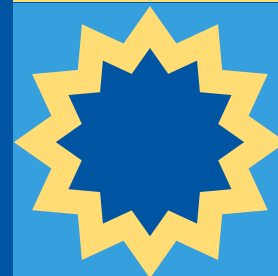
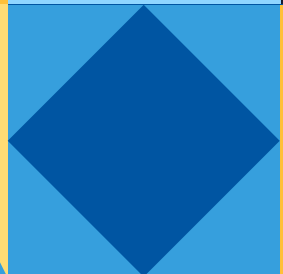
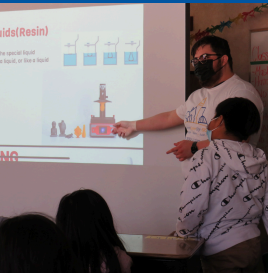




# CONTINUITY OF COMMUNITY

## ANNUAL REPORT 2022-23









# DIRECTOR'S MESSAGE

Dear fellow CommUniverCititans,

The academic year of 2022-2023 was a major year for in-person Community Empowerment as we began our recovery from the pandemic. Over the last few years we have been facing computer screens and utilizing online platforms to engage, learn, and build. This year, SJSU faculty, students, and staff have been reunited in person with teachers and administrators from k-12 schools and our community partners.

We kicked off the academic year by creating neighborhood vibrancy in our South University Neighborhood service area with a fall social. We had over 100 attendees, with 4 amount of other Community Based Organizations, and 6 activity tables hosted by SJSU business students. Since COVID-19, our neighborhoods have suffered from being able to reconnect in person and this event did just that. In fact, 71% of people surveyed said they definitely met a neighbor at the event. 100% said they were interested in getting involved in their community and 100% said they enjoyed the event. Events like these are a core essence for CommUniverCity because we are able to bring neighborhood vitalization with the people power of SJSU.

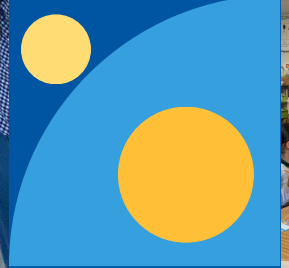
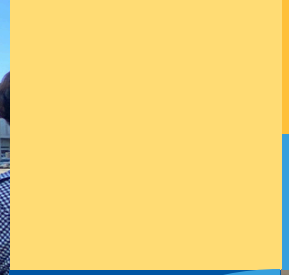
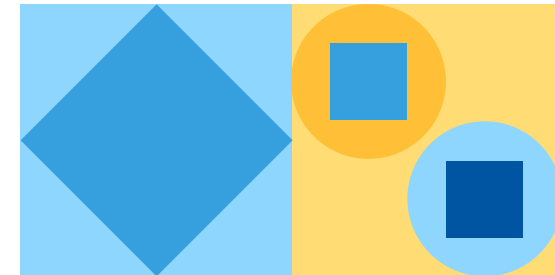
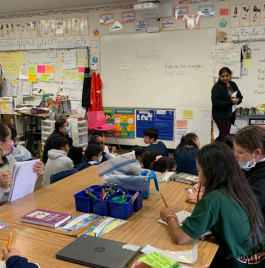
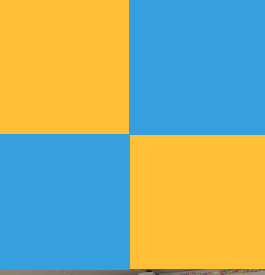
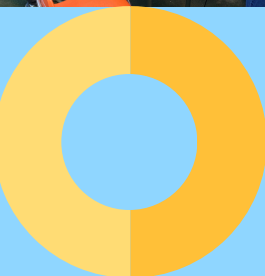
We partnered with the City of San Jose's COVID Recovery Task Force to pilot a program to connect neighborhood residents to City resources. From our Community Leadership Program, we were able to tap into our network of graduates to appoint 14 community members. These members served as Promotoras (community members who provide basic health education in the community) to help connect residents with resources to recover from the pandemic-induced effects on our community. We were able to reach over 6,000 residents and able to help 1,000 residents connect with City resources.

This year we were fortunate enough to host many of our traditional CommUniverCity projects in person again, particularly, with elementary schools. Much of the impact we have seen with our projects is through the in person interaction and engagement. With the help of our partners, faculty, staff, and students we were able to bring back enrichments to our D3 schools.

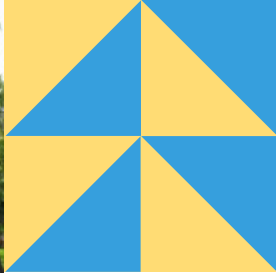
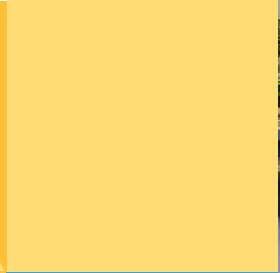
All this would not be possible without the collaboration of our partners, the City of San Jose, SJSU faculty, staff, and students.

In the spirit of Community Engagement and Empowerment,

Michael Oye, MBA, PhD  
Executive Director, CommUniverCity

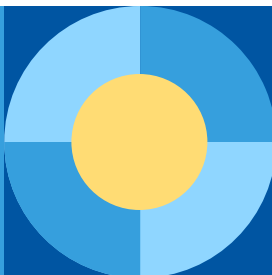
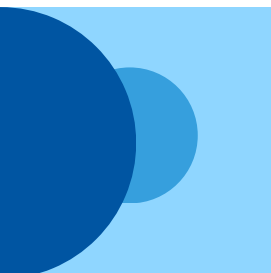






# VISION

Through the facilitation of projects and providing other means of support, we are the bridge between SJSU faculty experts and their students, the City of San Jose, and the Community at large, to leverage community assets and address identified community challenges.



# MISSION

Empowered, engaged civic minded citizens living in vibrant healthy communities, collaborating with partners in multiple sectors.







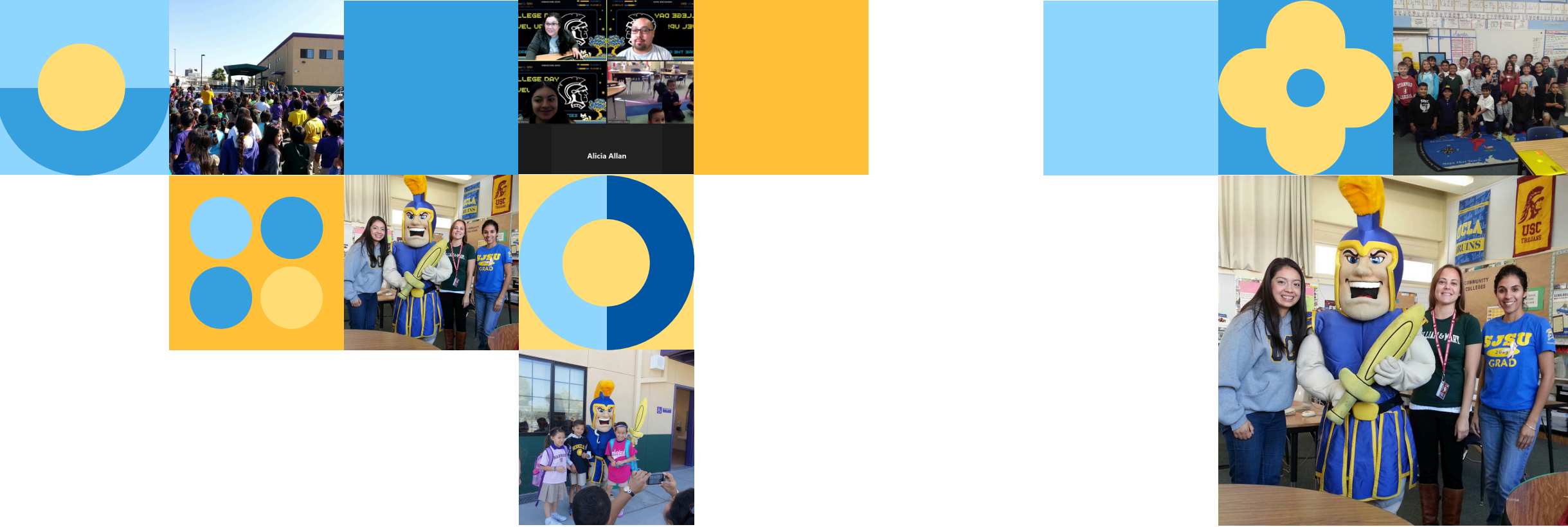
# COLLEGE GOING CULTURE



# COLLEGE DAY

Fall & Spring Semesters  
Faculty lead:  
Michele Burns and Jimma Cortes-Smith

6 sections of EDCO 4, Personal, Academic, and Career Exploration, would be participating in College Day Fall 2022. During the 1st day of College Day, it went on from 9 am-12 pm with a total of 19 classes from 4 different Downtown Neighborhood Schools. Each class that would log in was put into a zoom where the presenters were waiting. Each elementary class had anywhere between 22-30 kids, which means on the first day, roughly 475 students were able to experience a college-going culture in a 3-hour span. On the first day, many of the SJSU students expressed that they felt famous after presenting to the kids because of how engaged the kids were with either their activity or asking them questions about their time at college. The time frame of the second day remained the same of 9 am-12 pm, but this time we had 21 elementary school classes from the 4 Downtown Neighborhood Schools with the same amount of kids in a classroom from day 1, [22-30 kids] which means on the second day, SJSU students were able to give roughly 525 kids a chance to experience a college-going culture.



. Overall, both the teachers from the Downtown Neighborhood Schools and SJSU Faculty mentioned having a positive experience and that having this project is important to get the elementary school kids thinking about the possibilities of going to college. In addition, it gave them a sense that college students are just like them because there were some classes that were bilingual classes and some SJSU students translated their presentations into Spanish. The kids loved hearing the college students speaking and talking to them in Spanish.

## IMPACTS

- # Participants: 1309
- CEL: 259
- Participating schools: ACE Inspire, Grant, Olinder, Washington, Sunrise, Anne Darling, Lowell,





# ENGINEERING IN ACTION

Fall & Spring Semesters

Faculty lead:

Michael Oye, Santosh KC, Tony Pan, Emi Ishida

Engineering in Action [EIA] was ready to be planned in person. CommUniverCity partnered with the afterschool CORAL at McKinley, Empire, and Olinder. With the 5 Material Engineering classes, there were a total of 33 groups for 5 school sites. Each school site had about 6 to 8 groups and had a minimum of 70 kids and a max of 150. At Empire Elementary School, Jessica [CORAL Manager] also mentioned that parents would be able to attend Engineering in Action. The topics included: semiconductors, How 3D printers work, Forensic Materials Engineering, Plastic Deformation, Elastic Deformation, Composites, Temperature Effects of Polymers, and Batteries.

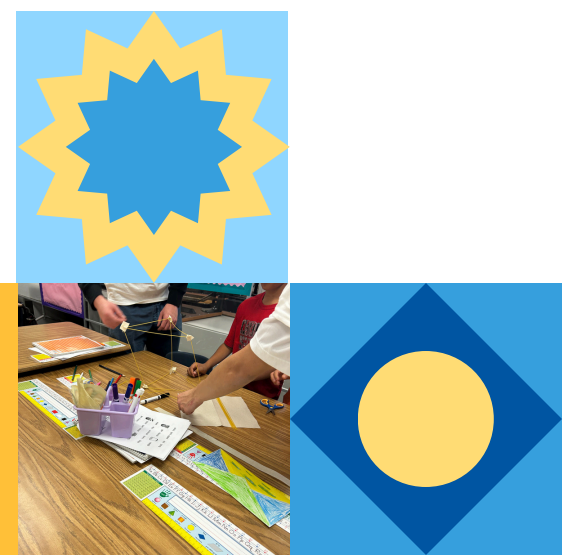
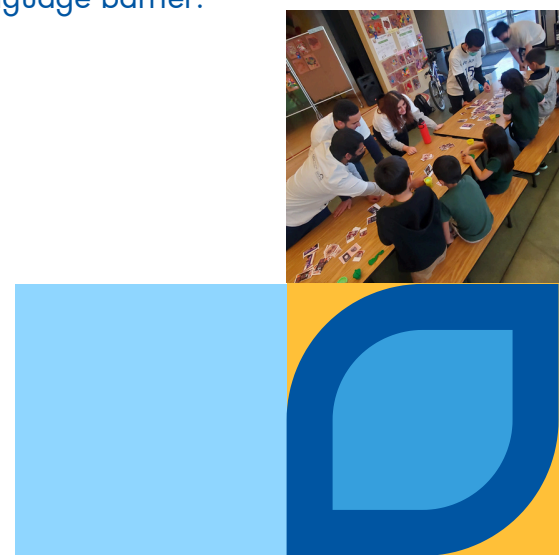
Engineering in Action at Washington was part of the College and Career Night at the school. EIA was a great addition to this because the elementary students had the opportunity to meet college students and make meaningful connections.

At some sites there were a handful of kids who didn't speak English. For instance, there were a couple of students who only spoke Spanish, so

some SJSU students who spoke Spanish translated the lesson and activity to Spanish. Once the kids realized that the presentation was being translated to Spanish, their eyes lit up because they were eager to learn. For example, one SJSU student who translated expressed, "I had to translate the whole presentation in Spanish to half the group and they seemed really curious about circuits after they were explained". Being able to provide translation is important because it eliminates any language barriers and allows the kids to learn comfortably. This also creates a greater impact because there is relatability among the kids and college students and less of a language barrier.

## IMPACTS

- # Participants: 698
- Participating schools: CORAL @McKinley, Empire, and Olinder Elementary Schools
- CEL: 310
- 87% of participants indicated an increased knowledge of or in positive attitudes and interest toward STEAM careers.





# AEROSPACE ENGINEERING

Fall Semester  
Faculty lead:  
Maria Chierichetti

We had a total of 7 groups and they presented to two Ohlone class periods. The students would rotate every 10min from each table. Thinking largely on the impact of this project, if we were to look at the statistics within STEM careers, we can say this project has contributed in the following ways. According to the ID Tech Blog post that was posted earlier this year, they mention 74% of middle school girls expressed an interest in the Engineering field. Our survey results indicated that 70.3% of the students showed an interest in Science & Engineering because they attended this workshop. In addition, from our survey, 49% said that they had a greater interest because they had attended our workshop. This shows that having Aerospace Engineering implemented in schools could potentially increase the interest in the STEM related field. Furthermore, in the ID Tech blog it was mentioned that 20% of high school graduates are not ready for College level classes in the STEM major. Not only does this project contribute to increasing the readiness for college level STEM classes but through the connection, we have contributed to a college-going culture,

all of this at an earlier stage. Even so, the continuation of this project is needed not only to increase the readiness but 80% of Ohlone students expressed being interested in more lessons like these. It is crucial that we continue to keep the spark going if we want the statistics that the ID Tech blog mentions to increase in the following years. Tying it back to CommUniverCity's mission of serving the underserved communities which are people of color, ID Tech mentions that 40% of Blacks drop out of STEM related fields before even earning a degree. They suggest that this needs to be addressed at the University and k-12 level, and through CommUniverCity's model this project will do just that.

## IMPACTS

- # Participants: 210
- Participating school: Ohlone Middle School
- CEL: 38



# GEOLOGY ROCKS

Spring Semester  
Faculty lead:  
LeAnne Teruya



Geology Rocks took place at Lowell and Grant Elementary Schools with Think Together after-school program. The topics that groups presented on were: Fossils, Volcanoes, Glaciers, Beach Safety, Minerals, Floods and Earthquakes. Each group was assigned to create a tri-fold of their lesson and activity, along with stickers that represented each of their topics.

One group brought different minerals from the department and they created relatability by comparing the minerals to a video game [Minecraft]. Another group created a volcano that had a volcanic eruption and the children took turns with the eruption. One other group brought an ice cube to demonstrate glaciers and the children had the opportunity to "play" with them on a plate with a toothpick to show how glaciers melt. Additionally, the group taught the children about the effects of climate change on glaciers to which one participant mentioned what they learned was "climate change would burn our glaciers". One student mentioned, "I've learned how to interact well with people of younger age because previously, I've struggled

with it in the past, but now I feel much more confident." A service learning project like this one gives SJSU students the opportunity to go out of their comfort zone and try something new.

One group at Grant presented on the San Jose 2017 flood which happened in the downtown community. This was a great topic for the participants because it showed relevance to where they live whilst also being taught how to prepare for a flood and the impact of floods. For instance, one participant responded to the survey, "there can be floods if it rains a lot only if something is blocking the sewer". Additionally, there was another group with the topic of Beach Safety. This was a new topic in Geology Rocks and many participants really liked it because it was something new for them that they had not thought about before. For example, one student mentioned that they learned "about the safety of the beach is not to make a hole in the sand".

## IMPACTS

- # Participants: 122
- Participating schools: Think Together @ Lowell and Grant Elementary Schools
- CEL: 82
- 94% of participants indicated an increased knowledge of or in positive attitudes and interest toward STEAM careers.





# CAMPUS TOURS

Fall Semester  
Faculty lead:  
Singmay Chou



Campus Exploration was with a 5th grade classroom from Downtown College Prep which has many students who reside in District 3. The student groups that were going to give the tour were two groups from Bus 12 Managing my Life. This was a great project for students to tell their college story, reflect on their journey to college, share their favorite parts of the campus and inspire younger generations.

This event took place Friday, November 18th from 11am to 1:30pm. The itinerary for the day was made in regards to the timing but the SJSU student groups chose the spots they wanted to show the kids. Once they arrived a couple of interns walked them from the bus stop to the campus.. On campus they met their "tour guides" The class split into two groups which meant they would each get a different tour but because of the start location. The children got to see the MLK library, the various legacy monuments on campus such as the Cesar Chavez Arch and the Olympic Statues. Many of the kids had not heard about Tommie Smith and John Carlos, so it was something they found very interesting. Each of the

groups also had a chance to go inside an Engineering classroom. In the classroom there was an Engineering student who had a small demo and lesson on elastic deformation. He had the children take a paperclip and bend it and asked whether it would go back into its original form, while some students said yes and others said no. After the engineering demo the tour continued onto the second part of campus. When walking past the campus gym which is located at the south of campus near the South University Neighborhood, one participant mentioned that he lived down the street. He had mentioned that he had been to campus a couple of times before, This was something great to hear because more often there are kids who live down the street from campus, but have never visited it or were taught about college.

## IMPACTS

- # Participants: 18
- Participating schools: Downtown College Prep
- CEL: 11









# COVID RECOVERY OUTREACH

Fall & Spring Semester



Community outreach is likely among the most underrated work that can be done. This opportunity was available because of visionaries like Deputy City Manager Rosalynn Hughey and the City’s COVID-19 Recovery Task Force. In the early '60s, the Promotores model was introduced in the community health industry. Today, Promotores expands to include resources that are available to the public. Promotores hired to do this work have roots in the communities they reached out to. They *\*are\** the community. With many eyes on this pilot outreach effort, the team of 14 Promotores set out on the path to raising awareness about City services in areas the City normally does not have reach.

Promotores assisted training provided by City staff from different departments. They also received training by Marth Dominguez, crime prevention staff at the SJPD. 7 Promotores came together to discuss and brainstorm an outreach plan for canvassing, tabling, presentations, and charlas [community conversations]. There was a lot of discussion regarding possible events to table at, availability for the promotores, survey

questions, and a possible script for canvassing. There were a couple of promotores who had experience in canvassing so they were really helpful with insight about residents and how they would answer.

## IMPACTS

- 14 Promotores
- 95116 zip code which includes both McKinley-Bonita Neighborhood, Grand Century Mall and parts of Tully Road and have
- Outreached 6,521 residents.
- Referred 980 residents
- Tabled at 27 community events





# SUN HALLOWEEN FAIR

Fall Semester  
Faculty lead:  
Singmay Chou



The Halloween Fair was a collaboration with the South University Neighborhood Association at O'Donnel Park. After a couple of years of not hosting one, SUN association was happy to collaborate for the Halloween Fair. The date was set for Sat. Oct. 29th and student groups helped with the creation of a flyer, distributing the flyer, setting up, cleaning up, and an activity table. This gave the students an opportunity to create a flyer for an event [marketing], creating an activity [project management] and being involved hands on in a community event. The students who chose this project were actively involved in a community event surrounding SJSU.

SUN Association organized a food stall for the visitors and volunteers where they offered free snacks and drinks because if there is one central piece to the community it is that food draws a crowd. Raffle winners were called by a lucky draw by Walter, President of the SUN and longtime resident and they received SUN t-shirts and gift cards. Door Prizes included certificates to neighborhood businesses. Colter Creek from Keep Coyote Creek Beautiful, Elizabeth Marquez

from College Awareness Network, Representative from Downtown College Prep tabled at the event and had free giveaways. CommUniverCity staff prepared surveys for the event and the survey questions were based on the visitors' experience at the event. The promoters conducted the surveys when the visitors were exiting the park. 100% of people said they learned about local resources. 71% of people said they definitely met a neighbor at the event. 100% said they were interested in getting involved in their community. 100% said they enjoyed the event. 85%-100% said they are satisfied living in this community, some of them suggesting they would like safer locations for events in the future.

Community events are a great way to connect with your neighbors or other like minded people and also a medium to support each other. Such events are also important to build social capital to invest in the betterment of the neighborhood. CommUniverCity plays an important role in maintaining the "Continuity of Community " through organizing events at parks, schools

through involving 3 key members - local neighbors of San Jose including kids and adult residents, students from San Jose State University, and the City of San Jose. There is a family fun vibe at these events. These kind of community events are important so multiple generations in the family can have fun and experience the continuity of community.

## IMPACTS

- # Participants: 146
- CEL: 55





# COMMUNITY PLANNING

Fall & Spring Semesters



Building off the initial phase of research completed in the Fall of 2020, 16 graduate students in San Jose State’s Regional and Urban Planning Department, in partnership with the Guadalupe River Park Conservancy, completed the second phase of a three-year initiative spearheaded by Reimagining the Civic Commons (RCC). The second phase of research evaluated the value of investing in GRP using intercept surveys and direct observations to collect the second round of data for RCC’s four goals (Environmental Sustainability, Civic Engagement, Value Creation, and Socioeconomic Mixing). In addition, findings from 2020 were compared to findings from 2022 to identify any trends or changes within GRP.

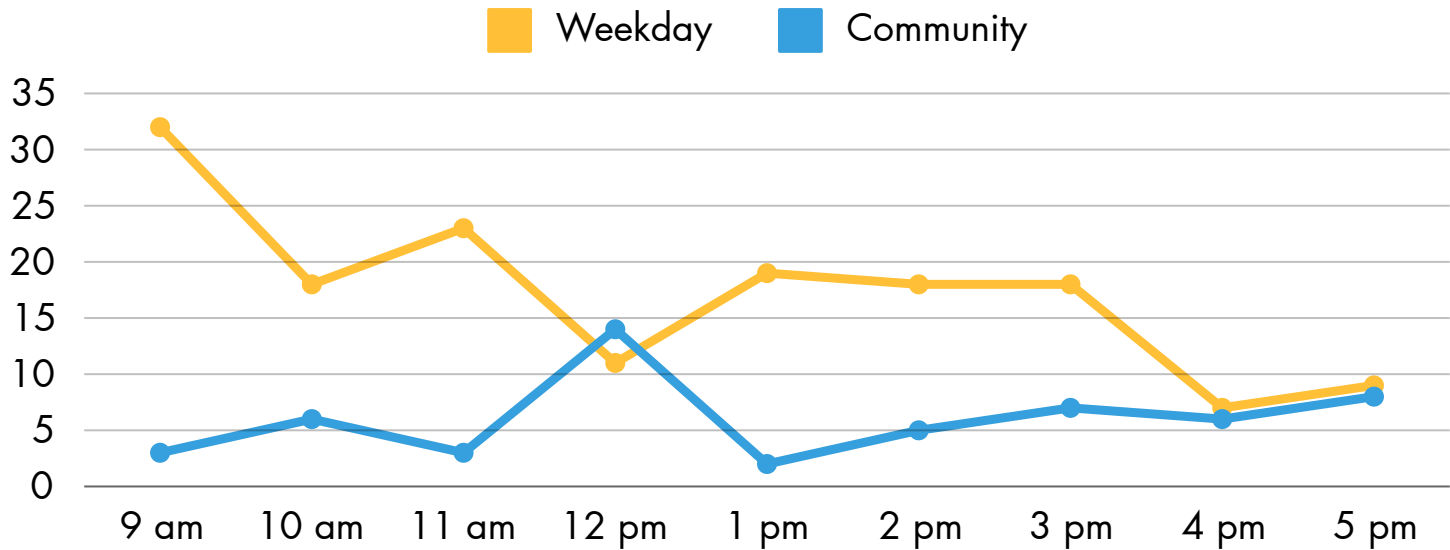
The City of San José has embraced the complete streets concept with tweaks based on context. The contextual approach allows for adaptability based on the street’s purpose for highest users. This approach is necessary on a street like East Santa Clara Street, which has been designated as a “Grand Boulevard”. The designation of Grand Boulevard lends East Santa Clara Street to prioritizing transit and transit passengers. The designation includes features

such as bus lanes, high visibility crosswalks, bus stop shelters, wayfinding, outside furniture, and wide walking paths. For the spring 2023 semester, students in the San Jose State University’s Master of Urban Planning program partnered with the City of San José to study the corridor, connect with active users and the surrounding community, and develop a set of recommendations for integrating a complete streets vision along East Santa Clara Street. East Santa Clara Street is a transit corridor connecting the Almaden neighborhood to the Alum Rock Neighborhood while running directly through Downtown. Along the corridor, there are a number of notable destinations such as the SAP Center, Diridon Station, San Pedro Square, and City Hall. Amongst the thousands of diverse residents, the downtown corridor is a highly trafficked section of San José. The project was split into two phases: existing conditions (phase one) and visioning and recommendations (phase two).

## IMPACTS

- CEL: 12
- 89% Higher visitorship on the weekend
- 49% Decrease in daily average visits from 2020 to 2022

2022 AVERAGE HOURLY PARK VISITORSHIP





# COMMUNITY LEADERSHIP PROGRAM

Spring Semester  
Faculty lead:  
Angela Espinosa

For almost a decade, CommUniverCity's Community Leadership Program (CLP) has worked with neighborhoods in San Jose to hone community members' leadership and research skills and make their voices heard. The importance of community input in organizing and creating positive change goes back at least to the Civil Rights Movement in the United States. Similarly, movements in Latin America, such as Paulo Freire's liberation pedagogy in Brazil, demonstrate that marginalized peoples themselves possess the knowledge and tools to improve their communities. As Tara J. Yosso notes, too often, traditional discourses of knowledge building use a deficiency-based approach to understand Communities of Color. Instead, the Community Leadership program employs Yosso's model of Community Cultural Wealth (2005) to build upon existing organizing and leadership strengths of Spanish-speaking communities in San Jose.

This year, the CLP worked specifically with 19 Spanish-speaking women from downtown and other neighborhoods in San Jose who are committed to building vibrant communities. For the first time, the CLP used a hybrid model to

deliver workshops after three years of virtual programming due to the COVID-19 pandemic. This provided additional access to community members who would not be able to participate otherwise based on transportation restrictions. Prior to starting the program, the women completed intake surveys in which they identified the issues they were most passionate about improving in their communities. With this information, CLP organizer Elizabeth Figueroa assigned participants into specific groups related to their issues: public/community health, education, parks and open spaces, the environment, and immigration.

In six short weeks, CLP participants learned the basics of leading community dialogues and conducting information interviews, collecting and analyzing data, and developing a narrative around the data to present their findings and propose possible solutions in a final presentation to their families and community experts. Some of these solutions included creating a public awareness campaign to highlight how immigrants perform some of the most difficult labor in this country, yet receive the least government support; organizing neighborhood clean-ups, and holding

grassroots fundraisers to pay for additional enrichment programs in local schools.

## IMPACTS

- # of participants: 19
- # of workshops: 6
- # of groups and topics: 5 groups
  - Education
  - Community Wealth
  - Open Space and Parks
  - Immigration
  - Environmental Issues





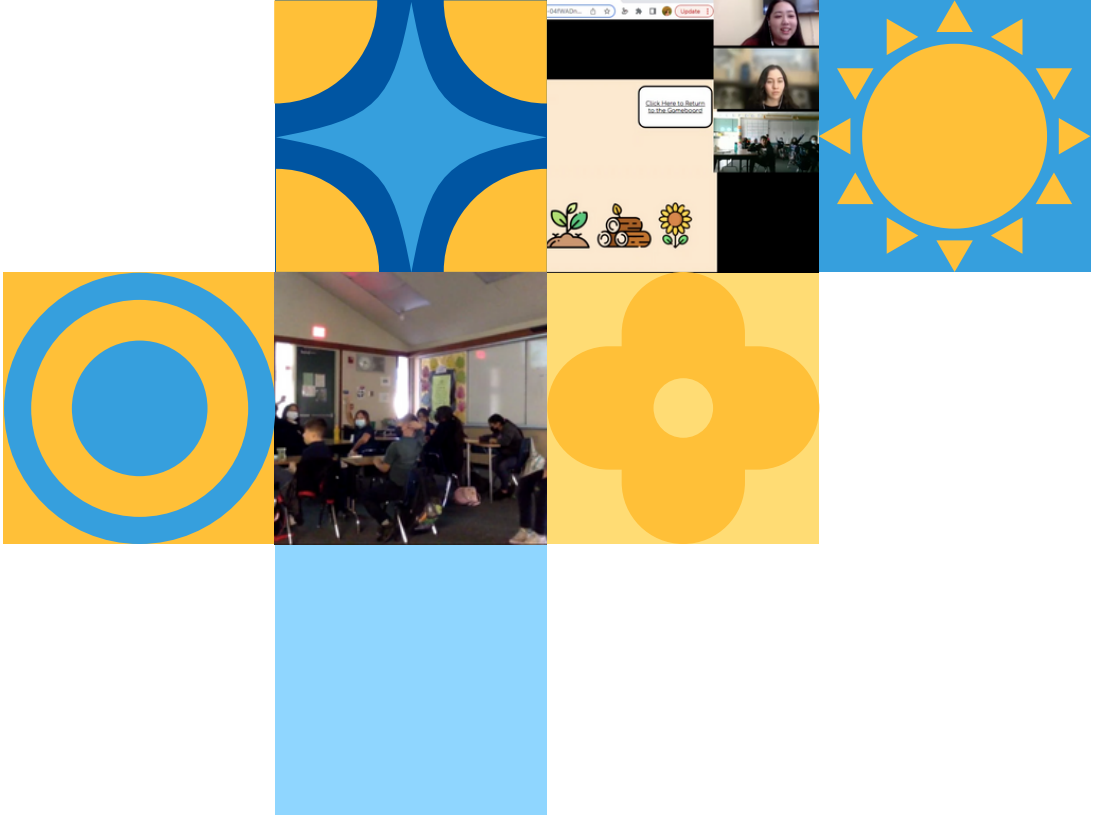


# GROWING SUSTAINABILITY



# GARDEN EDUCATION

Fall & Spring Semester



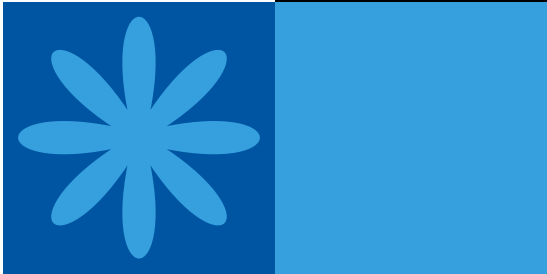
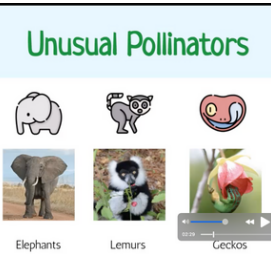
The garden education workshop series seeks to introduce students to urban gardening and appreciation of their natural environments. In addition, this project promotes practical gardening skill development and improves knowledge of science topics like plant anatomy, food nutrition, decomposition, climate change among others, by guiding students intending a sustainable garden at their schools.

This year, CUC worked with Selma Olinder, Mckinley and Washington elementary schools and we implemented a 6 workshop series with each school and served a total of 220 students for both the Fall and Spring semesters. All three schools have gardens but all in different stages. For instance, McKinley had a garden that was thriving, Olinder's garden had been neglected (soil was depleted of organic matter and squirrels had eaten all the crops) and Washington had a few crops growing but needed some care as well. So in addition to the garden lessons, CUC staff and the kids at these schools were tasked to get their hands dirty in the garden. TThe lesson plan topics covered Garden Design, Propagation, Composting, Nutrition, Pollination, Butterfly life cycle, Plant Anatomy, Garden Do's

and Don'ts and Plant Care. A common acronym used in the workshops was LAWNS (light, air, water, nutrients, and space) and students were able to identify and describe the 5 basic needs of a plant. Some workshops were done both in English and Spanish at some of the schools. Students mentioned learning new practical skills because of the gardening lessons, which indicates that gardening workshops were able to go beyond offering just new content, but also promoted development of relevance skills for the elementary students.

## IMPACTS

- # Participants: 220
- Participating schools: Olinder, Washington, and McKinley Elementary Schools
- CEL: 6
- 86% of participants reported they can help make healthy lifestyle choices for themselves and their families.





# SUSTAINABILITY FAIR

Fall Semester  
Faculty lead:  
Rachel Lazzeri-Aerts & Singmay Chou

The Sustainability Fair project aims to engage elementary students with San Jose State Student interns and volunteers to enhance awareness and promote interest in concepts of sustainability relevant for the communities of downtown San Jose.

Topics included water pollution, recycling, climate change, composting, overconsumption, ecofootprint, active living, healthy nutrition, and air pollution. Some activities included learning how to create healthy delicious fruit snacks, the difference between recyclable and landfill wastes, and a fun egg-relay race. At one of the school sites we also had the privilege to have Matt Spadoni from the SJSU campus community garden and Colter Cook from Keep Coyote Creek Beautiful to showcase their work with an engaging activity.

One school principal was able to attend and praised the well organized execution of the activity and the positive reaction from the students.

According to the survey results, 85.1% of the students indicated that they liked or loved the

activity (chose 4 or 5 on a scale of 1 to 5). Furthermore, students mentioned that they learned new things about sustainability because of this program. For instance, 71.4% of students mentioned improving their knowledge on recycling, 79.6% of the students said they improved their understanding of healthy food and active lifestyle. Overall, these results demonstrate how powerful a single day of fun, engaging, science-related activities can be in improving elementary kids' understanding of sustainability concepts. In addition, 82.8% of the students mentioned that they would share what they learned with their families, which provides evidence that the Sustainability Fair indirectly helped their families too. Altogether, it indicates that the impact of this project is not restricted to those students who participated in the Sustainability Fair but also to their families and communities.

## IMPACTS

- # Participants: 263
- Participating schools: Olinder, McKinley, Empire Gardens and Grant Elementary Schools
- CEL: 70
- 70% of participants reported an increase in their understanding of environmental issues and how to address them.



# URBAN FARM FIELD TRIP

Fall & Spring Semesters

In collaboration with Matthew Spadoni at the SJSU Campus Community Garden, CommUniverCity was able to host the Urban Farm Field Trip for two schools. For the Fall 18 participating students were from the CORAL afterschool program at Olinder Elementary School. For the Spring there were a total of 16 third graders from Think Together at Lowell Elementary School. According to a recent study, many schools in downtown San Jose, particularly those in Hispanic-majority neighborhoods, have very few chances to access green areas which puts them at risk of heat-related illnesses (Rivera et al., 2022). Both participating schools walked from their campus to the garden which was about a 20 minute walk. Although, living close to the SJSU campus and being familiar with the neighborhood, the campus garden was the first time they had been on the campus. This could be for many reasons but projects like these help with that awareness and familiarity to college. Many of the kids also recognized their own routes to and from school and their friends' routes too. There were a couple of activities waiting for the

students but the students' favorite activity was transplanting. In this activity, students took turns to transplant different seedlings that the garden grew in its greenhouse, such as potatoes, kales, broccolis, cabbages, cauliflower, spinach, and beets. This was the students' favorite part because they got their hands in the soil, used hand tools and they felt that they were helping the garden for the season. Later, Matthew Spadoni showed them an edible, delicious plant called Sorrel, that is also called "candy plant" because of its taste and all students took samples of it and ate them on their way back to the school. Some of them even asked for more to take home to share with their families, which shows that the information learned and/or the students' experiences can be shared with their families. Additionally, there were some students that were familiar with composting but this trip gave them the opportunity to see how compost is used to promote growth in a real garden.

Among the most impactful stories of the project is that of a couple of recently migrated students with no English who really connected with the activity because working with plants and being outdoors reminded them of their home.

## IMPACTS

- # Participants: 34
- Participating schools: CORAL @Olinder Elementary School & Think Together @ Lowell Elementary School



# KELLEY PARK FIELD TRIP

Fall & Spring Semesters



Both participating schools walked from their campus to the park. Students learned about the Coyote Creek and its environmental relevance of the river, the ecosystemic services it brings and how to be stewards of this iconic urban waterway. They learned about the recent droughts and issues that resulted in the garden's reconstruction; being able to see the new changes the students walked to the Koi pond that was still very active. This resulted in another main highlight for the children, "I learned about koi fish" as one student wrote, as other students began to talk about the historical story about the disappearance of many Koi fish. Students had a great time; they were happy to go on a field trip and mentioned they would have liked to stay for longer.

Surveys from DCP students indicated that 92.3% of the students liked or loved the field trip, which resonates with CUC staff's impression that students were having fun and were very engaged in the activities.

Furthermore, 92.3% of the students mentioned that they know more about the importance of

Coyote Creek for the City of San Jose because of the activity. According to responses from Olinder students 100% of the students said that they are interested in more field trips like these in the near future and 96.7% of students responded that they know more about plants and animals after this trip.

The students learned about the Essentials 3 R's (Reuse, Reduce, Recycle) and the importance of keeping their environment clean and free of harm. CUC and its staff were proud to take the children to a nearby historical park that symbolized the history of San Jose and the culture behind Kelley Park. Building a connection between nature and culture, the students were able to see an alliance formed through the Japanese Friendship Garden and how it's essential to learn about the foundation of their home city.

## IMPACTS

- # Participants: 45
- Participating schools: Downtown College Preparatory and Olinder Elementary School









# YOUNG ENTREPRENEURS ACADEMY

Fall & Spring Semester  
Faculty lead: Pamela Wells

Young Entrepreneurs Academy CommUniverCity collaborated with Professor Pamela Wells and her class, Fundamentals of Management & Organizational Behavior. The topics were Ideation, Management of Operations, Finance and Financial Management, Motivating a business team, Sales, and Conflict and negotiation. The purpose of Young Entrepreneurs Academy is to teach children not only about entrepreneurship but to also let them explore their ideas.

At McKinley, there were a total of 5 SJSU groups and 54 kids from 3rd to 5th grade. For instance, one group had a poster board of different printed pictures on it that displayed different items/objects that were classified as "needs" and "wants". Some kids knew very well how to differentiate a need vs. a want by saying that a need was food, shelter and clothes while wants were video games or other toys. When someone would answer correctly they would receive play money and with the "money" they received they had the opportunity to "buy" items the group had brought. Through the survey a 5th

grader mentioned that one thing they learned was "ways how to manage my money". Another favorite station for the participants was Ideation because the group gave the children the liberty to come up with a business idea which was great because it encouraged an entrepreneurial spirit giving the kids the opportunity to be creative and innate their curiosity.

YEA at Empire had various groups as well. One group taught the kids about sales, a connected interaction happened where one of the SJSU students had asked how much would they pay for the toy car and one of the kids said "I don't know, I'm broke, I don't have any money" and the SJSU student comforted the situation by replying, "I'm broke too but how much would you spend on it.? Like I wouldn't spend more than 10 bucks on this." Once the SJSU said that the kid replied with a surprised reaction that a college student would be broke because he's smart. This particular interaction was great because not only did they teach them a consumer perspective of what is expensive, but also from a business perspective about profits. In addition, it brought a

sense of belonging because the SJSU student made it clear that it's okay to not be rich right away and that everyone is at different stages and that a college student was in the same financial situation as him.

## IMPACTS

- # Participants: 185
- Participating Schools: McKinley, Washington, and Empire elementary schools
- CEL: 68
- 81% of participants reported an increased understanding of the skills needed to have financial literacy or be a successful entrepreneur.



# COMM 157 INTERNS

Fall & Spring Semesters

The CSU-CEL Taxonomy classifications fall under 6 different categories that highlight linkages between students and service learning objectives that are received through personal volunteer experiences. Alongside CommUniverCity, college-level students aligned together to receive these qualifications through first-hand events that have challenged both mental and physical aspects that have flourished throughout the academic semester. Becoming engaged through these different perspectives, San Jose State University Comm 157SL students, in their class course of: Community Service and Action, helped CommUniverCity through community service outreach with both their time and dedication. Research done during the experience was conducted to analyze the effectiveness of this process and the following material shows that these students received an unforgettable lifetime experience from their college years. Both the instructor and CommUniverCity's staff created an educational path that culminated in a new journey that opened a portal between the students and their

community. By getting in touch with their community, these students were able to empower themselves by learning more about the political, educational, and personal engagements that engage with their daily lives.

Through every selected date, the Comm 157SL students combined their opinions on social welfare issues that are affecting underserved populations. Each topic was previously talked about with their professor, Alejandro Artiga-Purcell, in class and through group discussions in CommUniverCity. The lead facilitator created a partnership that collectively unpacked the needs and commendations that each community was lacking in or in desperate need of. Our group consisted of students from many different ethical, cultural, and/or social backgrounds; each discussion was constructed to understand where each student stood on specific issues. Students reported that there was a sense of community and comfort that created a safe space for them to learn more about one another. Conducting different articles and activities, each student spoke about their or their own past experiences

at they went through or knew about. student was allowed to construct solutions or talk about events that stood out to them and their connections with one another.

Volunteering through both virtual and physical sites, each student built partnerships with other students and community leaders. Becoming more engaged with the community, the students were educating themselves more on social issues that needed more attention. Working with populations that ranged from adolescents from elementary schools or adults seeking a resource, the students seemed to give an extra hand anywhere possible. Throughout the semester, the students sharpened their literacy skills as well as their community organization habits. As each event came to an end, they gathered surveys and paperwork from the outcomes and used databases that helped CommUniverCity construct its fundamental work. Learning the building blocks of constructing an event, many students reported that they felt more knowledgeable about community outreach coming out of this experience.

## IMPACTS

### Fall 2022

- CEL: 7
- Hours: 48 each [48\*7=336]

### Spring 2023

- CEL: 4
- Hours: 48 each [48\*4=192]



# MARKETING SMARTS

Fall & Spring Semester



Take a deep dive into how local downtown businesses partnered with ADV 129 students to help implement a new approach to marketing. The businesses that decided to participate in Fall 2022: D&B Consulting, Calistylz Tattoo Shop & Artesanias Morelia. For Spring 2023: Chipidee Cookies, Natural Do, and Plant Lush. There are 2 teams per business. Throughout the semester, the student teams provided updates to CommUniverCity on how the progress was going or if they needed any help. Most of the teams were meeting weekly with their clients and had successful input from the business owners. After the students receive the information they need, they will put together their campaign booklet. The booklet is an overview of the clients and the prototypes they came up with. According to the City of San Jose blog about Downtown's recovery and growth, a business owner, Baca mentions that they have struggled due to the pandemic. He goes on to mention that due to the pandemic and the shelter-in-place being lifted has strained businesses with inconsistent needs which affects his staffing schedules. With that being said, the

many hats owners have to wear can be detrimental to the growth of the business since the focus is on maintaining a steady pace. The help from this project gives small business owners the chance of relief from having to do it all alone, especially in the advertising piece of their business. Not only are these entrepreneurs likely new to owning a business, but advertising is likely an issue too as they are trying to increase revenue along with running their business. Connecting the SJSU students to the business owners provides the ability for assistance and guidance on advertising tools and the many possibilities that could happen if these owners could afford a full-time advertising position. For example, Calistylz tattoo shop learned about watermarks, now he is able to put his artwork on social media and a website without the fear of copyright issues. This is a huge plus for a tattoo shop since customers may want to see their skills before scheduling. Artesanias Morelia capitalizes on the local neighborhood as they are stationed on the corner of 13th and Jackson Street. Since working with the SJSU students they were able to

update their website for those who prefer to shop virtually, this helps increase their business as the holidays are right around the corner. The simpler the website, the more consumers are more likely to follow through on purchases. The ideas that the SJSU students came up with to attract consumers will allow for free promotion of the business, for example creating a painted gallery background that visitors can take a picture in front of and post to their own social media. This creates inclusive support as anyone can take a picture in front of it. According to the San Jose blog, Baca mentions that we need to embrace the future and to work together so that all businesses can flourish. This being the new way of things because of COVID, this is great advice that hopes to increase everyone's Return on Investment [ROI] by supporting one another.

## IMPACTS

### Fall 2022

- CEL: 92
- Hours: 1,640

### Spring 2023

- CEL: 94
- Hours: 1,416





# PARTNERS

## Community

13th Street Neighborhood Advisory Committee  
3rd Street Community Center  
A Slice of New York  
AARP California  
Alpha: Cornerstone Preparatory Academy  
Alum Rock / Santa Clara Street Business Association  
Alum Rock Counseling Center  
Anne Darling School Council  
BART/Urban Village Advocates (BARTUVA)  
Buena Vista Neighborhood Association  
Campeonas de la Salud  
Campus Community Association  
Catholic Charities of Santa Clara County  
Center for Employment Training  
Chopsticks Alley  
Community Financial Resources  
CORAL (Communities Organizing Resources to Advance Learning) After School Sites  
Coyote Meadows Coalition  
DB Consultants  
Delmas Park Neighborhood Association  
Destination: Home  
District 3 Community Leadership Council  
Downtown Enrichment  
Downtown Streets Team  
EAH Housing  
East Santa Clara Street Business Association  
Exhibition District  
Filomena Farms  
First Community Housing  
Five Wounds Church  
Five Wounds/Brookwood Terrace NAC  
Forest and Flour  
Franklin McKinley Children’s Initiative  
Friends of Backesto Park  
Friends of Five Wounds Trail

Friends of Watson Park  
Garden to Table  
Good Spot  
Greenbelt Alliance  
Grocery Outlet (Downtown San Jose)  
Guadalupe River Park Conservancy  
Guadalupe Washington Neighborhood Association  
Habitat for Humanity  
Help One Child  
History San Jose  
Horace Mann Neighborhood Association  
Hunger at Home  
Indian Health Center  
Keep Coyote Creek Beautiful  
Kids in Common  
Knight Sounds  
League of Women Voters  
Loaves and Fishes  
Local Color  
Luna Park Business Association  
Mamas Unidas  
Market Almaden Neighborhood Association  
Martha’s Kitchen  
Mayfair NAC  
McKinley Bonita Neighborhood Association  
Mister Softee NorCal  
National Compadres Network  
Nextdoor Solutions  
Northside Neighborhood Association  
Olinder Food Program  
Olinder Neighborhood Association  
Operation Frontline/Fresh Approach  
Our City Forest  
Pho Passion  
POSSO  
Ren Connection

Rolling Dough Food Truck  
Roosevelt Park Neighborhood Association  
Sacred Heart Community Service  
Sacred Heart Nativity School  
Sacred Heart Parish  
San Andreas Regional Center  
San Jose Bridge Communities  
Operation Frontline/Fresh Approach  
Our City Forest  
Pho Passion  
POSSO  
Ren Connection  
Rolling Dough Food Truck  
Roosevelt Park Neighborhood Association  
Sacred Heart Community Service  
Sacred Heart Nativity School  
Sacred Heart Parish  
San Andreas Regional Center  
San Jose Bridge Communities  
San Jose Downtown Association  
San Jose Downtown Residents Association  
San Jose First United Methodist Church  
San Jose Woman’s Club  
Santa Clara County District Attorney’s Office  
Santa Maria Urban Ministry  
Save Our Trails  
School of Art and Culture  
Silicon Valley Bicycle Coalition  
Silicon Valley Education Foundation  
Silicon Valley Leadership Group  
Operation Frontline/Fresh Approach  
Our City Forest  
Pho Passion  
POSSO  
Ren Connection  
Rolling Dough Food Truck  
Roosevelt Park Neighborhood Association

Sacred Heart Community Service  
Sacred Heart Nativity School  
Sacred Heart Parish  
San Andreas Regional Center  
San Jose Bridge Communities  
Operation Frontline/Fresh Approach  
Our City Forest  
Pho Passion  
POSSO  
Ren Connection  
Rolling Dough Food Truck  
Roosevelt Park Neighborhood Association  
Sacred Heart Community Service  
Sacred Heart Nativity School  
Sacred Heart Parish  
San Andreas Regional Center  
San Jose Bridge Communities  
San Jose Downtown Association  
San Jose Downtown Residents Association  
San Jose First United Methodist Church  
San Jose Woman’s Club  
Santa Clara County District Attorney’s Office  
Santa Maria Urban Ministry  
Save Our Trails  
School of Art and Culture  
Silicon Valley Bicycle Coalition  
Silicon Valley Education Foundation  
Silicon Valley Leadership Group  
SOMOS Mayfair  
South University Neighborhood  
Spartan Keyes Neighborhood Action Coalition  
St. Paul’s United Methodist Church  
Sunday Friends  
SV @ Home  
The Health Trust  
The Last Round Tavern  
The San Francisco Bay Area Planning and Urban



# PARTNERS

Research Association (SPUR)  
THINK Together  
TransForm  
United Neighborhoods of Santa Clara County  
University Neighborhoods Coalition  
Valley Transportation Authority  
Valley Verde  
Veggielution  
Wesley United Methodist Church  
Wooster Neighborhood Association  
YBX Fitness  
Year Up

## San Jose State University

ALMAS  
Campus Community Garden, Associated Students  
Center for Community Learning and Leadership  
Chicano Commencement  
College Awareness Network  
College of Business  
College of Engineering  
College of Health and Human Sciences  
College of Humanities and Arts  
College of Science  
Department of Accounting and Finance  
Department of Aerospace Engineering  
Department of Anthropology  
Department of Art & Art History  
Department of Chemical and Materials Engineering  
Department of Chicana and Chicano Studies  
Department of Child and Adolescent Development  
Department of Communication Studies  
Department of Counselor Education

Department of Design  
Department of Economics  
Department of Educational Leadership  
Department of Elementary Education  
Department of English  
Department of English and Comparative Literature  
Department of Environmental Studies  
Department of Geography  
Department of Geology  
Department of Health Science  
Department of Justice Studies  
Department of Linguistics  
Department of Management Information Systems  
Department of Marketing and Decision Sciences  
Department of Mechanical Engineering  
Department of Meteorology and Climate Science  
Department of Nursing  
Department of Nutrition and Food Science  
Department of Organization and Management  
Department of Political Science  
Department of Psychology  
Department of Radio, TV, Film, & Theater  
Department of Sociology and Interdisciplinary Social Sciences  
Department of Urban and Regional Planning  
Department of World Languages and Literature  
Educational Opportunity Program  
Game Development Club  
Industrial Design Program  
Interior Design Program  
Jay Pinson STEM Education Program  
Lesbian, Gay, Bisexual and Transgender Resource Center  
Mineta Transportation Institute  
Office of the President  
Office of the Provost  
Office of Undergraduate Studies

Santa Clara University  
School of Journalism  
School of Social Work  
Science Education Program  
SJSU Athletics  
SJSU Office of Sustainability  
Spartan Eats  
Spartan Food Pantry  
Spartan Recreation and Aquatic Center  
Student Outreach and Recruitment  
Thriving Neighborhoods Initiative  
Women’s Resource Center

## City of San José

Biblioteca Latinoamericana  
Carnegie Library  
City Manager’s Office  
Climate Smart San Jose  
Department of Environmental Services  
Department of Housing  
Department of Human Resources  
Department of Parks, Recreation, and Neighborhood Services  
Department of Planning, Building, and Code Enforcement  
Environmental Innovation Center  
Hispanic Foundation of Silicon Valley  
Joyce Ellington Library  
King Library  
Magdalena Carrasco, San Jose Council District 5  
Mayor Sam Liccardo’s Office  
Mayor’s Gang Prevention Task Force  
McKinley Teen Center  
Office of Immigrant Affairs  
Raul Peralez, San Jose Council District 3  
Roosevelt Community Center

Roosevelt Teen Center  
San Jose Fire Department  
San Jose Fire Museum  
San Jose Police Department - Crime Prevention  
San Jose Public Library  
Santa Clara Mental Health:Downtown Health Clinic  
Second Harvest Food Bank  
SJPL Works  
Spartan-Keyes Teen Center

## Santa Clara County and Special Districts

Cindy Chavez, District 2 County Supervisor  
Consumer and Environmental Protection Department  
Dave Cortese, District 15 State Senator  
Public Health Department  
Santa Clara County Office of Education  
Valley Water District  
Zoe Lofgren, 19th Congressional District  
School Partners  
ACE Inspire Academy  
Anne Darling Elementary School  
Cristo Rey High School  
Downtown College Preparatory School  
Empire Gardens Elementary School  
Foothill High School  
Franklin-McKinley School District  
Grant Elementary School  
Horace Mann Elementary School  
Latino College Preparatory  
Legacy Academy  
Lowell Elementary School  
McKinley Elementary School



# PARTNERS

Miami Ad School SF  
Muwekma Ohlone Middle School  
Olinder Elementary School  
Overfelt High School  
Rocketship Discovery Prep  
Rocketship Mateo Sheedy  
San Jose Community School  
San Jose High School  
San Jose Unified School District  
St. Patrick’s Elementary School  
Sunrise Middle School  
University of California, Berkeley, Center for Educational Partnerships  
University of California, Santa Cruz, Cal-SOAP  
University of San Francisco  
Washington Elementary School  
Yerba Buena High School  
YouthHype

## Financial Supporters

City of San Jose  
San Jose State University  
Santa Clara Valley Open Space Authority  
Dr. Susan Meyers  
Dr. Stephen Kwan  
Cathay Bank Foundation  
Wells Fargo Foundation  
Individuals  
Pacific Gas and Electric  
The Knight Foundation



# STEERING COMMITTEE

CommUniverCity SJSU is governed by a Steering Committee with representatives of the University, the City, the community and our community partners, including local school districts. The governing board of the Tower Foundation, our fiscal agent, is composed of prominent community leaders and SJSU alumni. Alongside them were staff and leadership from eight City of San José Departments, two regional government agencies, and over a dozen k-12 school and after school partners. Major contributors and collaborators also included longtime corporate sponsors, community-based organizations, and resident associations. We joyously celebrated our 15th year of bringing positive social change at our November Quinceañera with 220 past, present, and future “CommUniverCitans” and commendations from city, state, and national elected officials. Four months later, San Jose State, Santa Clara County, and much of the nation shut down as schools and businesses went remote due to the COVID-19 pandemic. A number of our projects that centered around in-person engagement had to be cancelled. Other projects moved online. Student staff moved back home. The cornerstone of CommUniverCity activity— being out in the community—wasn’t feasible in its traditional form.

## MEMBERS

### Chairs

Vice-Chair: **Joan Rivas-Cosby**, FWBT  
Neighborhood Action Coalition Chair

Vice-chair: **Deanna Fassett**, Center for Faculty  
Development SJSU Director

Vice-chair: **Angel Rios, Jr.**, City of San José  
Deputy City Manager

### Community Organizations

**Helen Kung**, St. Paul’s United Methodist Church  
Pastor

**América G. Gomez**, Catholic Charities of Santa  
Clara Program CORAL Managing Director

**Elvia Casas**, Catholic Charities CORAL Program  
Manager

### San José State University

**Peggy Cabrera**, Martin Luther King, Jr., Library  
Liaison/Research Guide

**Buford Furman**, Department of Mechanical  
Engineering Professor

**Elena Klaw**, Center for Community Learning  
and Leadership, Graduate and Undergraduate  
Programs Faculty Director

**Andrea Tully**, Center for Community Learning  
and Leadership, Graduate and Undergraduate  
Programs Assistant Director

**Terry Christensen**, Department of Political  
Science Professor Emeritus

**Kathrine Richardson**, Associate Professor,  
Department of Urban and Regional Planning

**Jason DeHaan**, Department of Sociology and  
Interdisciplinary Social Sciences Lecturer

**Edwin Tan**, Department of Community &  
Government Relations, Director of Advocacy and  
Special Advisor to President

### City of San José and Santa Clara County

**Nicolle Burnham**, City of San Jose, Deputy  
Director Capital Programs, Parks, Recreation and  
Neighborhood Services

**Mera Burton**, Valley Water Public Information  
Representative III

**Patricia Ceja**, Office of Councilmember Raul  
Perez, City of San José, District 3 Community  
Relations Coordinator

**Karolina Gorgolewski**, Joyce Ellington Library,  
City of San Jose Librarian

**Shikha Gupta**, City of San José Environmental  
Services Department, Senior Environmental  
Program Manager

**Michael Gonzales** (alternate), City of San  
José Environmental Services Department,  
Environmental Program Manager

**Jorge Luna**, City of San José Environmental  
Services Department Assistant Environmental  
Services Specialist

### SJSU Students

**Elisha Wright**, SJSU Master of Urban Planning  
Student

**Collin Rikkelman**, SJSU Mechanical Engineering  
Alumnus

