

ANNUAL REPORT

2022–2023



A MESSAGE FROM THE CEL COORDINATOR



In this role, Sarah leads the Community Engaged Learning program in the Undergraduate Education Program in the School of Education (SOE). She works with local partners and SOE faculty to develop professional development and community engagement opportunities for education students. Sarah received her Masters in Higher Education Administration and Policy at the SOE.

As the Community Engaged Learning (CEL) Program entered its fourth year, I took time to reflect on how far this program has come. In 2019, the program was merely a service-learning project with no thought in turning it into a program. Now in 2023, the program sits on a strong foundation, serves more than 800 students, 20 partners, and faculty throughout the Inland Empire and Los Angeles County. Even through a world wide pandemic, the CEL Program continued to grow in all aspects while maintaining the original goal: become a bridge between SOE and our community.

Every year as I write our Annual Report, I always like to acknowledge a theme of the overall year. Last year, the theme was a year of growth. It is without question that the program has seen growth this year, however, the theme of this year was strengthening our roots. Our roots are embedded throughout the Inland Empire and Los Angeles County in all of our community partner organizations. You can see our roots clearly during graduation season when you listen to our students share the many challenges they have overcome due to being first-generation, person of color or coming from a low-income household. You can also see our roots when you hear from our partners of the impact our students make on the community. The Community Engaged Learning Program would not be here today if it were not for our students' stories and the strength from our community.

In this Annual Report, you will see the growth we have made, but you will also see the focus on strengthening our roots in our community and our students. As we head into the 23-24 academic year, the program will undergo a larger growth spurt which will lead to some growing pains; however, we will remember how we started, and our original goal with the hope to keep strengthening our roots.

With gratitude,

Sarah E. Juarez

MEET THE CEL TEAM



Victoria Tellez CEL LEAD

Victoria served as a Subject Matter Tutoring Student Lead and transitioned into a CEL lead where she was responsible for leading a cohort of students who are volunteering in programs and non-profit organizations. In addition, she was responsible for the CEL section of the SOE Weekly Scoop Newsletter. Victoria graduated in Spring 2023 and is now working on a teaching credential at Cal Baptist University.



Ashley Cabrera CEL LEAD

Ashley served as a Story Time Student Lead and transitioned into a CEL Lead where she was responsible for leading a cohort of students who are volunteering at k-12 schools. In addition, she was responsible for CEL's weekly content on SOE's Instagram. Ashley graduated in Spring 2023 and is now working on a teaching credential and Masters degree at the University of California, Irvine.

MEET THE 23-24 CEL TEAM



LizVeth Morales



CEL PRIMARY PROGRAM LEAD

I support Sarah, on various projects such as orientation, workshops, and fostering relationships with partners and faculty. As the primary program lead, it is crucial to the CEL team to continue fostering positive connections with partners, leading to increased internship opportunities for our SOE students.



Emily Perez Ortiz



CEL GRAD STUDENT INTERN

My role includes assisting the team with enrollment, advising, faculty outreach, analyzing data, and creating a pipeline for student leads. This work is significant because it helps expand the CEL program and allows us to foster deeper relationships with our communities.





Irene Yong

CEL STUDENT LEAD

I am in charge of orientation and ensuring the communication between the program and the students within the program is connected. I believe that my role impacts our community in ensuring that the students are being treated right by their internship supervisors and hopefully, I am helping those who are unsure of their career path and leading them in a direction that they want for themselves in the future.



Luis Sandoval

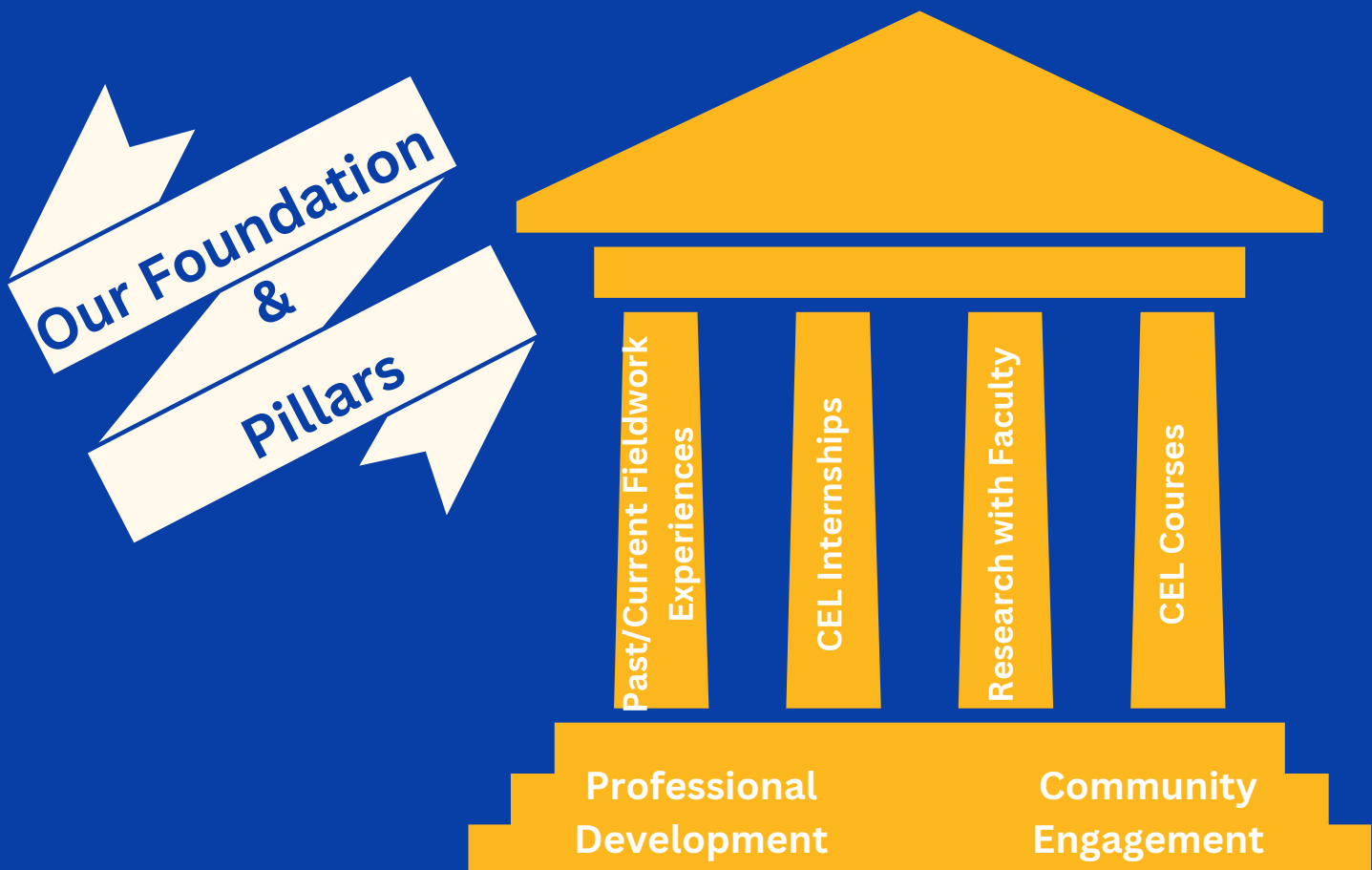
CEL STUDENT LEAD

I assist students who are currently completing their 40 hours of Community Engaged Learning. I facilitate orientations, as well as provide support to students while they are working in their internships. As a Student Lead, it is important to provide students with the support they need to complete their internships and encourage students to maintain a sense of professionalism when working with our partners.



"My favorite thing about the program is how friendly the environment is."

-Tim Jang (Hyun Woo)



The School of Education requires undergraduate Education, Society, and Human Development (ESHD) majors to complete 40 hours of Community Engaged Learning as a critical component of the degree requirement. The goal of Community Engaged Learning is to enrich and extend the UCR coursework experience with applied, real-world learning addressing community-identified concerns while serving the population needs of students, faculty, and partners. The focus of each experience is to encourage students to put into practice their learned knowledge of education theory, research, policy, and practice in ways that contribute to the mission of an educational or community organization through well-informed service.

Professional development and community engagement serve as the foundation of the program with the hope to provide these two foundational pieces to the populations we serve. Whereas, our pillars (e.g., past/current fieldwork experiences, CEL internships, research with faculty, and CEL Courses) provide opportunities for our populations to receive professional development and community engagement.

FACULTY

The Community Engaged Learning Program strives to serve the School of Education faculty. The ways we are able to serve faculty are through Service-Learning and connecting students to research opportunities. Below represents how many UCR students participated in research with faculty and service-learning this past year.



**FACULTY WHO LED EDUC 190
COURSES WITH ESHD STUDENTS**

27	Eui Kyung Kim
3	Robert Ream
3	Michael Solis
2	Cathy Lussier
1	Rita Kohli
1	Suneal Kolluri
1	Gregory Palardy
1	Amos Lee
1	Stephanie Moore

**FACULTY WHO HAD SERVICE-
LEARNING IN THEIR EDUCATION
COURSE**

Tracy Lawrence
EDUC 003 - Imagining Teaching:
Science-Mathematics Emphasis

Faculty of the Year



Marsha Ing

Marsha Ing is a SOE Associate Professor. Her research focuses on measuring mathematics and science teaching and learning. She is particularly interested in applying quantitative methods to understand the mechanisms that influence STEM (science, technology, engineering, and mathematics) student outcomes.

This past year, we worked closely with Marsha by collaborating in her EDUC 118 Research Methods course. This collaboration has been instrumental in understanding the community better and learning how we can become better partners. We appreciate the immense knowledge, guidance, and expertise Marsha has given to the Community Engaged Learning Program.

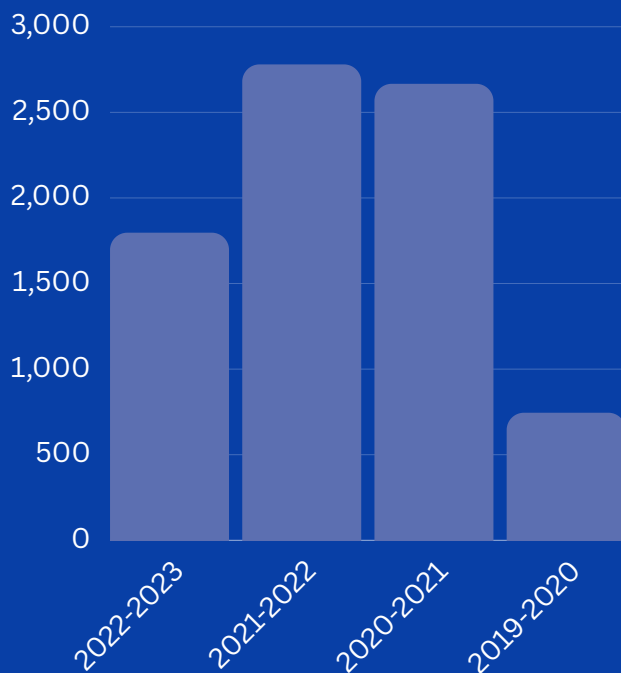


A photograph of a university campus. In the background, a tall, modern clock tower rises above a line of trees. In the foreground, large, white, three-dimensional letters spell out 'UUTAH'. The letters are partially obscured by a blue rectangular overlay. The scene is set against a cloudy sky. The word 'STUDENTS' is written in white, bold, serif capital letters on the blue overlay.

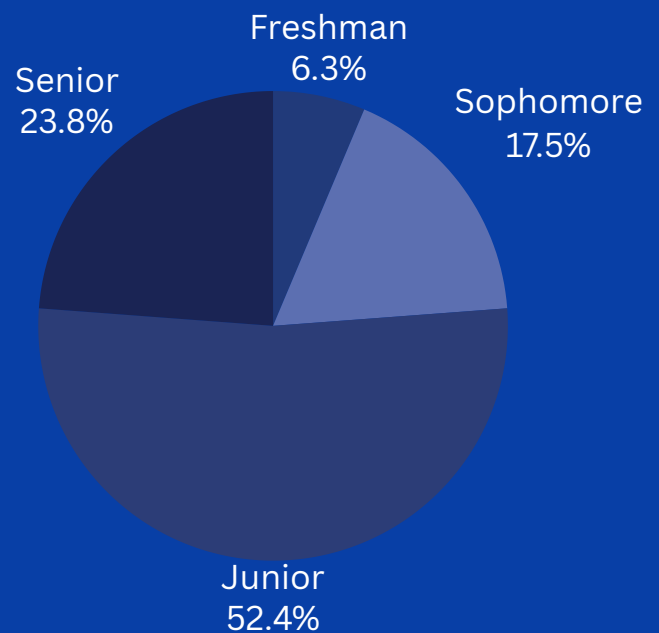
STUDENTS

As the Community Engaged Learning Program continues to establish itself in the Undergraduate Education program, more students are understanding the importance of planning ahead and accessing the resources we provide. We were able to see the proof of our popularity with how many students we served this year (189 students) compared to last year (120 students). With adjustments to HOF/HOT, we have been able to see more students start working on their hours before their senior. However, our goal is to have every student start during their 1st year to allow them the time to engage in the community, build relationships, and establish their professional identity. In the next couple of pages, you will learn different types of data from our student population this past year. What this information summarizes is the program is serving students adequately, but there is room for improvement in increasing the amount of time the program has with the students.

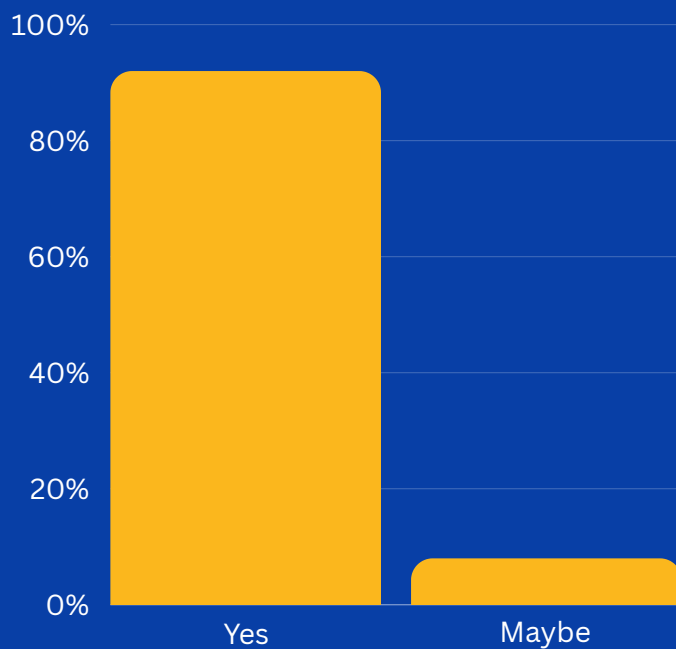
Snapshot of Students Total Hours



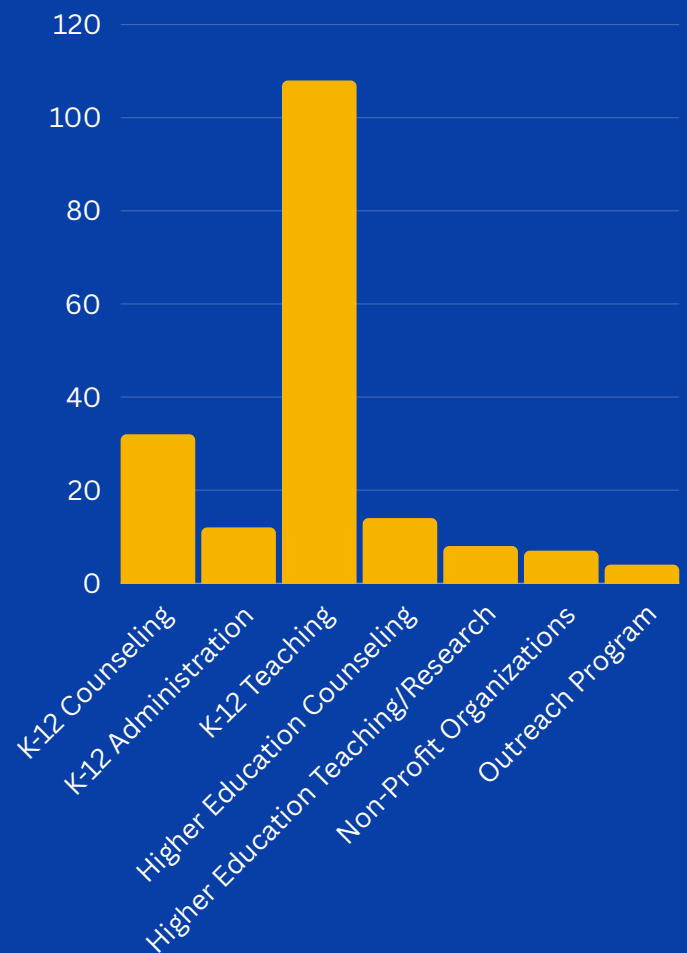
Student Class Level



Do you believe the program was helpful in providing experience for a future career?

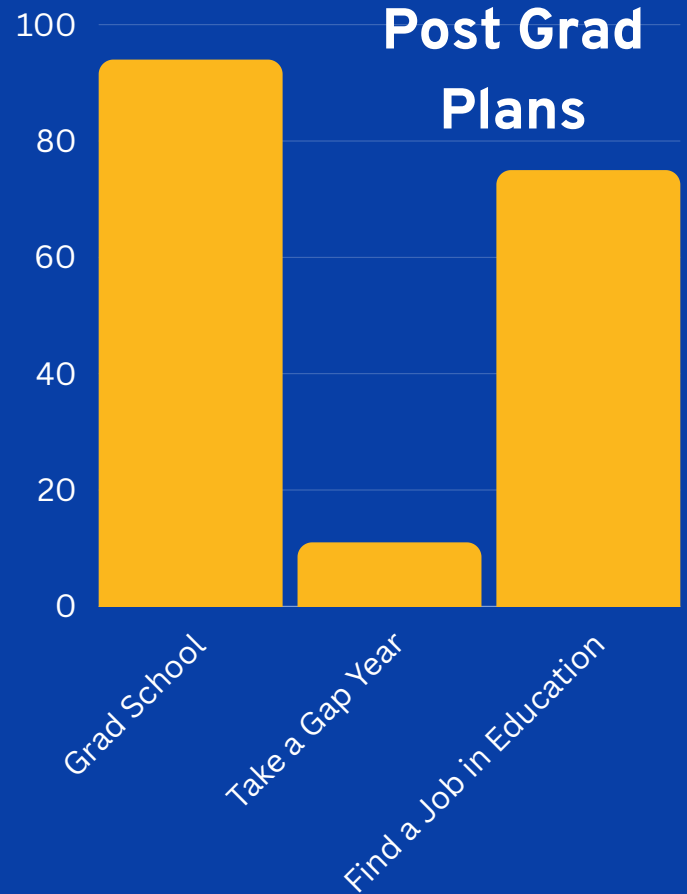


Career Fields



"I learned to go beyond one solo experience in education as an undergrad. I would like to go explore outside opportunities to broaden my experiences and allow for a more rounded career in the future."

-Jazmin Franco



“I have learned problem solving and patience through the camps with the kids. There were many moments where problems would come up with the kids and I was able to use the strategies that I have learned in my education classes which was very helpful.”

-Tyra Logan





RIVERSIDE

School of Education
Community Engaged
Learning

PARTNERS



2022-2023 COMMUNITY PARTNERS

←.....→

Foothill Elementary School - AUSD
Castle View Elementary School -RUSD
University Heights Middle School-RUSD
Ramona High School-RUSD
Hemlock Elementary School -FUSD
Juniper Elementary School-FUSD
Almond Elementary School-FUSD
Fontana High School-FUSD
Riverside Arts Academy
Create Thirst Academy
Project Access
Blu Educational Foundation
Come Back Kids
My Learning Studio
SRC Youth Programs



“I have learned that sometimes as students we need a little push to get things started. I absolutely loved my internship and those around me. I had the opportunity to meet other soe peers and work along side them during my interhship. I was able to affirm my passion for my future career and education as a whole. I loved getting to know my community and actively seeing how my participation matter and how it positively impacted students in the community. ”

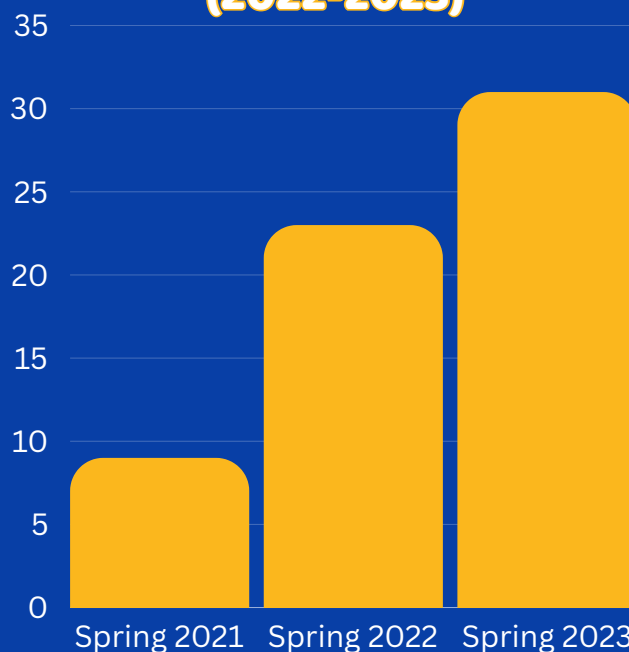
-Ana Cienega



A part of the foundation for the program is community engagement. We take much pride in our partners and make sure to cultivate long-lasting partnerships in our community. We have been fortunate in gaining partnerships steadily every year since 2019 and appreciate the professional development opportunities our partners have provided to our students.

This past year we observed something interesting in our student population. Students are completing more hours in the fall and winter quarters. This is interesting because students have shared they prefer to sign up for the spring/summer cohort since they do not take any classes in the summer. However, our data is showing students are not only completing more hours but they are staying in their internships until the spring quarter. With this information, we are adapting and communicating to partners that if they have a high need for interns, the fall/winter cohort can serve the need compared to the spring/summer cohort.

Partnership Growth (2022-2023)




Our Community

We take much pride in our community as many of our students were born and raised in the locations we serve. Our community is located in three counties: Riverside, San Bernardino, and Los Angeles which encompasses 32,258 square miles and approximately 14 million people. A vast space that comes with its fair share of challenges and barriers. We are dedicated to learning more about what our students face when growing up in these regions and how we can contribute to bettering our community.

We consider ourselves a bridge between our community and the School of Education. Our hope is that through our connection, our community receives the assistance and attention it needs to fulfill its mission while teaching our students what is needed to be an inspirational and impactful educator.



Partners of the Year




We would like to recognize Foothill Elementary School and Project Access as they have been exemplary partners in not only student experience but in communication and collaboration. Their partnership serves as the heart of the Community Engaged Learning Program.

Foothill Elementary School



Foothill Elementary School is located in the western region of Riverside and serves students in grades Transitional Kindergarten through Fifth grade following a traditional calendar. At the beginning of the 2013-2014 school year, 622 students were enrolled, including 11.6% in special education, 64.8% qualifying for English Language Learner support and 93.7% qualifying for free or reduced price lunch.

Project Access



Project Access Resource Centers are onsite in affordable and workforce housing communities to help residents cultivate strong communities, positive changes, and hopeful futures. The mission of Project Access is to be the leading provider of vital on-site health, education, and employment services to families, children, and seniors living in affordable and workforce housing communities.

Conclusion

The purpose of this annual report was to showcase how the 2022-2023 academic year went; It also provides a time for reflection. Our focus this year was to learn more about the needs of our community and students. We learned that our students prefer hybrid and flexible opportunities since many of them work full/part time or do not have reliable transportation. In addition, we learned that our partners need more assistance in the form of more interns in their organizations. Lastly, we recognized a need from both students and partners to provide more internships outside of the Riverside/Moreno Valley region. To respond to these needs, the program is required to grow in student population, funding, and personnel.

As we enter the 2023-2024 academic year, the Community Engaged Learning Program will now serve the entire School of Education. This change will assist in the need of growing in student population as we will now be serving undergraduate, graduate, and teacher candidate students. The CEL team will now be reporting to the Associate Dean of Strategic Initiatives which will open possibilities of more funding and personnel to keep up with the growing population demand and respond to the need of transportation. The program will experience it's biggest growth spurt to date due to this change, but it will allow for more opportunities to strengthen our roots and accomplish our original goal: become a bridge between SOE and the community.



Writer/Designer

Sarah Juarez

Community Engaged Learning Coordinator

Co-Designer

LizVeth Morales

Community Engaged Learning Primary Program Lead