

Partnering with JEP – Proposal Guidelines for New School Partners

Background

The Joint Educational Project (JEP) is one of the oldest and largest service-learning programs in the nation. Each year over 2,000 USC students enroll in one of several JEP courses that combine academic coursework with hands-on experience in neighborhoods surrounding the university. Students may also participate as volunteers on a non-credit basis. For more on JEP's mission and program design, refer to our website: www.usc.edu/jep.

Current priorities/areas of emphasis

Schools, non-profits, businesses as well as USC students and student groups often approach the Joint Educational Project (JEP) for assistance. JEP's interests include programs which offer valuable learning opportunities to USC students while meeting essential needs in our immediate university community in the areas of education, health and social services.

Limitations

As most JEP programs are linked to USC academic courses, students make service-learning commitments on a semester basis. Therefore, JEP will not consider proposals that require students to participate in year-long programs or projects that do not fit within our JEP schedule (see calendar attached).

Additionally, JEP gives priority to our current partners and our often long-standing relationships with these schools and agencies. As such, JEP will not consider new proposals or projects that would diminish services or jeopardize present JEP partnerships.

JEP Assignments

All JEP assignments enable university students to deepen their understanding of course related content or skills. We ask that our school partners invite both individual assignments and mini-courses placements in their schools, as our USC faculty make specific requests for the types of experiences they would like their students to have in order to best enhance meaningful connections to course content. These JEP assignments are:

Mentors and Teaching Assistants: Students from the social sciences often work in assignments that allow them to observe and learn within our urban community while working with children and teachers at our schools.

Mini-Courses: Students from the natural sciences and the humanities learn through planning and presenting a mini-course which mirrors some of the primary concepts taught in their university classroom

Responsibilities of School Partners

In addition to welcoming both individual assignments and mini-course placements into their schools, each of our school partners agrees to the following:

- The selection of a school staff member to act as 'JEP Coordinator' at the school.
- The JEP Coordinator, or a representative, must be released from school responsibilities two days at the start of each semester for 'match-ups'. It is at match-ups that all JEP students are assigned to schools.
- The JEP Coordinator must distribute and collect student evaluations at the end of each semester, and return them to JEP to be delivered to USC professors for student credit.
- The JEP Coordinator, or a representative, must be released one additional day at the end of each semester for the JEP Coordinator Luncheon. Student Evaluations will be collected at this event, as well as a debriefing of the most recent semester and look ahead to the next.
- All school partners must review and agree to a Memorandum of Understanding that is signed by JEP coordinator, school principal and JEP staff.

Responsibilities of JEP

USC Joint Educational Project agrees to:

- Recruit, place and train USC students (primarily undergraduates) to be placed on a semester basis for eight-week assignments as mentors/tutors, teaching assistants, mini-courses and special assignments as requested.
- Require all USC students to be TB tested and collect documentation from each student to keep on file prior to students entering the school for JEP assignments.
- Assign a JEP staff member (Director of Community Partnerships) to work closely with JEP Coordinators at the school sites in determining volunteer needs, placing USC students, and monitoring students' experiences through weekly reflective journals.
- Facilitate quality improvement processes, evaluations, and providing access to data and needed.

Considerations for School Partners

Due to the many requests from schools received by JEP each year, decisions to expand to new schools is usually based upon the following:

- Is the school in close proximity to the university, making it convenient for our USC students to make the commute between their full-time coursework on campus?
- Does the school have any special programs that make it unique? JEP is always looking for opportunities for our students to experience innovations or alternative insights in the arena of K-12 education as it is such an important state and national issue.

Proposal Guidelines

Applicants with new and innovative ideas for service-learning programs are invited to submit a proposal which must include the following:

- School Name
- School Contact Person
 - Contact phone number
 - Contact email
 - Contact address
- School Specifics and Mission
 - Is your school a public, private, charter or other?
 - Describe your student population:
 - - Grade levels served
 - - Demographics
 - School day hours (start time, end time).
 - - Additionally, if you have an after school program, during what hours is that program in operation?
 - - Please also attach a copy of your current school calendar, or calendar for the upcoming year if this is available.
 - What inspired you to reach out to JEP?
 - What is unique about your school or programs that your school has that would make it a good placement for our students?
 - Are there other similar schools in our neighborhood? If so, what aspects of this specific school (or school program offerings) that set it apart?

NOTE: It may also be helpful to review the attached document, [*Service Learning: A tool for developing service learning projects with a community or university partner.*](#)

Proposal Review Process

Proposals to partner with JEP are reviewed twice yearly for the following semester. For consideration for a program beginning in the fall semester, applications are due **March 31st** for **April review**. Applications are also accepted in the fall for spring consideration and are due **September 30th** for **October review**. Applicants will be notified by the last day of each semester whether or not they have been approved as a JEP program for the following semester.

Contact Information

Should you have questions regarding the proposal process or guidelines, you can contact us at:

Phone: 213.740.1837

Email: jep@dornsife.usc.edu

FALL SEMESTER

August		*September			*October			*November			*December					
Semester Week 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Students sign up for JEP (Deadline: 5:00pm on the 2 nd Friday of the semester) PAs do in-class JEP presentations		Student training "Match-ups" (coordination of placements) Students pick up their service-learning assignments			JEP service-learning assignments: Students commit to 2 hours of service per week for a total of 8 weeks. Some courses require additional hours or weeks of service. * "Second Trainings" (discussion groups) usually take place this week ** Some students will complete their JEP assignments these weeks due to holidays, "pupil-free" days, make-up days, etc.											
					Student evaluations delivered to professors by Program Assistants (PAs)											

SPRING SEMESTER

January		*February			*March			*April			*May					
Semester Week 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Students sign up for JEP (Deadline: 5:00pm on the 2 nd Friday of the semester) PAs do in-class JEP presentations		Student training "Match-ups" (coordination of placements) Students pick up their service-learning assignments			JEP service-learning assignments: Students commit to 2 hours of service per week for a total of 8 weeks. Some courses require additional hours or weeks of service. * USC Spring Break ** "Second Trainings" (discussion groups) usually take place this week *** Some students will complete their JEP assignments this week due to spring/Easter breaks, holidays, "pupil-free" days, make-up days, etc.											
					Student evaluations delivered to professors by Program Assistants (PAs)											