundation (Mary Fagnano)
* Website: [https://www.thriveinjoy.org/](http://www.thriveinjoy.org/)
* C11 offers high school freshmen a unique approach to self- discovery and empowerment in order to help them impart an ongoing positive influence on the social/emotional dynamics of their school and community. The goal of the program is to ensure students have a greater understanding of self and their strengths. It also helps foster confidence in their ability to change their environment and assume leadership roles.

1. **Troy Camp: $40,000**

* Community Partner: Lenicia B. Weemes Elementary School (Mercedes Pineda)
* University Partner: USC Viterbi School of Engineering (Christina Mireles)
* Website: <http://www.troycamp.org/>
* USC Troy Camp is a youth development organization that enriches the lives of children, broadening their horizons through long-term mentoring experiences with USC undergraduate students. USC students operate the program, which begins in May with a weeklong summer camp at Idyllwild Pines in Idyllwild, CA, with oversight from a small advisory board. The 210 children who will attend this year’s camp are third through fifth grade students from 19 partner schools in South Los Angeles. Counselors facilitate character development through daily programs such as swimming, horseback riding, hiking, arts, and athletics. The mentoring relationship between counselors and campers continues after camp with a series of monthly Kids Events, including trips to museums and a USC football game. Throughout the school year, Troy Camp also hosts after-school tutoring and enrichment opportunities for students. To date, Troy Camp has served more than 11,000 children in the south Los Angeles community.

1. **USC Kaufman Connections: $9,540**

* Community Partner: 32nd Street/USC Visual & Performing Arts Magnet K-5 (Nelly Cristales)
* University Partner: USC Glorya Kaufman School of Dance (Tiffany Bong)
* Website: <https://kaufman.usc.edu/collaborations/kaufman-connections/>
* USC Kaufman Connections is a 24-week, hip-hop-oriented dance program that introduces students to choreographic process, prepares them for their annual arts showcase, increases teacher aptitude in integrating dance into their curriculum, and offers an ample service-learning opportunity for Kaufman students. Kaufman Connections (KC) offers local, 3rd-6th grade students the opportunity to work closely with USC Kaufman students (“Teaching Artists”) – a cohort of emerging dance professionals, scholars, and leaders. Through KC, students are exposed to the creative field of dance, develop experience in the elements of dance-making, and strengthen important social, emotional and cognitive skills. The culminating performances at the end of each semester offer hip-hop dance exposure opportunities to attendees (i.e. non- participating students, their families, and the broader school community) and performance application opportunities for participants. Additionally, Teaching Artists receive first-hand experience in community engagement and leadership while developing their own understanding of their value and role as artist-citizens.

1. **USC Kinder2College Program 2020: $28,860**

* Community Partner: Foshay Learning Center (Lisa Beebe)
* University Partner: USC Educational Partnerships (Kim Thomas-Barrios)
* Website: <https://communities.usc.edu/kinder-2-college/>
* The Kinder2College program is designed to assist kindergarten teachers at seven schools among the USC Family of Schools in helping male students who struggle with reading. Kinder2College works to achieve this goal by creating an environment in which 100 young kindergarten through third grade boys learn to read, building a community of practice amongst teachers, engaging students’ parents in family-specific training, and engaging USC students and USC Neighborhood Academic Initiative scholars-in-training for strategic tutoring of elementary school students.

1. **USC McMorrow NAI Saturday Academy: $58,880**

* Community Partner: Foshay Learning Center (Lisa Beebe)
* University Partner: USC Educational Partnerships (Kim Thomas-Barrios)
* Website: <https://communities.usc.edu/educational-partnerships/nai/>
* The Neighborhood Academic Initiative (NAI) is a college access and preparedness program for students from the neighborhoods surrounding USC. In Fall ’17, NAI will continue its expansion into East Los Angeles, serving students in grades 6-10, as well as continuing its offerings to 6- 12thgrade students in South Los Angeles near the University Park Campus. The NAI Saturday Academy takes place on the USC campus over 21 Saturdays per academic year, where students will take part in 3 academic classes in English, math and science. Those students who complete the rigorous, seven-year enrichment program, meet USC’s competitive admission requirements, and choose to attend USC are rewarded with a 4.5-year full-tuition scholarship.
* **USC Science Outreach: $5,130**
* University Partner: USC Dornsife College of Letters, Arts and Sciences, Susumu Takahashi
* Community Partner: 32nd Street/USC Visual & Performing Arts Magnet, Nelly Cristales
* Website: <http://www.uscscienceoutreach.org/>
* USC Science Outreach (SCout) is a student-run community service organization with the primary goal of sparking interest about science and the STEM field in second- and third-grade students. Every session revolves around a hands-on experiment and lesson plan supplementing other teachers’ curriculum and fortifying student’s basic science foundations. Since COVID-19, SCout has started supplying digital lesson plans to teachers and is shifting to virtual platforms.

1. **USC Thornton JazzReach Program: $22,260**

* Community Partner: Foshay Learning Center (Lisa Beebe)
* University Partner: USC Thornton School of Music (Susan Helfter)
* Website: [https://music.usc.edu/departments/research-and-scholarly-studies/community- engagement/](https://music.usc.edu/departments/research-and-scholarly-studies/community-%20engagement/)
* JazzReach is a stimulating jazz enrichment program that provides weekly group/individual instruction and in-school concerts for students in the USC community, while also creating opportunities for USC Thornton students to gain teaching and administrative skills. JazzReach provides high-quality, low-cost jazz programming to more than 2,200 students and families from USC neighborhood schools, a cohort of 50 USC Thornton students who serve as teaching artists throughout our 9+ established JazzReach partner schools. More than 260 neighborhood students participate in weekly classes and an additional 2,000 students and/or families experience concerts performed by USC Thornton jazz ensembles and JazzReach ensembles.

1. **USC Thornton Outreach Program (TOP): $26,540**

* Community Partner: Vermont Avenue Elementary School (Patricia Ferguson)
* University Partner: USC Thornton School of Music (Susan Helfter)
* Website: https://music.usc.edu/departments/scholarly-and-professional-studies/community- engagement/
* The USC Thornton Outreach Program (TOP) is a diverse and far-reaching music education- oriented program that supports local in-school music programs with supplemental learning opportunities for students in the community and significant service-learning opportunities for Thornton students. The mission of the USC Thornton Outreach Program (TOP) is to provide low or no-cost, high-quality music-learning opportunities to underserved students in the USC community while developing, concurrently, the teaching, mentoring, and community engagement skills of USC Thornton students. USC Thornton students in TOP are called “mentors,” given the role they play for the younger students in the community. Student learning is enhanced through TOP mentors assisting our local teachers, current in-school music programs and providing supplemental programming in schools where possible. One of the main goals of the TOP program is to facilitate student learning of core musical skills and knowledge through vocal and instrumental music-making.

1. **Young Researchers Program: $8,370**

* Community Partner: Manual Arts High School (Bari Applebaum)
* University Partner: Young Researchers Program at USC (Emily Burt)
* Website: [http://youngresearchers.usc.edu](http://youngresearchers.usc.edu/)
* YRP is a summer program where local high school students are paired with USC PhD students to conduct a research project together in a STEM field. YRP students build confidence through hands-on exposure to STEM research, increasing their likelihood of attending college and pursuing a STEM career. The Young Researchers Program (YRP) is a 6-week summer program that provides high school students from the neighborhoods surrounding USC, and from demographics underrepresented in STEM, early exposure to active research at a university level. High school students are mentored individually by USC PhD students who provide the support and skills needed to conduct a successful research project, starting with experimental design and data collection and culminating in a poster presentation.

1. **Youth Affected by the COVID-19 Crisis: $14,100**

* University Partner: USC Community and Local Government Partnerships (Dulce Acosta)
* Community Partner: Variety Boys and Girls Club (Patricia Siqueiros)
* Website: <http://vbgc.org/>
* The Variety Boys and Girls Club (VBGC) provides resources to the youth living in Boyle Heights who often struggle with poverty-related and socioeconomic issues such as gang violence, low education attainment and food insecurity. The organization has served the community for over 71 years and has recently launched new initiatives to mitigate the effects of COVID-19 and the digital divide, by providing academic counseling to more than 100 youths. In addition, the VBGC has assisted 50 high school seniors with the college application process and applying for scholarships. Currently VBGC is keeping local youth and their families engaged by providing grab and go activity kits and hosting weekly community contests.

1. **Youth Artists as Civic Leaders: $12,030**

* Community Partner: LA Commons, a project of Community Partners (Karen Mack)
* University Partner: USC Office of Local Government Relations (David Galaviz)
* Website: [https://www.lacommons.org/exposition-park](http://www.lacommons.org/exposition-park)
* Leveraging the ongoing and successful partnership between USC’s Office of Local Government Relations, LA Commons, and the EXPO Center, the Our Neighborhood: Youth Artists as Civic Leaders program enhances the quality of education for youth ages 15-25 by engaging them in the development of an artistic and policy response to improving health outcomes in neighborhoods around the University Park Campus. The resulting visual narrative serves as both a reflection of the participants’ development and a tool to communicate key health concerns and solutions to policymakers and the community at large.

## LITERACY PROGRAMS[[15]](#footnote-15)

1. **Adventures Ahead After- School Program: $18,680**

* Community Partner: Redeemer Community Partnership (Lauren Tigrett)
* University Partner: USC Sol Price Center for Social Innovation (Anna Parks)
* Website: <https://www.redeemercp.org/education>
* Adventures Ahead is working to improve educational outcomes for students grades K-5th by achieving grade-appropriate literacy and nurturing each child’s development as a lifelong reader. Eighty five percent of the students who arrive at Adventures Ahead test below grade level in reading. In response, this program offers an individualized reading curriculum to 30 students for 9-hours per week during the academic year, as well as, robust all-day programming in the summer. With COVID-19 and social distancing in place, the program is planning to deliver weekly kits to student’s homes as its meetings are now virtual.

1. **Reading Makes a Difference: $19,730**

* Community Partner: The Jester & Pharley Phund (Barbara Saltzman)
* University Partner: USC Dornsife / Joint Educational Project (Tina Koneazny)
* Website: <https://thejester.org/programs/literacy-and-outreach/reading-makes-a-difference/>
* The Reading Makes A Difference program ignites an interest in reading, bolsters community engagement, and boosts standardized test scores among elementary school students in the USC Family of Schools. After a three-week, school-wide Read-A-Thon, students’ reading logs are tallied. The more that a participating student reads, the more donations of “The Jester” book and doll are made to local hospitals in the name of the student’s school and sponsor. During a Recognition Assembly, top readers are recognized with special Jester Jingle certificates, bookmarks, and buttons. The teacher of the top-reading classroom at each grade level is similarly recognized.

1. **USC ReadersPLUS: $74,640**

* Community Partner: Theodore Alexander Science Center (Norma Spencer)
* University Partner: USC Joint Educational Project (Tina Koneazny)
* Website: <https://dornsife.usc.edu/joint-educational-project/readersplus/>
* Since 1997, ReadersPLUS has placed approximately 90 USC students in neighborhood schools as in-school and after-school academic tutors. Literacy tutors engage elementary students one-on- one to help them develop their reading, writing, and language skills. Math mentors help elementary students develop fundamental problem-solving skills, mastery of basic math, and a deeper understanding of mathematical concepts. From its inception, the program has placed approximately 60-90 trained work-study students each semester in partner schools, having provided a total of over 30,000 hours of individualized tutoring to approximately 500-800 students in our neighborhood schools each year. The after-school curriculum includes homework help, enrichment activities in STEM subjects through the WonderKids program, and lessons in focus and self-control through Little Yoginis. ReadersPLUS also organizes an annual writing contest and an interactive booth for the LA Times Festival of Books.

1. **Writing 150 and the Writer’s Room at Manual Arts High : $16,590**

* Community Partner: 826LA (Joel Arquillos)
* University Partner: The Writing Program at USC (Emily Artiano)
* Website: [www.826LA.org](http://www.826LA.org/)
* The program brings USC undergraduate students into the Writers’ Room at Manual Arts High School. It aims to support to 750 Manual Arts students and 12 teachers through various writing projects and assignments. USC volunteers provide crucial one-on-one mentorship and tutoring, while developing a training for 826LA to use for future service learners. USC students can not only experience the work of volunteering themselves, but listen, ask questions, and engage in the recursive nature of both writing and social change. From the mentorship, Manual Arts students receive writing guidance, feedback, and skills that they can apply in their future writing.

## PUBLIC SAFETY PROGRAMS[[16]](#footnote-16)

1. **School Violence Prevention/Social-Emotional Learning: $25,770**

* University Partner: USC Dornsife College of Letters, Arts and Sciences (Susan Harris)
* Community Partner: Sola Community Peace Center (Susan Stouffer)
* Website: [https://www.solacommunitypeacecenter.org/](http://www.solacommunitypeacecenter.org/)
* The School Violence Prevention/Social-Emotional Learning Program provides vital resources necessary for success in school and general well-being. This includes self-management, conflict resolution, and meditation resources for local elementary school children. Practices such as meditation and mindfulness used in these programs are shown to help children/youth with concentration and stress. Student participants learn through experiential and fun learning activities such as role playing, crafts, and small group activities. Students also journal to reflect on what they’ve learned. The program is working to provide free online programming during the time of COVID-19.

1. **University Park Slow Jams: $30,000**

* University Partner: USC Sol Price School of Public Policy (David Sloane)
* Community Partner: Public Matters (Reanne Estrada)
* Website: <http://publicmattersgroup.com/upsjla2050/>
* University Park Slow Jams brings together neighborhood residents, USC students, faculty and organizations that are leading the charge for safer streets. The program utilizes novel, attention- grabbing, and informative methods such as playing music, holding signs, and participating in “crosswalk choreography” in order to encourage drivers to slow down and decrease traffic violence in the area surrounding the University Park Campus. Due to Covid-19, University Park Slow Jams is exploring socially distanced, safe ways to keep the community streets safe.

1. **USC Kid Watch Program : $61,110**

* University Partner: USC Educational Partnerships (Kim Thomas-Barrios)
* Community Partner: Foshay Learning Center (Lisa Beebe**)**
* Website: <https://communities.usc.edu/community-partnerships/kid-watch/>
* Since 1996, USC Kid Watch community members have committed themselves to help ensure the safety of children on their way to and from school. Volunteers intently watch over children from six USC Family of Schools as they are dropped off or as they to walk, trained to report anything suspicious. Kid Watch volunteers are committed to providing safe passage to children, assisting law enforcement agencies, and increasing community empowerment. Kid Watch partners with the LA Police Department-Southwest Division, LA Unified School District Police Department, LA County Metropolitan Transportation Authority, USC Department of Public Safety, USC Civic Engagement, USC Fire Safety and Emergency Planning, City of Los Angeles Emergency Management Department, City of Los Angeles Fire Department, USC School for Early Childhood Education, and the USC Family of Schools at the University Park Campus.

## ECONOMIC AND WORKFORCE DEVELOPMENT[[17]](#footnote-17)

1. **Angeles Mesa Workforce Response: $28,200**

* University Partner: USC Suzanne Dworak-Peck School of Social Work (Brenda Ingram)
* Community Partner: YWCA Greater Los Angeles (Sharon Shelton)
* Website: https://ywcagla.org/what-we-do/empowerment-sites/
* The Angeles Mesa Workforce Response Program is working to provide COVID-19 impacted, low-income residents with professional development and skills training to increase competitiveness and facilitate entry into the workforce. Program participants connect to online customer service skills training provided by the American Hospitality Academy and USC MSW interns provide individual case management. The Workforce Response Program also provides information and access to programs related to childcare, senior services, sexual assault crisis and more.

1. **Cooperative Education and Development ONLINE Workshops: $28,200**

* University Partner: USC Dornsife College of Letters, Arts and Sciences (Abby Fifer Mandell)
* Community Partner: Collective REMAKE (Mary Sutton)
* Website: https://collectiveremake.com/
* Collective REMAKE specializes in cooperative education and workshops serving formerly incarcerated persons, or people impacted by incarceration, by working with multiple partners to develop and expand workforce development curriculum. After in-person programming was stopped due to COVID-19, Collective REMAKE adjusted their budget to offer access to computers and other resources for online learning. This year there are online workshops on business modeling, finances for start-ups, and other topics, plus one-on-one counseling is offered to support pathways to employment.

1. **Empowerment for Independent Living: $15,710**

* University Partner: USC Leonard Davis School of Gerontology (Maria Henke)
* Community Partner: Pacific Asian Consortium in Employment (Johnson Ng)
* Website: <https://pacela.org/>
* PACE partners with the USC School of Gerontology to train 40 individuals from the University Park Campus area to become certified and registered home care providers to Los Angeles senior citizens. With Covid-19, PACE has transitioned to online training and is responding to an increased demand for services from seniors who have been brought home or displaced from assisted living centers.

1. **Mercado La Paloma: Sustainable Equitable Development and Economic Opportunities: $22,530**

* University Partner: USC Marshall School of Business (Abby Fifer Mandell)
* Community Partner: Esperanza Community Housing Corporation (Elena Frias)
* Website: <http://www.mercadolapaloma.com/>
* Mercado La Paloma is working to provide economic relief to thirteen local business impacted by COVID-19. With 87 restaurant workers now without income, Mercado La Paloma is providing individualized support in order to help these businesses facilitate necessary changes. This includes aiding them in finding resources, translating materials between Spanish and English, and helping them promote their businesses through social media, and more.

1. **NFTE Youth Entrepreneurship Initiative: $10,650**

* University Partner: USC Marshall School of Business (Patrick Henry)
* Community Partner: National Foundation for Teaching Entrepreneurship (Kim Small)
* Website: [https://www.nfte.](http://www.nfte.com/)com/
* NFTE is seeking to create an “opportunity movement” by enabling youth from underserved communities to be career and start-up ready. The program delivers school-based entrepreneurship education and technology training that is designed to increase one’s ability to pivot, problem solve and innovate. Since COVID-19, NFTE has transitioned to online programming, working to educate more than 60 youths in their E1 intermediate entrepreneurship course

1. **South Central Growers and Harvesters Network: $9,400**

* University Partner: USC Annenberg School for Communication and Journalism (Francois Bar)
* Community Partner: Community Services Unlimited (Heather Fenney)
* Website: <http://www.csuinc.org>
* The South Central Growers and Harvester’s Network trains hundreds of home gardeners to grow food for their families, build micro-enterprises to generate income and contribute to the local food system. In response to COVID-19, the organization is working to combat food insecurity by offering online ordering, home delivery, and free groceries in addition to their now virtual gardening workshops. The Harvester’s Network also helps residents navigate and access other resources such as applying for the CalFresh food stamp program

1. 1 UN Sustainable Development Goals and Targets: Goal 12: Ensure sustainable consumption and production patterns. Target 12.1: Implement the 10-year framework of programmes on sustainable consumption and production, all countries taking action, with developed countries taking the lead, taking into account the development and capabilities of developing countries Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable Agriculture. Target 2.1: By 2030, end hunger and ensure access by all people, in particular the poor and people in vulnerable situations, including infants, to safe, nutritious and sufficient food all year round. [↑](#footnote-ref-1)
2. UN Sustainable Development Goals and Targets: Goal 3: Ensure healthy lives and promote well-being for all at all ages. Target 3.4: By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being. [↑](#footnote-ref-2)
3. UN Sustainable Development Goals and Targets: Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Target 4.3: By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university. [↑](#footnote-ref-3)
4. UN Sustainable Development Goals and Targets: Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Target 4.6: By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy. [↑](#footnote-ref-4)
5. UN Sustainable Development Goals and Targets: Goal 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. Target 16.1: Significantly reduce all forms of violence and related deaths everywhere. [↑](#footnote-ref-5)
6. UN Sustainable Development Goals and Targets: Goal 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all. Target 8.3: Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services. [↑](#footnote-ref-6)
7. 1 UN Sustainable Development Goals and Targets: Goal 12: Ensure sustainable consumption and production patterns. Target 12.1: Implement the 10-year framework of programmes on sustainable consumption and production, all countries taking action, with developed countries taking the lead, taking into account the development and capabilities of developing countries Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable Agriculture. Target 2.1: By 2030, end hunger and ensure access by all people, in particular the poor and people in vulnerable situations, including infants, to safe, nutritious and sufficient food all year round. [↑](#footnote-ref-7)
8. UN Sustainable Development Goals and Targets: Goal 3: Ensure healthy lives and promote well-being for all at all ages. Target 3.4: By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being. [↑](#footnote-ref-8)
9. UN Sustainable Development Goals and Targets: Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Target 4.3: By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university. [↑](#footnote-ref-9)
10. UN Sustainable Development Goals and Targets: Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Target 4.6: By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy. [↑](#footnote-ref-10)
11. UN Sustainable Development Goals and Targets: Goal 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. Target 16.1: Significantly reduce all forms of violence and related deaths everywhere. [↑](#footnote-ref-11)
12. UN Sustainable Development Goals and Targets: Goal 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all. Target 8.3: Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services. [↑](#footnote-ref-12)
13. 1 UN Sustainable Development Goals and Targets: Goal 12: Ensure sustainable consumption and production patterns. Target 12.1: Implement the 10-year framework of programmes on sustainable consumption and production, all countries taking action, with developed countries taking the lead, taking into account the development and capabilities of developing countries Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable Agriculture. Target 2.1: By 2030, end hunger and ensure access by all people, in particular the poor and people in vulnerable situations, including infants, to safe, nutritious and sufficient food all year round. [↑](#footnote-ref-13)
14. UN Sustainable Development Goals and Targets: Goal 3: Ensure healthy lives and promote well-being for all at all ages. Target 3.4: By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being. [↑](#footnote-ref-14)
15. UN Sustainable Development Goals and Targets: Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Target 4.6: By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy. [↑](#footnote-ref-15)
16. UN Sustainable Development Goals and Targets: Goal 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. Target 16.1: Significantly reduce all forms of violence and related deaths everywhere. [↑](#footnote-ref-16)
17. UN Sustainable Development Goals and Targets: Goal 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all. Target 8.3: Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services. [↑](#footnote-ref-17)