

# 2020

# ANNUAL REPORT

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## JOINT EDUCATIONAL PROJECT

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# Greetings from the Executive Director

When I was working on JEP's 2019 annual report, I was anticipating a new decade full of potential and expanding possibilities. A few weeks later, when we left the JEP House on USC's campus for the last time in 2020, I couldn't imagine that we would be working from home for the rest of the year. Nor could I have anticipated what that would mean for our programs, which are so fundamentally defined by their in-person, community-based experiences. Now, a year later, I am writing from a very different place—both literally and figuratively: one bound by physical restrictions and uncertainty about the future, yet with cautious optimism and a profound sense of gratitude for the students, faculty, staff and community partners with whom I work every day.

Within two weeks of canceling our service-learning, work-study and volunteer assignments for the Spring 2020 semester, we were launching a pilot program in collaboration with Viterbi's K-12 STEM Center and Keck's Care for the Caregiver Program. Between April and May, JEP student-workers provided 350 hours of tutoring to children attending JEP partner schools and the children of Keck's COVID frontline caregivers. Parents in the program asked that we extend the service through the summer and by August, tutors from JEP's ReadersPLUS and Young Scientists Program had offered nearly 2000 sessions at no cost to families.

Our summer internship programs had intended to place USC students on site at homeless-serving organizations, health care centers and legal clinics, but the ongoing pandemic required another adjustment to our plans. Only a handful of our partner organizations were able to host interns online (including California Hospital Medical Center, Bet Tzedek Legal Services and the Sola Community Peace Center) so the majority of the students participated in a virtual research program led by JEP's graduate student internship director, Claire Cassianni. Our summer programs provided inspiration for our 2020-21 Trojan Health Volunteer (THV) student-directors, Soroush Ershadifar and Grace Humberger, who continue to offer research and online service opportunities for the THV students unable to work on site.

Nearly 850 USC students registered to participate in JEP programs in the fall, either as volunteers or paid student-workers. While lower than a typical semester, I was nevertheless amazed by the number of students who were willing to dedicate their time and energy to service, despite the distances imposed by virtual engagement and, in many cases, remote time zones. Hundreds of students served as reading and math tutors via Zoom. Scores more worked in teams to record lessons for teachers and families to use to supplement classroom instruction. Students taught science lessons to children online in their homes using kits—over 2400 of them—that we assembled, delivered and distributed to families via our school partners. Students led yoga classes and taught peacemaking skills in after-school programs we hosted online. And they worked in a variety of virtual capacities with more than a dozen non-profit partners.

I am so proud of what they—and we—have accomplished, none of which would have been possible were it not for the behind-the-scenes efforts of the JEP staff who worked tirelessly to adapt our existing programs and invent newly relevant ones. This Annual Report provides more details about the remarkable achievements of our students and staff in this most unusual year.

2020 has taught me about what is possible, what is important, and what we can achieve as an organization under significant duress. I learned that through ingenuity, collaboration and the sheer force of will we can develop exceptional online experiences for USC students and our community partners. I was cheered to discover that our mission and core values transcend a pandemic and remain important guideposts for directing our actions. And I was reminded, time and time again, of what a remarkable and supportive community I am fortunate to work with—as well as of the need to remain connected despite vast, virtual distances.

2021 begins with the world looking considerably different than it did one year ago. But I continue to be optimistic about the future. For one thing, we welcomed a new staff member in January—Kathrin Altmann, who has served JEP as a graduate student-worker while pursuing a Master of Arts degree in Communication Management. You will be hearing more from Kathrin—and from the rest of us—as we ramp up planning for JEP’s 50th anniversary in 2022. Please stay tuned.

Wishing you and your loved ones a healthy, safe and hopeful 2021.

Serve on!



Susan Harris

Executive Director

## REMEMBERING RICHARD “DICK” CONE (1942-2020)



It is with a very heavy heart that we share the news of Dick Cone’s death on April 3, 2020. Dick was the beloved director of the USC Joint Educational Project from 1980-2002 and a pioneer in the field of service-learning and community engagement. Driven by a deep commitment to social justice and education, Dick effectively pushed universities to reconsider the role they play in their communities and he was instrumental in bringing national recognition to USC’s K12 partnerships.

Dick cultivated a loving, family-like environment for the JEP staff and students who were fortunate to work with him. He was a cherished friend, colleague and mentor to so many and his loss leaves a huge void in our hearts and in the field.

USC published a tribute to Dick in late April, available here:

<https://dornsife.usc.edu/news/stories/3201/in-memoriam-richard-dick-cone/>

# Service-Learning and Community Engagement . . . in a Pandemic

## Service-Learning "JEP"

Service-learning is an educational approach that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. JEP uses a peer educator approach to support students earning course credit while providing service at a wide range of sites, including local schools, non-profits, health and legal clinics, and other community-based organizations. In 2020, all of our service-learning opportunities moved online. JEP students provided tutoring via Zoom, facilitated newly-developed virtual after-school programs and provided online support to a number of non-profit partners. Others recorded lessons about topics they were studying at USC to supplement K-12 instruction.

## JEP STEM Education Programs

JEP's STEM Education Programs consists of the Young Scientists Program (YSP), the Medical STEM Program and WonderKids. Each teaches inquiry-based, hands-on STEM lessons to 2nd-5th-graders at seven partner schools. In 2020, YSP and Medical STEM students zoomed into classrooms while WonderKids TAs engaged children in a new online after-school program.

## ReadersPLUS

USC ReadersPLUS is an America Reads/America Counts literacy and math tutoring program operated by JEP at seven local schools. Since the program began in 1997, ReadersPLUS has trained and placed approximately 100 work-study students every semester. In 2020, 64 returning ReadersPLUS tutors provided math and reading support to hundreds of children online.

## Pre-Law Project

JEP's Pre-Law Project (PLP) is an internship program that provides real-world legal experience to undergraduate students who are interested in exploring the field of public interest law. In 2020, students served virtually at five PLP sites; one of the sites—Bet Tzedek—hosted two of our summer interns.



## Little Yoginis

Little Yoginis is a curriculum that integrates children's literature with yoga postures, meditation and mindfulness. In 2020, trained USC Yogis presented lessons during the school day via Zoom and in a new, virtual after-school program for K-5th-grade students.

## Trojan Health Volunteers

Trojan Health Volunteers (THV) offers undergraduate pre-med/pre-health students the opportunity to obtain valuable volunteer experiences in a number of hospital and clinical settings. In 2020, THV volunteers provided service in a number of online contexts and participated in research circles, discussions and a new health-themed reading club.

## Public Service Internship

The Public Service Internship Program is a summer program designed to give JEP students a deeper understanding of the community-based organizations at which they served during the prior academic year. In 2020, three interns served in virtual internships for two of our community partners.

## Understanding Homelessness through Service

The Understanding Homelessness through Service (UHS) program provides multiple opportunities for service-learning students to learn about the complex problem of homelessness in Los Angeles and abroad. In 2020, our UHS partners were unable to support virtual volunteers.



## Student Experiences



**Click on this video to see a compilation of just a few of the many great mini-lessons made by our students.**

*"Being able to tutor, despite the conditions we are in, is such a blessing! It truly keeps me motivated to become a better tutor and friend to our students."*

*"Amidst difficult times, working with my students has not only given me a sense of purpose but a feeling of hope for the future."*

*"It was really cool how JEP adapted to an online format by allowing us to do pre-recorded videos. I found that to be very flexible and manageable to incorporate in my schedule and still put good time into."*

*"I think the discussions were the best parts of this experience. I thought the topics were really interesting, and I appreciated how everyone was open to actually take part and contribute their thoughts."*

*"The boy I worked with was always so excited and happy during our sessions. He made me laugh and I truly enjoyed getting to know him. It was exciting to see the progress he made over the semester, in terms of his level of comfort reading some more advanced books."*



## JEP by the Numbers - Participants

**68.8%**  
Female

**31.3%**  
Freshman

**24.1%**  
Mentor/Tutor  
Assignment

**19.6%**  
Non-Class  
Volunteer

**22.2%**  
First-Gen

**66.6%**  
BIPOC



## JEP Partnerships

*by Emma Rendon (Director of Non-Profit Partnerships)*

As with most organizations in 2020, our community partners were struck with the challenge of operating during the pandemic. For some of our non-profit partners, hosting volunteers proved too difficult. Our homeless shelter organizations were greatly affected, temporarily pausing our students' ability to volunteer because of social distancing measures and the lack of funding needed to expand and adapt to a remote format. However, other partner organizations were able to transition and use virtual platforms to provide volunteers with the adequate information and resources they needed to make a difference.

All project scoping and planning was handled by our amazing non-profit supervisors who provided high-quality volunteer experiences with the use of technologies such as Zoom, GoToMeeting and WebEx for online conferencing and sharing materials. Our JEP volunteers were able to assist high school students with their college application essays, conduct virtual mock interviews and provide one on one virtual tutoring to students having trouble with reading, writing, or speaking English, all while under supervision of the site instructor or parent.

As we look ahead to the Spring '21 semester and with restrictions still in place for USC, JEP will continue to collaborate with our community-based organizations to provide and maintain a sense of community in a virtual environment. In a time where social distancing is required, we encourage students to stay connected and support operations of non-profit organizations while making an impact in the community.





# STEM Education Programs

by Dieuwertje J. Kast (Director of STEM Education Programs)

2020 was a year that changed everything and required JEP's STEM Education Programs to redefine what is "normal." The COVID-19 pandemic closed the doors of the Los Angeles Unified School District (LAUSD) schools and USC and we all transitioned into a virtual learning environment. We had to rethink all aspects of our program, including supply distribution to both staff and students, and how to teach hands-on science remotely.



We adapted our curriculum for all of the JEP STEM programs to be more at-home-friendly. For example, the Young Scientists Program's (YSP) 3rd-grade curriculum usually does an activity about forces, gravity, and potential and kinetic energy using Hot Wheels (toy cars). This was adapted into a lesson on "rolling" where students made their own ramps at home using things like cardboard boxes and toilet paper rolls.

With funding we received this year from the USC Good Neighbors Campaign for the Community Applying Systemic STEM Education to Schools (C-ASSETS) Initiative, we were able to send STEM supply kits home with families with the support of our amazing partner teachers.

Capacities fluctuated for each of the varying STEM programs. 65% of our partner teachers were able to host YSP TAs in their live Zoom classrooms in the fall. For those who weren't able to participate we recorded and disseminated weekly science experiment videos that corresponded to the live lessons. These are available publicly on JEP's website ([usc.edu/jep](https://usc.edu/jep)) and our YouTube channel:

<https://www.youtube.com/c/USCJEPSTEMPrograms>.



68% of our YSP student staff returned this semester and we welcomed two new coordinators: Sabrina Mir and Angelina Crittenden. The Medical STEM Program maintained its capacity and worked with the same number of teachers as in prior semesters. Wonderkids completely altered its program model, shifting from a 2-week module to a 1-week module and offering the program to all elementary school-aged children.



# Readers Plus

by Tina Koneazny (Associate Director, Administration & Educational Outreach)

At this time last year, we had approximately 100 reading and math tutors engaging with Kinder through 5th-grade students in our seven schools, providing individualized academic assistance during the school day and homework help and enrichment after school. As schools closed in the spring of 2020, we immediately began planning for how to continue to support our teachers, young learners, and families knowing that they would need it more than ever, and we recruited current JEP student staff to work with children remotely during the summer months. A committed cohort of 42 JEPers—including 31 USC ReadersPLUS tutors—answered the call and provided support to children and families through virtual tutoring.

Lessons were learned from our summer pilot program, and further planning began almost immediately to prepare for the fall semester and support the 64-strong team of ReadersPlus tutors eager to return to the program despite so much uncertainty. I want to thank and celebrate this amazing group of students and the peer leadership team, who on average have dedicated four full semesters to our program. I am impressed by and grateful for their commitment, trust, patience, and adaptability as we considered how best to serve our partner schools as the new academic year approached.



The process of recruiting K-5 children to serve was considerably more complicated as, due to LAUSD guidelines, all tutoring took place after school. This required taking extra steps (and time) to develop new sign-up procedures and protocols for protecting minors online and to communicate these to teachers, parents and tutors. We ended up working with a smaller number of children than a typical fall semester, but now all the wheels are turning for us to continue adding children to the program in the spring. And we expanded our efforts to provide material resources to families, working with THE ELLA FITZGERALD CHARITABLE FOUNDATION to safely deliver and distribute nearly \$10,000 worth of books and school supplies to our seven partner schools.

My sanity has been saved by the incredible “Central Staff” team with whom I typically share an office—our Graduate Directors, Aspen Cole and Stacey Lau, and undergraduate Central Coordinator, Cecilia Nguyen. They provided such professional and loving support of our seven undergraduate School Coordinators as well as our large tutoring team, and worked incredibly hard in between zoom meetings with me and one another to maintain the integrity of our work. We have a beautiful, wonderful diverse team and my thanks go to each and every one of them.

# Little Yoginis - Moving and Breathing Through the Pandemic

by Christine Nguyen (USC Student Yogi)



## Click on this Video to see USC Yogis doing a Holiday Yoga Practice

Leading yoga sessions during a pandemic through Zoom wasn't exactly what USC Yogis anticipated before this semester began, but it turned out to be better than any of us expected. Despite our inability to work with children in person, our team of four was able to provide lessons to approximately 100 children from four 1st- and 2nd-grade classrooms through teachers' Zoom rooms.

In addition, 24 children participated in six separate after-school small group sessions hosted by USC Yogis in their personal zoom rooms. Sharing yoga themes, breathwork and practice was something that I personally looked forward to each week, especially after being glued to the same chair and desk after hours of Zoom online classes and meetings every day. Even though most kids didn't have much yoga experience to start, I had fun along with the kids, laughing when we toppled over during tree pose or airplane pose and trying it again.

During each lesson, USC Yogis read a book with a grounding theme, such as perseverance or kindness, and then led some breathing exercises before moving on to our yoga poses and savasana (final resting pose) to end the session. Even with the limitations of virtual sessions through Zoom, the kids were engaged, participating in our yoga games and sharing their favorite poses. Some of the kids enjoyed it so much that they attended two sessions a week—even though they were only signed up for one—and others practiced yoga outside our lessons because they said it helped them during the pandemic.

For us USC Yogis, Little Yoginis was our outlet for creativity and it definitely provided the kids an outlet to move, breathe, laugh and play.

Though this new platform posed its own set of challenges, it also opened new avenues for creativity and growth for both us USC Yogis and for the "little yoginis" in our neighborhood schools.



# Trojan Health Volunteers - Summer

by Claire Cassianni (THV Student Director - Spring & Summer)

The Joint Educational Project (JEP) at the University of Southern California (USC) has been privileged to be a repeat recipient of a grant from the Gilead Foundation to support both our health- and homelessness-related programming. The Gilead Foundation provided JEP with a generous \$50,000 grant to create a Summer 2020 internship program to provide paid USC student-interns with experiences in healthcare working with various marginalized populations, in particular, individuals experiencing homelessness.

The onset of COVID-19 thwarted our plans for in-person, hands-on internships this summer. But thanks to the flexibility and ongoing support of the Gilead Foundation, the THV Summer Clinical Internship transitioned into a remote research-based project. Ten student interns selected research topics of their choice, many of which related to the intersection of health and homelessness, and conducted meta-analyses alongside their own remote fieldwork. A few students were also selected to participate in off-site research conducted by California Hospital Medical Center, where they worked on projects related and non-related to COVID-19. Their work included gap analyses, and expanded studies on healthcare metrics to better improve the care the hospital was providing to their patients.



A graduate student-coordinator—Claire Cassianni—supervised and supported the interns through the extensive process of developing a proposal, selecting appropriate methods, conducting the study, analyzing results both quantitatively and qualitatively, and writing up the final report. In addition, Claire organized bi-weekly “checkpoints,” one-on-one chats, health-related group discussions, and guest speaker events. At the conclusion of the summer, the students presented their work to several stakeholder groups at the THV Summer Clinical Internship Symposium over Zoom.

The summer internship program offered a rich experience for each of the participating students, despite the less-than-ideal circumstances.

Through their research projects, reflections and interactions with one another, the students gained an understanding of the issues surrounding social determinants of health and access to healthcare, including limited education, income disparities and lack of employment. They also considered the differential effects of the COVID-19 pandemic on marginalized communities. The students also gained practical skills—such as interviewing, data mining, and cultural sensitivity—that will help them in their future endeavors in the healthcare field.



# Trojan Health Volunteers - Fall

*by Soroush Ershadifar (THV Student Director - Fall)*

The beginning of the fall semester presented great challenges for the continuation of Trojan Health Volunteers programming. Hospitals and clinics around Los Angeles, which had been the primary placement for THV members, understandably canceled their volunteer programs to ensure the safety of patients and volunteers, and to prevent the spread of the pandemic. This presented an opportunity for THV to expand and build upon the existing foundations of THV to create new programs.

During the fall semester, THV introduced five new programs for students: Independent Research Project, Independent Online Volunteering, USC Keck's Care for the Caregivers Program, Journal Club, and an internship opportunity at the non-profit organization Global Women's Narrative Project. As with prior semesters, each program was designed as a service-learning experience for students, including weekly reflections, reflective questions, discussions, and speaker events. All programs were constructed keeping the limitations of online involvement in mind, and all in-person volunteering was discouraged throughout the semester.

All students had the opportunity to participate in one or more programs this semester. Journal Club, a new addition to THV, created an opportunity for interested students to explore the humanities in medicine and delve into lesser-known aspects of health care, such as narrative medicine, music therapy and alternative medicine, through reading and discussing academic articles. The independent research project was structured as a continuation of the THV Gilead summer internship. Students had the opportunity to select their desired topic and pursue their interests with the support of THV. Students conducted qualitative research and literature reviews, and their topics ranged from the impact of COVID-19 on nursing houses to the current state of polypharmacy.

Through the independent online volunteering program, THV members had the opportunity to choose from various organizations that focused on virtual volunteering, including the Crisis Text Line, the Trevor Project, Ark of Hope for Children, Project Sunshine, and many more. Care for the Caregiver, a program established at the Keck School of Medicine shortly after the pandemic began, offers tutoring services to the children of Keck faculty and staff. THV members were actively involved in this program as well, and they were glad to be able to provide support to frontline workers during this time.

Finally, THV established a new internship with the non-profit, Global Women's Narratives Project (GWNP). Focusing on women's stories and narratives across the world, the THV internship focused on the topic of health, with students gathering narratives from prominent physicians, healthcare workers, and others in the medical field. With these expansions in mind, THV saw its largest growth and enrollment of students in the Fall 2020 semester; we had 180 members, half of which were returning students.



# Public Service Internship Program

by Sable Manson (Assistant Director for Student Leadership and Development)

JEP's Public Service Internship (PSI) Program is designed to give undergraduate JEP students a deeper understanding of non-profits and other community-based organizations. PSI interns are able to build upon their service-learning experiences by working 10 to 20 hours a week during the summer with the community-based organization they served previously as a service-learning student. Recruitment for this summer's cohort took place in Spring 2020; however, it was hampered slightly by USC's transition to remote education midway through the semester due to COVID-19.



Alyssa Czaban, Senior Political Economy major, worked with JEP as a Program Assistant and spent her summer interning with the Pro Bono Coordinator at Bet Tzedek. In her role she was responsible for writing some of Bet Tzedek's outward facing correspondence as well as working with volunteers to coordinate hours, needs, and concerns. This assignment helped Alyssa understand the connection between volunteer hours and important grant funding for the non-profit organizations; "what I at first thought of as busywork was meaningful and ...[important] in the grand scheme and web of how nonprofits operate."

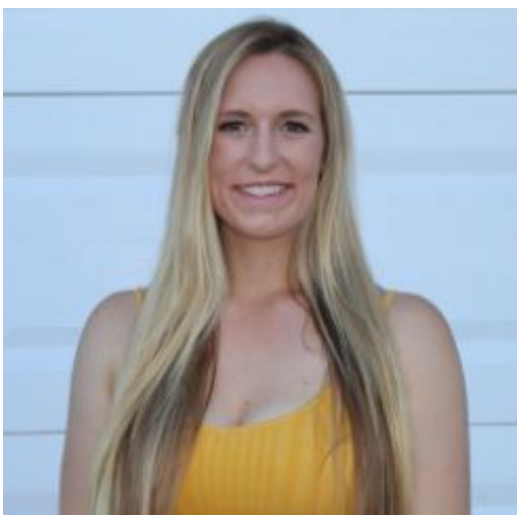


Despite these challenges, JEP was still able to offer remote internships to three USC students. Public service interns worked for approximately 200 hours over the course of ten weeks, receiving a \$3,000 stipend for the summer. While COVID-19 impacted public service interns' ability to meet in person, our partner organizations, Bet Tzedek and Sola Community Peace Center, were able to create remote internship assignments which still engaged students' skills and provided needed services to the community during the pandemic.



# Public Service Internship Program

Kaili Ganigan, a Junior Philosophy, Politics, and Law major, made her first professional connections at Bet Tzedek in the Fall 2019 semester when she worked with them as service-learning student through JEP's Pre-Law Project. Kaili has intentions to attend law school and focus on public interest law. This summer she worked with Bet Tzedek's Intake Call Center where she was able to gain a better understanding of underserved populations who are in need of legal assistance. One of her assignments was to compile a list of resources for Los Angeles residents who have experienced racial discrimination. By creating this list, Bet Tzedek hopes to identify potential clients as well as mitigate specific problems that have arisen from COVID-19, such as increased cases of homelessness and domestic abuse. Through her internship, Kaili was also able to complete Bet Tzedek's Lay Advocacy Training 2020 Program, a four-day intensive training focused on legal advocacy for elders, caregivers, young adults and children, and the LGBTQ community.



Despite the challenges of working remotely, Kaili was able to make professional connections with senior public interest attorneys who provided valuable career advice. She also strengthened her written communication skills as she had to ask questions and communicate the complexities of a case with her supervisor and peers in a way that concisely addressed a particular matter. However, the highlight for Kaili was working directly with clients to understand their circumstances and identify the latent legal issues of their case. “[Working at] Bet Tzedek this summer significantly connects to my goal of pursuing a career in law that helps serves the needs of minority communities ...[and helped me] develop advocacy skills that I can take with me to apply in my academic and professional pursuits.”

Violet Matlock, Junior International Relations-Global Business major, worked directly with Dr. Susan Stouffer for the Sola Community Peace Center, a non-profit that “provides peace education to young people, families, and community members, particularly those who are economically disadvantaged.” Violet had served as the Program Assistant for JEP's Peace Project throughout the academic year and the summer internship allowed her to continue supporting Sola by developing its digital platform and media capacity. Violet developed a communications/messaging plan for Sola Community Peace Center which included writing newsletters, promoting their social media platforms, and expanding their website by adding accessible online curricula for educators and the general public.

The impact of COVID-19 has continued to demonstrate the importance of access to digital resources and technology. To address this need, Violet digitally published all the Peace Project lessons, reading recording, and other instructions so that teachers and families would have access during the pandemic. Violet's experiences this summer aligned with her desire to pursue a career focused on American educational policy, noting; “I believe that through investment in nearby communities, we can aid in creating a safer environment for children to live and be educated.”

## Global Youth Leaders Summit

by Sable Manson (Assistant Director for Student Leadership and Development)

JEP's summer exchange program with Hong Kong Polytechnic University (Poly U) was canceled due to the pandemic as well as political unrest in Hong Kong. Yet we partnered with Poly U's Service-Learning and Leadership Office to recruit participants for its "Global Youth Leaders Summit 2020," a conference for college students whose overarching theme was "Transforming Crisis into Re-connection."



The Summit attracted an audience of over 350 participants from over ten countries and regions, including Alan (Bangyan) Zhang, senior neurology major, representing JEP and USC. Alan enjoyed making international connections with students from around the world.



In addition to connecting with his peers, Alan also enjoyed a host of diverse speakers, presenters, and invited guests who helped him gain valuable insights about social equity and entrepreneurship. Alan shared one of the valuable personal lessons he took from the experience; "It might sound cliché but I truly felt that as global citizens, we are all in this together for the pandemic. I learned that people all over the world experience similar struggles and uncertainty, and that we must develop a mutual understanding for each other and fight on together."

## Pre-Law Project

by Michael Lopez (Fall 2020 Pre-Law Project Student Director)



The Pre-Law Project has done an excellent job of adapting to the circumstances of the pandemic and online semester. Such a shift from in-person to virtual was not easy by any means but I am proud of how we handled it. We had an honest discussion with our partner law firms and advocacy organizations to determine the feasibility of conducting remote internships. We consolidated participation at five sites—Asian Americans Advancing Justice, Esperanza, Earthjustice, Bet Tzedek and Strategic Actions for a Just Economy—to provide our applicants a variety of public-interest sites to choose from.

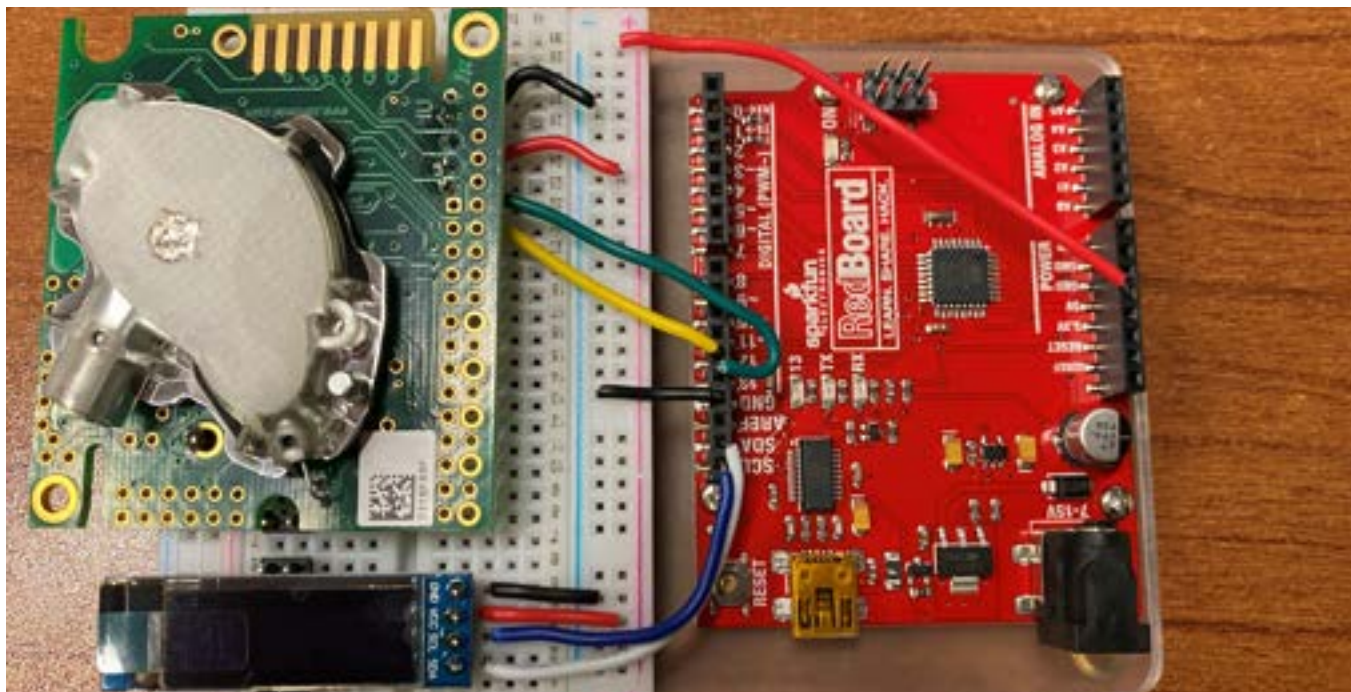


As the Pre-Law Project Director, I acted as the liaison during the matching process between the organizations and the students to aid in placing the more than 40 applications we received. Once the students were selected by their sites, the semester really hit its stride as the interns began their assignments in public interest law, ranging from advancing immigrants' rights to tenants' rights to environmental justice. I maintained an active dialogue with my students through weekly journals, reflective essays, and two group discussions. As the semester came to a close and I received feedback from my students, I'm happy to say that they reported the Pre-Law Project was a rewarding experience that allowed them to explore their professional interests and further their understanding of service. Whether it's remote or in-person, I can't recommend the Pre-Law Project enough to any student considering a career in the legal field.



# Climate Change Professional Development for Teachers

by Dieuwertje J. Kast (Director of STEM Education Programs) and Kyla Kelly (Graduate STEM volunteer)



The USC Joint Educational Project's STEM Education Programs hosted a climate change professional development (PD) program for elementary school educators on Saturday, October 17th, 2020. The virtual PD workshop covered elementary lesson plans that could be incorporated in digital and in-person classrooms and featured hands-on, inquiry-based and interdisciplinary activities with math and literacy components. The lessons covered how to introduce students to climate change using at-home-friendly supplies, like glass and plastic cups and thermometers, and provided instructions for collecting data related to climate change

The workshop provided helpful resources to the teachers in attendance, 80% of whom reported that they were "extremely likely" to teach one or more of the lessons to their students, facilitating further elementary education on greenhouse gas emissions.

Elaine Krebs, a science educator from the California Science Center, remarked; "This workshop provided useful experiments and conversation starters for my students that will get them thinking about how they can make a difference on climate change on both a global and local scale." Another teacher commented; "The lessons in this workshop are simple to implement and capitalize on an issue relevant to schools, teachers, and students."

JEP's STEM Education Programs partnered with the USC Rossier School of Education to offer Continuing Education Units (CEU) to participating teachers. Funding for the workshop was provided by the North American Association for Environmental Education (NAAEE).

## About Us

Established in 1972, the USC Joint Educational Project is one of the oldest and largest service-learning programs in the United States. Based in USC's Dornsife College of Letters, Arts and Sciences, JEP integrates university-level academic coursework and community service in the Los Angeles area, with a strong presence in the university's neighboring community.

### Mission Statement

In collaboration with campus and community partners, the Joint Educational Project develops service-learning activities for USC students that address community-defined needs, complement coursework, and encourage critical reflection on contemporary social issues.

### How you can help JEP

To help support our efforts, please donate via our website: <https://dornsife.usc.edu/joint-educational-project/donate/> or reach out to learn more about specific funding opportunities:

Susan Harris, JEP Executive Director, 213-740-1837, [scharris@usc.edu](mailto:scharris@usc.edu)

Lorri Grubaugh, Assistant Dean of Advancement, USC Dornsife, 213-740-4991, [grubaugh@usc.edu](mailto:grubaugh@usc.edu)

