

Linda Vista Anchor Institution Advisory Board
Summary of March 14, 2016 Meeting

12:10 President Harris welcomed the Board and provided opening remarks about building on the strong relationships already established between USD and Linda Vista. President Harris expanded his comments and is hopeful that this Board will provide the necessary leadership on how to deepen collaborative opportunities while thinking boldly about what it means to be an anchor institution in Linda Vista.

12:15 Chris Nayve also welcomed the Board and led the group through an introduction activity which included asking one word to describe Linda Vista. The following “wordle” is what was created.



12:30 Tom Cleary lead the Board in a discussion of our proposed goals and purpose but welcomed the group to discuss and add to the goals. The comments from this discussion included:

- There are strong number of students and faculty involved with the Linda Vista.
- Faculty support and research is critical.
- Support for intersession academy is excellent.
- Alumni involvement in the community after graduation is exceptional.
- USD does not rest on its achievements and looks for ways to develop new partnerships.

Suggested areas of improvement:

Communication with community on events could be better.

Questions in considering goals for the committee:

How to open up the campus further to Linda Vista?

How can USD be a better resource to the community?

What is the “ask”?

Draw on success, don't duplicate passed efforts, but build it accomplishment.

Collaborate with community organizations and schools on grants opportunities.

12:45 Chris Nayve shared some initial ideas of the anchor institution model and passed out a handout.

Anchor Institutions

- Anchor institutions are universities, schools, non-profits, and hospitals that are rooted in their local communities.
- Anchors are **place-based entities** that control vast economic, human, intellectual, and institutional resources.
- Anchors have the potential to bring crucial, and measurable, benefits to local children, families, and communities.
- Increasingly, anchor institutions across the nation are embracing the responsibility of their economic, cultural, and social impact and are expanding their public or nonprofit mission to incorporate an “anchor mission”—consciously applying their long-term, place-based economic power, in combination with their human and intellectual resources, to better the long-term welfare of the communities in which they reside.
 - Adapted from the Democracy Collaborative

01:00 Q/A about USD and USD's strategic planning (Jim Harris)

- Jim provide some key updates on the strategic planning process and lead a Q/A on this

01:20 Next steps, timeline, Vision Conference: exciting time with key leaders and initiatives in place

Charge

University of San Diego President James T. Harris III would like to convene a community advisory that focuses on bringing the anchor institutions in Linda Vista together to discuss how to deepen and expand the partnership between USD and the other anchors in Linda

Vista.

Focus Areas

Because issues of health/wellness, education, and social justice remain critical points of collaboration, the advisory board will be comprised of leaders, residents, and practitioners who have worked on these issues in Linda Vista.

Timeline

- February: end of February board member letters sent
- March: Convene first meeting
- April: advisory board members will be invited to provide feedback to USD strategic planning process

Background

The University of San Diego (USD) is proud to be part of the Linda Vista community. The partnership between USD, Linda Vista, and Bayside deepened in 1991 when USD President, Arthur Hughes, and Linda Vista leaders convened USD departments, Linda Vista schools, agencies, and police representatives to address the increase in gang-affiliated vandalism in Linda Vista and the desire to increase the amount of afterschool programming in Linda Vista. The group found that due to a lack of afterschool prevention programs, 60% of the vandalism was committed by K-12 youth. The initial goal of the program was to implement youth programs promoting self-esteem, self-confidence, and self-efficacy while providing USD students the opportunity for experiential learning. Since 1991 the partnership has grown and includes the following highlights:

- USD was one of 1,200 participating colleges and universities that received Federal Work-Study funds to hire undergraduates to tutor low-income youth. The growth of the program inspired the creation of student leaders for greater peer advising amongst USD students involved in the community-based youth program.
- Building on the success of America Reads, America Counts was initiated in 1999 as a national effort to improve achievement in mathematics. USD was one of approximately 300 participating colleges and universities. The youth program was thus expanded, from its focused literacy and socio-emotional curriculum, to include broader academic support.
- Seven years later, California Campus Compact's Youth to College Initiative began. The initiative, developed in 2006, was designed to prepare lower-income and underserved youth to succeed in college and thus increase the percentage of underrepresented students. This allowed for a staff position to be created in the Mulvaney Center for Community, Awareness and Social Action (CASA) to coordinate existing youth programs, add additional college advising, and centralize all components of the youth program under the CASA Youth Engagement Initiative (YEI) umbrella. USD was one of four universities in California to participate as lead agencies for their specific region. Each of the regions included K-12 schools that serve students who are less likely to follow a college preparatory track, which allowed USD to continue working in Linda Vista. After the grant came to a close in

2009, USD remained committed to the youth initiative in the Linda Vista community by creating a full-time position to continue the training, advising, and development of CASA's YEI. Today, USD students mentor, tutor, advise, inspire, and are inspired by over 1,000 Linda Vista students each year. The initiative also co-creates and co-runs intersession and afterschool programs that focus on developing character and leadership skills along with academics.

- As community needs and the public K-12 landscape changes, so does CASA's YEI support and strategic efforts. For example, when budget cuts drastically reduced school counseling staff, CASA's YEI co-created two counseling programs and began infusing empathy and confidence-building curriculum across programs. When the arts were eliminated from most schools over the past 10 years, CASA's YEI co-created afterschool programs supporting self-expression through theater, dance, and visual arts. Current afterschool and intersession programs also infuse public speaking and writing across curricular areas to support English Language Learners needs and reflect the English Common Core standards. From its inception, CASA's YEI has been a holistic program that evolves with the changing needs of the community and an impactful, transformative local immersion program for USD students.

USD impact in Linda Vista

- 81 classroom mentors work with about 1,100 children for about 707 hours per week, and 20,130 hours per academic year.
- Classroom mentors provide annual amount of \$190,170 per year to the Linda Vista K-12 community.
- Classroom mentors dropped adult-child ratios from about 1:25 to 1:12.
- One classroom mentor consistently provides an average of 10 hours a week and approximately 300 hours of classroom mentorship, providing the community \$2,700 per mentor of service a year to partner sites.
- Classroom mentors are placed at the following sites: Carson ES (100% Title 1, Spanish-Immersion), Linda Vista ES (100% Title 1, Spanish-immersion), Chesterton ES (65% Title 1, large military family community), Montgomery Middle School (100% Title 1 and feeder to above listed schools), and Twain High School (alternative high school).
- Classroom mentors also co-create and support afterschool programs with Linda Vista Teen Center, Bayside Community Center, and the YMCA who work with students from all of the above listed schools.
- USD provided \$120,000 grant to Bayside in 2015
- Grant writing has contributed over \$30,000
- U.S Bank grant has contributed over \$45,000
- Since 2015 over \$690,000 invested in Linda Vista and Bayside
 - 120 x 3 = 360K
 - Vans: 90k
 - 120k grant
 - Bruce Edwards grant = \$30
 - Full time person 45k

- ILVI – 45k

Bayside

Bayside is the Changemaker Hub of Linda Vista. Bayside is a private, non-profit, neighborhood-based organization that serves the whole person and the entire community, focusing on needs, as well as interests. Located in the heart of Linda Vista, this 9000 square foot facility sits on more than one acre of land overlooking Tecolote Canyon and is visited by more than 300 people daily. Recreation, cultural arts, social services, community advocacy, and educational opportunities all exist under one roof. Through these activities and programs, we encourage and empower members of the community to create abundant lives. Our programs fall into four distinct areas: Food Security, Financial Inclusion, Educational Empowerment and Health and Wellness.

In 1932, the Bayside Social Center was founded by the Sisters of Social Service in the tradition of the settlement house, a reformist movement that began in the 1880s. These one-stop assistance centers were established to empower and meet the needs of lower income immigrants and native-born residents in urban settings. The centers were a place of pride and belonging for multiple generations, with an underlying philosophy of upward mobility. Bayside's ability to continuously serve individuals and families for over 82 years is testimony to the strength of our volunteer community—many of whom were former Bayside clients. Last year nearly 1000 volunteers generously gave time and talent to extend Bayside's reach beyond the center to reach populations other organizations cannot.

Bayside and USD Collaborating for a Better Linda Vista

Community Outreach Partnership Center (COPC) 1996-2000

The partnership between USD, Linda Vista, and Bayside continued to grow under the HUD funded COPC grant. Under this \$600,000 grant, USD had an office located in Bayside and provided the following:

- School of Law provided landlord/tenant alternative dispute resolution.
- The School of Nursing provided health screenings and staffed a community health clinic.
- The School of Leadership and Education Sciences provided early childhood development classes for parents in Linda Vista.
- The School of Business provided economic development and marketing training and assistant to small business owners in Linda Vista.
- The Mulvaney Center provided tutoring and mentoring in all of the k-12 schools and afterschool programs.

Youth Programs

With the guidance of the Linda Vista Collaborative, Linda Vista received a \$1 million Healthy Start grant to create a wrap-around program that would help to increase the overall health and education of Linda Vista families. The legacy of the Healthy Start grant continues with the following collaborative programs:

- USD co-created the MIA program with Bayside and the YMCA. MIA has provided Bayside to secure 2 grants, both of which we wrote letters of support for (one is through the historical society and the other was through the Nissan Foundation – I forget the names of the grants).
- USD sends, on average, 15 work-study students to Bayside (\$42,000 annually) to support both Academic Club, Community Garden (environmental learning centers), Mission Possible, and Montgomery Intersession Academy. Work-study students have created curriculum, taught small groups of students to provide for more targeted lessons, and helped Academic Club at Carson open a second classroom for families who were on the waiting list. There are also additional course-based students, approximately 50 annually, who support Academic Club, MIA, and Mission Possible.
- Professor Viviana Alexandrowicz sends pre-service teachers to support Academic Club by working one-on-one with students and creating individualized literacy lessons for Academic Club students. Professor Alexandrowicz has also volunteered to lead parent engagement workshops for Academic Club parents, including the language acquisition process, and what questions to ask teachers during parent-teacher conferences.
- The Mulvaney Center has an annual Fall Festival for Linda Vista youth, held at Bayside, which provides Bayside an opportunity to reach out to more children at local schools.
- USD students in various organizations have donated backpacks and school supplies to Bayside for their youth programs.
- USD has provided tours and opportunities for youth involved in Bayside programs to come on campus for Mathigami, campus tours, art activities, and leadership development.
- The SOLES Counseling Department helped co-create the Mission Possible program and supported the grant-writing process to get the program started.

Strategic Collaboration

Bayside and USD continue to collaborate on numerous projects and programs. Bayside's executive director continues to work with many USD faculty, students, and staff. For many years USD's Senior Director for Community and Governmental Relations has played an important role in many of the planning and governance issues affecting Linda Vista and the Assistant Vice President for Media and Digital Communications has a long history of

working closely with Bayside and Linda Vista leaders. The Changemaker Hub and Mulvaney Center have also connected faculty, students, and staff to help sustain programs and provide strategic partnership. Examples include but not limited to following:

- For over 20 years many USD departments have been involved with the annual Linda Vista Multicultural Fair with leadership taken by the Senior Director of Governmental and Community Relations
- US Bank funded Impact Linda Vista research grant through the Changemaker Hub (please see attachment).
- Mulvaney Center staff providing strategic advising on structuring youth programs, potential candidates including alumni. The Mulvaney Center also paid for a St. Mary's student to do a fellowship with Bayside this summer and this student was a lead teacher for Academic Club during the summer months.
- Bayside's board has (frequently) included USD administrators and faculty on the board. Multiple departments at USD also participate in the Linda Vista Collaborative, which Bayside coordinates.
- Mulvaney Center has also sent graduate students and full-time for RLA's to interview to gain knowledge on issues such as parent involvement in schools and wrap around services available to parents.
- USD's Mulvaney Center has sent professional staff and service-learning students, approximately 30 annually to support a women's group, computer literacy, financial opportunity centers, and Residential Leadership Academy programming.

Anchor Institutions

The anchor institution framework is important because universities, schools, non-profits and other governmental organizations can collaborate to increase the economic, cultural, and social health of a community. The anchor institution model also moves past a philanthropic service model to a model of reciprocal partnerships and strong networks. The following are the key drivers of an anchor institution and Bayside, USD, and several institutions in Linda Vista believe this is the most significant collaborative model to bridge the town/gown divide.

1. Anchor institutions are focused on community-based strategies – what will move the needle in the community on, say, education or violence or some other critical issue. The trap is that organizations today all too often focus solely on improving, tweaking, or scaling their own programs. The key here is to adopt a community perspective. This frame will automatically get you and others thinking about the various pieces of the puzzle for creating change and how to mobilize resources to throughout the community to generate change. Importantly, you'll still need to figure out where to start and get traction: across the entire community, in a neighborhood, on a slice of an issue.

2. Anchor institutions bring people together across divides and fault lines – there are far too few organizations and groups that use their position and credibility in communities to bring people together across dividing lines – to help people see and hear one another, work through real differences, figure out the common ground that does exist, and engage

the community it creating a new trajectory. The trap here is that we end up bringing together only people we already know, those we feel most comfortable with, and those we mistakenly believe hold credibility in the community.

3. Anchor institutions engage the “public” and “leaders and organizations” – too often just one or the other is done, as if action on one satisfies the needs of the other. It doesn’t. Engaging both is necessary. Then, we must bring together what we learn from both – along with data and other resources for making good decisions – to figure out the best community-based strategies for moving ahead. The trap is to skip these steps, or believe we’ve already done it when we haven’t, and the result is always half-baked strategies and misguided efforts.

4. Anchor institutions spark innovation among others – too often organizations think they themselves need to create and own all programs in a community. But going down that path is a march of folly. No one organization alone can move the needle on education in a community, or violence, or health care, or income security. If that’s the case, where does that leave an anchor institution? My answer: to help create the conditions in the community for organizations, leaders and people to innovate so that new capacity and leadership emerges from within the community. The trap here is that we assume that one group – usually our own – has all the answers and owns the path to change.

5. Anchor institutions aren’t always in the lead – the mere mention of “anchor institutions” can lead some of us to think that our organization must always be in the lead. But, on any given issue, many groups and organizations may already be hard at work in communities, and for an anchor institution the judgment to be made is: how best to support these efforts. This means anchor institutions must be comfortable playing different roles at different times. The trap is that we succumb to typical turf battles, wanting all the credit, and assuming we’re always leading the parade.

6. Anchor institutions focus on issues AND underlying conditions for change – there’s a “sweet spot” that anchor institutions need to focus on: generating community-based change on specific challenges or issues and developing the right community capacity to bring about that change. This means the development of leaders (at all levels); other anchor institutions; networks for learning, innovation and re-calibrating strategies; among others. Without the right capacity, community-based strategies will flail and fail, and over the long-term the community will not have the ability to tackle future concerns. The trap is that we spend all our resources and time on change strategies but never address conditions – an unsustainable approach.

7. Anchor institutions care about a community’s narrative – the great hidden factor in a community’s ability to change is its narrative. Many communities suffer from a negative narrative – “We can’t do it here,” or “We already tried that,” or “We’re waiting for the knight on a white horse.” Effective anchor institutions help to cultivate a new narrative of self-trust and hope in their community by shining a light on pockets of change that demonstrate that things can get done. The trap is we use traditional public relations, four-

color brochures, and other techniques to sell a community on a pre-packaged narrative that bears little resemblance or relevance to the community.

-Taken from the Harwood Institute