



## **PPD 431**

### **Planning Studio**

#### **Long Beach Latino Cultural District**

**Units: 4.0**

**Fall 2021 | Wednesdays 6:00 PM - 9:20 PM | CPA 200**

**Instructor: Pedro Spindler-Ruiz, Ph.D.**

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**Office Hours: By appointment (in person, by phone or Zoom)**

### **Course Description**

At a basic level, cultural districts are the spatial agglomeration of buildings, businesses, and cultural facilities that serve as anchors of attraction for cities and regions (Americans for the Arts, 1998). Primary purposes of cultural districts are to showcase local identity, build community, provide mutual support, community development, as well as enhance economic opportunities for residents (Lord Cultural Resources, 2021). Cultural districts are usually established by local and/or state governments and can be supported by public-private partnerships. They are also effective strategies to revitalize cities in important ways, such as beautifying and activating previously under-utilized space, boosting employment, fostering innovation and entrepreneurship, increasing community pride, providing much-needed sales tax to city coffers, and attracting tourists, among many other benefits. Examples in the Los Angeles area include Olvera Street, LA Plaza de Cultura y Artes, and Koreatown. Despite many similarities, not one cultural district is exactly alike due to their place-based approach, unique community histories, community and organizational capacities.

Currently, there is an effort to create a Latino Cultural District (LCD) in Long Beach, CA. The LCD is centered around Cesar Chavez Park, just north of Downtown Long Beach, due to the high concentration of Latinos that live there. This effort is being led by the city's largest Latino-serving social service agency, *Centro Community Hispanic Association - Centro CHA* (<https://centrocha.org/>). Centro CHA is a non-profit originally formed in 1992 whose mission is to become a beacon of hope for the Latino community, and help to improve and advance the quality of life for Long Beach residents. Centro CHA is currently developing a long-term strategy for the phased development of a LCD that includes a Latino cultural center, a *mercado*, affordable housing, a workforce center, and other resources that provide services to residents, while also promoting the area's Latino arts, culture and history.

To date, the City of Long Beach has created a steering committee to support the creation of one element of the LCD, the Latino Cultural Center. This class is designed to help Centro CHA strategize and identify opportunities to fund and develop the larger LCD, while taking into account many of the social inequalities that residents in this community have faced for decades, such as high levels of environmental pollution stemming from the Port of Long Beach

and major transportation corridors (i.e. I-710), poverty, and social and political marginalization, among others.

**Centro CHA is seeking input from students on: 1) how to determine the geographic boundaries of the LCD; 2) identifying potential funding sources and alternative financing mechanisms that can support the creation of the LCD; 3) identifying best practices for creating a BID; and 4) conducting a historical analysis of the community through qualitative and quantitative research that highlights local leadership, cultural assets, socio-demographic changes, and neighborhood stories. Taken together, this report will showcase the area's progress, potential strategies for development, and inform Centro CHA's overall strategy for the community. The first half of the class entails data collection and addressing specific topics of the final report. The second half will allow students to synthesize the classes' findings and come up with a set of recommendation for Centro CHA to fulfill their goal of creating a vibrant Latino Cultural District that meets important needs of the community.**

To do this, students will form groups of 4-5 students based on majors/interests and will be assigned specific parts of *a single professionally-written and polished report* that will be given to Centro CHA as part of the final project, including a set of recommendations for project implementation and visioning. In other words, the class will produce a single report with analysis, findings, and recommendations. The overall design and content of the report will be informed by primary and secondary research, best practices, readings, guests lectures, and other material covered in class. *Lectures for key classes will be recorded and provided on BlackBoard for reference. However, the expectation is that students attend every class session in-person.*

### **Learning Objectives**

- ✓ Students will develop skills for organizing and creating professional-level reports that clearly show the problem they are addressing and how their strategy will help resolve some of those issues.
- ✓ Students will become familiar research methods to profile neighborhoods, such as collecting and analyzing socio-demographic indicators through the use of state-of-the-art tools like Social Explorer and creating maps.
- ✓ Students will learn how to use data to create a narrative that describes underlying issues in the community and the need for specific intervention efforts informed by data analysis.
- ✓ Students will improve their communication skills through oral and visual presentations of their work.
- ✓ Students will learn effective strategies for inclusive community engagement processes.
- ✓ Students will learn how to research and recommend appropriate public financing mechanisms and strategies for cultural business districts.

**Prerequisite(s):** none

**Co-Requisite(s):** none

**Concurrent Enrollment:** none

**Recommended Preparation:** It is recommended that students come in with some background, experience, or interest in conducting quantitative and/or qualitative research to help address social inequalities affecting marginalized communities, or at least have a broad interest in neighborhood revitalization, economic development or the culture and the arts. The course is multi-disciplinary and intended for students of all concentrations.

**Course Notes**

Each class will roughly consist of a 90-minute lecture and class discussion, followed by 30 minutes of individual work, and at least one hour of group project work. Some in-class assignments will require that students have access to a laptop for research and to complete written assignments. Alternative accommodations can be made with the instructor. Class information will be posted on Blackboard and DropBox, including assignments and lecture slides.

**Technological Proficiency and Hardware/Software Required**

Students will need access to a laptop during some class periods. If needed, laptops can be rented out from Leavey Library (see University protocols for COVID-19).

**Required Readings and Supplementary Materials**

All readings and supplemental materials will be provided via Blackboard or DropBox.

**Description and Assessment of Assignments**

Required assignments will include weekly readings, individual written assignments, and group work including midterm (i.e., draft sections of report) and various group assignments leading up to the final project which will consist of a final report with findings and recommendations for the Latino Cultural District.

**Grading Breakdown**

Assignments will be weighted using the following breakdown:

In-class participation (Discussion and Exercises)	20%
Individual Assignments (written assignments and assignments specific to project)	30%
Midterm: Draft sections of final report for LCD	20%
Final Project: LCD Recommendations	30%

**Key Assignments**

Weekly readings/assignments: Students must complete assigned readings and review of background materials. This will be evaluated based on participation in class discussions and integration of assigned readings into submitted assignments. Students must turn in 1 page written assignment, unless otherwise indicated.

In-class Group assignments: Students are expected to contribute to group discussions during class time. These activities are meant to keep your group accountable and help you complete the midterm and final.

Class participation: All students are expected to contribute to class discussions, in class assignments and group project work.

Best Practice/Precedent: Students will conduct a 10 minute presentation on Latino cultural centers across the U.S., as well as other types of cultural centers, that will inform the rest of the class on potential strategies for their teams.

Midterm: Teams will present data and analysis of community surrounding Cesar Chavez Park, as well as their assigned sections, to recommend the best boundaries for the LCD.

Final Project: Building off in-class assignments, readings, lectures, and data analysis, teams will develop and present their suggestions for the boundaries of LCD and their assigned sections to inform Centro CHA's approach that will provide the highest positive impact on the community, and be a catalyst for change. Teams should address social, physical and/or political challenges their project may encounter, and provide possible solutions.

### **Grading Scale**

Course final grades will be determined using the following scale:

A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

### **Assignment Submission Policy**

All assignments must be uploaded to Blackboard by deadline provided.

### **Grading Timeline**

Grading will be done in a timely manner to provide feedback that will inform the final project.

### **Additional Policies**

The instructor may revise the syllabus depending on progress and student feedback throughout the course.

### Course Schedule: A Weekly Breakdown

Class # - Date	Description	Deliverable/ Due Dates (Assignments due by start of class unless otherwise noted) <b>NOTE: Readings subject to change as announced by instructor.</b>
<p><b>Week 1 – Aug 25</b> Welcome and Introductions</p>	<p>Welcome and introductions, review syllabus, goals and learning objectives, class flow, expectations. Assigned readings and where to access them.</p> <p>Introduction to Project Area and US Census</p> <p>What is a cultural district? What is a neighborhood? How do you measure neighborhoods?</p> <p>Quantitative Analysis, Pt. I:</p> <ul style="list-style-type: none"> <li>• US Census/Social Explorer</li> <li>• Economic</li> </ul>	<p><b>In-class assignment (individual; due by Sept. 1)</b> – Why did you select this studio? What do you hope to gain from it? What specific skills/experience would you like to gain? What is your level of experience using MS Excel and Census data? Anything specific you want covered in class?</p> <p><b>Take-home assignment:</b> research any cultural district in the country that stands out to you, and be ready to present in class next week. Submit a 1-age summary and upload to BlackBoard.</p> <p>Readings: on BlackBoard</p>
<p><b>Week 2 – Sept. 1</b></p>	<p><b>Lecture Topic: Cultural Districts and Brief History of Long Beach Neighborhoods</b></p> <p><b>Creating a Neighborhood Profile: Data sources and analysis.</b> This week we will collect and analyze key indicators for LB city and community around Cesar Chavez Park, and go over the midterm (high-level).</p> <p>Quantitative Analysis, Pt. II:</p> <ul style="list-style-type: none"> <li>• Environmental</li> <li>• Neighborhood Assets</li> </ul> <p>Go over details of midterm assignment (specific sections).</p> <p>Brief overview of Business Improvement Districts (BIDs)</p>	<p><b>In-class assignment:</b> Collect and analyze key socio-demographic information for the City of Long Beach and community around Cesar Chavez Park. <i>* Refer to handout distributed in class for further details.</i></p> <p><b>Group Discussion:</b> share findings on cultural districts with other group members from take-home assignment. Be prepared to share with rest of class.</p> <p><i>* Students will be assigned into teams of 4-5 students and assigned sections of final report:</i></p> <ul style="list-style-type: none"> <li>• BID Group</li> <li>• History Group</li> <li>• Financing/Boundaries Group</li> <li>• Design Group</li> <li>• Editor Group (2 students max) - students can decide to have an editor group or not.</li> </ul> <p><i>* Social Explorer Training II</i></p> <p>Map of Long Beach Neighborhoods (<a href="#">link</a>) Map of Long Beach Census Tracts (<a href="#">link</a>)</p> <p>Readings (on BlackBoard)</p>

		<p><b>Take-home assignment:</b> Based on your socio-demographic analysis, what would you suggest would be appropriate boundaries for the Latino cultural district? Turn in 1-2 page write-up (single-spaced), along with map of boundaries on DropBox (Due in 2 weeks- Sept 15)</p>
<p><b>Week 3 – Sep 8</b></p>	<p><b>*No Class on Wednesday, instead students are expected to show up for a site visit on Saturday, Sept. 11, in Long Beach, CA.</b></p>	<p>Tour of project site at <u>9 am</u>:</p> <p>Jenny Oropeza Community Center 401 Golden Ave., Long Beach, CA 90802</p> <p>Come prepared to take notes and ask lots of questions based on your group’s focus! This is an opportunity to understand the client better and pick their brains a bit.</p> <p><b>Design Group:</b> Start developing draft of how the Latino Cultural District could look like (include Mercado, Cultural Center, affordable housing, workforce center and extension to Drake Park)</p> <p><b>Take-home assignment:</b> Do background research on BIDS in Long Beach and elsewhere. Pick one BID in Long Beach and one in another city. What’s their history? Purpose? Main activities throughout the year? Anything that they’re doing that stands out? How do they measure success? 1-2 page writeup (single-spaced).</p>
<p><b>Week 4 – Sep 15</b></p>	<p><b>Alternative finance mechanisms and funding</b></p> <p>Review of popular public finance mechanisms and PPPs for Cultural Districts and other types of funding mechanisms:</p> <ul style="list-style-type: none"> <li>• Tax Increment Financing <ul style="list-style-type: none"> <li>○ EIFDs</li> <li>○ Seaport IFDs</li> </ul> </li> <li>• TIFs in Long Beach City</li> <li>• Empowerment Zones</li> <li>• Opportunity Zones</li> <li>• Other funding sources? <ul style="list-style-type: none"> <li>○ Grants: local, state, national</li> <li>○ Private sector funds?</li> </ul> </li> </ul>	<p><b>In-class assignment (individual):</b> In groups, do research on differences between Empowerment Zones (OZs) and Opportunity Zones (OZs) . Think of what are their purposes? Requirements? What makes more sense in LCD? <i>* Refer to handout for specific questions to answer.</i></p> <p><i>2 students will present examples of (Latino) Cultural Districts in the U.S. or internationally.</i></p> <p><b>Group Discussion:</b> What makes more sense for the LCD? Opportunity Zone? Empowerment Zone? How will this impact the boundaries of proposed LCD? <i>* Upload filled-out handout to DropBox (1 per group) by end of class.</i></p> <p><b>Take-home assignment (individual):</b> Pick one BID in Long Beach and one in another city. How did they come to be? What’s their history? Main activities throughout the year? What services do they provide? Who do they serve? Anything that they’re doing that stands out? 1- page writeup (single-spaced).</p>

<p><b>Week 5 – Sep 22</b></p>	<p><b>Role of Business Improvement Districts (BIDs):</b> This week we will learn about the role of BIDs and economic development.</p> <p>Business Improvement Districts:</p> <ul style="list-style-type: none"> <li>• How are they primarily used?</li> <li>• Advantages/Disadvantages</li> <li>• How are they created and funded?</li> <li>• Applications to Long Beach?</li> </ul>	<p><b>Group Discussion:</b> Examples of successful BIDs in Long Beach and elsewhere. How can a BID address specific needs in the LCD project area? What questions would you ask a BID in Long Beach that Centro CHA should know about? How does one create a BID in Long Beach?</p> <p><i>2 students will present examples of (Latino) Cultural Districts in the U.S. or internationally.</i></p> <p>Readings: TBD</p> <p><b>BID Group:</b> Good time to reach out to Bixby Knolls BID and Downtown Long Beach BID to set up interviews with leadership. Questions should focus on best practices, any advice for creating a BID, challenges, how did they select their activities and project area, etc. The purpose is to help Centro CHA develop their own BID. BID Group must create a roadmap/toolkit for Centro CHA showing steps they must take to create a BID.</p> <p><b>Take-home assignment:</b> Pick any neighborhood from the Long Beach city map, and spend 20-30 minutes researching it online. Pick a topic: 1) public safety; 2) Community cohesion; 3) Hot button issues; 4) Politics; 5) Neighborhood organizations; 6) Housing, etc. What did you find? The purpose of this exercise is to expose you to doing qualitative research. Have fun! <i>*Upload 1 page, single-spaced write-up on DropBox.</i></p>
<p><b>Week 6 – Sep 29</b></p>	<p><b>Lecture Topic: History of Latino Community in Long Beach.</b></p> <p><b>Beyond the Numbers.</b> Although numbers are important, they never tell the whole story. It is very important to collect information through news reports, articles, etc. to gain a fuller understanding of any community/neighborhood.</p> <p>Qualitative Analysis:</p> <ul style="list-style-type: none"> <li>• Archival Research</li> <li>• Secondary research</li> <li>• Newspapers</li> <li>• Social media</li> <li>• USC Resources</li> </ul> <p>Always remember to use proper citation formats - we will go over in class (either APA or Chicago Style is fine)</p>	<p><b>Group Discussion (random assignment):</b> Discuss with other students your take-home assignment. What did you find? What resources did you look into? What was helpful? What wasn't?</p> <p><i>2 students will present examples of (Latino) Cultural Districts in the U.S. or internationally.</i></p> <p>Readings: TBD</p> <p><i>Guest lecturer: City of Long Beach Planning Department - "History of Long Beach from a planner's perspective"</i></p> <p><b>Take home assignment:</b> Conduct archival and qualitative research on the LCD community area. What is the history of Latinos and other groups in that community? How did Latinos end up in that community? Why don't they live in other parts of the city? What were the consequences? And what explains their present-day conditions? What</p>

		progress has been made in that community? * <i>Refer to handout for further details.</i> Upload 2-page, single space write-up on DropBox by next week, October 6 (no exceptions).
<b>Week 7 – Oct 6</b>	<p><b>Identify Neighborhood Resources:</b> this week will cover popular methods to assess neighborhood resources, opportunities, and challenges. This information is critical for forming an effective implementation strategy and narrative.</p> <ul style="list-style-type: none"> <li>• Deficit vs. Asset framing</li> <li>• Asset Map</li> <li>• SWOT analysis</li> </ul>	<p><b>In-class assignment:</b> One member from each team will present their findings from the take-home assignment addressing the history of Latinos in Long Beach. Be ready to present.</p> <p><b>Group Discussion:</b> As a team, develop an asset map of community resources pertinent to your project and create draft of SWOT analysis. <i>*Upload to DropBox by Nov. 3!</i></p> <p>Readings: TBD</p>
<b>Week 8 – Oct 13</b>	<p><b>Lecture Topic: Putting it all Together: Working session to develop the midterm.</b> This week students will have time in class to work on midterm and use the data you’ve collected for the final report.</p> <p>Review of Midterm format/outline.</p>	<p><b>In-class assignment (group):</b> Group time to get your sections in order.</p> <p><b>Group Discussion:</b> Come to class prepared to your present your group’s sections.</p> <p>Readings: none.</p>
<b>Week 9 – Oct 20</b>	Midterm (Group presentations):	<p><b>Group Midterm due (submit on DropBox)</b></p> <p><b>Group presentation order (refer to rubric):</b></p> <ol style="list-style-type: none"> <li>1. History Group</li> <li>2. Financing/Boundaries Group</li> <li>3. BID Group</li> <li>4. Design Group</li> </ol> <p><i>Guest panelist from Centro CHA and partners will be here to provide feedback.</i></p>
<b>Week 10 – Oct 27</b>	<p><b>Developing a set of recommendations for project visioning and implementation:</b> now that you’ve done the legwork collecting information, analyzing data, etc. it is time to use this information to create a set of recommendations for Centro CHA to help them meet their goal.</p> <p>We will review examples of data-driven, and community-informed recommendations for community projects and developments.</p>	<p><b>In-class assignment (individual):</b></p> <p><i>2 students will present examples of (Latino) Cultural Districts in the U.S. or internationally.</i></p> <p><i>* 3-4 New Groups will be formed.</i></p> <p><b>Group Discussion:</b> Based on the overall group presentations and feedback from Centro CHA staff and partners, start brainstorming possible recommendations and strategies to help CHA meet their goals? Spend time in class to discuss topics/themes for recommendations in all four areas based on the first set of groups. For example, what are some recommendations based on the Historical part of the report? How can the client use this information to create community pride and</p>

		empower residents throughout the project? <i>Refer to handout for further details. Each group must upload their initial thoughts to DropBox by Oct. 27, before class starts; 1-2 pages, single spaced.</i>  Readings: TBD  <i>Guest lecturer: TBD</i>
<b>Week 11 –Nov 3</b>	<b>Review of progress of first half of semester:</b> A few weeks have passed since we received feedback from Centro CHA on our individual group sections of the final report. Today we will review progress on those sections and continue to refine them.	<b>In-class assignment:</b> Original teams will present progress of their sections to the rest of the class. Professor will meet with them afterwards to provide further feedback on updated sections.  <i>2 students will present examples of (Latino) Cultural Districts in the U.S. or internationally.</i>  <b>Group Assignment:</b> Students will discuss how the stakeholder analysis informs their list of recommendations for the client. Who should Centro CHA reach out to? Why?
<b>Week 12 –Nov 10</b>	<b>Lecture Topic: Stakeholder Analysis and Power Analysis.</b> Knowing who needs to be included to make the LCD a reality is crucial to its success. This week we will discuss how to conduct a stakeholder analysis, their level of engagement, and how this information can inform our policy/implementation/strategy recommendations for Centro CHA.  Stakeholder and power analysis	<b>In-class assignment:</b> each group will present a few recommendations they have developed thus far. The goal is to share our ideas and offer constructive feedback to each other.  <i>2 students will present examples of (Latino) Cultural Districts in the U.S. or internationally.</i>  <b>Group Assignment:</b> Develop a stakeholder analysis, showing detailed information on individual contacts and/or organizations, as well as their level of engagement based on a power analysis. * <i>Refer to handout for further details. Upload one stakeholder chart per team to DropBox by Nov. 22.</i>
<b>Week 13 –Nov 17</b>	Review of material	Review of class; in-class time for final.
<b>Week 14 –Nov 24</b>	<i>* No Class (Thanksgiving Break)</i>	N/A
<b>Week 15 –Dec 1</b>	Final presentation to Centro CHA	Final presentation.  <b>*Final paper (due next week- date TBD).</b>  Guest panel from Centro CHA members and partners. Last minute feedback.

## Statement on Academic Conduct and Support Systems

**Academic Conduct**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” [policy.usc.edu/scampus-part-b](http://policy.usc.edu/scampus-part-b). Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

**Support Systems**

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. [engemannshc.usc.edu/counseling](http://engemannshc.usc.edu/counseling)

**National Suicide Prevention Lifeline – 1 (800) 273-8255**

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)

**Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call**

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. [engemannshc.usc.edu/rsvp](http://engemannshc.usc.edu/rsvp)

**Sexual Assault Resource Center**

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: [sarc.usc.edu](http://sarc.usc.edu)

**Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086**

Works with faculty, staff, visitors, applicants, and students around issues of protected class. [equity.usc.edu](http://equity.usc.edu)

**Bias Assessment Response and Support**

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. [studentaffairs.usc.edu/bias-assessment-response-support](http://studentaffairs.usc.edu/bias-assessment-response-support)

**The Office of Disability Services and Programs**

Provides certification for students with disabilities and helps arrange relevant accommodations. [dsp.usc.edu](http://dsp.usc.edu)

**Student Support and Advocacy – (213) 821-4710**

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. [studentaffairs.usc.edu/ssa](http://studentaffairs.usc.edu/ssa)

**Diversity at USC**

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. [diversity.usc.edu](http://diversity.usc.edu)

### **USC Emergency Information**

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. [emergency.usc.edu](http://emergency.usc.edu)

**USC Department of Public Safety** – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.

Provides overall safety to USC community. [dps.usc.edu](http://dps.usc.edu)

### Price Student Resources

#### **Prepared by the Price Student Leaders' Online Education Subcommittee (OES)**

\*USC's Student Basic Needs Department offers a variety of food, housing, financial, and technological resources, including the *Trojan Food Pantry* and *Student Basic Needs Emergency Relief Grant*, learn more here: <https://studentbasicneeds.usc.edu>

\*Price's Terry L. Cooper Scholarship Fund offers small awards for emergency financial situations, more information: <https://priceschool.usc.edu/students/financial-aid/>

\*Internet hotspots and laptops can be rented by students through USC Student Basic Needs Department by emailing [basicneeds@usc.edu](mailto:basicneeds@usc.edu) or filling out the following link: <https://studentbasicneeds.usc.edu/resources/technology-assistance/>

\*Comprehensive compilation of USC's university-wide resources: <https://we-are.usc.edu/students/>

#### **Health:**

- USC Covid-19 testing: <https://studenthealth.usc.edu/pop-testing-hours-and-locations/>
  - For non-USC household members, there are a variety of testing services, including the following: <https://la.curativeinc.com/welcome>
- USC student health services and Covid-19 updates: <https://we-are.usc.edu/health-and-safety/student-health-services/>

#### **Academic:**

- USC Disability Services and Programs is here to support students during remote classes and exam delivery: <https://dsp.usc.edu/>
- USC's Kortschak Center offers free virtual academic support services, such as workshops for online learning and time management strategies Korshack Center study center, explore here: <https://kortschakcenter.usc.edu/programs-services/>

- USC DSP online learning guidance for current DSP students:  
<https://dsp.usc.edu/coronavirus-update-students/>
  - New DSP student registration steps: <https://dsp.usc.edu/new-to-dsp/main-facilities/>
- USC's Writing Center offers free virtual services, such as workshops for proofreading and polishing essays, as well as one-on-one reviews of assignments with a consultant:  
<https://dornsife.usc.edu/writingcenter/>
- USC Keep Teaching Student Toolkit with tips for basic troubleshooting and getting started with software such as Zoom and Slack for online learning:  
<https://keepteaching.usc.edu/students/student-toolkit/>

### **Mental Health & Well Being**

- For a compilation of USC's mental health, well-being, and support services, including counseling services, therapy groups, mindfulness practice, and crisis intervention, explore here: <https://we-are.usc.edu/mental-health-well-being-and-support-for-students/>
- USC Student Health Counseling and Mental Health Services:  
<https://studenthealth.usc.edu/counseling/>
- Relationship and Sexual Violence Prevention Service (RSVP)  
<https://studenthealth.usc.edu/sexual-assault/>
- USC Recreational Sports online classes, including free live classes:  
<https://recsports.usc.edu/programs-classes/fitness/group-ex-classes/>
  - USC Recreational Sports paid virtual physical therapy, pilates, private instruction: <https://recsports.usc.edu/programs-classes/fitness/private-instruction/>
- USC Religious Life sponsors a variety of opportunities for exploring spiritual dimensions of life and learning: <https://orsl.usc.edu/>

### **International Students:**

- International Student FAQ: <https://we-are.usc.edu/faqs/faq-international-students/>
- USC Office of International Services (OIS) offers updates, guidance, various forms, and information about living in Los Angeles and the United States for international students:  
<https://ois.usc.edu/>
  - OIS guidance for newly arriving students, including Passport Verification (PPV):  
<https://ois.usc.edu/new-students/>
  - OIS contact information, including appointment scheduling:  
<https://ois.usc.edu/contact/>

**BIPOC and LGBTQ+ Students and Allies:**

- La CASA works with all USC Latinx students to provide academic, personal, and cultural support, including hosting a virtual welcome week, calendar on their website: <https://lacasa.usc.edu/>
- USC Center for Black Cultural and Student Affairs provides spaces online for students to connect and build community through virtual engagement opportunities: <https://cbcsa.usc.edu/>
- USC Asian Pacific American Students Services offers programming to educate, engage, and empower Asian Pacific American students and facilitate cross-cultural programming: <https://apass.usc.edu/>
- USC LGBT Resource Center provides support, education, advocacy, and connection to community for all students at USC: <https://lgbtrc.usc.edu/about/>

**Incoming Students:**

- For new and incoming students, including a calendar for programming with events such as virtual tours and a Black & Latinx New Student Symposium, welcome site here: <https://we-are.usc.edu/welcome-experience/>

**Current Subscriptions and Software Licenses:**

- At the start of the fall semester, Price students will have access to free Grammarly Premium and VoiceThread software for collaborative presentations
- USC students have free access to the New York Times, sign up here: <http://nytimesaccess.com/usc/>
- A compilation of software available to USC students to download for free can be found here: <https://software.usc.edu/free-to-campus/>

**USC Homelessness Initiative**

<https://homelessness.usc.edu/general-resources/>

### General Resources

- WIN App**
  - WIN is a free mobile and web app designed to connect *homeless or resource insecure youth ages 12-25, families and adults* to essential services- all accessible without a referral. Developed by Our Children LA with guidance from our region's unaccompanied youth. WIN users can search a database of over 1800 essential service providers and connect to 12 categories of resources
  - <https://www.ourchildrenla.org/win-app/>
- 211**
  - 211 LA is the central source for providing information and referrals for all health and human services in LA County. The 2-1-1 phone line is open 24 hours, 7 days a week, with trained Community Resource Advisors prepared to offer help with any situation. website for more info
  - If you are calling from outside Los Angeles County or cannot directly dial 2-1-1, call (800) 339-6993
  - <https://www.211la.org/>
- Department of Public Social Services**
  - 'DPSS 2018 RESOURCE GUIDE'
    - [http://file.lacounty.gov/SDSInter/dmh/1037112\\_DPSSResourceGuide\\_V3\\_030818.pdf](http://file.lacounty.gov/SDSInter/dmh/1037112_DPSSResourceGuide_V3_030818.pdf)
  - <https://yourbenefits.lacirs.org/ybn/index.html>
    - CalFresh Fact Sheets
    - California Department of Social Services
    - CalWORKS Fact Sheets
    - CBO/FBO listing
    - Contact DPSS
    - Covered California
    - Customer Satisfaction Survey
    - Department of Children and Family Services
    - Department of Health Care Services
    - DPSS Program Information
    - EatFresh.org
    - EBT ATM locator

Search

#### Recent Updates

COVID-19 Homeless System Response: Rehousing Activation and Racial Equity – HUD Exchange  
JULY 29, 2020

Link Between Homelessness and Racism  
JULY 21, 2020

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