

We've Come A Long Way, Barbara!

Tammara Anderson, JEP Executive Director



The JEP House

When Barbara Seaver Gardner founded JEP in 1972, she was told by experts from two of the nation's largest and most prestigious foundations that they would not fund JEP because they knew it couldn't succeed and they didn't want to pour money down the drain. One foundation officer told her that JEP was "visionary" in a tone that made it clear he didn't approve of anything visionary. The other expert said that he had spent \$35,000,000 on university programs like JEP and all had been total failures. He was absolutely certain about JEP's impending doom.

Fortunately, Barbara didn't listen to these skeptics and look at the impact her "project" has had on town and gown.

Service Learning – More than two decades before the term was accepted as an effective pedagogy, JEP was routinely placing students from academic courses in community service placements as a way of extending their academic learning. This semester, faculty members from over 60 courses in 20 different departments are offering students the opportunity to apply and test theory within

the context of the community.

Mentoring – Long before mentoring was a political agenda of presidents and governors, JEP was working one-on-one with neighborhood children in non-academic and semi-academic settings. Our "Pals" program began in 1974 and we received our first mentoring grant in 1989. Currently, JEP places more than 600 students a year as mentors to neighborhood youth.

Mini-Courses – JEP mini-courses call for a team of USC students to work together to offer a series of lessons on special topics. Two years before the LAPD began their D.A.R.E. program, JEP launched its Choices Drug Education Program with support from the Walter S. Johnson Foundation. Other special topic mini-courses include conflict resolution, geology, and nutrition education.

Literacy – In 1991, JEP converted an adult literacy program designed by Asma Suresh, a USC undergraduate, to a program for young readers. In 1997, President Bill Clinton adopted this preventative approach in



JEP's Founder-
Barbara Gardner

his "America Reads" program that emphasizes tutorial assistance for young readers. USC's version of the president's initiative is called the Readers^{Plus} Program. We doubt if Bill got the idea from us, but we could have told him the logic in this approach years earlier.

Today, JEP places an average of 1100 students from over 20 departments, in over 50 community sites each semester. It has been recognized, as one of "the oldest, largest and best organized" service-learning programs in the country by TIME Magazine, The Princeton Review, and US News and World Report.

As we approach another milestone, our 35th anniversary, we salute Barbara Seaver Gardner for her vision and her determination.

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Service-Learning News and Events

Important Reminders

- > JEP's "Planning with Professors" process for the Spring 2007 semester is underway. Please contact JEP as soon as possible to begin planning for next semester.
- > JEP Program Assistants will deliver student evaluations during the last week of class and the first week of finals. Please let us know if you need your evaluations by a certain date.
- > If you would like to see samples of your students' journals or lesson plans, please inform your JEP Program Assistant. (See page 7 for Program Assistant assignments for Fall 2006.)
- > Have you been to the JEP House? Have you visited our website (www.usc.edu/jep)? Would you like a tour of one of the JEP sites? Please let us know how we can keep you informed about our program.

Fall 2006-Spring 2007 JEP Calendar

| | |
|-----------------|--|
| November 3 | JEP Program Assistant applications due |
| November 17 | Most JEP students complete their Fall JEP assignments |
| January 8-19 | JEP "Sign-ups." Deadline to sign up: January 19th at 5:00pm |
| January 19 | USC Readers ^{Plus} work study applications due |
| January 22-26 | JEP training |
| January 23 & 25 | Mandatory TB testing for JEP students, available for free at the JEP House |
| February 6-7 | "Pick-up Days" (JEP assignments ready for students to pick up) |
| February 12-16 | JEP assignments begin |
| March 19-23 | "Second Training" for JEP students |
| April 9-13 | Most JEP students complete their Spring JEP assignments* |
| April 23-May 4 | JEP student evaluations delivered to professors |

* The length of service-learning assignments varies some by course and type of assignment. This calendar reflects the schedule for most school-based JEP assignments.

Upcoming Conferences and Meetings: Spring 2007

| | |
|-------------|---|
| March 27 | USC Community and Public Sector Career Expo Town & Gown, USC |
| April 12-14 | Western Region Campus Compact Consortium 10th Annual Continuums of Service Conference, San Jose, California http://www.acadweb.wvu.edu/campcomp/ |
| April 11-14 | Community-Campus Partnerships for Health 10th Annual Conference, Toronto, Ontario http://depts.washington.edu/ccph/conf-overview.html |



Article by: **Marissa Goodhill**
(pictured above)
Conference Co-Chair

JEP Co-sponsors 19th Annual National Student Conference Against Hunger and Homelessness at USC

Conference Photos Taken By Joshua Sy

On October 27-29, more than 400 students representing 30-plus states and over 90 colleges and universities across the country came to USC to attend the 19th Annual Student Leadership Conference Against Hunger and Homelessness.

The annual conference, organized by the National Student Campaign Against Hunger and Homelessness, was hosted locally by the University, USC's Students Against Hunger and Homelessness chapter and JEP. The

event was sponsored by 29 organizations, which included USC's CalPIRG chapter, USC's Marshall School of Business and Oxfam America.

This year's conference attendees had the opportunity for in-depth learning in five different areas: Homelessness and the Lack of Affordable Housing, Hunger in a Nation of Plenty, Humanitarian Crises and Aide Spirituality, Leadership and Justice Globalization, Development and Trade.

Participating students worked over the weekend to develop local and national campaigns based on the above areas of focus. Examples of some campaigns created were advocating area legislatures to reform the Farm Bill, raising awareness about violence against the homeless, and working to stop the genocide in Darfur (group photo above).



The Conference featured a keynote address by Dolores Huerta, an advocate for immigrant workers rights and the founder of the Dolores Huerta Foundation's Organizing Institute, an organization whose focus is on community organizing and leadership training for low-income under-represented communities.

Other conference highlights were a Faces of the Homeless panel and an Oxfam Hunger Banquet.



Keynote speaker Dolores Huerta inspiring the crowd with her story

For more information about the student organization, USC Students Against Hunger & Homelessness, please contact Marissa Goodhill at mgoodhil@usc.edu.

Introducing JEP's Newest Community Partner: The Kirby Center

Marta Monroe, JEP Program Assistant

This fall, JEP has had the pleasure of starting a new relationship with The Dorothy Kirby Center. The Kirby Center is a co-educational, residential treatment program operated by the Probation Department for 100 adolescent boys and girls who have been placed there by the Los Angeles County Juvenile Court. At the Center, these adolescents are provided with therapeutic treatment interventions by interagency clinical staff from the Probation Department and the Department of Mental Health. Youth admitted to the program have exhibited delinquent/anti-social behaviors that are more often than not, influenced by an identifiable mental or emotional disorder.

USC Sociology Professor, Dr. Karen Sternheimer, teaches Deviant Behavior (SOCI 350) and Sociology of Juvenile Delinquency and the Juvenile Justice System (SOCI 351), and uses JEP assignments at The Kirby Center to augment her courses. Students in both of these classes gain invaluable experience interacting with the population which they are learning about in their courses. The Deviant Behavior class discusses theories of origin, distribution, and control of behavior and examines the processes involved in the career deviance of drug addicts, alcoholics, sexual deviants, gamblers, and mentally disordered. The Juvenile Delinquency class explores past and current theories of youth crime, specifically those dealing with gangs and other forms of youth deviance as well as the changing response of the police, courts, and public to these behaviors.

When the USC students first arrive at the Kirby Center, each is given a tour of the facility to explain more about



JEP student, Chey Linel Gaston, at the Kirby Center



Photos taken by Marta Monroe

the site and the program. During this orientation, Center staff are able to get to know each USC student and therefore better select which of the adolescents would be a good fit for the volunteer to work with.

In the seven weeks that follow, USC students tutor the mentees in multiple subjects for two hours per week. In these sessions, conversation often drifted from academic pursuits towards personal counseling and often just listening. Recently, some USC students got the opportunity to sit in on group therapy sessions to get a better idea of the personal side of juvenile delinquency.

Students not only write weekly journals based on their experiences at the site (see page 5 for examples of reflection questions used for this assignment) as required with all JEP assignments, but also were required to complete a term paper on their experiences at the Kirby Center. Chey Gaston, a SOCI 351 student wrote that she felt the Differential Association theory by Sutherland and Cressy best described her observations at Kirby. "This theory states that delinquency is learned from one's relatives, peers and close associates and the level of involvement in that delinquency is dependent on the duration, frequency, intensity of influence, and priority of beliefs, in regards to the relationship and learning between the two parties...talking to my student, I found that he is involved in gang life because that is all he knows."

As the program assistant for these Sociology classes at JEP, I have found the journals from students volunteering at The Kirby Center to be incredibly insightful and inspiring. I look forward to the continuing exciting relationship between JEP and the Kirby Center!

SERVICE-LEARNING AND REFLECTION

As JEP participants, students' work in the community is similar to that of participant-observer researchers or ethnographers. Over the course of the semester, students observe and participate in the daily activities of those they meet at community-based JEP sites. Reflective questions are designed to help students reflect on their experiences in a semester-long graded journal and prepare them for writing their term paper.

In the following example, students taking a course entitled "Juvenile Delinquency" in the Department of Sociology at USC were asked to address specific service-learning experiences as it related to juvenile delinquency and the juvenile justice system. As indicated below, for each of eight weeks, questions are given to students to use as prompts to integrate the material they are learning in the classroom with their community experiences. Additionally, students are asked to use their journals to describe the social interactions and activities they observe, trying to do so from the points of view of the adolescents with whom they are working:

WEEK ONE —Ethnographic Methods & Ethical Issues:

According to Denzin (1989), "participant observation is a commitment to adopt the perspective of those studied by sharing in their day-to-day experiences. Participant observers do ethnography, which is the description, classification, and interpretation of a particular group's way of life." As soon as possible after leaving the site, describe your initial experiences at Western Academy, including a summary of the responsibilities and activities involved in your particular assignment. Describe a significant interaction you engaged in or witnessed. [Keep in mind the significant differences between comments that describe interactions (observations), comments that discuss your feelings about witnessing interactions (reactions), and comments that detail conclusions about what you saw (interpretations).] What are some important ethical issues to keep in mind when conducting ethnographic research on "deviant" subcultures? What precautions are you taking to prevent ethical problems from occurring?

WEEK TWO —Social Control and the Physical Context:

Describe the social and physical context of your JEP site. Try to be as specific as possible about the number of people, as well as the age, sex, race, ethnicity, language(s) spoken, and any other significant characteristics of all those involved in your JEP assignment. Provide details about the size, space, decor, noise level, etc., of the classroom (or meeting room), building(s), and grounds. How does the site compare with the social context of the high school you attended?

WEEK THREE —Delinquency & its Varying Consequences:

Reflect back on the Chambliss article, "The Saints and the Roughnecks," and consider the following list of crimes: truancy, illegal or underage drug use, vandalism, trespassing, loitering, reckless driving (including speeding), stealing, assault, and disturbing the peace. Have you or any of your friends ever committed any of these crimes? What happened as a result? Now consider the students with whom you are working at Western Academy. What kinds of delinquent acts did they commit to wind up at Western Academy? Compare and contrast the resulting consequences of your (and/or your friends') "delinquent" acts and those of the students at Western. What might account for the differences in your respective experiences?

WEEK FOUR —Gender and Delinquency:

What percentage of the students in the ROPP program are female? Are there any differences in the types of delinquency that led boys and girls to the program? Are girls and boys treated differently at the site? Please elaborate.

WEEK FIVE — The Social Context of Juvenile Delinquency:

Consider the ways in which students at Western Academy relate among their peers to their status as "juvenile delinquents." Have you observed any instances in which a student actively attempted to define him/herself as "delinquent" and/or rejected such a label imposed upon him/her by others? How does the social context and structure of the school tend to quash, drive underground and/or inadvertently encourage the delinquent activities of students?

WEEK SIX —Theorizing about Juvenile Delinquency:

Select one of the theories of delinquency discussed in Part II of the course (e.g., control theory, strain theory, labeling, etc.). How does the theory help to explain the circumstances of students at Western Academy? What aspects of the students' experiences are not addressed or adequately explained by the theory?

WEEK SEVEN —Effective Interventions:

Consider some of the common institutional responses to juvenile delinquency – including those used at Western Academy. (You may need to read ahead to the assigned readings for Section V of the course.) What kinds of programs are in place at Western to prevent its student body from becoming "repeat offenders"? How do these compare with the kinds of programs described in the course readings? What is your sense of the in/effectiveness of the programs at Western, in light of what you've learned about intervention and prevention strategies in general? What recommendations would *you* make for programs to assist the students with whom you've worked at Western?

WEEK EIGHT —Review and Critique:

What is the most important thing you learned about juvenile delinquency from your observations at Western Academy? What did you learn, if anything, that surprised you? What is the greatest strength of your paper and what could you have done to improve your observations and analyses? What are the ethical implications of your study? Generally speaking, what would you do differently if you could repeat your experience at Western this semester?

The African Millennium Pen Pal Project

Jomaline Balatayo, Pen Pal Project Coordinator

The *USC African Millennium Pen Pal Project* is a University Neighborhood Outreach program funded in part by the USC Good Neighbor's Campaign and operated by JEP's USC Readers^{Plus} program. This program provides approximately 60 middle school and early high school students from area schools with a unique blend of essay-writing preparation for the Scholastic Aptitude Testing (SAT), including correspondence with pen pals in South Africa and Kenya. Now in its third year, the program has added a new creative writing aspect, screenwriting sessions offered by the Black Entertainment Theatrical Association. These sessions allow students to exercise their creativity further with collaborative writing activities, as well as to gain insight into the screenwriting process.

During bi-monthly meeting students are introduced to vocabulary words that are likely to appear on the SAT and are asked to incorporate these words into their writing samples. Using a cultural and linguistic pedagogy approach, the program introduces participating students to the process of written examination by way of teaching them correct narrative processes on a theme or topic driven basis and within the PSAT/SAT time constraints. The program's objectives are to track participating student developmental progress in: vocabulary development, writing skill improvement, study skills, knowledge of current domestic and international events, and socialization skills development. The expected outcomes, moreover, include enhancing vocabulary,



USC Reader, Elizabeth Drumheller, and Norwood Elementary School student, Daisy Alvarado, make a royal pair on Halloween.

Program objectives and goals will be achieved by developing a periodic testing regimen to identify performance metrics, with an initial pre-program test conducted to determine a baseline. Through these tests, students have their strengths and weaknesses analyzed, allowing the pen pal instructor to customize a study plan. An initial objective is to raise these skill levels 1 to 2 grade levels on average for the entire student group.

Pen Pal participants are provided rich opportunities for writing as they communicate with their pen pals in Africa, and gain greater cultural and social awareness. Overall, the AMF Pen Pal Project strives to encourage students to develop a love for writing by fostering creativity, improving grammar and writing skills and broadening their knowledge about social and global issues through their correspondences abroad.

The program's objectives are to track participating student developmental progress in: vocabulary development, writing skills writing skills and broadening their knowledge about social and global issues through their correspondences abroad.

USC Readers^{Plus} Staff Fall 2006

Sarvy Aliabadi, Science Education Collaborative Coordinator

Jomaline Balatayo, AMF Pen Pal Project Coordinator

Lauren Carter, Math Content Coordinator

Alisha Cohen, Foshay Assistant Site Coordinator

Alexi Coppinger, 32nd Street After School Coordinator

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Cristina Garcia, Math Advocate

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Casey McAlduff, Norwood Assistant Coordinator

Marisela Mendez, Vermont Assistant Site Coordinator

Jose Ortega, Foshay Site Coordinator

Maureen Osborne, Vermont Site Coordinator

Chelsey Rask, Norwood Site Coordinator

Jordan Rice, 32nd Street Site Coordinator

Jennifer Rossmeier, Central Office & Literacy Project Coordinator

Danielle Schutz, Office Assistant

See what students responded to the JEP survey question: **What was most beneficial about your community experience?**

“Learning subject matter in a dynamic way.”
Geology 240 student

“One huge thing that I really learned about myself was that I really would want to consider a job working with children and adolescents. I would love to be a school psychologist.”
Psychology 336 student

“You get to teach! It helps me more if I teach it (course material) to someone else.”
Classics 280 student

“JEP helped improve my conversational Spanish and allowed me to gain more confidence when using the language in real situations.”
Spanish 220 student

Pop Quiz

What Is JEP?

- An educational experience based upon a collaborative partnership between USC and the community.
- A vehicle for university students to put into practice theories and skills learned in their courses and therefore gain a deeper understanding of the discipline they are studying.
- A program that challenges students to assess their own strengths and weaknesses.
- An adventure in which students communicate and interact with people of different ethnic, racial, religious, and economic backgrounds.
- A way for students to "think globally and act locally" to help solve the social problems impacting our community.
- All of the Above.

The correct answer is F

JEP PROGRAM ASSISTANT STAFF & COURSES:

| | |
|---------------------------|---------------------------------|
| Angie Esquivel | GEOG 100 (indiv), LING |
| Ashlee Scott | PSYC 100, 355, SOCI 320 |
| Ashley Oaks | Placement Coordinator |
| Billy Lundergan | THV, SPAN 316 |
| Briana Mitchell | GEOL 240 |
| Candice Grey | PHIL 140 |
| Daniel Cousineau | PA Coordinator |
| David Allen | Volunteers |
| Deola Olagunju | SOCI 142, 342, 360 |
| Drew Bennett | Peace Games (IR, POSC 448) |
| Elana Zarotsky | Shelter/Foster Care (SOCI 169) |
| Elina Khodorkovsky | HIST |
| Jennifer Neal | EXSC |
| Kaelin Burns | Shelter/Foster Care (SOCI 169) |
| Kaetlin Miller | BISC |
| Kamara Colson | Peace Games (IR, POSC 448) |
| Kara Lemma | Service-Learning Liaison |
| Landis Jacques | FREN |
| Lauren Klipp | Project Read, SWMS 384, PAS 371 |
| Lynsey Barkoff | ENST, GEOG 100 (minis) |
| Marta Monroe | SOCI 305, 350, 351 |
| Melanie Spierer | ENGL, EASC |
| Michelle O'Meara | MATH |
| Monica Bennett | SPAN |
| Natalie Moran | SPAN |
| Neda Shafai | CLAS |
| Poorni Otilingam | Service-Learning Liaison |
| Raquel Lucente | GEOL 105, 108,125, 150 |
| Sophia Kokores | ANTH, ARLT 101 |
| Veronica Lazalde | SOCI 150, 200 |

It's a girl!

JEP would like to welcome Elizabeth George Harris-Myers, born July 14, 2006. Her mother, Susan Harris, JEP's Academic Director, will be on maternity leave most of the fall 2006 semester but will return to JEP full-time in the spring.



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About the Joint Educational Project

The Joint Educational Project (JEP) is one of the oldest and largest service-learning programs in the United States. JEP is based in USC's College of Letters, Arts and Sciences is designed to connect academic courses with schools and community-based organizations in order to provide students with out-of-classroom experiences that complement and enrich what they are learning in the classroom while simultaneously providing a valued service to the community. Each year, JEP partners with approximately 50 schools and agencies and places nearly 2500 students in the neighborhood as mentors, "mini-course" instructors, translators, research assistants, and aides to teachers and other helping professionals.

For more information about the services available through JEP, please contact our staff or visit our website (www.usc.edu/jep).