Campus Compact

Mid-Atlantic

MODEL PROGRAMS 2018

Environmental Engagement
Building Just Communities

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CAMPUS COMPACT MID-ATLANTIC

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Dear Friends,

What a pivotal and exciting year this has been for our Compact! Following several months of planning and discussion, the Board of Maryland-DC Campus Compact voted unanimously to expand our service area to include Delaware. On July 1, 2017 we became Campus Compact Mid-Atlantic (CCMA). In the past few months 85% of Delaware's college and university presidents have decided to join our network, committing their institutions to deepening their practice of civic and community engagement to improve community life.

Highlighted in this 2018 Model Programs Magazine, you will see how CCMA member institutions are working together with local community partners to promote environmental awareness and sustainability. Some of these partnerships are engaging elementary, middle, and high school students in projects that contribute to their college, career, and civic readiness, while also creating more equitable communities. Featured programs increase student engagement throughout our region and improve the environment in which we are all living by elevating our communities.

In light of all that our country has experienced this year, it is all the more urgent to fulfill our mission of preparing our students to become civically-engaged global citizens. Our institutions are working together as anchors in their communities to actively improve our neighborhoods and our region. While the model programs and partnerships captured in this magazine represent only a fraction of our network's efforts, they clearly show the impact we can have if we unite to create opportunities for student engagement and improve community life.

Your contribution to CCMA goes directly towards supporting our mission, and ensuring that community engagement continues to transform our students, institutions, and region.

Thank you for joining us in this essential work.

D. McAllister-Wilson

Reverend Dr. David McAllister-Wilson
President, Wesley Theological Seminary
Chair, Campus Compact Mid-Atlantic

M Yates

Madeline Yates
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Campus Compact

Mid-Atlantic

WHO WE ARE

The Campus Compact Mid-Atlantic (CCMA) is a membership association of public, private, 2- and 4-year colleges and universities. CCMA provides leadership to colleges and universities in Maryland, Washington, DC, and Delaware by advocating, supporting, and encouraging institutional participation in academic and co-curricular-based public service and civic engagement programs. CCMA strengthens the capacity of member institutions to enhance student learning and to meaningfully engage with communities.

OUR VISION

CCMA develops globally engaged citizens who actively contribute to creating healthy, sustainable, and socially just communities.

OUR MISSION

CCMA mobilizes the collective commitment and capacity of higher education to actively advance our communities through civic and community engagement.

CORE VALUES

- Engaged Citizenship
- Collective Impact
- Promoting Diversity
- Life-Long Learning
- Creating Equity and Justice
- Reciprocity
- Sustainability

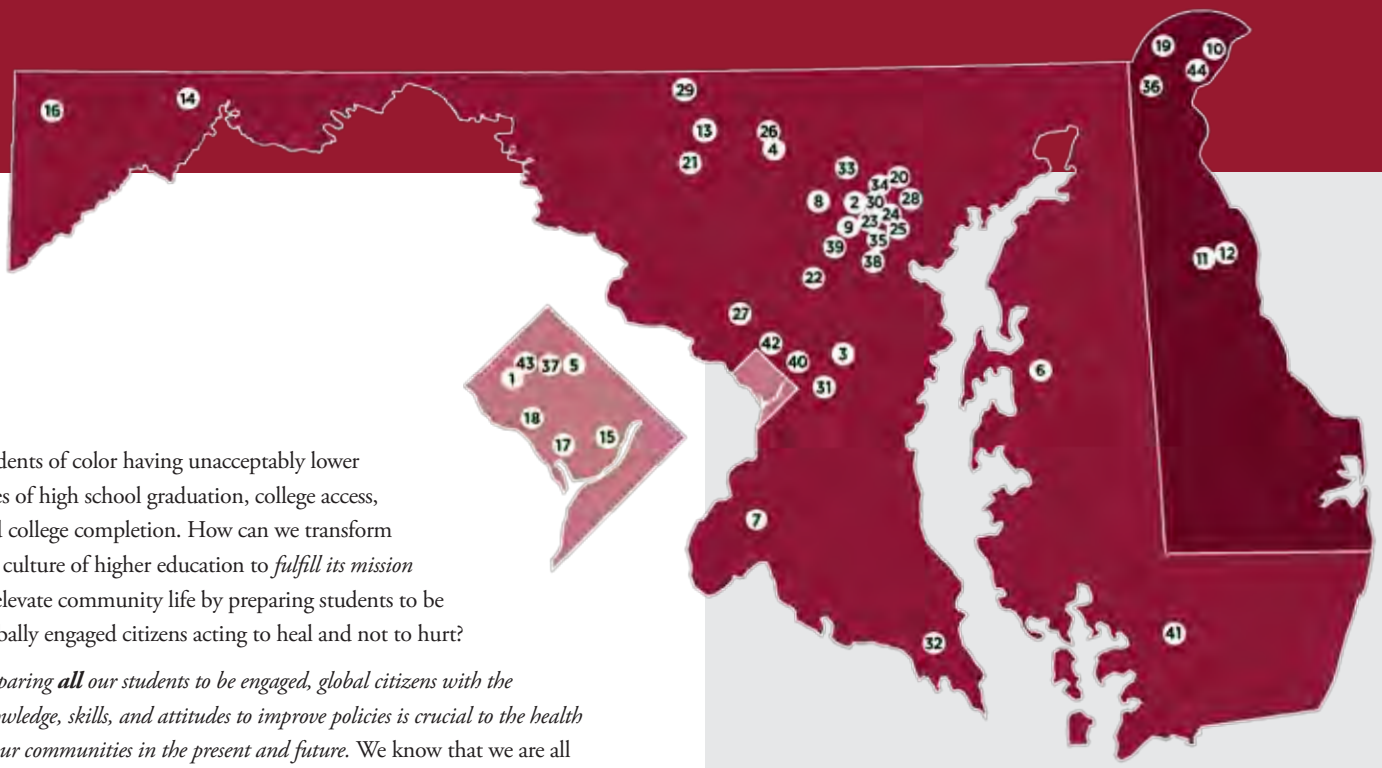
STANDARDS FOR EXCELLENCE

CCMA Update

Dear Friends,

This year has been one of incredible growth and change for our network. Over the past 12 months our organization expanded to include the State of Delaware, and our name changed to "Campus Compact Mid-Atlantic." We gained seven new members including 85% of Delaware's higher institutions. We launched the pilot phase of our P20 CONNECTS College, Career, and Civic Readiness collective impact initiative (see p. 59) including five pilot partnerships and a leadership team. We started a region-wide conversation about how to incorporate community-engaged teaching and scholarship in promotion and tenure. Our Board also launched a Business Leaders' engagement initiative by hosting several breakfasts through which business and corporate leaders can join CCMA in actively advancing our communities through civic and community engagement. We are deeply excited by the energy, leadership, and commitment our new institutions and new partners bring to our expanding network. We are thrilled to be able to leverage the collective energies of our regional educational network for a common purpose.

Holding this good news and the positive impact of our campus-community partnerships nonetheless remains paradoxical amidst the challenges of the larger national environment in which we are living. From tragedies such as Charlottesville and Stoneman Douglas High School, we relive over and over the grief that ensues when individuals act to hurt instead of to heal. Less visible but additionally devastating are the structural inequities and unjust policies contributing to 43 million Americans living in poverty, 25% of our nation's 9th graders not graduating on time, and low-income students and



students of color having unacceptably lower rates of high school graduation, college access, and college completion. How can we transform the culture of higher education to *fulfill its mission* to elevate community life by preparing students to be globally engaged citizens acting to heal and not to hurt?

*Preparing **all** our students to be engaged, global citizens with the knowledge, skills, and attitudes to improve policies is crucial to the health of our communities in the present and future.* We know that we are all connected. The action and inaction of everyone affects all of us. Our tendency is to focus on the horror of physical violence, rather than to address the complex, insidious structural violence of poverty and racism that weaken our communities and society every day. How can our network of higher education institutions work collectively to address systemic issues and injustices in order to create healthy, sustainable, just communities?

In this 2018 *Model Programs Magazine,* we focus on what our network of 44 colleges and universities are doing, individually and collectively, to improve the environment. Some institutions focus on projects addressing ecological sustainability, while other campuses and programs focus on improving the "socio-economic and political environments" of their communities. This variety of approaches to improving the environment of which we are all a part is the essence of our Compact: many different institutions and programs addressing a variety of issues, yet, together, greater than the sum of our parts. I invite you to read about the amazing work of our members and students, and be renewed and reinvigorated with hope for our collective capacity to be a positive force for change in the Mid-Atlantic region.

M Yates

Madeline Yates
Executive Director
Campus Compact Mid-Atlantic

1. American University
2. Baltimore City Community College
3. Bowie State University
4. Carroll Community College
5. The Catholic University of America
6. Chesapeake College
7. College of Southern Maryland
8. Community College of Baltimore County
9. Coppin State University
10. Delaware State University
11. Delaware Technical Community College
12. Delaware College of Art and Design
13. Frederick Community College
14. Frostburg State University
15. Gallaudet University
16. Garrett College
17. The George Washington University
18. Georgetown University
19. Goldey-Beacom College
20. Goucher College
21. Hood College
22. Howard Community College
23. Johns Hopkins University
24. Loyola University Maryland
25. Maryland Institute College of Art
26. McDaniel College
27. Montgomery College
28. Morgan State University
29. Mount St Mary's University
30. Notre Dame of Maryland University
31. Prince George's Community College
32. St. Mary's College of Maryland
33. Stevenson University
34. Towson University
35. University of Baltimore
36. University of Delaware
37. University of the District of Columbia
38. University of Maryland, Founding Campus
39. University of Maryland, Baltimore County
40. University of Maryland, College Park
41. University of Maryland Eastern Shore
42. Washington Adventist University
43. Wesley Theological Seminary
44. Wilmington University

Campus Compact
Mid-Atlantic

Awards

The Alan G. Penczek Service-Learning Faculty Award

Recognizes and honors one faculty member in each of the three higher education sectors (public universities, community colleges, independent colleges and universities) for excellence in the integration of service-learning into the curriculum and impact to students and the community.

The Early Career Engaged Scholarship Award

Recognizes and honors a scholar for his/her outstanding research in curricular and/or co-curricular service-learning which advances the field.

The Engaged Career Scholarship Award

Recognizes and honors a scholar for his/her outstanding research in curricular and/or co-curricular service-learning which advances the field.

The Excellence in Service Student Group Award

Recognizes and honors one student group in each of the three higher education sectors (public universities, community colleges, independent colleges and universities). Nominations are reviewed for leadership in and commitment to service projects that extend beyond any co-curricular requirements or course-based service-learning. Priority is given to groups which demonstrate that their project led to long-term, sustainable community impact.

The Campus-Community Partnership Award

Recognizes one outstanding campus-community partnership that produces measurable impact in both student participants and the community. Consideration will be given for demonstrated sustainability, reciprocity, and mutual collaboration.

The Civic Engagement Award

Recognizes an individual or group who contributes to the development of civic learning and engagement. Nominees may be a faculty member who uses service-learning, a campus-community partnership, a volunteer office, or another collegiate program that yields civic outcomes.

The Institutional Leadership Award

Recognizes and honors one individual for outstanding contributions to the institutionalization of community engagement, by inspiring a culture of service/civic and community engagement on the campus and involving community voice in the development of partnerships and the campus. This award honors a person who has contributed to the overall success of campus-community collaboration and advanced community engagement at his or her university.

The Engaged Campus Award

Recognizes institutions of higher education for exemplary commitment to being a "community-engaged campus." This is the region's highest award for a community-engaged campus which is actively seeking to "fulfill the public purposes of higher education."

The Civic Leadership Award

Recognizes an individual who has contributed substantially to the development of civic and community engagement in the Maryland-DC-Delaware region. Nominees may be public servants, non-profit, or other community leaders who have helped to create a culture of community-engagement and improved community life within the Maryland-DC-Delaware region and beyond.

The William E. "Brit" Kirwan Engaged Leader Award

Recognizes and honors an individual for his or her lifetime contributions as a systemic-change agent. This individual has helped to shape policy to advance communities, ultimately elevating the quality of collective life throughout the Maryland-DC-Delaware region and beyond.

The P20 CONNECTS Partnership Award

Recognizes a leading partnership between PreK-12, higher education, and the community. This partnership addresses issues related to college, career, and civic readiness through student engagement and service-learning, thereby increasing both student success and community development.

"As educators we must prepare our students to understand the importance of the word 'citizen.' That is what community engagement is all about."

— Dr. Freeman Hrabowski III, *President, UMBC to* The New York Times

Community Service Capstone at American University

At American University School of International Service, Professor Garrett Graddy-Lovelace designs and leads a community-based research capstone practicum for graduate students on the topic of US agricultural policy. In "US Farm Bill: Domestic & Global Impacts," over fifty students have collaborated with the Rural Coalition (RC) and the National Family Farm Coalition (NFFC)—two US-based grassroots organizations of farmers, farmworkers, ranchers, and tribal communities working to inform, reform, and transform agricultural policy. RC and NFFC are part of the transnational agrarian network, La Via Campesina.

Since 2013, these two coalitions and their member groups have articulated their research needs to yearly teams of Masters students. These students then work with community partners to contextualize and evaluate farm policies so as to discern what has been or could be most effective in cultivating sustainable, equitable, viable agriculture. Drawing on mixed research methods, from key informant interviews and focus groups, to Geographic Information System community mapping and statistical analysis, his hands-on practicum requires interdisciplinary academic rigor, as well as dialogic Participatory Action Research methodologies – and trust. Topics have included: agroecology, international agricultural trade impacts on smallholders, migration, farmers' markets, tribal land tenure and indigenous agriculture, and agricultural biodiversity, and more.

Practicum deliverables include briefing reports, databases, timelines, maps, literature reviews, data visualizations, blogs, short documentary videos, a terms of engagement memo, to name a few. To conduct this collaborative research, students have traveled across the country, from Oklahoma to Iowa, Appalachia to El Paso, the Delta to the Hopi Islands. The goal is mutual benefit, but one thing is certain: Professor Graddy-Lovelace and graduate students have been honored to learn from these farming communities. Most deliverables are posted on the Practicum webpage: farmbillfairness.org.

"The briefing reports support our efforts to pass legislation ensuring fair farmer prices and are also very useful to share with allies, funders, and broader public at our website."

— Lisa Griffith, *Executive Director*
National Family Farm Coalition

BALTIMORE CITY COMMUNITY COLLEGE
CHANGING LIVES...BUILDING COMMUNITIES

Learning · Service · Action

This year at Baltimore City Community College (BCCC), service-learning opportunities have been intentionally woven throughout student activities in order to integrate service into the culture of the school. The Ascenders' Club is one of the oldest and most active clubs at BCCC. Their purpose is to provide networking opportunities with other student clubs and organizations at BCCC both on and off campus. The club has raised over $10,000 with various community service projects.

Students from both the Accounting & Business Club and the Ethics Values Club co-sponsored the annual Ethics & Values Day. The event included student analysis of guest panelists, case studies that the students identifed and led discussions on, and student presentations of contemporary civics and ethics. In conjunction with this event, the club sponsored a food drive for the House of Ruth Maryland and also raised $255 toward the purchase of additional electronic tablets for kids in our child development center.

Finally, an excellent example of connecting students' service-learning to their work readiness is the Volunteer Income Tax Assistance Program (VITA). Four members of the Accounting and Business Club volunteered during the months of March and April along with their peers from Coppin University to prepare taxes for lower income members of the community. The students prepared a total of 750 tax returns.

By integrating service into student clubs, BCCC is developing a culture of service and civic responsibility. When we put service in the perspective of doing good and doing well, our students—often adults balancing school, work, and personal responsibilities—can see a way to incorporate the habits of service and community engagement into their lifelong learning.

"Participating in service opportunities, such as through the VITA program, not only strengthens our students and prepares them for a lifetime of learning, but it also helps BCCC integrate service into the culture of our college."

— Dr. Gordon F. May, *President/CEO*
Baltimore City Community College

Youth Get Hands-On STEM Experience

High school students are getting an introduction to career opportunities in science and technology through a partnership with Bowie State University that engages them in hands-on learning.

In Spring 2017, about 20 tenth graders from the Eleanor Roosevelt High School in Greenbelt learned how to integrate sensor technologies into robotic cars during Bowie State's three-month Robotics Clinic, as part of the university's K-20 career pipeline program, Education Innovation Initiative (EI2). By program's end, they presented their projects at an EI2 showcase. The Robotics Clinic is set to continue in the 2017-18 school year.

Bowie State's interim Provost Guy-Alain Amoussou said community outreach through EI2 makes it possible for young people to prepare for a future in science, technology, engineering, and mathematics (STEM). EI2 provides hands-on learning opportunities for Bowie State students and local youth to use technology to address real-world problems.

"This ongoing partnership with Eleanor Roosevelt High School and its dynamic principal, Reginald McNeil, will ensure that more local students are ready for college and hopefully choose to study at Bowie State," said interim Provost Guy-Alain Amoussou.

Later, in Summer 2017, about 40 ninth graders from Eleanor Roosevelt High School spent a day at Bowie State University, exploring STEM careers. Led by Bowie State University professors and students, the youth were among the first high school students to engage in interactive learning in the university's new Center for Natural Sciences, Mathematics, and Nursing. They handled pipettes used in DNA research, learned about the college application process, and heard from Bowie State University students about how they would prepare for college differently if they had started in the ninth grade.

"It's so critical to work with our partner schools to help students have a clear understanding early in high school about what it takes to be successful in college."

— Dr. Guy-Alain Amoussou, *Interim Provost & Vice President for Academic Affairs, Bowie State University*

CARROLL
COMMUNITY COLLEGE

Students as Weed Warriors

Students from Carroll Community College have volunteered with the Weed Warrior project so that they may learn more about the local environment and teach their peers how to become better stewards of the wildlife in their community. All service-learning projects include research and planning about the community need, an action project, and reflection with next steps included.

The Weed Warriors project is managed by the Carroll County Forestry Board, staffed by everyday citizens and volunteers, and educates the population about local trees and forests by training volunteers to seek out and remove non-native, invasive plants and trees.

"My organization would not exist without volunteers. As with many problems, early detection and treatment is the key, before the infestation grows too large to be managed effectively."

— Nick Yoder, *Coordinator for the Weed Warriors Program*

Pathways to College, Civic, and Career Readiness

"Our partnership with Logan Elementary was my greatest accomplishment during my first year as Honors Director at Dundalk. Students were able and willing to help members of the Dundalk community. Many students already had connections with Logan Elementary, but hopefully all of the Logan Elementary families were able to see CCBC as a positive place that cherishes the community that we serve. Maybe 10-12 years from now I'll see some of those first graders in one of my classes!"

— Adrianne Washington, *CCBC Honors Program Director*

"Working with Reading Partners had an unexpected ripple effect across my life. The connections I made with my student and her school helped me be more engaged in my community, had practical applications in my teaching, and became important to my family."

— Carr Kizzier, *CCBC English Professor*

The Community College of Baltimore County (CCBC) launched its Pathways to College, Civic, and Career Readiness (P3CR) project to increase its educational equity and community outreach by engaging CCBC students in service to improve literacy skills of Baltimore youth in underserved communities. P3CR is led by Monica Walker, EdD, CCBC's Dean of Developmental Education and Special Academic Programs, and reflects the institution's commitment to provide CCBC students civic engagement opportunities and close opportunity gaps, setting children from low-income communities on the path toward literacy and college readiness.

Established in 2016, CCBC's P3CR Project expanded partnerships with Baltimore County Public Schools through two literacy initiatives: Literacy for Logan and Reading Partners. After discovering that Logan Elementary School had a severe shortage of classroom reading resources, CCBC Professor Adrianne Washington recruited 15 honors students to organize the Literacy for Logan book drive. While the original goal was to collect enough books for every student in a single first grade class, they ultimately provided books, tote bags, pencils, and bookmarks for all 97 first-grade students.

Along these lines, CCBC faculty and students served as tutors for Holabird Elementary and Moravia Park Elementary Schools, in conjunction with Reading Partners, a children's literacy organization. During the 2016-2017 academic year, 57 CCBC students tutored with Reading Partners, supporting the learning needs of 57 elementary students during 664 individualized tutoring sessions. In 2016-2017, 74% of all Baltimore Reading Partners elementary students met or exceeded their primary, end-of-year, literacy growth goals.

The P3CR Project will expand by increasing CCBC student, faculty and staff participation in the Reading Partners program and by replicating the Literacy for Logan book drive at other elementary schools with similar classroom resource needs.

Your time.Your place.
Chesapeake College

Associate's Degree Program in Agriculture

Chesapeake College is serving the agriculture community on the Eastern Shore with an innovative two-year Associate's Degree in Agriculture Program featuring diverse courses and real-world applications. Field trips, guest speakers and instructors from the local agriculture community are integral to the program.

"We're focused on exposing the students to real-world farming operations and providing interaction between local producers and the students. I have encountered overwhelming support when reaching out to producers to ask if they will guest lecture or allow our class to tour their operation. The program is designed to provide students with relevant, hands-on learning opportunities so they can gain skills needed to succeed in a career in agriculture on the Mid Shore – everything from soil sampling, to animal nutrition, to grain marketing, to operating drones. Graduates of our Ag program should transition seamlessly to a private farming operation or an agriculture service providing company," said Dr. Nicole Fiorellino, coordinator of the Chesapeake Agriculture Program. The experiential learning approach of this program prepares students to continue to serve the Mid Shore.

The college offers noncredit courses designed to provide professional development to the agriculture community and related industries.

In the spring of 2017, Chesapeake opened a hoop house on campus. The structure, which resembles a greenhouse, is located on the main Wye Mills campus along US Route 50. The hoop house was funded by a grant from the Rural Maryland Council-Maryland Agricultural Education and Rural Development Assistance Fund. The hoop house is used in Soil Science and Marketing classes, and will eventually be used in an Animal Science course, according to Dr. Fiorellino.

Located in Wye Mills, Chesapeake serves Caroline, Dorchester, Kent, Queen Anne's and Talbot counties.

"The Ag degree program is a collaborative effort between the college, the students, and the local agriculture community."

*— **Dr. Nicole Fiorellino,** Coordinator*
Chesapeake Agricultural Program

Entrepreneurship Class Pairs Students with Nonprofits

College of Southern Maryland (CSM) students are learning the compassionate side of business through a social entrepreneurship course where students develop projects to help nonprofit agencies meet their challenges as they go about their missions. Students created a marketing plan on how best to achieve the goals set by the nonprofit: managing volunteers, increasing visibility, and creating high-profile fundraising events.

The class was taught by Thomas Luginbill, director of CSM's Entrepreneur and Innovation Institute, who developed the course because he felt there were not enough business classes that touched on social issues.

At the end of the semester each student group presented their plan to an audience and to a panel of judges who rated the presentations on the quality of the idea and the presentation itself. Awards were given to the top two rated presentations, with monetary awards presented by the Neilom Foundation to the nonprofit agencies the students were representing.

The highest award went to Farming 4 Hunger, a program that runs a farm for the Maryland Food Bank, and sponsors inmates from Calvert County, MD on work release. The course is in its third year and is offered through grant funding from the Center for Engineering Concepts Development at the University of Maryland.

"I think there's a lot of college business classes that focus on earning profit. But there aren't that many that teach students about the value of the business providing social value to the community."

— Thomas Luginbill, *Director*
CSM's Entrepreneur and Innovation Institute

COPPIN STATE UNIVERSITY EST. 1900

Coppin Connects with Open Educational Resources

The rising cost of textbooks continues to be a barrier to student success. For some courses, textbooks can cost nearly as much as the course itself. Open Educational Resources (OER), any openly licensed instructional materials that can be accessed electronically, have emerged in recent years as a way to replace costly textbooks while maintaining or perhaps even improving learning outcomes.

Coppin State University was recently awarded an Elkins Professorship for Academic Transformation, for work in support of the state-wide adoption of OER. Dr. Katherine Cameron, associate professor of psychology at Coppin State University, was an integral part of winning this award, and works closely with the Kirwan Center on the Maryland Open Source Textbook (MOST) initiative in an effort to improve college and career readiness.

MOST has supported the replacement of traditional textbooks with OER in over 60 different courses at 14 public higher education institutions across the state. The work has realized over $1 million in cumulative cost savings for over 3,500 students. Also, faculty has gained the ability to adapt and customize instructional materials, ensuring better alignment of course materials with their teaching methods.

Dr. Cameron and the Kirwan Center are working to raise awareness and increase the effective implementation of OER to save students money and reduce barriers to education. The continued work will also measure student success as a result of access to OER.

"I'm grateful for the Elkins Professorship as acknowledgment of the importance of this mission," Dr. Cameron said. "[I] look forward to my continued work with the Kirwan Center on system-wide implementation."

> "I am fortunate to have been part of the Maryland Open Source Textbook Initiative almost since its inception. Improving access to educational materials benefits the entire University System of Maryland and is particularly critical for students facing significant challenges to earning a college degree."
>
> — ***Dr. Katherine Cameron,*** *Associate Professor of Psychology Coppin State University*

DELAWARE
COLLEGE OF ART
AND DESIGN

Art Kit Project Supports Children in Crisis

A total of 135 Wilmington-area children who are in crisis, transition or need received art kits to encourage them to use creativity to explore their feelings and find a respite from the difficulties they're experiencing, thanks to the Delaware College of Art and Design and local activation of the nationwide Emma's Art Kits initiative of the Jefferson Foundation Awards.

Emma's Art Kits is the national 2017 Jefferson Foundation Awards LEAD 360 Big Ideas Project. Emma's Art Kits creator Emma Stumpf was diagnosed with a brain tumor at age seven and has undergone more than a dozen surgeries along with chemotherapy and radiation. Throughout her treatment, she turned to art to help express her feelings. That experience inspired Stumpf to create Emma's Art Kits, and winning LEAD 360 is helping her realize her dream of getting art supplies into the hands of every child experiencing a difficult situation. Along with supplies, each kit includes a personal note of positivity and encouragement from the person who packed it.

At the invitation of Wilmington Mayor Michael Purzycki, DCAD joined several other entities—the Mayor's Office of Cultural Affairs, Bank of America and the Delaware 87ers minor league NBA team—to hold an individual kit-packing day and contribute to a cumulative 450 children's art kits for donation. DCAD immediately responded "yes" when the invitation to participate was extended. On its kit-pack day in December, organizers set up tables in the DCAD's Toni & Stuart B. Young Gallery to make it convenient for students, faculty and staff to pack supplies and write notes during free moments outside their studios, classrooms and offices. Writing the notes was especially meaningful to the students.

DCAD hosted a press conference with all of the Emma's Art Kit partners in February. During this event, the kits everyone completed were presented to representatives of the Wilmington Police Department, the YWCA Home Life Management Center and Exceptional Care for Children for distribution. Going forward, DCAD plans to make preparing Emma's Art Kits an annual extracurricular activity on campus.

DSU Dreamers

Fulfilling its 1890s land-grant mission as one of the nation's premiere Historically Black Colleges and Universities, Delaware State University has taken the lead in addressing educational inequities by becoming the number one college choice for Dreamers. Organized under The Dream USA by former Washington Post owner Donald Graham, the Dreamers are the children of undocumented immigrants who have been locked out of Federal or State aid to attend college.

In the second year of the Opportunity Scholarship Program, seventy-five Dreamers now attend DSU, spread across twenty-six majors with a cumulative GPA of 3.75. This year, more Dreamers listed DSU as their first or second choice institution than any other college in the program, often citing the University's consistent track record of providing strong support and unconditional acceptance into the academic community on campus.

Opportunity Scholarship recipients came to the United States as small children, and have lived here and attended public schools, usually excelling academically. Even though their status was somewhat protected by Delayed Action for Childhood Arrivals (DACA), they found themselves denied in-state tuition or sometimes even the ability to enroll in state colleges and universities at all.

Originally the only public universities accepting Dreamers were Delaware State University and Eastern Connecticut State University; this year DSU and ECSU are joined by Western Oregon University, Christian Brothers University (TN), and Trinity Washington University (DC) as participants. DSU officials have confirmed that the University plans a significant expansion of the number of Opportunity Scholars accepted for 2018-2019.

> "DSU's support for Dreamers is evidence of our deep commitment to being a civically-engaged institution — a leader in improving the quality of community life in our region and preparing students to be engaged citizens."
>
> — ***Dr. Tony Allen,*** *Chief Academic Officer, Delaware State University*

DELAWARE TECHNICAL COMMUNITY COLLEGE

Sustainability and Society Course

Delaware Technical Community College (DTCC) students in many majors are now able to learn about the "Es" of sustainability through Sociology 103 Sustainability and Society. This course, originally offered only to students in the Energy Management and Renewable Energy Solar programs, has expanded its reach to include students in many other majors as well as high school students in the college's dual enrollment program.

"The content was broad and important to many other fields," said Energy Management Department Chair Cory Budishak.

The "Es" of sustainability include economics, environment, and equality. The course includes both experiential and community-based learning, with field trips to an urban farm, an arboretum, and a recycling facility.

Krist Matthews, a graduate of the Energy Management program who took the course, was inspired by the course material to perform research assisting a local nonprofit to develop energy education and services to low-income residents in Delaware. He now works with a local nonprofit to deliver these services, while he pursues a bachelor's degree with a focus on sustainability policy.

"In addition to our career-focused programs, Delaware Tech offers many community-based programs. Community is not just part of our name, it's at the heart of our mission."

— Dr. Mark T. Brainard, *President*
Delaware Technical Community College

Frederick Community College

Students of Color Join Rising Entrepreneurs Workshop

In the spring of 2017, Frederick Community College (FCC) launched a new, fully-funded entrepreneurial workshop series for students of color from local high schools. During the five-session Rising Entrepreneurs Workshop, students who were recommended by their principals for their entrepreneurial interests developed a practical understanding of the tools and resources needed to launch a business. Each session was led by a local business leader who shared professional experiences and answered questions on a variety of business-related topics. Students learned about obtaining business loans, networking opportunities, resume building, leadership development, business plan exploration, and more. Throughout the workshop, students developed their own business plan which they presented during the last session.

"Each of these students want to be a business owner one day, and these workshops were a fantastic way to get insight on what that might take," said Elizabeth Duffy, FCC Director of Open Campus and Dual Enrollment. "The students all came with different goals—one wants to start a bakery, another is interested in an automotive career, and another student currently sells African jewelry—but they were all motivated and took steps to help achieve those goals."

The whole group was impressed with the commitment and dedication the students showed throughout the program, according to Sherman Coleman, Business Development Specialist of the Minority Business Outreach for the Frederick County Office of Economic Development. Coleman was instrumental in creating the program and has served as an advisor to the students each week.

At the conclusion of the workshop, students were presented with a $500 FCC scholarship. The workshop was sponsored by FCC Youth Programs and funded by the FCC Foundation. It was developed in partnership with the Frederick County Office of Economic Development, the Entrepreneur Council of Frederick County, Frederick County Public Schools, and the KENT Group.

"These students came to class each week energetic, enthusiastic, and really ready to explore that next step on how to get where they want to be. They will be able to walk away from this experience with lessons and knowledge they can use 10 or 15 years down the road."

— ***Sherman Coleman,*** *Business Development Specialist Minority Business Outreach Frederick County Office of Economic Development*

FROSTBURG STATE UNIVERSITY

Frostburg Winter Farmers Market

In the fall of 2014, a Frostburg State student who was also serving as an AmeriCorps member at Mountain City Traditional Arts (MCTA) began what was initially going to be an episodic program. In October, the member invited local farmers to set up a farmers market inside the MCTA storefront on Main Street to continue the summer farmers market into the fall. The event quickly gained the attention of the community and became a bi-weekly event.

For the past three years during the winter months, farmers bring their produce, breads, cheeses, meats, fruit, soap and other locally made products to MTCA to sell to the community. Attendance for these winter markets averages about 100 community members but as many as 200 have attended. Today the market has become an anticipated and embraced part of the community.

"I sell personal and home care products that are all natural, homeopathic, and locally sourced," said Heather Warnick, owner of the LaVale-based business.

The winter market now has over six local farms participating, allowing community members access to foods that they normally would not get during the winter months. Because of its location at MCTA, these bi-weekly markets have attracted local musicians and community members, providing a space to share local art and to foster a dialogue about our community and the importance of local foods, the environment, and much more. The program also helps promote healthy eating habits among children through samples, craft projects, and art.

"I think it's a great benefit to the community, because it allows the community members to have access to locally grown foods and herbal products and things like that throughout the year that usually they only have access to in the summer, so we can provide that venue for them."

— Dana Bohrer, *Assistant Director*
Mountain City Traditional Arts

GALLAUDET UNIVERSITY

Interfaith Unity Walk

Dr. Kirk VanGilder, Assistant Professor of Religion, and Lillie Ransom, Special Assistant to the Provost, helped organize the students' participation in the InterFaith Conference of Metropolitan Washington's 2017 Unity Walk, held September 10th, along DC's Embassy Row.

The walk, which drew over 1,300 participants, featured an opening ceremony at the Washington Hebrew Congregation, open houses at various denominations of churches and religious centers, two service projects, prayer, and musical performances. A closing ceremony was held at The Islamic Center of Washington, DC. Prior to the walk, an Interfaith Picnic was held at the Washington National Cathedral, complete with music, art, and activities.

"Unity Walk exposes our students to a variety of religious traditions in a single afternoon and allows us to experience the diversity of religious traditions in DC as well as the unity generated by a common concern for understanding and cooperation among them," said VanGilder. "Because it is an experiential and visual learning opportunity, it's a fantastic way to introduce the concept of interfaith understanding and engagement." Students participating this year embraced the walk, which carried the theme "Lift UP Your Neighbor."

Symi Rom-Rymer, the conference's lead organizer, has expressed interest in making Unity Walk more inclusive by providing interpreters throughout the walk and inviting Gallaudet students to participate in programs such as the Washington Interfaith Response and Outreach Coalition and the DC Interfaith Leadership Summit, to be held early in 2018.

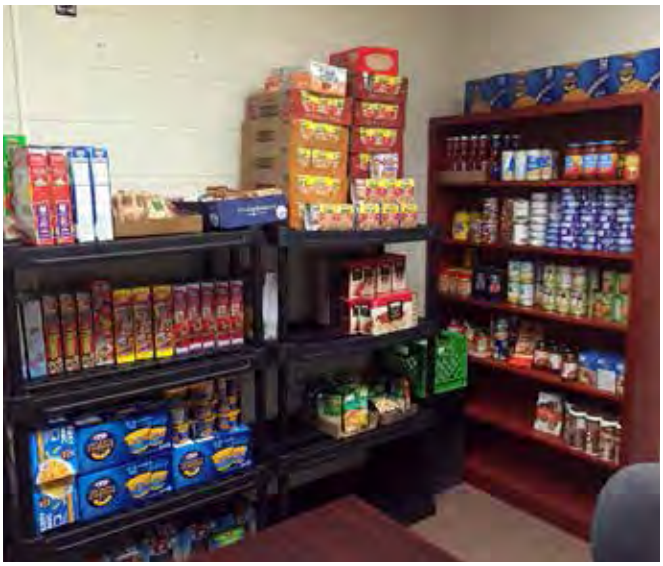
Community partners who make the effort to be inclusive of deaf people will provide the partner ways to understand what Deaf lives are like and to co-create modes of presentation and interaction that are particularly suitable for Deaf learners, while at the same time providing opportunities for Deaf people to engage and be supportive of community needs as well.

Service-Learning and Community Engagement at GC

The Students In Need Group (SING) is a small group of Garrett College employees who are working together to provide emergency resources for students on campus, including winter clothing, transportation, school supplies, textbooks, housing assistance, and much more. For the past three years, the program has run with the assistance of different AmeriCorps VISTA members at the helm to oversee the operations of SING; however, this AmeriCorps VISTA resource does not continue forever.

This year's VISTA member, a Garrett College graduate named Jacob Hannah, worked to find ways to employ his degree in sustainability management towards the longevity and sustainability of SING in the absence of an AmeriCorps VISTA. To cut costs for the food pantry, Jacob looked at partnering with a large nearby food bank, but SING needed to have a legal nonprofit status as an organization to qualify. To work around this, SING partnered with a nearby church that had been supportive of the food pantry, Shepherd of the Hills, and together they were able to secure a partnership with the food bank and cut the shopping costs down 75%. Jacob then began training the new church partners and college staff members on how they could operate SING in a VISTA member's absence, and he expanded the invitation to seven other interested churches. This establishes the framework to support the structural integrity of SING.

Through the relationships built with the different churches in the region, Jacob worked with the college's foundation and the Garrett Cooperative Ministry to write and acquire a $10,000 endowment grant that will assist in ensuring financial stability for the food pantry moving forward. Additionally, the pantry's capacity was expanded, and an industrial refrigerator is being acquired through donation.



"It's all about making 1+1=3. ...Everyone's abilities and resources are multiplied when they are brought together."

— Jacob Hannah,
Garrett College CCMA AmeriCorps VISTA

THE GEORGE WASHINGTON UNIVERSITY

Gardens Bring Joy: The Eco-Equity Challenge

George Washington University (GW) paired with conflict prevention nonprofit Little Friends for Peace to enhance the Perry School community garden by planting perennials that will feed the bees and butterflies that help to produce crops for children and their families. Thanks to an Eco-Equity Challenge grant awarded jointly by George Washington University's Honey W. Nashman Center for Civic Engagement and Public Service and the GW Office of Sustainability, undergrads Max Grossman and Elana Oser were able to address environmental and social justice issues in Washington, DC.

"Our students are happy outside. Some kids hum, others zone in on their digging, most kids laugh and play," Grossman said of their initiative. "This joy is key for cooperation, inclusion, and dare I say, peace!"

With support from Challenge staff and a faculty mentor, GW students carry out community partnership projects that address community and environmental issues, in DC while supporting GW student learning. "I had the opportunity to find creative and unique ways to connect the students to their garden, and to help educate them about sustainability, the environment, and gardening," Oser said. "Student art projects make the garden more personal. The garden becomes theirs, and their desire to maintain it becomes stronger."

Blog posts from past Eco-Equity Challenge winners chronicle their work on projects such as a year-long community-based mapping and geography class for middle school students, and the creation of floating wetland islands to support river restoration. The newest Eco-Equity project, led by GW undergrads Logan Malik and Isabelle Moody, measures carbon emissions and air quality in DC, while providing local high school students with the tools to learn about and measure the issue.

"I had the opportunity to find creative and unique ways to connect the students to their garden, and to help educate them about sustainability, the environment, and gardening."

*— **Elana Oser,** Organizer*
Sophmore, Environmental Studies at GW

GEORGETOWN UNIVERSITY

Rooftop Solar Installations Help Create Clean Energy

In April 2017, Georgetown University signed a power purchase agreement (PPA) with Community Renewable Energy (CRE) to install one of the largest rooftop solar installations in the District of Columbia to date. A portion of the revenue generated by the project will create a Community Investment Fund to support clean energy projects serving low-income residents of the District.

"This innovative project exemplifies Georgetown's commitment to sustainability, an integrated approach driven by our Catholic and Jesuit heritage and our commitment to social justice and the common good," says Robin Morey, Vice President for Planning and Facilities Management.

The project will generate about 1.5 million kilowatt-hours of power each year, contributing to a cleaner electric grid and reducing overall emissions equivalent to planting over 546,000 trees.

Under the PPA structure, CRE will own the panels, the environmental attributes, and any incentives the system may provide, while Georgetown will use the power at a guaranteed price. The project will be installed at no cost to the university and is expected to save Georgetown over $3 million in energy costs over 20 years.

A portion of revenue from the sale of the solar renewable energy certificates (RECs) will seed the Community Investment Fund. Through this community-based reinvestment approach, the benefits of clean energy will be amplified throughout the community, increasing clean energy and reducing energy costs for underserved community members. The project is a collaboration between Georgetown, CRE, and Root + Branch, a benefits corporation (B-Corp) founded by Georgetown alumna Laura Recchie. The Community Investment Fund will be advised by Georgetown students, faculty, and staff in collaboration with Root + Branch.

"The university's sustainability work is guided by a long-term vision of surpassing carbon neutrality to create a net positive impact on the climate and our local and global communities."

— ***Robin Morey,*** *Vice President Planning and Facilities Management*

Goldey-Beacom College

Student Clubs Impact Community

Goldey-Beacom College (GBC) students, through their clubs and organizations, are committed to helping their greater community on a local and national level. Such efforts have improved living conditions as well as promoted social justice initiatives in the greater Delaware area. These organizations include: Students with a Purpose, Psychology Club, Free 2 Be, and Lightning Studios.

Students with a Purpose is a faith-based organization whose members were saddened by the 2017 hurricanes that impacted Puerto Rico, Florida, and Texas. In response they held a fundraiser that encouraged the GBC Community to donate to the American Red Cross. Funds went directly to the recovery of the impacted areas.

The GBC Psychology Club held a fundraiser to provide filtration systems so that Flint, Michigan residents can access clean water. The Psychology Club presidents received a personal thank you letter from a resident of Flint explaining how much the donation personally impacted her family.

Free 2 Be is a club that provides a safe space for education and dialogue for the LGBTQA+ community. They had their second annual luncheon in November 2017 where nonprofit organizations across Delaware spoke with students about resources to support LGBTQA+ youth and adults. At this luncheon, students raised money for Immigration Equality, the leading national LGBTQ immigrant rights organization.

GBC Lightning Studios is a video and media organization, whose major project currently is to record GBC students interviewing war veterans at a retirement home. The end goal is to produce a documentary and book based on these interviews to spread sensitivity and understanding of the veteran population.

Through their national and local community involvement, GBC students are finding ways that their actions can impact those in need. GBC looks forward to these efforts continuing to grow as the number of student organizations increases.

"As an employee of the Foundation, I would like to thank you for your support. As the parent of a child exposed to the lead in his drinking water, please accept my personal gratitude."

— Resident of Flint, *Michigan*

GOUCHER college

Refugee Youth Project Program

Twice a week, a dedicated group of Goucher College students get in a van and head southeast to Patterson High School to volunteer with Baltimore City Community College's Refugee Youth Project (RYP). RYP's primary goals are to assist refugees and asylees with integration through after school, summer school, and mentoring programs to help with language acquisition and acculturation.

Most refugee students who are resettled in Baltimore attend Patterson High School; the younger kids go to Moravia Park or Catonsville Elementary Schools where RYP also has programs. Between the three schools, RYP works with 300 students. At Patterson High School, the number fluctuates, but anywhere from 25-40 students might show up daily for the after-school program. The students have two options: to do their homework or practice their English with volunteers ready to help with either.

Goucher College's involvement at Patterson High School began in September 2015, when a class of students enrolled in the Goucher College's International Scholars Program collaborated with RYP as part of an academic course. The partnership proved to be wildly popular and was incorporated as a signature volunteer experience the next academic year. Now supported by two Student Leaders for Civic Action (SLCA), the partnership is anchored by peer-led reflection and supported by the Office of Community-Based Learning.

In addition to weekly tutoring, students from Goucher College and RYP engage in extracurricular activities, such as roller skating and visits to college campuses. This collaboration has had a major impact on our Goucher College students; they regularly reflect on how their mentees defy so many social, emotional and political challenges as they navigate their new communities and stress that learning is robustly reciprocal and mutually beneficial.

"Having college students and other volunteers come in is really important, because they get to talk to somebody who's a role model, who can answer questions about what it's like going to college, but also just having people who are friendly and outgoing and welcoming and care about them being here."

— Esther Grossman, *Graduate*
Goucher College

Community and Resource Garden

The Hood College-Frederick Memorial Hospital (FMH) Resource Garden officially came to life on April 19, 2017 with a groundbreaking ceremony and the inaugural planting of crops; radishes, spinach, turnips, carrots, and beets. All summer, the 13 plots have been prepared and tended to by Hood College and FMH volunteers. The volunteers all taken turns weeding, harvesting, and watering.

In the first six weeks, a harvest of veggies was produced and delivered to the Frederick Senior Center, Catoctin Manor, Catoctin View Senior Towers, and Heartly House. A second planting, including corn, squash, melons, peppers, tomatoes, and herbs occurred after the first harvest, ensuring that fresh vegetables will grow throughout the rest of summer and into the fall.

In 2015, Frederick County's food insecurity rate was seven percent, with nearly 17,000 individuals having limited access to food. It is hoped that this resource garden can impact, even in a small way, this demand.

Mike Dickson, founder of Seed of Life, which works with the Hood College-FMH Resource Garden, or Farmer Mike as he's affectionately known around Frederick, has shared stories about the first deliveries of veggies from our garden. "The food delivered to Heartly House adds more variety to the kids' diets. It's neat to see them try new things." Some of the harvest has also been delivered to a hospice facility. "The nurses are excited to see vegetables. They make 'comfort food' for their patients to share with visitors. It's truly a blessing to be able to do this."

To enhance the garden and community environmental health, the Hood Environmental Action Team (HEAT) planted a pollinator garden, which provides a flowering habitat for pollinating insects. According to Ron Albaugh, Biology and Environmental Science instructor at Hood College, it is estimated that "about 35 percent (or one of every three bites) of food depend on pollinators."

A few days after the official groundbreaking, Callie Fishburn '18, president of HEAT, with support from Dr. April Boulton, Interim Dean of the Graduate School at Hood College, planted an array of pollinators donated by Brightview Landscaping.

Moving forward, the Hood College-FMH Resource Garden plans to use the back half of the plot to double the garden. The idea of including recipient partners as garden volunteers is also being explored.

"The garden was a real labor of love and a true community partnership between Hood and FMH. We're excited for the 2018 harvest to produce even more fruits and vegetables to those in need."

— Dr. Andrea A. Chapdelaine,
President, Hood College

Floating Wetlands for Baltimore Inner City Harbor

"HCC is committed to teaching the skills needed for college students to be civically engaged and competitive in a global economy and to know their role as citizens in their local community and in the world."

— Dr. Kathleen Hetherington,
President, Howard Community College

In the spring of 2016, Howard Community College (HCC), began a partnership with the Science, Technology, Engineering & Mathematics (STEM) Scholars Program to infuse Service Learning and Environmental Stewardship into their cohort experience. Through an existing partnership with the Baltimore ToolBank, the program worked with the organization to build three floating wetlands that would ultimately be placed in Baltimore City's Inner Harbor.

As an organization, the Baltimore ToolBank aims to change the way volunteers engage in service opportunities and also serves as a strong connector in the community working to create change. The ToolBank's various partnerships have helped them to position themselves as a leader and role model in the community, setting the example and raising the bar for how others should engage with the environment. Through the ToolBank's relationship with the Waterfront Partnership and Healthy Harbor in Baltimore City, our students are able to understand how engineers took an idea and created a resource for changemakers and nonprofits to use in their communities. Students spend the afternoon understanding how the wetlands come together from a building perspective as well as a social perspective. Each spring, 15 of these wetlands are launched in Baltimore's Inner Harbor where they will provide habitats for native wildlife and act as a natural filter for the waterways.

Back on campus, the STEM scholars are challenged to come up with their own idea to impact change in the environment. They work in groups to create their own proposals to solve a problem affecting our environment and are challenged to use their skills and knowledge to come up with a solution.

As the program continues to grow, we continue to infuse more social and environmental responsibility lessons into the cohort's experience, including Honors Day of Service where students serve alongside the other honors and scholars programs at HCC, participating in an environmental cleanup and greening event in Baltimore City. From its beginning in 2016 the project has continued each spring and increased in size each year. Over the last three years, more than 90 students have participated in the project, contributing over 270 hours of volunteer service to the Baltimore ToolBank.

JOHNS HOPKINS
UNIVERSITY

Green Lead: Whole Impact Training

Green Lead is a voluntary, semester-long program hosted by the Office of Sustainability for first-year students on the Homewood Campus. Founded in 2014, the program introduces participants to campus sustainability programs and initiatives, exposes them to critical concepts in behavior change and project management, and equips them with the skills and knowledge needed to be effective change agents and leaders on campus, in their community, and in their careers.

Through various activities (including seminars, guest speakers from campus and the community, field trips, and service work), students have a dynamic, fun, and informative experience learning how to make their mark on a more sustainable JHU. Each spring, the programs engages 15-20 undergraduates who have gone on to gain internships, student club leadership positions, or volunteer and interface with Baltimore organizations introduced to them during the program.

Over time, the program aims to serve as a foundation stone to deeper, sustained engagement on campus and beyond, to be supplemented by coursework, extracurricular activities, and career pursuits that work to preserve our environment.

"The program provides mentors and students who are passionate about environmental responsibility with a place to learn about campus and local initiatives, as well as a space to bond with like-minded people. The program is fun, enlightening, and a fabulous way to get to know other students!"

— Caroline McCown, *Class of 2017*

LOYOLA
UNIVERSITY MARYLAND

York Road Initiative's Greening Efforts Help Community

Loyola University Maryland's York Road Initiative is a place-based community development strategy geographically focused in the Greater Govans/York Road corridor communities of North Baltimore City. Working collectively with local residents and community-based organizations, the university-wide initiative aims to enhance youth development and education, strengthen the commercial corridor, increase access to healthy food, and build neighborhood civic capacity.

Since 2012, at the request of neighborhood leaders, Loyola began coordinating regular "community building days," recruiting campus volunteers to work alongside residents on greening, sustainability and beautification projects in neighborhoods and along the York Road commercial corridor. Many projects include ensuring the health of street trees through regular maintenance, cultivation of a local urban forest, and the development of community gardens.

In the 2016-2017 academic year, over 1,780 campus volunteers worked on almost 75 greening projects, including spreading over two tons of mulch to preserve newly planted trees and collecting over 4,400 gallons of trash, preventing it from entering the watershed.

These collective greening projects not only lead to visible neighborhood change, ensuring an urban tree canopy for years to come, but also impact how Loyola students view themselves as citizens of the neighborhood.

In the 2017-2018 academic year, the Loyola campus and Govans community residents plan on expanding beautification efforts by implementing large scale, themed public art murals in various areas of the York Road corridor and continuing to strengthen community garden capacity to sell produce at the Loyola-coordinated Govanstowne Farmers' Market.

"Through my last two and half years at Loyola, I learned how small communities coming together can make a difference... I see myself as a member of the Loyola community, the Baltimore community, and even the global community."

— Loyola Undergraduate

MARYLAND INSTITUTE COLLEGE OF ART

Baltimore Orchard Project and Community Art

The Baltimore Orchard Project (BOP) is a host site for the Community Arts Collaborative (CAC), an AmeriCorps program at the Maryland Institute College of Art (MICA). BOP strengthens communities through planting and cultivating orchards, teaching citizens to be long-term stewards, and sharing the harvest among neighbors.

The organization partners with schools, congregations, neighborhoods, and individuals on their land to create productive sources of food, neighborhood gathering places, and lively ecosystems that keep Baltimore's communities healthy. BOP's Youth Education Program develops Orchard Clubs in local schools and community organizations to educate youth on orchard care, community art, and stewardship.

Since 2012, BOP has planted over 1,000 trees in 100 locations throughout the city. Throughout the 2016-17 program year, the Baltimore Orchard Project, through the CAC Program, has worked alongside 113 youth and provided mentorship opportunities for seven of those youth. They also recruited 51 volunteers for their arts-based programming. Because it can take many years for trees and plants to bear fruit, the arts programming is primarily focused on allowing youth to develop art interventions to protect the trees and plants. Furthermore, projects allow community members to envision mature trees and plants. Current interventions include murals, tree decorations, and safety markers.

The partnership between the Baltimore Orchard Project and MICA's Community Art Collaborative Program provides valuable opportunities to educate Baltimore City youth about the importance of agriculture and its role in sustaining our environment.

"MICA is poised to continue raising its visibility and impact as a world leader in demonstrating how creativity and invention can help enhance virtually every area of our lives. Our pedagogy embraces thoughtful and reciprocal local engagement, which serves as a foundation for building cultural vitality, community empowerment, economic benefits, environmental wellness, and social equity in global communities where our students ultimately live and work. Therefore, to prepare our art and design graduates for the 21st century, MICA is committed to providing community-based learning opportunities."

*— **Mr. Samuel Hoi,** President*
Maryland Institute College of Art

McDANIEL COLLEGE

Singleton-Matthews Property

Aquired in the late 1980s, the Singleton-Matthews property of over 50 acres is located about five miles from McDaniel College's campus in Westminster, MD. The property is used as a hands-on environmental learning tool allowing McDaniel students an invaluable chance to enhance their environmental knowledge and build civic responsibility.

In 2016, McDaniel reforested three and a half acres of the property with a grant from the Alliance for the Chesapeake Bay. Increasing the use of the property as a learning laboratory, students study forest restoration and the growth rate of trees, pond and stream ecology, and carbon mitigation. Environmental Studies classes regularly use the property for research and native species reestablishment projects.

In Spring 2017, student organizations, such as Alpha Phi Omega and Green Life, participated in McDaniel's second annual "Restoration Service Event." Children from Carroll County partnered with 27 McDaniel students to plant additional trees on the property.

Future plans are aimed at continuing to restore the property and expand community involvement. Some examples include garden plots and farm research, open to the community, and more interactive activities with educational and nonprofit partner organizations.

"As they experience and restore the natural world in their backyard, they are making the land better for everyone. This means that the students learn about the importance of a healthy environment and have the opportunity to make a difference. Through environmental restoration, the students experience a fun way to make an impact and are exposed to the importance of civic activity."

— Dr. Jason Scullion,
Assistant Professor, Environmental Studies

MONTGOMERY COLLEGE

Lab Days in the Field

Students from Montgomery College's (MC) Service Learning Program, Student Life, are actively engaged in serving their community. Those from STEM courses like Environmental Biology and Chemistry and Society participated in "lab days in the field," where they performed local stream clean-ups, trail maintenance, water quality testing, and service at community gardens. Through these programs, students applied chemical and biological concepts to their field observations while meeting critical needs for local organizations.

"I toured the vernal pools around the sanctuary to check on their conditions," said a student in the Environmental Biology class. "I was able to be an active participant in collecting and recording data, and searching for different species."

During MC's Earth Month, students organized the first ever MC VegWeek. Their events focused on five areas—health, faith, animals, environment, and food—and invited students to try out a plant-based lifestyle. One highlight was the Vegan Bake-off, where local restaurants competed to win MC's Student Choice Award for best vegan baked good.

MORGAN STATE UNIVERSITY

Mentoring Partnership with Monarch Academy

Monarch Academy, a Baltimore charter school, has begun working with Morgan State University in a mentorship program aimed at introducing its students to higher education. Monarch provides the elementary and middle school students with emotional and academic support with two programs; ASHE and College Explorers, while also exposing them to a positive example of higher education.

"Morgan State currently offers a program called College Explorers to our students, which takes place four times a week," explained Yoeanna Ambrose, a teacher at Monarch Academy and the program coordinator. "Morgan State buses students to and from Monarch Academy and the students visit Morgan to get academic support and shadow a student. ASHE is for the students who can't go to Morgan State for various reasons, so that the mentors can be brought to them."

The College Explore Program has exposed students to the realities of college life and sparking an interest in higher education. Myonna Simpkins, an eighth grade student enrolled at Monarch Academy, plans to pursue her doctoral degree and become an OBGYN, and believes that this program will help her achieve her goals. "I've learned a lot about the positive parts of college and the do's and don'ts. Our mentors aren't that much older than us so I'll be going through the same things they're going through," Simpkins said.

The average ASHE day includes 2 hours where the students are tutored by their mentors in either math or reading, and there is also time for the students to discuss personal problems or other academic subjects. The students who have been a part of ASHE and College Explore have experienced less behavioral and academic issues.

"I want to keep helping these kids because they're amazing; they just need to have someone by their side showing them support. That one-on-one attention boosts their confidence and that helps their performance."

— Kai Innam, *Morgan State student*

MOUNT ST. MARY'S UNIVERSITY

Mount CARiTAS

Mount St. Mary's University is proud to partner with community organizations to combat poverty and hunger in Frederick County, Maryland. The Mount Community Advancement Resources in Training, Assessment, and Service (CARiTAS) program is an effort of the Office of the Provost, Office of Social Justice, and Department of Sociology and Criminal Justice under the direction of Dr. Layton M. Field, assistant professor of sociology. Mount CARiTAS seeks to provide our community partners the Seton Center (Emmitsburg, MD) and the Thurmont Ministerium (Thurmont, MD) with the resources to build the capacity needed to further their respective missions in combating poverty and hunger in the northern regions of Frederick County.

Dr. Field has worked with over a dozen faculty members at Mount St. Mary's and community organizers within the Seton Center and the Thurmont Ministerium for the past two years to complete a needs assessment related to the Thurmont Food Bank, which is operated by the Thurmont Ministerium and serves approximately 3,500 household in the area annually. This initial project resulted in a report that assisted the Thurmont Food Bank in securing necessary funds from the State of Maryland and helped organizers better plan for future demand.

Mount CARiTAS seeks to continue this work as a permanent feature of the University in support of our community partners and any organizations in the area. In addition to assessment research, Mount CARiTAS will also develop training workshops to compliment the programming available through the Seton Center in Emmitsburg. Topics will include basic financial literacy, resume writing, and interviewing skills. Finally, Mount CARiTAS will extend the service mission of the university by coordinating credit-based internships with our community partners. These internships will provide students with hands-on experience in these community programs and build the capacity of our community partners.

"Service is sharing yourself with others to help them achieve something they haven't been able to gain. Seventy-five percent of our students perform voluntary service while at the Mount. We are committed to ensuring that our students continue to have service and learning opportunities through programs like CARiTAS."

— Dr. Timothy Trainor, *President*
Mount St. Mary's University

NOTRE DAME OF MARYLAND UNIVERSITY

Operation Backpack: Learning Through Service

Notre Dame of Maryland University partnered with the Baltimore City school, Govans Elementary, to offer third, fourth and fifth graders basic tools to begin the school year. The University, with support from faculty and staff, collected funds to purchase backpacks and school supplies. Each backpack was filled by Notre Dame first-year students with pencils, rulers, crayons, notebooks, personalized flash cards, and handwritten notes wishing the Govans students well.

This program is part of Notre Dame's first-year students' introduction to service, something that is a core component of the university's mission of transforming leaders through service. During the first semester orientation course, students learn about and enter into active service-learning. The program is the beginning of the university process where service not only recognizes and helps to meet the needs of external communities, but also offers a mutually transformative experience.

Notre Dame students are required to experience, reflect, and act as part of their service-related experience. "We hope that through these three steps our students will focus on how the experience is transforming them, what they are learning about the situation and the people involved, and how they plan to respond, to make a positive impact," said Sister Mary Kerber, director of campus ministry and service.

This program is part of the university's overall commitment to service. Valuable interaction with diverse groups and problem-solving for complex real world issues provide rich learning opportunities when coupled with guided reflection, class discussion, and skilled analysis relating to course content. Last year, Notre Dame students volunteered more than 10,000 hours of community service through other programs located in its School of Arts, Sciences and Business, School of Education, School of Nursing, and School of Pharmacy.

PRINCE GEORGE'S COMMUNITY COLLEGE

Rain Garden Helps Campus Sustainability

Prince George's Community College's (PGCC) rain garden at Largo adds to campus sustainability by reducing water pollution while simultaneously allowing students and community members to get involved and learn about the environment, nature, and sustainable development.

The rain garden is located by a stream near the Facilities Management Building on campus and was funded by a $26,628 Restoration Grant from the Chesapeake Bay Trust. The stream on PGCC's campus is part of the Patuxent Watershed, which eventually leads to the Chesapeake Bay. Rain gardens are essential in collecting and filtering storm water and runoff from parking lots and other impervious surfaces, which could contain pollutants such as sediments, pesticides, herbicides, fertilizers, salt, and petroleum. Since its original installation, the rain garden has continued to flourish and become an integral part of campus sustainability. It contains mostly native, water-tolerant plant species that support important pollinators and local wildlife.

"We have planned student involvement throughout each stage of the development, implementation, maintenance, and monitoring of the rain garden," said Dr. Christine Barrow, dean of sciences, technology, engineering and math at PGCC. Many student volunteers and several faculty members have been involved with the original planting of the rain garden, maintenance of the garden site, and monitoring of water quality data from two wells within the site. Instructors of PGCC's Environmental Biology course use the rain garden as a learning tool for students.

"It's a beautiful place to actively learn about potential solutions to environmental issues, such as water pollution. We can connect the issues we discuss in the classroom to real situations in the community."

— ***Tracy Dirks,*** *Assistant Professor*
Biological Sciences

ST MARY'S COLLEGE of MARYLAND
The Public Honors College

St. Mary's Oysters and Habitat Restoration

Oysters are a keystone species, meaning that they control the health of all organisms in the Chesapeake Bay ecosystem. Yet the bay oyster population has been decimated through over-harvest, habitat destruction, and disease. Today, it is estimated that only one percent of the original oyster population exists. St. Mary's College of Maryland (SMCM) has partnered with the St. Mary's River Watershed Association (SMRWA) to address this problem by restoring oyster reef habitat, promoting reproduction, and enhancing disease resistance in the St. Mary's River.

Hundreds of SMCM students have played a role in the SMRWA's three-dimensional oyster reef project since it began in 2010. Students assisted in the design of the reef structures, continue to build and add to the already constructed 36 reefs, grow baby oysters that are placed on the reefs, and assess the success of the restoration effort. During new student orientation, as a part of community service projects, incoming first-year students collect oyster cages from citizens who have been growing oysters and plant the oysters on newly constructed reefs. Summer SMRWA interns from SMCM and local high schools grow juvenile oysters in tanks and then plant these as well during new student orientation.

St. Mary's requires Biology and Environmental Studies majors to complete a year-long senior project called the St. Mary's Project. Many of these projects have focused on oyster biology, recruitment of other organisms on the oyster reefs and have recently measured the ecological success of the restoration effort as well as improved water quality. Studies conducted by SMCM Biology majors in 2017 indicate that the oyster reefs are performing well, enhancing oyster reproduction, and improving the overall water quality of the St. Mary's River. In the future, the watershed association is planning on building additional reefs and assessing the project's success with SMCM student assistance.

"We are thrilled to be working with St. Mary's College of Maryland students and faculty on this oyster restoration project in the St. Mary's River. Their assistance has enabled the St. Mary's River Watershed Association in its goal of improving water quality in the river."

— Bob Lewis, *SMRWA Executive Director*

STEVENSON UNIVERSITY

Environmental Service-Learning: Beyond Working in the Dirt

Stevenson University offers a variety of service opportunities as well as service-learning courses that often partner with local environmental organizations. Over the past several years, Stevenson University's Office of Service-Learning has worked to coordinate efforts among a number of faculty across disciplines with a neighboring nonprofit, Irvine Nature Center.

For example, students in a Conservation Biology course who were learning about invasive species served at the Irvine Nature Center to assist them with much needed trail maintenance and removal of invasive plants from their grounds. However, they went beyond simply working in the dirt by analyzing different types of invasive species, determining the most effective removal process, developing and communicating their action plan, and documenting their work. Subsequently, the students created a professionally printed field guide to the "Top 10 Invaders of Irvine," and presented their guide to the community through a lunch-and-learn.This reusable field guide will help sustain Irvine's efforts.

Another example in which students' environmental learning simultaneously benefited the community was demonstrated in our Diversity of Life service-learning course. Students served as volunteer naturalists for a BioBlitz, uploaded photos to iNaturalist (a citizen science app), and worked to curate the database of hundreds of observations from the event. Integrating service- learning into these science classes improved students' environmental learning and equipped students with the tools and experiences needed to solve complex problems.

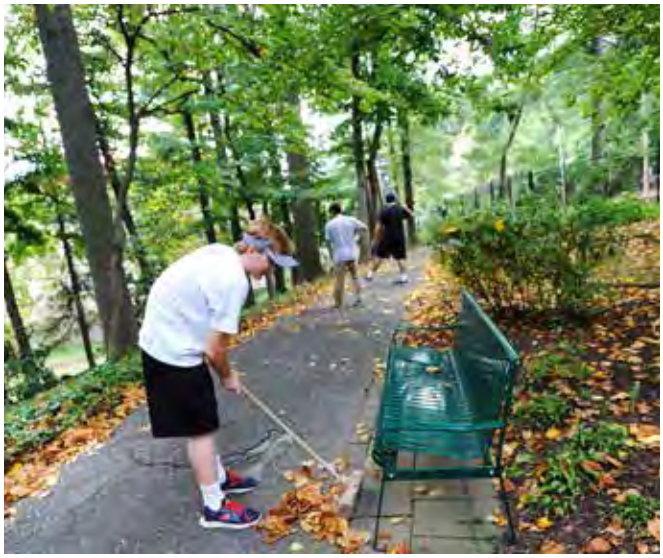
The partnership between Stevenson University and the Irvine Nature Center has extended to other schools and majors on campus. Recently, several professors in the School of Design have had their students partner with the Irvine Nature Center to work on various service projects which included: designing educational exhibits, creating promotional videos, crafting educational toys, and marketing various aspects of the non-profit to community members. Through service-learning and other service initiatives, a strong partnership now exists between the Irvine Nature Center and Stevenson University.

"Partnerships with the community provide our students with extraordinary opportunities for service and broaden their understanding of the ways that they can participate in direct civic leadership. This approach exemplifies Stevenson's core values of community, learning, integrity, and excellence."

— Dr. Elliot Hirshman, *President*
Stevenson University

THE CATHOLIC UNIVERSITY OF AMERICA

Franciscan Monastery



The Catholic University of America (CUA) has been in partnership with the Franciscan Monastery for over five years. The Franciscan Monastery provides various services for all populations, including the elderly, children, refugees, and all those living at the margins of society. The Franciscan Monastery offers liturgical and communal events and has a 42-acre garden, providing a refuge for city dwellers and produce for surrounding charities. The produce is donated directly to both civic and religious organizations in the metro DC area. "Since 2014, the Franciscan Monastery has harvested and donated 13,000 pounds to the following charities: DC Central Kitchen, So Others Might Eat, Capital Area Food Bank, Little Sisters of the Poor, and St. Luke Parish's Food Pantry, to name a few," said Lou Maroulis, Director of Project Management at the Monastery.

About five times a year, approximately 100 CUA students take part in community service and civic engagement opportunities at the Franciscan Monastery. Students work on different projects depending on the need. Some past projects include working in the garden and working on an urban farm. Here, students learn about the importance of conservation and environmental justice.

CUA continues to work with the Franciscan Monastery on large-scale community service events. By serving at the Franciscan Monastery, students learn about the environmental efforts that organizations are making in their community, gain firsthand experience with gardening best practices, and learn about sustainable produce production.

"By learning about these environmental practices, I have become more conscious of how valuable food can be. I am more aware of the food I consume and am careful not to be wasteful because of what I learned about the Monastery's environmental efforts in the community."

— Laura Dunn, *CUA Student*

Retreat for Environmental Action

In the fall of 2016, Towson University's (TU) Office of Civic Engagement & Social Responsibility, in partnership with the Office of Sustainability and the Environmental Science & Studies Program, sponsored the Retreat for Environmental Action. The program consisted of team-building activities as well as presentations on campus sustainability, stream ecology, and environmental justice; all intended to galvanize student action on local environmental issues. The goal was for students to connect with nature, the resources from each sponsoring office, and to propose at least one new program that they could lead back on campus.

Following the retreat, participants launched a "Take Back the Tap" campaign using resources from Food & Water Watch. Throughout the year, 14 out of the 17 retreat participants stayed in touch, and recruited 12 new members to their "Take Back the Tap" team. These students garnered over 400 signatures on their petition to ban the sale and distribution of bottled water on campus, as well as the support of six student organizations. They also met with SGA representatives and on April 18, 2017, SGA unanimously passed a resolution declaring SGA's support for the ban. Now they are reaching out to administrators to initiate conversations about how to enact such a ban.

For the Fall 2017 Retreat for Environmental Action, applicants submitted a project idea, and then pitch their idea the first night of the retreat. Afterwards, participants formed teams of 4-5 students and spent the remainder of the weekend developing action plans for their chosen project. TU staff and community organization representatives were available to offer guidance. In the first year, we had 20 students apply to the program. We hope to increase that to 35 students, and launch 3-4 new environmental initiatives.

"Towson University's commitment to academic excellence, support for faculty research, research opportunities for students and engagement in the surrounding community strongly resonate with me. Our BTU Partnerships reciprocally strengthen our Baltimore community and Towson University."

— Dr. Kim Schatzel, *President*
Towson University

UNIVERSITY OF BALTIMORE

Environmental Sustainability and Human Ecology

"Our students are making a great difference in the life of this community. As a city, Baltimore thrives because of individuals committed to lifelong learning and serving others. Education needs to work — for people, for neighborhoods, for society as a whole."

— Mr. Kurt L. Schmoke, *President*
University of Baltimore

The Environmental Sustainability and Human Ecology program at the University of Baltimore is dedicated to preparing students to tackle sustainability problems in urban communities. Integrating an archeology component, this program uniquely emphasizes the intersection between humans and their environment to understand how people impact their environment and how the environment impacts people.

Dr. Stanley Kemp, director of environmental sustainability and human ecology, will be partnering with Blue Water Baltimore to develop low-cost monitoring devices for waterways in and around Baltimore City. Dozens of participants, including program interns, students, and faculty in computer- oriented programs, will come together to complete this project. Dr. Kemp's relationship with Blue Water Baltimore precedes formation in 2009. Blue Water Baltimore arose from five individual organizations that united to become the primary advocate in Baltimore for clean water.

A major source of contention when it comes to clean water and environments is Baltimore's Inner Harbor. The Inner Harbor is a tourist attraction and a historic landmark of the city. It is also home to various animals and plants that suffer from the unhealthy levels of toxicity in the water. Recently, the harbor received failing grades for the fifth consecutive year from Healthy Harbor Initiative for the Waterfront Partnership of Baltimore (HHIWPB). The Inner Harbor's water quality affects not only the health of the organisms living in the harbor but also the health and quality of life of Baltimore's residents. According to HHIWPB, the biggest contribution to pollution in the Harbor is storm water runoff. Currently, there are only a handful of monitoring stations to track the temperature, flow, and turbidity of the waterways. This information can be used to help predict massive flooding but also to inform Baltimore City how to clean up the health hazards in the Inner Harbor.

Sustainable Cities Project

When cities and universities work together, communities can change in vibrant ways. As part of the University of Delaware's Community Engagement initiative, a Sustainability Task has begun to establish partnerships with local cities to address a variety of sustainability issues. In an overarching project, The State of Delaware, the University of Delaware, and two cities, Newark and Wilmington, are coming together to create a Sustainable Cities project, which utilizes groundbreaking technology in environmental research to measure and develop plans for long-term sustainability. This multi-year project addresses three aspects of sustainability: environmental, economic, and social, all in an effort to benefit the changing landscape of communities in Delaware.

The University of Delaware's Center for Energy and Environmental Policy, faculty, staff, and graduate students have partnered with Newark and Wilmington to develop indicators of sustainability performance for each municipality. Now the project is moving towards developing sustainable solutions that will create positive impacts.

John Byrne, director of the Center for Energy and Environmental Policy (CEEP), believes that a more comprehensive approach to the use of solar panels could provide a myriad of benefits for all three aspects of sustainability. For example, solar power on rooftops can reduce energy and during some parts of the year generate revenue by selling a school's or a community center's surplus generation back to the grid. Placing solar panels on public buildings could create a laboratory setting where children and community members would learn the science and environmental benefits of solar panels firsthand.

The next step for the partnership is to address the barriers of cost and accessibility of solar panels to city residents. "It's exciting to bring this kind of knowledge and these types of tools to the communities," said Byrne. The project continues to grow, and is expected to extend until sustainable implementations are made.

"You can have both the economic future our communities desire and the healthy environment we all need."

— ***John Byrne,*** *Director*
Center for Energy and Environmental Policy

UNIVERSITY OF THE DISTRICT OF COLUMBIA 1851

9/11 Community Day of Service

On September 9, 2017, the College of Agriculture, Urban Sustainability and Environmental Sciences (CAUSES), of the University of the District of Columbia (UDC), partnered with The Mission Continues and Nestlé to host a 9/11 Community Day of Service. The purpose of this community- building day was to revamp East Capitol Urban Farm (ECUF), located in Ward 7 of Washington, DC. Over 200 military veterans and community members participated in this effort. The results of this community initiative led to an expansion of the community garden to make room for more farmers as well as those requiring wheelchair access, engineering a STEM education space to enable the next generation of kids to learn about math and sciences, building a farmers market stand, and creating a walking trail for the local community.

A partnership between UDC CAUSES, DC Housing Authority, Urban Waters Federal Partnership, DC Building Industry Association, District Department of Energy and Environment, Groundwork Anacostia, DC Commission on the Arts and Humanities, and ECUF serves as a space of health and renewal for all residents of the area who want to participate. Once a vacant parcel of land, the farm is now a three-acre green space for the economically disadvantaged and predominantly African-American Ward 7 community.

Initiatives that marry health, wellness, nutrition, active participation, and community are the goal for the farm. Garden plots are managed by individual members of the community. Community classes have sprung up in this safe space, some offered through UDC and some created organically from the community. ECUF contains the ordinary produce one might expect to see at the grocery store as well as several exotic plants more familiar to the local residents. West African plants are being grown in separate plots by UDC, with large signs posted in each bed to educate visitors to the garden. A shed on the property also houses the beginnings of an aquaponics system with classes available on its care.

The partnership with UDC CAUSES, The Mission Continues and Nestlé has enabled ECUF to make operational strides in hosting the community, kids, and education leaders, to provide them with the fruits of their labors and teach them about sustainable, community farming.

"The city isn't just our location—it's our campus—and we strive to be a vital part of the community in all aspects. Our goal is for students to be both involved in and enriched by that community engagement. The benefits rebound to both students and community members."

— Mr. Ronald Mason, Jr., JD., *President*
University of the District of Columbia

UNIVERSITY of MARYLAND
THE FOUNDING CAMPUS

Pop! Farm Community Garden

Pop! Farm is a community garden in the Southwest Baltimore neighborhood of Poppleton, led by James McHenry Elementary/ Middle School (JMEMS), Hollins Roundhouse Neighborhood Association (HRNA), and the University of Maryland, Baltimore (UMB). As such, it is an exemplary partnership between a Baltimore City K-8 school, a neighborhood association, and a higher education institution. The garden provides a safe, comfortable place outdoors for all community members to promote health, build community, and use their imaginations. The leaders and gardeners of Pop! Farm envision a community where students and neighbors thrive.

This urban garden began out of a concern for local residents who live in a food desert. Delegate Ruth Kirk of the Maryland General Assembly originally founded it on vacant lots, and several individuals and institutions helped tend the garden. By early 2015, Pop! Farm's stewards were no longer able to care for the site; it was overgrown and neglected. Local civic leaders worked with the Hollins Roundhouse Neighborhood Association and the University of Maryland, Baltimore to identify new partners to steward the garden.

In Fall 2015, JMEMS adopted the site to provide a space for their garden club to enjoy outdoor education and opportunities for recreation. Southwest Partnership's Education Committee is the fiscal sponsor of the project. HRNA and UMB School of Social Work students raise money to ensure that participation in Pop! Farm is free of charge for all members of the school community. UMB's Office of Community Engagement provides volunteers, project coordination, and resources to enhance health and educational programming on site. Students from UMB, Towson University, Clemson University, and Johns Hopkins University have helped tend the garden on service days, Alternative Spring Breaks, and semester-long projects. The new leadership team introduced a water hook-up, fruit trees, chickens, an apiary, and a new name: Pop! Farm.

"Rooted in higher education is community. We are inextricably bound to our neighbors, and need to provide opportunities to our students to become deeply and genuinely engaged citizens."

— Dr. Jay Perman, *President*
University of Maryland, Baltimore

UMBC

UMBC Partners with Audubon Center

Baltimore City's Patterson Park Audubon Center promotes and facilitates habitat restoration/maintenance in Patterson Park in Baltimore City and engages community groups and partner organizations. UMBC students and alumnae were instrumental in this partnership development. The Shriver Peaceworker Fellow Katherine Ralston, MS '17, Geography and Environmental Systems, organized a Polar Plunge that raised funds for Green Leaders to produce a video about the impacts of climate change.

Green Leaders Program Coordinator Alexa White, BS '15, Environmental Science, is proud of these leaders engaged in numerous activities, "speaking at a rally to ban fracking to creating a banner with the community, these young people worked to make a difference."

To expand environmentally-oriented community outreach, UMBC students Jaelyn Bos, BS '17, Environmental Science, and BA Biology, and Erin Everton, BS '19, Environmental Science, and BA Geography, created a blended service experience with the Audubon Center and adopted two local waterways through Patapsco Heritage Greenway. Students met monthly to reflect on their work and the interaction between ecology and social justice in Baltimore. Jaelyn leveraged this experience and her passions to complete UMBC's Peace Corps Prep Program. Since September 2017, Jaelyn has been teaching high school biology in Mozambique.

The Audubon Center is one of several service sites in the broader Baltimore community that UMBC students can select. Shriver Peaceworker Phillip McKnight, MA '19, TESOL, will continue to deepen the partnership. Last year, approximately 750 K-12 students connected with UMBC students.

"As educators we must prepare our students to understand the importance of the word 'citizen.' That is what community engagement is all about."

— ***Dr. Freeman Hrabowski III,*** *President, UMBC to* The New York Times

UNIVERSITY OF MARYLAND™

College Park Scholars

College Park Scholars is a group of living-learning programs which encourage students to engage with their communities and the world through experiential learning in a variety of disciplines. The Environment, Technology, and Economy (ETE) program guides students to view their lives through the lens of sustainable development. Each year, as part of Scholars Service Day tradition, all incoming students volunteer at the Upper Marlboro Research and Education Center (UMREC). These students assist the researchers with their harvest and end of year needs for projects designed to help Maryland growers replace tobacco.

In addition, UMD has a thriving partnership with the Terp Farm, a partnership between Dining Services, the Office of Sustainability, and the College of Agriculture and Natural Resources in which two acres of land at UMREC are dedicated to the sustainable production of vegetables for use in on-campus dining halls.

Two years ago, it became apparent that this program had grown too large for the needs of the researchers on-site, so a partnership with Clagett Farm, a nearby project of the Chesapeake Bay Foundation, was added. Clagett Farm produces organic vegetables and grass-fed beef and lamb for Community Supported Agriculture (CSA) customers and for donation to DC area food banks.

The service provided by UMD students benefits a number of Maryland and DC communities through donated food and furthering agricultural knowledge. By helping to develop and disseminate an understanding of sustainable agricultural techniques, they are helping to mitigate and even begin to reverse some of the effects of climate change. It is also an invaluable opportunity for them, as they form social bonds with new friends even before classes start, explore the value of service and experiential learning, and begin to master the core of our curriculum. The partnerships fostered in these activities are integrated throughout the program.

"Living-learning programs have the power to change lives and transform communities."

— Dr. Wallace Loh, *President*
University of Maryland, College Park

UNIVERSITY of MARYLAND EASTERN SHORE

Taking Learning Outside of the Classroom

The University Engagement and Lifelong Learning (UELL) student engagement initiative began in 2012 to work collaboratively with local communities to enrich the quality of life for residents on the Eastern Shore, while providing learning opportunities for students at the University of Maryland Eastern Shore (UMES). Lead by Director, Clifton Harcum, and his staff, UELL has developed unique and innovative programs that influence how students view themselves, interact with their peers, and engage their surrounding community.

During the 2016-17 academic year, 205 students participated in 2,250 hours of enrichment programming. Leadership training and cultural enrichment were credited with 214 hours, while 2,036 hours were contributed to volunteering for charities, community service, service-learning, and mentoring programs. Through a blend of high-impact practices such as community outreach projects, alternative breaks, and leadership development activities, UELL participants have made a difference in the lives of citizens in Somerset County, Maryland and abroad. Program success is measured through surveys and written reflections.

Signature programs include Chesapeake Housing Mission, Alternative Breaks, Campus Compact Mid-Atlantic AmeriCorps VISTA project, and Men Achieving Dreams through Education (MADE). UELL plans to continue engaging UMES students in more High School Involvement Partnership (HIP) programs, developing more sustainable partnerships, and enforcing the mantra in the hearts and minds of students that they are the illustrators of their futures, and the world is their canvas.

"This trip was great, because we did more than just community service, we changed lives. Some people who were shy left more outgoing. The ones who had different beliefs left more open. Individuals who have a hard time making friends left with friends, and people who came on the trip feeling like giving up on life left with a different mindset."

— Keona Jones, *Student and UELL participant*

WASHINGTON ADVENTIST UNIVERSITY

Social Work Students Serving the Community

Social Work students at Washington Adventist University serve as professional volunteers in support of community organizations and community initiatives that address social problems. They use their knowledge, values, and skills to meet real community needs.

Service to nearby Langley Park has been a priority for many years. Last year the University's Enactus organization launched a women's empowerment initiative focusing on the needs of women in one particular apartment building. Through Enactus, social work students have assisted with a survey of residents followed by empowerment activities including resume building and job readiness, immigration assistance, tutoring and English language classes. Outreach efforts to counter sex trafficking and other dangers with public information are also an important part of the initiative. Social work students volunteering with this initiative are seeing that their one-on-one support is empowering women and their families; offering them avenues for a better life.

In their first year, social work students volunteer in any community organization they choose, and are introduced to how organizations operate and how their direct involvement can benefit others. In their final year, each student completes a four-hundred-hour internship in a community agency, working with a client population of their choosing under the supervision of an experienced social worker. Last year students interned at local hospitals, nursing homes, schools for children with behavioral problems, and with organizations helping homeless women and people who needed housing.

"I am excited to be practicing real social work in a real life setting. I love serving others and I am learning so much!"

— ***Kimani Joseph,*** *current student and intern in a nursing home*

Wesley Seminary Gets to Know Its Neighbors

Each summer, eight to twelve Wesley Theological Seminary students don life preservers, hats, and binoculars for an eco-justice boat tour of Washington, DC's Anacostia River. The students are attentive but subdued, as they experience first-hand this trash-strewn waterbody, which historically has run through some of DC's lowest income neighborhoods.

This tour is a part of Wesley's Spirituality in Nature class, an on-the-ground study of spiritual practice and ecology, in which students explore how people of faith can relate more intimately and harmoniously with the earth and the Divine. Visiting five sites in our local Potomac River Basin, students get to know, delight in, and have compassion for all of our watershed neighbors—human and non-human.

The course, now in its fifth year, sprang from experience Adjunct Professor and Founding Director of the Center for Spirituality in Nature, Beth Norcross, had in her former environmental career: "Environmental justice is most transformative when we are in relationship and have compassion for one another, and that starts with getting to know each other."

To that end, these seminary students, more used to looking at biblical texts than field guides, get to know the names of their local trees, plants, birds, turtles, and other animals. They also prepare final projects designed to provide spiritual healing in nature, as well as encouraging a living, loving relationship with both the human and non-human elements of their home ecosystems. The projects have ranged from creating an eco-justice curriculum in the local church to bringing Congolese young people back to nature. The program's impacts are seen in students long after graduation.

"Along with practical, hands-on knowledge and experiences in nature, we delved into the possibility of spiritual awakening and healing in the natural world. It was a unique opportunity at Wesley and one for which I am very grateful."

— Former Student, *now engaged in eco-justice ministry*

WILMINGTON UNIVERSITY™

I Love to Read Month

Since 2014, the Wilmington University cheerleaders have volunteered in elementary schools in northern Delaware by taking part in "I Love to Read Month," which empathizes both the importance of literacy and reading enjoyment for children at the K-12 levels.

The cheerleaders take along University mascot Wiley D. Wildcat during the visits and host a pep rally. Each cheerleader introduces his or her self and talks about their favorite book from childhood. Afterwards, the cheerleaders act out a book as a group then individually read to various classes.

Last year the cheerleaders offered 14 performances at 12 Delaware schools in the Christina, Red Clay, Appoquinimink and Colonial districts.

This partnership with K-12 schools was the vision of former cheerleading Head Coach Jeffrey Martino, who believed in the importance of student community volunteerism. After speaking to a teacher friend, he conceived the idea of creating a performance that preceded actual reading to students. Current Head Coach Ashley Mundy has continued this program and is planning ways in which it can further develop.

"Our six-time national championship cheerleading team comprises extraordinary student athletes who are dedicated to giving back to the community," said Vice President of Student Affairs & Alumni Relations, Dr. Tina Barksdale. "They truly are having a significant impact on young children regarding the importance of reading, as well as the fun of it."

In recognition of overall hours of volunteer service that support myriad events and programs throughout Delaware, the cheer team received the 2017 Community Service Award. The University's Student Life Department presented the accolade.

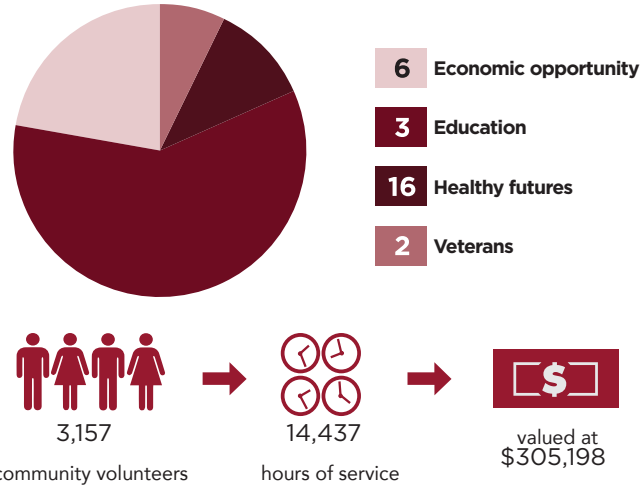
"We provide our students with the solid academic foundations, practical skills, and 'real-world' opportunities they need to advance in their professions and lead their communities."

— Dr. LaVerne T. Harmon, *President*
Wilmington University

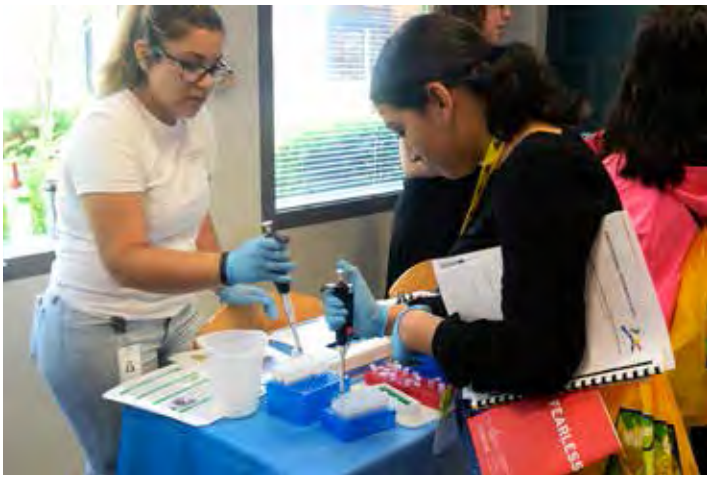
CCMA AmeriCorps VISTA Program

AmeriCorps VISTA is a federally funded service program designed specifically to fight poverty. Founded as Volunteers in Service to America in 1965, VISTA has been on the front lines in the fight against poverty in America for more than 50 years. Campus Compact Mid-Atlantic joins the missions of CCMA and AmeriCorps VISTA through projects that build campus-community partnerships to fight poverty. The CCMA AmeriCorps VISTA program alleviates poverty by strengthening communities, building the capacity of nonprofit organizations, and developing students and community members as leaders.

PROJECT EMPHASES



The CCMA AmeriCorps VISTA project at UMBC, called College JUMP, sets up refugee and asylee high school students with university student mentors who help them navigate the college application process. The kick-off event introduces the mentees to all of the mentors at the beginning of the year.



At the Universities at Shady Grove, one of the ways the CCMA AmeriCorps VISTA project supports students is by exploring career options. Students are engaging in a career simulation with USG's IT department to learn about how the IT Department supports USG facilities.

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AMERICAN UNIVERSITY

Supervisor: Harry Gillard
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The American University/SOUL (Student-Athletes Organized to Understand Leadership) program expands the capacity of SOUL to positively impact the lives of at least 100 DC youth by developing and implementing best practices for volunteer recruitment and management of corporate, college, and high school volunteers.

BALTIMORE CITY COMMUNITY COLLEGE

Supervisor: Brittany DeNovellis
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The BCCC/Refugee Youth Project promotes economic growth and post-secondary education for refugee teens through the ArtWorks program, an arts-based social enterprise. The project focuses on increasing employment opportunities, increasing understanding of financial literacy, and providing a safe and structured environment for youth to reconnect to cultural traditions.

CAMPUS COMPACT MID-ATLANTIC P20 CONNECTS

Supervisor: Madeline Yates
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The P20 CONNECTS program will build local K12, higher education, and community-based organization coalitions to improve college, career, and civic readiness among students, particularly those in poverty, by engaging students in multi-grade level service-learning activities that address local needs.

CASA DE MARYLAND

Supervisor: Nick Katz
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The Access to Justice Program at CASA will address expanding CASA's network of pro-bono and low-bono attorneys, strengthening CASA's relationships with other nonprofit service providers, and expanding CASA's network of community volunteers, with the goal of reducing the barriers poverty imposes on access to justice in the communities we serve.

CCMA AmeriCorps VISTA | 2017-2018 Project Abstracts, continued

COMMUNITY COLLEGE OF BALTIMORE COUNTY

Supervisor: Monica Walker
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The Community College of Baltimore County (CCBC) Pathways to College, Career & Civic Readiness (PC3R) program assuages the adverse impact of poverty by providing college students and low-income youth with learning resources and civic engagement opportunities in support of their academic success and future career success.

FREDERICK COMMUNITY COLLEGE

Supervisor: Jerry Haynes
jhaynes@frederick.edu · 301-846-2459

The English Language Learners Transition and Completion Initiative (ELLTCI) is the result of a commitment to ensure that outreach and programming meet the needs of English Language Learners by developing messaging and support systems that engage the interests of immigrants, their families, and their communities.

FROSTBURG STATE UNIVERSITY

Supervisor: Bill Mandicott
wmandicott@frostburg.edu · 301-687-4881

The Frostburg State University P20 CONNECTS program will work with after-school programs that serve students in 6th through 8th grade, specifically targeting students who are low-income and eligible for free and reduced meals. This project will focus on expanding existing math, science, and language arts programming, with skill and character development components to enhance children's leadership, communication, teamwork, conflict resolution, coping, and other skills highly desired by future employers.

GARRETT COLLEGE

Supervisor: Tracie Ellis
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The Garrett College Students In Need Group (SING) expands grocery and clothing assistance, wellness education, financial literacy, and educational workshops to benefit over 600 first-generation students and Garrett County community beneficiaries. By partnering with Garrett County social service agencies, the SING project will directly impact individuals living at or below poverty level.

HOOD COLLEGE

Supervisor: Drew Ferrier
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The CCMA AmeriCorps VISTA position will develop a comprehensive program centered in Frederick City's faith-based community to provide fresh, healthy food, increase the knowledge and ability of local community members to garden their own culturally-familiar produce in order to reduce the effects of food insecurity for city residents.

JOHNS HOPKINS UNIVERSITY

Supervisor: Abby Neyenhouse
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The Community Resource Connections Program is an economic development program to connect youth who are low-income residents and job-seekers with resources to develop greater financial stability through workforce and financial literacy opportunities.

LOYOLA UNIVERSITY MARYLAND

Supervisor: Marie McSweeny Anderson
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The Loyola CCMA AmeriCorps VISTA program will serve to prepare the youth of two low-income African American and historically divided communities to learn safely together in a newly merged and rebuilt public school. With an educational focus, this project will develop and implement mediation resources and practices for long-term youth and family success. The CCMA AmeriCorps VISTA member will build relationships between leaders of the divided neighborhood and school families as well as research best practice anti-violence and community building programming.

MARYLAND INSTITUTE COLLEGE OF ART

Supervisor: Stephen Towns
stowns@mica.edu · 401-225-1215

The Baltimore Design School (BDS) and MICA CCMA AmeriCorps VISTA member will develop and coordinate the BDS-MICA partnership within the framework established by the collaborative planning document. The focus is on the development of literacy resources for students and parents, programming for students, and outreach to the BDS community around these resources. Through this work, the BDS library will be developed as a literacy hub within the school and the community. It will establish the essential infrastructure and organizational relationships to ensure the sustainability of this work beyond the period of the award.

MORGAN STATE UNIVERSITY

Supervisor: Deanna Ikhinmwin
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The Office of Community Service program participants come from all over Baltimore City and are primarily African American and low-income. Through the Enhancing Opportunities for Educational Success (EOES) program, the Office of Community Service will be able to bring onsite tutoring to the K-8 students at Monarch Academy Public Charter School in Northeast Baltimore City and host their students in a mentoring program on campus.

PRINCE GEORGE'S COMMUNITY COLLEGE

Supervisor: Betty Habershon
bhab@pgcc.edu · 301-322-0713

The PGCC Financial Coaching program expands the financial capability of residents of Prince George's County through financial services which include financial coaching, tax preparation, and financial workshops. The program creates, develops, and expands a comprehensive financial coaching program by developing community partnerships, creating a structured program model, and recruiting and training volunteers.

THE CATHOLIC UNIVERSITY OF AMERICA

Supervisor: Emmjolee Mendoza-Waters
mendozae@cua.edu · 202-319-5575

The Justice for Juniors CCMA AmeriCorps VISTA program at The Catholic University of America will create a mentoring program on campus with the youth currently in transition from the Youth Services Centers (YSC) in Washington, DC. The mentorship program will be focused on ethical and critical dialogue, community building, as well as life, workforce, and college preparedness skills.

TOWSON UNIVERSITY AMERICA READS/AMERICA COUNTS

Supervisor: Stephanie Easterday
seasterday@towson.edu · 410-704-2082

The America Reads/America Counts (ARAC) Program at Towson University will address the needs of Baltimore City elementary and middle school students to achieve grade-level learning in mathematics and language arts. The CCMA AmeriCorps VISTA member will restructure TU's America Counts program and the TUTORS (America Reads) Program into an integrated and larger ARAC Program by transitioning the existing programs, strengthening both and expanding to new middle and elementary schools

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TOWSON UNIVERSITY MODEL UNITED NATIONS

Supervisor: Chris Jensen
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This program gives students the opportunity to practice and advance their writing, research, and oral presentation skills. Through their role-playing with others, they advance their problem-solving capabilities as they seek to resolve conflicting priorities, backgrounds, and world views in a peaceful way. Their experiences and the skills that they use in this program help to prepare them for the intellectual challenges of higher education and their future as citizens of the United States and members of the global community.

UNIVERSITIES AT SHADY GROVE

Supervisor: Justin Edgar
jedgar@umd.edu · 301-738-6071

Achieving Collegiate Excellence & Success (ACES) is a partnership with Universities at Shady Grove, Montgomery County Public Schools, and Montgomery College to address poverty by increasing baccalaureate degree attainment among underrepresented students, especially African American and Hispanic youth. From this, USG created the Career Experiences Opportunity Program to give students work experience. The CCMA AmeriCorps VISTA member will design intervention pathways for both programs.

UNIVERSITY OF BALTIMORE

Supervisor: Anthony Butler
abutler@ubalt.edu · 410-837-5419

The University of Baltimore Campus Pantry aims to provide timely, healthy, and nutritious food to University of Baltimore students, faculty, and staff who are experiencing food insecurity as a result of economic hardship. In addition to providing food that meets an immediate need, this project will also provide educational resources to alleviate long-term hunger and poverty.

UNIVERSITY OF THE DISTRICT OF COLUMBIA

Supervisor: Sequoyah Adebayo
sequoyah.adebayo@udc.edu · 202-274-6221

The Office of Military and Veterans Student Services (OMVSS) is dedicated to serving UDC's veteran students and the community. OMVSS seeks to address the broad range of educational, economic, social, and mental healthcare needs of UDC's veteran community by building strategic partnerships with other public and private organizations, creating veteran-centered policy initiatives, and developing strong relationships with the veteran community.

UNIVERSITY OF MARYLAND, BALTIMORE

Supervisor: Kelly Quinn
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The UMB Community Engagement Center gives West Baltimore a place to access an abundance of services that promote neighborhood and economic development. It's also a place that brings the University and community together in scholarship aimed at solving complex and persistent problems which diminish residents' quality of life.

UNIVERSITY OF MARYLAND, BALTIMORE COUNTY

Supervisor: Eloise Grose
elgrose1@umbc.edu · 410-455-2493

The UMBC Refugee Youth Project College Access Mentoring Program will create and implement a near-peer college access mentoring program between high school refugee students and UMBC volunteers. By engaging students and parents in college readiness workshops and activities, the project will increase the number of refugee youth who successfully enroll in college.

UNIVERSITY OF MARYLAND, COLLEGE PARK CASA

Supervisor: Deborah Slosberg
slosberg@umd.edu · 301-314-0068

This project is a partnership between the University of Maryland and CASA which will work to bring low-income members of the immigrant community out of poverty. The CCMA AmeriCorps VISTA member will create and implement engagement workshops for parents and students, as well as create a sustainable volunteer pipeline for these programs to continue.

UNIVERSITY OF MARYLAND, COLLEGE PARK SAFE

Supervisor: Laura Ardito
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This program will help to build the capacity of the University of Maryland SAFE Center for Human Trafficking Survivors, to recruit and organize volunteers, and to provide economic empowerment opportunities for its clients.

UNIVERSITY OF MARYLAND EASTERN SHORE MADE

Supervisor: Clifton Harcum
chharcum@umes.edu · 410-651-8440

The UMES Garland Hayward Youth Center Community Empowerment program improves the scholastic achievements and civic engagement of Eastern Shore youth by building critical community support systems which increase K-12 students' access and success in their high school, college, career, and civic engagement trajectory.

UNIVERSITY OF MARYLAND EASTERN SHORE VET CONNECT

Supervisor: Clifton Harcum
chharcum@umes.edu · 410-651-8440

The UMES Vet Connect initiative is designed to assist, provide solutions, and increase and improve the quality of life and welfare of military veterans and their dependents. This community-level effort will directly support military service members, veterans, and their families by addressing critical issues and needs.

Presidents' Institute

The CCMA Presidents' Institute serves as a platform for the collaboration between higher education, K-12, and community partners to address issues critical to Maryland, DC and Delaware. In 2016, a variety of our network representatives gathered to grapple with these issues from national and local perspectives, and the challenges of implementation. It was an opportunity to explore the intersection of college, career, and civic readiness to strengthen communities.

One of the main initiatives that has emerged from past Presidents' Institutes is P20 CONNECTS, which capitalizes on the Mid-Atlantic region's unique capacity to create a P20 leadership development model of civic and community engagement. By providing opportunities for younger youth to become reflective change agents who improve community life, higher education is shifting the paradigm to working with, instead of providing services to, the community.

The 2018 Presidents' Institute will celebrate Campus Compact Mid-Atlantic's 10th Anniversary, at which participants will review what we can collectively accomplish to elevate our communities over the next ten years. It will convene the region's presidents, superintendents, and other leaders in a conversation about the structural and systemic issues impacting education in our region, and how civic and community engagement could enhance college, career, and civic readiness for K-12 and higher education students. This important work can only be done through the collective contributions of our members, partners, and supporters.

"We must prepare our graduates to meet the rigorous challenges of the new economy armed with the knowledge and skill they need to compete. At the same time, we have an obligation to provide our graduates with the cultural and intellectual underpinnings necessary to enable them to take their place as enlightened and progressive members—and leaders—of society. ...Connecting teaching, research, and service to community engagement will more effectively yield civically engaged students, scholars, and institutions."

— ***Dr. Robert Caret,*** *Chancellor, University System of Maryland American Association of State Colleges and Universities (AASCU) Conference. San Diego, CA. October 23, 2017. Keynote Address.*

P20 CONNECTS

Improving College, Career, and Civic Readiness

Over the past three years, CCMA, Maryland State Department of Education (MSDE), Public School Superintendents Association of Maryland (PSSAM), District of Columbia Public Schools (DCPS) and the Charter Board Partners, along with area non-profits, have developed a five-year P20 CONNECTS Action Plan. Implementation of this plan has begun through the convening of a P20 Leadership Team, as well as the identification of five pilot P20 CONNECTS partnerships between CCMA institutions and community partner schools in our region – increasing connections between college, career, and civic/community readiness in both programs and policies.

P20 CONNECTS PILOT PROGRAMS

Frederick Community College + FCPS Frederick County Public Schools

Frostburg State University + ACPS Allegany County Public Schools

Towson University + The Baltimore County Public Schools

University of Maryland Eastern Shore + Success Nothing Less

University of the District of Columbia 1851 + See Forever Foundation Maya Angelou Schools

"We must work together to engage and empower students in their own education through service-learning. There is no better method to heighten civic participation and ensure an educated citizenry for our American democracy."

*— **Ms. Elizabeth Burmaster,** President*
Frederick Community College

Thank You

Our network and accomplishments are possible through the contributions of many people and organizations!

SPECIAL THANKS

Dr. Alan Penczek
Hood College

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Dr. Ronald Nowaczyk
Dr. Alan Penczek
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Rev. Karl J. Mattson
Rev. Dr. David McAllister-Wilson
Mrs. Mari Salinas
Mr. Rick Pallansch
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