Engage San Francisco
Planning Overview and Implementation Phase One
2012-2016

Updated May, 2015
# Table of Contents

1. Introduction ............................................ page 3  
2. Planning Process ........................................ page 5  
3. Guiding Principles ...................................... page 8  
4. Theoretical Framework ................................... page 9  
5. Vision, Goals and Strategies/ Actions ............... page 10  
6. Areas of Emphasis ...................................... page 13  
7. Implementation Phase 1 ................................. page 14  
8. Geography of Western Addition ....................... page 15  
9. Key Components of Engage San Francisco .......... page 16  
10. Appendices ............................................. page 17  
    a. Benchmarking comparable programs          
    b. Pilot Projects                             
    c. Engage San Francisco Working Group        
    d. Community Engagement Grants Round 1, Summer 2014
Introduction

Partnerships
The University of San Francisco (USF) has a long history of community involvement, and community-campus partnerships have long existed. As the first University in San Francisco we have the responsibility, as well as the resources and relationships necessary to respond to some of San Francisco’s most pressing issues. Our commitment to education in the Jesuit tradition focuses our history, vision, and resources on realizing human potential.

Position
USF is well positioned to contribute directly to a more just San Francisco while advancing the University’s core values of social responsibility. Through Engage San Francisco (ESF), a culture of service that respects and promotes the dignity of every person by thoughtfully preparing students, staff and faculty to work collaboratively with the Western Addition neighborhood will be cultivated. We will employ experiential pedagogy such as service-learning and community-based research to support partnerships and realize outcomes. This initiative includes faculty, staff and students from all five colleges at USF, (Management, Nursing and Health Professions, Law, Education, and Arts and Sciences,) and builds upon existing community partnerships. Engage San Francisco is hyper-local in its focus, asset-based in its philosophy, and multifaceted in its approach.

Vision
Engage San Francisco is an intentional, systematic and transformative university-community initiative that will achieve community-identified outcomes supporting children, youth and families in the Western Addition neighborhood through student learning, research and teaching consistent with University of San Francisco’s mission and vision 2028.

Background
The Western Addition is a neighborhood in San Francisco filled with a history that reflects the contributions and struggles of its racially diverse community. In particular, the 20th century brought the Federal executive order number to relocate all Japanese residents, which emptied Nihonmachi (Japantown) in 1948. Beginning in 1968, two phases of redevelopment resulted in the relocation of numerous African American families from the Fillmore section of the Western Addition. Now, in the 21st century, rising costs of living combined with lack of access to quality education and health care are fueling African American out-migration across San Francisco, including the Western Addition. Engage San Francisco is grounded in a keen awareness that historical, systemic inequity negatively impacted Western Addition residents. This will ensure a holistic approach is taken that leaves a positive and lasting impact.
Statistics
The entire City of San Francisco has an African American population of 5.8%. The Western Addition neighborhood has 20,532 residents, 17.9% of whom identify as African American. 80% of the residents in the Western Addition are renters. (Census Block Group Data 2010). Just over 75% of households in the Western Addition have incomes of $25,000 or less. Of the population over 25 years old, 15.2% have a 9th grade education or less and 12.3% of residents have a 9-12th grade education. (2010 Decennial Census Tract Data).

Action
Engage San Francisco practically applies the vision of USF, “The University of San Francisco will be internationally recognized as a premier Jesuit Catholic, urban University with a global perspective that educates leaders who will fashion a more humane and just world,” the USF 2028 planning document, and the McCarthy Center mission statement, “Through education and transformational experiences, and mutually beneficial, sustained partnerships, The Leo T. McCarthy Center for Public Service and the Common Good develops leaders who will fashion a more humane and just world through lives of ethical public service.”
Planning Process 2012-2013

During calendar years 2012-2013 the Leo T. McCarthy Center convened and facilitated a planning process to define what an intentional community-campus partnership between USF and the Western Addition neighborhood would entail.

Our planning efforts included:

**Fall 2011**
- Initial description to donor; planning money received

**Spring 2012**
- Benchmarking comparable programs at colleges and universities across the nation
- Review of best practices in university-community partnerships and benchmarking of national examples of place-based initiatives
- Conversations with McCarthy Center Steering committee, faculty, administrators, the USF Board of Trustees Academic Committee
- Visit to Seattle University Youth Initiative (SUYI) with SUYI staff, Father Privett and Seattle University President Fr. Sunborg and May 2012 meeting with Santa Clara University Ignatian Center Staff

**Fall 2012**
- Engage San Francisco Working Group meeting #1. Meetings continues throughout the planning process
- 2012-2013 The working group compiled pre-existing points of connection between USF and community and began to clarify expectations for USF internally
- Proposal developed with guiding principles, best practices, and initial timeline
- McCarthy Center staff implemented a community partner survey
- During 2012 six pilot projects were funded

**Spring 2013**
- Community visioning meeting to articulate community needs and community vision
- Working group meets with Provost; proposal developed for donors

**Winter 2013**
- 3-year grant received to launch Engage San Francisco

**Spring 2014**
- Implementation begins

**Reviewing Best Practices on Campus-Community Partnerships**
In the literature on best practices in university-community partnerships, some key concepts appear repeatedly. These include:

- Structured partnerships include agreed upon vision, mission, goals, evaluation, and a long-term commitment, particularly on the part of the higher education institution.
• Good partnerships are founded on trust, respect, mutual benefit, good communication, and governance structures that allow democratic decision-making, process improvement, and resource sharing.
• Partners make clear and open communication an ongoing priority by striving to understand each other's needs and self-interests, and developing a common language.
• Partnerships build upon identified strengths and assets, but also works to address needs and increase capacity of all partners.
• Partners are committed to balancing power and sharing resources.
• Long term healthy, sustained partnerships are grounded in personal relationships. They develop from the relationships between people and are usually sustained by those same individuals.

Pilot projects in 2012-2013
We used our planning grant to fund a variety of pilot projects focused on campus community partnerships. See addenda for more detailed project descriptions.

• Transitional Age Youth Project
• San Francisco Immigrant Legal and Education Network (SFilen) Community Survey
• Human Services Network (HSN) Human Service Provider Survey and Report
• Community-Based Research project, Dr. Emma Fuentes, School of Education
• USF Reading Specialist service-learning course partnership
• Improving Health and Safety in the School Environment

Lessons Learned during planning process 2012-2013
In reflecting on best practices in community-campus partnerships, we examined examples of success from other universities. In addition, we listened to feedback from community partners and Western Addition neighborhood residents, as well as members of the USF community. It became clear, in order for this initiative to be successful, we must strive keep in mind:

○ The success of Engage San Francisco requires a thoughtful planning process that involves a wide range of stakeholders.
○ Internal conversations at USF regarding the level of university commitment must precede a formal invitation for community partners to share ideas of engage in a well-defined campus-community partnership.
○ Simultaneously, we will continue to listen for and work with the community to ensure this initiative is grounded in community-identified needs.
○ We recognize existing relationships and programs at USF, but do not simply label what currently exists as new while we simultaneously cultivate new partnerships.

Engage San Francisco planning and implementation will include
● Clear links to the mission and vision of USF.
● Guiding principles informed by academic research.
● Agreed upon vision, mission, and goals, as well as an evaluation plan.
● A balance between neighborhood-based focus, issue-based focus and institutional identity.
● Thoughtful, comprehensive preparation for students, staff and faculty who participate.
● Measurable positive impact on community residents, with a focus on community identified needs.
● Institutionalization of programming at USF via intentional support, which may include:
  ○ Faculty community-based initiatives (service-learning, community-based research, faculty fellows program, etc.)
  ○ Community engagement grants for faculty, staff, students and community members.
● Sustainable funding
Guiding Principles

The guiding principles for this initiative are based in research and best practices in service-learning and community-campus partnerships.

• **Critical Engagement**
  When trying to address pressing social issues, critical analysis is necessary to examine both causes and solutions. A critical approach must include thoughtful, intentional preparation for engagement, as well as ongoing reflection. Furthermore, Engage San Francisco must be based in the identified assets and needs of both the community and USF, with the goal of contributing to the creation of a just and equitable society.

• **Transformational instead of Transactional**
  Transactional relationships are often designed to complete short-term tasks; transformational relationships engage the whole of institutions in potentially unlimited exchanges. The Engage San Francisco initiative will foster transformational relationships through long-term commitments and sharing resources, grounded in authentic partnerships.

• **Multifaceted and Interdisciplinary**
  This initiative will recognize the strength in what USF already does, including, but not limited to: community-based research, service-learning classes, and existing community involvement programs. Simultaneously, we will also expand what we currently do, based on feedback we have heard from faculty, staff, students and community partners.

• **Grounded in Mission and Vision of USF**
  This work is grounded in the Mission and Vision 2028 of USF; it will contribute to an “Academically rigorous experience that cultivates mutually enriching relationships with San Francisco and embraces diversity”.
Theoretical Framework

Our conceptual framework draws from multiple books and articles focused on community development, asset based partnership, neighborhood focused initiatives, service-learning pedagogy and community-based research methodology. Here are a few key articles the serve as guideposts for our work. A more extensive collection of readings is available at the McCarthy Center and on our webpage. Contact kmcotterman@usfca.edu or visit http://www.usfca.edu/mccarthy/engage-san-francisco/ for more information.

Partnerships and Transformation


Partnerships and Assets

Kretzman, J. and McKnight, J. (1993) Building Communities from the Inside Out. The Asset Based Community Development Institute, Chicago Il (available at the McCarthy Center)


Partnerships and Social Justice


Vision, Goals and Strategies
Actions 2014-2016

Vision
Engage San Francisco is an intentional, systematic and transformative university-community initiative that will achieve community-identified outcomes supporting children, youth and families in the Western Addition neighborhood. This is will be achieved through student learning, research and teaching consistent with USF’s Mission, and Vision 2028.

Initiative Goals

**Goal #1: Contribute to and support a vibrant, thriving community for children, youth and families in the Western Addition.**

To achieve this goal, Engage San Francisco will work in partnership with Western Addition community-based organizations, agencies and offices of the City and County of San Francisco, philanthropists, and community residents to respond to community-identified needs that focus on the strategic areas of emphasis.

**Strategy #1 Academic Support**

Outcome 1.1: Western Addition children enter Kindergarten mentally, socially and academically prepared for school
   - Action 1.1.1: Early Childhood Education Proposal drafted

Outcome 1.2: Youth residing in the Western Addition graduate from high school or receive GEDs and are college or career ready
   - Action 1.2.1: Summer Reading Program connected with USF America Reads
   - Action 1.2.2: READ literacy proposal drafted- supporting the expansion of Summer reading to a year-long program
   - Action 1.2.3: Community Engagement Grant- African American Shakespeare Company, Shake-It-Up Guides
   - Action 1.2.4: Everybody Reads! Family Handbook

Outcome 1.3: There is an increase in university enrollment and completion for Western Addition residents.
   - Action: 1.3.1: As in previous years, Mo’MAGIC summer program students visit USF
   - Action: 1.3.2: Western Addition service providers are connected with Thacher Gallery for student tours
Action 1.3.3: Professor Christine Yeh and School Counseling M.A. students work with Wallenberg High School students on 100% College Application completion for seniors

Outcome 1.4: Western Addition youth become change agents in their own community.
   Action 1.4.1: Community Engagement Grant- Handful Players’ Arts Education Internship Program
   Action 1.4.2: Community Engagement Grant- Church of St. John Coltrane, Young African Americans Re-Connecting with African Traditions

Strategy #2 Health Care Delivery

Outcome 2.1: Western Addition residents have increased access to preventative healthcare screening services, including mental health and pre-natal care.
   Action 2.1.1: Community Engagement Grant- The Village Project: Aspects of Success
   Action 2.1.2: USF School of Nursing and Health Professions Mobile Health Clinic
     February, June and August 2015
Outcome 2.2: The chronic health outcomes of Western Addition residents are addressed in an ongoing, systematic manner.
   Action 2.2.1: USF School of Nursing and Health Professions Mobile Health Clinic
     February, June and August 2015
   Action 2.2.2: Community Asset Mapping
   Action 2.2.3: Community Needs Assessment

Strategy #3 Safe, Affordable Housing

Outcome 3.1: More Western Addition Youth reside in safe, affordable housing.
   Action 3.1.1: Community Needs Assessment

Outcome 3.2: Public space in the Western Addition is transformed to reflect the history of the Western Addition.
   Action 3.2.1 Community Engagement Grant- PhotoVoice Project

Goal #2: Enhance student learning and faculty research in the Jesuit tradition with key connections to University of San Francisco’s Mission and Vision 2028. Engage San Francisco is inherently an interdisciplinary initiative that strives to be connected to every school and college at USF and include thoughtful preparation for students and faculty to work collaboratively with the Western Addition.

Strategy #4 Engage The University of San Francisco

Outcome 4.1: Increase in community-based research by faculty with the Western Addition.
   Action 4.1.1: Community Engagement Grant -The Village Project: Aspects of Success
Action 4.1.2: Community Research Course M.A. Urban Affairs- student researchers in conversation with community members

Outcome 4.2: Increase in service-learning courses with partnerships in the Western Addition.
Action 4.2.1: Increased promotion of Western Addition partners to SL Faculty
Action 4.2.2: Increased participation of Western Addition partners in Community Partner Seminar

Outcome 4.3: More tenure track and multi-year term professors, administrators, and more USF students learning about the Western Addition to increase awareness and participation between USF and the neighborhood.
Action 4.3.1: Western Addition Immersion proposal drafted and scheduled with Senior Leadership team for Jan 2016
Action 4.3.2: Online history, resources and data available via ESF webpage and Gleeson library
Action 4.3.3: Community Engagement Grants Reception- October 2014
Action 4.3.4: 3.9 Collective/Hiraeth Closing Reception and conversation at Thacher Gallery - April 2016.

Outcome 4.4: Increase in co-curricular programming in partnership with Western Addition
Action 4.4.1: USF America Reads connected with Western Addition Service Providers

Outcome 4.5: Increase the capacity of USF to respond to community-identified needs in the Western Addition
Action 4.5.1: Reflecting on whiteness workshops for students, faculty and staff
Areas of Emphasis

The Area of Emphasis for Engage San Francisco are based on community-identified needs that require thoughtful interdisciplinary responses that involve partnerships grounded in reciprocity.

The four main areas of emphasis listed below include some examples of community-identified needs that have been used to identify our outcomes for this initial implementation plan.

EDUCATION

- Pre-K emotional and cognitive preparation for school success
- Students graduate or receive GED, college, or career readiness
- Increased access to out-of-school resources
- Increase college and university enrollment

HEALTH

- Increased access to preventative health care
- Increased access to mental health services
- Access to/ utilization and understanding of the Affordable HealthCare Act
- Chronic health outcomes addressed in an ongoing, systematic manner

HOUSING

- Safe, affordable housing, including housing during times of transition
- Programming for youth in housing projects or in an identified safe zone
- Transportation for youth to and from housing projects for programming
- Outreach for housing help and assistance

EMPLOYMENT

- Leadership development
- Return to school or career for adults
- Career exploration programs or workshops
- Pipeline program for youth to USF School of Nursing based in relationships with community-based organizations
Implementation Phase 1, 2014-2016

As implementation, Phase 1 began in Spring 2014, we moved forward with definitive action while still holding key questions that guide the development and institutionalization of ESF.

The USF team that traveled to the Seattle University place-based gathering in June 2014 compiled these questions.

**Questions that we hold as we enter Implementation Phase 1**

- How do we build out ESF and honor the knowledge, work and relationships that already exist at USF?
- What is our true capacity vs. our vision?
- What are our learning outcomes/ overall outcomes and strategies?
- How do we define and measure community impact?
- How does ESF link to the long-term success of USF? Reciprocity= Value to USF
- How do we ground this work in theoretical models that are developed to address root causes of inequity and simultaneously promote the rigor of the work?

**Implementation Action Items- See also Vision, Goals and Strategies, p. 10**

- Develop web presence and initial resources on Western Addition.
- Develop local Immersion for Presidential leadership team which can serve as a prototype for McCarthy Center Board, Students, Faculty and Staff.
- Explore possibility if an interdisciplinary CBPR course- graduate level.
- Promote anchor dashboard resource and supply chain pipeline.
- Create and administer RFP for community engagement grants program.
- Cultivate connections with academic programs and departments throughout campus.
- Develop comprehensive development plan with OOD that include:
  - Literacy project
  - Wellness project
  - Early Childhood Education project
  - Scholarships for Western Addition residents and/ or service provider staff to attend USF
Geography of The Western Addition

Map of Western Addition:
The boundaries of the Western Addition for the purposes of the Engage San Francisco Initiative are informed by those identified by Western Addition Service Provider Cohort as described in their 2011 report:

- Van Ness Avenue on the East end of the neighborhood (abuts the Civic Center)
- Baker Street on the West end of the neighborhood (one block from USF)
- Sutter Street on the North Side of the neighborhood (abuts Pacific Heights neighborhood)
- Fulton Street on the South side of the neighborhood (abuts Haight neighborhood)

Note that the Western Addition does not align directly with zip codes, nor does it align directly with City Supervisorial Districts.
Key Components of Engage San Francisco

Guided by the Mission of the University of San Francisco and Vision 2028
Engage San Francisco will contribute to an “Academically rigorous experience” that “cultivates mutually enriching relationships with San Francisco”... and “embraces diversity.”

Embraces an Asset-Based Model of University and Community Partnerships
Engage San Francisco will draw upon what USF already does, including community-based research, service-learning classes, and community involvement programs as well as the vitality of children and youth serving organizations and institutions in the Western Addition and throughout San Francisco.

Works to Achieve Measurable Community-Identified Outcomes for Children and Youth in the Western Addition
Engage San Francisco will support the provision of out of school engagement and wraparound services for children and families in the Western Addition through collaboration with community-based organizations and institutions.

Engages the Entire University in a Multifaceted and Interdisciplinary Manner
Engage San Francisco will include and support faculty, students, and staff from the College of Arts and Sciences, School of Education, School of Nursing and Health Professions, School of Law, and School of Management and Student Life.

Cultivates Transformational Partnerships
Engage San Francisco will foster authentic, democratic, and transformational relationships through long-term commitments and resource sharing, grounded in authentic partnerships.

Thoughtfully Prepares Students for Critical Engagement
Engage San Francisco will embrace a critical approach to student engagement that includes thoughtful, intentional preparation and ongoing reflection to move students from a conception of service as charity to a notion of service as justice.

Incorporates Best Practices in Campus-Community Engagement
Engage San Francisco will draw upon and contribute to nationally recognized models and scholarly literature on best practices in effective engagement with communities.

Assessment and Evaluation
Engage San Francisco will develop outcomes and activities based on community identified needs. Activities will be measurable and assessment and evaluation tools will be used to ensure that strategies are effectively achieving our goals.
A. Benchmarking comparable programs at colleges and universities across the nation
We identified institutions that have campus-community initiatives for comparison.

<table>
<thead>
<tr>
<th>University</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duke</td>
<td>Duke Engage</td>
</tr>
<tr>
<td>Fresno State</td>
<td>Richter Ambassadors, Jan and Bud Richter Center for Community Engagement</td>
</tr>
<tr>
<td>Georgetown</td>
<td>Urban Research Internship I, Office of Community Engagement</td>
</tr>
<tr>
<td>Northwestern</td>
<td>Engage Chicago</td>
</tr>
<tr>
<td>Santa Clara</td>
<td>Arrupe Internships, Arrupe Partnerships &amp; Weekly Engage</td>
</tr>
<tr>
<td>Seattle</td>
<td>Seattle University Youth Initiative, Center for Service and Community Engagement</td>
</tr>
<tr>
<td>Tufts</td>
<td>Tisch Active Citizenship Summer Fellowship Program</td>
</tr>
<tr>
<td>Tulane</td>
<td>Impact New Orleans, Tulane’s Center for Public Service</td>
</tr>
<tr>
<td>University of Pennsylvania</td>
<td>University Assisted Community Schools (UACS), Netter Center</td>
</tr>
<tr>
<td>University of San Diego</td>
<td>Youth to College (Y2C), Center for Community Service-Learning</td>
</tr>
<tr>
<td>UC Davis</td>
<td>Community Scholars Program, Center for Regional Change</td>
</tr>
<tr>
<td>Harvard University</td>
<td>Social Entrepreneurship Collaboratory, Kennedy School of Government</td>
</tr>
</tbody>
</table>

Additionally, we identified Santa Clara University, Seattle University and Tulane for site visits.

Information was collected via phone interviews with service-learning practitioners and faculty with a focus on questions related to institutionalization and funding of programs, program history, and lessons learned from partnerships.
B. Engage San Francisco Pilot Projects

Magic Zone Transitional Age Youth Project

The McCarthy Center worked in partnership with Magic Zone, a collaboration between Mo’Magic and Opportunity Impact to provide cradle-to-college education and family support services to youth in the Western Addition neighborhood, and develop and implement a multi-stage Transitional Age Youth (TAY) program. TAY program components include a curriculum of professional and personal skills development, community-focused service and team building activities, and multiple progressively demanding independent internship experiences. This project centered around the principles of community-ownership and sustainability, with the expectation that there will be future opportunities for USF faculty, staff, and students to engage with the TAY program in meaningful and mutually beneficial ways through service-learning, co-curricular service, and community-based research.

Community-Based Research project

An Associate Professor in USF’s School of Education received support for her ongoing study of dual immersion and multi-lingual programs. The study hopes to illuminate some of the complex issues that surface when communities of different socio-economic, linguistic and racial backgrounds come together to occupy the same educational spaces. Specifically, the ways that race, power, and privilege intersect in the placement of youth within either a dual immersion school or bilingual program in a multi-ethnic Northern California city. Her methodology utilized best practices of Community-based Participatory Research.

San Francisco Immigrant Legal and Education Network (SFILEN) Community Survey

The McCarthy Center partnered with SFILEN to design, administer, and analyze a comprehensive community survey intended to establish a baseline to help grade the city on how it welcomes and integrates its immigrant residents; determine priority needs for immigrant residents in education, health care, housing, safety, and transportation; assess current community knowledge of available services; and identify the ways in which diverse immigrants access services and the extant barriers that limit access, among other objectives. The survey was translated and administered in seven languages. The analysis of the surveys resulted in a white paper report that was used to inform follow-up community gatherings.

Human Services Network (HSN) Human Service Provider Survey and Report

The McCarthy Center partnered with HSN to design, administer, and analyze a survey of San Francisco’s nonprofit health and human service organizations. The research was designed to update a 2001 study of the sector. To make informed decisions of how best to meet clients'
diverse needs, policy makers needed a comprehensive picture of both the breadth of services provided by nonprofits, and the true nature, costs, challenges, and contributions of those organizations. The study quantifies information on client demographics, cumulative budgets, sources and amount of outside funds leveraged by nonprofits, office space owned and rented, jobs created, employee benefits offered and more. The results permitted us to conduct an analysis of the sector's critical issues, challenges and needs. This information is a vital tool for education and advocacy on issues that affect the quality and effectiveness of services for City residents.

**USF Reading Specialist service-learning course partnership**

A capacity building grant was awarded to fund continuity and sustainability of the USF Reading Specialist Certificate Program by funding agency staff and an alumnus to return to the summer youth reading program as a classroom instructor. This staff person will also develop and implement regular trainings on teaching reading throughout the summer for program staff from participating organizations (Magic Zone, Booker T. Washington Community Service Center, and Prince Hall Learning Center). The remainder of the funds were used as stipends to pay for two staff members from the Prince Hall Learning Center to participate in these trainings and act as teaching assistants for the entirety of the summer reading program.

**Improving Health and Safety in the School Environment**

The McCarthy Center supported a revision and expansion of the Fall 2013 service-learning course “Improving Health and Safety in the School Environment” with a grant to promote the creation of partnerships with schools serving Western Addition youth, increase community capacity with regard to health and wellness, and build USF students' skills and applied nursing knowledge. This course provides the opportunity to prepare nursing students for an active role in assessment of real and potential risks for illness or injury in a multi-cultural primary school setting. The course is designed to develop skills needed to partner with school administrators, teachers, and families to assess needs and implement health promotion activities that are mutually determined and aimed at supporting the physical and psychosocial health of elementary school students.
<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wanda Borges</td>
<td>Associate Dean, School of Nursing and Health Professions</td>
</tr>
<tr>
<td>Noah Borrero</td>
<td>Associate Professor, School of Education</td>
</tr>
<tr>
<td>Rodney Chin</td>
<td>Executive Director, Buchanan YMCA</td>
</tr>
<tr>
<td>Cesnae Crawford</td>
<td>Western Addition Family Resource Center Executive Director</td>
</tr>
<tr>
<td>Sheryl Davis</td>
<td>Executive Director, Magic Zone; Convener, Mo’Magic</td>
</tr>
<tr>
<td>Geoffrey Dillon</td>
<td>Assistant Professor, School of Education</td>
</tr>
<tr>
<td>Serra Falk-Goldman</td>
<td>McCarthy Center Board member;</td>
</tr>
<tr>
<td></td>
<td>Alumna, USF School of Law</td>
</tr>
<tr>
<td>Rebecca Gordon</td>
<td>Adjunct Faculty, MoPA, Philosophy</td>
</tr>
<tr>
<td>Monika L. Hudson</td>
<td>Assistant Professor, School of Management;</td>
</tr>
<tr>
<td></td>
<td>Director, Gellert Family Business Center</td>
</tr>
<tr>
<td>Keith Hunter</td>
<td>Assistant Professor, School of Management</td>
</tr>
<tr>
<td>Shabnam Koirala-Azad</td>
<td>Associate Dean, School of Education</td>
</tr>
<tr>
<td>James Lin</td>
<td>Emerging Leaders Program Manager, Glide</td>
</tr>
<tr>
<td>Rhonda Magee</td>
<td>Professor of Law, School of Law;</td>
</tr>
<tr>
<td></td>
<td>Co-Director, Center for Teaching Excellence</td>
</tr>
<tr>
<td>Keally McBride</td>
<td>Associate Professor, Politics; Program Director, Peace &amp; Justice Studies,</td>
</tr>
<tr>
<td></td>
<td>College of Arts and Sciences</td>
</tr>
<tr>
<td>Steve Nakajo</td>
<td>Executive Director at Kimochi</td>
</tr>
<tr>
<td>Brandon Oldham</td>
<td>Alumnus ’13, Environmental Science;</td>
</tr>
<tr>
<td></td>
<td>Staff at Quesada Gardens</td>
</tr>
<tr>
<td>Jon Osaki</td>
<td>Executive Director at Japanese Community Youth Council</td>
</tr>
<tr>
<td>Susan Pauly-O’Neill</td>
<td>Associate Professor of Nursing, School of Nursing</td>
</tr>
<tr>
<td>Kemi Role</td>
<td>Director of Workforce and Outreach,</td>
</tr>
<tr>
<td></td>
<td>Women's Community Clinic</td>
</tr>
<tr>
<td>Stephanie Sears</td>
<td>Associate Professor of Sociology; Director, African American Studies Program;</td>
</tr>
<tr>
<td></td>
<td>Faculty Director Esther Madriz, College of Arts and Sciences</td>
</tr>
<tr>
<td>Ron Sundstrom</td>
<td>Associate Professor, Philosophy</td>
</tr>
<tr>
<td>Christopher Thomas</td>
<td>Associate Professor, School of Education</td>
</tr>
<tr>
<td>Tracy Ward</td>
<td>Western Addition Family Resource Center Director</td>
</tr>
<tr>
<td>Mary Wardell</td>
<td>Vice Provost for Diversity Outreach and Community Engagement</td>
</tr>
<tr>
<td>Christine Yeh</td>
<td>Professor of Education, School of Education</td>
</tr>
</tbody>
</table>
D. Community Engagement Grants Round 1, Summer 2014

Community Engagement Grant Recipients Summer 2014

**Handful Players’ Arts Education Internship Program**

Ms. Judith Cohen, Executive Director, Handful Players

Ms. Christine Young, Assistant Professor, Theater Program, USF

Handful Players, committed to the development youth in San Francisco’s Western Addition through the vehicle of musical theater, will collaborate with USF’s Performing Arts & Social Justice (PASJ) program to create an arts education internship and community service project for PASJ students with a theater concentration. USF students will have the opportunity to work directly with underserved youth and observe and be mentored by professional teaching artists in Handful Players’ after-school and summer musical theater programs at the Western Addition Beacon Center.

**Shake-It-Up: Study Guides and Workshops**

Ms. Sherri Young, Executive Director, African American Shakespeare Company

Ms. Bria Temple, USF Student, School of Education and School of Arts and Sciences

Mr. Arturo Cortez, Lecturer, USF School of Education

A committee comprised of teaching artists, educators, youth representatives and service-learners will develop content and techniques to enhance life-long creativity and learning through the arts. The group will develop two new study guides for The Tempest and Xtígone (new adaptation based on Antígona); the group will also review and refresh the African American Shakespeare Company’s Cinderella study guide for K-5th grade. These resources will simultaneously build and strengthen reading and comprehension skills by using theater games,
drama techniques, and study guide content for students. The committee will provide content, tests games and exercises for the classroom, and incorporate learning materials and quizzes for the study guide.

**Strengthening Community Engagement and Best Practices in the SF Western Addition by Identifying Needs through Networking and Photo Voice Experiences**

Dr. Betty Taylor, Professor, USF School of Education

Mr. Rodney Chin, Executive Director, Buchanan YMCA

Dr. Hayin Kim, Director of Community Schools, SFUSD

This project will identify and develop a pilot community-based participatory collaborative team project within the Western Addition community of San Francisco concurrent with the University of San Francisco’s core values and strategies of community engagement and the community’s identifiable needs. The project creates a two-pronged qualitative research approach to the development of community partnerships by “giving voice” to individuals, groups and agencies and organization that do not usually have a voice within their community to organize collaborative change. The communication networks and partnerships are strengthened through community Blog sites and gathering stories through the methodology of participatory photography (Photo Voice). Specifically, the project will engage families and young people, community organizations and USF faculty and students in a collaborative partnership. The results of the project will provide a platform for facilitative community conversations and empowerment of those individuals and groups that are often perceived as marginalized in our society.

**The Village Project: Aspects of Success**

Dr. Terry Patterson, Professor, USF School of Education

Ms. Adrian Williams, Executive Director, The Village Project

This project will assess the effectiveness of various components of the Village Project, a decade long independent activity led by community activist Adrian Williams. The Village Project provides diverse activities and counseling for youth living in public housing in the Western Addition, many of whom have been affected by chronic trauma from street murders of siblings.
and parents. Both Dr. Patterson and Ms. Williams will participate in the design and implementation of a systematic assessment of the various activities to determine their differential effectiveness, with the goal of placing more resources into them, de-emphasizing those that are less effective, and developing new ones. Dr. Patterson and Ms. Williams will work together to implement findings and publicize them to the local and professional communities. Dr. Patterson will also engage graduate students in service-learning of community advocacy and research methods, and ask them to commit to ongoing engagement.

**Young African Americans Re-Connecting with African Traditions**

Dr. Pascal Bokar Thiam, Lecturer, Music

Archbishop Franzo King, Church of St. John Coltrane

The purpose of this project is to bring young African American boys and girls of the Western Addition to understand, appreciate and reconnect with some of the cultural traits of West African Culture. This program will strengthen their sense of identity in an American society that has removed them culturally from their historical cultural base and sacred traditions. Strong identity is the engine of positive motivation and young African Americans need to reconnect with a sense of cultural traditions and values that go beyond the American existential timeline so they can overcome the obstacles of racism and indifference from a stronger internal space of identity. This course provides an insight on the cultural contributions of Africans and African Americans of the Diaspora through History.