MODEL PROGRAMS 2019
Equity and Inclusion

Developing Global Citizens • Creating Just Communities
Dear Friends,

Since our founding in 2008, Campus Compact Mid-Atlantic (CCMA) has been dedicated to deepening the connections and partnerships between our campuses and our communities in order to transform both our students and our communities. Now celebrating our tenth anniversary year, we have grown from simply being an idea and a vision — to becoming the largest higher education consortium in the region, uniting a diverse body of 44 higher education institutions in their shared commitment to fulfilling the public purposes of higher education.

The work of Campus Compact Mid-Atlantic benefits our member institutions, our students, and the larger region. CCMA provides our collective institutions a forum for sharing our joint vision for the Mid-Atlantic region. The Compact provides our member institutions a vital infrastructure, bringing together 85% of all the public and private two-and four-year institutions with a common aim: to improve the lives of our students and community members and to engage our students and our institutions with the communities in which they reside.

Our 2019 Model Programs Magazine highlights how CCMA member institutions — together with local community partners — are advancing equity and inclusion. Some of these partnerships are creating educational access for elementary, middle, and high school students, which contributes to their college, career, and civic readiness. These featured programs increase student engagement throughout our region and promote inclusive and equitable communities for all.

Join us in our mission to fulfill the public purposes of education and improve community life by ensuring that community engagement continues to transform our students, institutions, and region. There has never been a better time in the history of our American republic to encourage civic and community engagement and deepen connectivity with our communities.

Thank you for joining us in this transformative work.

Madeline Yates
Executive Director
Campus Compact Mid-Atlantic

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CAMPUS COMPACT MID-ATLANTIC
Host Campus: Hood College
401 Rosemont Avenue, Frederick, MD 21701
301-696-3280 · www.midatlantic.compact.net

CCMA STAFF
Karina Abma
Communications Coordinator
abma@ccmidatlantic.org
301-696-3280
Michelle Avaroma
Program Coordinator
avaroma@ccmidatlantic.org
301-696-3280
Patricia Bassett
Bookkeeper
bassett@ccmidatlantic.org
301-696-3280
Corinne DeRoberts
Associate Director of Programs
deroberts@ccmidatlantic.org
301-696-3280
Charles Forbus
AmeriCorps VISTA Leader
forbus@ccmidatlantic.org
301-696-3280
Leilani Fryauff
AmeriCorps VISTA for P2O CONNECTS
fryauff@ccmidatlantic.org
301-696-3280

MAGAZINE DESIGN
Melanie Lyons
Towson University
MAGAZINE EDITOR
Lydia Casey

SPECIAL THANKS
Hood College
Alan Penczek
Rick Pallansch

Pertula George-Redd
American VISTA Project Director
gredd@ccmidatlantic.org
301-696-3280
JT Redmon
Assistant Director of Operations
jtredmon@ccmidatlantic.org
301-696-3280
Olakemi Tenu
AmeriCorps VISTA Leader
tenu@ccmidatlantic.org
301-696-3280
Jim Walters
P2O CONNECTS Program Coordinator
jimw@ccmidatlantic.org
301-696-3280
Madeline Yates
Executive Director
yates@ccmidatlantic.org
301-696-3280

MAGAZINE EDITOR
Lydia Casey

Pertula George-Redd
American VISTA Project Director
gredd@ccmidatlantic.org
301-696-3280
JT Redmon
Assistant Director of Operations
jtredmon@ccmidatlantic.org
301-696-3280
Olakemi Tenu
AmeriCorps VISTA Leader
tenu@ccmidatlantic.org
301-696-3280
Jim Walters
P2O CONNECTS Program Coordinator
jimw@ccmidatlantic.org
301-696-3280
Madeline Yates
Executive Director
yates@ccmidatlantic.org
301-696-3280

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

Madeline Yates
Executive Director
Campus Compact Mid-Atlantic
Dear Friends,

Ten years. Ten whirlwind years since we incorporated in 2009 and launched our organization in 2009. Being able to participate in the evolution of an organization from conception to fruition and impact is a fascinating privilege. Forming, storming, norming, performing, and refining—as we have, now, thrice changed our name and expanded our geographic reach! This has been a year of incredible change for our network. Serling into our new “Campus Compact Mid-Atlantic” identity, we integrated our new Delaware members into the network over the past twelve months. Last year’s addition of 85% of Delaware’s institutions substantially augmented our identity as we re-launched our expanded regional higher education association. Our Delaware colleagues and friends bring new energy and leadership to our network as we, together, continue our journey to positively impact our communities and students.

2018 also saw a number of expanded and deepened initiatives. We supported five pilot partnerships and inaugurated a Leadership Team for our P20 CONNECTS College, Career, and Civic Readiness collaborative impact initiative. We continued a region-wide conversation about how to incorporate community-engaged teaching and scholarship (ICTS) in promotion and tenure through two ICTS Institutes with 19 provost-appointed campus teams. The CCMA Board also engaged in conversations with business leaders who share the Board members’ commitment to developing students’ 21st Century workforce skills, including cultural literacy, teaming and collaboration, interpersonal skills, personal responsibility, and social and civic responsibility.

CCMA Update

Yet, the growth and positive forward momentum in our Mid-Atlantic network seems sadly dissonant with so many recent and ongoing events in our country and world. Racism, poverty, overt and subtle forms of discrimination, countless ways of de-humanizing others in both visible and invisible tragic ways, and environmental degradation collectively harm our communities’ soul. What harms one, harms us all. We are all connected. The institutions and systems framing the fabric of our lives fail to treat all humans with equity and compassion. Physical violence robs our communities of so many lives, while systemic injustice and the absence of compassion rear their heads, silencing voices that contribute to our wholeness. Sometimes there is no way out but through. We have to link arms and persist in hope, resilient in our commitment to creating a world that is equitable, just, and sustainable.

Preparing all our students to be engaged, global citizens with the knowledge, skills, and attitudes to address inequities and injustices, both unfortunately still all too prevalent in today’s world, is critical to the health and sustainability of our communities in the present and future. It is too often the case that the systems of which we are all a part perpetuate or fail to address injustice. It is our challenge to ferret out and implement systemic change in our institutions, which, as a network, we have chosen to do through our P20 CONNECTS work, advancing equity through college, career, and civic readiness with partnership programs that involve students from Pre-K through adult learners. By providing opportunities for younger youth to become conscious, reflexive, intentional change agents who improve community life, higher education is shifting to an empowerment paradigm, instead of simply providing services in a unilateral fashion to the community. All our youth deserve to recognize and answer the call that asks, “If not me, who; if not now, when?” as they do their part, whatever that is, fulfilling their capacity to create a more equitable, just global community.

In this 2019 Model Programs Magazine, we focus on what our network of 44 colleges and universities and our affiliates and partners are doing, both individually and collectively, to address issues of equity and inclusion. Some institutions focus on projects addressing economic disparity, while other campuses and programs focus on racial or gender inequities in their communities. This variety of approaches to advancing equity and inclusion is the essence of our Compact: many different institutions and programs addressing a variety of issues, yet—together—a collective greater than the sum of our parts. I invite you to read about the inspirational work of our members and students and to be renewed and reinvigorated with hope for our shared capacity to be a positive force for change in the Mid-Atlantic region during the next ten years—and beyond.

 Spielberg

Madeline Yates
Executive Director
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 or civic engagement which advances the field.

The Civic Engagement Award
Recognizes and honors an individual 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 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 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 advances the field.

The P20 Partnership Award
Recognizes an individual who has contributed substantially to the development of civic and community engagement in the Maryland-DC 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 or beyond.

The William E. “Brit” Kirwan Engaged Leader Award
Recognizes and honors an individual for his or her lifetime contributions 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 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 their university.

The Civic Leadership Award
Recognizes and honors one individual for outstanding contributions 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 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.

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CCMA 10 Years of Impact
Over the past three years, CCMA, together with regional K12 entities and community partners, collaboratively created a P20 CONNECTS Action Plan to enhance college, career, and civic readiness in the Mid-Atlantic region. Implementation commenced with the convening of a P20 CONNECTS Leadership Team and launching five pilot partnerships between CCMA institutions and community partner schools to braid college readiness, career readiness, and civic readiness in both programs and policies.

The P20 CONNECTS Leadership Team, with the assistance of a representative group of leading assessment professionals, researchers, and educators, developed shared agreements around the knowledge, skill, and attitudinal learning outcomes required to be considered “ready” in the areas of college, career, and civic readiness. P20 CONNECTS pilots, each unique in their project focus, will employ common experiential learning strategies to achieve these learning outcomes. The learning outcomes data from the pilot partnerships will help to assess participant learning and the effectiveness of higher education K12 partnerships, creating an opportunity for continuous improvement and increased impact.

Five pilot P20 CONNECTS partnerships are enhancing and deepening the effectiveness of existing programs by connecting students’ meta-learning around college, career, and civic readiness.

- Frederick Community College and Frederick County Public Schools’ existing college and career programs like Future Link, Cyber Day, and Rising Entrepreneurs are expanding to develop the “civic readiness” abilities of Frederick County middle school students.
- Frostburg State University and Allegany County Public Schools collaborate on a large after-school program (focused on math, science, and language arts), which they are supplementing with a focus on 21st Century skills identified as necessary by area employers including communication, teamwork, conflict resolution, and social and leadership development skills.
- Towson University and Baltimore County Public Schools annually collaborate on an award-winning Model United Nations program. Participating students address real world problems -- developing the knowledge, skills, and attitudes to become global citizens.
- University of the District of Columbia & Maya Angelou Public Charter School collaboratively grow hydroponic plants and crops in order to develop both urban agriculture and a sustainable workforce. Addressing the critical reality of “food deserts” in the Washington, DC area, this partnership produces fresh organic food and plants that small urban food producers can afford to distribute.
- University of Maryland Eastern Shore & Somerset County Public Schools students collaborate on community development projects addressing food insecurity and obesity while learning about college and careers.

“How do we help students embrace and build on the diversity, in all forms, that we see in today’s student body? How do we adapt and expand our curriculum and programs to meet the needs of a 21st-century global citizen?”

— Dr. Ronald Nowaczyk, President, Frostburg State University

“PeaceJam

Campus Compact Mid-Atlantic (CCMA) received a federal AmeriCorps planning grant for 2018-2019 from the Corporation for National and Community Service. In order to advance college, career, and civic readiness in the Maryland, DC, and Delaware (Mid-Atlantic) region by strengthening P20 (K12-higher education) partnerships, Campus Compact Mid-Atlantic will partner with AmeriCorps to build an affiliate region of the internationally acclaimed PeaceJam program. This will include introducing PeaceJam curricula in K12 schools, providing an annual PeaceJam Youth Conference hosted by a Nobel Peace Prize winner, and building a leadership and service program on multiple college campuses.

This would introduce PeaceJam academic curricula in K12 schools, providing an annual PeaceJam Youth Conference. Students will study the lives and work of Nobel Peace Prize winners in an age-appropriate, standards-based format that fosters 21st-century skills, character development, conflict resolution, service-learning, citizenship, and compassion. With successful implementation, youth will gain an understanding of their role in society and the power of participation through engaged education.

“PeaceJam

University of Maryland Eastern Shore & Somerset County Public Schools

University of the District of Columbia

Frostburg State University

Frederick Community College

Towson University

ACPS

AFPS

University of Maryland Eastern Shore

USAignet Foundation

Maya Angelou Schools

University of Maryland

The only true education comes through the stimulation of the child’s powers by the demands of the social situations in which he (or she) finds himself (or herself).”

— John Dewey, My Pedagogic Creed, 1897
The CCMA Presidents’ Institute serves as a platform for the collaboration between higher education, K12, and community partners to address issues critical to Maryland, DC, and Delaware. This year marks the 10th anniversary of Campus Compact Mid-Atlantic and serves as a platform to review what we can collectively accomplish to elevate our communities over the next ten years. This convening of the region’s presidents, superintendents, and other leaders offers an opportunity to converse 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 K12 and higher education students. This important work can only be done through the collective contributions of our members, partners, and supporters.

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 agents who improve community life, higher education is shifting the paradigm to working with, instead of providing services to, the community.

ICETS Institute

As a way of developing a global set of criteria to blend community-engaged teaching and scholarship into existing promotion and tenure standards appropriate to each segment of higher education (public, private, 2-year, 4-year), CCMA formed a special task force (ICETS) to consider guidance. The Taskforce invited all regional chief academic officers to organize institutional teams which grappled with identifying the steps and outcomes for each institution, as they implement blending community-engaged teaching and scholarship into the recognition and reward criteria of their institutions’ promotion and tenure policies and procedures. From the Taskforce deliberations so far, CCMA held two ICETS institutes engaging 19 institutional teams in aligning their institution’s values of advancing the public good with the promotion and tenure review process.

2018 Newman Civic Fellows

The Newman Civic Fellowship is a one-year fellowship for community-committed college students from Campus Compact member institutions. The fellowship honors the late Frank Newman, one of Campus Compact’s founders and a tireless advocate for civic engagement in higher education. In the spirit of Dr. Newman’s leadership, Campus Compact member presidents and chancellors are annually invited to nominate one community-committed student from their institution for the fellowship. These nominees are individuals who have demonstrated an investment in finding solutions for challenges facing communities throughout the country and abroad. Through the fellowship, Campus Compact provides a variety of learning and networking opportunities, including a national conference of Newman Civic Fellows in partnership with the Edward M. Kennedy Institute for the United States Senate. The fellowship also provides Fellows with pathways to apply for exclusive scholarship and post-graduate opportunities. Campus Compact Mid-Atlantic salutes our cohort of 2018 Newman Civic Fellows, our civic and community engagement leaders of today and tomorrow.

“I believe that ideas (intellectual and rational processes) also result from action . . . To attempt to develop the reasoning powers, the powers of judgment, without reference to the selection and arrangement of means in action, is the fundamental fallacy in our present methods of dealing with this matter.”

— John Dewey, My Pedagogic Creed, 1897

Presidents’ Institute

Carroll Community College
Kathleen Reckie

Coppin State University
Monica Davis

Frostburg State University
Benjamin Forrest

Goucher College
Zanabou Njie

Maryland Institute College of Art
Nacho Montiel

Stevenson University
Paul Hartill

Towson University
Sophia Rostand

University of Baltimore
Mikia Defoore

University of Maryland Eastern Shore
Gayn Jones

University of Maryland Baltimore County
Stephanie Milani

American University
Arinath Bollas

Georgetown University
Shakeria Vaughan

The George Washington University
Dylan Tally

Wesley Theological Seminary
Jolana Hall
Allegany College of Maryland’s Service Learning and Civic Engagement Center (SL/CE) is growing quickly, as evidenced by the 2,592 hours of service-learning recorded 2017-2018, a 23% increase from the previous year.

Led by Dr. Diane McMahon, the program boasts 448 student volunteers and 68 community partners in Maryland, Pennsylvania, and West Virginia. Allegany College of Maryland (ACM) students volunteered for a wide range of activities, from walking dogs at the Allegany County Animal Shelter to participating in a Save the World competition.

SL/CE offers programs and presentations including: “How to Conduct an Inclusive Public Dialogue,” led by the national office of The Democracy Commitment Director Verdis Robinson; a Congress to Campus program with former Representatives Dan Maffei and Tom Petri through the US Association of Former Members of Congress; and Lunch & Learn sessions for faculty on incorporating service-learning and civic engagement opportunities into their curriculum.

In the past year, SL/CE moved to a larger office space, streamlined its online service-learning tracking system and program time management, improved its online presence, and secured a student worker to assist with program delivery. SL/CE began planning on a self-study—guided by The Democracy Commitment and in conjunction with the ACM campus community—to consolidate ongoing connections to community partnerships. Within the year, SL/CE will apply for Carnegie Community Engagement Classification.

Two hundred and fifty children visited American University (AU) at the end of the spring semester in 2018 for the annual “Kids on Campus Day” (KCD). The students participated in interactive, exploratory learning and toured the campus during this annual culmination of their participation in the DC Reads program.

This year’s theme: “Our Story: Embracing Our Differences,” featured 10 interactive centers which addressed topics like what makes someone special, social justice advocates who changed the world, and the importance of making a difference. The 2018 KCD also included a book fair, photo booth, author’s station, and celebratory dinner. In addition to these activities, students took their pictures with their mentors, wrote messages of gratitude, and received three brand new diversity, equity, and inclusion (DEI)-themed books that encourage book ownership to build each student’s home library.

Administered through AU’s Center for Community Engagement & Service, 75 team leaders and other AU volunteers annually tutor 1,200 children city-wide, many of whom live in underserved communities and have never visited a college campus.

Through this series of strategic activities and learning stations, KCD communicated to the kids that success is achievable through higher education and that attending college can be an attainable and affordable aspiration, regardless of socioeconomic status. The activities encouraged participants to value the unique strengths and differences in themselves and others, reinforced DEI values through equity-related dialogue, and fostered a greater understanding of cultural differences.

Aligning with AU’s commitment to creating a more just and equitable world in which all people genuinely feel honored, respected, and valued for who they are, the students developed action plans to introduce concepts of social justice that they had learned and the critical role it plays in creating positive space within their homes, schools, and communities.

KCD was supported by AU’s Office of Campus Life and individual donations.

"Through my personalized letter-writing campaign to help Santa respond to children’s letters, I tried to deliver positive messages to young children in families who may be struggling. As a social work major and mom of two, it means a lot to me that children know somebody cares."

— Denise Delzell, ACM Student

"A solid education is an effective equalizer that disadvantaged young people need to shift socioeconomic paradigms in their favor, and having ‘Kids on Campus Day’ ignites those possibilities for them through their immersive experiences."

— Robin V. Adams, DC Reads Program Director, Asst. Director Center for Community Engagement & Service
Year Up Baltimore launched in 2010 on the campus of Baltimore City Community College (BCCC). Year Up Baltimore offers an intensive, one-year program for college students, ages 18–24, combining professional coaching, hands-on skill development, and internships at some of Baltimore’s top companies. As BCCC college students, the young adults have access to the library, tutoring resources, and other services offered by the college, in addition to the services offered by Year Up. As students work toward completing a degree at Baltimore City Community College, Year Up Baltimore provides them with professional development and work experience, preparing graduates to launch a meaningful career. 85% of Year Up Baltimore’s graduates either continue their college journey or begin working in their careers.

Year Up recognizes that millions of young adults in this country are facing social and economic injustice. Despite talent and motivation, they lack access to higher education and careers that provide them with a living wage, while at the same time our economy needs help. US businesses are calling for more and better-trained talent to compete on the global stage, but there will not be enough skilled workers to meet that demand. This represents a tremendous national opportunity. Providing underserved young adults with the skills, knowledge and experience today’s businesses demand ensures those young adults will gain access to a wider pipeline of well-trained talent than ever before.

The Year Up program emphasizes academic and professional rigor, setting expectations high for quality of work and professional behavior. A strong structure guides students through the steps necessary for achieving success in the classroom and the workplace. For the first six months of the program, students develop technical and professional skills in the classroom. Students then apply these skills during the second six months on an internship at one of Year Up’s corporate partners. Students earn college credits, earn an educational stipend, and are supported by staff advisors, professional mentors, dedicated social services staff, and a powerful network of community-based partners.

“Being born and raised in Baltimore and not having many privileges growing up, I really feel like I can help individuals and families in similar situations.”

— Bobby Leak, Year Up Participant and BCCC Student

A unique Bowie State University (BSU) computer camp for Baltimore youth is preparing the next generation of leaders in technology. In partnership with the Baltimore YouthWorks summer jobs program, the Summer Design and Think Technology Innovation Capstone Project brings together nearly 40 inner-city youth, ages 16–21, to work in teams for five weeks in developing technology projects that address challenges they see around them. At the end of the program, the young people present their projects in a design competition judged by local technology experts.

The youth learn HTML and JavaScript coding and cybersecurity skills in daily workshops, led by Bowie State computer technology faculty and other professionals. BSU undergraduate student mentors also help the youth teams turn their ideas into viable projects, sharpening their skills to prepare for graduation and entry into the workforce.

Since 2016, projects have included a mobile app to enable people to report crimes anonymously to the police, an online collection of resources to prevent teen pregnancy, and a website to enable anonymous reporting of teens considering suicide. By focusing on real-world problems, the youth learned how to think outside the box and discovered how a technology career can make a difference in their communities.

The program was developed through Bowie State’s participation in a federal cybersecurity workforce pipeline initiative, which is funded by the National Nuclear Security Administration. The initiative’s purpose is to address the nation’s shortage of cybersecurity professionals by growing a pipeline of well-trained minorities to meet the growing need. The Bowie State program is making an impact – the extended exposure to a college setting primes the youth to think seriously about pursuing a technology degree. In just one year, as many as 11 participants enrolled in a university as a result of the program.

“Being a student mentor is helping me reinforce the cybersecurity and website development skills I might have forgotten or didn’t quite get when I was learning it. It’s fun to see how creatively they are able to think. I’m really proud of them.”

— Angela Latson, Bowie State Student
The Student Life Office at Carroll Community College teamed up with the English Department to create a hands-on, community-based learning project for two different sections of English 101. The goal of the project was to bring light to two emerging and critical problems in higher education: food and housing insecurity. This day-long event paired participation in a poverty simulation with an on-campus service project that ultimately benefited many students, faculty, and staff at the college who experience hunger.

During the poverty simulation, 34 students took on roles of members of the community who live near the poverty line. The experience lasted more than two hours and was designed to sensitize students to the realities faced by low-income families. For some students, the experience was very eye-opening. For others, it was very close to their own struggles of paying for college while balancing other work and family obligations.

After the simulation, the student participants served the campus food pantry by cleaning out the refrigerators and cabinets, organizing food by expiration dates, and putting together new client packets that each person receives when registering at the pantry for the first time. This curricular service project benefited the campus pantry clients while educating many students who did not know that this resource existed.

Operating primarily through donations and the efforts of campus volunteers, the campus food pantry, called the Food Locker, served 75 clients and their families during the 2017-2018 academic year.

The day ended with a local Community Action Agency guest speaker who detailed specific needs in the county and ways the organization is currently assisting people to the best of its ability. The students were able to use this new knowledge, their simulation experience, and additional relevant reading samples to complete a writing assignment later in the semester.

As my students interacted with the unfolding reality of the poverty experience, learning that it is the junction of hapless people trying to cope with a dysfunctional safety net full of holes and the luck of the draw, they got a sense of empathy. Working in the Food Locker as a group, they felt empowered to make some kind of difference in the community so that the sorrow of the morning was resolved into the hope of the afternoon. I feel like this program really influences the thinking of students, not necessarily changing their minds in all cases, but, at least, giving them something to consider that they may never otherwise have known.

— Mira Foote, English Professor

“The young boy I had the privilege to work with was excited to go to Reading Partners pretty much every day. This service-learning opportunity has opened my eyes further to the issues happening around me, as well as helped me build community and personal relationships that I will carry with me throughout the rest of my academic career.”

— CCBC Sociology Student

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— Mira Foote, English Professor

“CCBC tutors have expressed dedication and commitment to the program as well as our values. With the help of these tutors, our students have higher confidence levels and are much closer to reaching their benchmarks. Reading Partners at Holabird Academy is very fortunate to have participated in this partnership.”

— Laura Hartman, Holabird Academy Reading Partners Site Coordinator

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— CCBC Sociology Student

The Community College of Baltimore County (CCBC)’s Pathways to College, Civic, and Career Readiness (P3CR) project engages CCBC students in service to improve literacy skills of Baltimore youth living in low-income, in under-served communities. Dr. Monica Walker, CCBC’s Dean of Developmental Education and Special Academic Programs, leads the project that reflects the institution’s commitment to educational equity and literacy.

During the 2017-2018 academic year, 58 CCBC students, faculty, and staff served as Reading Partners volunteer tutors, supporting the learning needs of 60 elementary students at 16 public schools during 586 individualized tutoring sessions. In 2017, 81% of all Baltimore Reading Partners elementary students met or exceeded their primary end-of-year literacy growth goals. In two other P3CR literacy events, 25 CCBC volunteers organized two book drives to collect 325 books for elementary school students, sorted books by grade level, delivered the books to the classrooms, and facilitated reading activities for students in pre-K, kindergarten, and first grade at Logan Elementary School and Holabird Academy.

In an effort to strengthen Baltimore’s pipeline to college, civic, and career readiness, CCBC will scale up its educational equity efforts and engage CCBC students and low-income youth in Baltimore through P3CR and its launch of a new Center for Civic Engagement & Community-Based Learning and Pathways in Technology High School (PTech).

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In an effort to expand dual enrollment opportunities to Career and Technology (CTE) students, Chesapeake College launched a partnership with Caroline County Public Schools in the Spring 2018 semester.

When Caroline County Technology Center (CCTC) guidance counselor Brad Plutschak asked for a way to give CTE students an early college experience, Chesapeake offered up an IT class aimed at providing high school students with college credits and industry knowledge.

Previously, most CTE students did not take advantage of dual enrollment opportunities. The students are focused on their career programs, with little time left in their schedules for additional classes.

To address this need, Chesapeake offered classes from its Computer Information Systems program to students in the computer pathway at their high school.

Through this innovative partnership, the students continue to build on their career programs while earning college credit and getting an early college experience.

Associate Professor Lanka Elson, through her CIS classes, teaches these aspiring IT professionals the technology and theories they need for their next steps. "Part of this class is career exploration. The students learn about the opportunities in the field and what they will need," Dr. Elson said. "They learn new skills to add to their toolboxes."

"As an institution with 'community' in our name, we strive to provide the best educational, career and enrichment opportunities for just about any age or stage of life, with practical, direct benefits to students and the local commercial and cultural environments. We really are focused on community needs."

— Dr. Clifford Coppersmith, President

The College of Southern Maryland (CSM) is working to help its students find answers to probing questions at the onset of their college career through its First Year Seminar (FYS), a course described by its creators to CSM students as "one of the most important and engaging courses you will take." FYS is designed to foster skills in time management, studying, communication, career exploration, self-awareness, critical thinking, and appreciation of equity, collaboration, and diversity.

"We want to give students tools to navigate college once they come through our doors and the ability to navigate once they leave our doors," said CSM Academic Affairs Vice President Eileen Abel. "We want to prepare the student for success with us and beyond us."

Shayla Herron was a fall semester participant in a CSM First Year Seminar (FYS). She learned time-management skills from FYS, which helped her juggle two part-time jobs and a 12-credit course load at the college. FYS also helped Herron define her goals, and she changed her major as a result.

"I don't really know what I was expecting," Herron said, adding that the class went beyond her expectations. "In this class, we get deep, and we learn about diversity and how everybody doesn't think the same way."

Herron struggled to pick out a single takeaway from her FYS experience. "We talk about so much. Probably knowing who you are and being comfortable in your skin," she said.

Was FYS worth Herron’s time? "Definitely."

Funded through a Title III grant, CSM’s FYS course was created through a multi-divisional effort. A steering committee overseeing the course’s design began work in January 2016, gathering information about what other colleges are doing to initiate freshman. The committee researched similar courses offered nationally and internationally, attended conferences, and invited experts in the First Year Experience as guest speakers to the college, including the authors of the textbook ultimately selected for the CSM course.

"We want to give students tools to navigate college once they come through our doors and the ability to navigate once they leave our doors. We want to prepare the student for success with us and beyond us."

— Dr. Eileen Abel, Vice President of Academic Affairs
Accounting with the VITA Program

The VITA (Volunteer Income Tax Assistance) program was brought to Coppin State University (CSU) by Professor Hyacinth Ezeka when he received a grant of $25,000 from the Kellogg Foundation to do community financial education. The free tax assistance program became a way to help the community while providing an excellent teaching experience for accounting students at Coppin State. They learned tax law, how to research tax issues, and how to work in teams with one another, all while serving low- and moderate-income taxpayers.

During the past few years, the VITA program has been growing. In 2016, it prepared 574 federal and 580 state tax returns for low-income Baltimore residents. In 2018, the number has grown to 820 federal and 830 state tax returns.

The financial impact of the program is evident – local citizens received over $1,000,000 in federal and state tax refunds. “I think we have had a great deal to do with putting spendable dollars into the hands of West Baltimore residents. The average yearly income of VITA customers is between $18,000 and $20,000. The money they get from tax refunds helps pay rent, pay utility bills, provides transportation to jobs, and helps meet health care expenses,” Ezeka states. “It is a significant way that Coppin and our students are helping the community.”

At the end of the semester, students from the program write reflection papers that speak to the value of the program and what they learned during the experience. “The stories are amazing, heart-warming, and, in many cases, heart-wrenching,” Ezeka recounts. CSU has incorporated those valuable skills into the curriculum. One of the most encouraging academic preparation tools that Ezeka points to is learning where to go to find answers students don’t know yet.

Currently, between 10 and 15 CSU students take part in the VITA program each year. Students from Baltimore City Community College (BCCC) are participating in the program, and Ezeka has big hopes for the future. He plans to begin working with local high school students and expand financial education for West Baltimore residents as a whole.

“Every day in school, kindergarten through the 12th grade, we put our hands on our hearts and pledge Allegiance to America. We want that same allegiance now.”

— Kevin Gutierrez-Hernandez, DSU Dreamer Student

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The Veterinary Technology program at Delaware Technical Community College has created a mutually beneficial relationship with the Brandywine Valley SPCA (BVSPCA) as a collaborative effort between the animal shelter and the veterinary technology program. The goal is to increase opportunities to provide outreach teaching initiatives, particularly for teaching medical and surgical nursing skills to its students.

BVSPCA brings animals from the agency’s Georgetown location to Delaware Tech twice a week, and students visit their local location once a week. Another partnership was quickly forged in northern Delaware, where students visit the BVSPCA twice a week. “It’s been a really great partnership,” said Walt Fenstermacher, director of operations for the Brandywine Valley SPCA Georgetown Campus. “The students have been excited to help the shelter animals, and the animals have been really excited going to the school.”

Veterinary Technology Chairperson Dr. Valerie Quillen said working with the shelter animals creates unique experiences for hands-on learning that benefits both the students and the animals. She said students have many opportunities to hone primary nursing skills in a real-world setting and familiarize themselves with shelter medicine and the issue of pet overpopulation. The partnership also highlights the importance of the students’ future role in promoting responsible pet ownership and increasing their understanding of the reasons owners relinquish their pets to shelters.

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Students are always under the direct supervision of a licensed veterinarian or a veterinary technician while performing physical examinations, taking blood for bloodwork, and performing common diagnostic procedures. The program utilizes animals for teaching purposes and follows strict USDA animal welfare and use guidelines, including detailed animal use protocols.

“I am not the same student I was in high school 23 years ago, just wanting to ‘pass’ and ‘get by.’ I am now the student that feels I can be successful if I apply myself, and I am now driven to do just that, especially with the support of the staff with the Parents Lead program.”

— Parents Lead Participant

“Parents Lead is a scholarship and degree-pathway program at Frederick Community College (FCC) that provides a way for students to pursue a degree who might not otherwise be able to attend classes due to funding and scheduling concerns, as well as the cost of childcare. The Parents Lead program curriculum is carefully designed to maximize working parents’ scholarship dollars by offering hybrid coursework that fulfills 31 credits of general education requirements, while guaranteeing schedule flexibility and course offering predictability for students with demanding family and work responsibilities.

Additionally, the program mentors students in traditional and distance learning strategies to support successful future coursework in any format. Finally, the cohort-based nature of Parents Lead builds a learning community of adult students who may feel hesitant about returning to school or out of place in a more traditional higher education setting.

The formation of Parents Lead began in Spring 2016 with a cross-institutional recognition of FCC’s under-resourced adult student population. With support from the FCC Foundation, Parents Lead launched its inaugural cohort of 10 students in Spring 2018. To date, the program retention rate is 80%—a number that outpaces the success rates for this population within traditional settings. FCC is committed to a new cohort of up to 15 students each fall and spring semester and is partnering with our on-campus Child Development Center. As our local community learns more about Frederick Community College’s commitment to non-traditional students, Parent Lead will grow as a place of belonging for adult students who have children, who want to earn a college degree, and whose actions will inspire their children to see higher education as a viable pathway to financial stability and personal success.

“If it were not for this Parents Lead program, I’m not sure that I would have ever made it to college. I have dreamed of pursuing my dream of a higher education for the last 23 years of my life.”

— Parents Lead Participant
Frostburg State University (FSU) partnered with Campus Compact Mid-Atlantic (CCMA) and the Allegany County Board of Education to bring its P20 initiative to Western Maryland. Just completing its inaugural year, the program called After School Connections joined forces with Allegany County’s Full STEAM Ahead with ACCESS program, which was initiated in four middle schools in the Cumberland, Mount Savage, and Westernport communities served approximately 200 students.

This year, our CCMA VISTA member focused on after-school programming, with a focus on promoting college, career, and civic readiness for underserved youth. Our CCMA VISTA member recruited more than 40 FSU students to serve at each of these locations three days a week throughout the academic year. Students volunteered through two main groups on campus: the ECHOSTARS (AmeriCorps members in a first-year living, learning, and serving community) and Alpha Phi Omega (a co-ed service oriented Greek organization). All volunteers received background checks, participated in specialized training prior to serving, and were transported to their service sites through a special FSU shuttle program. Once on site, volunteers helped youth with their homework and assisted in recreational and educational programming.

A unique aspect of this P20 initiative included the VISTA member’s effort to develop an inventory of 15 educational modules focusing on college, career, and civic readiness, which were outlined by educators as part of the after-school curriculum. In addition, FSU presented a special educational program with the Carnegie Science Center from Pittsburgh, PA, for all after-school participants. Recipient of the 2003 National Award for Museum Service, the Carnegie Science Center inspires and entertains by connecting science and technology with everyday life.

The After School Connections program is reviewing its assessment and evaluation data and is making program adjustments in preparation for returning for its second year during the 2018-19 academic year.

In order to build authentic relationships that bolster Gallaudet University’s community, elevate commitments to civic engagement, and address retention concerns of students of color, the Division of Equity, Diversity and Inclusion developed a vision of Inclusive Excellence. This vision frames cross-departmental collaboration by creating an environment where students of color can thrive, develop positive life approaches and personal skills that lead to success, and inculcate the fundamental values of scholarship and perseverance. By developing these skills, they enhance their academic achievement and model citizenship, while increasing their knowledge of historical and cultural heritage.

To animate this vision of Inclusive Excellence during Spring 2018, Gallaudet hosted several very well-attended events, including diversity workshops and dinners with working sessions. For students, a Leadership Institute was held for student organization leaders, and an event for student athletes of color was held in collaboration with the Division of Student Affairs. More than 145 students and slightly 40 staff members were present to witness and participate in these inaugural collaborative efforts. The presence of the staff supported the well-being and sense of belonging of students who came to these events when they had previously expressed feelings of being underserved. Gallaudet’s collaborative efforts ultimately intend to further students’ active engagement in building bridges across difference, as well as contribute to improved student academic success and persistence to graduation.

“Gallaudet fills a unique niche in the world. We work actively toward creating a sense of belonging for all students, faculty, teachers, and staff. Our work affirms ‘Deaf Gain,’ the concept that deaf people and society at large benefit from the existence of deaf people and sign language. We also embrace the multiple intersections and identities of our community members, resulting in an environment like no other.”

— Ms. Roberta J. Cordano, President

“Pathways to Student Engagement and Success”

Gallaudet University
SINGing for Success at Garrett College

The Students in Need Group (SING) at Garrett College is committed to student success by helping students identify and connect with available resources within the college and local community. The organization, now in its sixth year, represents a dedicated group of staff, faculty, and community members working together to offer resources for all students.

SING serves and supplies the following resources to students: winter clothing, perishable and non-perishable food items, transportation, school supplies, textbooks, and housing assistance. For the past three years, the SING program has been coordinated by an AmeriCorps VISTA member through Campus Compact Mid-Atlantic (CCMA).

This year’s CCMA VISTA member, a Garrett College graduate named Jacob Hannah, sought out ways to employ his degree in sustainability management towards the longevity and sustainability of the SING program in the absence of an AmeriCorps VISTA member.

One of the areas Jacob believed he could address and reduce costs involved the on-campus food pantry – one of the most-used services by the students. He made it a personal priority to determine how SING could continue to aid in student success by reducing overhead costs for the nonprofit organization, moving forward.

He considered partnering with a large nearby food bank but found SING needed to have legal nonprofit status to qualify. To work around this, SING partnered with a nearby church, Shepherd of the Hills, which has been supportive of SING’s college’s food pantry. Together, they were able to secure a cooperative partnership with the food bank and drastically reduce the shopping costs by 75%.

Jacob’s next step was implementing a training program involving the new church partners and college staff members. He expanded the invitation to include seven other interested churches in the area. As a result, a framework to support the structural integrity of SING was established.

A $10,000 endowment grant was acquired through the Garrett College Foundation and Garrett Cooperative Ministry to ensure financial stability of the food pantry for years to come. The pantry’s capacity has been expanded on campus, and, through a generous donation, SING is now able to obtain an industrial refrigerator.

“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

Institute for Citizen Leaders

In August 2018, nearly 200 George Washington University (GW) students joined together for the fourth annual Institute for Citizen Leaders (ICL). ICL is a two-day institute hosted by units across GW’s Office for Diversity, Equity, and Community Engagement (ODECE) that explores the intersections of community engagement and diversity, preparing students for their roles as leaders in community and civic engagement, both on campus and in the DC community.

Launched in 2014, the ICL convenes student leaders from across the university to connect and learn from one another while further developing their leadership skills. Students have the opportunity to interact and work with GW administrators, faculty, and staff to understand the core values and vision of inclusive excellence, social responsibility, and innovative thinking, which are hallmarks of the GW educational experience.

This year, student leaders from the Honey W. Nashman Center for Civic Engagement and Public Service, Disability Support Services, the Multicultural Student Services Center, the Title IX Office, the Comeras Hispanic Leadership Institute, the Student Association Executive Cabinet, and the Stephen Joel Trachtenberg (SJT) Scholars attended the institute.

Students learn about the history, culture, and politics of DC; develop skills for talking across differences, including mediation and conflict resolution; as well as discover ODECE programs. Before the Institute, students took a self-assessment on implicit association. Vice Provost for Diversity, Equity, and Community Engagement Caroline Laguerre-Brown kicked off the Institute with an implicit bias discussion. The next day, faculty-led sessions included a walking tour of the black history of GW’s neighborhood, Foggy Bottom; workshops in active citizenship; and workshops on navigating difference and on advocacy and allyship. The Institute ended with powerful words on discrimination and belonging from GW alum, novelist, and poet Elizabeth Acevedo.

“ICL is amazing because it brings GW student leaders together to share ideas on how they want to better their communities around them. Not only do I learn so much from the ICL speakers and presentations, I also have the opportunity to converse with those around me and develop partnerships and relationships to strengthen communities.”
— Annabelle Pham, GW School of Business, Class of 2019
Born from demands for change, equal opportunity, and a more racially and socioeconomically diverse student body following the 1968 DC uprisings, the Community Scholars Program (CSP) has led Georgetown University’s efforts to advance social justice by enrolling and providing holistic, wraparound support to first-generation college students for the past 50 years. The program started in 1968 with enrolling a small cohort of a few DC youth of color. Today, CSP is a nationally renowned program managed by the Georgetown University Center for Multicultural Equity and Access (CMEA) and includes 75 students. The program provides enhanced educational opportunity for a multicultural cohort of first-generation college students from across the country who have achieved the dream of higher education through personal initiative, service, and academic excellence.

The Community Scholars’ experience begins with a five-week academic bridge program in the summer prior to the students’ first year at Georgetown. The summer program is designed to aid their transition to life at Georgetown and includes credit-bearing classes, orientation workshops, and building community with their cohort and a support network of peer mentors, faculty members, and administrators.

The six-year graduation rate for the Community Scholars in the Classes of 2012-2016 is 92%, compared to a national average of 48% for first-generation students. The retention rate to sophomore year is also strong through the program, with a 100% retention rate for the Class of 2019 and a 97% retention rate for the Class of 2020.

In the summer of 2018, 75 incoming Georgetown students participated in the program. Eight CMEA staff along with numerous faculty members and graduate teaching assistants including a dedicated community psychologist, worked with the program. Additionally, the program includes a co-curricular programming schedule, which connects scholars with many partner departments and nonprofit organizations in Washington, DC. Community Scholars participate in a day of service during the summer, and many grow their community engagement commitments by connecting to educational equity outreach programs in Washington, DC and area schools during the academic year.

As CSP celebrates its 50th year, Georgetown University hopes to continue to build on the success of the program anchored by the American Talent Initiative (ATI) which aims to expand access and opportunities to highly talented low-income students.

“Community Scholars is dear to my heart because they were a starting point for me. I would not have felt like I could make a tremendous impact in this world without that experience.”
— Georgetown University Community Scholar

“Personally, CSP has made me feel more confident in getting through college. I had the worry that I would not be prepared for the fall, and I actually feel as though I am. Academically, I am more accepting of a challenge, and I am less likely to shy away from something because it is difficult.”
— Georgetown University Community Scholar

“I feel connected to my peers. I felt a bond with a large group of people for the first time in my life. It prepared me academically to study at Georgetown and gave me more confidence in my intellect.”
— Georgetown University Community Scholar

“Sharing the stories of our country’s veterans is incredibly important to me. So many impactful stories from such an amazing generation become forgotten, and this project has been a great way to involve many people from different areas and backgrounds to cherish and share these stories in a way that will let them live on forever.”
— Geoff Stone, Goldey-Beacom Student and Lightning Studio Founder

Veterans of the Summit: Stories of Service

Barely half a mile away from campus, an energetic retirement community has opened its doors to its neighbor, Goldey-Beacom College (GBC). These vibrant retirees welcomed the College’s enthusiastic students for conversations with veterans, and the results were extraordinary. What began as an idea to connect students with residents to spend time, learn, and offer community engagement has blossomed into warm, enduring friendships.

This project is called Veterans of the Summit: Stories of Service. Each Friday, Jeremy Benoit, Assistant Athletic Director, has teamed up with Scott Thomas and Maureen Johansson to oversee the Summit activities program. Five to 10 students representing all 11 NCAA athletic programs, as well as Lightning Studio and GBC Lit Club students, show up to interview veterans from every war since WWI, including Korea and Vietnam.

Students do all of the work. They conduct interviews and record conversations. Geoff Stone (a junior English major) and Loranno Gama, both Lightning Studio founders, take video footage and photographs of interviews. Ultimately, the goal is to interview the residents, and, over the summer of 2018, students wrote each veteran’s personal story – all 40 so far – and compiled them into a book complete with pictures. Students plan to sell the book as a fundraiser to benefit a local veterans’ organization. But Benoit says the hype isn’t about the book or a fundraiser; “It’s about learning something from the veterans.”

“As I talked to the first group of students who were set to interview the residents,” said Benoit, “I told them, this is not a formal interview. You are here to simply hang out. You are here to spend time. And what we got was absolutely authentic.” Benoit felt it was important for students to have life experiences beyond the campus. He wanted them to gain a true sense of what life was like as a 20-year-old being drafted into service during a war. He says students learn the importance of a college education from another person’s perspective. They learn what it’s like to have true mental toughness and grit. Most importantly, they learn life lessons.

The Summit, along with GBC Athletics, Lightning Studios, and GBC Lit Club, are planning a special Veterans Day celebration in Fall 2018 to honor residents for their service, unveil the book, and watch the video compiled through this project.
In a wonderful blending of curricular and co-curricular community-based learning, a hallmark of Goucher College’s Office of Community-Based Learning, the Center for Hispanic & Latinx Studies has deepened its partnership with Dumbarton Middle School. This collaboration began in January 2017, when Goucher was approached by Dr. Taisha Laurant, School Counseling Department Chair at Dumbarton, to support students in the regional ESOL program located at the school. After speaking with Dr. Isabel Moreno-Lopez, students in the Spanish 230 course were matched with sixth- and seventh-graders.

Over the course of the Spring 2017 semester, Goucher students travelled weekly to Dumbarton to serve as mentors – playing board games, engaging in casual conversation, going outdoors to play ball – and important friendships were created. At the end of the semester, Dumbarton mentees and their friends visited Goucher for a tour, games, and refreshment.

This partnership continued in September 2017, again with weekly engagements and a culminating event at the end of the class. In Spring 2018, SP 230 was cancelled. However, a group of committed students from the fall semester continued their relationship with Dumbarton and resumed the weekly visits, with Professor Frances Ramos-Fontan serving as their faculty mentor. During the Goucher Student Symposium on May 15th, five Goucher students (Neve Levinson ’20, Natalie Malinowski ’20, Morgan Hartman ’21, Isabel Suazo ’20, and Aliyah Rosen ’21) presented a thoughtful overview of their work, Mentorship Program at Dumbarton Middle School. The collaboration will resume in Fall 2018.

“This experience has broadened my perspective when it comes to the educational system and ESOL programs in Baltimore County. Speaking with the girls, we were able to better understand their experience in the ESOL program, as well as in the middle school.”
— Goucher Student Mentor

“I have found this experience extremely rewarding. Not only do we get to use Spanish with native speakers, but we are also making a direct impact on the lives of the students we are working with. Through this independent study, I have realized that I want to pursue both Spanish and Secondary Education.”
— Goucher Student Mentor

Community Ambassadors Mentorship

In an effort to increase students’ impact in the community and facilitate social change, Dr. Terry Scott, Assistant Professor of History, launched the Community Ambassadors Mentoring Program in conjunction with the Hood College History and Athletic Departments in the fall of 2017. The program connects Hood College students with local youths in a group mentoring setting and is designed to help guide and encourage local middle school and high school adolescents from economically marginalized communities to see themselves going on to college.

The program is part of a history practicum course that integrates historical investigation and knowledge with service-learning, and in its first year, 12 Hood students served as mentors and forged a mentoring relationship with youths from a local housing project in the Frederick Housing Authority (FHA). In the spring, the 12 students created the Community Ambassadors History Society to allow the students to continue to mentor youth after the class ended.

In Fall 2018, a new group of students take the mentorship class. These students involved in the newly formed history society will offer their knowledge and guidance to the new mentors. The students will continue to work with youth from the FHA, as well as work with first-year students from Frederick High School. This relationship will provide the support system the high school students need to remain college bound.

Students in the program are encouraged to use sports as a way to connect and facilitate positive change. Societal lauding of collegiate athletic programs has elevated student-athletes’ status in the public’s imagination. Such heralding can be channeled in a manner that can positively impact both the student-athletes and the youth whom they encounter. The Community Ambassadors Mentoring Program allows all students, particularly student-athletes, to use their leadership and time-management skills to keep on a path towards success.

“Being a part of this mentoring program has been an unforgettable experience. Everyone involved, mentors and mentees, benefit from the long-lasting relationships that are built and the life lessons that are discussed at every session. Utilizing sports as gateway to communicate these lessons has made a tremendous impact on the reliability and positive response we get from our mentees. This program has helped us reach out to these students to prove that college and a successful future are attainable goals for each and every one of them.”
— Jasmine Webster, Hood College Student and Mentor
In the fall of 2010, Howard Community College Professor Rick Leith partnered with the Center for Service Learning to develop a service-learning opportunity for his English Composition course. At the time, the Columbia Archives had been looking for an opportunity to expand the association’s collection on Merriweather Post Pavilion, an important event and gathering space within the Howard County community. As Professor Leith worked with the Columbia Archives and Merriweather, they found that the current collection mainly documented the event space’s history but lacked insight into the human experience. This recognition informed the development of an oral history project that continues to thrive today.

Collecting oral histories of experiences at Merriweather from the Howard County community supports the mission of the Columbia Archives and allows Professor Leith’s students to make an impact on their community while critically reflecting through their writing. The interviews, which are all donated to the Columbia Archives, chronicle the personal experiences of those who have attended concerts at Merriweather Post Pavilion and have watched how the space has evolved into an integral part of the community within which it exists. Throughout the semester, students reflect on the action of preserving the community’s history, as well as Merriweather Post Pavilion’s impact on the community. Interviewees have spanned generations, cultures, and life experiences, demonstrating that music, like storytelling, is one of the mediums that can connect people across all demographics.

Over the last eight years and 16 semesters, this ongoing project has expanded to include the history of the city of Columbia as well as some of the more contemporary issues it faces. Professor Leith’s classes have collected and transcribed personal testimonies from over 100 members of the surrounding community, engaging in an ongoing discussion of how the project can continue expanding to capture the perspectives of a broader cross-section of the community. Storytelling can be a powerful tool that spans generations and life experience, allowing both interviewers and interviewees to gain a deeper understanding of the world around them. These oral histories will serve as an important piece of the Howard County community for decades to come.

“My goal is to collaborate with the community in a real, meaningful way, so that the students can understand that they are a members of a community and that they need to be civically engaged in the community.”
— Rick Leith, English Professor

Practicing Justice is an event and training approach to critical consciousness development, which stems from a shift by JHU SOURCE, the community engagement and service-learning center for the JHU Schools of Public Health, Nursing, and Medicine, to bring intentional social justice orientation into community engagement and service-learning work. Created in 2017, the Practicing Justice event and training series leans in to T.D. Mitchell’s 2008 charge for practitioners to enrich service-learning pedagogy with five key elements of critical consciousness development: 1) the opportunity to examine one’s own identity, 2) the opportunity to examine the identity of others, 3) the context of service, 4) the power and privilege dynamics, and 5) change agency.

Practicing Justice has actioned these elements through an intentional and mindful approach to program design centered on authentic community engagement, critical reflection, and redistribution of power. The most celebrated event of the Practicing Justice series, so far, was the screening and interactive discussion of Walking While Black (WWB). This locally produced and directed film addresses the inequality of racial profiling, arrest, and violence inflicted on African Americans at the hands of police. SOURCE opened the event to students from all three JHU health professional schools, and 75 people attended. The film was introduced with trigger warnings by a community-based trauma specialist. The content of the film was contextualized by the Chief of Baltimore community policing efforts, and, after the screening, small group discussions were facilitated by student reflection leaders, a community guest, a faculty member (who specializes in safety research), and SOURCE staff over dinner.

Post-event feedback serves as a true indication that Practicing Justice is accomplishing Mitchell’s five tenets. When asked if other events should address similar topics connected to health, a student stated, “I think it would be helpful because then we would know more about the type of beliefs/thinking (either consciously or subconsciously) that allow disparities and injustices to persist. As a result, we would hopefully be better able to address the root causes of these issues.” Practicing Justice desires to give students tools to address beliefs, behaviors, and actions, and for this reason serves as an example of SOURCE’s use of critical consciousness to further the mission.

Collective Impact for Racial Equity

A visible dividing line of racial segregation in north central Baltimore City, the neighborhoods to the west of York Road are populated by majority white, middle- to upper-middle-class homeowners, while the neighborhoods to the east are a mix of African-American renters and homeowners, ranging in income from working class to below the poverty line. In crossing between sides of York Road, life expectancy differs by ten years and third-grade reading proficiency by almost half.

A growth out of Loyola University Maryland’s 2008 Strategic Plan, the York Road Initiative is a place-based community development strategy geographically focused in the Greater Gervais/York Road corridor communities of north Baltimore City adjacent to the university’s Evergreen campus.

Working collectively with local residents and community-based organizations, this long-term, university-wide initiative aims to enhance youth development and education, strengthen the commercial corridor, increase access to healthy food, and build neighborhood civic capacity. Currently, Loyola’s York Road Initiative is using the Collective Impact framework to develop an operational plan for 2020-2030 with a coalition of residents and community-based nonprofit organizations.

Collective Impact is an innovative approach that uses a structured form of collaboration to bring committed groups of actors from different sectors together to develop a common agenda for solving a specific social aim.

The first step of Collective Impact is establishing a common agenda with shared measurements. To accomplish this goal, Loyola’s team spent Summer and Fall of 2017 listening to residents, businesses, and community-based organizations to understand community goals and aspirations and to develop a database of area partners’ strengths, roles, and capacity.

Subsequently, a survey was drafted to help understand opportunities and challenges for all living, working, and playing in the neighborhood focus area. After continuous community insight and feedback in survey questions and design, the survey was distributed from January to March 2018 at community events, food pantries, school events, and housing developments within the neighborhood focus area.

Six hundred and seventy-five surveys from area residents representing the diversity of York Road neighborhoods were collected. The next steps include understanding the meaning of the diverse residential survey responses in order to build a common agenda.

“MICA and Baltimore Design School have been so supportive as I work through understanding the needs of the school and implementing the tools that would best serve the community. I am so thankful for this opportunity as it is in direct line of the career path that I am interested in.”

— Arnetra Burnett, CCMA AmeriCorps VISTA

Maryland Institute College of Art (MICA) has been collaborating with the Baltimore Design School (BDS) since it opened in 2010. BDS is a Grade 6–12 specialized curriculum school within the Baltimore Public School system. In 2016, MICA and BDS established a formal partnership agreement and a joint leadership group comprised of faculty, staff, and board members from both communities. For the 2017-18 academic year, this group generated a set of key priorities and process based on a shared commitment to improve educational opportunities for BDS students to access pathways to higher education opportunities upon graduation.

The group partnered with Campus Compact Mid-Atlantic (CCMA) to recruit a full-time AmeriCorps VISTA, Arnetra Burnett, to provide leadership and coordination focused on enhancing the Library/Media Center at BDS and to develop literacy programming. The CCMA VISTA’s expertise in art and design, community organizing, and library science positioned her as a perfect candidate. While in her first year, she focused primarily on identifying primary institutional goals and finding systems and resources to reach those goals.

The relationship between MICA and BDS has further broadened with a team from MICA, Morgan State University, and Stevenson University collaborating with BDS to support curriculum and professional development opportunities. In turn, BDS has provided support for internship and mentorship opportunities for college students entering the teaching field.

BDS & MICA: Building a Collaborative Partnership

During the 2017-2018 school year, MICA and BDS also developed and piloted the Art and Design College Accelerator Program to improve college readiness for Baltimore City high school students from diverse backgrounds who face financial challenges. In this free three-year program, participating students receive not only the advantages of MICA’s educational material and curriculum, but also benefits of individual mentorship and a dedicated support network.

Organizing and solidifying this partnership during the 2017-2018 school year allowed MICA to identify best practices for recruiting and supporting underserved populations. Because of the influx of MICA resources, BDS was able to broaden its community impact while continuing to provide exposure to students, which will be instrumental in their college readiness. The MICA/BDS leadership team will continue to participate in quarterly collaborative planning meetings to assess and strengthen this partnership.

“We must not only embrace diversity, but also take steps to promote it, while confronting racism, hatred, bigotry, and prejudice in every form.”

— Rev. Brian F. Linnane, S.J., President
Impact MC Social Action Leadership Program

Impact MC is a social action leadership development program designed to help students become change agents at Montgomery College and in their surrounding communities. MC students work with their fellow Impact participants and student peers to create awareness, service, and advocacy projects related to the United Nation’s Global Goals for Sustainable Development.

Through Impact MC, students explore their personal philosophy of Active Citizenship, meet with diverse local leaders, and learn different approaches to social change. Workshops include community organizing, intersectionality, conflict resolution, and inclusive leadership. Thirty-one students have completed the Impact MC program since its founding in 2016. Led by Impact MC students, the program has worked with organizations like: Nourish Now, a Montgomery County food bank that specializes in food recovery; Best Buddies; the Montgomery County Human Trafficking Task Force; and the College’s Chief Equity and Inclusion Officer to host service-learning projects, community forums, and advocacy campaigns.

In post-program reflections, students have indicated that participation in the program has helped them make connections with other students and empowered them to make a deep difference in their communities. As the program moves into its third year, plans are underway for Impact MC alumni to have a role in mentoring current participants’ projects. In addition, Impact MC students will be supporting Montgomery College’s MC Votes initiative, culminating in campus Parties to the Polls during early voting.

“Impact MC was, to me, an eye opener to something I thought I already knew about. It made me realize that there is so much more involved in making social change, and I could not do it alone if I wanted to be successful. I met like-minded students who have continued to add value to my life.”

— Esi-Tawanda Phiri, Impact MC Alum

Second Year Experience

Morgan State University was awarded a Lumina Grant in 2017. A significant component of this grant was the designing and planning for implementation of a Second Year Experience (SYE) program in Fall 2018. The SYE program is being coordinated through the Center for Academic Success and Achievement (CASA). There are nearly 900 second-year students who are the inaugural participants of the Second Year Experience (SYE) program. The SYE program is designed to help drive students to personal and academic success in the second year through their engagement in civic and community projects at home and abroad.

One of the high-impact practices of SYE programs that has been shown to have a positive influence on second-year engagement and retention involves activities that enhance career readiness and develop “soft skills” that help students draw the connection to learning and engagement with others. A major part of the SYE program at Morgan will be providing second-year students with the opportunity to engage in an experiential learning experience. Experiential learning is a process through which students develop knowledge, skills, and values from direct experience outside of a traditional academic setting. Well-planned, supervised, and assessed experiential learning programs can stimulate academic inquiry and promote interdisciplinary learning, civic engagement, career development, cultural awareness, leadership, and other professional and intellectual skills.

Second-year students at Morgan will be provided opportunities to participate in internships, research projects, community service, service-learning courses, study abroad, campus-to-career field trips, and job shadowing. Student participation will be documented through the completion of an Experiential Learning Plan (ELP), which will be developed by the student, with the support of the student’s academic advisor. The SYE program is currently partnering with on-campus offices, departments, and programs, as well as over 20 off-campus community programs and organizations.

“Morgan State University works to enhance civic engagement, community service, and scholarly research opportunities for and among Morgan’s faculty and students in order to support academic performance among students enrolled in City schools, promote economic development, enhance public safety, and improve the health and social welfare of the citizens of Baltimore and those residing throughout Maryland.”

— Dr. Maurice C. Taylor, Vice President Academic Outreach & Engagement
Mount CARiTAS to Help Local Organizations Meet Challenges

Drawing on the mission of Mount St. Mary’s University (the Mount) to graduate ethical leaders, Dr. Layton Field, an Assistant Professor of Sociology, initiated the Mount Community Advancement Resources in Training, Assessment, and Service (CARiTAS) program. The Latin word caritas, defined as “love for humankind,” is based on the Christian virtue of charity—of wanting all good things for others.

The Mount CARiTAS program will put the resources of the Mount, including the Office of Social Justice, Office of the Provost, and Department of Sociology and Criminal Justice, at the disposal of local organizations to help meet challenges found in the rural areas around campus. Mount CARiTAS will focus on training, assessment, and service in support of the work being done by the Thurmont Ministerium and Emmitsburg’s Seton Center, Inc.

Professor Field has proposed three objectives for the first year of the grant. By working with the Seton Center and the Thurmont Ministerium, CARiTAS hopes to increase the number of student volunteers for both organizations, to develop and offer workshops to serve the needs of Seton Center clients, and to begin a community needs assessment. Field says he would like to empower the local organizations to “enhance and prolong the incredible work they already do.”

Many of the student volunteers will come from the Mount’s Office of Social Justice. Ian Van Anden, Director of Social Justice, is excited to match students with positions and projects to meet the community’s needs and help bring meaningful change. “Students will have the opportunity to explore systemic flaws and help implement systematic change,” Van Anden said.

Field will also be aided in his work by June Mugo, ’18, who has been recruited as a CCMA AmeriCorps VISTA member to coordinate the Mount CARiTAS program. “While being at the Mount,” Mugo reflected, “you learn a lot academically, but also about yourself. I learned that I want to take time out and do something that is bigger than myself, which is helping others, especially those in need.”

A growing body of educational research supports the importance of developing culturally competent educators and advancing culturally proficient school practices in addressing equitable outcomes for traditionally underserved—culturally and linguistically diverse—students in American schools. Notre Dame of Maryland University (NDMU)’s School of Education and Baltimore County Public School’s Office of Equity and Cultural Proficiency are celebrating a five-year partnership that began when strategic planning efforts at one of the university’s partner schools requested support in providing professional development opportunities to teachers with the goal of developing a pool of culturally competent and equity-focused educators who would become leaders and mentors in the school.

The university and school system collaboratively designed a series of graduate courses focused on developing equitable and culturally responsive teaching and leadership practices to ensure access and opportunity for all students in the district’s public schools. To ensure a seamless overlap between the school system’s professional development goals and the program outcomes, each of the courses were co-taught by university and school system personnel.

Since the partnership’s inception, four cohorts of over 50 educators have either earned the MHEC-approved Certificate in Cultural Competency or are working toward a master’s degree in culturally proficient leadership. The program has been offered at three different school sites in addition to the university campus. Over half of the participants now serve in equity-based leadership roles in their schools or in the school system. One hundred percent of participants have made professional steps to aid their schools in becoming more culturally responsive. Some tangible examples of their combined work include leading curriculum revision efforts, initiating equity committees and student diversity clubs, creating community outreach program booklets for parents and families, participating in climate-focused equity audits in their schools, engaging in peer coaching, delivering professional development opportunities, and leading book studies focused on student voice.

“Students will have the opportunity to explore systematic flaws and help implement systematic change.”
—Ian Van Anden, Director of Social Justice

“I now see the world in a very different way, and I can’t un-see it. I find myself questioning what I hear and what I see on a daily basis.”
—Kayce Strickland, Graduate Student and BCPS Teacher

“I believe this work is not just for the schoolhouse, but for life.”
—Bianca Crockett, Graduate Student and BCPS Teacher
The SMCM Master of Arts program is in its thirteenth year. Originally developed as a way to educate future Maryland teachers, the MAT program has now graduated 350 teachers in 14 different areas, including math, science, social studies, world languages, art, music, theater, elementary education, and English. Most graduates teach in Maryland, but there are alumni teaching in 13 states and the District of Columbia, as well as abroad in Asia, Europe, and the Middle East. Alumni also work in other nonprofit settings like Habitat for Humanity, the YWCA, environmental education organizations, community arts organizations, and universities. Every graduate completes a year-long internship in a public school in St. Mary's County, in a classroom with racial and socioeconomic diversity. As a result, graduates feel well-prepared to teach, and they seek out jobs in low-income schools. Because of the program's reputation, many MAT students are hired before they graduate; principals seek them out, and school districts compete over them. The MAT program has recently begun asking each intern to complete a teaching portfolio, which is then scored by a master teacher. During the first year in which this portfolio was required, all but three interns scored far above the recommended proficiency range. This does not mean just that they all passed; it means they all scored higher than the top of the recommended range of proficiency. They were performing like practicing teachers, rather than the novice teachers the assessment is designed for.

Given the nationwide teacher shortage, several pathways into the MAT have been developed, including an accelerated path for the most academically well-prepared students, through which they can complete both their undergraduate degree and master's degree both within four years. There is also a pathway designed for students transferring from Maryland community colleges, and a path for career switchers. Currently in development is a special education certification and during an era in which the number of teacher education students has dropped by 40% nationwide, the cohort size is growing.

Early and Middle College Program

Prince George’s Community College (PGCC) in Maryland is at the forefront in providing advanced learning opportunities for underserved students with the establishment of award-winning early and middle college programs. The success of these programs has garnered the admiration of community colleges and public school systems throughout the United States.

Starting in ninth grade, early and middle college students enroll in college classes either tuition-free or at a significantly reduced tuition rate. Students earn their associate degree upon graduation from high school through an accelerated dual enrollment curriculum, a supportive cohort learning model, and wrap-around academic advising and supports. In addition to being categorized as underserved (first-generation college, minority, low socioeconomic), prospective students must meet PGCC college-ready eligibility requirements to be considered for most of these highly sought-after programs. Strong partnerships among PGCC, the county public school system, a public charter school, four-year institutions, businesses, and the county government have built a community of support.

A not-so-obvious benefit is that early and middle college students have increased opportunities to engage in service-learning and community outreach as both high school and college students. Maryland is the first state to require high school students to engage in service-learning as a condition of graduation. High school students are expected to earn a minimum of 24 independent service-learning hours at an approved, community-based site during non-school hours. Additionally, college courses in which early and middle college students are enrolled may integrate a service-learning project as part of a college course requirement.

To date, program offerings are available in the areas of business, cybersecurity, health information management, health sciences, hospitality services management, information technology, and teacher education.

“Our dual enrollment program offers a unique opportunity for rising students to attain an associate degree upon high school graduation. We provide our students with resources and a support system to ensure their success. Prince George’s Community College is truly impacting our community and helping students meet their goals.”

— Dr. Charlene Dukes, President

Master of Arts in Teaching Program

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“I felt extremely prepared to begin my career. I knew how to write lessons, how to reflect upon them, and how to make them better. I also learned how to manage my own time, so that I wouldn’t become overwhelmed. I felt like the terror of the first year of teaching was gotten over with in the MAT, and my first real year was pretty smooth.”

— MAT Program Alum
Mission I’m Home

Mission I’m Home (MIH) is Stevenson University's Alternative Break program which engages a diverse group of students in social issues through service, education, and reflection. Since its founding in March 2009, MIH has expanded from the original objective assisting in the rebuilding effort in New Orleans following Hurricane Katrina to serving other areas devastated by natural disasters. During the last nine years, MIH has partnered with SBP, an organization that works to shrink the time between disaster and recovery. MIH participants have traveled to New York, New Jersey, Louisiana, and Texas to support the rebuilding efforts during intersession terms. In 2016, MIH started shifting its reach to include local destinations in order to serve the Greater Baltimore community. Participants have described the MIH experience as eye-opening and life-changing. The intent of MIH is to help students through the journey of becoming actively engaged citizens, understanding the importance of supporting their community.

As of May 2018, MIH has organized 25 trips with close to 700 participants. This coming year marks the 10th anniversary of this program. MIH participants have formed lasting bonds that have led to an increase in community engagement and volunteerism. To date, five MIH alumni have gone on to serve with AmeriCorps, several alumni work for nonprofits, and even more are actively involved with serving their communities through volunteer opportunities, as well as serving on the Boards of nonprofits. Many alumni continue to participate in MIH experiences, since they see it as an important way to serve their alma mater and positively influence the next generation of Mustangs.

“Homeless food runs gave me the opportunity to truly encounter individuals that I had spent my life walking past. Learning from their diverse life experiences helped me break down the stereotypes I had learned about people experiencing homelessness.”

— Tori Conaway, Catholic U Student

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“I learned so much about Hurricane Katrina that I never knew before. I feel a strong connection to Louisiana and the people who continue to be fearless even after the storms. I learned a lot about human resilience and the power of giving back. I cannot express enough how much I love this trip! I didn’t expect to learn anything about myself, but I did. This trip was like a therapy session! I was able to do a lot of internal reflection. The support from others on this trip was unreal. I really felt an amazing connection through service.”

— Stevenson Student

Beginning in 2000, The Catholic University of America’s (Catholic U) Office of Campus Ministry began sponsoring the Homeless Food Run Program. Three times a week, students travel to a variety of locations throughout Washington, DC to deliver food and build friendships with people experiencing homelessness. Prior to departing campus, students make sandwiches, pick up hot meals from the dining hall, or create care packages to distribute to anyone in need. The goal of the Homeless Food Run Program is not simply to provide meals, but also to recognize the human dignity of those on the streets by spending time with them and learning from them.

During the 2017-2018 academic year, over 200 Catholic U students spent more than 1,100 hours participating in Homeless Food Runs. Many students developed strong relationships with the women and men they met, which in turn exposed the students to the burdens that their new friends carry. Lack of affordable housing, unemployment, and decreased access to public services were no longer just ideas, but realities that these individuals dealt with on a daily basis. As students learned more about the systemic issues that cause hunger and homelessness, they devoted themselves to spreading the word to the others on campus.

In order to spread the word, the program’s student leaders plan and execute Catholic U’s Hunger and Homelessness Awareness Week each year. The event includes speakers, poverty simulations, food drives, and solidarity sleep-outs, which help educate the Catholic U community about issues surrounding homelessness. In doing so, the Catholic U community takes one more step towards giving a voice to this often-silenced population, and grows in unity with those who are suffering on the streets.
America Counts at TU

America Counts at Towson University (TU) partners with six Baltimore City Public Schools as well as the Department of Juvenile Services in order to enhance students’ math skills. Through this program, the TU Math Department, the Office of Civic Engagement & Social Responsibility, and the Baltimore City School sites collaborate to recruit, train, and support TU students as math tutors and mentors. 2017-2018 was the first of a three-year Campus Compact Mid-Atlantic (CCMA) AmeriCorps VISTA project grant which provides a full-time VISTA member to coordinate and expand this mentorship program.

During the 2017-2018 academic year, TU had 63 students with America Counts who tutored 160 Baltimore City middle school students. The one-on-one tutoring model allowed the TU tutors to engage their tutees in mathematical games to improve their number sense and understanding of mathematical concepts. In addition to tutoring, TU tutors facilitated meaningful activities focusing on college, career, and civic readiness. The program provided opportunities for TU tutors to become positive role models and cultivate encouraging relationships with their students. These mentor relationships have allowed Baltimore City students to work on their math skills and think about college, while also having fun.

During the end-of-the-year celebrations, students explored various professions, discussed the importance of service while making crafts for local organizations, and created college vision boards. Each activity was intended to expand the students’ personal knowledge of possible careers, community involvement, and higher education opportunities.

The goal of America Counts is to help middle school students increase their confidence and enjoyment of math. “It has been exciting to see TU students strive to cultivate a relationship with each of the middle school students and to become positive role models,” states Johann Umali, the CCMA AmeriCorps VISTA Member coordinating the program. “America Counts has successfully achieved these goals through its first year, and I look forward to its continued impact during the rest of my service, and in the years to come.”

“The most rewarding part of my experience was the ‘aha’ moment with the students because that showed that they understood the concept.”
— Malerie Raynor, Sophomore, Information Technology Major

University of Baltimore Campus Pantry

The University of Baltimore (UB) Campus Pantry provides students, faculty, staff, and alumni with supplemental food and resources in order to reduce or remove the burden of hunger on many community members, allowing them to focus on their academic, personal, and professional endeavors.

A student-led initiative, the UB Campus Pantry received a Campus Compact Mid-Atlantic AmeriCorps VISTA member to lend this project the logistical support it needed to get off the ground. 2016 was its first year of operation, and the pantry distributed over 1,600 pounds of food to 12 community members. In 2017, in its second year of operation, the pantry distributed over 15,000 pounds of food to 233 customers. In addition to offering non-perishable and perishable foods, toiletries, and sanitary items, the pantry organizes a series of workshops and cooking demonstrations, focusing on financial stability, healthy cooking on a budget, and planning for the future. This series, called Bee Savers, included sessions such as “Signing Up for SNAP,” “Cooking on a Budget,” and “Planning for Retirement” during the 2017-18 academic year, reaching 199 community members.

The Campus Pantry employs a client choice model: participants can take one bag of food for one week and can choose whichever items they like, with only a few limitations based on supply. All members of the UB community are welcome to participate—only a campus ID, or Bee Card, is required. On their first visit, community members show their Bee Card and fill out a brief informational sheet and waiver. After their initial visit, they need only show their Bee Card to take advantage of the services offered. The UB Campus Pantry is open two days each week during the semester. Participants with urgent needs can also make appointments outside of regular hours.

“The Campus Pantry has been such an amazing resource for me the past semester. I live alone with a roommate and it’s difficult to find time and have enough money to pay for groceries every week, so the pantry really helps fill the gaps between trips to the market.”
— Phillip, Campus Pantry Participant
University of Delaware (UD)’s Partnership for Public education (PPE) continues to create and strengthen partnerships with Delaware’s public education system. Functioning as a hub for education work with a focus on addressing issues of equity, PPE brings together members of UD and the broader Delaware educational community to identify shared needs and opportunities and to facilitate exchanges of knowledge and resources to support public education. The PPE Fellowship program builds capacity on campus for education partnership work. Elizabeth Soslau, Associate Professor in the School of Education and PPE Fellow, is developing the Need in Deed Critical Service Learning Collaborative at Warner Elementary, a high-needs public school that serves an at-risk population of children in Wilmington, DE. Through a critical service-learning framework developed by the nonprofit organization, Need in Deed (NID), Warner teachers are learning to connect their classrooms with the community by using student-voice as the driver for curriculum development and delivery.

The Collaborative provides yearlong professional development for seven in-service teachers at Warner Elementary. Three of the in-service teachers are also partnering with UD teacher candidates to facilitate the service-learning projects. Elizabeth and education doctoral student, Sara Gardland, will provide onsite support via co-teaching, small group reflection, and resource development. Elizabeth will collaborate with Sara and NID to conduct a program evaluation. This project provides opportunities for research, it models culturally-sustaining pedagogy, promotes equity-centered student teaching experiences, and provides a transformational professional learning experience for all stakeholders.

“TI’m excited and grateful to PPE, the Warner teachers, and administrators for welcoming me and NID. We are thrilled to focus on students as change agents as they connect classroom learning to the community. Our work is a great opportunity to amplify student voice.”

— Elizabeth Soslau, Associate Professor in the School of Education and PPE Fellow

The University of the District of Columbia’s Community College (UDC-CC) and the Metropolitan Police Department (MPD) launched a new partnership in 2017 to design and implement a formal curriculum to develop and enhance the cultural competence of MPD’s current officers and new recruits. The ultimate goal is to improve the relationship between the MPD and the diverse community it serves.

Inaugurated in November of 2017, the MPD’s cultural competence curriculum includes UDC-CC faculty-guided tours of the National Museum of African American History and Culture (NMAAHC) to help educate MPD members about African American history and culture, African Americans’ perception of law enforcement, and the history of Washington, DC. UDC-CC Humanities and History professors provide leadership and instruction in the program, intended for veteran officers as well as cadets. In addition to the guided tours, the professors facilitate discussions among officers regarding law enforcement in today’s society. At a press conference, Mayor Muriel Bowser celebrated the partnership, stating, “When residents and officers trust each other and understand each other, we are all safer.”

“The initiative also benefits our faculty and students through invigorated curricula that’s been enhanced by the experiences and views of MPD officers. It’s a two-way street to better relationships and stranger community.”

— Dr. Tony Summers, Chief of UDC Community College
The University of Maryland, Baltimore (UMB) marshals the resources of the entire organization to improve health, social, and economic outcomes in the communities surrounding the West Baltimore campus.

One example of a community engagement initiative meeting economic needs in the community is the Local Food Connection project.

The Local Food Connection is a program led by staff in the Office of Community Engagement that works to support the economy of neighboring communities in West Baltimore by using institutional purchasing power. Small but frequent catering purchases are an ideal way to build reliable revenue streams that help neighborhoods retain food businesses that hire local workers, improve local properties, and make food available to community members. To ensure that the program meets community needs, the program is evaluated and co-organized by West Baltimore community members and organizations.

Participating local small businesses receive access to training, technical assistance, marketing support, and other resources to help them succeed in selling food. To ensure accountability to the community, the program is governed by a subcommittee of the Southwest Partnership, a coalition of community organizations, anchor institutions such as UMB, and neighborhood traders.

In the program's pilot phase in 2016, UMB established a target community in which to increase local purchasing activity. At the time, UMB was spending only about $1,000 per year on catering in this target zone. By the end of the pilot period, UMB had increased its direct spending on catering to over $60,000 per year in the area and generated more than $100,000 in new revenue for participating merchants by partnering with other corporate buyers. In 2017, UMB spent over $115,000 in the Southwest Baltimore target area. The percentage of overall catering dollars spent in Southwest Baltimore increased from 0.01% in 2014 to 6% in 2016 to 15% in 2017.

Funded by the Baltimore Integration Partnership, the program originated as a project of three MSW students in the School of Social Work before it was adopted by the UMB Office of Community Engagement.

“A few years ago … we were spending .01% of our catering dollars at businesses in Southwest Baltimore. Point-zero-one percent. Well, guess what? Last year, our catering spend in Southwest Baltimore exceeded 15%. We learned that you have to be intentional about where you spend your money – and we are.”

— Dr. Jay Perman, President

“It was amazing to see how the students responded to the new knowledge they were learning. The information turned them into instant community activists. I think it’s important that students learn about their community and the ways in which they can engage their civic responsibilities.”

— Montia Gardner, Doctoral student, Language, Literacy, and Culture, UMBC

The Path Before Me at University of Maryland, Baltimore County (UMBC) is a college access program that redlines university and Pre-K-12 partnerships by taking a community organizing approach to college readiness. UMBC engages 80 Baltimore City high school students from Benjamin Franklin, Baltimore Polytechnic Institute, and Baltimore City College, providing opportunities for civic engagement that cross traditional notions of campus and community boundaries. The program’s hallmark includes yearly social justice meetings in the Cyber Center of Beloved Community Services Corporation, an affiliate of Union Baptist Church that has a 166-year history of organizing for social justice in Baltimore City. Here, students work with UMBC faculty to apply participatory action research skills and social justice frameworks to the issues they find relevant. This year, students examined the differences between gentrification and revitalization within their communities, noting how development affects local schools. Importantly, students articulated the value of social justice experiences in cultivating leadership skills and in preparing for and applying to college.

In collaboration with the Education Department and the Sherman STEM Teacher Scholars Program, the Path Before Me has evolved from the Choice Program at UMBC and Shriver Center’s work to honor the voices and experiences of youth when conceptualizing civic agency and community engagement. With support from the Marguerite Casey Foundation, the Choice Program has facilitated a youth-led movement, called Youth in Action, for several years that elevates youth voice through art and activism. Similarly, the Shriver Center is actively working to break down racial hierarchies through service-learning and community engagement, having recently become an AAC&U Truth, Racial Healing & Transformation Campus Center. The spirit of these initiatives carries the Path Before Me forward into the 2018-2019 year, when UMBC’s commitments to service and justice are strengthened in ways that transform the college application process for a new cohort of high school juniors and seniors.

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UMD Students Teach English to Local Parents

Many Hispanic families in the DC area strive to help their children with their homework and participate in parent-teacher conferences, and the University of Maryland (UMD) supports their efforts. After officials at nearby Hollywood Elementary School contacted UMD’s Office of Community Engagement, Associate Professor Ana Patricia Rodriguez created a new Spanish language course in Fall 2016 that sends undergraduates there to teach English to Spanish-speaking parents.

“We are empowering the parents to advocate for their children,” says junior Maureen Wrightson. “If we give them the tools, then they’ll be able to advocate if needed.”

The Washington region’s Hispanic population numbers 906,000, and more than half of this group is foreign-born, according to a Pew Research Center report. Hollywood Elementary has a Hispanic population of 72 percent, says parent liaison Aida Caballero, and many of the students’ parents don’t know English. “They are not able to communicate with the teachers,” she says. “The same goes for the teachers—they have not been able to communicate with the parents because of the language barrier.”

Rodriguez and her students spend an hour twice a week at the school with a group of about eight parents. While they meet, half of Rodriguez’s students help the children of the parents with homework. The parents are not able to assist their kids yet, so the UMD students walk them through their assignments and read stories to them. The intent is for parents to eventually be able to give homework assistance themselves, as well as communicate with their child’s teachers.

Since 2016, Rodriguez has taught the course and opened it to all university students, not just Spanish speakers. She has grown the program at Hollywood, adding more parents. Rodriguez has brought the participants to campus, to encourage them to pursue higher education in the future.

“We’re hoping next semester to bring the moms and the children to Maryland Day, with the idea of encouraging a pipeline from the College Park community to the University of Maryland, that would be my dream, to have that open up.”

— Dr. Ana Patricia Rodriguez, Associate Professor

In 2018, the Rotaract Club at the University of Maryland Eastern Shore (UMES) partnered with the Rotary Youth Leadership Awards (RYLA) conference. UMES students served as group leaders to the high school student participants. The aim of the conference was to foster their sense of community, their connectedness to the larger world, and high school students’ skills in leadership. RYLA is an intensive leadership experience organized by Rotary clubs and districts during which students develop their leadership skills while having fun and making connections. Rotary is a global network of 1.2 million neighbors, friends, leaders, and problem-solvers who see a world where people unite and take action to create lasting change – across the globe, in their communities, and in themselves.

One of the main goals of the conference is for each group to create a community service project they can take back to their schools and communities. The groups have several work sessions throughout the weekend to work on their projects. Once each group has selected a project and created a plan of action, the students design a slide show to be presented on Sunday afternoon.

UMES student Faith Garrett was one of the UMES student leaders who helped her group come up with the detailed plan, budget, and timeline required. Faith observed, “The creativity that each group embodied was impressive. Everyone had a different approach on how to change the world. Together, my group assisted one another in creating Camp LIV, a safe space for elementary and middle school students to learn the basics on how to deal with mental health issues and express how they feel. The group divided their assignment so that each Interactor had the same amount of work. In spite of having 13 strong personalities, I observed each Interactor display great leadership and communication skills in a short period of time that proved to me that they all possessed the potential to impact the world in a positive manner.”

“Community Service Projects at RYLA Conference”

“In the spring semester, we bring the parents and the children to Maryland Day, with the idea of encouraging a pipeline from the College Park community to the University of Maryland, that would be my dream, to have that open up.”

— Dr. Ana Patricia Rodriguez, Associate Professor

“What I took away from this experience is that leadership and teamwork are needed in everything we do when trying something new like a project, service to the community, or overall self-growth.”

— Amira Muhammad-Moore, UMES Student
Healing Communities is a national nonprofit organization that provides support in the form of ministry for men and women returning from or at risk of incarceration, their families, and the larger community. Although Healing Communities has been providing such support for more than 20 years, the organization has not previously developed resources to support families with juvenile offenders. This is where Wesley Theological Seminary Master of Divinity Student Brittany Williams felt called to contribute. She developed the curriculum and training for Next Generation: Reorienting Youth and Young Adults from Incarceration to Re-Entry.

Brittany’s project, Next Generation, began in Spring 2016 as part of Wesley’s Community Engagement Fellows program. The purpose of Next Generation is to develop a curriculum that follows the guidelines of the Healing Communities model of restorative justice, to address high recidivism and incarceration rates among juvenile offenders and their families in the Washington, DC metropolitan area. The goal is to help young returning citizens be reconciled with victims and their communities. A pilot program of 35-45 participants— including clergy, school officials, the Healing Communities team as well as young returning citizens and their families—focused on four basic areas: clarity, relevance, feasibility, and support. Through their participation in the program, families and church members directly impacted by incarceration addressed the stigma and shame associated with prison in order to receive the support they need in dealing with the pain of separation, sense of loss and/or betrayal, and changes to family dynamics caused by incarceration. Brittany will be continuing her work with Healing Communities after she graduates to identify churches and other partners willing to create Next Generation communities of support for young returning citizens.

“Service is not just a word at Washington Adventist University. It is a way of life, built into the curriculum and the classroom and lying at the core of the dreams that shape the institution.”
— Dr. Weymouth Spence, President

“These are trips that impact the lives of our students, and therefore we will continue to send them out next year.”
— Dr. Baraka Muganda, Former Vice President for Ministry

“Excellence in teaching, learning, and service makes up the core of Washington Adventist University (WAU)’s mission. As a learning community, WAU is dedicated to the continued pursuit of excellence and recognition of the dignity and worth of its individual members. The focus on service aims to connect WAU students to their neighbors, engaging them with the community and reaching toward a more inclusive and equitable present and future. In pursuit of this core value, WAU is home to the longest standing collegiate missions program in the Seventh-day Adventist church. The Campus Ministries Office is committed to keeping the spirit of service alive. Each year, WAU commits to four life-changing mission trips, abroad and domestically.

In June 2013, WAU sent a student group to Pune, India, under the leadership of Dr. Baraka Muganda, former Vice President for Ministry. This is where Spicer Memorial College is located, a partner of Washington Adventist University and the flagship Adventist institution in India. Several objectives were part of this trip. The first objective was health and wellness programming and education. Students and supervisors conducted health screenings, which included blood pressure tests, and education sessions on nutrition and other topics for around 500 people each day over a three-day period. WAU students also facilitated a Vacation Bible School for 2,900 children. Youth from many different backgrounds had the opportunity to come together, learn about the Bible, and practice their English. Engaging WAU students in service with the Pune community in India led to transformative experiences on both sides, lifting up everyone involved and fostering a more inclusive worldview.

Our goal is to help congregations create a culture of forgiveness, restoration, and redemption so that we can support the young men and women returning from incarceration and support their families through the process. By engaging the real life experiences of inmates and their families, mass incarceration changes from a public issue ‘out there’ to an amalgam of personal trials ‘in here.’ When we recognize that this reality is before us, especially for young returning citizens, we enhance our capacity to become advocates for system and policy change.”
— Rev. Dr. Harold Dean “Doc” Trulear, Associate Professor of Applied Theology, Howard University

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“Our goal is to help congregations create a culture of forgiveness, restorative justice, and repair of harm so that we can support the young men and women returning from incarceration and support their families through the process. By engaging the real life experiences of inmates and their families, mass incarceration changes from a public issue ‘out there’ to an amalgam of personal trials ‘in here.’ When we recognize that this reality is before us, especially for young returning citizens, we enhance our capacity to become advocates for system and policy change.”
— Rev. Dr. Harold Dean “Doc” Trulear, Associate Professor of Applied Theology, Howard University
On May 8, 2018, Wilmington University’s Dover location welcomed eighth- and ninth-grade girls from Delaware’s public, private, charter and home schools to attend the hugely popular DigiGirlz Day. Via lively discussions and interactive activities, DigiGirlz provides a forum for young women who typically shy away from STEM education throughout their high school years to address myths, misconceptions and fears associated with careers in technical industries.

“More than ever, Delaware’s ability to compete economically is based on our ability to innovate and ensure our workforce has the technology-based skills demanded by today’s employers,” said Delaware Gov. John Carney. “DigiGirlz provides a great opportunity for young women to explore a variety of STEM careers paths.”

DigiGirlz featured several career track explorations, including game creation, cyber defense, CyberStart, and NSA Day of Cyber. Nearly 200 attendees participated in activities such as writing code for video games, exploring science experiments, and discovering how professionals combat computer hackers. This year, special sessions for teachers and adult chaperones interested in technical education also were offered.

DigiGirlz Day served as a meaningful introduction to the girls as well as intergenerational attendees, including a technology teacher who called it an amazing annual event that changes lives for girls. The instructor added that one high school student was so inspired that she decided to pursue a career in technology.

DigiGirlz was sponsored by Microsoft, Delaware’s Department of Technology and Information, Delaware Center for Educational Technology, Delaware Department of Education, JPMorgan Chase & Co., Dell, and Wilmington University.

“It is imperative to plant the seed early and provide students a variety of opportunities to discover and grow into their potential. We appreciate all of our partners who have come together in support of this initiative to inspire girls to pursue careers in STEM.”

— Hon. James Collins, Delaware Chief Information Officer
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

- **Economic opportunity**: 3
- **Healthy futures**: 20
- **Veterans**: 5

2,936 community volunteers
31,463 hours of service
valued at $759,517

The CCMA AmeriCorps VISTA project with the University of Maryland SAFE Center for Human Trafficking Survivors works to provide economic empowerment opportunities for its clients, and its capacity to recruit and organize volunteers. One activity volunteers help with is collecting and sorting donated clothing, toiletries, and personal items.

With the Towson University (TU) America Reads/America Counts CCMA AmeriCorps VISTA project, TU students go into Baltimore City and County Public Schools to tutor and mentor students in math and language skills.

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**CCMA P20 CONNECTS**

Supervisor: Corrine DeRoberts
deroberts@ccmidatlantic.org · 301-696-3279

The P20 CONNECTS program builds 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.

**THE CATHOLIC UNIVERSITY OF AMERICA**

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

The Justice for Juniors CCMA AmeriCorps VISTA project creates a mentoring program on the CUA campus with the youth currently in transition from the Washington, DC Youth Services Centers (YSC). The mentorship program is focused on ethical and critical dialogue, community building as well as life, workforce, and college preparedness skills.

**COMMUNITY COLLEGE OF BALTIMORE COUNTY**

Supervisor: Monica Walker
mwalker@ccbcmd.edu · 443-840-1247

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 the learning resources and civic engagement opportunities needed to support their academic and future career success.

**COPPIN STATE UNIVERSITY**

Supervisor: Tyoyo Pearl
tpearl@coppin.edu · 410-951-3522

The Oasis Project at Coppin State University is an outreach effort in response to the increasing national crisis of the college completion gap between low-income and middle-income students. The CSU-Oasis project supports individuals who are in dire need of immediate assistance, resources, and outreach services in the form of a food pantry and a broad range of referral services and resources.

**DELAWARE TECHNICAL COMMUNITY COLLEGE**

Supervisor: Kristin Krasts
kristin.krats@dtcc.edu · 302-857-1659

Delaware Tech Zero Hunger Program, expands the College’s efforts to alleviate food insecurity and hunger for students by establishing a comprehensive program designed to support student retention and success by ensuring basic food and hunger needs are met.

**FREDERICK COMMUNITY COLLEGE**

Supervisor: Elizabeth Duffy
eduffy@frederick.edu · 240-629-7886

The English Learner 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.

“The in a composite nation like ours, as before the law, there should be no rich, no poor, no high, no low, no white, no black, but common country, common citizenship, equal rights and a common destiny.”

— Frederick Douglass
FROSTBURG STATE UNIVERSITY
Supervisor: Bill Mand時点で
wmmandicott@frostburg.edu 301-687-4881
The Frostburg State University P20 CONNECTS project works with after school programs that serve students in 6th through 8th grade, specifically targeting students that are low income and eligible for free and reduced meals. This project focuses on expanding existing math, science, and language arts programming, along with character development components to enhance children’s leadership, communication, teamwork, and other skills highly desired by future employers.

JOHNS HOPKINS UNIVERSITY
Supervisor: Gia Grier
ggrier2@jhu.edu · 410-516-4238
This project centers on the creation of a comprehensive wrap-around youth and young adult center located within West Baltimore and targeting specific needs of youth in the community who are 13-26 years old. This youth center is a response to community requests for resources to combat crime committed by youth, overcome employment barriers experienced by youth, as well as skills building, resource connection, and leadership opportunities.

LOYOLA UNIVERSITY MARYLAND
Supervisor: Marie M. Anderson
memawcency@loyola.edu · 410-617-2099
The CCMA AmeriCorps VISTA project with Loyola University Maryland serves to prepare two low income African American and historically divided communities’ youth to learn safely together in a newly merged and rebuilt public school. This project develops and implements mediation resources and practices for long-term youth and family success.

MARYLAND INSTITUTE COLLEGE OF ART
Supervisor: Dominique Clifton
DRCabinet@bcps.k12.md.us · 443-642-3657
The CCMA AmeriCorps VISTA member develops and coordinates the Baltimore Design School/ MICA partnership, focusing on the development of literacy resources for students and parents, programming for students, and outreach to the ROS community around these resources.

MORGAN STATE UNIVERSITY ASAP
Supervisor: Sr. Mary Kerber
msasyc@gmail.com · 410-532-3172
Establishing and expanding relationships among NEMHU, city stakeholders and anchor institutions in support of the first year of the York Road Education and Service (YES) Program is the primary goal of the Notre Dame of Maryland University CCMA AmeriCorps VISTA project. Currently the YES Program focuses on developing learning and general support for both Govans Elementary School and Timberview Charter School, working to establish tutoring support, college preparation, and community involvement.

MORGAN STATE UNIVERSITY SYE
Supervisor: Rhonda Battle
Rhonda.Battle@morgan.edu · 443-885-4777
This project works with Morgan’s Second Year Experience (SYE) program for all returning first-year students. The SYE program’s goal is to increase the second to third year retention rate, thereby increasing the number of students who ultimately graduate from the university and, in turn, significantly increasing these students’ career and economic opportunities.

MOUNT ST. MARY’S UNIVERSITY
Supervisor: Layton Field
lfield@msmary.edu · 301-447-5118
The Mount Community Advancement Resources in Teaching, Advocacy, and Service (CARITAS) Program makes the resources of the university available to local organizations already engaged in the fight against poverty. This project develops and delivers community workshops, credit-based internships, and an area needs assessment to further support community partners at the Thurmont Ministerium and the Elizabeth Seton Center.

MOUNT ST. MARY’S UNIVERSITY ASAP
Supervisor: Shelia Richburg
shelia.richburg@morgan.edu · 443-739-6972
This project works with Morgan’s Second Year Experience (SYE) program for all returning first-year students. The SYE program’s goal is to increase the second to third year retention rate, thereby increasing the number of students who ultimately graduate from the university and, in turn, significantly increasing these students’ career and economic opportunities.

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REVITALIZATION

TOWSON UNIVERSITY, AMERICA READS/AMERICA COUNTS
Supervisor: Stephanie Eastward
seastward@towson.edu · 410-704-2082
The America Reads/America Counts (ARAC) project at Towson University addresses 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 restructures TU’s ARAC programs into an integrated and larger program by transitioning the existing programs, strengthening both programs, and expanding to new middle and elementary schools.

TOWSON UNIVERSITY, WACOM REVITALIZATION
Supervisor: Patricia Parker
parkerp@towson.edu · 410-704-2527
This project works with the Central Kenilworth Avenue Revitalization (CKAR) Community Development Corporation to strengthen the greater Riverdale community as a whole through interrelated projects in the areas of workforce development, economy-building, and environmental stewardship.

WILLIAM J. DONALDSON HIGH SCHOOL
Supervisor: Layton Field
lfield@msmary.edu · 301-447-5118
The CCMA AmeriCorps VISTA project at Towson University addresses 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 restructures TU’s ARAC programs into an integrated and larger program by transitioning the existing programs, strengthening both programs, and expanding to new middle and elementary schools.
CCMA AmeriCorps VISTA | 2018-2019 Project Abstracts

TOWSON UNIVERSITY, MODEL UNITED NATIONS
Supervisor: Chris Jensen
cjensen@towson.edu · 410-704-2826

This project increases access to and participation of low-income students in an experiential learning opportunity where they can practice and advance their writing, research, and oral presentation skills. Their problem-solving experiences and the skills 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
jdgai@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. Out of this, USG created the Career Experiences Opportunity program to give students work experience. The CCMA AmeriCorps VISTA designs intervention pathways for both programs.

UNIVERSITY OF BALTIMORE
Supervisor: Anthony Bunch
abunch@ubalt.edu · 410-877-5419

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 BALTIMORE, BET CONNECT
Supervisor: Michael Harpe
jmharpe@umes.edu · 410-621-1472

The UMES Vet Connect initiative is designed to assist and provide solutions to 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 including financial and legal assistance, job training, housing, health, and education.

UNIVERSITY OF MARYLAND EASTERN SHORE, SHORE TO FOUR
Supervisor: Michael Harpe
jmharpe@umes.edu · 410-621-1472

Shore to Four is a partnership with University of Maryland Eastern Shore (UMES) and the local elementary, middle, and high schools in Somerset County, designed to increase college and career readiness by increasing baccalaureate degree attainment among underrepresented students, especially African American and Hispanic youth.

UNIVERSITY OF BALTIMORE, PARK SAFE
Supervisor: Laura Andino
laisio@umd.edu · 301-314-7700

This CCMA AmeriCorps VISTA project helps build the capacity of the University of Maryland SAFE Center for Human Trafficking Survivors (SAFE Center) to provide economic empowerment opportunities for its clients, and increase its capacity to recruit and organize volunteers.

UNIVERSITY OF MARYLAND, COLLEGE PARK CASA
Supervisor: Deborah Holberg
sholberg@umd.edu · 301-314-0608

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 creates and implements engagement workshops for parents and students as well as create a sustainable volunteer pipeline for these programs to continue.

UNIVERSITY OF MARYLAND, BALTIMORE
Supervisor: Eloise Giese
dgiese1@umbc.edu · 410-455-2493

The Retriever Essentials program works to eliminate food insecurity on the campus of the University of Maryland, Baltimore County through a variety of interventions and programs which support students experiencing homelessness, those working towards financial stability, and individuals experiencing chronic food insecurity.

WESLEY THEOLOGICAL SEMINARY
Supervisor: Jaleesa Hall
jhall@wesleyseminary.edu · 202-706-0840

The Change Makers Project is a youth development program for 9th-12th graders in the District of Columbia Alternative Schools. The program was created by the Institute for Community Engagement (ICE) at Wesley Theological Seminary Downtown and Raising A Village Foundation (RAV). The main goal is to provide academic, social and emotional support for high school students who live the DC area.

“The human heart is the first home of democracy. It is where we embrace our questions. Can we be equitable? Can we be generous? Can we listen with our whole beings, not just our minds, and offer our attention rather than our opinions? And do we have enough resolve in our hearts to act courageously, relentlessly, without giving up—even—trusting our fellow citizens to join with us in our determined pursuit of a living democracy?”

— Terry Tempest Williams
Our network and accomplishments are possible through the contributions of many people and organizations!

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Hood College

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Washington Adventist University
Westminster Theological Seminary

ADDITIONAL CONTRIBUTORS
The following people have generously given their time, expertise and leadership to our growing network:
Rev. Katy Brungraber
Dr. Joe Follman
Mrs. Suzanne L. Horlacher
Dr. Barb Jacoby
Rev. Dr. David McAllister-Wilson
Mr. Rick Palland
Mr. Tim Pollak
Dr. Dan Reis
Mrs. Mari Salinas
Ms. Darian Schultz
Dr. Craig Slack
Dr. Brad Stewart
Dr. Sarah and Mr. Paul Stokely
Ms. Redy Thompson
Col. (R) & Mrs. David & Beth Tohn
Dr. Barbara Vinin
Mr. Jim Walters
P20 CONNECTS Leadership Team
P20 CONNECTS Assessment Committee
Senior Advisory Group for Engagement (SAGE)

GOVERNMENT & FOUNDATIONS
AmeriCorps VISTA
Corporation for National & Community Service

CCMA STEERING COMMITTEE
Dr. Ezora Aye
Ms. Amy Cohn
Dr. Fiona Glade
Dr. Maurice Taylor
Ms. Ashley Vale
Dr. Monica Walker
Dr. Margarette Weber

Thank You